## Academic Program Review Self-Study Report

**Academic Year:** Fall 2014 – Spring 2015  
**Unit Name:** T. Denny Sanford School of Social & Family Dynamics  
**Director:** Richard Fabes  
**College Name:** College of Liberal Arts & Sciences  
**Dean:** Patrick Kenney

### PREFACE

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

### I. OVERVIEW AND EXECUTIVE SUMMARY

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

### II. STRATEGIC ORGANIZATION OF SSFD

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1 Mission Statement</td>
<td>5</td>
</tr>
<tr>
<td>II.2 Goals</td>
<td>5</td>
</tr>
<tr>
<td>II.3 Design of SSFD</td>
<td>6</td>
</tr>
<tr>
<td>II.4 Scholarly and Intellectual Activities of SSFD</td>
<td>7</td>
</tr>
<tr>
<td>II.5 Focused Strength Areas</td>
<td>8</td>
</tr>
</tbody>
</table>

### II. SSFD ACADEMIC PROGRAMS OVERVIEW

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

### III. SSFD UNDERGRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Subsection</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1 Undergraduate Program in Family and Human Development</td>
<td>10</td>
</tr>
<tr>
<td>III.1.a FHD Undergraduate Student Profile</td>
<td>13</td>
</tr>
<tr>
<td>III.1.b Assessment of the Undergraduate FHD Program</td>
<td>14</td>
</tr>
<tr>
<td>III.2 Undergraduate Program in Sociology</td>
<td>15</td>
</tr>
<tr>
<td>III.2.a SOC Undergraduate Student Profile</td>
<td>16</td>
</tr>
<tr>
<td>III.2.b Assessment of the Undergraduate SOC Program</td>
<td>17</td>
</tr>
<tr>
<td>III.3 Online Undergraduate B.S. Degrees and Enrollments in SSFD</td>
<td>18</td>
</tr>
<tr>
<td>III.4 Other SSFD Undergraduate Programs</td>
<td>20</td>
</tr>
<tr>
<td>III.4.a Community and Research Internships</td>
<td>21</td>
</tr>
<tr>
<td>III.4.b Undergraduate Honors Program</td>
<td>21</td>
</tr>
<tr>
<td>III.4.c Community Action Research Experiences (CARE) program</td>
<td>22</td>
</tr>
<tr>
<td>III.4.d Child Life Certificate Program</td>
<td>23</td>
</tr>
<tr>
<td>III.4.e Working with Military Families Certificate Program (Fall 2015/Spring 2016)</td>
<td>24</td>
</tr>
<tr>
<td>III.4.f Undergraduate Scholarship Support</td>
<td>25</td>
</tr>
</tbody>
</table>
III.5 Overall Undergraduate Program Analysis

IV. SSFD GRADUATE EDUCATION

IV.1 Doctoral Program in Family and Human Development
  IV.1.a Program Structure
  IV.1.b Program Analysis
  IV.1.c Strategic Plans and Directions

IV.2 Online M.S. Program in Family and Human Development
  IV.2.a Program Structure
  IV.2.b Program Analysis
  IV.2.c Strategic Plans and Directions

IV.3 M.A.S. in Marriage and Family Therapy
  IV.3.a Program Structure
  IV.3.b Program Analysis
  IV.3.c Strategic Plans and Directions

IV.4 M.A.S in Infant-Family Practice
  IV.4.a Program Structure
  IV.4.b Program Analysis
  IV.4.c Strategic Plans and Directions

IV.5 Doctoral Program in Sociology
  IV.5.a Ph.D. in Sociological Inquiry (Fall 2015)

IV.6 M.A. Program in Sociology
  IV.6.a Online M.A. Program in Sociology (Fall 2015)

IV.7 Graduate Student Support
  IV.6.a SSFD Graduate Assistantships
  IV.6.b SSFD Graduate Fellowships
  IV.6.c SSFD Competitive Doctoral Student Internship Funding

V. SSFD FACULTY

V.1 Faculty Strengths
  V.1.a Teaching
  V.1.b Research
  V.1.c SSFD Institutes, Centers, Enterprises, and Initiatives
  V.1.d Service and Community Engagement

VI. RESOURCES OF THE PROGRAM

VI.1 Faculty and Staff

VI.2 Faculty Mentoring

VI.3 Space

VI.4 Equipment

VI.5 Research Infrastructure
Preface

As we prepare this program review, we do so as a relatively new unit within the College of Liberal Arts and Sciences at Arizona State University. Formally launched in 2006 (and “named” in 2012) as part of the New American University (http://newamericanuniversity.asu.edu/), we represent one of the important initiatives taking place across ASU – namely, the formation of interdisciplinary schools that are designed to break down barriers across disciplines and bring faculty and students together in new and compelling ways to address important social and scholarly issues. The T. Denny Sanford School of Social and Family Dynamics (SSFD) is built on this premise.

Initially, SSFD was created as a merger of the former Department of Family and Human Development (FHD) and the former Department of Sociology (SOC) – although some faculty in SOC were transferred to other units prior to the merger. The undergraduate and graduate degrees in both FHD and SOC became part of SSFD. Thus, in addition to a new mission and vision, we also retained elements that reflect the roots of both FHD and SOC. We are now, however, much more than the merged FHD and SOC faculty – having added faculty from many backgrounds (e.g., education, health, methodology) and having created many new and diverse projects, degrees, and initiatives that transcend how we defined ourselves when we first began. As a result, we are now bigger, stronger, more visible, and more determined in accomplishing our goals.

As noted, SSFD was initiated in March of 2006 when the Arizona Board of Regents approved its formation and the dissolution of the former departments. Formal operations began on July 1, 2006 and we held our formal launch in November of 2006 and our “naming” launch in November of 2012. At that time, we became the T. Denny Sanford School of Social and Family Dynamics due to the generosity and vision of Mr. Sanford and his dedication to helping children and their families.

Although considerable progress has been made since our inception, we continue to evolve our operational and intellectual agendas and procedures. From a life-course perspective, we are in our early formative years. There has been considerable growth and change, and there is more to come. In addition, like the earliest years of the life-course, SSFD needs to be nurtured, reinforced, expanded, and refined. As such, SSFD continues to be a work in progress. Moreover, there are few units to look to as models or prototypes. Our unique situation needs to be considered as one reads through this program review document. Keep in mind that we have high aspirations and ambitions for our school. The steps we have taken, and will be taking in the future, are directed toward the goal of becoming and sustaining ourselves as a world-class leader, providing cutting-edge instruction, scholarship, and service focused on the study of children, youth, and families, and the translation of this work to improve their health and well-being.

This report focuses on (1) the accomplishments and changes we have undergone since our inception and (2) our future goals and plans. We avoid discussions of past goals and issues when we were separate units. As such, we do not dwell on the separate historical trends and patterns of the former units. Our focus is on SSFD, its accomplishments and its future.

I. Overview and Executive Summary

SSFD is relatively large – both in terms of numbers of faculty and numbers of students. It currently has 31 tenure/tenure-track faculty, plus an additional 30 non-tenured faculty who are instructional or research faculty. SSFD has a classified staff of 9.5 FTE. We have almost 1,700 undergraduate majors, an equal number of minors, and we generate over 30,000 student credit hours (about 10,000 students) each semester. We also have almost 200 graduate students. Incorporated into SSFD are several institutes, centers, and enterprises that involve many faculty, postdocs, staff, and students.
SSFD grants a B.S. in Family and Human Development, a B.A. in Sociology, an online terminal M.S. in Family and Human Development, a redesigned online terminal M.A. in Sociology, a Ph.D. in Family and Human Development, and a redesigned Ph.D. in Sociological Inquiry (formerly Sociology). We also have two clinical Masters of Advanced Studies degrees in Marriage and Family Therapy and in Infant-Family Practice. In 2013-2014, SSFD gave out almost 600 bachelor degrees and 44 graduate degrees.

Total annual research expenditures in SSFD are now over $7,000,000 – up from $2,500,000 when we first formed SSFD. A growing proportion of funding is generated by the participation of members of the faculty in multi-disciplinary, large research projects. SSFD faculty are highly productive and are at the forefront of their areas of expertise. Graduate and undergraduate students are also highly accomplished and are competitive in and out of academics.

The heart of SSFD lies in its interdisciplinarity. Over time, this quality has become clearer and more central. SSFD's faculty are at the cutting edge of their fields and are devoted to finding solutions to many of today’s most difficult and important problems. Through their dedication to high-quality research and analysis, SSFD faculty are engaged in the tasks of creating new knowledge, insight, information, options, and solutions that are effective and enduring, and that will promote new research and training.

SSFD is designed to be an organizational and operational center for creating and supporting bold and innovative thinking that encourages faculty and students to think in novel and visionary ways while addressing issues related to children, youth, and families. We cannot rest on our accomplishments and must continue to adapt and change as needed. We must not be risk averse and we must be willing to use our resources in new and different ways that leverage the energy and excellence of SSFD. Together with faculty and program affiliates from across ASU (such as nursing, speech/hearing, education, psychology) and the local community, our vision is that SSFD will become central to the interdisciplinary study and advancement of the most important and valued aspects of human life – namely children, youth, and families. This vision provides the “glue” that connects SSFD’s faculty, students, and programs.

That we are still in the midst of transformation means that many features of SSFD are still evolving. We continue to reorganize our staff and advising, office policies and procedures, and guidelines for evaluation and resource allocation. We are considering new ways to integrate our students, courses, and scholarship. Much work has been done and fills many of the pages of this review -- but there is considerable work still to be done.

II. Strategic Organization of SSFD

II.1 Mission Statement

The T. Denny Sanford School of Social and Family Dynamics (SSFD) is dedicated to enhancing the well-being of children, youth, and families through innovative interdisciplinary research, instructional excellence, and active community involvement. We continuously strive to be a leader in transformative discovery; fusing basic and applied research; and translating scientific knowledge into solutions for pressing problems related to children, youth, and families.

Although the ways in which specific SSFD components reflect ASU’s mission are described throughout this document, it should be noted that SSFD’s mission serves ASU’s mission by (a) demonstrating leadership in academic excellence and accessibility, (b) striving to achieve national standing in academic quality and impact, (c) establishing SSFD as a leading American center for discovery and scholarship in the social sciences, and (d) enhancing local impact and social embeddedness.

II.2 Goals
In the 21st century, individuals, families, societies, and entire populations are faced with fast-paced and complex changes. Although change has always been part of human life, the scope and speed of change has increased dramatically – and will continue to do so. Technological, political, economic, health, social, educational, and cultural forces interact in complex ways to shape human development and family life. Additionally, transformations in families, schools, and neighborhoods that are caused by larger social and cultural forces affect the people who comprise or reside in them. The need to understand these changes and the processes that underlie them has compelled institutions of higher learning to change the way they go about addressing their mission. SSFD in the College of Liberal Arts and Sciences at Arizona State University is designed to be a leader in addressing the most important issues facing individuals as they cope with changes in their lives and as they interact within their social environments. SSFD faculty represent a body of science, instruction, training, translation, and service that strives to transcend traditional boundaries and approaches to understanding the interfaces of human development, family life, and the broader social context.

The foundation of SSFD rests on an essential set of core values that define, inform, and guide our goals, decisions, and practices. These core values reflect the ongoing development and vision of the school. Reference back to these core values helps to ensure we are on track to accomplish our ambitious goals and vision. These core values include:

- **World-Class Excellence**: Our goal is to become a national and international force of world-class excellence for children and families in Arizona and beyond.
- **Innovation and Visionary Thinking**: We strive to be at the cutting-edge in all that we do and to think creatively about how to solve fundamental questions.
- **Collaboration**: We ask questions with the understanding that no single discipline has the answers. We work collaboratively to answer such questions with respect for others’ points of view.
- **Impact and Outreach**: We are dedicated to studying issues that have meaning and impact. Our goal is to make a difference in people’s lives and in our community.
- **Entrepreneurialism**: We recognize the need to engage in activities that allow us to generate our own resources and invest in ourselves.
- **Access and Diversity**: In all matters, we seek involvement and inclusion. We aim to recruit, retain, and engage an academically prepared and diverse faculty and student body.

### II.3 Design of SSFD

SSFD is designed to be an organizational and operational center for supporting bold and innovative thinking and for encouraging scholars and students to think in novel and visionary ways. As such, SSFD should be viewed as a unit that is defined by its enabling and facilitative capacities rather than by disciplinary or content-driven boundaries. Consequently, we are in a position to become a force for:

- Contributing knowledge about children, youth, and families through interdisciplinary basic and applied research and related scholarly activities;
- Promoting the welfare and health of individuals and families from all cultural backgrounds;
- Preparing graduate students and post-doctoral fellows for leadership in research, teaching, business, and outreach roles;
- Contributing to the development of undergraduate students who will be well-prepared to pursue professional careers and graduate education;
- Collaborating within and outside the University in fostering an appreciation of the role that knowledge and science can play in solving critical problems that children, youth, and families face, and in understanding positive outcomes and change.

The scholarly activities of SSFD rest on the goal of engaging in research that ultimately leads to improvements in the lives of children, youth, and families. Activities in SSFD are designed to transcend traditional divisions among academic disciplines and between basic and applied research. Through
their dedication to high-quality research, SSFD faculty are engaged in the tasks of creating new knowledge, insight, information, and solutions that are effective and enduring and promoting research and training in areas related to the creation of a better life for children, youth, and families. The work of faculty and students in SSFD, however, is not focused entirely on problems. Much of the work addresses the positive outcomes associated with development, families, and society. Understanding individual, family, and social strengths and resilience is critical to promoting and improving well-being and health.

To harness this potential, the intellectual lives of the faculty in SSFD can be captured by six core scholarly themes. Each theme reflects expertise and knowledge in a general area. The themes are not based on disciplinary divisions but are based on common scholarly interests. These core themes are relatively enduring and reflect the areas of expertise that are the foundation of our work and programs. Significantly, these themes also help define who we are to those outside the school -- to students who wish to pursue training, to researchers and scholars who wish to establish collaborations, to community members who are looking for guidance and partners, and to potential donors who want to better understand the capacities of the school. The core scholarly themes include the following:

- **Human Development**: The study of the evolving dynamics of the causes, correlates, and consequences of child, adolescent, and adult development, as well as the contextual conditions that may affect the course of development and relationships (e.g., work conditions, the penetration of technology, politics, economics, neighborhood and community conditions).
- **Dynamical Assessment**: The development and application of methods to assess the dynamics of social interactions and change over time in individuals, groups, networks, and populations.
- **Family Dynamics**: The study of patterns and change in interactions of family members including romantic and marital partners, parents, and siblings, and socialization of children.
- **Health and Society**: The study of the determinants of physical and mental health, health-related behaviors, health-based policy issues, and prevention of health-related problems; expansion of "health" beyond biological outcomes to include effective cognitive, affective, and social functioning, as well as general quality of life.
- **Race, Ethnicity, and Migration**: The study of racial and ethnic identity, acculturation processes, and the effects of migration on individuals and society.
- **Social Demography**: The study of the causes and consequences of population change and the relation of such change to social and economic processes.

Not only do these themes reflect the general foci of the ongoing work in SSFD, but they also represent a mechanism for describing its intellectual and scholarly capital. Additionally, this organization provides a basis from which faculty in SSFD can respond to research initiatives developed by faculty in other ASU units, community partners, and/or funding agencies.

**II.4 Scholarly and Intellectual Activities of SSFD**

One consistent answer to the question concerning where science should be going is “toward multi-disciplinary, multi-institution, multi-person teams working on large and important research questions.” As noted by the National Academy of Sciences report on *Facilitating Interdisciplinary Research* (2005), such research “can be one of the most productive and inspiring of human pursuits—one that provides a format for conversations and connections that leads to new knowledge. As a mode of discovery and education, it has delivered much already and promises more—a sustainable environment, healthier and more prosperous lives, new discoveries and technologies to inspire young minds, and a deeper understanding of our place in space and time.” Despite the benefits of such research, barriers exist to its implementation and these often are related to the tradition in academic institutions of organizing research and scholarship by discipline-based departments. SSFD is designed to break down these barriers and integrate disciplinary depth with breadth of interests, visions, and skills.

Based on these goals and visions, the scholarly and scientific activities of SSFD rest on a foundation of
engaging in research that ultimately leads to improvements in the lives of children, youth, and families. Such efforts may be driven by scholarship that changes people’s lives, or by scholarship that attempts to understand and formulate the principles and dynamics that may lead to successful interventions. Faculty in SSFD accomplish this through cutting-edge interdisciplinary research, methods, instruction, and outreach programs. As such, activities in SSFD transcend traditional divisions among academic disciplines and between basic and applied research.

II.5 Focused Strength Areas

Faculty in SSFD come together to form Focused Strength Areas. Focused Strength Areas reflect current research and scholarly activities that are flexible and change based on faculty makeup and interests, pressing social problems, and contacts with other ASU programs and with community partners and scholars from other institutions. At any given time, there will be several areas of focused strength – some mature and well-established, others just emerging. These areas transcend and cut across SSFD’s core scholarly themes. Current Focused Strength Areas in SSFD include:

- **Latino Youth and Family Resilience**: Scholarship devoted to how Latino children and families form identities and adjust to the demands of life in the broader social context of the US.
- **Pathways to Competence**: Explorations of the roots and mechanisms associated with positive adjustment, social competence, academic performance, and healthy well-being. A particular strength is the focus on the role of peers in influencing these important pathways and outcomes.
- **Relationship Dynamics and Gender**: A focus on understanding the complexities of changing relationships and their antecedents and consequences, as well as interventions designed to promote positive relationships. A key strength is the focus on the role of gender identity, behavior, and attitudes in relationship formation and dynamics.
- **Adolescence and Emerging Adulthood**: Understanding the dynamic changes associated with the transition to adolescence and early adulthood with an emphasis on diversity and process.
- **Innovative Methods and Analytics**: The development and application of innovative methods and statistical technique to study and assess impact and change over time in individuals, dyads, groups, networks, and populations.
- **Safe and Effective Learning Contexts**: A focus on explicating the complexities of school and non-school learning contexts and the factors that promote safe and effective development in these contexts, with an emphasis on both cognitive and non-cognitive factors.
- **Health Processes and Outcomes**: A focus on the etiology and consequences of mental and physical health, taking into account cultural/acculturation differences among populations.
- **Immigration and Population Dynamics**: The study of immigration and the changes in human populations and how these affect individuals, societies, and cultures.

Focused Strength Areas represent the main intellectual sites of interaction for many SSFD faculty and students. SSFD’s investments, grant activities, research agendas, and curricula are focused on and around (but not limited to) Focused Strength Areas. Focused Strength Areas are developed by both bottom-up (e.g., by faculty) and top-down processes (e.g., by SSFD administration, cluster hiring, external funding agencies). A representation of SSFD and its Focused Strength Areas is presented in Figure 1.

Taking advantage of SSFD’s Focused Strength Areas and its strong commitment to provide leadership in addressing pressing social concerns related to the quality of life for children, youth, and families, SSFD focuses on collaborative, interdisciplinary, and innovative work infused through its Focused Strength Areas. SSFD and its Focused Strength Areas are designed to enable scholars and students to focus on big problems and issues that typically are beyond the capabilities of individual scientists and disciplines.
II. SSFD Academic Programs Overview

As noted previously, SSFD grants a B.S. in Family and Human Development, a B.A. in Sociology, an online terminal M.S. and M.A. in Family and Human Development and in Sociology, respectively, an online terminal M.S. in Family and Human Development, a Ph.D. in Family and Human Development, and a newly redesigned Ph.D. in Sociological Inquiry (formerly Sociology). We also have two clinical Masters of Advanced Studies degrees in Marriage and Family Therapy and in Infant-Family Practice. Table 1 presents a summary and overview of these degrees. We discuss undergraduate programs first, and then follow that with a discussion of our graduate programs.

Table 1: Summary Data of the Academic Programs in SSFD

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<td>Undergraduate Headcount – Degree Seeking (Fall)</td>
<td>595</td>
<td>696</td>
<td>893</td>
<td>1087</td>
<td>1332</td>
<td>1607</td>
<td>1745</td>
<td>1692</td>
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<tr>
<td>FHD BS</td>
<td>318</td>
<td>379</td>
<td>445</td>
<td>544</td>
<td>643</td>
<td>796</td>
<td>887</td>
<td>861</td>
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<td>SOC BA/BS</td>
<td>277</td>
<td>317</td>
<td>448</td>
<td>543</td>
<td>689</td>
<td>811</td>
<td>858</td>
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<td>Master’s Headcount (Fall)</td>
<td>16</td>
<td>28</td>
<td>58</td>
<td>68</td>
<td>67</td>
<td>57</td>
<td>54</td>
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<tr>
<td>Doctoral Headcount (Fall)</td>
<td>65</td>
<td>67</td>
<td>63</td>
<td>59</td>
<td>56</td>
<td>62</td>
<td>54</td>
<td>49</td>
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<tr>
<td># of undergrad Degrees awarded--Total</td>
<td>215</td>
<td>220</td>
<td>267</td>
<td>323</td>
<td>475</td>
<td>568</td>
<td>599</td>
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<tr>
<td># FHD undergrad degrees awarded</td>
<td>108</td>
<td>114</td>
<td>151</td>
<td>174</td>
<td>246</td>
<td>297</td>
<td>309</td>
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<tr>
<td># SOC undergrad degrees awards</td>
<td>107</td>
<td>106</td>
<td>116</td>
<td>149</td>
<td>229</td>
<td>271</td>
<td>290</td>
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<tr>
<td># of Master’s</td>
<td>11</td>
<td>16</td>
<td>23</td>
<td>32</td>
<td>45</td>
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III. SSFD Undergraduate Programs

An overview of the undergraduate programs in SSFD is presented in Table 1. At the undergraduate level, SSFD offers two undergraduate degrees (1) a B.S. in Family and Human Development (FHD) and (2) a B.S. in Sociology (SOC). Although SSFD once offered a B.A. in Sociology, this degree was phased out in 2009-2010. A small number of students who originally entered the B.A. program continue as they will graduate under the catalog that was in place when they entered the program. Thus, our review of the Sociology undergraduate program includes both the B.S. and B.A. SSFD also offers minors in both FHD and SOC. The offerings in FHD and SOC are discussed separately.

Importantly, our undergraduate curricular offerings go beyond those of these degree programs. They include online degree programs in FHD and SOC, Internships, the Community Action Research Experience (CARE) program geared to build partnerships between community organizations and students, an Honors program, and a Child Life Certificate Program. Moreover, a Certificate Program in Working with Military Families has been proposed and is likely to begin sometime next year.

SSFD undergraduate degrees and classes generate considerable enrollment that has increased significantly since SSFD’s initiation. For example, our total student credit hours per semester have increased from about 26,000 in 2008-2009 to almost 33,500 in 2013-2014. These trends also mean that SSFD has an extremely high ratio of students to state funded full time equivalent tenure-track faculty that has increased from almost 74 in 2008-2009 to almost 85 in 2013-2014.

The requirements for our majors and minors, paired with the diversity of other options available for students in our school, reflects SSFD’s core values associated with diversity, excellence, access, and impact. Further, the interdisciplinary nature of SSFD and undergraduate education fits with ASU’s mission to lead the way in interdisciplinary sciences. Offering both traditional and online options for undergraduate majors and minors, while maintaining high standards, additionally reflects ASU’s mission to show leadership in academic excellence, innovation, and accessibility. Finally, many of our undergraduate classes and programs help ASU meet its mission for local impact and social embeddedness.

III.1 Undergraduate Program in Family and Human Development

SSFD offers a Bachelor of Science (B.S.) Degree in Family and Human Development (FHD). Students pursuing the FHD B.S. degree take core classes in human development, family relationships, research methods, and family diversity. Students majoring in FHD must complete (1) a minimum of 30 semester hours of FHD course work, (2) 15 additional hours in closely related fields in Social and Behavioral Sciences, and (3) all university and College of Liberal Arts and Sciences requirements. The minor in FHD requires 18 semester hours in FHD with a minimum grade of “C”, of which 12 hours must be upper-division, with at least six upper-division hours completed at the Tempe campus. See Appendix A for the FHD B.S. map of course requirements.

The FHD degree program is a major that provides students with an excellent education in liberal arts and sciences, as well as specific training in the areas of human development and family studies designed to prepare them for careers in both the private and public sectors serving the needs of children and families and for graduate study if students want to further their academic pursuits. Students not only study the historical, theoretical, and academic frameworks used to explain human
development and family behavior, but also acquire practical knowledge and skills that can be applied to human service occupations as well as their daily lives. As part of the College of Liberal Arts and Sciences, our undergraduates leave with oral and written communication skills, analytical and critical thinking skills, multicultural and diversity awareness, knowledge of research and statistical methods, interpersonal skills, and a knowledge base focused on family and human development.

Students combine electives with "related field" courses, courses that they select from across campus that emphasize particular areas related to family studies and human development, to prepare for specific employment opportunities and/or advanced study. Suggested related fields and emphases include Child and Family Policy, Child and Family Research, Pre-Marriage and Family Therapy, Child Care Administration, Child Life, Early Childhood Intervention, Parent Education, and Youth and Adolescent Service. Students who choose to enter the workforce following graduation with a B.S. degree in FHD find employment options available to them that range from human services to business.

The goals of our undergraduate program in FHD are to provide students with knowledge of:

1. The research and theories that serve as a foundation for family and human development.
2. The scientific method as it applies to family/child research – including an understanding of research design, measurement, data analysis, and the implications for families and individuals.
3. The breadth of family diversity and the ways ethnic traditions, values, beliefs, cultural symbolism, influence development, family policy, research, and intervention.
4. The application of lifespan developmental processes, concepts, and theoretical perspectives to explain family and individual development, including the contextual dynamics that influence individual growth and relationship satisfaction.
5. The functional and dysfunctional processes in interpersonal relationships, including factors that promote or inhibit positive growth in individuals and families.
6. The biological and environmental risk and protective factors that influence developmental trajectories and the dynamics of transactions among them.
7. Professional practice and ethical responsibilities in working with children and families of diverse backgrounds and circumstances.

As can be seen from Tables 1 and 2, the undergraduate headcount has increased dramatically over the last 8 years, with around 300 degrees awarded in FHD (and around the same in SOC) in the last 2 years.

Table 2: Current Undergraduate Degree Programs Offered by SSFD

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<td><strong>FHD BS</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Headcount (Fall)</td>
<td>318</td>
<td>379</td>
<td>445</td>
<td>544</td>
<td>643</td>
<td>796</td>
<td>887</td>
<td>861</td>
</tr>
<tr>
<td>Senior Headcount (Fall)</td>
<td>144</td>
<td>142</td>
<td>164</td>
<td>190</td>
<td>265</td>
<td>318</td>
<td>369</td>
<td>378</td>
</tr>
<tr>
<td>Degrees Awarded¹</td>
<td>108</td>
<td>114</td>
<td>152</td>
<td>174</td>
<td>246</td>
<td>297</td>
<td>309</td>
<td></td>
</tr>
<tr>
<td>Graduation Ratio²</td>
<td>75.0</td>
<td>80.3</td>
<td>92.7</td>
<td>91.2</td>
<td>92.8</td>
<td>93.4</td>
<td>83.7</td>
<td></td>
</tr>
<tr>
<td><strong>SOC BA/BS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount (Fall)</td>
<td>277</td>
<td>317</td>
<td>448</td>
<td>543</td>
<td>689</td>
<td>811</td>
<td>858</td>
<td>831</td>
</tr>
<tr>
<td>Senior Headcount (Fall)</td>
<td>133</td>
<td>127</td>
<td>154</td>
<td>193</td>
<td>260</td>
<td>323</td>
<td>339</td>
<td>365</td>
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<tr>
<td>Degrees Awarded¹</td>
<td>107</td>
<td>106</td>
<td>116</td>
<td>149</td>
<td>229</td>
<td>271</td>
<td>290</td>
<td></td>
</tr>
<tr>
<td>Graduation Ratio²</td>
<td>80.5</td>
<td>83.5</td>
<td>75.3</td>
<td>77.2</td>
<td>88.1</td>
<td>83.9</td>
<td>85.6</td>
<td></td>
</tr>
</tbody>
</table>

¹Total degrees awarded for academic year (Summer, Fall, and Spring semesters)
²Percentage of degrees awarded/senior headcount
As noted above, the program in FHD also offers an undergraduate minor. The number of students choosing this minor has grown significantly over the last 6 years (see Table 3). It is a popular choice for students with a variety of majors, but especially so among students with social science majors.

Table 3: Headcount of Students Concurrently Enrolled in Undergraduate Majors or Minors*

<table>
<thead>
<tr>
<th>Undergraduate Degrees or Certificates</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>FHD concurrent major</td>
<td>Fall Enrollment (headcount)</td>
<td>4</td>
<td>21</td>
<td>39</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>SOC concurrent major</td>
<td>Fall Enrollment (headcount)</td>
<td>11</td>
<td>28</td>
<td>47</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>FHD minor</td>
<td>Fall Enrollment (headcount)</td>
<td>65</td>
<td>117</td>
<td>184</td>
<td>249</td>
<td>296</td>
</tr>
<tr>
<td>SOC minor</td>
<td>Fall Enrollment (headcount)</td>
<td>125</td>
<td>160</td>
<td>219</td>
<td>226</td>
<td>264</td>
</tr>
</tbody>
</table>


The SSFD faculty associated with the undergraduate program in FHD are committed to providing a comprehensive curriculum that prepares students to successfully enter the work force, continue toward an advanced degree, or earn a certification. A wide variety of teaching methods are utilized by face-to-face and online faculty – case studies, small group interactions, discussion boards, lecture, as well as student papers, projects, and oral presentations.

FHD undergraduates are highly sought after by non-profit human service agencies, and by state government agencies (Child Protective Services and Department of Economic Security). For example, Southwest Human Development, the state’s largest agency serving families with young children, continues to court FHD graduates to work in their Early Head Start, Head Start, Healthy Families, and Early Intervention programs. Faculty maintain an on-going dialog with administrators from community-based organizations to ensure relevance of course content to actual work with children and families, to policy development and implementation, and to program evaluation. FHD students have also successfully applied to graduate and professional schools.

As part of our mission to prepare our majors for careers in the field and graduate school, we offer a variety of annual workshops. We have a liaison from ASU career services who works specifically with students in SSFD. We also offer a variety of workshops to help students with career needs. The graduate school workshops assist prospective graduate students in selecting and applying for graduate school.

In addition, new courses and other curricular offerings have been developed in response to the expressed needs of the community. Arizona leads the nation in population growth for children ages birth to 5 years. There is, therefore, a critical need to develop and build professional capacity to serve families with young children. The FHD Program has responded to this need by developing new courses that specifically address this need (CDE 337 Early Childhood Intervention; CDE 298 Children Facing Healthcare Challenges; CDE 498a Home Impact on Children’s Development; CDE 498b Violence in the Family; CDE 498c Gender, Peers, and School; CDE 498d Latino Families and Children; CDE 498e Child Abuse Prevention; FAS 498 Conflict Resolution; FAS 498b Family and Social Policy; FAS 489c Social Change-making). These course offerings serve ASU’s mission to “Enhance our local impact and social embeddedness [by providing] ...Arizona with an interactive network of teaching, learning, and discovery resources that reflects the scope of ASU’s comprehensive knowledge enterprise.”

In summary, the FHD undergraduate program monitors itself for currency, comprehensiveness, adequacy, and delivery of curriculum. The success of our graduates in obtaining meaningful employment, the requests of outside employers for our graduates, and the acceptance of our graduates
into some of the finest graduate programs in the country attest to our effectiveness.

III.1.a  FHD Undergraduate Student Profile

As is typical for this kind of program, few freshmen enter the university aware of this degree and thus few freshmen choose to major in Family and Human Development (as can be seen in Table 4). As students matriculate through their freshman and sophomore years, or transfer from the community colleges, they learn about this academic discipline, the major, and our faculty, and they transfer into the FHD program. Although we average about 600 majors (increasing to over 850 most recently –see Tables 1 and 2), a typical freshman class has less than 40 students.

Table 4: FHD and SOC Undergraduate Majors by Academic Status

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</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>28</td>
<td>37</td>
<td>28</td>
<td>38</td>
<td>31</td>
<td>39</td>
<td>54</td>
<td>38</td>
</tr>
<tr>
<td>Sophomore</td>
<td>50</td>
<td>72</td>
<td>93</td>
<td>103</td>
<td>123</td>
<td>139</td>
<td>143</td>
<td>148</td>
</tr>
<tr>
<td>Junior</td>
<td>96</td>
<td>128</td>
<td>160</td>
<td>213</td>
<td>224</td>
<td>300</td>
<td>321</td>
<td>297</td>
</tr>
<tr>
<td>Senior</td>
<td>144</td>
<td>142</td>
<td>164</td>
<td>190</td>
<td>265</td>
<td>318</td>
<td>369</td>
<td>378</td>
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</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>17</td>
<td>44</td>
<td>56</td>
<td>55</td>
<td>56</td>
<td>59</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Sophomore</td>
<td>33</td>
<td>44</td>
<td>101</td>
<td>103</td>
<td>134</td>
<td>144</td>
<td>153</td>
<td>117</td>
</tr>
<tr>
<td>Junior</td>
<td>94</td>
<td>102</td>
<td>137</td>
<td>192</td>
<td>239</td>
<td>285</td>
<td>317</td>
<td>300</td>
</tr>
<tr>
<td>Senior</td>
<td>133</td>
<td>127</td>
<td>154</td>
<td>193</td>
<td>260</td>
<td>323</td>
<td>339</td>
<td>365</td>
</tr>
</tbody>
</table>

About 94% percent of the FHD students are women (see Table 5). White students make up the majority of FHD majors. Around 20% of our students are Hispanic. Fewer American Indian, Asian American, and African American students select this major. The diversity of the student population in FHD is consistent with the diversity of the student population in the College.

Table 5: Undergraduate Student Profile

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Undergrad Headcount (Fall)</td>
<td>318</td>
<td>379</td>
<td>445</td>
<td>544</td>
<td>643</td>
<td>1251</td>
<td>887</td>
<td>861</td>
</tr>
<tr>
<td>% Women</td>
<td>94.0</td>
<td>95.0</td>
<td>93.9</td>
<td>93.8</td>
<td>93.3</td>
<td>93.0</td>
<td>92.7</td>
<td>93.1</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>2.5</td>
<td>.5</td>
<td>2.9</td>
<td>3.3</td>
<td>2.5</td>
<td>1.6</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>Asian American</td>
<td>2.8</td>
<td>3.7</td>
<td>3.6</td>
<td>3.5</td>
<td>2.6</td>
<td>2.8</td>
<td>2.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.3</td>
<td>0.5</td>
<td>0.5</td>
<td>0.7</td>
</tr>
<tr>
<td>African American</td>
<td>2.8</td>
<td>3.7</td>
<td>3.6</td>
<td>3.5</td>
<td>2.6</td>
<td>2.8</td>
<td>2.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>13.2</td>
<td>15.3</td>
<td>15.5</td>
<td>16.7</td>
<td>20.8</td>
<td>20.5</td>
<td>21.3</td>
<td>24.2</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>1.2</td>
<td>1.6</td>
<td>2.4</td>
<td>3.6</td>
</tr>
</tbody>
</table>
### III.1.b Assessment of the Undergraduate FHD Program

**Enrollment Patterns.** Although this assessment shows dramatic increases in the number of students choosing an FHD major and minor, most students who select the FHD offerings do so during their sophomore or junior year (see Table 4). Because most of the courses required for the major are upper-division, students who chose to be in this program later in their college career are still able to remain on-track for timely graduation. Still we have taken steps to increase the visibility and awareness of our program among freshmen and sophomores. This includes our participation in College and University Programs such as Orientation Fairs, ASU Undergraduate Admissions Summer Training programs, and Freshmen seminars (three sections of FAS 191). Further, because we previously offered so many upper-division courses, we revised our course FAS 330--Growth in Personal Relationships and now offer it as FAS 101 to attract new majors to the FHD program. Finally, FHD faculty and advising staff developed a curriculum “Roadmap” that charts the sequence and semesters during which required courses should be taken to assist undergraduates in making timely progress toward their graduation.

**Student Learning Outcomes Assessment.** Specific skills provided in the FAS/CDE major include:

1. **Research Skills.** FHD undergraduate students will be able to locate and consult primary and secondary source materials relevant to family/human development research; collect, analyze, and interpret research findings; demonstrate an understanding of methodological strengths/weaknesses, interpret results of family/developmental research.

2. **Communication and Technological Skills.** FHD undergraduate students will be able to organize and prepare substantive writing projects that are coherent, cogent, and grammatically correct using current appropriate formats; effectively plan, deliver, and evaluate oral presentations in individual and group formats; make effective use of technological advances in communicating and producing products.

3. **Analytic Skills.** FHD undergraduate students will demonstrate critical thinking, logical and creative problem-solving; application of theories and conceptual frameworks to a variety of professional situations in teaching, research, therapy, intervention, and analyses of public policies impacting families and children; and the ability to analyze and evaluate written/verbal information.

4. **Direct Practice Interpersonal Skills.** FHD undergraduate students will develop problem solving, collaborative, and self-change skills that contribute to relationship, professional, and life satisfaction, including the ability to work with children, adults, families, and other professionals as part of transdisciplinary intervention teams. Students develop the capacity to work professionally in ways that are sensitive to diverse cultural and ethnic backgrounds and maintain ethical standards.

Degree programs at ASU conduct annual learning outcome assessments. Our annual outcome assessment of the FHD major and minor evaluates whether:

1. Students can identify hallmarks of human development that are indicators of individual well-being.

2. Students can identify contextual influences on human development that are related to the well-being of individuals and families.
Every year, using specified performance criteria developed in conjunction with ASU’s Office of Evaluation and Educational Effectiveness, we exceed our criteria for both outcomes.

**Student Satisfaction.** Student satisfaction data clearly indicate that our graduates consistently have exceptionally high regard for their experience as FHD undergraduate majors (see Table 6). Overall academic experience, faculty concern, availability of courses, and advising are particular “points of pride.” Our graduating seniors’ report-card ratings for computer skills, writing skills, and communication skills are improving and are consistent, if not better than, those for the College of Liberal Arts and Sciences as a whole. Nonetheless, we look to improve those ratings in the future. We expect that careful attention to student achievement in these specific academic areas will contribute to improvements in these student satisfaction areas.

Table 6: Undergraduate Student Satisfaction Survey FHD¹

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</tr>
</thead>
<tbody>
<tr>
<td>Speaking clearly and effectively</td>
<td>61%</td>
<td>60%</td>
<td>62%</td>
<td>64%</td>
<td>71%</td>
<td>68%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Using computing and IT</td>
<td>67%</td>
<td>56%</td>
<td>63%</td>
<td>64%</td>
<td>69%</td>
<td>71%</td>
<td>74%</td>
<td>63%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>68%</td>
<td>73%</td>
<td>70%</td>
<td>66%</td>
<td>77%</td>
<td>76%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Acquiring work-related knowledge and skills</td>
<td>65%</td>
<td>73%</td>
<td>72%</td>
<td>78%</td>
<td>74%</td>
<td>74%</td>
<td>77%</td>
<td>63%</td>
</tr>
<tr>
<td>Overall academic experience in major</td>
<td>93%</td>
<td>96%</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>Concern of faculty for individual students</td>
<td>87%</td>
<td>80%</td>
<td>83%</td>
<td>84%</td>
<td>89%</td>
<td>85%</td>
<td>87%</td>
<td>83%</td>
</tr>
<tr>
<td>College/Department advising on courses and</td>
<td>93%</td>
<td>89%</td>
<td>95%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>89%</td>
<td>85%</td>
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<tr>
<td>requirements</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability of required courses</td>
<td>73%</td>
<td>72%</td>
<td>70%</td>
<td>82%</td>
<td>84%</td>
<td>88%</td>
<td>89%</td>
<td>77%</td>
</tr>
</tbody>
</table>

¹ From Graduating Senior Report Card. Percentages based on number of students who responded “Effectively” or “Very Effectively” or “Satisfied or Very Satisfied” when asked about these areas.

### III.2 Undergraduate Program in Sociology

Undergraduate students majoring in Sociology (SOC) must complete (1) a minimum of 30 semester hours of Sociology course work, (2) 15 hours additional hours in closely related fields in Social and Behavioral Sciences, and (3) all university and College of Liberal Arts and Sciences (CLAS) requirements. The minor in SOC requires 18 semester hours in Sociology with a minimum grade of “C”, of which 12 hours must be upper-division, with at least six upper-division hours completed at the Tempe campus. See Appendix B for the SOC B.S. map of course requirements.

Suggested emphasis in closely related fields in Social and Behavioral Sciences may include Human Services (with possible careers in programming, administration), Criminal Justice (with possible careers in corrections, rehabilitation, law enforcement), Education (with possible careers in teaching, research), Government (with possible careers in legislation, city planning), Social Science Research
The goals for the undergraduate program in SOC are to have students:

1. Apply sociological knowledge and concepts in the community;
2. Able to reason theoretically, and to critique and apply sociological concepts;
3. Be skilled at communicating their ideas orally and in writing;
4. Be able to design a simple research project;
5. Collect and analyze research data;
6. Understand and utilize statistical and computing skills.

The faculty associated with the undergraduate program in SOC are committed to providing a comprehensive curriculum that prepares students to successfully enter the work force or continue toward an advanced degree. A wide variety of teaching methods are utilized by faculty including case studies, small group interactions, discussion boards, and lectures as well as student papers, projects, and oral presentations.

### III.2.a  SOC Undergraduate Student Profile

As is the case with our undergraduate degree in FHD, few freshmen choose to major in SOC (see Table 4), although the SOC 101 class offered on the Tempe campus has extremely large enrollments. For example, in Fall 2014, seven in-person sections of SOC 101 were offered, with a total enrollment of approximately 3,000 students (and an additional 250 students taking the course online). As students learn more about this academic discipline, the major, and our faculty they transfer into the SOC program. Although we have had an average of about 600 majors (increasing to over 800 most recently – see Tables 1 and 2), a typical freshman class has less than 50 students majoring in Sociology. Thus, as with FHD undergraduate students, most students who declare sociology as their major do so in their sophomore or junior year, and the number of students making this choice is increasing dramatically (see Table 4).

Around 65% percent of the undergraduate SOC students are women (see Table 7). White students make up the majority of SOC majors. Around 20% of our students are Hispanic. Fewer American Indian, Asian American, and African American students select this major. The diversity of the student population in SOC is consistent with the diversity of the student population in the College.

<table>
<thead>
<tr>
<th>Table 7: SOC B.A./B.S. Student Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Women</td>
</tr>
<tr>
<td>% Ethnicity</td>
</tr>
<tr>
<td>American Indian</td>
</tr>
<tr>
<td>Asian American</td>
</tr>
<tr>
<td>Pacific Islander</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>2 or More Races</td>
</tr>
</tbody>
</table>
III.2.b Assessment of the Undergraduate SOC Program

Enrollment Patterns. Similar to the FHD program, this assessment shows a dramatic increase in the number of undergraduate students choosing SOC as either a major or a minor. Most students who select the SOC major do so during their sophomore or junior year (see Table 4). Because most of the courses required for the major are upper-division, the students who become aware of this program rather late in their college career are able to remain on-track for timely graduation. Nonetheless, we have taken steps to increase the visibility and awareness of our Sociology program among freshmen and sophomores. This includes our participation in College and University Programs such as Orientation Fairs, ASU Undergraduate Admissions Summer Training programs, and Freshmen seminars. In addition, SSFD faculty and advising staff developed a curriculum “Roadmap” that charts the sequence and semesters during which required courses should be taken to assist undergraduates in making timely progress toward their graduation.

Student Learning Outcomes Assessment. Specific skills provided in the SOC major include:

1. Research Skills. SOC students will be able to locate and consult primary and secondary source materials; collect, analyze, and interpret research findings; demonstrate an understanding of methodological strengths/weaknesses, interpret results of sociology research.

2. Communication and Technological Skills. SOC students will be able to organize and prepare substantive writing projects that are coherent, cogent, and grammatically correct using current formats; effectively plan, deliver, and evaluate oral presentations in individual and group formats; make effective use of technological advances in communicating and producing products.

3. Analytic Skills. SOC students will demonstrate critical thinking, logical and creative problem-solving; application of theories and conceptual frameworks to a variety of professional situations in teaching, research, therapy, intervention, and analyses of public policies; and the ability to analyze and evaluate written/verbal information.

4. Direct Practice Interpersonal Skills. SOC students will develop problem solving, collaborative, and self-change skills that contribute to professional satisfaction. Students develop the capacity to work professionally in ways that are sensitive to diverse cultural and ethnic backgrounds and maintain ethical standards.

Degree programs at ASU conduct annual learning outcome assessments. Our annual outcome assessment of the SOC major and minor evaluates whether:

1. Students can identify key sociological concepts that are critical to understanding social institutions and social change.

2. Students can identify cross-cultural variations that are indicators of well-being in social institutions.

Every year, using specified performance criteria developed in conjunction with ASU’s Office of Evaluation and Educational Effectiveness, we exceed our criteria for both objectives.

Student Satisfaction. Student satisfaction data clearly indicate that our graduates consistently have exceptionally high regard for their experience as SOC majors (see Table 8). Overall academic
experience, faculty concern, availability of courses, and advising have particularly high ratings. Our graduating seniors’ report card ratings for computer skills, writing skills, and communication skills are consistent with those for the College of Liberal Arts and Sciences as whole. Nonetheless, these represent areas for improvement in the future.

Table 8: Undergraduate Student Satisfaction Survey SOC B.A./B.S.¹

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</thead>
<tbody>
<tr>
<td>Speaking clearly and effectively</td>
<td>66%</td>
<td>62%</td>
<td>71%</td>
<td>67%</td>
<td>69%</td>
<td>65%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Using computing and IT</td>
<td>64%</td>
<td>54%</td>
<td>65%</td>
<td>66%</td>
<td>68%</td>
<td>66%</td>
<td>65%</td>
<td>63%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>77%</td>
<td>62%</td>
<td>72%</td>
<td>62%</td>
<td>75%</td>
<td>76%</td>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>Acquiring work-related knowledge and skills</td>
<td>58%</td>
<td>54%</td>
<td>59%</td>
<td>68%</td>
<td>70%</td>
<td>62%</td>
<td>60%</td>
<td>63%</td>
</tr>
<tr>
<td>Overall academic experience in major</td>
<td>95%</td>
<td>95%</td>
<td>93%</td>
<td>92%</td>
<td>96%</td>
<td>96%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>Concern of faculty for individual students</td>
<td>88%</td>
<td>90%</td>
<td>82%</td>
<td>82%</td>
<td>80%</td>
<td>80%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>College/Department advising on courses and requirements</td>
<td>86%</td>
<td>98%</td>
<td>88%</td>
<td>84%</td>
<td>87%</td>
<td>91%</td>
<td>90%</td>
<td>85%</td>
</tr>
<tr>
<td>Availability of required courses</td>
<td>79%</td>
<td>89%</td>
<td>81%</td>
<td>78%</td>
<td>83%</td>
<td>88%</td>
<td>88%</td>
<td>77%</td>
</tr>
</tbody>
</table>

¹ From Graduating Senior Report Card. Percentages based on number of students who responded “Effectively” or “Very Effectively” or “Satisfied or Very Satisfied” when asked about these areas.

III.3 Online Undergraduate B.S. Degrees and Enrollments in SSFD

SSFD began offering a Bachelor’s of Science (B.S.) degree in FHD and a Bachelor’s of Science (B.S.) degree in SOC fully online through the ASU Online program in the Spring of 2011. We were among the first units at ASU to offer fully online degrees. The requirements for the degrees are the same as the face-to-face programs; students just complete all of their coursework online rather than attending classes.

Online programs, however, have structural differences from the regular face-to-face courses. As is typical for degree programs offered through ASU Online, our courses are offered across six sessions throughout the academic year: Fall A, Fall B, Spring A, Spring B, Summer A, and Summer B. The Fall and Spring sessions are 7.5 weeks long and the Summer sessions are 6 weeks long. Together, Fall sessions A and B span the same time as a traditional semester, as is true of Spring A and B Sessions. Although these courses are accelerated, they are not abbreviated. Students cover the same amount of coursework to earn their course credits; they just do it in approximately half the time. Due to this accelerated nature, the recommended student course load is two courses per session. Our ASU Online degree programs embody the core values of ASU and SSFD including innovation, excellence, and access.

SSFD online courses make use of a variety of technologies to deliver high-quality online course content. To support faculty in creating and delivering high-quality courses, we have the assistance of an ASU Online Instructional Designer. We also have created a strong infrastructure within SSFD. For example, we have an SSFD Coordinator of Online Programming who helps faculty with online materials, who provides brown bags to keep faculty up-to-date on technology and associated changes, and who
Consults with faculty about online issues. Faculty develop materials that create an engaging and stimulating online classroom. Technology enables us to give audio/video lectures, have online discussions, and include videos that contextualize and illustrate course concepts, as well as assess learning through assignments and online exams.

Assessment of student learning does not rely solely on multiple-choice exams, but also includes interactive online discussion boards as well as written assignments and projects. Our online courses typically include weekly online discussions that allow students to engage with the material, interact with each other, and see connections between course material and real-life experiences. Students are placed into smaller groups in each course to encourage and facilitate effective discussions, real interaction, and to make connections with each other. In the majority of our courses, students also demonstrate their learning through at least one written assignment or experiential project. A key strength of our online degree programs is their ability to expand access to education to a more diverse group of students. Our online student population for the 2013-2014 academic year (the most recent data available) was composed of 41% minority students (see Table 9).

Our online majors tend to be significantly older than our on-campus majors with the average age of students being in their early 30s. These students are typically coming to ASU Online to complete a degree they began previously. Over 90% of these students were admitted to ASU as transfer students or were readmitted to ASU. Many of these students have life circumstances that would prevent them from being able to obtain a degree that required on-campus attendance. Students are admitted to ASU Online and begin taking courses in any of the six sessions throughout the academic year.

Table 9: SSFD Online Undergraduate Major Student Profile (Combined for FHD and SOC)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors Headcount</td>
<td>478</td>
<td>627</td>
<td>691</td>
<td>768</td>
</tr>
<tr>
<td>% Women</td>
<td>89.2%</td>
<td>91.5%</td>
<td>94.3%</td>
<td></td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>1.3%</td>
<td>1.8%</td>
<td>0.4%</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>2.1%</td>
<td>0.9%</td>
<td>2.1%</td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1.3%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>9.6%</td>
<td>9.7%</td>
<td>11.9%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>15.8%</td>
<td>23.3%</td>
<td>17.4%</td>
<td></td>
</tr>
<tr>
<td>2 or More Races</td>
<td>2.5%</td>
<td>3.5%</td>
<td>2.5%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>65.8%</td>
<td>59.0%</td>
<td>65.7%</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>1.7%</td>
<td>1.8%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>% Minority Total</td>
<td>34.2%</td>
<td>34.3%</td>
<td>41.0%</td>
<td></td>
</tr>
<tr>
<td>Average Age</td>
<td>33</td>
<td>33</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Admission Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>76.9%</td>
<td>82.4%</td>
<td>76.3%</td>
<td></td>
</tr>
<tr>
<td>Readmit</td>
<td>16.4%</td>
<td>8.4%</td>
<td>15.7%</td>
<td></td>
</tr>
<tr>
<td>FTF</td>
<td>5.5%</td>
<td>7.9%</td>
<td>3.4%</td>
<td></td>
</tr>
<tr>
<td>2nd degree</td>
<td>1.2%</td>
<td>1.3%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>447</td>
<td>562</td>
<td>622</td>
<td></td>
</tr>
</tbody>
</table>
As can be seen in Table 9, the number of online majors has increased each year whereas the trend in face-to-face majors is declining. As can be seen in Figure 2, the slopes of the regular and online trends have been moving in opposite directions over the past 3 years, and online majors now almost equal the number of regular majors in SSFD.

Figure 2: Online and Regular Undergraduate Majors in SSFD Since 2009

This increase is also true for overall online enrollments, increasing from a total headcount of about 4,700 students in 2011-2013 (the first year of online course offerings) to over 5,500 in 2013-2014. For the coming year, we are anticipating another increase to about 6,700 students enrolled in our online courses – representing a 40% increase since we began offering our courses online. Part of this increase is due to the exciting and important new ASU-Starbucks partnership in which Starbucks will pay for the final 2 years of online undergraduate education at ASU as part of its benefits for its employees (http://globalassets.starbucks.com/assets/39415f5a386a47259479e9f553246eef.pdf).

The growth in our online programs has increased the need for online instructors and advising. We have met this challenge by hiring new teaching faculty and a new online advisor. We also provide grading assistance to online instructors. Additionally, we have an active program that provides an opportunity for instructors to learn new techniques, technologies, and methods and to share “best practices”. Funding provided by the online program allows us to do this. Moreover, this funding is also used to support the research and scholarly infrastructure within SSFD. As such, the online program represents a critically important area that not only serves our students but also provides important resources that support the overall mission and efforts of SSFD’s faculty and programs.

In terms of assessment, the online degrees are not considered separate from our traditional offerings. Thus, comparisons of outcomes between the two cannot be made.

III.4 Other SSFD Undergraduate Programs

In addition to our degree programs, we offer a variety of other programs for undergraduates in SSFD. These programs are designed to enhance the undergraduate experience, to provide advanced
preparation and professional development for those students desiring more than the coursework in the degree programs, and to support SSFD undergraduate students in pursuit of their goals.

III.4.a  Community and Research Internships

Family and Human Development and Sociology undergraduate students have the option of completing an internship with a community agency of their choosing in their junior and/or senior year. Enrollment in the internship course averages 18 students in the Fall semester and 30 students in the Spring semester. Students also gain course credit and experience for enrolling in independent research internships in which they work directly with faculty and graduate students in faculty-sponsored research projects. Over 200 students each year participate in these research internships.

Students may take the internship course for 1-12 credit hours and internship hours can be earned over multiple semesters. Students spend 40 hours at their internship site over the course of the semester for each credit hour earned. The typical student enrolls in the course for three credits, and thus spends a minimum of 120 hours at the community agency. This option helps SSFD meet ASU’s mission of enhancing local impact and social embeddedness.

Students attend a pre-internship orientation in the semester prior to the internship. At orientation, they are given information on potential internship agencies or the training for the research. For the community internships, students are taught how to make initial contact with an agency and how to interview for a placement. They are also encouraged to interview the agencies themselves in order to find a placement that is most suitable for them. For the research internships, they meet with their faculty mentors to learn about the protocols involved and how to prepare for the research, including human subjects and ethical practices in conducting research with human participants. There is a 2.5 minimum GPA requirement to complete an internship.

In addition to time spent at the internship site, students attend seminars/lab meetings at ASU designed to support them in their internship. Topics for these sessions include legal and ethical issues; understanding and using supervision; rapport building; understanding cultural differences and their implications; and career opportunities, graduate school, resumes, and interviewing for a job.

An important measure of student learning outcomes is the evaluation of students in Internship. His or her supervisor from the agency or organization evaluates each student where the practicum was completed. Students are rated on a scale ranging from 0 (fail) to 4 (outstanding) on items aligned with SSFD program goals and skills including overall problem-solving ability, verbal and written communication skills, work habits and characteristics that include interpersonal and direct practice skills, and an overall rating of the intern. Organizations also include ratings for work assignments specific to the individual student and agency, and can choose to include additional items. Students typically receive very high marks from the organizations with whom they are placed. Annually, virtually all of our students are rated “good” or “outstanding” in their overall evaluations with well over 90% rated as “outstanding.” Students receive high ratings for problem solving abilities, communication skills, and work habits. Agencies overwhelmingly report that our students are well prepared in academic knowledge, as well as problem-solving abilities, communications skills, and work habits, and a number of our partnering internship agencies express great interest in hiring our students after graduation. Many of the research interns go on to graduate school of some kind.

III.4.b  Undergraduate Honors Program

We work with our students enrolled in the Barrett’s Honors College to provide them an enhanced educational experience. In the last 2 years, we have created a number of programs to improve our Honors
program. Several honors-only seminars are available to students, allowing for small enrollments and more “graduate-level” teaching to the Barrett Students.

Further, as a school, we have added more programming for Honors students. Each semester, we offer a number of meetings for students to discuss applying to graduate school and completing one’s honor’s thesis. These meetings provide students a time to connect with faculty. We have also instituted a “coffee-chat” program that allows a student to take a faculty member to coffee to discuss research, honors’ contracts for courses, and their theses.

The programs are still in their infancy, and students have expressed enthusiasm for the opportunities thus far. We have also added an Honors Project Competition that awards a cash prize to one honor’s student for the best thesis. We plan to continue to improve the honors program and have begun to use Social Networking to communicate and improve networking with the Barrett Honors students.

III.4.c Community Action Research Experiences (CARE) program

The Community Action Research Experiences (CARE) program builds community capacity through a course sequence that forms partnerships between student researchers (graduate and undergraduate students) from diverse disciplines and nonprofit organizations serving individuals and families in Maricopa County. Through these partnerships, research questions are developed that help these community organizations increase their effectiveness.

The mission of the CARE program is to: 1) make the students’ research-related knowledge and resources available to community organizations that have information and research needs, 2) increase the organizations’ evidence-based practices and effectiveness, and 3) increase students’ action research skills as well as their capacity for leadership. This mission relates to SSFD’s mission of enhancing the well-being of individuals, families, and social institutions. The CARE program mission also relates to SSFD’s core value of having “Impact and Outreach” by studying issues that have “meaning and impact” and can “make a difference in people's lives.” Moreover, the CARE program mission serves ASU’s mission to “Enhance our local impact and social embeddedness.”

Structure. The program is administered by a faculty Coordinator who teaches the two program course sequence. CARE 1 - Community Collaboration in Research (FAS/SOC 460/FAS 598) orients students to leadership, guides students in collaborating with a community agency, and helps students to develop a proposal for their action research project. CARE 2 - Research Internship (FAS/SOC 484/FAS 584) guides students in data collection, analysis, and in preparing their professional report and presentation to their community partner. The CARE Coordinator administers the program.

The strengths of the CARE program are that it:
1. Provides an intensive professional development opportunity for talented students.
2. Provides training in action research that expands the range of SSFD’s research initiatives.
3. Exposes graduate students to alternative career paths (to academia).
4. Provides community not-for-profit organizations with valuable knowledge that they implement immediately to improve their effectiveness.

Table 10: Undergraduate Enrollment for the CARE program

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Headcount (Fall)</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Honors thesis completed</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>
III.4.4 Child Life Certificate Program

Child Life Specialists work in allied health fields to promote effective coping among children and their families when they face challenges related to the child’s healthcare. The Child Life Council, a national organization, certifies Child Life Specialists. At the present time, individuals become certified if they: complete a Bachelor’s degree that includes courses related to child life (with one course taught by a Child Life Specialist); pass a national qualifying exam that tests for competencies in 10 areas; and complete a 480 hour, post-Bachelor’s clinical internship under the supervision of a Child Life Specialist. The Child Life Certificate program was jointly proposed in the Spring semester of 2011 by SSFD and by the Recreational Therapy Program in ASU’s School of Community Resources and Development to help students meet these requirements. Faculty from both Schools administer the program.

The Child Life Certificate has a three-fold mission: (a) to prepare students for the national qualifying Child Life exam, (b) to increase their competitiveness for post-Bachelor Child Life internships by providing them with a supervised practicum at a local health care facility, and (c) to give students guidance and direction toward future employment as a Child Life Specialist. This mission strongly exemplifies SSFD’s mission of enhancing the well-being of individuals, families, and social institutions through innovative instructional excellence and active community involvement. It also underscores SSFD’s efforts to be a leader in translating scientific knowledge into solutions for pressing problems related to families. Moreover, it serves ASU’s mission to enhance our local impact and social embeddedness.

Structure. Students who apply to the program must have a 3.00 GPA and have taken a lower level child development course. To earn the certificate, students accepted into the program complete seven courses from combined offerings within SSFD and the Recreational Therapy Program. One of the final required courses is a capstone experience - a practicum at a local hospital under the supervision of a Child Life Specialist. Offering this capstone experience requires coordination across available health care systems (see Table 11). In addition, the governing faculty value input from practicing Specialists in order to keep the program current. To these ends, the Certificate Program has an Advisory Board composed of Child Life Specialists from local health care delivery systems.

Table 11: Child Life Specialist Practicum Placements

<table>
<thead>
<tr>
<th>Practicum Placement</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banner Thunderbird Children Center</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cardon Children’s Medical Center</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Children’s Rehabilitation Services</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Arizona Children’s Center at Maricopa</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Medical Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scottsdale Healthcare at Shea</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

The Child Life Certificate is an intense, specialized, and high quality educational program that trains students to enter into an allied health profession. It is the only program of its kind in Arizona. Moreover, faculty are involved in the program’s governance have made efforts to integrate the students into the local Child Life Community through twice a year social events with the Advisory Board, and through their capstone course. Those students who have graduated with the certificate have been successful in obtaining highly competitive post-bachelor internships.

Faculty administering the program have faced two key issues since the program began. First, the pool
of students who applied to the program included both undergraduates and individuals who already had their bachelors but were re-careering. After beginning the program, some undergraduates decided on different career paths. Concurrently, the re-career students decided to take only courses that they lacked in their undergraduate program, but were required to take to become certified, and then dropped out of the program (see Table 12 for attrition rates). As a result, we now clearly articulate the demands of the program when interviewing applications. We also advise post-bachelor applicants to enroll in the coursework they lack prior to admitting them into the certificate program.

### Table 12: Child Life Specialist Application, Enrollment, and Completion Counts

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Applicants</th>
<th>Number Admitted</th>
<th>Number Withdrawn</th>
<th>Number Discontinued</th>
<th>Total Attrition</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall, 2011</td>
<td>10</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>4/6 67%</td>
<td>2</td>
</tr>
<tr>
<td>Spring, 2012</td>
<td>15</td>
<td>10</td>
<td>0</td>
<td>8</td>
<td>8/10 80%</td>
<td>1</td>
</tr>
<tr>
<td>Fall, 2012</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Spring, 2013</td>
<td>16</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1/6 16%</td>
<td>0</td>
</tr>
<tr>
<td>Fall, 2013</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Fall, 2014</td>
<td>10</td>
<td>7</td>
<td>1</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

The second issue reflects changes in the standards that will be required to become a certified Child Life Specialist by the national Child Life Council. Although a Bachelor's degree is the current standard, the Child Life Council has established that as of 2022 “...to establish eligibility for certification, candidates will be required to hold either a master's degree in child life OR a master's degree with a concentration or emphasis in child life” (e.g., M.S. in Human Development & Family Studies with a concentration in Child Life). To be responsive to this change, we are exploring ways that SSFD’s new online Family and Human Development Master's program can meet this requirement. We have designed two new courses that would be offered, and have identified a Child Life Specialist who can teach both courses as an adjunct faculty. Moreover, the online Master's program requires a culminating capstone project. Students building a concentration in Child Life could seek out a practicum with a Child Life Specialist community in their area to meet this requirement. The Child Life Certificate program would end once this option to the online Master's program is in place. We anticipate that moving in this direction will serve a larger number of individuals interested in a Child Life career because an online program will not be restricted to the Phoenix metro area. Moreover, we anticipate a higher completion rate by students in this new option given that those who seek a Master's program are often more settled in their career path than is the typical undergraduate.

### 3.4. Working with Military Families Certificate Program (Fall 2015/Spring 2016)

Many of our nation’s armed service personnel and their families have faced long, and at times multiple, deployments in combat zones. As a result, our society faces an increased need for professionals with an understanding of the specialized needs of veterans and their families as these veterans are reintegrated into a non-combatant life style. The Working with Military Families Certificate is designed to train individuals to help meet this need. Specifically, the certificate focuses on issues related to military family life including deployments, transitions, coping with stress, psychological and physical trauma, and death. In addition, the certificate program explores career opportunities for working with military families in the areas of education, health, counseling, and social services.

The mission of the Working with Military Families Certificate is to prepare future leaders to work with
military families in the students' given professions. This goal strongly reflects SSFD's mission of enhancing the well-being of individuals, families, and social institutions through innovative instructional excellence and active community involvement. In addition, it exemplifies SSFD's efforts to be a leader in translating scientific knowledge into solutions for pressing problems related to families and their social worlds. Further, it serves ASU's mission to "Enhance our local impact and social embeddedness [by providing]...Arizona with an interactive network of teaching, learning, and discovery resources that reflects the scope of ASU's comprehensive knowledge enterprise.

Structure. This certificate will be jointly governed by faculty from SSFD and ASU's ROTC. To earn the certificate, undergraduate students must successfully complete five 3-credit courses that focus on Human Development, Family Relationships, ROTC Leadership, and Military Family Systems. Successful completion of these courses will not only result in the certificate, but will also confer in a minor in FHD.

Faculty from SSFD and the ROTC have submitted a proposal to offer this certificate to undergraduate students. University approval of new certificates is a multi-step process. We anticipate the certificate program will be in place Fall 2015 or Spring 2016. Anticipated enrollment is listed in Table 13.

Table 13: Anticipated Enrollment in Military Families Certificate Program

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017 (Yr. 1 + new entering)</th>
<th>2017-2018 (Yr. 1 &amp; 2 + new entering)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>12</td>
<td>20</td>
<td>28</td>
</tr>
</tbody>
</table>

III.4.f Undergraduate Scholarship Support

SSFD is fortunate to have scholarships available to undergraduate students who major in one of our degree programs. The Monts, Fitch-Craig, Kirkman, Wilde Family, Butterfield, and Hudson Scholarships provide between $1,000-$4,000 awards to approximately 10 students each year (in some years we can give more students smaller awards). We hold a scholarship ice-cream social during the Spring semester to honor the recipients and their families, as well as the donors when possible. In total, each year we provide $25,000 to $30,000 in scholarship funds to SSFD undergraduate majors in SSFD.

III.5 Overall Undergraduate Program Analysis

Undergraduate Program Strengths. Our undergraduate program has maintained a high quality despite the fact that our enrollments have increased substantially for both FHD and Sociology. Specifically as can be seen in Table 14, student credit hours have increased since the academic year of 2006-2007. As noted previously, SSFD currently generates over 30,000 undergraduate student credit hours per semester. Thus, the class sizes of courses taught in SSFD have concurrently increased.

Table 14: SSFD Enrollment Patterns

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division Undergrad Student FTE</td>
<td>691</td>
<td>717</td>
<td>733</td>
<td>651</td>
<td>767</td>
<td>804</td>
<td>605</td>
<td>714</td>
</tr>
<tr>
<td>Upper Division Undergrad Student FTE</td>
<td>1,112</td>
<td>1,076</td>
<td>1,163</td>
<td>1,825</td>
<td>1,727</td>
<td>2,109</td>
<td>1,953</td>
<td>1,792</td>
</tr>
<tr>
<td>Totals:</td>
<td>1,803</td>
<td>1,793</td>
<td>1,896</td>
<td>2,476</td>
<td>2,494</td>
<td>2,913</td>
<td>2,558</td>
<td>2,506</td>
</tr>
</tbody>
</table>
Other strengths of the program include the numerous opportunities for students to create individualized instruction. Specifically, students may choose to complete fully online majors, allowing for flexibility in schedule and physical location. We also have developed programs that give students excellent career/applied experiences. We have two certificate programs that offer specialized training and lead many students to careers in related fields. Our internship program provides students the opportunity to gain applied experience, and the CARE program allows students to make connections between research and the community (meeting one of ASU’s missions to establish local impact). Students also report high satisfaction with their experiences in SSFD upon graduation.

**Challenges of the SSFD Undergraduate Programs.** Although there are numerous strengths in SSFD, one area for improvement involves freshmen enrollment and retention. Freshmen enrollment remains relatively small. As such, our freshmen persistence data are quite low (see Table 15). Six-year graduate rates for freshmen who began in our program were only available from 2006-2007 and 2007-2008, with rates between 27%-30% (compared to a 50% graduation rate for the University). We expect that these percentages will increase as more data are available and as our freshmen enrollments increase. In addition, the College of Liberal Arts and Sciences, in conjunction with a consulting agency, is beginning a systematic effort to increase freshmen retention rates, and SSFD faculty are taking part in these efforts. We believe that this will also contribute to increasing our freshmen retention.

Table 15: Graduation Rates of First-time, Full-time Freshmen Entering Cohort

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</thead>
<tbody>
<tr>
<td>Headcount of First-time, Full-time Freshmen Entering Cohort</td>
<td>30</td>
<td>59</td>
<td>52</td>
<td>43</td>
<td>44</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>Dept. Graduation Rate(^1)</td>
<td>30.0%</td>
<td>23.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASU Graduation Rate(^1)</td>
<td>56.7%</td>
<td>50.9%</td>
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</tbody>
</table>

\(^1\) Percentage of first-time, full-time freshmen cohort who graduated in 6 years

We also have taken some significant steps that should help in retaining sophomores and upper division students once they declare our major or minor. Our undergraduate advising continues to be a significant strength as evidenced by the fact that our advisors continue to be regular nominees for advising awards and that our graduates continuously rate their advising experiences high. We also have meetings for students to provide information about careers, internships, research practice, and graduate school as well as a less formal social setting during which students can get to know our faculty and academic advisors. The program invites freshmen to an informal “Welcome Fair” that offers them an opportunity to see many of our School’s offerings (i.e., Child Life Certificate, internships, Undergraduate Research Assistant opportunities). The event is set up as a fair, so students are able to socialize with faculty and advisors as well as connect with other students in the program.

Additionally, we have changed the structure for the administration of our undergraduate programs and events. Typically, we have relied on tenured/tenure-track faculty to fill the undergraduate
administrative positions on a rotating basis. This has created challenges in finding faculty who can get up to speed quickly and sustain the programs and events. Beginning Summer 2015, a non-tenure track faculty member will take over the leadership of the undergraduate programs on a permanent basis – providing more continuity and expertise going forward.

Summary. SSFD has developed a high quality, diverse set of educational experience for undergraduates enrolled in its major and minor programs. Further, there is ample evidence that SSFD has successfully adapted to increased enrollment pressures by developing different alternatives from which students can choose. Faculty have also incorporated the latest technological advances into the course offerings to maximize their educational efforts.

IV. SSFD GRADUATE EDUCATION

The tables below (Tables 16 and 17) provide information on the degree programs offered by SSFD. We currently offer an online terminal Master's of Science (M.S.) degree in Family and Human Development (FHD) and two professional terminal Master's of Applied Sciences (M.A.S.) degree programs in Marriage and Family Therapy (MFT) and Infant-Family Practice (IFP). Beginning in the Fall of 2015, we also will offer an online terminal Master's of Arts (M.A.) degree in Sociology. In terms of doctoral training, we currently offer a Ph.D. program in Family and Human Development and will also offer a newly designed Ph.D. in Sociological Inquiry beginning in the Fall of 2015.

Table 16: Current Graduate Degree Programs Offered by Unit

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</thead>
<tbody>
<tr>
<td>Total Graduate Student FTE</td>
<td>61</td>
<td>65</td>
<td>94</td>
<td>106</td>
<td>107</td>
<td>146</td>
<td>127</td>
<td>123</td>
</tr>
<tr>
<td>FHD PHD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Enrollment (headcount)</td>
<td>30</td>
<td>36</td>
<td>36</td>
<td>31</td>
<td>34</td>
<td>47</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>FHD MS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Enrollment (headcount)</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>2</td>
<td>10</td>
<td>9</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>MFT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fall Enrollment (headcount)</td>
<td>-</td>
<td>-</td>
<td>29</td>
<td>37</td>
<td>36</td>
<td>35</td>
<td>33</td>
<td>37</td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>16</td>
<td>19</td>
<td>16</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>IFP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Enrollment (headcount)</td>
<td>-</td>
<td>-</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>14</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>13</td>
<td>-</td>
</tr>
</tbody>
</table>

IV.1 Doctoral Program in Family and Human Development

Aligned with ASU’s charter to promote research and discovery of public value, ASU’s mission to enhance social embeddedness and SSFD’s mission to understand and improve the lives of children, youth, and families, the Ph.D. program in FHD is designed to train high quality researchers in developmental and family science. The doctoral program differs from other programs at ASU through its primary focus on the structures, processes, and social relationships relevant to children, youth, and families. Table 17 presents admissions and profile data for this degree.
Table 17: Admissions and Profile for the Ph.D. in Family and Human Development

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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
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<td>25</td>
<td>30</td>
<td>25</td>
<td>31</td>
<td>52</td>
<td>41</td>
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<td>Number of Admissions</td>
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<td>12</td>
<td>9</td>
<td>13</td>
<td>21</td>
<td>15</td>
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<td>674</td>
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<td>Number of New Students</td>
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<td>10</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>8</td>
<td>5</td>
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</tr>
<tr>
<td>Enrolled</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selectivity</td>
<td>35%</td>
<td>52%</td>
<td>40%</td>
<td>36%</td>
<td>41.9%</td>
<td>40.4%</td>
<td>36.6%</td>
<td>33.3%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Yield</td>
<td>28.6%</td>
<td>76.9%</td>
<td>66.7%</td>
<td>44.4%</td>
<td>38.5%</td>
<td>71.4%</td>
<td>53.3%</td>
<td>62.5%</td>
<td>41.1%</td>
</tr>
<tr>
<td>Mean GRE</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Verbal</td>
<td>505</td>
<td>497</td>
<td>458</td>
<td>572</td>
<td>562</td>
<td>493</td>
<td>552</td>
<td>580</td>
<td>552</td>
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<tr>
<td>Quantitative</td>
<td>580</td>
<td>591</td>
<td>584</td>
<td>625</td>
<td>658</td>
<td>585</td>
<td>664</td>
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<td>667</td>
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<tr>
<td>Headcount (Fall)</td>
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<td>36</td>
<td>31</td>
<td>34</td>
<td>47</td>
<td>41</td>
<td>40</td>
<td>1532</td>
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<tr>
<td>% Women</td>
<td>90%</td>
<td>91.7%</td>
<td>86.1%</td>
<td>90.3%</td>
<td>91.2%</td>
<td>91.5%</td>
<td>87.8%</td>
<td>85%</td>
<td>50.7%</td>
</tr>
<tr>
<td>% Ethnicity</td>
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<tr>
<td>American Indian</td>
<td>3.3%</td>
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<td>2.8%</td>
<td>3.2%</td>
<td>2.9%</td>
<td>2.1%</td>
<td>0%</td>
<td>0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian American</td>
<td>3.3%</td>
<td>8.3%</td>
<td>5.6%</td>
<td>6.5%</td>
<td>5.9%</td>
<td>4.3%</td>
<td>4.9%</td>
<td>5%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>African American</td>
<td>0%</td>
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<td>0%</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10%</td>
<td>16.7%</td>
<td>25%</td>
<td>16.1%</td>
<td>20.6%</td>
<td>29.8%</td>
<td>26.8%</td>
<td>25%</td>
<td>6.7%</td>
</tr>
<tr>
<td>2 or More Races</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>White</td>
<td>63.3%</td>
<td>52.8%</td>
<td>66.7%</td>
<td>74.2%</td>
<td>67.6%</td>
<td>59.6%</td>
<td>58.5%</td>
<td>60%</td>
<td>60.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>16.7%</td>
<td>16.7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.4%</td>
<td>2.5%</td>
<td>1.8%</td>
<td></td>
</tr>
<tr>
<td>% Minority Total</td>
<td>16.7%</td>
<td>27.8%</td>
<td>33.3%</td>
<td>25.8%</td>
<td>39.4%</td>
<td>36.2%</td>
<td>31.7%</td>
<td>30%</td>
<td>14.1%</td>
</tr>
<tr>
<td>% International</td>
<td>3.3%</td>
<td>2.8%</td>
<td>0%</td>
<td>0%</td>
<td>2.9%</td>
<td>4.3%</td>
<td>7.3%</td>
<td>7.5%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>214</td>
</tr>
</tbody>
</table>

IV.1.a  Program Structure

Students take core courses in family sciences, human development, research methodology, statistics, and diversity. The aim of the program is to train students to become researchers in an area of specialization in Family and Human Development. Students complete a total of 85 credit hours to earn their Ph.D. (55 credit hours for students entering the program with a M.S. degree). Credit hours are broken down into required courses, elective courses, and individual research requirements.

- **25 hours of required courses**
  - CDE 531 Theoretical Issues in Child Development (3 hours)
  - FAS 531 Theoretical Issues in Family Sciences (3 hours)
  - Diversity course Family (3 hours)
  - FAS 500 Research Methods (3 hours)
  - Multiple Regression (3 hours)
  - ANOVA (3 hours)
  - Advanced methods or Statistics (2 courses, 6 hours)
  - FAS 503 Professional Development
• 42 hours of elective courses (chosen with advisor)
• 18 hours of individual research requirements
  o CDE/FAS 599 Thesis (6 credits)
  o CDE/FAS 799 Dissertation (12 credits)

As part of their elective coursework, students may elect to complete one of three areas of specialization: (1) Measurement and Statistical Analysis, (2) Social and Emotional Development, or (3) Learning and Development. Other specializations are being considered (e.g., prevention/intervention science). Each specialization builds on the basic Ph.D. program in Family and Human Development but provides students with focused coursework and training in areas of strength within the unit. Opportunities to learn from faculty within and outside of SSFD are reflected in the specializations. Electives also provide the opportunity for interdisciplinary training as students can take courses in many different programs across the university and develop expertise in an area that is informed by multiple disciplinary approaches.

IV.1.b Program Analysis

All students in our doctoral program are full-time degree seeking students. Over the past 8 years (2006-2007 to 2013-2014), applications to our Ph.D. in Family and Human Development have fluctuated, ranging from a low of 20 applications (in 2006-2007) to a high of 52 applications (in 2011-2012 – see Table 17). On average, we receive about 31 applications per year and we admit an average of 12 students per year, yielding a mean selectivity rate of 39%. We successfully recruit more than half of those we admit (M = 55.25%) to the program (range = 28.6% to 76.9%).

The students in our program are primarily female (> 85% in any given year) and the largest ethnic minority subgroup is Latinos, consistent with the state of Arizona’s demographic profile. Currently, 30% of our doctoral students are ethnic minorities, with 25% being of Latino origin and 5% being of Asian American origin. We have a relatively small percentage of international students, averaging 3.5% across the 8-year period, with 7.5% of our students currently holding citizenship outside the US.

The indicator of quality available in Table 17 is the GRE scores of our students. The average score of our enrolled students is 527 for the verbal GRE score and 605 for the quantitative GRE score. Notably, the average verbal GRE scores of our most recently admitted group of doctoral students is the highest of any year in the past 8 years (580). Our students’ GRE quantitative scores are also very strong, ranging from 580 to 658 over this period of time. Our students also enter the program with strong verbal and quantitative skills that provide a solid foundation for their success in the program. We are currently targeting recruitment and application rates as areas to improve on as we would like to have a larger pool of applications to our program. Over the past 8 years, our average graduation rate is four students per year (range from two to nine students). Compared to our average admittance rate (12 students per year), we graduate about 30% of the proportion of students we admit each year (on average).

Of the 29 students who have graduated with their Ph.D. in Family and Human Development from 2006-2007 through 2012-2013 (N = 29), 52% of those students currently hold tenure-track professor positions at colleges and universities around the country. The next largest subgroup of graduates holds non-tenure track research positions at universities (21%), including five assistant research professors and one postdoctoral fellow. Four graduates are employed in research positions in non-university settings (14%), two graduates are in instructor or lecturer positions (10%), and 3% (one graduate) is not employed in a related field. Overall, we believe these placement rates provide strong evidence that our graduates are able to obtain positions relevant to their training.

We evaluate our program annually based on two outcomes: (1) students will engage in scholarly research and (2) students will synthesize research and theory on a particular topic and formulate
research goals or questions. Achievement of our first outcome is measured by students’ success in disseminating their research through presentations or publications by the time they earn their Ph.D. The second outcome is evaluated by students’ completion of their comprehensive exams and their employment in the field upon earning their degree. We have met these learning objectives each year.

The findings of our student satisfaction surveys suggest that students report very positive experiences in our FHD program (see Tables 18 and 19). Uniformly high ratings are given in each area of assessment with two exceptions. The two areas for improvement include the availability of required courses and finding ways to increase students’ communication skills. In terms of required courses, we currently are closely monitoring the availability of these courses and providing more long-term planning in this regard. The difficulty with course offerings typically occurs when faculty members go on sabbatical. We try to anticipate these gaps in offerings to allow students to better plan for required courses. In terms of communication skills, we plan to increase opportunities through opportunities for professional development both inside the unit and in other professional settings (e.g., conferences).

Table 18: Graduate Student Satisfaction Survey Quality*: Ph.D. in Family and Human Development

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Preparation for further study in your field</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Research skills and methods</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication skills</td>
<td>100%</td>
<td>60%</td>
<td>60%</td>
<td>0%</td>
<td>50%</td>
<td>71%</td>
<td>25%</td>
</tr>
<tr>
<td>Knowledge of computer applications in your field</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Ethical standards in the field</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>0%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>Quantitative skills</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percent of graduating graduate students who responded ‘effectively’ or ‘very effectively’ or responded ‘strong’ or ‘very strong’ when asked about their training in the following areas.

Table 19: Graduate Student Satisfaction Survey Quality: Ph.D. in Family and Human Development

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Overall academic experience in your major</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Availability of required courses</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
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<tr>
<td>Advising on career options within your field</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Concern of faculty for individual students</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percent of graduating graduate students who responded ‘satisfied’ or ‘very satisfied’ with each of the following aspects of your department/program?

Evidence of the growing success and recognition of our doctoral program in FHD is found in the recent inaugural rankings of programs in Human Development and Family Sciences (November, 2014; [http://u.osu.edu/adventuresinhdfs/the-hdfs-report/](http://u.osu.edu/adventuresinhdfs/the-hdfs-report/)). These rankings of programs in North America provided the first publicly available rankings of the quality and reputation of the program and faculty in
Human Development and Family Sciences units. In addition, programs were ranked in terms of areas of expertise (e.g., child development, adolescent development). Overall, SSFD at ASU was ranked in a tie for third. When ranked in terms of specific programs, SSFD at ASU ranked second in child development and tied for first in adolescent development and emerging adulthood. The rankings are provided below (see Figures 3, 4, and 5; from [http://u.osu.edu/adventuresinhdfs/the-hdfs-report/](http://u.osu.edu/adventuresinhdfs/the-hdfs-report/)).

**Figure 3: Overall North American Rankings**

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Mean</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Penn State University</td>
<td>4.5</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>2</td>
<td>University of Illinois</td>
<td>4.1</td>
<td>Department of Human &amp; Community Development</td>
</tr>
<tr>
<td>3</td>
<td>Arizona State University</td>
<td>4.0</td>
<td>School of Social &amp; Family Dynamics</td>
</tr>
<tr>
<td>3</td>
<td>Cornell University</td>
<td>4.0</td>
<td>Department of Human Development</td>
</tr>
<tr>
<td>3</td>
<td>Auburn University</td>
<td>4.0</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>6</td>
<td>University of Minnesota</td>
<td>3.9</td>
<td>Department of Family Social Science</td>
</tr>
<tr>
<td>7</td>
<td>Virginia Tech</td>
<td>3.8</td>
<td>Department of Human Development</td>
</tr>
<tr>
<td>7</td>
<td>University of North Carolina–Greensboro</td>
<td>3.8</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>7</td>
<td>Ohio State University</td>
<td>3.8</td>
<td>Program in Human Development and Family Science</td>
</tr>
<tr>
<td>7</td>
<td>University of California – Davis</td>
<td>3.8</td>
<td>Program in Human Development and Family Studies</td>
</tr>
</tbody>
</table>

**Figure 4**

**Top 5 Programs in Child Development 2014**

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Penn State University</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>2</td>
<td>Arizona State University</td>
<td>School of Social &amp; Family Dynamics</td>
</tr>
<tr>
<td>3</td>
<td>University of California – Davis</td>
<td>Program in Human Development and Family Studies</td>
</tr>
<tr>
<td>4</td>
<td>Auburn University</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>4</td>
<td>University of North Carolina–Greensboro</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>4</td>
<td>Tufts University</td>
<td>Department of Child Study and Human Development</td>
</tr>
</tbody>
</table>

**Figure 5**

**Top 5 Programs in Adolescent Development and Emerging Adulthood 2014**

<table>
<thead>
<tr>
<th>Rank</th>
<th>University</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arizona State University</td>
<td>School of Social &amp; Family Dynamics</td>
</tr>
<tr>
<td>1</td>
<td>Penn State University</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>1</td>
<td>University of Arizona</td>
<td>Division of Family Studies &amp; Human Development</td>
</tr>
<tr>
<td>4</td>
<td>Tufts University</td>
<td>Department of Child Study and Human Development</td>
</tr>
<tr>
<td>5</td>
<td>Auburn University</td>
<td>Department of Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>5</td>
<td>University of Illinois</td>
<td>Department of Human &amp; Community Development</td>
</tr>
</tbody>
</table>
IV.1.c Strategic Plans and Directions

Since the last program review, we have made some strategic changes to the FHD doctoral program. First, we have revised our program requirements to increase the flexibility of students' program of study. By reducing the total number of required courses and increasing the number of elective credit hours, we allow students to tailor the program to meet their individual training needs to a greater degree than in the past. Second, we have identified three areas of specialization and students can elect to specialize in one of these areas. These specializations (social and emotional development, measurement and statistical analysis, learning and development) capitalize on the key strengths of our faculty and provide focused training in each of these areas — with more being considered. In upcoming years, our goal is to continue to increase the visibility of our doctoral program. We also plan on giving our doctoral students more opportunities to present their work internally to improve their skills and confidence in oral presentations. Feedback regarding the success of our program was noted in the inaugural rankings of North American doctoral programs, where we ranked 3rd overall.

IV.2 Online M.S. Program in Family and Human Development

Beginning in the Fall semester of 2014, the M.S. in FHD became an expedited 30-credit hour online program that prepares social and behavioral sciences professionals to work with children, youth, adults, and families. Offering an online M.S. in FHD exemplifies SSFD’s core values of innovation, impact and outreach, entrepreneurialism, as well as access and diversity. In addition, it serves ASU’s mission of demonstrating leadership in academic excellence and accessibility.

Aligned with ASU’s charter and mission to enhance the social, cultural, and overall health of communities, the curriculum is designed to help students develop an advanced understanding of the issues and needs of children, youth, and families in the 21st century and it does so from an applied practitioner-oriented approach. Students in this program gain the knowledge and skills to create, facilitate, and evaluate research and programs that promote healthy individual and family development. Students develop basic research skills, a foundation of theoretical knowledge, professional development, and research skills through coursework and the completion of a culminating experience.

Table 20: Admissions and Profile for M.S. in Family and Human Development

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tr>
<td><strong>Number of Applicants</strong></td>
<td>3</td>
<td>41</td>
<td>13</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>14</td>
<td>7</td>
<td>1581</td>
</tr>
<tr>
<td><strong>Number of Admissions</strong></td>
<td>0</td>
<td>20</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>586</td>
</tr>
<tr>
<td><strong>Number of New Students Enrolled</strong></td>
<td>0</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>322</td>
</tr>
<tr>
<td><strong>Selectivity</strong></td>
<td>0</td>
<td>48.8</td>
<td>7.7</td>
<td>28.6</td>
<td>9.1</td>
<td>87.5</td>
<td>14.3</td>
<td>28.6%</td>
<td>37.1%</td>
</tr>
<tr>
<td><strong>Yield</strong></td>
<td>-</td>
<td>80%</td>
<td>100%</td>
<td>50%</td>
<td>0%</td>
<td>57.1%</td>
<td>0%</td>
<td>50%</td>
<td>54.9%</td>
</tr>
<tr>
<td><strong>Average GRE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Verbal</strong></td>
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<td>420</td>
<td>720</td>
<td>-</td>
<td>470</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Quantitative</strong></td>
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<td>-</td>
<td>648</td>
<td>-</td>
<td>-</td>
<td>632</td>
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<tr>
<td><strong>Headcount (Fall)</strong></td>
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<td>20</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>752</td>
</tr>
<tr>
<td><strong>% Women</strong></td>
<td>83.3%</td>
<td>100%</td>
<td>75%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>80%</td>
<td>59.3%</td>
</tr>
<tr>
<td><strong>% Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Asian American</td>
<td>0%</td>
<td>15%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>
IV.2.a  Program Structure

There were no changes in the required coursework with the conversion from a traditional to a fully online M.S. program, but the culminating project is now a capstone project rather than a master’s thesis. In this program, students can obtain their master’s degree in as little as 15-18 months. This degree is a terminal, non-thesis degree program that focuses on practical application. The M.S. program consists of required courses in child development theory, cultural diversity, applied research topics, methods, statistics, elective coursework, and a 9-credit hour culminating experience.

- **12 hours of required courses**
  - CDE 531 Theoretical Issues in Child Development (3 hours)
  - CDE 598 Cultural Diversity and the Family (3 hours)
  - FAS 500 Research Methods (3 hours)
  - CDE 501 Social Science Statistics (3 hours)

- **9 hours of elective courses (3 courses)**

- **9 hours of culminating experience**
  - CDE 586 Capstone Project I (3 hours)
  - CDE 587 Capstone Project II (3 hours)
  - CDE 588 Capstone Project III (3 hours)

The online master’s degree in FHD has a non-thesis culminating experience as its capstone. This applied culminating experience consists of a three-part Capstone Project. Each part of the Capstone experience will be customized to fit individual students’ professional and academic needs and interests. This culminating experience will provide students with a deeper understanding of family and human development, as well as a comprehensive professional portfolio for work in fields relating to children, youth, and families. The culminating experience consists of the following parts:

- **Capstone Project I** allows students to explore and begin to specify their professional goals and means of obtaining those goals.

- **Capstone Project II** is a written paper that allows students to delve into their area(s) of interest; developing a greater depth and understanding of topics that influence children, youth, and families; and that further the student’s academic and professional goals.

- **Capstone Project III** is the point at which students have the opportunity to apply what they have learned through their coursework and the previous Capstone activities and research. In consultation with an advisor, the student will fashion a field experience plan that allows the student to gain real-world experience related to family and human development. Activities that fulfill the field experience requirement are vast and varied, often limited only by a student’s creativity. Capstone Project III also includes an in-depth investigative paper option that builds...
IV.2.b  Program Analysis

Over the past 5 years, we have not actively recruited students to our terminal Master’s in Family and Human Development program, as our primary emphasis was on recruiting doctoral students in FHD. A reasonable proportion of the students admitted to the M.S. program were students who were seeking a Ph.D. but not viewed by the admissions committee as ready for a doctoral program. Thus, students were admitted to the M.S. program instead (after consultation with the applicant) with the idea that they could re-apply to the Ph.D. program following the completion of the M.S. program. These trends are reflected in the relatively few number of students admitted to this program since 2010.

Of those admitted between 2007-2008 and 2010-2011, more than half were females and approximately 50% of the students were White, with Hispanic, Latino, and African American students represented as well. We have no international students in this program, largely because we are unable to guarantee funding for students at the master's level (see Table 20).

Some of the students who complete our master's program go on to Ph.D. programs, whereas others seek employment in schools and community agencies. As noted above, our M.S. program has been redesigned as an online degree program beginning the Fall of 2014. The program's initial success is substantial as we currently have 102 students enrolled in the program.

Degree programs at ASU conduct annual outcome assessments. We evaluate our program annually based on two learning outcomes: (1) students will engage in scholarly research and (2) students will master key concepts in the field at an advanced level. Achievement of our first goal is measured by students’ success in developing and defending their master’s thesis and demonstrating knowledge of research methods by successfully passing their final exam/project in the graduate research methods course. Goal 2 is evaluated by students’ performance in Child Development or Family Theory coursework (as determined by performance on the final exam) and by successful employment in the field or further graduate study. We have successfully met these learning objectives each year. (Note: Because the M.S. degree is now entirely online as of Fall of 2014, we do not have Graduate Student Satisfaction Survey data to report and the use of the previous years’ data is not applicable.)

IV.2.c  Strategic Plans and Directions

Our goal is to continue to build our online terminal M.S. FHD degree program, as we believe it serves an important need for professionals working in careers with children and families. We have appointed a Director of the Online M.S. program and hired additional instructional faculty to address the needs of the program. We also hired a staff person to assist students and instructors in placements and presentation of their capstone coursework. The response to our online program has been exceptionally strong with 102 students enrolled in the first semester. Applications are accepted throughout the year and it is anticipated that another large group of students will begin the program in Spring of 2015. We will review indicators of program success annually (e.g., student satisfaction, learning outcomes, and job placement data) to identify ways to improve the program in upcoming years.

IV.3  M.A.S. in Marriage and Family Therapy

The M.A.S. in Marriage and Family Therapy (MAS-MFT) is a self-contained accelerated program, piloted in 2007 and officially began in 2008, that is designed to train practitioners who wish to practice marriage and family therapy. The purpose and goals of the MAS-MFT program directly aligns with the SSFD’s mission in several ways. Through classroom education and working directly with families during the 12-month community clinical internship, MAS-MFT students are “translating scientific knowledge into
solutions for pressing problems related to children, youth, and families.” By providing family therapy, students are striving “to transcend traditional boundaries and approaches to understanding the interfaces of human development, family life, and the broader social context” through enhancing ASU’s local impact and social embeddedness. Providing direct clinical services to members of the metropolitan community also supports ASU’s commitment to “excellence, access and impact.”

Table 21: M.A.S. in Marriage and Family Therapy

<table>
<thead>
<tr>
<th></th>
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</thead>
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<td>37</td>
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<td>85</td>
<td>100</td>
<td>82</td>
<td>82</td>
<td>1581</td>
</tr>
<tr>
<td>Number of Admissions</td>
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<td>-</td>
<td>22</td>
<td>30</td>
<td>21</td>
<td>30</td>
<td>24</td>
<td>27</td>
<td>586</td>
</tr>
<tr>
<td>Number of New Students Enrolled</td>
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<td>-</td>
<td>18</td>
<td>21</td>
<td>17</td>
<td>19</td>
<td>17</td>
<td>21</td>
<td>322</td>
</tr>
<tr>
<td>Selectivity</td>
<td>-</td>
<td>-</td>
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<td>39.5%</td>
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<td>30.0%</td>
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<td>32.9%</td>
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</tr>
<tr>
<td>Yield</td>
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<td>81%</td>
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<td>77.8%</td>
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</tr>
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<td>506</td>
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<td>440</td>
<td>390</td>
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<td>503</td>
</tr>
<tr>
<td>Average GRE Quantitative</td>
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<td>-</td>
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<td>592</td>
<td>450</td>
<td>490</td>
<td>485</td>
<td>365</td>
<td>632</td>
</tr>
<tr>
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<td>-</td>
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<td>37</td>
<td>36</td>
<td>35</td>
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</tr>
<tr>
<td>% Women</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>94.6%</td>
<td>94.4%</td>
<td>85.7%</td>
<td>78.8%</td>
<td>81.1%</td>
<td>59.3%</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
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<td></td>
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<tr>
<td>Indian</td>
<td>-</td>
<td>-</td>
<td>3.4%</td>
<td>5.4%</td>
<td>2.8%</td>
<td>0%</td>
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<td>2.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>-</td>
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<td>6.9%</td>
<td>2.7%</td>
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<td>0%</td>
<td>0%</td>
<td>2.7%</td>
<td>4.8%</td>
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<tr>
<td>American</td>
<td>-</td>
<td>-</td>
<td>3.4%</td>
<td>0%</td>
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<td>0%</td>
<td>0%</td>
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<tr>
<td>Pacific Islander</td>
<td>-</td>
<td>-</td>
<td>3.4%</td>
<td>6.9%</td>
<td>10.8%</td>
<td>8.3%</td>
<td>8.6%</td>
<td>12.1%</td>
<td>10.8%</td>
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<tr>
<td>African American</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.8%</td>
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<tr>
<td>Hispanic</td>
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<td>6.9%</td>
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<td>0%</td>
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<tr>
<td>2 or More Races</td>
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<td>3.4%</td>
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<td>0%</td>
<td>0%</td>
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<td>0%</td>
</tr>
<tr>
<td>White</td>
<td>-</td>
<td>-</td>
<td>69%</td>
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<td>84.8%</td>
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<td>63.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>-</td>
<td>-</td>
<td>3.4%</td>
<td>8.1%</td>
<td>2.8%</td>
<td>0%</td>
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<td>0.7%</td>
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<tr>
<td>% Minority Total</td>
<td>-</td>
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<td>20.7%</td>
<td>21.6%</td>
<td>13.9%</td>
<td>11.4%</td>
<td>15.2%</td>
<td>18.9%</td>
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<tr>
<td>% International</td>
<td>-</td>
<td>-</td>
<td>6.9%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>16</td>
<td>19</td>
<td>16</td>
<td>16</td>
<td>37</td>
<td>465</td>
</tr>
</tbody>
</table>

IV.3.a Program Structure

The purpose of the program is to provide high quality coursework and supervised internship -practicum experiences that meet the degree requirements for licensure in the State of Arizona to practice marriage and family therapy as determined and set forth by the Arizona Board of Behavioral Health Examiners (http://azbbhe.us/). The Arizona Board of Behavioral Health Examiners specifies the degree requirements. The specific goals of the program are to prepare students to:
1. Use appropriate written, verbal, and nonverbal communication with clients and professionals.
2. Apply ethics to marriage and family therapy incorporating the rules and regulations of the profession, critical thinking, and compassion.
3. Conduct marriage and family therapy with clients of diverse backgrounds based upon an
awareness and appreciation of diversity.
4. Employ knowledge of Systems Theory into practice.
5. Apply knowledge of marriage and family therapy models to practice.
6. Provide reasoning in support of diagnosis and treatment interventions.
7. Complete the educational requirements for MFT licensure eligibility in Arizona as defined by the Arizona Board of Behavioral Health Examiners (BBHE).

All courses are taught by state-licensed marriage and family therapists, and include:

- **39 hours of required courses**
  - FAS 570 - Introduction to Marriage & Family Therapy (3 hours)
  - FAS 581 - Professional Issues & Ethics (3 hours)
  - FAS 571 - Assessment in Marriage & Family Therapy (3 hours)
  - FAS 576 - Applied Issues in Human Development: Psychopathology (3 hours)
  - FAS 577 - Applied Issues in Children & Adolescents in MFT (3 hours)
  - FAS 572 - Advanced Techniques in Marriage & Family Therapy (3 hours)
  - FAS 573 - Dysfunctional Families (3 hours)
  - FAS 575 - Applied Issues in Couples’ Therapy (3 hours)
  - FAS 578 - Applied Issues in Sexuality for Marriage & Family Therapy (3 hours)
  - FAS 579 - Applied Research in Marriage & Family Therapy (3 hours)
  - FAS 574 - Family Theory for Marriage & Family Therapy (3 hours)
  - FAS 580 – Practicum (6 hours; includes a 12-month community internship and accrual of 300 direct client contact hours working with individuals, couples, and families under the direction of a licensed MFT supervisor)

### IV.3.b Program Analysis

Although our program is designed to meet the degree requirements for licensure in Arizona as marriage and family therapists, we attract applicants both in-state and out-of-state. The mental health field is over-represented by women across disciplines, and although we have had 10 male students in the program to date, our enrollment reflects this gender imbalance (see Table 21). A similar profile emerges with ethnic diversity – we have had students from the American Indian, Asian American, African American, and Hispanic populations, but the majority of our applicants remain White females. We have had only two international students, both of whom were already in the US at the time they applied. We offered admission to a Mexican citizen this year, but he declined because of the cost of the program. We do not offer a part-time track due to the accelerated nature of the program.

Our program is in its 8th year. As of graduation in December of 2014, we have 117 graduates from the program who have collectively contributed over 35,000 hours of direct client contact in individual, couple, and family psychotherapy hours during the 12-month internship. We have built a strong reputation in the mental and behavioral health field in Arizona. We are the only MFT program at a state university in Arizona, and our data on graduates becoming licensed (84%) and gaining employment in the field (86%) support our reputation. We have partnered with many of our internship placements since the program began, and the feedback we receive about our students’ level of preparedness is evidenced by these agencies wanting interns each year and also by hiring our graduates. Our faculty members are aligned with both the Arizona Board of Behavioral Health Examiners and the Arizona Association for Marriage and Family Therapy, not only to keep our program current but to help shape the regulations that govern Marriage and Family Therapists in our state. We will continue to conduct face-to-face interviews as part of our admission process to ensure that we offer admission to the most qualified applicants. We will continue to strive to inject more diversity in the program in terms of gender and ethnicity via recruiting efforts to reach more diverse populations.

Degree programs at ASU conduct annual outcome assessments. One of our crucial learning objectives is
that students will demonstrate mastery of the key concepts in the field at an advanced level. We measure the objective in multiple ways. One measurement tool we utilize is a culminating exam. Beginning in 2011, we began administering an annual culminating exam that reflects the Arizona Board of Behavioral Health Licensing exam. To date, we have exceeded this measurement each year. Another measurement for this learning outcome is that after graduation students will be employed in an area utilizing the knowledge and skills acquired in the degree program. We have tracked employment statistics for the past 4 years. The expectation is that a minimum of 80% of the cohort will be employed in an area utilizing the knowledge and skills acquired in the degree program. We have exceeded this measurement 3 out of the last 4 years (89.4% in 2010, 100% in 2011, 81.25% in 2012, and 73% in 2013) for an average of 85.9%.

A third measure of students mastering key concepts in the field of Marriage and Family therapy is through their written reflection of their clinical work, specifically on conceptualizing, assessing, and intervening utilizing Marriage and Family therapy models. As part of their clinical training, students complete a capstone project culminating their 12-month clinical internship and their application of systems-based therapy interventions. The expectation is that a minimum of 85% of the cohort will score 80% or higher on their capstone project. We have exceeded this every year.

The final measure of students mastering key concepts is through internship evaluations. At the completion of the internship, the clinical supervisor completes a written evaluation in which students are rated on appropriate use of “Intervention Strategies.” Rating options include “Surpasses,” “Successful,” “Inconsistent,” or “Unsuccessful.” The expectation is that a minimum of 85% of students will be evaluated by their clinical supervisor as “Surpasses” or “Successful.” We have exceeded this every year.

As a whole, our MAS-MFT students rate their overall academic experience, quality of instruction, availability of courses, career options, and faculty concern for students extremely high (see Tables 22 and 23). Ratings in specific areas such as communication, ethical standards, writing skills, and knowledge of computer applications for the field also receive high marks. Other areas, such as quantitative skills and research skills show the need for improvement. It is important to note that this is an applied clinical program. As such, the lower scores in these areas may reflect our program’s emphasis on clinical standards of care. For our program, we integrate evidence-based models and facilitate learning to critically review research with the emphasis on applying the information in clinical settings.

Table 22: Graduate Student Satisfaction Survey Quality (MAS-MFT)

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</tr>
</thead>
<tbody>
<tr>
<td>Preparation for further study in your field</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Research skills and methods</td>
<td>-</td>
<td>-</td>
<td>64%</td>
<td>56%</td>
<td>60%</td>
<td>36%</td>
<td>57%</td>
</tr>
<tr>
<td>Communication skills</td>
<td>-</td>
<td>-</td>
<td>82%</td>
<td>91%</td>
<td>73%</td>
<td>64%</td>
<td>93%</td>
</tr>
<tr>
<td>Knowledge of computer applications in your field</td>
<td>-</td>
<td>-</td>
<td>50%</td>
<td>80%</td>
<td>54%</td>
<td>40%</td>
<td>85%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>-</td>
<td>-</td>
<td>82%</td>
<td>82%</td>
<td>60%</td>
<td>73%</td>
<td>87%</td>
</tr>
<tr>
<td>Ethical standards in the field</td>
<td>-</td>
<td>-</td>
<td>91%</td>
<td>100%</td>
<td>87%</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>Quantitative skills</td>
<td>-</td>
<td>-</td>
<td>82%</td>
<td>88%</td>
<td>50%</td>
<td>50%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Percent of graduating graduate students who responded ‘effectively’ or ‘very effectively’ or responded ‘strong’ or ‘very strong’ when asked about their training in the following areas.
Table 23: Graduate Student Satisfaction Survey Quality (MAS-MFT)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall academic experience in your major</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>75%</td>
<td>82%</td>
<td>93%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>Availability of required courses</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Advising on career options within your field</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>79%</td>
<td>82%</td>
<td>93%</td>
</tr>
<tr>
<td>Concern of faculty for individual students</td>
<td>-</td>
<td>-</td>
<td>91%</td>
<td>91%</td>
<td>69%</td>
<td>70%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Percent of graduating graduate students who responded 'satisfied' or 'very satisfied' with each of the following aspects of your department/program?

IV.3.c Strategic Plans and Directions

Each student participates in a 12-month internship at community mental and behavioral health sites where they provide psychotherapy services to individuals, couples, children, and families at their respective sites. We have maintained partnerships with these agencies since the beginning of our program and each site has hired our graduates. We believe this reflects the quality of our students. We receive positive feedback each year from the internship sites on the interns from this program.

We continue to investigate partnerships with an expanded number of internship sites to serve our students. Some of the graduates from earlier cohorts are now independently licensed and we have utilized them as clinical supervisors. This strategy has been successful and we will continue to recruit clinical supervisors from our alumni. We also continue to encourage student involvement in the Arizona Association for Marriage and Family Therapy, the state professional association for marriage and family therapy. This allows our students to build a network for future career opportunities.

In addition, the adjunct faculty member who has been teaching three classes offered by the program was recently hired as a lecturer for SSFD. She serves on the Board of Behavioral Health Examiners, a key position in the local MFT community. Her community appointment allows us to keep both prospective and current students up-to-date on legislative changes affecting MFT's in Arizona.

Finally, to improve student satisfaction, we meet individually with students twice during the program to inquire about their experience in the program and at their internship. Whenever a student is demonstrating difficulty with academics, adherence to program policies, or expresses discontent, we meet personally with the student to help identify solutions. We also address career options within the field during the final semester in the program as students are preparing to graduate.

IV.4 M.A.S in Infant-Family Practice

The M.A.S. in Infant-Family Practice (MAS-IFP) began in the Fall of the 2008-2009 academic year. This self-contained accelerated program provides high-quality course work and supervised internship experiences designed to train professionals to work in prevention and intervention programs serving families with infants, toddlers, and preschool-age children. The program prepares individuals for positions in a variety of professional capacities including: child abuse prevention, home visiting, early childhood administration, early intervention, family support and child-care, and infant mental health. Course work prepares students for professional endorsement by the Infant-Toddler Mental Health
Coalition of Arizona's Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health, an infant-mental health professional recognition accepted in 22 states.

The MAS-IFP supports the University's mission to enhance impact and social embeddedness. To illustrate, the MAS-IFP program trains professionals to work in prevention and intervention programs providing services to families with very young children. Programs such as Head Start, Early Head Start, and Healthy Families home visiting program provide services to prevent child abuse and help prepare Arizona's youngest citizens for success in the K-12 educational system. The MAS-IFP offers the community's only training for professionals providing mental health services to families with infants and toddlers.

IV.4.a Program Structure

The MAS-IFP requires the successful completion of a minimum of 30 credit hours, an applied project, and an internship in a community placement approved by the master's in infant-family practice faculty. Internships are expected to last approximately 12 months. Students must satisfactorily meet the expectations of the agency supervising their internship. In addition to the required coursework and the 450 hours of internship, students create a portfolio that meets requirements for the Infant-Toddler Mental Health Coalition of Arizona's Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health. Currently, over half of the professionals who are “Endorsed” in Arizona are graduates of the MAS-IFP program.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE 570</td>
<td>Child Development for Infant-Family Practice</td>
<td>3</td>
</tr>
<tr>
<td>CDE 572</td>
<td>Infant-Family Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CDE 584</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>CDE 574</td>
<td>Observation &amp; Reflection Seminar I</td>
<td>3</td>
</tr>
<tr>
<td>CDE 571</td>
<td>Infant Mental Health for Infant-Family Practice</td>
<td>3</td>
</tr>
<tr>
<td>CDE 573</td>
<td>Cultural Competence for Infant-Family Practice</td>
<td>3</td>
</tr>
<tr>
<td>CDE 584</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>CDE 575</td>
<td>Observation &amp; Reflection Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>CDE 576</td>
<td>Applied Research Methods for Infant-Family Practice</td>
<td>3</td>
</tr>
<tr>
<td>CDE 584</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

IV.4.b Program Analysis

The MAS-IFP program typically enrolls 18-21 fulltime students each year (see Table 24). The majority of students are female and ethnic minority students have accounted for one-third to one-half of the total enrollment each year. Members from several of Arizona’s Tribal Communities have graduated. Communities represented include the Navajo Nation, Salt River Maricopa Community, the San Carlos Apaches, and the Pasqua Yaqui Community. A few foreign students have enrolled and graduated from this program. Countries represented include Mexico, India, Saudi Arabia, Portugal, Ghana, Japan, Columbia, and Nigeria. Most recently, the MAS-IFP program has been added to the list of programs eligible for scholarships from the Saudi Arabia’s Ministry of Culture.

### Table 24: Admissions and Profile for M.A.S. in Infant-Family Practice

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
<td>-</td>
<td>-</td>
<td>31</td>
<td>30</td>
<td>35</td>
<td>25</td>
<td>28</td>
<td>32</td>
<td>1581</td>
</tr>
<tr>
<td>Number of Admissions</td>
<td>-</td>
<td>-</td>
<td>30</td>
<td>29</td>
<td>28</td>
<td>22</td>
<td>22</td>
<td>25</td>
<td>586</td>
</tr>
</tbody>
</table>
A noteworthy strength of students enrolled in the MAS-IFP program is their dedication to serving at-risk families with young children. Many of the students are full-time working professionals in the infant-family field who are returning to school for additional education and an advanced degree. They work in non-profit human service agencies or for government agencies (e.g., child protective services). Many speak Spanish – a critically important asset for a state in desperate need of Spanish-speaking child and family service professionals. The majority of students have undergraduate training in child development, early childhood education, psychology, or a closely related field. Most graduates remain in Arizona working in the child-family field. Many remain "connected" to the program by participating in "in-service" training opportunities sponsored by the program in collaboration with organizations such as Prevent Child Abuse Arizona and the Infant-Toddler Mental Health Coalition of Arizona.

Students enrolled in our program come with relatively little training in the application of developmental science to direct practice with children and families. Specifically, they seem to have limited understanding of the importance of early experience (including early parent-child relationships) to later development. In addition, many students seem to have limited experience and therefore struggle with professional writing. For many of our students, English is a second language. Reading and understanding scientific and technical material is a challenge. Professional writing for these students can be especially difficult. Improving students’ ability and knowledge in these areas remains a key focus in all of the program’s required courses.

Degree programs at ASU conduct annual assessments. We have two identified learning outcomes:
1. Students demonstrate understanding of the theoretical knowledge of IFP required for endorsement by the Infant-Toddler Mental Health Coalition of Arizona’s Endorsement for
Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health.

2. Provide evidence of competence in the direct service skills required for professional endorsement by the Infant-Toddler Mental Health Coalition of Arizona’s Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health.

Every year, using specified performance criteria developed in conjunction with ASU’s Office of Evaluation and Educational Effectiveness, we exceed our criteria for both objectives.

The assessment of students’ satisfaction highlights a number of strengths in the MAS-IF program (see Tables 25 and 26). Students had consistently high regard for the quantitative skills they developed, the ethical training they received, and for the preparation for future study in their field. They have also shown consistently high regard for their academic experience, quality of instruction, availability of courses, advisement, and the concern of the faculty for the students in the program. Recent increases in satisfaction in skill training in the areas of writing and research are noteworthy. This likely reflects changes in faculty and content for the applied research methods implemented during the 2011-2012 program year. We will continue to focus on improving these areas in order to sustain this change.

### Table 25: Graduate Student Satisfaction Survey Quality (MAS-IFP)

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Preparation for further study in your field</td>
<td>-</td>
<td>-</td>
<td>86%</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>Research skills and methods</td>
<td>-</td>
<td>-</td>
<td>71%</td>
<td>67%</td>
<td>60%</td>
<td>75%</td>
<td>95%</td>
</tr>
<tr>
<td>Communication skills</td>
<td>-</td>
<td>-</td>
<td>71%</td>
<td>0%</td>
<td>81%</td>
<td>56%</td>
<td>72%</td>
</tr>
<tr>
<td>Knowledge of computer applications in your field</td>
<td>-</td>
<td>-</td>
<td>71%</td>
<td>0%</td>
<td>39%</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>-</td>
<td>-</td>
<td>86%</td>
<td>100%</td>
<td>81%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>Ethical standards in the field</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>Quantitative skills</td>
<td>-</td>
<td>-</td>
<td>71%</td>
<td>100%</td>
<td>67%</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Percent of graduating graduate students who responded ‘effectively’ or ‘very effectively’ or responded ‘strong’ or ‘very strong’ when asked about their training in the following areas.

### Table 26: Graduate Student Satisfaction Survey Quality (MAS-IFP)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall academic experience in your major</td>
<td>-</td>
<td>-</td>
<td>86%</td>
<td>100%</td>
<td>95%</td>
<td>81%</td>
<td>100%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
<td>81%</td>
<td>100%</td>
</tr>
<tr>
<td>Availability of required courses</td>
<td>-</td>
<td>-</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Advising on career options within your field</td>
<td>-</td>
<td>-</td>
<td>86%</td>
<td>100%</td>
<td>95%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>Concern of faculty for individual students</td>
<td>-</td>
<td>-</td>
<td>86%</td>
<td>100%</td>
<td>95%</td>
<td>94%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Percent of graduating graduate students who responded ‘satisfied’ or ‘very satisfied’ with each of the following aspects of your department/program?
IV.4.c Strategic Plans and Directions

The program attracts students who are full-time professionals in the IFP field. Currently the schedule of classes limits access for such professionals who live and work outside the greater Phoenix area. We are exploring the feasibility of converting some of the courses to an online format to improve accessibility.

IV.5 Doctoral Program in Sociology

In the Fall of 2011, as part of an ongoing evaluation of ASU’s graduate programs by the Provost of the University, both the Ph.D. and M.A. programs in Sociology (SOC) were placed on a list of programs considered for possible disestablishment. Based on subsequent planning and discussions, in 2013 we received approval to redesign these programs with the first cohorts entering these redesigned programs in the Fall of 2015 (all continuing students will have graduated by that time). As such, we present descriptive information on the SOC Ph.D. and terminal M.A. degrees as they existed between 2006 and 2011. We do not, however, discuss or assess these programs, but focus more on the plans for the newly designed graduate SOC graduate programs.

The doctoral program in SOC was designed to train researchers in three main areas of SOC — demography, family, and health. Students completed a total of 85 credit hours to earn their Ph.D. (55 credit hours for students entering the program with a M.S. degree). Credit hours were distributed into required courses with options, elective courses, and individual research requirements.

- **16 hours of required courses**
  - SOC 503 Sociology as a Profession (1 hour)
  - SOC 588 Doctoral Research Methods, or Demographic Methods or Qualitative Methods (3 hours)
  - Statistical Methods, with choice of SOC 507 (Categorical Data Analysis), or SOC 508 (Structural Equation Models), or SOC 509 (Event History Analysis) (3 hours)
  - SOC 585 Sociological Theory (3 hours)
  - SOC 792 Doctoral Research Methods (6 hours)

- **27 hours (for those coming in with M.A. degrees) or 57 hours (for those coming in with B.A. degrees) of elective courses (chosen with advisor)**
  - A minimum of two courses in one of the three areas offered (demography, family, health/medical) with an additional course in one other area

- **12 hours of individual research requirements**
  - SOC 799 Dissertation (12 credits)

All students in the SOC doctoral program were full-time degree seeking students. During the period prior to the disestablishment of the program, (2006-2011), applications fluctuated, ranging from a low of 14 applications (in 2010-2011) to a high of 37 applications (in 2006-2007 – see Table 27). The program received an average of 25 applications per year and admitted on average eight students, yielding a mean selectivity rate of 32%. The program recruited 60% of students who were admitted.

Table 27: Ph.D. Program in Sociology (2006-2011)

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
<td>37</td>
<td>26</td>
<td>18</td>
<td>32</td>
<td>14</td>
</tr>
<tr>
<td>Number of Admissions</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Number of New Students Enrolled</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
The students in the Sociology program were mostly female (> 73% in any given year) and during this review period the racial and ethnic composition of the student body remained around 30% minority, with a low of 20% in 2006-2007 and a high of 39.3% in 2009-2010. For the last cohort admitted (2010-2011), 77% were women and 27.3% were ethnic minorities, with 18.2% being of Latino origin, 4.5% of Asian origin, and 4.5% of African American origin. The program included international students, who made up on average 37% of the students during this review period.

During the years of this review period, the program awarded 25 doctoral degrees in Sociology (an additional 17 have graduated since 2011). About 40% of the students who obtained doctoral degrees in Sociology now hold tenure-track assistant/associate professor positions within colleges and universities around the country. Among the other graduates, several hold non-tenure track positions in university settings, including post-doctoral positions, lecturers and adjuncts, or directors of research. Five graduates are employed in research positions in non-university settings and others include a retiree and graduates working as consultants in the private sector.

### IV.5.a Ph.D. in Sociological Inquiry (Fall 2015)

The doctoral program in SOC has been renamed as the doctoral program in Sociological Inquiry (SI). This new design is intended to: (1) bring sociologically oriented faculty from across ASU together around a new model of sociological doctoral training, (2) attract high-quality students who desire advanced innovative interdisciplinary training, and (3) fill the gap between theoreticians and substantive researchers in answering complex questions that arise in social research. The degree is dedicated to the advancement of sociologically based research by critically evaluating, improving, and developing methods and theory so that phenomena of interest can be more soundly investigated and better understood.
The name change in the degree reflects the new focus and orientation. The emphasis on “Inquiry” reflects an emphasis on the generation and applicability of knowledge rather than its accumulation. Students in the program will be offered diverse and stimulating contexts for asking sociologically important questions and then provided with the training, mentoring, and opportunities for gathering and converting information and data to answer those questions. The disciplinary angle is very important, but as a means to an end, not as an end in itself.

The SI program will provide students with grounding in core sociological theories and approaches and an intensive immersion in methodological training, while engaging them in ongoing research projects at ASU. An emphasis is placed on fostering interdisciplinary collaboration and creating synergies across disciplinary boundaries and traditions.

This SI program will serve SSFD’s mission through its emphasis on interdisciplinary research and instructional excellence, as well as its ability to translate scientific knowledge into solutions for pressing society problems. Its unique design also serves ASU’s mission. Specifically the innovative residency research model demonstrates leadership in academic excellence, and its focus on interdisciplinary research helps to establish ASU as a global center for interdisciplinary research and discovery.

**Program Structure.** The Ph.D. in SI requires 54 post-Masters credit hours, including 12 hours of dissertation credits (see Table 28). A previously awarded master’s degree in social/behavioral sciences is required. Admitting only students who have completed an M.A./M.S. degree will attract more advanced students who are ready to pursue advanced doctoral-level training. It also will allow for a more focused cohort who complete the program in less amount of time, facilitating our ability to recruit more often and the ability to cover the courses required without affecting other course needs.

<table>
<thead>
<tr>
<th>Year</th>
<th>Introduction to Sociological Inquiry (SOC 603, 3 credits, year-long)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applied Social Theory (SOC 685 or equivalent, 3 credits)</td>
</tr>
<tr>
<td></td>
<td>Methods or statistics elective(s) (3-6 credits)</td>
</tr>
<tr>
<td></td>
<td>Substantive course(s) in student's focal area (3-6 credits)</td>
</tr>
<tr>
<td></td>
<td>Research Residency (SOC 792, 3 credits)</td>
</tr>
<tr>
<td>Year</td>
<td>Research Residency (SOC 792, 6-12 credits)</td>
</tr>
<tr>
<td></td>
<td>Methods or statistics elective(s) (3-6 credits)</td>
</tr>
<tr>
<td></td>
<td>Substantive course(s) in student's focal area (3-6 credits)</td>
</tr>
<tr>
<td></td>
<td><strong>Spring:</strong> complete comprehensive exams</td>
</tr>
<tr>
<td>Year</td>
<td>Integrative Research Seminar (SOC 691, 3 credits, year-long)</td>
</tr>
<tr>
<td></td>
<td>Research Residency (SOC 792, 6-12 credits)</td>
</tr>
<tr>
<td></td>
<td>Methods or statistics elective(s) or substantive course(s) (3-9 credits)</td>
</tr>
<tr>
<td></td>
<td><strong>Spring:</strong> defend dissertation proposal</td>
</tr>
<tr>
<td>Year</td>
<td>Dissertation (SOC 799, 12 credits)</td>
</tr>
<tr>
<td></td>
<td>Research Residency (SOC 792, up to 6 credits)</td>
</tr>
<tr>
<td></td>
<td><strong>Spring:</strong> defend dissertation</td>
</tr>
</tbody>
</table>

**Research Residency.** The SI Ph.D. program employs a “research residency” model. Like a medical residency, the research residency provides students with mentored, hands-on research training along with practical experience in designing and implementing research projects, formulating professional goals, collaborating in interdisciplinary teams, disseminating research findings to academic and policy audiences, and understanding professional life within and outside of the academy. From the beginning, the research residency model is designed to facilitate the acquisition of the knowledge, skills, and dispositions students need to make an immediate impact in their areas of focus. By providing intensive methodological training, hands-on experience, and a professional network, the residency gives students an understanding of what it takes to be successful and manage the demands associated with a career as an innovative scholar working across disciplinary boundaries to solve pressing social problems.
Students in the research residency work with faculty who have compatible research interests on a defined research agenda that is designed to result in a significant research product. Residencies can be single, multi-year engagements or can involve multiple distinct residency appointments (to be determined by the student and her/his advisor). Students may complete residencies with faculty research teams, ASU research centers or institutes, or individual faculty members. A mentor or team of mentors is identified for each residency placement. Students may begin a research residency as soon as they are matched with compatible faculty, but not later than the second year. Prior to the beginning of residency, the student will work with faculty to develop a contract specifying the research aims and activities, the intellectual and practical resources to be provided to the student, the deliverables or products, and the summary report to be completed by the student; the contract will be reviewed and approved by the graduate director in consultation with the graduate committee to ensure that the residency contributes to the student’s professional and educational goals. Students may arrange residency with faculty members for whom they are concurrently working as paid research assistants only if the content of the apprenticeship is distinct from the research assistant duties.

IV.6 M.A. Program in Sociology

The former M.A. degree program in SOC provided advanced training for those preparing for teaching, research, or applied careers in sociology, and was taken either as a terminal program or as a step toward eventual fulfillment of requirements for the Ph.D. in the past. The program trained students in research methods and statistical analysis giving master’s students the skills needed for applied careers in socially embedded research. The program consisted of 32 units distributed among required and elective courses, and a master’s thesis.

• **16 hours of required courses**
  - SOC 503 Sociology as a Profession (1 hour)
  - SOC 500 Research Methods (3 hours)
  - SOC 505 Regression Analysis (3 hours)
  - SOC 585 Sociological Theory (3 hours)
  - SOC 599 Thesis (6 hours)

Over the years less emphasis was placed on the master’s program as more efforts were devoted to the doctoral program. Thus, starting in 2008-2009 applications started to decline; from 21 that year to 10 applications in the last cohort admitted (see Table 29). On average, the program received 18 applications and admitted 4.6 students, yielding a mean selectivity rate of 25%. The program recruited 43% of students who were admitted.

Table 29: M.A. Program in Sociology (2006-2011)

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
<td>29</td>
<td>17</td>
<td>21</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Number of Admissions</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Number of New Students Enrolled</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Selectivity</td>
<td>3.4%</td>
<td>29.4%</td>
<td>38.1%</td>
<td>36.8%</td>
<td>20%</td>
</tr>
<tr>
<td>Yield</td>
<td>0%</td>
<td>80%</td>
<td>25%</td>
<td>42.9%</td>
<td>50%</td>
</tr>
<tr>
<td>Average GRE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headcount (Fall)</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
The students in the Master’s program in Sociology were mostly female (approximately 60% in any given year). For the last cohort admitted (2010-2011), 57.1% were women and 42.9% were ethnic minorities, with 14.3% being of Latino origin and 14.3% of Asian American origin.

IV.6.a  Online M.A. Program in Sociology (Fall 2015)

The M.A. in SOC has been redesigned and will be offered entirely online. Beginning Fall of 2015, SSFD will offer an expedited 30-credit hour online M. A. in SOC that prepares professionals to work in community settings. In as little as 15-18 months, students will be able to obtain their master’s degree. This non-thesis degree program will focus on practical application.

Students in this program will gain the knowledge and skills to create, facilitate, and evaluate research and programs that provide an understanding of social behavior. The program is designed for students who want an applied practitioner-oriented approach to understanding the issues and needs of individuals, families, and communities in the 21st century. Students can enroll throughout the year.

We anticipate that this program will be as successful in filling a need for advanced training in sociology at the master’s level as we have experienced with the M.S. in FHD. We expect approximately 100 students to enroll in this program in the Fall of 2015. Similar to the M.S. in Family and Human Development, a capstone project will replace the master’s thesis. Additionally, faculty teaching these courses will have considerable disciplinary and technical training to offer high quality courses and experiences for students in this program.

With its practitioner-oriented approach, this program will serve SSFD’s mission of enhancing the well-being of individuals in our community, as well as translating scientific knowledge into solutions for pressing social problems. It also reflects ASU’s mission of enhancing impact and social embeddedness.

**Program Structure.** This degree is built on the previous M.A. in SOC but is now a non-thesis online degree program that focuses on practical application. The M.A. SOC program consists of courses in theory, methods, statistics, elective coursework, and a 9-credit hour culminating experience that
involves a capstone project. Students can obtain their master’s degree in as little as 15-18 months. Program structure includes:

- 9 hours of required courses
  - SOC 585 Sociological Theory (3 hours)
  - SOC 501 Social Science Statistics (3 hours)
  - SOC 500 Research Methods (3 hours)
- 12 hours of elective courses (3 courses @ 3 hours each)
- 9 hours of culminating experience (similar to the M.S. in FHD)
  - SOC 586 Capstone Project I (3 hours)
  - SOC 587 Capstone Project II (3 hours)
  - SOC 588 Capstone Project III (3 hours)

IV.7 Graduate Student Support

In SSFD, providing support for graduate students, particularly doctoral-level graduate students, is a top priority. All doctoral students in SSFD are fully supported during the academic year. We do not admit students into our doctoral programs without such support. This support comes in many forms and includes a stipend, tuition, and student health insurance. Summer support is provided by a variety of additional funding sources. Terminal Master’s level students have some access to funding, but given the intensive nature of our terminal Master’s programs, many of these students cannot take on assistantships and doctoral students have priority.

IV.6.a SSFD Graduate Assistantships

The number of research and teaching assistantships in SSFD varies from year to year depending on a variety of factors – stipend level, overall funds available, size of entering class, etc. As can be seen in Figure 6, we have funded an average of 35 teaching assistants and 24 research assistants per year since 2008-2009. Funds for these assistantships come from state dollars and from student fees and grants.

Figure 6: Number of .5 FTE (20 hour) Graduate Assistants in SSFD
Importantly, we have increased the stipend levels significantly over the past 5 years. As indicated in Figure 7, stipend levels have consistently risen since 2012, particularly for doctoral level students. Beginning Fall of 2015, doctoral level stipends will be one of the highest in the country ($20,100). This is particularly impactful given the relatively modest cost of living in Arizona. Comparative data on doctoral level stipends are presented in Table 30. This table reveals that our 2015 stipend for our doctoral level students will be exceeded by only one program. Moreover, the average doctoral level in this table is about at the level of our stipend Master’s students.

![Figure 7: Stipend Levels for Graduate Assistantships in SSFD](image)

Table 30: Comparative Data on Doctoral Level Stipends in Human Development and Family Studies Programs (2014)

<table>
<thead>
<tr>
<th>University</th>
<th>Stipend Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kansas State University</td>
<td>$12,000</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>$12,271</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>$12,699</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>$13,049</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>$14,322</td>
</tr>
<tr>
<td>Florida State University</td>
<td>$14,500</td>
</tr>
<tr>
<td>Purdue University</td>
<td>$15,300</td>
</tr>
<tr>
<td>University of North Carolina, Greensboro</td>
<td>$16,000</td>
</tr>
<tr>
<td>Pennsylvania State University</td>
<td>$16,920</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>$17,273</td>
</tr>
<tr>
<td>University of Texas-Austin</td>
<td>$17,610</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>$18,000</td>
</tr>
<tr>
<td>University of Connecticut-Storrs</td>
<td>$22,300</td>
</tr>
</tbody>
</table>

**AVERAGE** $15,557

The increase in stipends is part of our overall strategy to attract high quality students into our doctoral programs. In addition to the stipend and other ASU benefits, we also provide new doctoral students with $2,000 in guaranteed summer support their first two summers in the program, as well as up to
$1,000 in funds to cover moving expenses (for those outside of the Phoenix area).

IV.6.b SSFD Graduate Fellowships

SSFD is fortunate to have a variety of fellowships that fund its graduate students. Several students have applied for and have been awarded federal fellowships (e.g., NSF and SHHRC, the Canadian version of NSF). These fellowships provide flexible funding to students to pursue their research interests.

SSFD has the Cowden Endowment that funds graduate research and teaching fellowships, as well as providing significant travel funding to students. In addition, the ASU Graduate College provides funds that strengthen the competitive offers we make to our prospective graduate students. In total, we average over $200,000/year in fellowships for our graduate students.

IV.6.c SSFD Competitive Doctoral Student Internship Funding

SSFD uses some of the funding generated by its efforts to support competitive research internships for its doctoral students. These internships provide funding that allows our students to gain important experiences that are not obtainable directly through their graduate programs.

The Intensive Summer Interdisciplinary Internship Experience provides SSFD doctoral students with up to $10,000 in summer support to obtain interdisciplinary research and training projects at a host institution outside of ASU. These highly competitive awards allow for travel and living expenses to work with research faculty from around the world in gaining training that is not available at ASU. Examples of such experiences include: data collection with international AIDS workers in Africa, attending sexuality dynamics workshop in the Netherlands, gaining exposure to costs-benefits analytics at UC Irvine, participating in multi-site research collaboration in Mexico, and developing expertise in the use of eye-tracking at UCLA and learning from world-class faculty in this area.

The SSFD Doctoral Student Summer Internship Program in the Institute for Interdisciplinary Salivary Bioscience Research provides summer support that place interested students in ASU’s Institute for Interdisciplinary Salivary Bioscience Research. Students spend the summer gaining experience in the use of salivary biomarker data and develop collaborations with the personnel at the Institute.

V. SSFD Faculty

Table 31: Faculty Profile

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured/Tenure-Track Faculty Headcount¹</td>
<td>30</td>
<td>31</td>
<td>40</td>
<td>37</td>
<td>34</td>
<td>35</td>
<td>731</td>
</tr>
<tr>
<td>Total Degrees Awarded per T/TT Faculty Headcount</td>
<td>10.3</td>
<td>11.7</td>
<td>13.2</td>
<td>16.9</td>
<td>19.0</td>
<td>18.1</td>
<td>7.13</td>
</tr>
<tr>
<td>% Women Tenured/Tenure-Track Faculty¹</td>
<td>65%</td>
<td>63%</td>
<td>66%</td>
<td>70%</td>
<td>73%</td>
<td>71%</td>
<td>44%</td>
</tr>
<tr>
<td>% Minority Tenured/Tenure-Track Faculty¹</td>
<td>11%</td>
<td>12%</td>
<td>14%</td>
<td>14%</td>
<td>10%</td>
<td>11%</td>
<td>22%</td>
</tr>
<tr>
<td>Total Faculty Headcount²</td>
<td>45</td>
<td>51</td>
<td>64</td>
<td>66</td>
<td>60</td>
<td>59</td>
<td>1,113</td>
</tr>
<tr>
<td>Tenured/Tenure-Track Faculty FTE²</td>
<td>29</td>
<td>29</td>
<td>38</td>
<td>36</td>
<td>32</td>
<td>33</td>
<td>765</td>
</tr>
<tr>
<td>Total Faculty FTE(^2,3)</td>
<td>45</td>
<td>48</td>
<td>61</td>
<td>64</td>
<td>58</td>
<td>58</td>
<td>1,079</td>
</tr>
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</tr>
<tr>
<td>Student FTE/Faculty FTE Ratio</td>
<td>44.2</td>
<td>53.8</td>
<td>42.6</td>
<td>47.8</td>
<td>46.3</td>
<td>44.6</td>
<td>26.6</td>
</tr>
<tr>
<td>Staff FTE(^3)</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>743</td>
</tr>
<tr>
<td>RA/TA FTE(^4)</td>
<td>25</td>
<td>25</td>
<td>37</td>
<td>33</td>
<td>31</td>
<td>25</td>
<td>603</td>
</tr>
</tbody>
</table>

1. Headcount = Full-time tenured/tenure-track faculty (30% or more FTE), including department chairs.
2. Total faculty includes professors, instructors, lecturers, and faculty associates.
3. Employee FTE paid from state funds only as of the end of September.
4. RA/TA FTE paid from all funds as of the end of September based on Arizona Board of Regents code 7.

Table 32: Faculty Areas of Expertise

<table>
<thead>
<tr>
<th>Faculty Name (last name, first)</th>
<th>Rank</th>
<th>Highest Degree Attained</th>
<th>Courses Taught During Last Academic Year</th>
<th>Areas of Scholarly Work and Research (plus titles and amount of funding for any funded research during last 2 years).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abry, Tashia</td>
<td>Assistant Research Professor</td>
<td>PhD</td>
<td>SOC 390 – Social Statistics I</td>
<td>Children's social and emotional development; Teacher-student relationships and interactions; Implementation fidelity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 390 – Supervised Research Experience</td>
<td>Funding: N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 499 – Individualized Instruction</td>
<td></td>
</tr>
<tr>
<td>Agadjanian, Victor</td>
<td>Professor</td>
<td>PhD</td>
<td>SOC498/598 Epidemics and Society</td>
<td>Demography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Advancing Gender Equality and Women’s Empowerment in Armenia $377,172 (2012-2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Behavioral and Institutional Barriers to HIV Prevention Among Migrant Women $129,756 (2014)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Childbearing Dynamics in a Setting of High HIV Prevalence and Massive ART Rollout $217,539 (2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Global Recession Local Instability and Migration from Kyrgyzstan $18,590 (2012)</td>
</tr>
<tr>
<td>Bodman, Denise</td>
<td>Principal Lecturer</td>
<td>PhD</td>
<td>CDE 498/598 Children and Family Violence</td>
<td>Family relationships, parenting, culture, human development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CDE 232 Human Development</td>
<td>Most Recent Publication: Death and the Family (Family Science Encyclopedia), in press.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 370 Family Ethnic Cultural Diversity</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 498 Honors</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CDE 430 Infant/Toddler</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Courses</td>
<td>Projects</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
<td>----------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bradley, Robert</td>
<td>Professor</td>
<td>PhD</td>
<td>Development in the Family</td>
<td>Socioeconomic Status, Home Environment, Parenting, Fatherhood, Early Education, Child Care</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 331 Marriage/Family Relationships</td>
<td>New Item Clusters for HOME Inventory, NICHD $475,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Development and Validation of HOME Inventory for Late Adolescence, HRSA/MCH $900,000</td>
</tr>
<tr>
<td>Brem, Sarah</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>FAS 391/SOC 361 – Research Methods</td>
<td>Public Understanding of Science; Misconceptions of Emergent Systems; Science Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Collaborative proposal: Developing an Instrument for Measuring Student Innovative Engagement; source of support: NSF-EHR-DUE; $121,083.00; Total Award Period Covered: 7/1/2013 - 6/30/2015</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Empirical Research Emerging Research Strand: A Unified Cross-Domain Approach To Studying Learner Understanding Of Emergence Nsf-Ehr; Nsf-Ehr; $229,112.00</td>
</tr>
<tr>
<td>Brougham, M. Jennifer</td>
<td>Instructor</td>
<td>MSW</td>
<td>SOC 101-Introduction to Sociology</td>
<td>Development of new course proposal for working with military families and certificate.</td>
</tr>
<tr>
<td></td>
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<td>SOC 315-Courtship and Marriage</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 332 - Human Sexuality</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Courses</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Christopher, F. Scott</td>
<td>Professor</td>
<td>PhD</td>
<td>FAS 435 - Advanced Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SOC 435 - Advanced Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 499 - Individualized Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Human Sexuality, Close Relationships, Intimate Partner Violence.</td>
</tr>
<tr>
<td>DeLay, Dawn</td>
<td>Assistant Research Professor</td>
<td>PhD</td>
<td>SOC 390 – Social Statistics I</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CDE 598 – Topic: Social Network Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 390 – Supervised Research Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Peer Relationships, Childhood and Adolescence, Social and Group Dynamics, Innovative methodology</td>
</tr>
<tr>
<td>Dobratz, Patricia</td>
<td>Lecturer</td>
<td>JD</td>
<td>FAS 440 – Fundamentals of Marriage and Family Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 301 – Introduction to Parenting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 573 – Dysfunctional Families</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 574 – Family Theory for MFT</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 579 – Applied Research in MFT</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intimate and Family Relationships, Domestic Violence, Ethical and Legal considerations when practicing therapy</td>
</tr>
<tr>
<td>Doyle, Mary</td>
<td>Clinical Lecturer</td>
<td>MS</td>
<td>FAS 581 – Professional Issues &amp; Ethics in Marriage &amp; Family Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 576 – Applied Issues in Human Development: Psychopathology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FAS 580 – Marriage &amp; Family Therapy Practicum</td>
<td></td>
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<td>FAS 572 – Advanced Techniques in Marriage &amp; Family Therapy</td>
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| Duggan, Mary Anne     | Assistant Research Professor | PhD    | FAS/SOC 484 – Internship  
FAS 361/SOC 391 – Research Methods  
FAS 493 – Honors Thesis | Motivation of teachers as learners, school relationships and classroom communities, positive learning environments, and kindergarten as a unique context of schooling |
| Dumka, Larry          | Associate Professor  | PhD    | FAS/SOC 498/598 – Social Changemaking  
FAS/SOC 498/598 – Family and Social Policy  
FAS/SOC 460/598 – CARE 1 - Leadership, Research, and Collaboration in Community Change  
FAS/SOC 484/584 – CARE 2 – Action Research Internship  
FAS 101 – Personal Growth in Human Relationship | Family interventions to promote school engagement and prevent mental health problems in middle school students  
Engaging students in community action research and family policy development and implementation  
Effects Of Preventive Intervention For Mexican Origin Adolescents – Co-Principal Investigator (2008-2013-26% – $3,750,000)  
Optimizing a Family-Based Drug Abuse Prevention Program for Dissemination - Co-Principal Investigator (2014-2019-$10%-$4,473,000) |
| Elliott, Stephen      | Professor            | PhD    | FAS 598/Soc 598 – Scholarly Writing | Opportunity to learn and students’ academic achievement; children’s social skills assessment and intervention  
National Center on Assessment and Accountability for Special Education; $4,797,924 total/$2,131,411 past 2 years  
Integrated technology tools for optimizing instruction and assessment results for students with disabilities $2,500,000 total/$999,998 past 2 years |
| Erchul, William       | Research Professor   | PhD    | N/A                                                                      | Psychological consultation, School psychology |
| Fabes, Richard        | Professor            | PhD    | CDE 531 – Theoretical Issues in Child Development  
FAS 390 – Research | Peer Relationships, Early School Success, Gender.  
Sanford Harmony Program, $1,600,000  
Application of Discrete Homotropy Theory to the Study of Children’s |
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<td>Fey, Richard</td>
<td>Senior Lecturer</td>
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<td>CDE 232—Human Development Through the Lifespan</td>
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<td>CDE 450 – Child Dysfunction in the Family</td>
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<td>Bridget</td>
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<td>Marcella</td>
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<td>Early Intervention, Infant Mental Health, Social-Emotional Learning, Peer Relationships</td>
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<td>Glick, Jennifer</td>
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<td>PhD</td>
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<td>Demography, Immigration, Impacts of Migration on Families and Children.</td>
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<td>Advancing Health Equity Through Multi-Level Cultural Determinants</td>
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<td>Research ($291,708.00)</td>
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<td>Innovation in the Measurement of Community Contextual Features</td>
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<td>(432,968.00)</td>
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<td>PhD</td>
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<td>Greving Mehall, Karissa</td>
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<td>Clinical practice/application of Marriage and Family Therapy</td>
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<td>Griffin, William</td>
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<td>Analysis and Computational Modeling of Dyadic Interactions and Peer Relationships</td>
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<td>Hayford, Sarah</td>
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<td>2013-2014: no courses, sabbatical</td>
<td>Social demography: fertility intentions and behavior, family demography, sub-Saharan Africa</td>
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<td>Hedges, L.V.</td>
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<td>Hedges, L.V. (PI), E. C. Hedberg (Co-PI). State Longitudinal Data Systems Public-Use Project Pilot Study. (Spencer Foundation Grant #201400002). Award: $45,000.</td>
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<td>High conflict families, Never Married Parents, multicultural/indigenous psychology, social justice, counselor training</td>
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<td>IWOK (Indigenous Ways of Knowing): Native American elders speak on historical and intergenerational trauma: Implications for survival as indigenous people</td>
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<td>Motivation for Learning, Future Time Perspective, Engineering Education Research, Science Education research.</td>
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56
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<td>Intimate Relationships, Stress and Coping, Social Support, Daily Diary Methodology, Longitudinal Analysis</td>
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<td>Jager, Justin</td>
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<td>SOC/CDE 312 – Adolescent Development</td>
<td>Transition to Adulthood, Family Systems, Substance use, Developmental methods</td>
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<td>Kronenfeld, Jennie Jacobs</td>
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<td>SOC 418 Aging And The Life Course (2014 Fall)</td>
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<td>SOC 424 Women And Health (2014 Fall)</td>
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<td>Kurz, Alexander</td>
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<td>Opportunity-to-learn (OTL); teacher effectiveness; teacher evaluation; applied behavior analysis (ABA); collective impact</td>
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<td>Thriving Together; PI &amp; Project Director; $70,000 total (started)</td>
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<td>Ladd, Becky</td>
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<td>SOC 390: Social Statistics I (Spring and Fall 2014)</td>
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<td>Levy, Roy</td>
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2014)

Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities; Co-PI; $2,500,000 total (started 2013)

What Works for Title I: Understanding the Contributors and Barriers to School Improvement; PI & Project Director; $400,000 total (started 2013)

The School System Improvement Project; Co-PI; $39,703,502 total (started 2012 – subcontract with Rutgers University as prime)

National Center on Assessment and Accountability for Special Education Investigator; $4,797,924 total (started 2011 – subcontract with University of Oregon as prime)
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<td>Low, Sabina</td>
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<td>Lifespan violence, Early school intervention, Impacts of maltreatment and poverty on children’s functioning</td>
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<td>NIJ – Trajectories from bullying to dating violence, $600,000</td>
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<td>NIJ- Risk and protective factors for intimate partner violence among high risk young adults, $400,000</td>
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<td>Menjivar,</td>
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<td>SOC 498/598 Gender Violence</td>
<td>Immigration laws and immigrant families, gender and generational relations, social networks.</td>
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<td>School-based services and outcomes for students with disabilities, learning disabilities, treatment integrity</td>
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<td>National Center on Assessment and Accountability for Special Education; $4,797,924 total/$2,131,411 past 2 years (CoPI with Elliott)</td>
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<td>Seaton, Eleanor</td>
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<td>Ethnic and Racial Identity in the 21st Century - $27,500</td>
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<td>Seeley, Bridget</td>
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<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Courses and Programs</td>
<td>Funded at</td>
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<tr>
<td>Snyder, Bradley</td>
<td>Associate Professor of Practice</td>
<td>MPA and EdM</td>
<td>N/A</td>
<td>Peer Relationships; Children and Social Networks; School, Institutional and Community Climate. Dion Initiative for Child Well-Being and Bullying Prevention (from the Kevin Mossier Foundation): $20,000</td>
<td></td>
</tr>
<tr>
<td>Spinrad, Tracy</td>
<td>Professor</td>
<td>PhD</td>
<td>CDE 232 – Human Development, CDE 430 – Infant Development in the Family</td>
<td>Social Competence, Effortful Control, Socialization. The Roles Of Emotion Regulation And Peer Context In Children’s Achievement Funded at</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Degree</td>
<td>Courses</td>
<td>Funding Details</td>
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<tr>
<td>Swanson, Jodi</td>
<td>Assistant Research Professor</td>
<td>PhD</td>
<td>FAS 390 – Research</td>
<td>$1,953,793 for 5 years.</td>
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<td></td>
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<td>FAS 780 – Teaching Practicum</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>SOC 390 – Social Statistics I</td>
<td>Children's positive emotional, social, and academic development; Self-regulation; Parents’ and teachers’ socialization behaviors; Social and academic classroom dynamics in early schooling</td>
<td></td>
</tr>
<tr>
<td>Thompson, Marilyn</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>CDE 591 – Exploratory and Confirmatory Factor Analysis</td>
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<td></td>
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<td></td>
<td>SOC 390 – Social Statistics I</td>
<td>Quantitative methodology, particularly structural equation modeling; Children's social, emotional, and academic development, with emphasis on English language learners</td>
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<td>FAS 508 – Structural Equation Analysis</td>
<td>The Roles of Emotion, Regulation, and Peer Context in Children’s Achievement, $2,531,730</td>
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<td></td>
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<td>2014-2017 Development of a Dual Language Narrative Curriculum, $1,481,976 (ASU share $301,016)</td>
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<tr>
<td>Tsethlikai, Monica</td>
<td>Assistant Professor</td>
<td>PhD</td>
<td>SOC 390 – Social Statistics I</td>
<td>Culture and cognitive development, executive function, memory</td>
<td></td>
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<td></td>
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<td>William T Grant Scholar, $350,000</td>
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<tr>
<td>Umana-Taylor, Adriana</td>
<td>Professor</td>
<td>PhD</td>
<td>FAS 390 – Undergraduate Research</td>
<td>Ethnic-Racial Identity, ethnic socialization, parent-child relationships during adolescence, Latino children/families, adolescent pregnancy and parenting</td>
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<td>Developmental, Family, and Cultural Pathways to Young Adulthood. National Institute of</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Field</td>
<td>Funding Details</td>
<td></td>
<td></td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>Updegraff, Kimberly</td>
<td>Professor</td>
<td>PhD</td>
<td>Longitudinal Study of Mexican Origin Youth: Culture, Family, and Adjustment, (PI) $2,018,854.</td>
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<td></td>
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<td></td>
<td>Developmental, Family, and Cultural Pathways to Young Adulthood,(subcontract), $450, 242.</td>
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<td>Mexican-origin Teen Moms, Their Infants, and Mother Figures (co-PI; Umaña-Taylor, PI) $2,929,599.</td>
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<tr>
<td>Valiente, Carlos</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>Coping, Temperament, Parenting, Social Competence, Problem Behaviors, Academic Achievement.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>The roles of emotion regulation and peer context in children's achievement. Approximate total awarded from NICHD in 2013 &amp; 2014 = $931,188 including postdoc supplement.</td>
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<td></td>
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<td></td>
<td>Bradley, R., Umaña-Taylor, A., Valiente, C. (co-Investigator), Development of New Item Clusters</td>
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</tbody>
</table>


Van Vleet, Bethany  | Lecturer | PhD | SOC 391/FAS 361 – Research Methods  
| | | | SOC 390 – Social Statistics  
| | | | FAS 598 – Statistics for Social Sciences  
| | | | SOC 499 – Individualized Instruction  
| | | | Longitudinal data analysis, ethnic identity, learning and technology  

Visconti, Kari  | Lecturer | PhD | N/A  
| | | | Peer relationships, victimization, coping strategies, social cognition  

Walker, Laquitta  | Lecturer | MA | SOC 390: Social Statistics  
| | | | Race and Ethnicity, Family Sociology, Family Demography, Migration  

Watson, Carrie  | Lecturer | MC | SOC 312/CDE 312 – Adolescence  
| | | | FAS 331 – Marriage and Family Relationships  
| | | | FAS 332 – Human Sexuality  
| | | | FAS 301 – Introduction to Parenting  
| | | | N/A  

Weigand, Barbara  | Instructor | MSW | CDE 574 Assessment for Infant-Family Practice  
| | | | CDE 572 Observation for Infant-Family Practice  
| | | | CDE 571 Infant Mental Health for Infant-Family Practice  
| | | | CDE 575 Advanced Observation for Infant-Family Practice  
| | | | CDE 584 Internship  
| | | | N/A  

Weigand, Robert  | Principal Lecturer | MS | CDE 338 Child Development Practicum  
| | | | CDE 573 Cultural Competence for Infant-Family Practice  
| | | | Infant & early childhood mental health, early childhood intervention, child care, child abuse prevention  

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Degree</th>
<th>Courses</th>
<th>Research Interest</th>
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<tbody>
<tr>
<td>Whitaker, Lisa</td>
<td>Lecturer</td>
<td>PhD</td>
<td>SOC 101 – Introductory Sociology</td>
<td>N/A</td>
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<td></td>
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<td>SOC/FAS 324 – Work &amp; the Workplace</td>
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<td>SOC 352 – Social Change</td>
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<td>SOC 483 – History of Social Thought</td>
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<td>FAS 580 – Online Teaching Practicum</td>
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<tr>
<td>White, Rebecca</td>
<td>Assistant Professor</td>
<td>PhD, MPH</td>
<td>FAS 531 – Theoretical Issues Family</td>
<td>Adolescent development, Parenting, Neighborhoods, Culture</td>
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<tr>
<td></td>
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<td>FAS 361 – Research Methods</td>
<td>A New Look at Neighborhood Ethnic Concentration, $350,000</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>SOC 391 – Research Methods</td>
<td></td>
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<tr>
<td>Wilkins, Natalie</td>
<td>Assistant Professor</td>
<td>PhD</td>
<td>CDE 598 – Latent Growth &amp; Mixture Models-Longitudinal Data</td>
<td>Children’s social and emotional adjustment. Primary focus is taxonomy and development of social withdrawal, as well as its correlates and outcomes within the person-, family-, and peer-context. Secondary focus is understanding children’s life events, coping, adjustment, and social competence in international contexts. Active in the areas of temperament and self-regulation. No external funding received</td>
</tr>
<tr>
<td></td>
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<td>FAS 390 – Supervised Research Experience</td>
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<td>FAS 499 – Individualized Instruction</td>
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<tr>
<td>Yabiku, Scott</td>
<td>Associate Professor</td>
<td>PhD</td>
<td>SOC 331 – Environmental Sociology</td>
<td>Demography, Family, Population &amp; Environment, Fertility, Substance Use, Migration</td>
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<td></td>
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<td>Innovation in the Measurement of Community Contextual Features, $430,853</td>
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<td></td>
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<td></td>
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<td>CNH: Feedbacks Between Human Community Dynamics and Socioecological Vulnerability in a Biodiversity Hotspot, $1,449,521</td>
</tr>
</tbody>
</table>
V.1 Faculty Strengths

Overall, in the short time that the SSFD has been in existence, the strides that have been made by SSFD faculty are quite remarkable. Despite the challenges associated with the initial transition, faculty and staff are collegial and work together well to create a productive and supportive work environment. Since the last review, SSFD has experienced considerable growth in faculty. This growth was the result of direct hiring tenure/track faculty (6), the influx of non-tenure instructional (10) and research faculty (7), and in faculty moving into SSFD from other units (9). At the same time, several faculty have left the unit due to being hired by another institution (4) or transferred to another unit at ASU (1). Several retirements also have occurred since our last review (5). Moreover, the size and scale of SSFD has provided us with the resources and opportunities to accomplish some goals that could not have been accomplished otherwise.

V.1.a Teaching

SSFD faculty largely provides instruction in SSFD – we do not rely on part-time adjuncts to any great degree. For the most part, this arrangement is successful; we take advantage of differing expertise among the faculty to provide a high-quality education at the undergraduate and graduate levels. This claim is underscored by the fact that several faculty members in the school have been nominated for or won various teaching recognition awards. Although we have a considerable number of majors, the large numbers of student credit hours generated by our courses reveal the strong service contribution our courses make to our college and university.

As our faculty are increasingly successful in funding their research, and as we address ways to support early career scholars, teaching loads vary. With the dramatic increase in the demand for our courses, we have had to increase the size of many our courses. In response to this, we have hired several new instructional faculty who make significant contributions to the overall instructional excellence. These faculty play a vital role in accomplishing our immediate and long-term goals.

To support faculty in their continuing development of high quality and innovative teaching, we recently developed a new seed grant that will provide up to $5,000 in funds for such efforts. The SSFD Instructional Excellence Seed Grant (IESG) is open to all SSFD faculty (tenured, tenure-track, instructional, and research) and is designed to advance instructional excellence by providing funding that allows faculty to enhance their instructional expertise and quality. These funds can be used to support travel to teaching workshops, purchase software or hardware for instructional purposes, develop seminars, support external instructional grant submissions, or other instructionally related activities. Priority for funding will be given to SSFD faculty whose responsibilities are more heavily tied to instruction and to submissions that result in instructional outcomes that are sustainable.

V.1.b Research

As a group, the SSFD research faculty are exceptionally strong. All research faculty – both tenure/tenure-track and non-tenure track -- have active research programs and regularly publish in top-tier journals. They also present their research at conferences and are invited to present both within the US and abroad. Many of our faculty have research grants, and are submitting new grants.

This growth is reflected in the fact that research expenditures for SSFD have more than tripled since SSFD began (see Figure B). Comparative data within and outside of ASU provide additional indicators of SSFD’s success in external funding. For instance, as of Fall 2014, SSFD was the leader in external funding in the Division of Social Sciences at ASU. Moreover, recent comparisons with research expenditures of Human Development and Family Studies programs at other institutions show that the funding trajectory in SSFD exceeds those of similar programs at many other institutions (see Table 33).
Additionally, ASU is a leader in generating research expenditures in the social sciences. As can be seen in Table 34, the most recent NSF Higher Education Research and Development (HERD) expenditures ranks ASU eighth in the social sciences. Because SSFD is among the highest social sciences units at ASU in research expenditures, SSFD is making a major contribution to the exceptionally high ranking ASU holds in this area of excellence.

Table 34: Top 10 Ranked Institutions for Social Science Higher Education Research and Development Expenditures (NSF, 2013; Dollars in Thousands)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>All social sciences</th>
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<tbody>
<tr>
<td>1</td>
<td>U. MI, Ann Arbor</td>
<td>157,990</td>
</tr>
<tr>
<td>2</td>
<td>U. NC., Chapel Hill</td>
<td>93,515</td>
</tr>
<tr>
<td>3</td>
<td>U. MD, College Park</td>
<td>84,186</td>
</tr>
<tr>
<td>4</td>
<td>Harvard U.</td>
<td>83,825</td>
</tr>
<tr>
<td>5</td>
<td>Rutgers, State U. NJ, New Brunswick</td>
<td>58,636</td>
</tr>
<tr>
<td>6</td>
<td>U. CA, Berkeley</td>
<td>48,318</td>
</tr>
<tr>
<td>7</td>
<td>U. WI, Madison</td>
<td>45,731</td>
</tr>
<tr>
<td>8</td>
<td>AZ State U.</td>
<td>41,366</td>
</tr>
<tr>
<td>9</td>
<td>U. CA, Los Angeles</td>
<td>40,452</td>
</tr>
<tr>
<td>10</td>
<td>Cornell U.</td>
<td>34,466</td>
</tr>
</tbody>
</table>
Because of their successful research careers, SSFD research faculty generally are active in the profession. They serve on committees for professional organizations, review grants and manuscripts, are editors of journals, and serve on editorial boards. Many have been elected fellows of various professional societies and several have won prestigious awards (e.g., Guggenheim, W. T. Grant Scholars, Obama Presidential Scholar) or have named professorships (Cowden, John Whiteman, Elizabeth Guillott, Phil Mickelson).

Overall, the output is excellent. For example, during the last evaluation year of SSFD (January 1 to December 31, 2013), research faculty in SSFD published 106 journal articles, 32 book chapters, eight books, and presented 201 papers at national and international conferences. Much of this work comes in the context of the large projects and enterprises that reflect SSFD’s interdisciplinary structure and goals. Moreover, most research faculty members are actively involved in multiple research programs.

V.1.c SSFD Institutes, Centers, Enterprises, and Initiatives

As noted, research faculty in SSFD typically come together within contexts that allow them to conduct interdisciplinary work around major themes and issues. These contexts include research institutes, centers, enterprises, and initiatives that are designed to promote large-scale research programs in which teams work collaboratively to address a common theme. The themes reflect one or more areas of focused strength areas represented in SSFD. Each institute, center, enterprise, or initiative includes a set of coordinated projects and activities that, combined, provide theoretically and conceptually grounded investigations of focal issues relevant to the well-being of children, youth, and families. Additionally, one or more SSFD faculty members lead these. Research teams consist of individuals from an array of disciplinary backgrounds (e.g., methodologists, practitioners, academics), bringing multiple strengths and perspectives to the teams’ work. Team members come from SSFD as well as from other units at ASU or other institutions and include senior and junior faculty, postdoctoral fellows and interns, graduate and undergraduate students, and staff. In addition, community partners often play key roles in many of the efforts, speaking to the value of community embeddedness in SSFD and at ASU.

In 2006 (the time of our prior review), SSFD housed the Family and Human Development Research Institute, the Center for Population Dynamics, and the Child Development Laboratory. Since then, we have made substantial progress in expanding our research infrastructure by creating new enterprises and initiatives and by redefining and expanding the capacity of existing ones. The growth in research infrastructure has been the result of hiring and identification of successful senior faculty to lead new research efforts, the creation of conceptually connected research teams, and the effective use of resources (e.g., seed funding). As a result, SSFD boasts seven new enterprises (large, multi-project, and multi-purpose efforts) and initiatives (more singularly focused on a particular topic/theme) since our previous review, and more are currently being planned.

Research institutes, centers, enterprises, and initiatives also contribute to meeting the educational and impact goals of SSFD. For instance, student training and mentorship are key functions of each collaborative team. Teams establish mentorship models and organize various educational opportunities for junior investigators, which include (but are not limited to) hosting speakers, providing seminars and workshops, involving students in faculty-led projects and activities, supporting student-led projects and activities, ensuring skills training, and creating other learning opportunities.

Similarly, these contexts also provide a framework for meeting SSFD’s outreach and impact goals of connecting to the local community; identifying and meeting community needs related to the well-being of children, youth, and families; providing trained professionals to work with children, youth, and families; and disseminating evidence-based information. Many of the activities have explicit translational agendas, as evidenced by topics addressed, involvement of community partners,
development or dissemination of programs, and service provision.

These large-scale efforts are destined to change as people and resources change. Older efforts may begin to fade as new ones pick up steam. For example, this spring (2015), we are engaged in a cluster-hire of up to three new faculty in the area of trauma and violence for children, youth, and families. These new hires will form the basis for a new effort in this area, bringing new ideas and areas of emphasis for research, programming, training, and funding. SSFD currently houses and supports the following institutes, centers, enterprises, and initiatives:

V.1.c.1  Family and Human Dynamics Research Institute (FHDRI; Director: Robert Bradley)

The Family and Human Dynamics Research Institute (http://fhdri.clas.asu.edu/) is an interdisciplinary research unit. The core goal of the FHDRI is to catalyze and facilitate interdisciplinary research by stimulating, supporting, and extending inventive ideas among ASU's faculty. To accomplish this goal, the FHDRI (1) provides an infrastructure that facilitates collaborative research across the social and behavioral sciences; (2) invests in the development of investigator-initiated, externally-funded research projects; (3) supports training of the next generation of promising young scholars, both pre- and post-doctorate; (4) sponsors seminars and workshops; and (5) disseminates findings from research and disseminates policy- and practice-relevant information based on research findings.

The FHDRI supports faculty-initiated research groups. These groups arise from clusters of faculty working on problem-focused research in many different fields, with members united in their efforts to address critical issues in the lives of children, youth, and families, and dedicated to the expansion of ideas related to the dynamics of human development and interactions between people and their social environments (e.g., the biology of parenting, impact and excellence in early child care). Likewise, the FHDRI collaborates with investigators at other institutions of higher learning and with professionals in various governmental and non-profit agencies towards these ends. In sum, the FHDRI provides a flexible institutional context for cross-collaboration that is designed to induce a dense intellectual lattice of crosscutting substantive, methodological, technical, and policy foci. These features create the potential for insight and collaboration that would otherwise not occur.

V.1.c.2  Center for Population Dynamics (CePoD; Director: Jennifer Glick)

The Center for Population Dynamics (https://thesanfordschool.asu.edu/cepod) is an interdisciplinary center that facilitates professional growth and collaboration of on- and off-campus researchers and students interested in population matters. CePoD affiliates represent a broad range of disciplines and professional backgrounds, conceptual and methodological approaches, and geographic foci. Participating faculty bring interests in topics (such as family, migration, adult and child well-being, and health) that contribute to SSFD's mission of addressing child, youth, and family functioning. Because the topics relevant to social demography span the globe, CePoD takes an international focus, thereby meeting ASU's design aspiration of engaging globally. In addition to the US, Center affiliates have research programs throughout Latin America, Asia and South Asia, sub-Saharan Africa, and Eurasia. Several projects also address issues in Phoenix and the Southwest border area. As such, this work enables CePoD to make unique contributions to the study of our region.

CePoD promotes collaborative research and training in demography at both the graduate and undergraduate levels. Regular activities have included a colloquium series of both outside speakers and internal affiliates, opportunities for faculty and students to give practice talks for upcoming conferences, a summer workshop series focused on issues in population research, and a seed grant program. Recent indicators of success include funded research projects that cross disciplinary boundaries of science, drawing upon fields including biogeochemistry, systems modeling, and medical informatics. Examples include a project that examines invasive species, community governance, and
forests in South Asia. Another project, partnering with the ASU Southwest Interdisciplinary Research Center, uses big data from medical records to study minority health at a time of changing immigration policy and economic conditions in Phoenix, Arizona. These projects illustrate the Center's interdisciplinary, problem-focused research and also presage future directions.

V.1.c.3 The Latino Resilience Enterprise (LRE; Directors: Adriana Umaña-Taylor, Kimberly Updegraff, Rebecca White, & Sandi Simpkins)

The Latino Resilience Enterprise (http://www.latinoresilience.org) was established in 2012 with support from SSFD, ASU's College of Liberal Arts and Sciences, and the National Institutes of Health. It serves as a research enterprise that supports a series of initiatives focused on conducting basic and applied research to identify factors and develop programs that promote positive outcomes among Latino youth and their families. All initiatives housed within the LRE have a fundamental goal of conducting high quality research that results in advancing our understanding of how to improve the lives of Latino youth and their families. Currently, seven initiatives benefit from the unique conceptual, methodological, and resource infrastructure provided by this enterprise, which includes a distinguished speaker series, a brownbag series, annual methodological training workshops, and full-time research support staff. The initiatives that are supported by the LRE have diverse foci (e.g., STEM, teenage pregnancy and parenting, promoting positive sibling relationships), but share a strong commitment to advancing scholarship and evidence-based practice on Latino youth and families; this common focus has cultivated a rich research environment supporting synergistic efforts across research staff, trainees, and faculty. Currently, three full-time research support staff, three postdoctoral research fellows, nine graduate research assistants, and four faculty members are actively engaged in advancing the mission of the LRE. It supports multiple research projects and intervention programs, which share staff resources and provide a diverse training experience for undergraduate, doctoral, and postdoctoral students interested in conducting research and implementing programs that promote positive adjustment among Latino youth and families.

These projects include the ASU SIBS Program, the Supporting Mexican-origin Adolescent Mothers and their Infants (MAMI) Project, Project REACH, the Families and Science Project, the Success in Latino Neighborhoods Initiative, the Identity Project, and the Families Preparing the New Generation Project. These projects address issues related to Latino family and sibling well-being and parenting, child and adolescent successful development, science learning of Latino adolescents, ethnic-racial identity of Latino youth, and the concentration of Latino families in ethnically segregated neighborhoods. Together these projects have led to the development and evaluation of intervention programs, publication of over 30 manuscripts, grant applications, and dissemination of findings to a wide array of community partners. Through these activities, the LRE has had and will continue to have a significant impact on issues of diversity, equity, and inclusion broadly in the southwest community and the US.

V.1.c.4 The Lives of Girls and Boys Enterprise (Lives; Directors: Carol Martin, Laura Hanish, Richard Fabes, and Kimberly Updegraff)

The Lives of Girls and Boys Enterprise (http://livesofgirlsandboys.org) was established in 2009, with support from SSFD, The T. Denny Sanford Foundation, ASU’s College of Liberal Arts and Sciences, and the National Institutes of Health. Lives is an interdisciplinary research enterprise designed to address the real life issues and challenges facing girls and boys as they develop from preschool through emerging adulthood. The mission is to enable girls and boys to form positive and supportive relationships with one another in school and beyond. To accomplish this mission, enterprise members study how girls and boys understand and relate to one another, the quality of those relationships, and how they relate to teaching and learning. They also develop, test, and disseminate school-based interventions that are designed to promote positive peer relationships.
Lives supports or has supported 12 different research programs, each of which includes one or more specific university-community research partnerships that involve working with local preschools, elementary, middle, and/or high schools to examine the intersections of gender, peer relationships, and education. The signature initiative is the Harmony Initiative, a $6 million effort that serves as the home for the Sanford Harmony Program (http://sanfordharmonyprogram.org), an innovative, evidence-based, classroom relationships program. The remaining initiatives provide research support for conceptual, empirical, and methodological innovations that contribute and relate to development of the Sanford Harmony Program. Indicators of research success include approximately 40 publications. Current and future efforts include several research projects that are currently in the field as well as several new grant proposals under review. In addition, Lives provides an infrastructure for training and mentoring of junior faculty, postdoctoral fellows, and graduate and undergraduate students in research, translational sciences, and interdisciplinary ideas.

V.1.c.5 The Dion Initiative (DI; Directors: Bradley Snyder and Laura Hanish)

The Dion Initiative (http://brad552.wix.com/dioninitiative) was officially established in the Fall of 2014. It is a university-community partnership, formed as a collaboration to expand and strengthen the impact of a locally built nonprofit effort focused on bullying prevention. Key members of the project include SSFD faculty, postdoctoral fellows, and students, members from other ASU units, and several community partners. The DI grew from the work of First Lady of Phoenix, Nicole Stanton (wife of Mayor Greg Stanton), to build a community-based non-profit program to support local schools, families, and communities in preventing bullying and promoting children’s well-being.

Signature projects of the DI including development of an evidence-based teacher professional development program for building skills in relationship development and addressing bullying; creation of a resource center that will provide support to local schools for problems associated with bullying; and other research, development, and translational activities. These include an interdisciplinary app development project to limit online bullying, and support for community service projects that promote youth well-being. Although the DI has only been officially operating for a very short time, initial indicators of success include creation of a strong and transdisciplinary university-community partnership, submission of a grant proposal, success in fundraising, and participation in numerous community events. Future plans include development, evaluation, and dissemination activities.

V.1.c.6 Kindergarten Project (KP; Directors: Tashia Abry, Jodi Swanson Richard Fabes, and Robert Bradley)

The mission of The Kindergarten Project (http://kindergartenproject.org) is to work with elementary school students, teachers, schools, and families to understand the role of early school experiences in developing children’s social and academic adjustment and connectedness to school. The KP aims to integrate developmental and educational research with the voices of educators, families, and communities to support teachers in the classroom and promote the long-term success of students. In this way, the KP addresses issues related to early childhood education in Arizona.

To date, the KP has developed two important partnerships with local entities. The Scottsdale Public Library Literacy Director sought the team’s involvement in refining and evaluating a wide-reaching family literacy program. As part of this partnership, team members co-authored a highly scored grant proposal, currently being revised for resubmission as development of the literacy program continues. Second, KP leadership collaborated with Maricopa County Head Start on a highly scored proposal to develop a school readiness intervention ($2.4 million). Though not funded, this endeavor spurred a relationship with Jumpstart, an award-winning national early literacy program, which sought the team’s assistance in evaluating a new Jumpstart Arizona model funded by the Helios Education

Moreover, the KP has a considerable community presence. This project maintains a monthly column in *Raising Arizona Kids* magazine, distributed to 120,000+ print and online readers. It also distributes a quarterly e-newsletter (*Starting School Successfully*) to 4,000+ Arizona kindergarten teachers, has been featured in several local news media stories, and maintains a widely followed Facebook page. In all of these outlets, the KP team translates research on enhancing early school experiences. Additionally, the team hosts Partnership Meetings with 14 master kindergarten teachers from diverse Arizona districts three times per year to facilitate dialogue about key issues that may be addressed through research.

Indicators of success include three ongoing research studies (sampling pre-service teachers, in-service kindergarten teachers, and kindergarten students and their families), a large-scale grant proposal ($1.6 million) submitted to the Institute of Education Sciences, research dissemination efforts, and collaborations across other units at ASU and in the community.

**V.1.c.7 Collaborative for Student Assessment and Educational Improvement Research (Directors: Stephen Elliott, Alexander Kurz, & Ann Schulte)**

The Collaborative for Student Assessment and Educational Improvement Research ([https://thesanfordschool.asu.edu/collaborative-assessment-education-research](https://thesanfordschool.asu.edu/collaborative-assessment-education-research)) is comprised of externally funded projects that conduct research on assessment of student learning, instructional interventions, and technology innovations that improve educational outcomes. Understanding struggling learners and how their teachers and schools respond are a common theme in all the projects in this collaborative. The Collaborative is led by SSFD faculty members Stephen Elliott, Alexander Kurz, and Ann Schulte and as of 2014, there are 44 other university or industry-based researchers who are affiliated with the Collaborative. These individuals represent 25 US and international universities and private/independent research entities.

This collaborative brings together experienced researchers with expertise in measurement, assessment, and instructional interventions to accomplish four main goals:

1. Coordinate research on struggling learners, including students with disabilities, and the development of new methods and technology tools to address their needs.
2. Share resources and expertise to more effectively advance the reputation of SSFD’s research enterprise.
3. Facilitate the training of doctoral students and post-doctoral researchers to extend the impact of the Collaborative.
4. Foster a place for interdisciplinary partnerships and opportunities for researchers within and external to ASU to collaborate on projects of common interest that have the potential to advance student learning and instructional support.

As a result, the work of the Collaborative aligns well with several ASU design imperatives, in particular: (a) *Conducting Use-Inspired Research* that focuses on issues and challenges in the education and social development of struggling learners, (b) *Valuing Entrepreneurship* by encouraging innovation and application of technology tools to advance the efficacy of educational assessment and interventions, and (c) *Engaging Globally* by sharing information and collaborating with colleagues about research issues. Funding for current projects comes from four USDE grants.

**V.1.c.8 Social Impact Initiative (SII; Directors: Denise Bodman & Richard Fabes)**

The Social Impact Initiative ([https://thesanfordschool.asu.edu/sii](https://thesanfordschool.asu.edu/sii)) was created in 2012 to expose
students, faculty, and the general ASU community to important current social issues, raise community awareness about these issues, motivate students to become involved in the community, encourage student-faculty interaction, and enlighten students academically and occupationally. Each year, the SII promotes a different social issue; these have included child abuse, family and domestic violence, and bullying.

Examples of SSI impact include the following:

1. Learning Opportunities: Development and teaching of new courses in child abuse, family violence, and bullying at the undergraduate and graduate levels. Course development has included involvement from community leaders in the respective areas. Successful student outcomes of these courses include pursuit of related internship and career opportunities as well as graduate student publications.

2. Student Engagement Activities: Establishment of the Social Impact Club, which involved over 75 students engaging in campus activities related to SSI initiatives.

3. University Awareness Raising: A resolution was put before the Academic Senate recognizing "Domestic Violence Awareness Month" and encouraging changes to the University to address and reduce relationship violence. As a result of this, an ad hoc committee of faculty and university leaders was formed, and a website was created to give students, faculty, and staff one-stop access to information related to all forms of relationship violence and abuse.

4. Community Engagement Activities: Dissemination of information and services (e.g., child fingerprinting) related to the SSI themes at numerous various public and community events on and off campus. Community engagement activities have also included service activities to support families and children who have been affected by child abuse and family violence.

The SII addresses many of the design aspirations of the New American University. It has engaged students, faculty, staff, and community, and provided a touchstone for addressing critical social issues.

V.1.c.9 Arizona Researcher-Practitioner Partner Office (Director: Alex Kurz)

The Arizona Researcher-Practitioner Partnership Office (https://thesanfordschool.asu.edu/azprep) supports educational partnerships between school and community stakeholders and researchers who seek answers to practical questions through scientifically rigorous research and program evaluation. Two externally funded initiatives are currently supported: (a) the School Improvement Researcher and Practitioner Partnership, and (b) the Thriving Together Cradle-to-Career Initiative.

The School Improvement Researcher and Practitioner Partnership is a collaboration with the Arizona Department of Education and funded by the Institute of Education Sciences (IES). The goal of the Partnership is to describe and examine the state’s least successful Title I schools, focusing on proximal predictors of student achievement. Key variables are identified that are both malleable and predictive of student achievement, with the ultimate goal of identifying those that are amenable to intervention to improve teaching and learning outcomes. The key metric of success is the continuation of the Partnership through a subsequent IES grant award.

The Thriving Together Initiative is supported by the Valley of the Sun United Way and is part of a national, cross-sector network of cradle-to-career initiatives (http://strivetogther.org/), which are currently operating in over 50 communities, involving over 8,000 organizations, and impacting over 5.5 million students across 28 states. As such, Thriving Together applies a collective impact approach that enables communities to create local education ecosystems to support children and youth from cradle to career. To this end, Thriving Together implements a theory of action that is built on four principles: (a) engage the community (i.e., work with a broad array of community voices to create unified education strategies and solutions), (b) focus on eliminating locally defined disparities (i.e., use local data to
identify inequalities in student achievement and prioritize efforts to improve student outcomes), (c) develop a culture of continuous improvement (i.e., use local data, community expertise and national research to identify areas for constant, disciplined improvement), and (d) leverage existing assets (i.e., build on and align existing community resources to maximize impact of the work).

Successes thus far include:

1. Laying the data-analytic groundwork for Thriving Together and overseeing its successful launch across eight school districts, the Maricopa County Community College District, and ASU.
2. Developing an internship program for applied data analysis and collective impact, which was launched in October of 2014. The internship program is intended to engage SSFD graduate students and faculty in the larger community efforts of Thriving Together, while providing the initiative with a consistent, long term, data-analytic and research backbone. Bringing the Thriving Together initiative to the SSFD and ASU allows students and faculty to engage in socially embedded outreach and impact that fuses intellectual disciplines to address the needs of our surrounding communities.
3. Significant community impact - over 200,000 preschoolers, K-12 students, and college students are affected by Thriving Together. Collaborative Action Teams address their needs across nine stages that require expertise from various disciplines: (1) school readiness, (2) 3rd grade reading proficiency, (3) 8th grade math proficiency, (4) high school transition, (5) high school graduation, (6) college readiness, (7) college enrollment, (8) college attainment, and (9) career readiness.
4. Forging new partnerships with other community stakeholders and organizations. The Thriving Together Leadership Council includes Dr. Kent Scribner (Phoenix Union High School District), Barry Broome (Greater Phoenix Economic Council), Tom Franz (Greater Phoenix Leadership), Paul Luna (Helios Education Foundation), Jackie Norton (Rodel Foundation), Todd Sanders (Phoenix Chamber of Commerce), Dr. Maria-Harper-Marinick (Maricopa County Community College), and Dr. James Rund (Arizona State University).

Future plans include:

1. Allowing SSFD and ASU to play a critical role in the implementation and success of Thriving Together, which will foster new partnerships and garner local and national attention.
2. Access to large-scale data sets for additional research projects and publications.
3. Growing the internship program into SSFD courses on action research and collective impact.
4. Opportunities for students and faculty to engage by providing evidenced-based interventions, access to existing programs, expertise, and running intervention trials following the use-inspired research design aspiration.

V.1.c.10 Child Development Laboratory (CDL; Director: Robert Weigand)

The Child Development Laboratory is a teaching, research, and service laboratory serving SSFD as well as the greater University community. Funding for the CDL comes from several sources including internal resources and fees. At the time of the last program review the CDL include two early childhood education/child care facilities, the Child Development Laboratory, and Open Horizons Child and Family Development Center. Open Horizons, which was located on the Tempe Elementary School District's Broadmor Elementary School campus, closed in 2009. The primary mission of the CDL is to provide childcare and early childhood education to approximately 50 toddlers and preschool-age children. More than half of these are children of ASU faculty, staff, or students. CDL staff also provide education and guidance to parents of children enrolled.

Another important mission of the CDL is to train students in best practices in early childhood. For instance, the Child Development Laboratory provides paid and unpaid internships for graduate students enrolled in the SSFD's Master of Advanced Study in Infant-Family Practice. Each year,
approximately one-third of the students enrolled in this degree program complete at least a portion of their required internship at the CDL. Moreover, the CDL annually employs approximately 30 college work-study and student hourly employees. Wages combined with the college work-study grant annually provide approximately $200,000 of financial support to ASU undergraduates. Most of these students come from families with limited financial resources available to support secondary education, many of them the first in their family to attend college. In addition to employment, these students receive mentoring, academic and career advising, and additional non-credit training by CDL staff. Further, the CDL is the primary laboratory for SSFD’s undergraduate child practicum course (CDE 338 Child Development Practicum). The CDL is also utilized as a training site by other core and elective courses in Family and Human Development, including Developmental Risk and Variation, Research Practicum, Human Development, Infant and Toddler Development, and Internship. The CDL contributes to the SSFD’s research mission as well, by supporting research on early child development and education. As a research site, the CDL is utilized by SSFD researchers, as well as other units on campus.

The CDL occupies approximately two-thirds of the Family Studies Building on ASU’s Tempe Campus. It contributes to the University’s commitment to be socially embedded by serving as an important training and technical assistance resource for community-based organizations serving families and young children. Over the past 7 years these have included the Infant-Toddler Mental Health Coalition of Arizona, Prevent Child Abuse Arizona, Crisis Nursery, East Valley Child Crisis Nursery, Maricopa County Head Start, Southwest Human Development, Phoenix Children’s Hospital, the Arizona Department of Child Safety, and others.

V.1.d Service and Community Engagement

Every faculty member is engaged in school service, some considerably more than others. There are numerous standing committees that are comprised of academic faculty. Senior faculty also are engaged in college and university committees. Most faculty are actively engaged in professional service. They review journal articles and serve on editorial and mental health boards, federal grant review sections, and professional committees. Moreover, all faculty in the school are engaged in community service. In accordance with ASU’s New American University emphasis on social embeddedness, and with the SSFD mission of promoting the welfare and health of children, youth, and families, SSFD faculty have been actively involved in public outreach at the local, regional, national, and international levels.

Lectures and Presentations to the Local, National, and International Community. The SSFD faculty have given lectures and presentations to a variety of local, regional, national, and international audiences. Among them are:

- American Education Research Association
- Arizona Book Festival
- Arizona Center for Afterschool Excellence
- Arizona Funeral Directors Convention
- Arizona School Boards Association
- Arizona Science Teachers Association
- ASU Campus Health Services
- ASU Media Fellowship Program (participants are journalists from across the nation)
- ASU Office of Knowledge Enterprise Development, Discovery Café Speaker Series
- ASU Orientation
- ASU President’s Weekend
- British Psychological Association
- Classroom Management Institute
- Community Film Screening and Discussion Series
- Desert Garden Montessori
- Desert Vista High School
- Gender Development Research Conference
- Keller Elementary School
- Littleton Elementary School
- Loma Linda Elementary School
- Mendoza Elementary School
- Mesa Public Schools Native American
Lay Publications. In addition to an impressive record of publications in a variety of top-quality professional journals, the SSFD faculty have published extensively in community-oriented non-professional outlets. For example, the work of SSFD faculty has appeared in publications by Education.com, the Arizona Coalition on Adolescent Pregnancy and Parenting, Mental Notes Magazine, Children’s Ministry Magazine, Arizona Science Teachers Association, Institute for Educational Sciences, Raising Arizona Kids Magazine, Arizona Republic, American Education Research Association Social and Emotional Learning Special Interest Group Newsletter, The Center for Advanced Study of Teaching and Learning Research Brief, and the Institute for Educational Sciences, as well as several publications dealing with after-school program policies.

Membership on Boards and in Organizations in the Local and National Community. The community recognition of the SFFD faculty’s professional expertise and public engagement is reflected in the SSFD faculty’s memberships in the following local, regional, and national organizations:

- 2015 National Smart Start Conference Steering Committee
- American Education Research Association
- American Education Research Association, Social and Emotional Learning Special Interest Group (Secretary/Treasurer)
- Arizona Unaccompanied Minors Shelter Care Program
- Arizona Association for Marriage and Family Therapy
- Arizona Board of Behavioral Health Examiners
- Center for Promoting Research to Practice, Lehigh University, Bethlehem, PA
- Children and Adults with Attention-Deficit Hyperactivity Disorder (CHADD)
- English Language Learners Community of Practice
- Gilbert Public School District
- Governor’s Office for Children, Youth, and Families: Infant Mental Health Work Group
- Hill Learning Center, Durham, NC
- Infant/Toddler Mental Health Coalition of Arizona
- National Indian Head Start Association
- National Infant and Toddler Child Care Initiative: Zero to Three and US Federal Child Care Bureau
- National Urban Indian Family Coalition
- New Scholars for the International Association of Relationship Researchers
- Scottsdale Unified School District Career Ladder Steering Committee
- Smarter Balanced Assessment Consortium
Media Interviews. Local, national, and international media continuously seeks the professional expertise of SSFD faculty. Below is the list of prominent media outlets that published or aired interviews with SSFD faculty in the review period:

- Arizona Parenting Magazine
- ASU Insight
- ASU Magazine
- ASU Research Magazine
- Boston Globe
- Channel 10 News
- Channel 12 News
- Education Week
- Health Magazine
- Los Angeles Times
- New York Times
- NPR
- Parenting: Forward Thinking for Families
- Psychology Today
- Parenting Magazine
- PBS
- Telemundo
- The Arizona Republic
- The Early Ed Watch Blog
- The State Press
- Time Magazine
- Univision
- Washington Post
- Working Mother
- Wrangler News

Research Partnerships with Local and National Elementary, Middle, and High Schools and School Districts. SSFD faculty have developed active, diverse, and productive partnerships with Arizona schools. The following is the list of school districts involved in such partnerships during the review period:

- Adams Elementary School
- Alma Elementary School
- Alta E. Butler Elementary School
- Alta Loma Elementary School
- Amberlea Elementary School
- Andalucia Middle School
- Andersen Junior High School
- Balsz Elementary School
- Balsz School District
- Barbara B. Robey Elementary School
- Bernard Black Elementary School
- Bethune Elementary School
- Bicentennial North Elementary School
- Bogle Junior High School
- Bundamba State School – Australia
- Burke Elementary
- C.J. Jorgenssen School
- Camelback High School
- Capitol Elementary School
- Carlos G Calles – Jalisco, MEX
- Carson Junior High School
- Cartwright School District
- Casa Grande Elementary School District
- Casa Grande Union High School District
- Catholic Charities Head Start
- Cave Creek Unified School District
- Challenger Middle School
- Chandler High School
- Chandler Unified School District
- Cheyenne Elementary School
- C.I. Waggoner Elementary School
- Clarendon Elementary School
- Cloves Campbell Elementary School
- Collier Elementary School
- Colegio Madrid – Acapulco, MEX
- Connolly Middle School
- Copper King Elementary School
- Cordova Primary School
- Coronado High School
- Cotton Boll Elementary School
- Creighton Elementary School
- Creighton School District
• David Crockett Elementary School
• Deer Valley Unified School District
• Desert Garden Elementary School
• Desert Horizon Elementary School
• Desert Palms Elementary School
• Desert Ridge Jr. High
• Desert Sands Middle School
• Desert Shadows Elementary School
• Desert Star
• Discovery School
• Don Mensendick School
• Dr Howard K Conley Elementary School
• Dreaming Summit Elementary School
• Dysart Unified School District
• Eagle Ridge Elementary
• Echo Mountain Elementary
• Ed & Verma Pastor Elementary School
• Edison Elementary School
• El Mirage School
• Emerson Elementary School
• Enterprise Academy Elementary
• Esperanza School
• Estrella Middle School
• Excelencia School
• Fees College Preparatory Middle School
• Field Elementary School
• Flora Thew Elementary School
• Fountain Hills Unified School District
• Fowler Elementary School
• Fowler Elementary School District
• Frank Borman School
• Frank Elementary School
• Freedom Elementary School
• Fremont Junior High School
• G. Frank Davidson Elementary School
• Galveston Elementary School
• Garfield School
• Gilbert Elementary School
• Gilbert Junior High
• Gilbert Public Schools
• Gililland Middle School
• Glendale Landmark Middle School
• Globe Unified School District
• Greenfield School
• Griffith Elementary School
• Harris Elementary School
• Hayden-Winkelman Unified School District
• Highland Jr. High School
• Higley Unified School District
• Holmes Elementary School
• Homer Davis Elementary School
• I. Conchos School
• Isaac Middle School
• Isaac Elementary School District
• J. B. Sutton Elementary School
• J.O. Combs Middle School
• Joseph Zito Elementary School
• Justine Spitalny School
• Kenilworth Elementary School
• Kids World Learning Preschool
• Kino Junior High School
• Kyrene Aprende Middle School
• Kyrene de las Lomas Elementary School
• Kyrene de los Ninos School
• Kyrene Middle School
• Kyrene School District
• Lakeside Middle School – Perris, CA
• Larry C. Kennedy School
• Laveen Elementary School
• Laveen Elementary School District
• Liberty Elementary School
• Liberty Elementary School District
• Litchfield Elementary School
• Littleton Elementary School
• Littleton Elementary School District
• Loma Linda Elementary School
• Longview Elementary School
• Lowell School
• Madison #1 Elementary School
• Madison Park School
• Madison Elementary School District
• Magnet Traditional School
• Maie Bartlett Heard School
• Marc T. Atkinson Middle School
• Maricopa County Head Start
• Maricopa Wells Middle School
• Marshall Ranch Elementary School
• Miami Unified School District
• Morenci Unified School District
• Morris K. Udall Escuela de Bellas Artes
• Mountain Pointe High School
• Moya Elementary School
• North Ranch Elementary School
• Oakwood Elementary School
• Osborn Middle School
• Osborn School District
• Our Lady of Mount Caramel
• Our Lady of Perpetual Help
• Palo Verde Middle School
• Papago School
• Paradise Valley Unified School District
• Park Elementary School
• Paul Dunbar Lawrence School
• Payne Junior High School
• Pendergast Elementary School
• Percy L. Julian Elementary School
• Phoenix College Preparatory Academy
• Phoenix Elementary School District
• Phoenix Union High School District
• Pinnacle Peak Elementary School
• Playa Del Rey Elementary School
• Porfirio H Gonzales Elementary School
• P.T. Coe Elementary School
• Pueblo Del Sol Middle School
• Queen of Peace
• R E Simpson School
• Rainbow Valley Elementary School
• Rhodes Junior High School
• Robert Louis Stevenson Middle School - Los Angeles, CA
• Roosevelt School District
• Rose Linda School
• Rudy G Bologna Elementary St. Agnes
• San Marcos Elementary School
• Sanborn Elementary School
• Santa Maria Middle School
• Sawtooth Middle School – Meridian, ID
• Scales Technology Academy
• School #3 – Dunkirk, NY
• Scottsdale Unified School District
• Sequoia Charter Elementary School
• Sevilla West School
• Shaw Butte School
• Silvestre S. Herrera School
• Skyline Ranch Elementary School
• Solano School

• Sonoran Heights Elementary School
• Sonoran Sky Elementary School
• South Brisbane Elementary – Australia
• South Brisbane High School – Australia
• South Valley Junior High School
• Southwest Elementary School
• St. Catherine
• St. John Vianney School
• St. Louis the King Elementary School
• St. Matthew
• St. Vincent de Paul
• Stevenson Elementary School
• Sts. Simon and Jude
• Sun Canyon School
• Sunland Elementary School
• Superior Unified School District
• Tempe Elementary School District
• Tempe Union High School District
• T.G. Barr School
• Thompson Ranch Elementary School
• Trevor G. Browne High School
• Tucson Unified School District
• Union Elementary School
• Valley View Elementary School
• Verrado Middle School
• V.H. Lassen Elementary School
• Vista Del Sur Traditional School
• Ward Traditional Academy
• Washington Elementary School District
• Western Sky Middle School
• Western Valley Elementary School
• Western Valley Middle School
• Westwind Intermediate School
• Whittier Elementary School
• Wigwam Creek Middle School
• William R Sullivan Elementary School
• William T Machan Elementary School
• Willis Junior High School
• Wilson Elementary School
• Wilson Middle School – Albuquerque, NM
• Wood Elementary School

Other Consulting and Community-Embedded Research Partnerships. In addition to collaborative activities and partnerships listed above, the SSFD faculty have provided consultations to and participated in a number of other local, regional, national, and international partnerships:

• Arizona Center for Afterschool Excellence
• Arizona Family Planning Council
• Banner Good Samaritan Family Practice
Community Action Research Experiences (CARE) Program: The Sanford School Community Action Research Experiences (CARE) program (see video at https://thesanfordschool.asu.edu/care) is a year-long concentration (Fall and Spring semesters) in which senior undergraduate and graduate students are guided in developing and implementing an action research project that addresses a need of a community not-for-profit organization (e.g., needs assessments, program evaluations, community scans; see https://thesanfordschool.asu.edu/care/people-projects). Collaborations are intended to enhance organizations’ evidence-informed policy and practice and to increase students’ capacity for leadership in community improvement. Completed action research projects have contributed to the effectiveness of the following community partners in Maricopa County:

- Academia del Pueblo School
- Against Abuse, Inc.
- Arizona Coalition to End Sexual and Domestic Violence
- Arizona Criminal Justice Commission
- Bill Holt Pediatric Infectious Disease Clinic Phoenix Children’s Hospital
- Camp Swift Foundation
- Center for Teacher Success
- Centers for Habilitation
- Chicanos Por La Causa
- Child Crisis Center
- Christian Family Care Agency
- Citizenship Counts
- City of Phoenix Head Start
- Community Asset and Resource Enterprise Partnership – Mesa Connecting to Serve Desert Mission Programs (John C. Lincoln Health Network)
Habitat for Humanity of Central Arizona HomeFurGood Indigo Cultural Center Lincoln YMCA Maricopa Association of Governments Human Services Department Maricopa County Head Start Mentorkids USA Mesa Urban Garden Mountain Park Health Center The Open Table Parenting Arizona
Student Internship and Service Learning Community Partners. Providing students with internship opportunities and fostering service learning partnerships have been a key element of SSFD community engagement. The institutions and organizations involved in these activities are listed below:

- A. Wilson Primary School
- All in the Family
- American Cancer Society
- American Heart Association
- The American Legion
- American Lung Association of Arizona
- American Red-Cross
- Andre House
- The Arc of Arizona
- ARISE
- The Arizona Alliance for the Mentally Ill
- Arizona Attorney General’s Office of Victim Services
- Arizona Baptist Children’s Services
- Arizona Call-a-Teen Youth Resources
- Arizona Center for Afterschool Excellence
- Arizona Center for Disability Law
- Arizona Child Care Resources
- Arizona’s Children Association
- Arizona Coalition against Domestic Violence
- Arizona Democratic Party
- Arizona Department of Environmental Quality
- Arizona Department of Juvenile Corrections
- Arizona Friends of Foster Children Foundation
- Arizona Human Rights Foundation
- Arizona Mesa LDS Family Services
- Arizona Recreation Center for the Handicapped
- Arizona State Hospital
- Arizona State Senate
- Arizona Supreme Court, Foster Care Review Board
- Arizona Vocational Rehabilitation
- Arizonans for Children
- Association for Supportive Child Care
- Attorney General’s Office, Criminal Division
- Banner Desert Hospital, Pediatrics/Cardon Children’s Hospital
- Boys and Girls Club
- Cactus Preschool
- Canyon State Academy
- Center for Family Child Care
- Centers for Habilitation
- Central Arizona Shelter Services
- Character Education Division at the Department of Education
- Chicanos por la Causa
- Child Crisis Center
- Child and Family Resources
- Children’s Action Alliance
- Children’s Learning Adventure Childcare Centers
- Chrysalis
- City of Mesa, Prosecutor’s Office
- City of Phoenix Human Services Department
- City of Phoenix, Senior Services
- City of Phoenix, Victim Witness Program
- City of Surprise – Prosecutor's Office
- City of Tempe, Community Services Dept.
- City of Tempe, Escalante Center
- Concepts for Change
- Department of Development Disabilities
- Department of Juvenile Corrections
- Desert Garden Montessori
• Devereux Center of Arizona
• East Valley Catholic Social Service
• East Valley Family Resource Center
• Easter Seals
• EMPACT
• FACES Crisis Nursery
• Family Advocacy Center
• Federal Bureau of Investigations
• Florence Crittenton Services of Arizona
• Foster Angels of Arizona
• Foundation for Blind Children
• Foundation for Burns and Trauma
• Future for Kids
• Gililand Middle School
• Girls Ranch, Inc. of Arizona
• Governor’s Office
• Guadalupe Senior Center
• Habitat for Humanity
• Hacienda de Los Angeles
• Hamilton Elementary School
• Head Start
• Homeward Bound
• HomeBase Youth Services
• Human Resource Training (HRT)
• Inspire Arizona
• Islamic Social Services Association
• Jewish Family and Children’s Service
• Kyrene Kids Club
• La Mesita – A Family Shelter
• Maggie’s Place
• Make-a-Wish Foundation
• Maricopa Advisory Council on Developmental Disabilities
• Maricopa Association of Governments (MAG), Human Services Division
• Maricopa County, Adult Probation
• Maricopa County Attorney’s Office, Victims Services Division
• Maricopa County Head Start
• Maricopa County Juvenile Probation, Juvenile Court Center
• Maricopa Medical Center
• Mario E. Diaz and Associates
• Maryvale YMCA – Community Initiatives
• Mental Health Association of Arizona State University
• Mike Troy’s Gold Medal Swim School

• Mountain Park Health Center
• Murphy School District Head Start
• National Conference for Community and Justice
• Native American Fatherhood and Motherhood Association
• New Arizona Family Inc. Nursery Program
• New Life Center
• Notmykid.org
• NOVA Inc.
• Office of the Attorney General
• Office of the Public Defender
• Omega Academy
• Organization for Non-Violence Education
• Parents Anonymous
• Phoenix Day Child Development
• Phoenix Fire Department, Crisis Response
• Plaza Del Rio Center
• Prehab of Arizona
• Prudential
• Pueblo Grande Museum
• San Marcos Family Resource and Wellness Center
• Santa Maria Adult Day Health Care
• Save the Family Foundation
• Salvation Army Family Shelter
• SHARP School
• Sirrine Adult Day Health Care
• Skelley House
• Sojourner Center
• South Mountain Adult Day Health Care Foundation for Senior Living
• Southwest Human Development
• St. Dominic Savio Academy
• St. Joseph’s Hospital Child Life
• Sunshine Acres Children’s Home
• Teen Lifeline
• Tempe Family YMCA
• Tempe Police Department
• Thomas J. Pappas Elementary School
• Town of Guadalupe
• Touchstone Behavioral Health
• Tumbleweed Center for Youth Development
• United Methodist Outreach Ministries
• South Mountain Family Services Center
• Upward Foundation
• Valley Big Brothers Big Sisters
• Valley of the Sun Association for the Education of Young Children
• Valley of the Sun United Way
• Valley of the Sun YMCA

VI. Resources of the Program

VI.1 Faculty and Staff

The financial support that SSFD receives from the state for faculty and staff positions generally is insufficient to meet programmatic needs. The College of Liberal Arts and Sciences has worked with us to determine hiring priorities and assist in meeting the needs of the school. Various types of external funding support a considerable portion of the SSFD’s staff, operations, and research. SSFD also takes seriously its responsibility for creating its own resources and investing these resources to meet its vision and goals. The school is active in creating a profitable summer and online schedule, in generating indirect costs that are returned to the unit, and in creating development opportunities for its faculty and students. These efforts have helped overcome some, but not all, of the limitations associated with the limited resources we receive.

VI.2 Faculty Mentoring

Mentoring of faculty, particularly early career faculty is critically important and SSFD takes this responsibility very seriously. To address mentoring, we have an Associate Director of Faculty Development who is responsible for holding meetings, discussions, and working with faculty in ways that promote their success. Senior faculty routinely work with junior faculty and provide guidance and opportunities for professional development and growth. Workshops at the college and university level also add to this. Given the diversity of our faculty, it is increasingly important to target mentoring opportunities to the specific roles that individual play (e.g., research versus instruction).

VI.3 Space

The faculty and staff of SSFD are primarily housed in the first and second floors of the Cowden Building and the first and second floors of the Social Sciences Building (both on the Tempe campus). A small group is housed in the Payne Building. In addition to the office and research space in these two buildings, we also have space in the Child Development Laboratory.

All tenured and tenure-track faculty members in SSFD have private offices to conduct research, plan instruction, and advise students. Additional space is used as coding rooms, research rooms, and research storage facilities. Offices are also used for central school administrative functions, including space for the school director, business manager, administrative assistant, clerical staff, adjunct faculty, and graduate students. We also have some meeting room space but this space is limited and is shared with other units. For example, we do not have space that is large enough for us to hold our regular faculty meetings and thus a room of sufficient size must be scheduled through other units.

Moreover, there is no space to grow as new faculty and projects come on board. This is a critical concern that could limit the pace and quality of our ability to continue to provide and promote
excellence in research, teaching, and service. Given the number of large collaborative projects undertaken by faculty within the school, more space is needed now and into the future.

**VI.4 Equipment**

Through use of its financial resources, the school has been able to maintain and meet its equipment needs. All faculty and staff have adequate computer facilities including workstations and accessories as needed such as printers and scanners. The Graduate Student Center (GSC) and our institute, center, and enterprises are equipped with computer labs that contain the software necessary for students to do their work. The buildings are wireless and provide faculty and students opportunities to use their laptops. Most of the SSFD seminar rooms are equipped with video projection equipment and we have computers and projectors for use in presentations and talks. The school mailrooms contain large copy machines and we have several networked printers (both color and black and white) throughout our buildings. ASU provides adequate IT support for our computer equipment.

**VI.5 Research Infrastructure**

Since the prior review in 2006, SSFD has been actively engaged in enhancing our research infrastructure. With this goal in mind, we have built, and are continuing to build, support systems to enable SSFD researchers to increase the success, fundability, and impact of their research and the various enterprises and projects created in SSFD. Currently, our research infrastructure consists of:

1. **Faculty Support**
   - Establishment of an Associate Director of Research to enhance research support
   - Internal Funding
     - **SSFD Seed Grant:** A general seed fund providing support to faculty for proposal development, pilot data collection, bridge activities, initiative development, and workshops and other research activities that are expected to promote cross-disciplinary research and lead to external funding (up to $20,000 in possible funding).
     - **Salivary Biomarkers and Relationships Seed Funding:** A targeted seed fund supporting faculty collaboration with the Institute for Interdisciplinary Salivary Bioscience Research at ASU and inclusion of salivary biomarkers in relationship-related research with the goal of supporting grant applications (up to $10,000 in possible funding).
     - **SSFD Faculty International Research Travel Award:** Supports international research-related travel with the goal of generating high quality global scholarship and future external funding (up to $10,000 in possible funding).

2. **Staff Support**
   - Pre- and post-award research staff who facilitate grant submissions and management
   - HR staff to manage research faculty and staff hiring and related issues
   - Web media staff to facilitate website management and dissemination of research
   - Research Liaison faculty member who facilitates contacts and support from schools, teachers, parents, and agencies for research involving such participants.

3. **Business Center:** Establishment of the **Connect Center** ([http://theconnectcenter.org](http://theconnectcenter.org)), a business center housed in SSFD that reflects our entrepreneurial value and that provides an in-house start-up infrastructure for translating research innovations into products. With the establishment of the Connect Center, SSFD researchers are able to provide end-users with low cost, research-based products that generate funds for reinvestment and expansion.

4. **Infrastructure Support for Non-Tenure Track Researchers:** Creation of the infrastructure to support hiring, training, and management of non-tenure track faculty and postdoctoral fellows.
5. Grant Development Support: Developed to support SSFD investigators in successfully applying for grant funding
   - Establishment of a grants database containing information related to successful grant applications and sample grants
   - Creation of a seminar in grant writing designed for doctoral students, postdoctoral fellows, and junior faculty

VI.6 Operations Budget

The College provides SSFD with an annual operating budget, which barely covers mandatory expenses. Less than 5% of our total operating budget comes from the College. SSFD also receives some money back from the indirect costs generated by the many grants held by faculty, which enables it to supplement the operational budget. SSFD has several endowments that can be accessed when funding is needed for special projects or purchases.

VI.7 Library Resources

Library resources are extensive and adequate for the research and instructional needs of the school. Electronic access to many of the journals and data bases is widely and easily available.

VII. Strategic Vision and Plans for SSFD

Our primary strategic objective over the next few years is to continue to develop the infrastructures, programs, and procedures that allow us to sustain a world-class interdisciplinary unit. To achieve this, we must continue to find ways to bring faculty and students together and to enhance the visibility and reputation of the unit. We need to be thoughtful about how we can use our resources to produce transformational changes in the ways in which we do our work. We must create an environment where people thrive at all levels and where we recognize excellence in all forms. We also need to do this in ways that are sensitive to the quality of the lives of those in and associated with SSFD. One of the principal ways we plan to do this is by transforming SSFD into an Academic Research Institute (ARI).

VII.1 Transforming SSFD into an Academic Research Institute

Since its inception, SSFD has been continuously developing and growing. In its initial formation, SSFD was organized around disciplinary programs (SOC, FHD, education) and interest areas (e.g., health, race/ethnicity, development, social networks). Although we retain these and use them to project and market our core strengths, this organization has not been as successful as it needs to be in breaking down barriers or in distinguishing ourselves from other units (many units have health or immigration as focus themes, for example). To accomplish our goals, SSFD is transforming itself into a new model of an academic unit – the Academic Research Institute (ARI).

The ARI model reflects a new way in how faculty, students, research, and academic programs can be organized. It is based on an interdisciplinary model that integrates the academic elements of a department or school with the more flexible and broader goals of a research institute. That is, we combine the strengths of our academic programs (e.g., ability to attract and retain a large and engaged student body, ability to generate resources and personnel for academic programming) with the
strengths of a research institute (e.g., substantively focused research initiatives that address issues and areas broadly, interdisciplinary methodological approaches, flexible integration of basic and translational research agendas). By combining and building on these qualities, we will be able to make investments that promote methods and approaches to research and its translation in ways that are new, innovative, and impactful. The ARI model differs from a traditional academic department model in that we focus on the creation of large-scale projects or enterprises that bring a diverse array of faculty, students, staff, and other partners together to address topics and themes that are comprehensive and integrative. This does not mean that smaller, more focused short-term projects will not be supported; we recognize that these are important and that these often lead to larger and long-term efforts. However, the larger-scale projects will become the signature approach means by which we will create new projects and teams and will be the principal way we make large investments in SSFD. Being able to do this in a timely way is also a strength of the ARI as we will be able to bring people and resources together relatively quickly to address new social issues and topics that arise. New projects and initiatives will develop as they become timely, and existing ones will be changed, altered, or wound-down as others take shape. Initial investments will be used to support these initiatives in the early stages while more sustainable funding is sought. The developing expertise and opportunities will translate into our instruction and training of undergraduate and graduate students. In turn, attracting a more diverse cohort of students will enhance our academic strengths and increase enrollments, thereby increasing our ability to generate resources for research. This reciprocal cycle in which instruction promotes research and research promotes instruction is a key ingredient of the sustainability of the ARI.

Organizing and investing by areas, programs, centers, individuals, and disciplines, as is typical in a traditional academic unit, will be downplayed as we evolve the ARI model. This does not mean that we will abandon aspects of SSFD that have been successful; rather, investments will be directed to developing larger, more comprehensive, and diverse teams, projects, and initiatives that are involved in the ARI mode of operating. Underlying the ARI model is a heightened emphasis on impact and outreach through translational and implementation efforts, training programs, and policy. Thus, the evolution towards the ARI model includes the addition of broad initiatives and investments that are based on the foundation of SSFD’s research and core programs but are connected to translational efforts. Our plan over the next few years is to specify the dynamics and mechanisms to make this new model work effectively. The fundamental ideas behind SSFD’s transformation into an ARI have the support of the College and University administration.

SSFD has already been moving in this direction, broadening our instructional, research, and outreach resources by developing a broader and more inclusive group of faculty. Thus, the transformation entails a less traditional and more inclusive definition of faculty and faculty responsibilities. No longer are “regular” faculty viewed as only tenured or tenure-track faculty. Instructional and research non-tenure-track faculty are included as essential members and as part of our regular faculty. We are also integrating community professionals into our faculty as “Professors of Practice” – experts who bring new and different perspectives and opportunities for research, training, and outreach. These outstanding faculty represent exceptional resources and will be engaged in many of the enterprises, programs, and initiatives we develop. As we expand our faculty, we also will have to develop new policies and procedures to ensure that these faculty share in the resources and rewards, and have pathways to promotion and sustainability. We also will hire research staff and expert consultants when needed to carry out our goals and plans.

These large-scale efforts will also increasingly include translational, implementation, and training components that add to the academic elements of SSFD and have impact beyond SSFD and ASU. As reflected in the ARI conceptualization, this model is multi-faceted, innovative, and ambitious and will
reflect broad themes that go beyond disciplinary boundaries and the general interest areas of faculty. We will utilize the expertise that is part of the SSFD faculty and students (e.g., quantitative, substantive, methodological) and the resources of the school (e.g., space, staff, funding) and infuse these to leverage new ideas and outcomes.

There is no doubt that this new way of thinking about ourselves will be unsettling to some at first. It will take some time to figure out how to talk about and convey this; and we will not get everything right the first time as we move forward with this. But we have learned a great deal from the existing enterprises and these will serve as a basis for building new ones. It does, however, mean that there will be a new range of efforts in moving SSFD forward and in working out the details of the ARI model.

VII.2 Asking Critical Questions

To accomplish these ambitious plans and goals, we must take several steps and recognize the priorities and challenges associated with this transformational change. This will involve asking critical questions to have a clear view of who we are and what we want to become. The first steps involve recognizing our strengths and the rate limiting factors impact us.

VII.2.a What Are Our Strengths?

Access and Excellence: SSFD is proud of its ability to both serve a large number of students in high-quality courses/programs and still make significant contributions to the overall external funding goals of ASU. Although there are a few units that exceed SSFD in either enrollments or expenditures, almost no other unit matches this level of access and excellence on both dimensions, especially when the FTE of SSFD faculty is considered. Thus, a key strength of SSFD is its successful leadership, entrepreneurialism, and flexibility in adapting to the demands of the New American University.

Data reflect the fact that SSFD represents a vivid exemplar of these two main imperatives of the New American University. We teach many students (and do it well) and we are highly accomplished and excel in many areas of productivity. Few units are able to balance these and excel at this level. For example, SSFD is among the leaders in the social/behavioral sciences at ASU in number of majors, student credit hours generated, and in annual research expenditures. Few units are able to match these levels across these various metrics. Importantly, we do this with relatively fewer faculty FTE than many of the other units. Managing these enrollments in ways that maintain quality and that provide students with experiences that address their individual goals is and will no doubt continue to be a challenge.

A Compelling Core Theme: Through their dedication to high-quality instruction and research, SSFD faculty and students are engaged in the tasks of developing and applying new knowledge, insight, information, and solutions in areas related to the creation of a better life for children, youth, and families. This emphasis on children, youth, and families is a key strength as it provides a compelling focus for students and their families, funding agencies, community partners, residents, and potential investors.

Innovation and Risk Taking: SSFD strives to be cutting-edge in its work. Investments in research, instruction, programming, and outreach tend to focus on developing innovative and creative methods for delivery and impact. An emphasis on thinking outside the box and taking risks allows faculty and students to engage in scholarship, instruction, programming, training, and projects that are not bound by traditional thinking or aversion of failure.
VII.2.b  What Areas Do We Need to Build In To Improve Our Standing?

**Innovative Methods and Technology:** Creating research that addresses the role of technology in everyday life and in how this might contribute to better methods for data collection and analysis would be a compelling way to heighten and improve our national standing. Understanding and using these new technologies and methods in research would connect our existing research themes to other disciplines (e.g., informatics, engineering, biosciences) and open up new funding opportunities.

**Lifespan Health:** An emphasis in lifespan health and well-being (broadly defined) is an area that represents great potential to improve national standing. The ability to more successfully compete for larger NIH and other funding for health issues across the lifespan would be a significant addition.

**Implementation Sciences:** Given our goal to scale and disseminate programs that promote the health and well-being of children, youth, and families, we need to build expertise in implementation science. Addressing questions as to why programs lose effectiveness over time or the generalizability of programs and their ‘active ingredients’ are critical to our ability to reach our goals. Developing greater expertise and experience in balancing scientific rigor with a need to conduct research that applies to real world settings also is essential to our growth and success.

**International Child/Family Sciences:** Globalizing our expertise and focus on child and family sciences is a key way to improve not only our national but also our international standing. Enhancing our efforts to utilize our existing expertise and experience in international contexts will likely be attractive to funding agencies, students, and international partners interested in using research to improve the lives of children, youth, and families across the globe.

VII.2.c  What is Needed to Reach A Higher Status?

**Enhanced Statistical and Quantitative Methods Expertise:** To ensure we have the statistical expertise we need to address the complex analytic issues faced in the large and complicated data we work with, we need more methodologists who can consult and be part of our grants and research projects. Although we have considerable expertise on our faculty, we need to be sure that we have access to cutting-edge methodologies and that we keep pace with advances in statistical and quantitative methods. For our students, we need to ensure that they are highly trained in these increasingly valuable skills. More depth in quantitative methods/analytics, particularly measurement, is necessary. Finally, the addition of methodologists in areas related to implementation science is important given the significant role this plays in our goals and vision.

**Better and More Usable Space:** SSFD faculty currently are spread across four different buildings. This spread makes it difficult for faculty to make connections, to have opportunities for spontaneous conversations, and to develop a sense of SSFD camaraderie. Moreover, the space we have is limited and often poorly designed and utilized as the buildings we are housed in are some of the older buildings on campus whose designs were developed without consideration for who we are now.

**Staff Infrastructure:** SSFD has one of the largest faculty/staff and student/staff FTEs at ASU. Although the staff we have do exceptional work, the lack of staff makes it difficult to manage the complex demands of SSFD, especially given the number of students we teach and given that we are so spread out across the campus.

**Heightened Attention to Marketing, Communication, and Branding:** SSFD is a unique
combination of faculty and disciplines that is not typically found at other institutions. A concerted effort at marketing and branding is needed to enhance our visibility and recognition beyond ASU. More attention to alumni relations also is needed.

VII.2.d What is the Plan to Transition to the ARI?

Some of the important plans and steps to accomplish this goal include:

**Building a Translational/Implementation Core:** To accomplish the goals of an academic research institute, more training and attention to translational/implementation research and dissemination of evidence-based practices is needed. To do this, we need to create a Translational/Implementation Core. This is necessary due to:
- A lack of understanding of the translational and implementation processes for social/behavioral sciences
- A shortage of qualified investigators with translational and implementation expertise
- Environments and attitudes that hinder translational/implementation efforts
- Inflexible, inefficient research designs and low participation in studies that deter translational and implementation efforts
- Regulatory issues that impede translation and implementation

The Translational/Implementation Core will emphasize innovation and deliverables and provide strategic guidance in areas related to:
- Using scientific advances to overcome translational and implementation barriers.
- Testing innovations with promising research projects.
- Cultivating strong partnerships.
- Supporting innovative and collaborative training programs

**Establishing a “Solutions” Team** – To facilitate translational, implementation, and branding efforts, we need a team who can create and respond to media reports that promote the work of the faculty and help translate the work we do into popular outlets. This effort should help highlight the work of SSFD and establish our faculty as thought leaders in their areas of expertise. An “Associate Director of Solutions” may need to be hired to manage, organize, and oversee this critical new element of SSFD.

**Creating a Child and Family Policy Component:** The ARI will be designed to have a broader impact than SSFD currently is able to have. One important area is child and family policy and the ARI model will allow us to actively build and partner with ASU (e.g., College of Public Service and Community Solutions) and non-ASU entities (e.g., AZ Department of Education) to address policy issues that impact children, youth, and families.

VIII. Director’s Summary

Remarkable changes and progress have occurred since we opened our doors as a new school on July 1, 2006. We literally started from scratch and built an entire school where one did not exist. Work still remains but we have made critical adjustments that contributed to the successes we have had and will continue to have in the future.

Despite the many changes that have taken place, SSFD has been remarkably successful. By any metric, SSFD faculty are successfully engaged in world-class scholarship and activities. Funding levels from external sources have risen dramatically since 2006 and we continue to find new ways to generate our
own resources. Our graduate students are highly competitive and successful in their efforts, and our undergraduate programs are strong and generate significant enrollments that are managed in ways that allow us to scale our programs but do not detract from high quality instruction. We have been successful in generating investments from donors and students majoring in SSFD have access to scholarships that are significant in number and the level of support they provide. SSFD staff are highly professional and productive and are critical to the success we have had. Overall, the work environment is positive and people thrive in their work and in their personal lives as well.

However, as with any new undertaking, there were significant issues that needed to be addressed. Although we almost always were able to adapt to these issues (often unforeseen), this was not always the case and stress and anxiety sometimes resulted. Some faculty and students were lost as a result of this stress and change. Thus, we must be attentive to the considerable challenges that we are likely to face if we are to successfully reach our goals and realize our vision. Each of these challenges has the potential to detract and deter us from reaching our full potential. Being aware of these challenges will allow us to communicate about them and to consider how best to address these. Some of the more critical challenges are outlined below.

**VIII.1 Adapting to Change**

We cannot possibly foresee all of the future and the demands that will be placed on our unit. SSFD must be positioned to intelligently and flexibly adapt to opportunities and demands presented by changing goals, economics, administrations, and social issues.

**VIII.2 Capitalizing on Faculty Strengths**

As we develop a better sense of who we are as an interdisciplinary unit, we also must develop a better sense of who among the faculty – given the increasing diversity that defines our faculty – are best suited to contribute to various unit needs and opportunities, and of the conditions necessary to ensure excellence in these areas. This necessitates, for example, the development of differential workloads and reward systems that recognize excellence wherever it may be.

**VIII.3 Acquiring and Maintaining Adequate Resources**

There must be adequate resources to carry out the mission and reach the goals set for SSFD and the ARI transformation. Without significant and continuing allocation of resources, chances for success are diminished. Resources of all types are needed – financial, physical, and social capital. Resources will be used as investments in SSFD and we understand that a return on investment is expected and necessary. We recognize that SSFD is responsible for generating its own resources, but we cannot meet all of the resource demands by ourselves.

**VIII.4 Working Smarter**

It is critical that we find ways for faculty, students, and staff to work more effectively and efficiently. We must strive for balance in what we do and be committed to the well-being and health of those involved in SSFD. Developing “can do” attitudes, processes, procedures, and infrastructure that maximize our use of time are critical to the success and long-term sustainability of SSFD.

**VIII.5 Enhancing Engagement**
Without doubt, the changes associated with what we plan to do and build in SSFD will never be universally accepted. Thus, one challenge that lies ahead is finding ways to engage individuals who do not 'buy in' to new approaches and models in SSFD. Convincing SSFD personnel to think outside of traditional (often disciplinary) boundaries must be achieved to facilitate a committed orientation to the success of the new school. The bottom line is that the future lies in integrative programming, faculty, student and community engagement, and innovative scholarship, collaborations, and leadership.

VIII.6 Conclusion

There is no question that the changes associated with the formation of SSFD, as well as the highly challenging economic conditions that we experienced during the 'great recession' were formidable and many. Although we are still inventing ourselves, it is impossible to deny the remarkable progress we have made in a relatively short period of time. SSFD is a shining example of ASU's vision for the New American University. Work remains to be done however, but there are clear signs of success and there is strong evidence that SSFD has begun to reach its goal of becoming an innovative world-class social science unit dedicated to the study of children, youth, and families. The best evidence of its bright future lies in the talent and dedication of our relatively young faculty and students. These young and talented people are seeking out SSFD because of who we are and what we are building. Most importantly, their presence ensures the longevity and vitality of SSFD and its continued success.
APPENDIX A: Map of Course Requirements for B.S. in Family and Human Development

2014 - 2015 Major Map
Family and Human Development, BS
College of Liberal Arts and Sciences
Tempe Campus
LAPAS BS

Printer Friendly Major Map

<table>
<thead>
<tr>
<th>Term 1</th>
<th>0 - 15 Credit Hours</th>
<th>Critical course signified by ✶</th>
<th>Hours</th>
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<tr>
<td>✶ FAS 101: Personal Growth in Human Relationships (3) OR COE 232: Human Development (3)</td>
<td>3</td>
<td>☑</td>
<td>An SAT ACT Acceptance or some dorm or placement into composition or ENG 101 or ENG 102: First-Year Composition OR ENG 105: Advanced First-Year Composition OR ENG 107: ENG 108: First-Year Composition</td>
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<td>Natural Science - Quantitative (3)</td>
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<td>✶ Complete ENG 101 OR ENG 105 OR ENG 107 course(s)</td>
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92
## Term 3  30 - 45 Credit Hours

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<td>FAS 331: Marriage and Family Relationships (SB)</td>
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Complete Mathematics (MA) requirement.

Term hours subtotal: 16

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<td>Historical Awareness (H)</td>
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Term hours subtotal: 15

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<td>FAS 361: Research Methods (L. or SB)</td>
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Term hours subtotal: 15

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Term hours subtotal: 15

## Term 7  91 - 105 Credit Hours

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<td>Upper Division Elective</td>
</tr>
<tr>
<td>Complete 2 courses:</td>
</tr>
<tr>
<td>Elective</td>
</tr>
<tr>
<td>Term hours subtotal: 15</td>
</tr>
</tbody>
</table>

- All students pursuing a B.S. or B.S.P. degree in the College of Liberal Arts and Sciences must complete two courses from the Science and Society list found at https://clas.asu.edu/advising-and-academic-services/science-and-society. At least one of the two courses must be upper division. Students must earn a C or better in the courses, and no more than one of the two can also be used to simultaneously fill a requirement of the major, minor or related area. Science and Society courses cannot also be used to fill the general studies HU, SB, SQ or SG requirements.

<table>
<thead>
<tr>
<th>FAS Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 264: Gender and Society (SB &amp; C)</td>
</tr>
<tr>
<td>FAS 294: Special Topics</td>
</tr>
<tr>
<td>FAS 301: Introduction to Parenting</td>
</tr>
<tr>
<td>FAS 324: Work and the Workplace (SB &amp; H)</td>
</tr>
<tr>
<td>FAS 332: Human Sexuality (SB)</td>
</tr>
<tr>
<td>FAS 360: Black Families in the Diaspora (SB &amp; C)</td>
</tr>
<tr>
<td>FAS 390: Supervised Research Experience</td>
</tr>
<tr>
<td>FAS 435: Advanced Marriage and Family Relationships (L or SB)</td>
</tr>
<tr>
<td>FAS 484: Internship</td>
</tr>
<tr>
<td>FAS 492: Honors Directed Study</td>
</tr>
<tr>
<td>FAS 493: Honors Thesis (L)</td>
</tr>
<tr>
<td>FAS 498: Pro-Seminar</td>
</tr>
<tr>
<td>FAS 499: Individualized Instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CDE Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDE 312: Adolescence (SB)</td>
</tr>
<tr>
<td>CDE 337: Early Childhood Intervention</td>
</tr>
<tr>
<td>CDE 338: Child Development Practicum</td>
</tr>
<tr>
<td>CDE 394: Special Topics</td>
</tr>
<tr>
<td>CDE 430: Infant/Toddler Development in the Family (SB)</td>
</tr>
<tr>
<td>CDE 499: Individualized Instruction</td>
</tr>
</tbody>
</table>

**Notes:**
- Please keep in mind that the applicability of a specific transfer course toward an ASU degree program depends on the requirements of the department, division, college or school in which you are enrolled at ASU. Transfer agreements that guarantee the completion of university level requirements do not necessarily meet college and major requirements. Please consult with an advisor for more information.

**Total Hours:** 120
Upper Division Hours: 45 minimum
Major GPA: 2.00 minimum
Cumulative GPA: 2.00 minimum
Total hrs at ASU: 120 minimum
Hrs Resident Credit for Academic Recognition: 56 minimum
Total Community College Hrs: 64 maximum

General University Requirements Legend
General Studies Core Requirements:
- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HL)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:
- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2014 - 2015 academic year.
APPENDIX B: Map of Course Requirements for B.S. in Sociology

<table>
<thead>
<tr>
<th>Term 1</th>
<th>0 - 15 Credit Hours</th>
<th>Critical course specified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 or ENG 102: First-Year Composition CR</td>
<td>3</td>
<td>C</td>
<td>* ASAT, Acceptance exam to placement comp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102: Advanced First-Year Composition CR or ENG 103: First-Year Composition</td>
<td>3</td>
<td>C</td>
<td>* ASU Med entrance requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 101: Introduction Sociology (SE)</td>
<td>3</td>
<td>C</td>
<td>* ASU 101 specified as Year Sem all trimests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 142: College Mathematics (2CR)</td>
<td>5</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAS 151: First-Year Seminar</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term hours subtotal:</td>
<td>15</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>16 - 29 Credit Hours</th>
<th>Critical course specified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 or ENG 102: First-Year Composition CR</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102: Advanced First-Year Composition CR or ENG 103: First-Year Composition</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 241: Modern Social Problems (SE) or SOC 370: Social and Ethnic Relations (SE, 2CR) or SOC 261: Gender and Society (2CR) &amp; C</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Area Courses AND Social-Behavioral Sciences (SE)</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities, Arts and Design (HU) AND Global Awareness (3)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science - Quantitative (SC)</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete ENG 101 OR ENG 105 OR ENG 107 courses</td>
<td></td>
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<td></td>
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<tr>
<td>Term hours subtotal:</td>
<td>36</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>30 - 45 Credit Hours</th>
<th>Critical course specified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>SOC Elective</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity in the U.S. (C)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Humanities, Arts and Design (HU) AND Historical Awareness (SH)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science - Quantitative (SC) OR Natural Science - General (SC)</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Complete Mathematics (MA) requirement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Complete First-Year Composition requirement.</td>
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</table>
Term hours subtotal: 16

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<tr>
<th>Term 4</th>
<th>46 - 60 Credit Hours</th>
<th>Critical course signified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>SOC 390: Social Statistics I (CS)</td>
<td>3</td>
<td>C</td>
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<tr>
<td>Literacy and Critical Inquiry (L)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete 2 courses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Area Course AND Social-Behavioral Sciences (SB)</td>
<td>3</td>
<td>C</td>
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</table>

Term hours subtotal: 15

<table>
<thead>
<tr>
<th>Term 5</th>
<th>61 - 75 Credit Hours</th>
<th>Necessary course signified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>SOC Upper Division Elective</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Related Area Course</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLAS Science and Society Elective</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Elective</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
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</table>

Term hours subtotal: 15

<table>
<thead>
<tr>
<th>Term 6</th>
<th>76 - 90 Credit Hours</th>
<th>Necessary course signified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>SOC 391: Research Methods (L or SB) or SBS 303: Quantitative Methods or FAS 361: Research Methods (L or SB)</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC Upper Division Elective</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Literacy and Critical Inquiry (L)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division CLAS Science and Society Elective</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Elective</td>
<td>3</td>
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</table>

Term hours subtotal: 15

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<thead>
<tr>
<th>Term 7</th>
<th>91 - 105 Credit Hours</th>
<th>Necessary course signified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 483: History of Social Thought (SB) or SOC 486: Contemporary Theory (SB)</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC Upper Division Elective</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete 2 courses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Elective</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Term hours subtotal: 15

<table>
<thead>
<tr>
<th>Term 8</th>
<th>106 - 120 Credit Hours</th>
<th>Necessary course signified by</th>
<th>Hours</th>
<th>Minimum Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>SOC Upper Division Elective</td>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete 2 courses:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Related Area Course</td>
<td>6</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete 2 courses:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper Division Elective</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

97
• All students pursuing a B.S. or B.S.P. degree in the College of Liberal Arts and Sciences must complete courses from the Science and Society list found at https://chas.asu.edu/advising-and-academic-services/science-and-society. At least one of the two must be upper division. Students must earn a C or better in the courses, and no more than one of the two courses can simultane-ously fill a requirement of the major, minor or related area. Science and Society cannot also be used to fill the general studies HU, SB, SQ or SG requirements.

<table>
<thead>
<tr>
<th>SOC Related Area Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFS OR AFR OR APA OR CDE OR ECN OR EAS OR GCO OR HST OR POS OR PSY OR TCL OR WST OR ASB Elective</td>
</tr>
</tbody>
</table>

Notes:
• Please keep in mind that the applicability of a specific transfer course toward an ASU degree program depends on the requirements of the department, division, college or school in which you are enrolling. Transfer agreements that guarantee the completion of university level requirements do not meet college and major requirements. Please consult with an advisor for more information.

**Total Hours:** 120  
**Upper Division Hours:** 45  
**Major GPA:** 2.00 minimum  
**Cumulative GPA:** 2.00 minimum  
**Total hrs at ASU:** 120  
**Hrs Resident Credit for Academic Recognition:** 56  
**Total Community College Hrs:** 64 maximum

**General University Requirements Legend**

General Studies Core Requirements:
• Literacy and Critical Inquiry (L)
• Mathematical Studies (MA)
• Computer/Statistics/Quantitative Applications (CS)
• Humanities, Arts and Design (HU)
• Social-Behavioral Sciences (SB)
• Natural Science - Quantitative (SQ)
• Natural Science - General (SG)

General Studies Awareness Requirements:
• Cultural Diversity in the U.S. 
  (C)
• Global Awareness (G)
• Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2014 - 2015 academic year...
APPENDIX C: CV's of the Faculty
RESEARCH INTERESTS

My research focuses on classroom structures, processes, and interventions that promote children’s social, emotional, and academic development, and the mechanisms underlying these associations. I am particularly interested in the implementation of school-based programs and the identification of critical program elements. I also examine classroom dynamics, including classroom composition and teacher-student interactions, and their influence on student functioning.

EDUCATION

Ph.D., Educational Psychology - Learning and Development 2012
University of Virginia, Charlottesville, VA
Sara Rimm-Kaufman, Advisor

Dissertation: The what, how, and for whom: Unpacking the mechanisms of a social and emotional learning intervention
Committee: Sara Rimm-Kaufman (Chair), Daphna Bassok, Jennifer LoCasale-Crouch, Timothy Konold

M.Ed., Educational Psychology - Learning and Development 2008
University of Virginia, Charlottesville, VA
Sara Rimm-Kaufman, Advisor

B.A., Psychology 2005
Prescott College, Prescott, AZ
Vicky Young, Advisor

PROFESSIONAL AND RESEARCH EXPERIENCE

Assistant Research Professor – The Kindergarten Project 2013 - Present
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe AZ

Analytic Consultant – Maryland’s Safe and Supportive Schools (MDS3) 2012 – 2014
Catherine Bradshaw, Principal Investigator
Johns Hopkins University, Baltimore, MD

Postdoctoral Research Associate – The Kindergarten Project 2012 - 2013
Richard Fabes & Robert Bradley, Senior Faculty
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe, AZ
Consultant – The Kindergarten Project
Richard Fabes & Robert Bradley, Senior Faculty
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe, AZ

Graduate Research Fellow – The Responsive Classroom Efficacy Study
Sara Rimm-Kaufman, Principal Investigator
Center for Advanced Study of Teaching and Learning (CASTL)
University of Virginia, Charlottesville, VA

Master Trainer – Classroom Assessment Scoring System, K-3 Observation (CLASS)
Teachstone, Inc., Charlottesville, VA

Research Assistant – The Individualized Classroom Assessment Scoring System (inCLASS)
Jason Downer, Principal Investigator
Center for Advanced Study of Teaching and Learning (CASTL)
University of Virginia, Charlottesville, VA

PUBLICATIONS (*denotes student author)

Published Refereed Manuscripts


Impact factor: 2.282; 5-year impact Factor: 3.470

*Published Chapters & Encyclopedia Entries*


*Manuscripts Under Review or In Revision*


*Manuscripts in Progress*


*Measurement Instruments*


**Technical Reports**


**Popular Press**


Average monthly readership, 120,000


Average monthly readership, 120,000


Average monthly readership, 120,000

**PRESENTATIONS** (*denotes student author*)

**Selected Refereed Conference Presentations**


**Invited Presentations, Workshops, and Guest Lectures**


**GRANTS AND SPONSORED RESEARCH**

**Funded Proposals**

Swanson, J., & Abry, T. (Leads, Project Evaluation). *Pilot evaluation of an expanded collaborative Jumpstart Program.* Community Investment partnership grant between Jumpstart for Young Children, Inc., Arizona State University, Mesa Community College. Funded by Helios Education Foundation. $275,000 in total direct costs. 01/01/2014 - 09/30/2015.

**Proposals Under Review**


**Proposals not Funded**


Abry, T., & Swanson, J. (Co-PIs). *Classroom composition and student achievement: An ecological examination of school, classroom, and individual mediating and moderating effects.* Funding mechanism: Measures of Effective Teaching (MET) Early Career Research Grants Program. $24,845. 07/01/2013-06/30/2014.

**TEACHING AND MENTORSHIP**

*Instructor* - Arizona State University, Tempe, AZ
Social Statistics I (SOC 390; online format)  
Supervised Research (FAS 390)  
Fall 2013 - Present  
Spring 2013 - Present

*Adjunct Instructor* - Blue Ridge Community College, Weyers Cave, VA
Developmental Psychology (PSY 230; online format)  
Developmental Psychology (PSY 230)  
Fall 2011  
Spring 2010

*Dissertation Committee Member* - Crystal I. Bryce (Family and Human Development)  
*Children’s academic experiences during first grade as precursors of later academic performance*  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University  
2014-2015

*Mentor* - First-year graduate student Fellows  
Curry School of Education, University of Virginia  
2011 - 2012

*Mentor* - Summer Undergraduate Research Program  
Curry School of Education, University of Virginia  
2008 – 2009

**HONORS AND AWARDS**

Institute of Education Sciences (IES) Pre-Doctoral Fellowship  
2010 - 2012

Curry Trustees Fellowship  
2011 - 2012

Robert Septimus Pace, Jr. Scholarship  
2010 - 2011
PROFESSIONAL DEVELOPMENT AND SERVICE

Specialized Workshops and Trainings

Latent Class and Latent Transition Analysis
Dr. Stephanie Lanza
2014

Institute for Interdisciplinary Salivary Bioscience Research, “Spit Camp”
Dr. Douglas Granger
2013

Individualized Classroom Assessment Scoring System, Observational Training
Kate Matthew, M.Ed.
2013

National Institute of Child Health and Human Development, Study of Early Child Care and Youth Development
Dr. Robert Corwyn
2013

What Works Clearinghouse Reviewer Training
Mathematica
2011

Missing Data
Dr. Ross Larsen
2011

A Mixed Methods Workshop
Dr. Tom Weisner
2011

Randomized Controlled Trials
Drs. Chris Hulleman, Mark Conaway, Chris Rhoades
2010

Designing Adequately Powered Cluster Randomized Trials Using Optimal Design
Dr. Jessaca Spybrook
2010

Latent Growth Curve Modeling
Dr. James Peugh
2009

Hierarchical Linear Modeling
Dr. Andrew Mashburn
2009

Power Analysis
Dr. Kevin Grimm
2009

Classroom Assessment Scoring System, Train the Trainer
Dr. Laura Brock
2008

Classroom Assessment Scoring System, Observational Training
Dr. Laura Brock
2008

Individual Classroom Assessment Scoring System, Observational Training
Leslie Booren, M.S.
2008
**Current Professional Memberships**
American Education Research Association (AERA)

American Psychological Association (APA), Division 15 – Educational Psychology

Society for Research in Child Development (SRCD)

**Professional Service**

**Secretary/Treasurer**  
Social and Emotional Learning Special Interest Group, American Education Research Association  
2013 - Present

**Nominations Committee Chair**  
Social and Emotional Learning Special Interest Group, American Education Research Association  
2014

**Invited Reviewer**  
Society for Research in Child Development, 2015 Biennial Meeting  
2014

**Ad Hoc & Invited Consulting Reviewer**  
Child Development  
Prevention Science  
Early Education and Development  
Early Childhood Research Quarterly  
Handbook of Research Methods in Early Childhood Education  
The Journal of Early Adolescence  
International Journal of Psychology

**University Service**

**Hiring Committee**  
Post-Doctoral Research Associate  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University  
2015

**Panelist**  
Exploring Non-tenure Track Positions in Academia, Professional Development Seminar  
Department of Psychology, Arizona State University  
2015

**Hiring Committee**  
Post-Doctoral Research Associate (two positions)  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University  
2014

**Panelist**  
Preparing for the Job Search, Professional Development Seminar  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University  
2012

**Reviewer**  
Curry Education Research Conference  
Curry School of Education, University of Virginia  
2011

**Member**  
Educational Leadership and Foundations Travel Committee  
Curry School of Education, University of Virginia  
2011 - 2012
Community Service
Volunteer
Habitat for Humanity, Phoenix, AZ

Tutor
America Reads, University of Virginia

ADDITIONAL SKILLS

Statistical Packages
Proficient user of Mplus, SPSS, and STATA

Languages
Proficient Spanish speaker (e.g., can present work to Spanish speaking audience, can field questions from Spanish speaking participants)
Victor Agadjanian
Curriculum Vitae

T. Denny Sanford School of Social and Family Dynamics
Program in Sociology
Center for Population Dynamics
Arizona State University
Tempe, AZ  85287-3701, USA

Phone: 480-965-3804
Fax: 480-965-6779
Email: vag@asu.edu
Internet: agadjanian.org
Skype: xigadzana

Main areas of specialization
Thematic: Social demography; HIV/AIDS; reproductive health and behavior; migration; gender
Geographic: Sub-Saharan Africa; Eurasia (Central Asia and the Caucasus); the Andean region.

Academic appointments
2009-present  Professor, Program in Sociology, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
2008-present  Ellen Elizabeth Guillot International Distinguished Professorship, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
2006-2009  Associate Professor, Program in Sociology, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
2005-2012  Founding Director, Center for Population Dynamics, Arizona State University
2002-2006  Associate professor, Department of Sociology, Arizona State University
1996-2002  Assistant professor, Department of Sociology, Arizona State University
1995  Instructor, Population Research Laboratory, University of Southern California
1990-1992  Teaching Assistant, Department of Sociology, University of Southern California
Visiting positions and affiliations

2013-present  Visiting Professor, Yerevan State University, Yerevan, Armenia
2005 (Fall)  Visiting Professor, Department of Sociology, Yerevan State University, Yerevan, Armenia
2004 (Sum)  Visiting Scholar, Population Studies Center, Eduardo Mondlane University, Maputo, Mozambique
2003 (Spring)  Visiting Scholar, Institut National d’Études Démographiques, Paris, France.
2003 (Spring)  Visiting Scholar, La Maison des Sciences de l’Homme, Paris, France.
1996-present  Affiliate, Women and Gender Studies, Graduate Faculty in Gender and Women Studies Arizona State University.
1996-present  The Melikian Center: Russian and East European Studies, Arizona State University.

Education and training

1995  Ph.D., Sociology. University of Southern California
1992  Master of Science, Sociology-Applied Demography. University of Southern California
1985  Bachelor of Arts, African Studies and Swahili. Moscow State University, U.S.S.R.

Publications (* denotes student co-author)

Peer-reviewed articles
Agadjanian, V., Sarah R. Hayford, Luciana Luz, and Jing Yao. “Bridging the client and provider perspectives: family planning access and utilization in rural Mozambique” (forthcoming in International Journal of Gynecology and Obstetrics)
Agadjanian, V., and Scott T. Yabiku “Religious belonging, religious agency and women’s autonomy in sub-Saharan Africa” (forthcoming in Journal for the Scientific Study of Religion)

Nedoluzhko, Lesia, and V. Agadjanian. “Between tradition and modernity: Marriage dynamics in Central Asia” (conditionally accepted in Demography)

*Luz, Luciana, and V. Agadjanian. “Women’s decision-making autonomy and children’s schooling in rural Mozambique” (conditionally accepted in Demographic Research)


Yao, Jing, V. Agadjanian, and Alan Murray. 2014. “Spatial and social inequities in HIV testing utilization in the context of rapid scale-up of HIV/AIDS services in rural Mozambique” Health & Place 28 (July): 133-141

Sevoyan, Arusyak, and V. Agadjanian. 2014. “Male labor migration, spousal communication, and STI treatment in Armenia” Culture, Health & Sexuality (online first) DOI: 10.1080/13691058.2014.936042


Yao, Jing, Alan Murray, and V. Agadjanian. 2013.“A geographical perspective on access to sexual and reproductive health care for women in rural Mozambique” Social Science & Medicine 96: 60–68. doi: 10.1016/j.socscimed.2013.07.025


Agadjanian, V. 2002. “Men’s talk about ‘women’s matters’: Gender, communication, and contraception in Mozambique” Gender & Society 16(2): 194-215


**Book chapters and encyclopedia entries**


Other publications and reports


http://lodel.ehess.fr/cercec/docannexe.php?id=1705


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**Selected work under review**

Chae, Sophia, Sarah R. Hayford, and V. Agadjanian “Father's Labor Migration and Leaving the Parental Home in Rural Mozambique”

Agadjanian, V. “Women’s religious authority in sub-Saharan Africa: Dialectics of empowerment and dependency”

Yabiku, Scott T., and V. Agadjanian. “Father's labor migration and children's school discontinuation in rural Mozambique”

Urbaeva, Zhyldyz, and V. Agadjanian. “Interethnic relations in Kyrgyzstan in the aftermath of ethnic violence”

Yoo, Sam Hyun, V. Agadjanian, and Sarah R. Hayford. “Does son preference persist in the context of very low fertility? Trends in fertility intentions in South Korea”

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**Selected recent presentations (last five years)**


Agadjanian, V. 2014. “Women’s religious leadership in a sub-Saharan setting: Office, charisma, and agency” Presented at the American Sociological Association Annual Meeting, San Francisco, California, August 16-19


Agadjanian, V. and Evgenia Gorina. 2014. ”Income, wage fairness perceptions, and job satisfaction among migrant women in Russia.” Presented at the 15th International Conference on Economic and Social Development, the National Research University – Higher School of Economics. Moscow, Russia, April 1-4.


Agadjanian, V., Jing Yao, and Sarah R. Hayford. 2013. “Spatial, social, and institutional determinants of delivery place in rural Mozambique” Presented at the Population Association of America Annual Meeting, New Orleans, Louisiana, April 11-13


Presented at the Population Association of America Annual Meeting, San Francisco, California, May 3-5.


Agadjanian, V. 2011. “Demographic processes as a mirror of political and socioeconomic changes in the post-Soviet space. Presented at the plenary session of the International Conference “Post-Soviet Models of Social Transformations: The Experience of Twenty Years”, Karaganda State University, Karaganda, Kazakhstan, April 15-16

Agadjanian, V., and Natalya Zotova. 2011. “Exploring sexual risks of Central Asian female migrants in Moscow” Presented at the 12th International Conference on Economic and Social Development, Higher School of Economics, Moscow, Russia, April 5-7
Agadjanian, V., Premchand Dommaraju, and Lesia Nedoluzhko. 2011. “Diverging economic fortunes and fertility dynamics in Central Asia: Kazakhstan and Kyrgyzstan compared” Presented at the 12th International Conference on Economic and Social Development, Higher School of Economics, Moscow, Russia, April 5-7


*Sevoyan, Arusyak, and V. Agadjanian. 2010. “Abortion and contraception in a low-fertility setting: The role of seasonal labor migration” Presented at the European Population Conference, Vienna, Austria, September 1-4

Agadjanian, V. and Cecilia Menjívar. 2010. “Barriers to religious organizations’ involvement in HIV/AIDS-related activities in Mozambique” Presented at the 18th International AIDS Conference, Vienna, Austria, July 18-23

Avogo, Winfred and V. Agadjanian. 2010. “Men’s labor migration and women’s informal communication on HIV/AIDS in Mozambique” Presented at the Population Association of America Annual Meeting, Dallas, Texas, April 15-17


External grants
Research grants and fellowships

“International labor migration and its consequences for socioeconomic development and political stability in Uzbekistan.” IREX (International Research & Exchange Board) Short-Term Travel Grant. 2013-14


“Multilevel analysis of the determinants and regional variations of HIV infection in Mozambique: Evidence from the National Prevalence Survey and considerations for future research” The Luso-American Foundation Fellowship for collaborative work with the Instituto de Higiene e Medicina Tropical – Universidade Nova de Lisboa. Role: Fellow. 2012 (declined)


“Spatial and Social Determinants of Contraceptive Use in a Setting of High HIV Prevalence and Massive ART Rollout.” NIH/NICHD, Competitive revision, R01HD058365-03S1. Role: Principal Investigator. 2010-11


“Public Policy Partnership on Workforce Development Issues, Arizona State University and Moscow State University, Russia.” USAID. Role: Co-Director. 2005-2008.


“Understanding the Dynamics of Abortion and Contraception in Armenia and Kazakhstan” International Research and Exchange Board (IREX) Short Travel Grant. 2002

Teaching and training grants


Internal grants

“Social Vulnerability and Sexual Risks of Migrant Women in Russia” Arizona State University, T. Denny Sanford School of Social and Family Dynamics, Seed Grant Program, 2010-11

“Migration, Social Capital, Reproductive Outcomes in Armenia” Arizona State University, Institute for Social Science Research, Catalyst Grant Program, 2004-5

Arizona State University Asian Studies A.T. Steele Travel Grant, 2001 (Travel to Kazakhstan)

“Social Interaction and Fertility Change in Mozambique” Arizona State University Women’s Studies Program Summer Research Grant, Summer 1999

“Social Interaction and Fertility Change in Mozambique” Faculty Grant-In-Aid Program Grant, Arizona State University. 1998
Research and Travel Grants, College of Liberal Arts and Sciences, Arizona State University. 1997-9

Other awards, honors, and scholarships


The Population Council, Dissertation fellowship. 9/92-9/93

OPTIONS Fellows Program at the Population Reference Bureau. 6/92-4/93

Armenian Professional Society, Scholarships. 1991-92

Phi Beta Kappa Alumni Association of Southern California, Scholarship. 1991

The Graduate School, University of Southern California, Fellowship. 1989-90

American Sociological Association/International Research and Exchange Board Program for outstanding young Soviet social scientists. 1988-89

Moscow State University, Bachelor of Arts, Honors (= Summa Cum Laude) Diploma. 1985

Consulting and similar activities


2007 “Evaluating the Impact of U.S. Government Assistance on Job Creation and Workforce Development in Eastern Europe and Eurasia" (a project of the ASU Melikian Center funded by the USAID). Survey design and data analysis coordinator.

1994-1995 RAND, Department of Social Policy. Consultant


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**Teaching and mentoring**

Undergraduate courses taught (all upper division):
- Urban sociology
- Research Methods
- Sociology of Poverty and Development
- Population
- Environmental Sociology
- Epidemics and Society

Graduate courses taught:
- Epidemics and Society
- Immigration
- World Population Issues

Completed PhD dissertation committees: Chair: 7; Member: 7

Completed M.A. theses committees: Chair: 3; Member: 5

ASU Center for Religion and Conflict, mentor for visiting scholar, Fall 2013

Advisor, Open Society Institute Higher Education Support Program, Central Asia Research and Training Initiative, 2009-2010

Open Society Institute Europe Foundation, Central Asia Research and Training Initiative, mentor, 2009-2011; 2012-2014

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**Professional service**

The National Institutes of Health, Priorities for Behavioral and Social Research on HIV, Advisory Committee, Chair, 2012

The National Institutes of Health review panel on Social and Behavioral Consequences of HIV/AIDS, standing member, 2008-2012

The National Institutes of Health, various review panels, ad hoc reviewer, 2004-present

The Alan Guttmacher Institute, Institutional Review Board, Chair, 2009-present

The Alan Guttmacher Institute, Institutional Review Board, Member, 2005-2009
The Eurasia Foundation—Caucasus Research Resource Center, Armenia. Fellowship selection and review committee member, 2005-present

The Association of Population Centers, Secretary, 2011-present

The American Sociological Association, Section on Sociology of Population, Committee on Nominations, Chair, 2011-2012

The International Review and Exchange Board, Travel Grant Competition. Application Reviewer 2005

Editorial Board Member:
Sociological Perspectives, 2003-2007

Promotion and tenure review: Brown University; University of California at Berkeley; University of Maryland at College Park; Florida International University; Texas Tech University; the Hebrew University of Jerusalem

Journal reviewer: Demography; American Sociological Review; Population and Development Review; Population Studies; Journal of Marriage and Family; Sociological Inquiry; Gender and Society; Journal of Comparative Family Studies; Journal of Developing Societies; Social Science & Medicine; Social Forces; Social Problems; Sociological Forum; Studies in Family Planning; Medical Anthropology Quarterly; Culture, Health, and Sexuality; Problems of Post-Communism; African Journal of Reproductive Health; European Population Journal; etc.

Organizer/chair: Regular Sessions at the American Sociological Association, the Population Association of America, and the African Studies Association annual meetings.

Community service
Interviews with media; public lectures, etc.

Professional affiliations
American Sociological Association
Population Association of America
International Union for the Scientific Study of Population
African Studies Association
Union for African Population Studies
Society for the Scientific Study of Religion

Languages
Fluent: Russian, Armenian, Portuguese, English, French, Spanish
Conversant: Swahili, Tsonga (Mozambique), Uzbek
Basic: German, Italian
CURRICULUM VITAE

Denise Ann Bodman (Bustamante)

School of Social and Family Dynamics
Arizona State University 
P.O. Box 873701
Tempe, AZ 85287-3701

office phone: (480) 965-8335
office fax: (480) 965-6779

Ph.D., Arizona State University, Tempe, Arizona
Educational Psychology (Human Development/Statistics)
Dissertation: Adolescents’ Perceptions of Parenting Behaviors in Mainland China and Affects on Academic Orientation
Dissertation Committee: Becky Ladd (Chair), Elsie Moore, Scott Christopher

M.S., Speech and Hearing Sciences, University of Arizona, Tucson, Arizona

B.S., Psychology, Arizona State University, Tempe, Arizona

EMPLOYMENT

Spring 2012 – Present  Principal Lecturer, School of Social and Family Dynamics, Arizona State University

Spring 2003 – Spring 2012  Senior Lecturer, School of Social and Family Dynamics, Arizona State University

Fall 2006 – Spring 2007  Visiting Assistant Professor, School of Family Life, Brigham Young University, Provo, Utah

Fall 1996 – Spring 2003  Lecturer and Advisor, Department of Family and Human Development, Arizona State University

Spring 1990 – Fall 1996  Faculty Associate, Department of Family and Human Development, Arizona State University

RESEARCH AND TEACHING INTERESTS

Current research interests include cross-cultural comparisons of parent-adolescent relationships and the development of power relationships in family; teaching activities emphasize culture and diversity, human development (lifespan), family relationships, language development, and parenting.
COURSES TAUGHT

Arizona State University

CDE 232 Human Development
CDE 430 Infant-Toddler Development in the Family (online and traditional)
CDE 498 Special Topic: Language Development*
CDE 498 Special Topic: Children and Violence*
CDE/FAS 498 Special Topic: Ethics in Family and Human Development*
CDE 498/598 Special Topic: Child Abuse: Prevention/Intervention*
CDE 498/598 Special Topic: Children and Family Violence*
CDE/FAS 498 Special Topic: Family Violence*
FAS 191 Family in Literature and Film (Freshman Seminar)
FAS 191 Understanding Family (Freshman Seminar)*
FAS 330 Personal Growth in Human Relationships
FAS 370 Family, Ethnic, and Cultural Diversity (online and traditional)
FAS 331 Marriage and Family Relationships
FAS 431 Parent-Adolescent Relationships (online and traditional)
FAS 436 Conceptual Frameworks in Family Studies
FAS 498 Special Topic: Parent-Child Relationships
PGS 340 Developmental Psychology
FAS 499 Independent Study (mentor various students working on individual projects; e.g., Dale Berg, developed presentation on child safety issues for St. Joseph’s Hospital program with Pam Gosler, 2006; Paul Omerza developed training curriculum for youth workers at an outdoor behavioral healthcare center, 2006.
*I created these classes for SSFD

Brigham Young University (2006/2007 Visiting Professor)

MFHD 331 Infant Development in the Family
MFHD 333 Adolescent Development in Family and Society
MFHD 355 Language Development
MFHD 160 Introduction to Family Processes

CURRENT PROJECTS

Chair, SSFD Social Impact Initiative. Purpose is to raise awareness about an important issue facing the community, how to involve students in addressing this issue, and outreach to the community to link with the University. Our focus topic for 2012/2013 was child abuse; for 2013/2014 domestic and partner violence.

Create a Science and Society class (2014), Technology and the Family.

Family Ethics. Currently creating a website (http://www.childandfamilyethics.org); have applied and received ISSN for an online journal (Journal of Child and Family Ethics).

APPLIED EXPERIENCE

Museum Director. 1986 to 1991. Founded and directed the Children’s Activity Museum of Metro Phoenix, a hands-on experience for young children. Planned, implemented, and
evaluated exhibits and special events. Handled business aspects of running a nonprofit venture and served on the Board of Directors.

**Phoenix Police Reserve Officer.** 1978 to 1986. Certified Police Officer by the Arizona Law Enforcement Officers Association Council (ALEOAC). Performed patrol, special assignment (undercover), public relations, and training functions on a volunteer basis.

**Speech and Language Pathologist.** 1976 to 1988.

**Consultant.** 1982 to 1988. Provided speech and language services to various public schools throughout Maricopa County. Also provided educational workshops, seminars, and multimedia presentations to civic groups, service organizations, parent groups, schools, and the Arizona Department of Economic Security. Topics included speech/language/hearing development, language stimulation, parenting skills, communication, infant massage, and self-esteem.

**Founder/Director.** 1978 to 1982. Community Speech and Language Center, Tempe, Arizona. Full service speech and language clinic providing services in the clinic as well as to hospitals, extended care facilities, group homes, and other patient care/educational settings throughout Arizona. Served variety of clients from toddlerhood to older adulthood with speech/language disorders related to brain damage, mental retardation, autism, stroke, and learning disorders.

**Speech and Language Pathologist.** 1976 to 1978. Community Speech and Hearing Center, Encino, California. Provided speech and language services to clients of all age groups; developed satellite clinic in Ventura, California.


**PUBLICATIONS**

**Book Review**


**Books**

**Published:**


In preparation: Ethics in Family and Relationships

Encyclopedia Entries


Refereed Articles

Published:


Chapters in Books

Published:


R. Gilbert, B. H. Settles, & W. R. Burr (Eds.), Research and Theory in Family

Psychological Indices of Empathy. In N. Eisenberg and J. Strayer (Eds.),

FELLOWSHIP AND AWARDS

External

Mary Switzer Fellow, 1985 to 1986. Merit Fellowship (one of six fellowships given
nationwide to researchers). Studied persons with disability and the criminal justice
system. Duties: Project Director; data gathering; data analysis; research report writing;
oral presentation. Approximately $40,000.

Internal

Lincoln Teaching Fellow and Member of the Lincoln Center for Applied Ethics Affiliate
Council. 2001 to 2006. Developed a class designed to introduce ethics into the
curriculum; attended various functions sponsored by the Lincoln Center each semester;
one time cash award

ASU Neighborhood Seed Grant - School Resource Officer Training and Support
Program. 1999 to 2000. Developed training program for use by School Resource
Officers with the City of Phoenix. $7598.40

PRESENTATIONS

Invited Talks and Conference Presentations

Retirement in the United States. Sichuan University, Chengdu, Sichuan, China. March
13, 2013. Through the SCU/ASU joint research project.

Death and Culture. Sichuan University, Chengdu, Sichuan, China. March 14, 2013.
Through the SCU/ASU joint research project.

Guide to Academic Success, Freshmen Orientation. ASU. Invitation from the Provost.
May 19, 22, 26, 27, 28, 2010.

What to Expect When You’re Expecting…Teens (January 2009). ASU President’s
Community Enrichment Program. Kerr Center, ASU Foundation (Contact: Sally L.
Moore).

Family Night Presenter- Crockett Elementary School, Balsz School District, Phoenix,
Arizona. Preparing Your Child for College. Followed up by conducting a tour of ASU
campus the following week; Crockett School has primarily high risk children from
Mexico and Somalia. (May 2009)
School Safety and Prevention Summer Conference; Arizona Department of Education (June 2, 2006). Workshop presenter. (Contact: Denise Muller)

Parent Academy Presenter (April 26, 2006). Magnet Traditional School (Phoenix Elementary School District). Sponsored through Injury Free Coalition for Kids, St. Joseph’s Hospital. (Contact: Nancy Hammond and Pam Gosler)

*Teenagers* - “What are They Thinking?” *The Teen Brain & Parenting* (November 15, 2005) – Arcadia High School Parent Council Sponsored by Partners for Prevention. (Contact: Nancy Whalen) (Contact: Nancy Whalen)


*Music Education and the Child Brain* (March 23, 2005) – Phoenix Arts Commission (Contact: Mandy Tripoli)

*The Teen Brain* (Fall 2003, 2004) – AZ Healthy Families; AZ Center Against Adolescent Pregnancy

*Preparing for College* – Chandler High School (Parents and teens); Sunland Elementary School (Parents and specially identified high performing middle school students, 2003)

*Effective Parenting* – Salvation Army, Phoenix (2003)

*Budgeting and Marriage* – LDS Institute of Religion, Tempe

**Keynote addresses**

*The Teen Brain* (Fall 2005) – Keynote Speaker, AZ Center Against Adolescent Pregnancy Conference, Scottsdale

**SERVICE**

Professional Service


- Team Member, Barrow’s Neurological Institute Traumatic Brain Injury Research Group (started December, 2005; purpose was to obtain funding for research in this area). Other team members include: Shawn Gale, PhD, neuroscientist; George Prigatano, PhD, neuroscientist; Nicholas Theodore, MD, neurosurgeon; Christina Kwasnica, MD, physiatrist/rehab medicine;
Craig Enders, PhD, statistician, and Pam Gosler, PhD, Prevention/Outcomes Researcher for BNI. Group has dissolved.

- Liaison for various community organizations to assist in finding students to employ (e.g., Phoenix Children’s Hospital–Stephanie Krug, Maricopa County Extension–Ruth Carter)
- Judge, Scottsdale Boys and Girls Club, “Teen of the Year,” January 2000
- Guest Lecturer, local public elementary and high schools, ASU Service Learning Program, various organizations (topics: The Adolescent Brain, Success in College, Parenting, Marriage Enhancement), including Crockett Elementary School (2009), Sunland School, the Salvation Army, ACAPP, Phoenix Commission on the Arts, Scottsdale School District, and Arizona Health Coalition.
- Contact person for University outreach for media; quoted/featured in several newspaper articles (including Arizona Kids (February 2006 and others); East Valley Tribune 4/18/2005; 2/17/2004); Arizona Republic (2009, 2010, 2011)

University Service

- Member, First Year Forward Committee (under Paul LaPore), for freshmen retention (2014-2015).
- Member, Support for Teaching Working Group (under Patrick Kenney), (2014-2015)
- Member, University Ad Hoc Committee on Resources and Protocol for Domestic Violence and Intimate Partner Abuse (October 2013 to May 2014)
- ASU Medical Reserve Corps (Spring 2011 to 2013); headed by Dr. Allen Markus, Director, Student Health Services
- Senator, University Senate (2005/2006; 2007/2008; 2009/2010; 2010/2011; 2011/2012); elected to Committee on Committees (Spring 2006 for 06/07 academic year; continued 07/08); submitted program for better addressing academic dishonesty; nominated Secretary of Senate for 2011-2013.
- Member, Non Tenure Track Task Force (2010-2012)
- Member, Search Committee, Director of ASU's Veterans Center (chaired by Lou Ann Denney, Registrar)
- Member, Online Education Taskforce (Spring 2009 to Present). Invited by Senate President and Chair of the Academic Council, Phil Vandermeer.
With other faculty and academic professionals reviewed the status of online learning, discussed its application at ASU, and submitted a report of recommendations. Met Spring, Summer, and Fall 2009.

- Freshman Retention Task Force (07/08; 08/09). Selected by Provost as team member on task force designed to find ways to improve freshman retention at ASU. Task force chaired by Delia Saenz, Vice Provost, Undergraduate Education. Findings released January 2009.


- Spotlighted in article on online education; ASU Magazine Winter 2008

- Recruitment, Office of Admissions (Fall 2007; Spring 2008). Selected to attend Fall Preview for prospective freshman (Sacramento and Agoura Hills, California) and Spring new admission welcome (Seattle, WA and Agoura Hills, CA), as a faculty representative. Also selected by admissions office to work with media on student retention.

- Selected by Vice President Linda Grover to meet with Stein Communications for interview related to development of new marketing materials for ASU; chosen to be photographed and quoted for new brochure. (2008)

- Mentored students for BIS semester projects (Lesly Radke, Summer 2008; Paul Berg, Spring 2009); Ms. Radke studied and wrote on the influence of fathers on daughters, and Mr. Berg studied societal perception of homeless individuals and created a documentary.

- Faculty Advisor (2009/2010). The Fashionistas Club; Eman Mabrouk, President and Founder.

- Faculty Advisor (Spring 2008). Breast Cancer Support Club; Christine Solis, founder.


- Honors Disciplinary Faculty. Numerous thesis committees (including thesis director; also 2nd/3rd reader); every semester work with several students

- Presenter, Freshman Orientation (Spring, Summer 2005; Spring, Summer 2009; Spring/Summer 2010). Gave several presentations to freshmen and their parents on academic success. These presentations were typically to groups of over 500 people and were designed to be motivational, as well as instructional. Also, served as guest lecturer in a freshman seminar class (Kate Lehman), designed to introduce students to programs on campus.

- Affiliated Faculty, The Center for the Study of Religion and Conflict (2005 to present).
- Filmed television/online promos. September 2004 – Television promo to encourage students to take an online class; aired repeatedly on ASU cable station. July 2006 – Interview filmed to encourage faculty to consider teaching distance learning classes; may be viewed at http://asuonline.asu.edu/facultysupport/streaminggallery.cfm

- Faculty Ambassador (2001 to present; presented at Marcos de Niza High School Career Day, November, 2004)

- Lincoln Teaching Fellow and Member of the Lincoln Center for Applied Ethics Affiliate Council (2001 to 2006)

- Faculty Advisor, Alpha Chi Omega sorority (with highest academic standing; 2002-2008)

- Faculty Advisor, Foundation for Community Services (student service organization; 2001-2004)

- Founding Member ASU Service Learning Program Advisory Board (2000 to 2004)

- Member, Search Committee for Program Coordinator, Disabled Student Resources (Fall 1999); Search Committee for Project Coordinator, PIRC, La Familia (2004)

- Member, Transfer Articulation/Course Equivalency Committee for articulating course work between ASU and Arizona Community Colleges (1996 to 2004)

- Student Advisor (1996 to 2002) Advised students regarding class choices, transfer credits, and requirements for graduation. Designed and implemented peer mentoring program to assist undergraduate students; worked with ASU Honors Program, articulating FRHD with the Honors program; participated in writing/participation activities designed to increase student enrollment; initiated, designed, and implemented FRHD Career Workshop for graduating seniors

**College Service**


**School Service**

- Chair, Search Committee for SSFD Instructor Position (2009/2010)
- Member, Ad Hoc Committee for Lecturer Promotion Guidelines (2010/2011)
- Member, Ad Hoc Graders Committee (2010)
- Partnered with Bethany Van Vleet to lead SSFD’s participation in the Dean’s Thanksgiving Basket program for charitable giving (Fall 2009; 2010)
- Committee member, Masters Thesis, Reynaldo Dimas (Chaired by Jose Cobas) (Spring 2008; expected completion date Summer 2008)
- Ad hoc Committee Chair, Teacher Evaluation form (Fall 2007).
- Member, Online Teaching Committee (2006 to present)
- Together with academic advisor suggested a program to assist students on Academic Probation and submitted to the Undergraduate Committee (November 2006); program was approved and will begin Spring 2007 on a pilot basis
- Department Representative, United Way Campaign (1997 to 2005)
- Faculty Representative to Academic and CLAS Senates; oversaw evaluation of chair (2005/2006)
- Affirmative Action Representative (2002 to 2005)
- Curriculum committee/Undergraduate Committee (1996 to 2001) (past chair)
- Chair, Community Service Award Committee (1998-1999-2000)
- Member, Support Committee (1997 to 2002) Headed United Way Campaign; initiated/implemented annual “Adopt-A-Family” program for charitable giving; Member, Search Committee for Advisor
MISCELLANEOUS PROFESSIONAL TRAINING/EXPERIENCE

Ongoing Education Seminars:
- Teaching Secrets that Make Students Say, “Wow!”, Cengage Learning Webinar, August 26, 2014
- Stereotype Threat Threat and Microaggressions in College Classrooms, Macmillan Higher Education webinar, February 10, 2014
- Respondus Monitor Training through Respondus; August 8, 2013.


Arizona State University
Faculty Training Seminars
- E-Learning – Academic Honesty Workshop (3/21/2008)
- Large Lecture Series Workshops (Spring 2006)
- Macromedia Breeze (for online teaching) (Summer 2005)
- Effective Online Teaching (2003)
- Cooperative Learning Workshops (1999)
- Effective Teaching Workshop (1995)

Faculty Seminar – 7 weeks (Fall 2006)
Brigham Young University

Community Emergency Response Team Training (Fall 2006)
Federal Emergency Management Agency
State of Utah
Department of Public Safety
Division of Homeland Security/Office of Emergency Services

Phoenix Police Regional Training Academy
Phoenix, Arizona
Graduated; ALEOAC Certified Peace Officer
September 1978 to February 1979

Faculty - Instructor Training (1995-1997)
Defensive Driving Program - Arizona Supreme Court
Phoenix, Arizona

Certified Instructor (1995-1996)
Arizona Defensive Driving School
Phoenix, Arizona

Certified CPR Instructor (1984)
American Heart Association
Tempe, Arizona

Certified Red Cross Instructor (1983)
Arizona Central Chapter

Certified Infant Massage Instructor (1982)
Boulder School of Massage Therapy
Boulder, Colorado

St. Luke’s Hospital
Phoenix, Arizona

Speech and Language Assessment and Treatment of Handicapped Infants and Preschool Children (1981)
John F. Kennedy Child Development Center
Phoenix, Arizona

Adolescent Language Assessment and Remediation (1980)
Elizabeth Prather, PhD
St. Luke’s Hospital
Phoenix, Arizona

Time Management Seminar (1980)
Arizona State University
Tempe, Arizona

“Burnout” for Health Care Professionals (1980)
Arizona State University Seminar for Professionals
Tempe, Arizona

Diagnosis of Speech and Hearing Disorders (1978)
St. Luke’s Hospital
Phoenix, Arizona

Interpersonal Communication Skills (1978)
Bureau of Technical Resources
Phoenix, Arizona

Cranial Nerve Seminar (1977)
Casa Colina Rehabilitation Center
Pomona, California

Breaking the Silence Barrier (1977)
American Speech and Hearing Association
Los Angeles, California

Symposium on Management and Treatment of the Adult with Aphasia (1977)
Laguna Beach, California

HONORS AND AWARDS
Distinguished Mentor Class Residential College, 2014 Leadership Gala Award


Nominated Centennial Professor Award (Spring 2010).

“Apple Polisher” award - Devils’ Advocates Apple Polisher banquet for “outstanding service to ASU”; 4/22/2010, MU (Allie Hickey)

CLAS Outstanding Lecturer Award (May 2009).

“Most Inspirational Professor” (May 2009). ICA recognition (Shauna Elcock).

Featured in ASU Magazine in article focused on online teaching (October 2008).

Identified by several students as a “professor who made a difference” and invited to attend CLAS Convocation (Fall 2007; Fall 2008). Identified as “Favorite Professor” for Campus Corner Magazine, random sampling of ASU students (Fall 2007).

Visiting Assistant Professor
Brigham Young University
2006/2007

“Most Influential Professor” (May 2006)
Selected by Micah Carlson
Office of Student Athlete Development

Honors Disciplinary Faculty
Barrett Honors College

Last Lecture Nomination (2004, 2005+)

Dean’s Excellence in Teaching Award Nomination (2005)

Outstanding Faculty Recognition (Spring 2004)
Distance Learning

Outstanding Faculty Recognition (Spring 2003)
Disability Resources

Arizona State University

Student Affairs Faculty and Academic Professionals Recognition
October 2002

Lincoln Fellow (2001-2006)
Lincoln Center for Applied Ethics

Faculty of the Year 2000 Award
Disability Resources for Students
Student Affairs Honors (October 2000)
Student Affairs Faculty and Academic Professionals Recognition

Outstanding Faculty Recognition (September 1998)
ASASU - Arizona State University

Nominated for Outstanding Teaching Award/Advising Awards
College of Liberal Arts and Sciences
Arizona State University

Nominated for Alumni Association Outstanding Teaching Award (Spring 1998)
ASU Alumni Association

Outstanding Faculty Recognition (August 1997)
ASASU - Arizona State University

Dean’s Excellence in Teaching Award (for Faculty Associate) (Spring 1996)
ASU College of Liberal Arts

Honored on “Professor Day” (Spring 1996)
Department of Intercollegiate Athletics/ Women’s Softball

Outstanding Faculty Award (1995)
Greek Life at Arizona State University

Special Faculty Award (1993)
Arizona State University

Phi Kappa Phi (1993)
Honor Society

Who’s Who
Who’s Who in the West
1992

“People Who Make a Difference”
Arizona Republic and Gazette
1991

Outstanding Young Women of America
1988

Mary Switzer Fellow
National Institute of Handicapped Research
Washington, D.C.
1985-1986

Medal of Lifesaving
Phoenix Police Department
March 1984
Outstanding District Reserve Officer (1980)
Phoenix Police Department

Alex Mertens Award (1979-1980)
Outstanding Police Reserve Recruit
Phoenix Police Department

500 Hour Pin (1979)
Voluntary Community Service
City of Phoenix

Elected to Chair the Public Relations Committee for the Arizona Speech and Hearing Association for 1978; reinstated for 1979.

Awarded Office of Education and Rehabilitation Services Administration Grants at the University of Arizona, 1974-1976. Graduate scholarships for scholastic achievement.

Academic Scholarship; University of New Mexico, Albuquerque, NM. 1969.

January 2015
VITA

Name:  Robert H. Bradley

Address:  4633 E. Des Moines St.
(Home)  Mesa, AZ 85205
(Work)  Arizona State University
        Family & Human Dynamics Research Institute
        Cowden Hall, Room 190A

         Regular mail:  T. Denny Sanford School of Social & Family Dynamics
                        Arizona State University
                        951 S. Cady Mall
                        Tempe, AZ  85287

         Phone:  (480) 965-6439
         Fax:  (480) 965-8674
         E-Mail:  robert.bradley@asu.edu
                   rhbradley@ualr.edu

Date of birth:  July 14, 1946

UNIVERSITIES ATTENDED AND DEGREES RECEIVED:

University of Notre Dame
B.A. - 1968
Major: English
Minor: Psychology

University of North Carolina at Chapel Hill
M.A. in Educational Psychology - 1972
Ph.D. in Educational Psychology - 1974

UNIVERSITY EXPERIENCE:

2009-present  Professor, T. Denny Sanford School of Social & Family Dynamics
              Professor, Department of Psychology
              Arizona State University

2009-present  Director, Family & Human Dynamics Research Institute
              Arizona State University

1974-2008  Professor, Center for Applied Studies in Education
           University of Arkansas at Little Rock

1979-present  Adjunct Professor, Dept. of Pediatrics
              University of Arkansas for Medical Sciences

1995-2008  Adjunct Professor, Dept. of Psychiatry
            University of Arkansas for Medical Sciences

1982-1993  Director, Center for Research on Teaching and Learning

2003-2008  Director, Center for Applied Studies in Education
            University of Arkansas at Little Rock
1990-1991  Associate Director for Research, University of Arkansas University Affiliated Program for Developmental Disabilities
1988-1990  Director, University of Arkansas University Affiliated Program for Developmental Disabilities
1973-74  Asst. Professor, Center for Early Development & Education University of Arkansas at Fayetteville
1971-1973  Graduate Teaching Fellow, University of North Carolina at Chapel Hill
1972-(Summer)  Research Assistant, Frank Porter Graham Child Development Center University of North Carolina at Chapel Hill
1972-(Summer)  Program Evaluator, Bimodal Instruction Program Summer Institute University of North Carolina at Chapel Hill
1972-(Spring)  Research Assistant, Frank Porter Graham Child Development Center University of North Carolina at Chapel Hill
1971-(Summer)  Research Assistant, University of North Carolina at Chapel Hill

RELATED PROFESSIONAL WORK EXPERIENCE:


Review Committees

2015  Reviewer, NIMHD Office of Extramural Research Administration
2014  Reviewer, NICHD Division of Scientific Review
2014  Reviewer, HRSA MCH Adolescent and Young Adult Health Research Network
2014  Reviewer, HRSA Maternal and Child Health Secondary Data Analysis Studies
2013  Reviewer, Netherlands Organization for Scientific Research
2012  Review Panel, Centers for Disease Control, DD12
2011  Review Panel, National Institute of General Medical Sciences, MBRS Special Emphasis
2011  Reviewer, National Science Foundation, Developmental and Learning Sciences Program
2010  Review Panel, Maternal and Child Health Research Program (R40)
2009  Review Panel, Human Development: Interdisciplinary Research Training, NICHD
2009-2014  Expert Workgroup, Legacy for Children, CDC
2008  Review Team, Laboratory on Comparative Ethology, NICHD
2007  Review Panel, Social Science and Population Studies section, NICHD
2007  Review Panel, Special Emphasis Panel, NICHD
2006  Chair, Special Emphasis Panel, NICHD
2003-2005 Chair, Biobehavioral and Behavioral research subcommittee, NICHD.
2002 Committee of Visitors, Behavioral and Cognitive Sciences, NSF
2002 Chair, Preschool Curriculum Evaluation Research Grants review, U. S. Dept. of Education
2002 Review Panel, Head Start Doctoral Research award, ACYF. U. S. Dept. of HHS.
2001-2003 Maternal and Child Health Research Committee, NICHD
2001 Review Panel. Biobehavioral & Social Sciences IRG. NICHD
2001 Review Panel. Special Emphasis - CSR. NICHD
2001 Review Panel. Center for Scientific Review. NICHD
2000 Site Visit Team. Laboratory on Comparative Ethology. NICHD
2000 Review Panel. Special Emphasis. NICHD
1999 Special Emphasis Panel - Substance Abuse & Mental Health Services Administration
1996 Review Group. Substance Abuse & Mental Health Services Administration
1994 Special Review Committee - Middle Childhood. NICHD
1991 Special Committee - Early Neurodevelopmental Assessment Battery for Children with Pediatric AIDS. NIMH
1990 Special Review Committee - Pediatric AIDS. NICHD
1989 Review Panel. Office of Special Education Research: Field Initiated Research
1989 Review Panel. Rehabilitation Services Administration: Special Projects
1989 Review Panel on Childhood Injury Research. NICHD
1989 Review Panel. Office of Special Education Programs-Special Projects
1989 Review Panel. Office of Special Education Research - Field Initiated Research
1988 Review Panel - Research on Childhood Injury. NICHD
1988 Review Panel. National Institute on Disability and Rehabilitation Research
1987 Review Panel. Office of Special Education Research
1985 Review Panel - Student initiated research. Office of Special Education Programs
1982 Review Committee. Office of Special Education Programs
1981 Field Reviewer. Administration for Children, Youth and Families

Advisory Committees (selected)

2011-present ACF/OPRE Network of Infant/Toddler Researchers
2011-present HHS/HRSA Advisory Committee on Maternal, Infant, and Early Childhood Home Visiting Program Evaluation
2010-present Technical Workgroup, ACF - Measurement Development: Caregiver-Child Interaction
2010-present Advisor, Taiwan Birth Cohort Study
2009-present Advisory Board, CDC Legacy for Children Longitudinal Study
2009-present Advisory Group, Hyperopia in Preschoolers Study, Ohio State University
2005-present Advisory Board – Family Life study (UNC/PSU, funded by NICHD)
2005-2010 Steering Committee – Native American and Alaska Native Head Start Research Center, Univ. of Colorado Health Sciences
2004-present Advisory Board – Maternal Lifestyle Study, National Institute of Drug Abuse
2004-2008 Advisory Board – Massachusetts School Readiness Study – Wellesley College
2002-2007 Workgroup on child and family indicators. UNICEF (United Nations)
2001-2004 co-chair, Development & Behavior Workgroup, National Children’s Study NICHD, EPA, NIEHS, CDC.
2001-2004 Center for Child Well-Being
2001-2004 UAMS Head Start Asthma study
2001 NICHD Strategic Plan – Health Disparities Work Group
1999  Technical Work Group for the Study of Infant Care under Welfare Reform
ACF/Mathematic Policy Research

1998-2005  Pulaski County Head Start

1998-2008  Arkansas Center for Birth Defects Research and Prevention, UAMS

1995-1997  Pulaski County Tri-District Committee on Mental Retardation

1994-1996  Winthrop Rockefeller Foundation - Advisory Panel for Chapter 1/ Title 1 Transition Initiative


1993-1999  RMC Corporation - Technical Advisory Panel for evaluation of Head Start Family Child Care Home
Demonstration project

1992-1994  Pulaski County Tri-District Committee on Learning Disabilities

1992-1996  Pulaski County Prevention Institute, Assessment Committee


1992-1994  The Stone Center, Wellesley College, special committee on the growth & development of
minority children.

1992-1993  OSAP National Center for the Prevention of Perinatal Abuse of Alcohol & Other Drugs
Technical Expert Group.

1991-1992  American Association on Mental Retardation ad hoc advisory committee on terminology
and classification

in Arkansas Schools

1989-1992  Member, Interagency Coordination Council on Early Intervention


1988-1991  Member, Governor's Developmental Disabilities Planning Council

1988-1991  Arkansas Division on Developmental Disabilities Services, Task Force on Early Intervention

Consultancies (selected)

2008-present  Analysis team. UNICEF, MICS3 data

2004-2005  Research and measurement consultant. Univ. of Seville (Spain).


2001-2007  Consultant advisor. Head Start asthma research project. Dept. of Pediatrics, UAMS

and Alaska Native Mental Health Research, Univ. of Colorado
Health Sciences Center

1998-2003  Consultant advisor, WESTAT/National Center for Educational Statistics
1/13/2015

(Early Childhood Longitudinal Study – Birth Cohort)

1998-pres. Evaluation consultant, HIPPY Program - Arkansas

1996-pres. Investigator, Early Head Start Research Center. UAP, Univ. of Arkansas for Medical Sciences

1995-2000 Evaluator, Women & Children's Recovery Center, Dept. of Psychiatry, University of Arkansas for Medical Sciences

1995-1997 Evaluator, Arkansas Cares, Univ. of Arkansas for Medical Sciences

1990-1992 Training and evaluation consultant - California Perinatal Substance Abuse Pilot Project

1989-present Evaluation consultant, Home Instruction Program for Preschool Youngsters (HIPPY) - Arkansas

1987-1989 Consultant, Department of Defense Dependents' Schools, Exceptional Family Members Program


1985-1989 Consultant, Parent Education Project, Kentucky State University

1982 Assessment Consultant, United Cerebral Palsy, Tallahassee, Florida

1981-1983 Consultant, Arkansas Advocates for Children and Families

1981-1982 Evaluation Consultant, Title IV-C ESEA Model and Demonstration Elementary Education Project. Lonoke School District, Arkansas

1981-1982 Evaluation Consultant, Title IV-C ESEA Model and Demonstration Special Education Project. White Hall School District, Arkansas

1980-1985 Research Advisory Group, School of Nursing, University of Maryland

1978-1981 Consultant, JFK Child Development Center, University of Colorado Medical Center

1979-1980 Instructor, Arkansas Law Enforcement Training Academy


1976-1980 Evaluation Consultant, Associate of Arts program in early childhood education, UALR


1974-1976 Evaluation Consultant, Title III ESEA Model and Demonstration Elementary Education project. Pulaski County Special School District, Arkansas

1970 Research Consultant, National Training Labs. Project RE-ED, North Carolina

1969 Evaluation Consultant, Orange-Person Mental Health Center and Department of Psychiatry, University of North Carolina

PROFESSIONAL ORGANIZATIONS:

Society for Research in Child Development
1/13/2015

President (2000-2002)
International Society for the Study of Behavioral Development
National Council on Family Relations

BUSINESS AFFILIATIONS:

HOME Inventory, LLC

HONORS

University of Arkansas at Little Rock Urban Mission Award, 1982
University of Arkansas at Little Rock Faculty Excellence Award for research, 1991, 2005
Aiiku Fellowship, Imperial Gift Foundation, Japan, 2002
President, Southwestern Society for Research in Human Development, 1999-2001
University of North Carolina at Chapel Hill Alumni Achievement Award, 2010
Board of Editors (associate editor), Child Development, 1997-2001
Editorial Board, Parenting: Science & Practice, 2000-present
Associate Editor, Early Childhood Research Quarterly, 2006-2008
Editorial Board, Developmental Psychology, 2004-2009
Editorial Board, JAMA Pediatrics, 2011-2014

PUBLICATIONS:


Vandell, D.L., Burchinal, M., Belsky, J., Steinberg, L., Vandergrift, N. \& the NICHD Early Child Care Research Network\(^1\). (2010). Do effects of early child care extend to age 15 years? Results from the NICHD study of early child care and youth development. *Child Development, 81,* 737-756


NICHD Early Child Care Research Network\(^1\) (2010). Psychosocial and lifestyle factors associated with early-onset persistent and late-onset asthma. *Children’s Health Care, 39,* 185-198


Bradley, R. H. (2013). Strike up the band, the PICCOLO players have arrived: A commentary. Infant Mental Health Journal, 34, 359-362


In press

1/13/2015


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**PRESENTATIONS AT PROFESSIONAL MEETINGS:**

**1973**

An investigation of domain specific aspects aspects of locus of control

American Educational Research Association

**1974**

The effects of early home environment on infants’ mental test performance from 6 to 36 months: A longitudinal analysis.

Society for Research in Child Development

**1975**

Early home environment and changes in mental test performance in children from 6 to 36 mo.

American Educational Research Association

Perceptions of control over social outcomes & student behavior: A study of 75 classrooms.

Mid-South Educational Research Association

Age related differences in locus of control orientation in three behavior domains

Mid-South Educational Research Association

Home Observation for Measurement of the Environment: A Review of Research

Arkansas Psychological Association

**1976**

Assessing the early learning environment.

American Educational Research Association

The Kramer Project: An omnibus program for infants and young children.

The 3rd Annual Pediatric Symposium

A longitudinal study of the relation of infants’ home environment to language development at age three.

American Psychological Association

The needs assessment: A basis for decision-making in teacher education.

Mid-South Educational Research Association

Home environment and language development

Mid-South Educational Research Association
1977

Home environment, social status, and IQ. A longitudinal analysis. Society for Research in Child Development

The impact of a social development program on children's attitudes. Society for Research in Child Development

Home environment, learning processes, & IQ

Home environment, learning processes, & IQ 2nd International Meeting on Developmental Screening

American Educational Research Association

1978

The use of simulation games in early childhood Southern Association for Children Under Six

Home environment and cognitive development: A cross-lagged panel analysis. Southwest Regional Conference on Human Development

Validation of Wilson Voice Profile Analysis American Speech & Hearing Association

Home Observation for Measurement of the Environment: Validation studies of the preschool version. Mid-South Educational Research Association

Developmental aspects of spelling competence Mid-South Educational Research Association

1979

Assessing the early home environment First Symposium on Primary Prevention of Handicapping Conditions, Edmonton, Alberta, Canada

Home environment, cognitive processes, and intelligence: a path analysis. NATO Conf. on Learning & Intelligence. York, England

LaPetite Roche: A ten-year study of its children Mid-South Educational Research Association

1980

Home environment and classroom behavior. American Educational Research Association

Early home experience, classroom social competence and academic achievement. American Psychological Association

Home environment, cognitive processes, & IQ American Educational Research Association

Sex differences in the relation between early home environment, cognitive processes, & IQ Southwest Conference on Human Development

Socialization in day care and the early home environment. Michigan Association for Infant Mental Health

Specific implications with respect to screening - a follow-up to a review of studies using HOME 3rd International Conference on Developmental Screening

Home Observation for Measurement of the Environment: A validation of the preschool Mid-South Educational Research Association
1/13/2015

scale for black children.

The use of simulation games with learning disabled children.

Mid-South Educational Research Association 1981

The stability of the home environment and its relation to cognitive development.

International Society for the Study of Behavioral Development

Home environment & early mental development: Comparability, generalizability across populations & implications for intervention

Society for Research in Child Development

Progress for Training Parent Trainers.

Association for Childhood Education International

The HOME Inventory and family demographics

Mid-South Educational Research Association

Summary comments on successful parenting

Johnson & Johnson Pediatric Roundtable #7 1982

A comparative study of the home environments of infants from single-parent and two-parent black families.

Southwestern Conference on Human Development

Social and non-social environment of children who fail to thrive.

American Assoc. on Mental Deficiency

American Assoc. on Ambulatory Pediatrics.

Assessment of home environment in child development research.

American Psychological Association

The HOME Inventory: a workshop.

10th Int. Congress of the International Assoc. of Child & Adolescent Psychiatry & Allied Professions. Dublin, Ireland

Comparing singing, talking and humming stimulation with Down's syndrome infants.

American Speech & Hearing Association . 1983

Social and non-social environment of children who are non-organic failure-to-thrive.

Society for Research in Child Development

Families of children with handicaps: social-cultural aspects.

Conference on Parents' Role in the Rehabilitation of Their Handicapped Children, NIHR

The effects of early intervention models on developmental outcome.

2nd Annual Developmental Disabilities Conference

The HOME Inventory.

7th Annual Community Health Nursing Conference

Infants' home environments and achievement test performance.

International Soc. for Study of Behavioral Development Munich, Germany

Home environment and children's development over a 10-year period: Anatomy of school failure failure.

4th International Conf. on Early Identification of Children at Risk
Development of the HOME Inventory for use with families of 6-10 year-old children

4th International Conf. on Early Identification of Children at Risk.

1984

Home environment and intellectual development

Johnson & Johnson Pediatric Roundtable #11

Development of a clinical measurement instrument of children's home environments

4th Biennial Conference on Infant Studies

HOME Inventory: Implications for Parenting

Maternal and Child Health Conference


Ambulatory Pediatric Association

Problems & Results: The Consortium on Home Environment and Child Development

Society for Research in Child Development

Home Observation for Measurement of the Environment: Development of a HOME Inventory for use with families of children ages 6-10.

Society for Research in Child Development

Peer and classroom teacher perceptions about adolescents who wear hearing aids.

South Central Regional Conference of the American Speech & Hearing Association

1986

The HOME Inventory: Applications for Maltreated Children.

Second World Congress on Victimology

Home Environments of Failure-to-Thrive Infants

Second World Congress on Victimology

Instruction in Research for Education Majors

Simposio Sobre Innovacion Academica

1987

Guadalajara, Mexico

The ecology of early intellectual development: A structural analysis

5th International Conf. on Early Identification of Children at Risk

The home environment.

MEDCEN Exceptional Family Members Conference

The HOME Inventory: Findings from the Little Rock Longitudinal Study

Conference on Continuity in Development

General and specific aspects of the physical environmental relationships with development in handicapped children ages 1 to 10.

Society for Research in Child Development

Techniques of assessing home environments and parent skills.

Exceptional Family Member Program. DODDS Conference. Heidelberg, Germany
Environmental Assessment

Winter Symposium on Mental Retardation & Developmental Disorders

Parenting in the first year of life

Parenting Conference.

1988

The relationship of infant biomedical & family environmental features to infants

Southern Society for Pediatric Research

Developmental differences in young children’s priorities regarding participation in organized sports.

Southern Society of Pediatric Research

Factors parents believe to be important in their young children’s participation in sports

Southern Society of Pediatric Research

Coaches' goals for young children's participation in an organized recreational sports program

Southern Society of Pediatric Research

On the uses of the HOME Inventory from infancy through adolescence: Findings from research and applications

Southwestern Society for Research in Human Development

Early home environment and mental test performance: A structural equation model

Southwestern Society for Research in Human Development

Home measurement of maternal responsiveness

NICHD Workshop on Maternal Responsiveness.

Preliminary report: Impact of parenting and coping skills of first-time mothers in an intervention program

Association for Childhood Education International

1989

Health, family status, family context, family processes & parenting: their relationship to development in LBW children

Society for Research in Child Development

Symposium on the continuity in development from infancy

American Association for the Advancement of Science

The use of the HOME Inventory with families having children with mental retardation

American Association on Mental Retardation

Early intervention in Arkansas: The role of Department of Pediatrics and the UAP

4th Annual Gulf Coast Conference on Early Intervention

Screening for a handicapping environment

Pediatric Update: 1989

1990

Enhancing the home environment of Low Birth-Weight, Premature Infants

7th International Conf. on Infancy Studies

Stress, social support, marital quality & parenting for children with disabilities

Southwestern Society for Research on Human Development
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Conference/Institution</th>
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<tr>
<td>1/13/2015</td>
<td>Panel on early intervention model programs</td>
<td>5th Annual Gulf Coast Conf. on Early Intervention</td>
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<td>Home environment &amp; intellectual development in the first three years:</td>
<td>7th International Conf. on Infancy Studies</td>
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<td>A structural analysis</td>
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<td>Family environments and child outcomes</td>
<td>Infancy &amp; Early Childhood: 7th Annual Conference</td>
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<td>Home care and alternate care</td>
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<td>Enhancing the home environment of low birthweight, premature infants</td>
<td>Society for Pediatric Research</td>
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<td>Research on home environments &amp; alternate care</td>
<td>Arkansas Statistical Society</td>
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<td>children with developmental disabilities and children living in</td>
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<td>Home environment &amp; social competence: A look at alternative models of</td>
<td>Society for Research in Child Development</td>
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<td>Understanding the development of failure to thrive in a premature,</td>
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<td>Predictors of failure to thrive in LBW infants</td>
<td>Society for Pediatric Research</td>
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<td>Understanding the development of failure to</td>
<td>Society for Pediatric Research</td>
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<td>thrive in a premature, LBW cohort</td>
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<td>Persistence of home environment effects in home environment</td>
<td>International Society for the Study of Behavioral Development</td>
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<td>Workshop on family methods in research</td>
<td>6th Annual Gulf Coast Conference on Early Intervention</td>
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<td>Dependable programs for dependent children</td>
<td>Texas Tech University Summer Institute on Medically-Fragile Children</td>
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<td>The HOME Inventory: Theoretical background &amp; review of research</td>
<td>University of Leiden</td>
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<td>The Netherlands</td>
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<td>1992</td>
<td>From infancy to adolescence: childhood morbidity and mortality</td>
<td>Society for the Psychological Study of Social Issues</td>
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<td>Conference on Social Science &amp; Health Policy</td>
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<td>The HOME Inventory: Its relationship to child development</td>
<td>Arkansas Psychological Association.</td>
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<td>Social competence: Its relationship to home environment among</td>
<td>8th International Conference on Infancy Studies</td>
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<td>3 year outcomes of children who Develop FTT during infancy in a</td>
<td>8th International Conference on Infancy Studies</td>
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<td>LBW preterm cohort</td>
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<td>Pediatric clinical assessment of mother-child interaction:</td>
<td>8th International Conference on Infancy Studies</td>
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<td>concurrent and predictive validity</td>
<td>Society for Pediatric Research</td>
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predictive validity

3-Year outcomes of children who develop failure to thrive during infancy in a low birthweight, preterm cohort

Society for Pediatric Research

Matters of scale, points of view, plotting the journey for children at risk: The cartographer’s art

6th International Conf. on Children at Risk

A factor analytic study of the HOME Inventory in black, white, & Hispanic Americans

6th International Conf. on Children at Risk

1993

A socio-cultural analysis of the HOME Inventory


Predicting and promoting social competence in high risk children: Recent results from IHDP

Society for Research in Child Development

Prenatal (small for gestational age) and postnatal (failure to thrive) growth problems in a low birthweight preterm cohort

Society for Research in Child Development

Patterns of environmental action and adaptive social behavior in premature, low birthweight children from three socio-cultural groups

4th Florida Conference on Child Health Psychology

NICHD Early Childcare Study

Arkansas Perinatal Association

The home environment

NICHD Workshop on Measurement of the Environment Across the Life Span.

1994

The impact of assistive technology on family functioning: An examination of current state assessment and prescription practices

American Association on Mental Retardation

The contribution of early intervention and early caregiving experiences to resilience in LBW premature children living in poverty

Southwestern Society for Research in Human Development

Environmental risk

Working Together: Providing Quality Service in a Fragile Economy.

Interaction of environmental & biological risk factors: Early intervention for the high risk infant

Parent/Child Conference

Resilience in impoverished, premature children: The impact of early intervention and early caregiving experiences

Gulfcoast Regional Pediatric Conference

Dimensions of parenting for adolescents with disabilities

Mid-south Educational Research Association

Effects of early educational intervention in Families who do & who do not receive welfare: The Infant Health & Development Program

Conference on Welfare Reform
<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Conference &amp; Location</th>
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<tbody>
<tr>
<td>1995</td>
<td>Child care in the 1990s: The NICHD Study of Early Child Care, Overview &amp; conceptual model</td>
<td>Society for Research in Child Development</td>
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<td></td>
<td>The HOME Inventory: Reliability and prediction of child outcomes across 3 racial/ethnic groups</td>
<td>Society for Research in Child Development</td>
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<td></td>
<td>Resiliency in the high risk newborn</td>
<td>Virginia Perinatal Association Regional Conference</td>
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<td>Home environment and children's development: Age and demographic differences</td>
<td>5th Annual Conference of the Center for Human Development &amp; Developmental Disabilities</td>
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<td>Parental investment in children</td>
<td>IV European Congress of Psychology Athens, Greece</td>
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<td>Validating a measure of parental attachment to the child</td>
<td>American Educational Research Assoc.</td>
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<td>The Infant Health &amp; Development Program: Results and reflections</td>
<td>University of Colorado</td>
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<td>The importance of the home environment to the infant-caregiver relationship</td>
<td>Infant Mental Health Conference</td>
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<td>A cluster analysis of parenting behaviors in young mothers</td>
<td>Mid-South Educational Research Association</td>
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<td>Constructing measures composed of cause indicators</td>
<td>Mid-South Educational Research Association</td>
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<td>1996</td>
<td>Patterns of parenting behavior in young adults</td>
<td>Society for Research in Adolescence.</td>
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<td>Norming &amp; validation of the early adolescent HOME Inventory</td>
<td>Society for Research in Adolescence.</td>
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<td>Similarities &amp; differences in parental emotional investment for mothers and fathers</td>
<td>Southwestern Society for Research in Human Development</td>
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<td>Infant care and attachment security: Results of the NICHD Study of Early Child Care</td>
<td>10th International Conference on Infancy Studies</td>
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<td>Early adolescent HOME: Validation in four sociocultural groups</td>
<td>International Society for the Study of Behavioral Development Quebec City, Quebec, Canada</td>
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<td>Comparison of parental emotional investment for mothers &amp; fathers</td>
<td>International Society for the Study of Behavioral Development Quebec City, Quebec, Canada</td>
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<td>1997</td>
<td>Early adolescent HOME Inventory: Information on usefulness &amp; validity</td>
<td>American Educational Research Association</td>
</tr>
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<td></td>
<td>An examination of the use of the Early Adolescent</td>
<td>Society for Research in Child Development</td>
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<td>1/13/2015</td>
<td>HOME Inventory in 4 racial/ethnic groups</td>
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<td>Mother-child interaction &amp; cognitive outcomes associated with early</td>
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<td>child care: Results of the NICHD Study</td>
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<td>Early intervention: New perspectives and new findings</td>
<td>American Psychological Association</td>
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<td>Measurement issues in program evaluation</td>
<td>Healthy Families America Research Network</td>
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<td>Assessment of the environment: Conceptual &amp; methodological</td>
<td>International Society for the Study of Behavioral Development</td>
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<td>considerations</td>
<td>Berne, Switzerland</td>
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<td>The HOME Inventory across cultures: A Review</td>
<td>International Society for the Study of Behavioral Development</td>
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<td>Reading readiness &amp; the home environment</td>
<td>Green Center Conference, Univ. of Texas - Dallas</td>
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<td>The home environment: A description and comparison by ethnicity &amp;</td>
<td>Southwestern Society for Research in Human Development</td>
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<td>The relationship of parenting behaviors during infancy &amp; early</td>
<td>Southwestern Society for Research in Human Development</td>
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<td>Research on fathers in Early Head Start</td>
<td>Head Start Research Conference</td>
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<td>The home environment as a moderator of the relation between experience</td>
<td>American Educational Research Association</td>
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<td>in child care and children's social &amp; cognitive development</td>
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<td>Father involvement in the lives of low-income children: Implications</td>
<td>Society for Research in Child Development</td>
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<td>Effect sizes from the NICHD Study of Early Child Care</td>
<td>Society for Research in Child Development</td>
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<td>The HOME Inventory: A version for assessing the quality of family</td>
<td>International Conference on Infancy Studies</td>
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<td>child care homes</td>
<td>Brighton, England</td>
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<td>Factor structure of maternal behavior across tasks and racial groups.</td>
<td>International Conference on Infancy Studies</td>
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<td>Brighton, UK.</td>
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<td>Home environment &amp; child development: What I've learned in 26 years</td>
<td>Southwestern Society for Research in Human Development</td>
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<td>and 26 countries (presidential address)</td>
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<td>An examination of the relation between maternal resiliency and</td>
<td>Head Start Research Conference</td>
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<td>demographic and supports in rural Early Head Start eligible families</td>
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<td>Factors associated with intergenerational conflict</td>
<td>Head Start Research Conference</td>
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<td>1/13/2015</td>
<td>Low Income Fathers - who are they, what stops them being involved with their children and why does this matter</td>
<td>USA &amp; UK Policy, Research &amp; Practice (seminar) London, UK</td>
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<td></td>
<td>Home environment: Relations to family context and paths of development in children</td>
<td>Laboratory of Comparative Ethology, NICHD</td>
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<td>Ethnicity, family income, home environment and the well-being of children from infancy to adolescence</td>
<td>Society for Research in Child Development</td>
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<td>Characteristics and antecedents of rather involvement in low-income families</td>
<td>Society for Research in Child Development</td>
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<td>Early Head Start: Preliminary findings</td>
<td>Joint Center for Poverty Research (University of Chicago, Northwestern University)</td>
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<td>Age and ethnic variations in family process mediators of SES</td>
<td>SES, Parenting &amp; Child Development Conf.</td>
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<td>The impact of a comprehensive substance abuse treatment program for women and their children: Implications for a new journey.</td>
<td>Arkansas Mental Health Institute</td>
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<td>The transition practices of kindergarten teachers and parents’ involvement in kindergarten</td>
<td>Mid-South Educational Research Association</td>
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<td></td>
<td>Age and ethnic variations in family process mediators of SES</td>
<td>Mid-South Educational Research Assoc.</td>
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<td>Versions of the HOME Inventory for assessing family child care homes</td>
<td>Southwestern Society for Research in Human Development</td>
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<td>The importance of measuring fathers from a male perspective</td>
<td>Head Start Research Conference</td>
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<td>The quality of adult relationships as mediators and moderators of Early Head Start program outcomes</td>
<td>Head Start Research Conference</td>
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<td>Age &amp; ethnic variations in family process mediators of socioeconomic status</td>
<td>International Society for the Study of Behavioral Development Ottawa, Canada</td>
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<td>Stability of maternal and paternal work-family strains &amp; gains</td>
<td>International Society for the Study of Behavioral Development Ottawa, Canada</td>
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<td>The birth to three data set of the NICHD Study of Early Child Care</td>
<td>International Society for the Study of Behavioral Development Ottawa, Canada</td>
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<td>Family process investments that matter for children</td>
<td>Joint Center on Poverty Research summer institute</td>
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</tbody>
</table>
Environments that matter for children: A look at functional and structural features of home and child care

Parenting in the breach

A brief for early education

Promoting high-quality early education

Parenting atress, family functioning and child development

Family & social environments of children and adolescents

HOME Inventory: Past, present and future

Issues & procedures in assessing home environments of children with disabilities around the world

The NICHD Study of Early Child Care

Prevention Programs: EHS, HIPPY, Productive Activity

Childhood precursors of adult disease: The National Children’s Study (symposium)

Parents as mediators of child outcomes in an Early Head Start sample

Productive activity as protective against the development of behavior problems

Promoting positive parenting and caregiving short term interventions in various cultures and contexts

HOME Inventory: Past, present & future

Productive activity & the prevention of behavior problems.

New norms for the HOME Inventory

Promoting preschool mathematical development in In low income children (symposium -Discussant)

Mother plus other: Consistency between mother and
1/13/2015
other caregiver parenting and associations with early child outcomes (Discussant–Symposium)

Parenting and child development (invited address)

Dimensions of temperament and overweight in early childhood

Evidenced based assessment for vulnerable children (HOME assessment)- invited address

The role of financial assets in child development

The Fatherhood Forum: Taking stock & moving forward (invited conference)

A revised look at temperament, parenting & behavior problems in childhood

Are different groups of Asian American students homogeneous?

Evaluation of the Core Knowledge programs in Arkansas

Managing the differences: Immigration and early education in the United States

Parenting & behavior problems: A look at new pathways

The relationship between obesity and onset of puberty in young girls

Short stature and behavioral functioning: A population based study

Parental influences on early language, literacy and mathematics (symposium)

The relationship between early home environment & the emergence of externalizing behavior: Does self-control act as a mediator in Latin cultures?

Does watching TV reduce the power of the home environment to affect adaptive functioning in children?

The development of the family map: An integrated assessment of the parenting environment in early childhood

The development of a structured home-visit interview

Fathers: How they matter in children’s lives

The HOME Inventory: Past, present & future

2006

Core Knowledge National Conference

Immigrant Families: Multidisciplinary Views in the 21st Century

Brown University

Endocrine Society

International Society for the Study of Behavioral Development Melbourne, Australia

International Society for the Study of Behavioral Development Melbourne, Australia

International Society for the Study of Behavioral Development Melbourne, Australia

Head Start Research Conference

Bar-Ilan University colloquium. Tel Aviv, Israel

Haifa University seminar.
Externalizing problems in 5th grade: Relations with productive activity, maternal sensitivity and harsh parenting
Society for Research in Child Development

The Family Life Project: An epidemiological and developmental study of rural poor communities
Society for Research in Child Development

Pre- and postnatal growth patterns and food insecurity: Challenges to children’s development and follow-up to age 8
Society for Research in Child Development

Measuring good parenting and parent-child interactions: Diversity, utility, reliability and validity in new measures
Society for Research in Child Development

Family process mediators of the relation between components of SES and child outcomes
Society for Research in Adult Development

Is early education living up to its promise to get immigrant children ready for school in the United States?
Arizona State University

Hovering over the bridge from home to day care: Care: A look at chaos in the family – child care meso-system
Bronfenbrenner Conference on Chaos Cornell University

The HOME Inventory: 40 years & counting
Arizona State University

Children’s sleep problems and weight from ages 3 to 12: Attachment security as a moderator of associations
Pediatric Sleep Medicine annual

Home visit assessments linked to interventions: EHS and HS
Head Start Research Conference

Brief parenting intervention: An innovative model for parent education
Head Start Research Conference

Assessing risk patterns in home and car safety across three cultural groups
Head Start Research Conference

Personal and contextual factors connected to Head Start fathers involvement in school readiness
Head Start Research Conference

Human development in the context of poverty (Keynote address)
Society for Research in Human Development

Children’s appraisals of family disagreements, parent support and child depression
Society for Research in Human Development

Support for learning linked to child development: Cultural differences in low-income American Indian and European American families
Society for Research in Human Development

How well is early education working for immigrant International Society for the Study of Behavioral Development
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Conference</th>
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<tbody>
<tr>
<td>1/13/2015</td>
<td>Children in the United States?</td>
<td>Wurzburg, Germany</td>
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<td>Controlling maternal feeding practices and dieting behavior in sixth</td>
<td>Obesity Society</td>
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<td>Child care and child development</td>
<td>Pediatric Obesity Prevention: Bridging Two Fields Conference</td>
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<td>Parents’ socialization of children’s responses during disasters (symposium)</td>
<td>Society for Research in Child Development</td>
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<td>Early parenting and child-care antecedents of awakening cortisol in adolescence</td>
<td>Society for Research in Child Development</td>
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<td>Moderation of family conflict on child aggressive behavior: Center based Early Head Start</td>
<td>Society for Research in Child Development</td>
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<td>HOME: What use and adaptation of the measure tells us about efforts to improve children’s lives around the world</td>
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<td>The impact of Early Head Start: Do fathers make a difference?</td>
<td>Society for Research in Child Development</td>
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<td>Children’s exposure to community violence and family conflict: Pathways to youth outcomes at age 18</td>
<td>Society for Research in Child Development</td>
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<td>Which comes first? Examining predictive associations between physical punishment and child externalizing behaviors over time (symposium)</td>
<td>Society for Research in Child Development</td>
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<td>HIPPY – The Arkansas Story</td>
<td>National HIPPY Evaluation Summit</td>
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<td>The HOME Inventory: 40 years &amp; counting</td>
<td>Cincinnati Children’s Medical Center</td>
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<td>2009</td>
<td>Can living in a cohesive family protect children from The negative effects of exposure to community violence into adolescence?</td>
<td>Society for Research on Adolescence</td>
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<td>Evidence of validity of the Early Childhood Family Map: A tool to assess risk and strength in Head Start</td>
<td>Head Start Research Conference</td>
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<td>Does early HOME stimulation moderate the impacts of Early Head Start programming?</td>
<td>Head Start Research Conference</td>
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<td>Understanding children’s behavior in a classroom Context: A focus on activity settings</td>
<td>Head Start Research Conference</td>
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<td>The infant-toddler Family Map: An integrated assessment of the parenting environment</td>
<td>Head Start Research Conference</td>
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<td>Children’s home environment and their development: A cross-cultural view (Master Lecture)</td>
<td>World Association for Infant Mental Health</td>
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<td>Does parental warmth and stimulation moderate the Impacts of home-based Early Head Start</td>
<td>World Association for Infant Mental Health</td>
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</table>
Programming on child outcomes?

Assessment of the parenting environment: The Family Map tools from prenatal to age 5

The influence of early father involvement on children’s perception of their relationship with their father

Early resiliency and home environments and their Association with 8- and 18-year resiliency in low birthweight, premature children living in poverty

Parenting, child care and family – child care meso-system relations

Family and child development: State of the art knowledge

Measuring the home environment of children


Lynn Harris Memorial Lecture 2011

Housing quality and access to material and learning resources within the home environment in developing countries (symposium)

Biological and cognitive factors in maternal parenting (symposium) Discussant

Sleep patterns and correlations from infancy through adolescence (symposium)

Externalizing problems: Relations with productive activity, sensitivity, and harsh parenting from infancy through adolescence

Does parental warmth moderate impacts of Early Head Start programming on child socio-emotional Outcomes?

Maternal sensitivity, parental harshness and productive activity from infancy through adolescence: Relations with anxiety and age 15.

Externalizing behavior at age 15: Relations with productive activity, maternal sensitivity and harsh parenting from infancy through adolescence

The HOME Inventory – A World View for Scientists and Practitioners

Classroom behavior patterns, children’s self-control

American Educational Research Association
and kindergarten competence

Adolescent girls with difficult temperaments benefit more from good parenting

Psychopathology moderates the negative parenting - behavior problems relationship

Early exposure to family conflict and community violence: Associations with behavioral adjustment at age 11

Home environment, self-control and resistance to peers: An examination of the differential susceptibility hypothesis

From parent to child to parent: Paths in and out of problem behavior

Mobilizing resources within the home environment: Interventions to improve outcomes for children in Resource-constrained settings (Discussant)

Social environment and child well-being in Taiwan: A Longitudinal Investigation (Organizer)

The HOME Inventory: A world view for scientists And service professionals

Early intervention, early resiliency, and home environment: Relations to developmental status at age 8 and 18 for premature, low birth weight children born into poverty

The HOME Inventory – A world view

Mothers, fathers, activities and outcomes: 3 Looks at life at home

Moderated relations among daily hassles, temperament, and empathy in pre-service teachers

Closeness and conflict in student-teacher relationships across primary grades: Complex processes and outcomes (discussant)

From early childhood parenting to age 10 child outcomes: Findings from the Early Head Start research and Evaluation Project (organizer)

Gender differences in child growth and mortality across the developing world

Infant temperament moderates parenting effects
Coping and social support mediators between pre-service teachers’ daily hassles and self-efficacy

Supportive fathers moderate the effects of mothers’ alcohol abuse on children’s externalizing problems

A longitudinal examination of anxiety risk across childhood and adolescence

Parenting behavior: What shapes it? How do associations between parent and child behavior change for moms and dads over time?

Fostering children’s cognitive and language development through home visiting: Supporting parent with varying warmth

The home environments of immigrant adolescents: Findings from the New Immigrant Study

Classroom-level adversity: The influence of collective child characteristics on first graders’ social skills and problem behaviors

Student-teacher temperament differentials: Implications for academic performance and school liking in kindergarten

The home environment of infants and toddlers of legal immigrants in the US: Findings from the New Immigrant Study

Mothers with alcohol problems’ warmth and acceptance: Enough to protect children from later behavioral problems?

The Home Observation for Measurement of the Environment and Family Map Inventories: Overlap & Differences

The HOME Inventory: Practical Considerations for Working with Families

The HOME Inventory: What We Have Learned About Family Conditions, Parents, and Children’s Well-Being around the World

Classroom-level adversity, externalizing behavior and achievement: Direct and indirect associations in first grade

Classroom-level adversity: Concurrent, longitudinal and differential relations with socially adaptive and Maladaptive behaviors
Classroom instructional and emotional support: Society for Research in Child Development
Examing thresholds of classroom quality across the elementary years

A developmental analysis of caregiving across the first year in 38 low- and middle-income countries Society for Research in Child Development

Why universal education matters: Pathways among caregiver education, household resources, and child growth in 39 LMIC Society for Research in Child Development

SEM assessment of the structural characteristics and validity of the Early Adolescent HOME Inventory Society for Research in Child Development

Fathers’ autonomy support and social competence of sons and daughters Society for Research in Child Development

WORKSHOPS:


HOME Inventory. Rhode Island Department of Education. Providence, RI, 1978.


HOME Inventory. JFK Institute. Johns Hopkins University, Baltimore, MD, 1983.

HOME Inventory, Children's Hospital of Los Angeles. Los Angeles, CA, 1984.


HOME Inventory, University of California - Riverside, CA, 1986.

HOME Inventory, Bradley Hospital, Providence, RI, 1987.


HOME Inventory, Women & Infants Hospital, Providence, RI, 1988


HOME Inventory, Women's & Infants Hospital, Providence, R.I., 1989.
HOME Inventory, Nurse home visitation program, Memphis, TN, 1989.

Family Measurements Workshop, NICHD, Washington, D.C., 1990


Using the HOME Inventory in Multicultural Settings, The HOME Inventory - Psychometric Characteristics, The HOME Inventory - A Review of Findings, a series of presentations at the Centre for Intercultural Pedagogics, Leiden University, The Netherlands. 1991

HOME Inventory, Project PALS, University of California-San Diego, CA, 1991

HOME Inventory, New Mothers Study, Memphis, TN, 1992.

HOME Inventory, Mott Children’s Research Foundation, Flint, MI, 1994.

Increasing Resiliency. Virginia Regional Perinatal Assoc. Abingdon, VA. 1995

HOME Inventory, University of Colorado. Denver, CO 1995

HOME Inventory, Dept. of Health. Columbus, OH 1997

HOME Inventory, Healthy Families Illinois, DeKalb, IL 1998

HOME Inventory, Starting Early Starting Smart, Chicago, IL 1998

HOME Inventory, Prevention of Neglect project, Baltimore, MD 1998

HOME Inventory, Clinical Trial/ Academic Achievement in Children with Hemophilia, Pasadena, CA 1998

HOME Inventory, Univ. of Tennessee, Knoxville, TN 1998

Home Environment, Oakville Mental Health Center, Memphis, TN 1999

HOME Inventory, Univ. of Wisconsin, Madison, WI 1999

HOME Inventory, Duke University Medical Center, Durham, NC 1999

HOME Inventory, Columbia University/New York State Psychiatric Institute 1999

Child Care HOME, Univ. of Alabama at Birmingham, 2000

HOME Inventory, Tulane Univ. Medical Center, 2000

Child Care HOME, Center for the Child Care Workforce, Univ. of California – Berkeley, 2001

HOME Inventory, Health Families Georgia, Atlanta, GA, 2001

HOME Inventory, Research Triangle Institute, Los Angeles, CA, 2002

HOME Inventory, Project on Parenting Neglect, Univ. of Alabama at Birmingham, AL 2002

HOME Inventory, Children with Traumatic Brain Injury. Cincinnati, OH, 2002

HOME Inventory, Children’s Hospital, Milwaukee, WI 2003
HOME Inventory, Little Rock, AR 2003

HOME Inventory, Delta State Univ. Early Mentoring Program, Indianola, MS 2003

HOME Inventory, University of North Carolina, Chapel Hill, NC 2004

HOME Inventory, HIPPY Program, Estes Park, CO 2005

HOME Inventory, Family Supportive Housing Center. St. Paul, MN 2008

HOME Inventory, Cincinnati Children’s Medical Center. Cincinnati, OH 2009

HOME Inventory, Legacy for Children project, Miami, FL 2010

HOME Inventory, Legacy for Children project, Los Angeles, CA 2011

HOME Inventory. Tennessee Dept. of Health. Nashville, TN 2012

HOME Inventory. Oregon Health Authority, Early Head Start. Portland, OR 2013

HOME Inventory. California Home Visitation Program, CA Dept. of Public Health. Sacramento, CA 2013

HOME Inventory. American Academy of Pediatrics, San Diego, CA 2014

HOME Inventory, Ounce of Prevention Fund of Florida. Tallahassee, FL. 2014

The HOME Inventory: Missouri Department of Health and Senior Services. Jefferson City, MO. 2014

The Home Inventory. Duke University. Durham, North Carolina. 2014


OTHER PROFESSIONAL ACTIVITIES:

Program and local arrangements chair. Annual meeting of the Mid-South Educational Research Association, Little Rock, 1980

Preparation of questions for Psychology section of Graduate Record Exam, 1977.


Advisory Board, Footsteps Program. Arkansas Advocates for Children and Families.


Program review. Southwest Society for Research in Human Development, Austin, TX, 1982.


Reviewer, Society for Research in Child Development, Biennial Conference, 1986
Reviewer, Biennial Conference of the Southwestern Society for Research in Human Development, 1987

Reviewer, International Conference on Infancy, 1985

Reviewer, Fifth Biennial Conference on Infancy, 1985

Reviewer, Biennial Conference of Southwest Society for Research in Human Development, 1985

Program Co-chair: Southwest Society for Research in Human Development, Dallas, TX, 1990.


Program Co-Chair, 6th International Conference on Children at Risk, Santa Fe, NM, 1992.

Reviewer, 2nd National Head Start Research Conference, 1993

Program Committee, Southwest Society for Research in Human Development, Austin, TX, 1994


Reviewer, Encyclopedia of Mental Health, 1996


Local Arrangements, Southwestern Society for Research in Human Development, 1999-2000

Program Review Committee, International Conference on Infancy Studies, 2000


Review Committee, Society for Research in Child Development biennial meeting, 2000

Program Review Committee, International Conference on Infancy Studies, 2002

Review Committee, Society for Research in Child Development biennial meeting, 2003

ABC Evaluation Task Force, Arkansas 2000-2004

Reviewer, Wellcome Trust 2005.

Proposal Review, Univ. of Cyprus, 2005

Review Committee, Society for Research in Child Development biennial meeting, 2007

Chair, Panel 22, Society for Research in Child Development biennial meeting, 2009

Reviewer, International Conference on Infancy Studies biennial meeting, 2009

Chair, Panel 22, Society for Research in Child Development biennial meeting, 2011
Reviewer, International Society for the Study of Behavioral Development biennial, 2012
Reviewer, Society for Research in Child Development, Themed Meetings, 2013
Reviewer, Society for Research in Child Development, 2014

GRANTS RECEIVED:

National Foundation March of Dimes. 1982-84. Principal Investigator.
Office of Special Education Research (GOO 300 014). 1983-86. Principal Investigator.
Arkansas Department of Social Services, 1984. Principal Investigator.
Office of Special Education Research (G00 86 30124). 1986-89. Principal Investigator.
Annie B. Casey Foundation (contract with Univ. of Wisconsin) 1988-1990. Co-PI.
HIPPY Arkansas. 1995. Co-PI.
National Institute of Child Health and Human Development (R03 HD043082). 2003-2005. co-PI.

US. Dept. of Education (Q215H080001). 2008-2009. Investigator.(contract with the Univ. of Ark. for Medical Sciences)


National Institute of Child Health and Human Development (R21 HD068721). 2011-2013. Principal Investigator

National Institute of Child Health and Human Development (R03 HD061483). 2011-2013. Investigator (contract with University of Michigan)

Health Resources and Services Administration (R40 MC25675). Principal Investigator. 2013-2016.

PUBLISHED ASSESSMENT TECHNIQUES:


Locus of Control Inventory in Three Achievement Domains.

Pediatric Review and Observation of Children's Environments for Stimulation and Support.

Parental Investment in Children.

The Family Map

PUBLISHED BOOK REVIEWS:


1/13/2015


**PUBLISHED LETTERS:**

Sarah K. Brem  
The Sanford School  
Arizona State University  
Tempe, AZ  85287-3701  
drbrem@drbrem.net; sarah.brem@asu.edu  
http://www.drbrem.net/

**Positions Held**

Associate Professor, School of Social and Family Dynamics, Arizona State University, Tempe, AZ. 2010-Present.

Associate Professor, Division of Psychology in Education, Arizona State University, Tempe, AZ. 2005-2010.

Assistant Professor, Division of Psychology in Education, Arizona State University, Tempe, AZ. 1999-2005.

**Education**


M.S., Cognitive Psychology, Northwestern University, Evanston, IL, 1995. Thesis: *The role of familiarity in analogical retrieval* (Chair: Dedre Gentner)


**Research Interests**

- Public understanding & use of scientific data and communications
- The influence of motivation and emotion on cognition
- Complexity & emergence
- Transdisciplinary approaches to research on learning and teaching science

**Teaching & Mentoring**

**Committees Chaired**
Barnes, Elizabeth (in progress). Master’s student. Society and Biology.
Ellingford, L. (2012). Doctoral student. Educational Psychology

**Committee Member**

Stump, G. (2010). Ph.D. Educational Psychology
Sampson, V. (2007). Ph. D., Curriculum & Instruction (Science and Math)
Wadsworth, L. (2007). Ph. D., Educational Psychology
Hong, J. Y. (2004). M.A., Educational Psychology
Hadjistassou, S. (2001). M.A. Department of Languages and Literature

**Faculty Development & Teaching Awards**

Outstanding Mentor Award, Graduate Student Association, Arizona State University. 2003.

Wakonse Fellow, 2002. *Wakonse is a national organization supporting postsecondary teaching and learning. The selection of fellows is competitive. Fellows attend a three-day retreat, and facilitate faculty development workshops during the following academic year.*


**Other Activities**

**Guest Lecturer, Preparing Future Faculty, Fall 2009 & Fall 2010.** Lecture and discussion on research productivity

**Guest Lecturer, Preparing Future Faculty, Fall 2009.** Lecture and discussion on the job-seeking process.

**Faculty Advisor, Current Issues in Education,** 2007-2009. Served as advisor to graduate-run peer-reviewed online journal that receives over 100 submissions per year.

**Guest Lecturer**, EDP 591: Self-Regulation, Fall 2006.

**Guest Lecturer**, EDP 591: Motivation, Fall 2005.


**Research & Scholarly Activity**

**Fellowships & Awards**

National Science Foundation Early Career Award, 2002.

Honorable Mention, National Science Foundation Predoctoral Fellowship, 1992.

Grants & Funding

Collaborative Proposal: Developing an instrument for measuring student innovative engagement. (April, 2013 – March 2015) $121,083 (allocation 50%)


Empirical Research, Emerging Research Strand: A Unified, Cross-domain Approach to Studying Learner Understanding of Emergence Arizona State University (Feb 2010-Jan 2013) $674,180.00 (allocation 75%)

Collaborative Research: Facing the Challenges of Learning and Teaching About Evolution: A Synthesis Arizona State University Awarded (Jan 2007-Dec 2010) $141,454.00 (sole PI; collaborative grant held by UNLV)


Renaissance School Institute. "Supporting the Use of Reading Renaissance Data in an Urban Title I Elementary School." $180,000. August 2001-August 2004. (co-PI: J. Husman; school partner: Gilbert Unified School District) $100,000 in research funds to ASU, $80,000 in training and equipment to Gilbert Unified School District.


Journal Publications (* indicates student co-authors)


Examining Engineering Students Future Time Perspective: Pathways to Strategic

human papillomavirus on the internet: What are the common misconceptions?

Evolutionary Biology Through Computer-Based Inquiry. *Evolution Education and
Outreach, 2*, 679-687.


* Schrein, C.M., Lynch, J.M., Brem, S.K., Marchant, G.E., Schedler, K.K., Spencer, M.A., Kazilek,
C.J., Coulombe, M.G. (2009). Preparing Teachers to Prepare Students for Post-Secondary
Science: Observations From a Workshop About Evolution in the Classroom. *Journal of
Effective Teaching, 9*, 69-80.


Change for Teaching and Learning about Biological Evolution. *Evolution: Education and
Outreach, 1*, 189-195.

recall of narrative and expository texts. *Current Issues in Education*. [online]

qualities of pre-service teachers’ narratives of evolution. *Journal of Geoscience


Anijar, K. Z., Brem, S. K., Husman, J. (2005). In with a bang, out with a virus: Late night


**Edited Books & Book Chapters**

Paper presented at the 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.


**Proceedings Publications** (* indicates student co-authors)


**Technical Reports** (*indicates student co-authors*)


**Refereed Presentations** (*indicates student co-authors*)

*Ellingford, L. & Brem, S. K. (2012, May) A survey of Education scholar’s perceptions and practices regarding Open Access publishing practices. SPARC Annual Open Access Conference (*chosen as 1 of 20 papers to be highlighted for their innovative contributions to Open Access publishing*)


**Invited/Non-refereed Presentations** (*indicates student co-authors*)


**Service Activity**

**Unit**

**Member,** Ad Hoc Budget Advisory Committee to the Dean, College of Education (2002 - 2003)

**Member,** Operations Committee, College of Education (2000-2001)

**Chair,** Honors & Awards Subcommittee, Operations Committee (2001-2003)

**Affirmative Action Representative,** Faculty Search, Mathematics Education, Division of Curriculum and Instruction, (2000 – 2001)


**Personnel Committee.** The Sanford School. (2010-2013)

**Faculty Search,** Institute of the Learning Sciences, Arizona State University (2011-2012)
Learning Concentration Leader, Educational Psychology, Division of Advanced Studies in Learning, Technology, and Psychology in Education (2009)


Faculty Search, School Psychology, Division of Psychology in Education, Faculty Search (2006 - 2007)


Member, Division of Psychology in Education, Ad Hoc Committee to Identify Aspirational Peers (2004 - 2005)

Faculty Search, Educational Technology, Division of Psychology in Education, (2004 - 2005)

Learning Concentration Coordinator, Division of Psychology in Education (2000 - 2004)

Chair, Faculty Search, Learning Program, Division of Psychology in Education (2001 – 2002)

Faculty Search, Learning Program, Division of Psychology in Education (2000-2001)

Member, Ad Hoc Committee for Undergraduate Educational Psychology Major, Division of Psychology in Education (2002-2003)

Affirmative Action Representative, Faculty Search Committee, Learning Program, Division of Psychology in Education (2000-2001)

Member, Ad Hoc Curriculum Revision Committee, Division of Psychology in Education (2000-2001)


Member, Graduate Admissions Committee, Program in Cognitive Psychology, Northwestern University, Evanston, IL. 1996-1997.

Member, Curriculum Development Committee, Program in Cognitive Psychology, Northwestern University, Evanston, IL. 1994-1995.

University

Facilitator, Workshops on Designing Web-based Projects and Assessments, Center for Learning and Teaching Excellence (2004 - 2006)
Presenter, Grant Proposal Reviewing Workshops, Graduate and Professional Student Association. (2004)

Member, Internal Review Panel, National Science Foundation (2002)

Presenter, Panel on Grantwriting, Center for Learning and Teaching Excellence (2002)

Presenter, Panel on Research & Creative Activity, New Faculty Orientation, (2001; 2002; 2003)

Member, Faculty Advisory Board, Center for Research on Education in Science, Mathematics, Engineering & Technology (1999-2001)

Community & Profession

Technical Assistance Consultant, National Science Foundation, (2010)

Treasurer, Southwest Consortium for Innovative Psychology in Education, (2009-2013)

Member, Editorial Board, Evolution Education and Outreach, (2007 – present)

Member, Editorial Board, *Practical Assessment, Research, and Evaluation.* (2002-present.)

Webmaster, American Psychological Association Division 15, Division History (2004 - 2006)

Technology Officer, Southwest Consortium for Innovative Psychology in Education (2005 - 2007)


Member, Research Advisory Board, Renaissance Learning, Inc. (2004 - 2012)

Review Panelist, National Science Foundation (2003; 2005; 2006)


M. Jennifer Brougham, MSW  
2124 E. Cathedral Rock Drive. Phoenix, AZ 85048 (480) 759-7334  
E-mail JbroughamMSW@aol.com

**PROFILE**
An energized and motivated social worker/teacher with over twenty-five years of experience (at levels ranging from early childhood through university MA/MS) in classroom instruction, practice skills and advocacy including working with individuals with special needs. Experience in training and administrative projects in life-long learning curriculum, organizing events, program and in-service development, working with military families/programs, statewide and international community experiences, writing and presenting.

**AREAS OF EXPERTISE:**
Human Behavior and Development area for multi-aged normal and challenged populations from a sociological and family life theoretical foundation as well as clinical experience. Designed Department of Defense Family Advocacy Parenting classes. Educational and professional curriculum development for schools and community settings concerning social problem issues. Strong community social networking skills particularly within faith-based organization.

**UNIVERSITY TEACHING EXPERIENCE:**
(2000-present)

<table>
<thead>
<tr>
<th>College of Public Programs</th>
<th>School of social work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Classes</td>
<td>Graduate Classes</td>
</tr>
<tr>
<td>Human Development, I and II</td>
<td>Social Work Practice Class I and II</td>
</tr>
<tr>
<td>Theoretical Models and Interventions</td>
<td>Human Behavior I and II</td>
</tr>
<tr>
<td>Community Organization</td>
<td>Culture and Diversity</td>
</tr>
<tr>
<td>Integrative Seminar</td>
<td>Mental Disorders (600 level)</td>
</tr>
</tbody>
</table>

**Note:** Bridge Course (SWG 598) I have taught from implementation of the course as well as having written the curriculum for the original Advanced Placement Course for the School of social work

<table>
<thead>
<tr>
<th>College of Liberal Arts</th>
<th>School of Social and Family Dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Classes</td>
<td></td>
</tr>
<tr>
<td>Human Behavior and Development through the life span</td>
<td></td>
</tr>
<tr>
<td>Infant/Toddler Development</td>
<td></td>
</tr>
<tr>
<td>Parent/Adolescent Development</td>
<td></td>
</tr>
<tr>
<td>Personal Growth and Development</td>
<td></td>
</tr>
<tr>
<td>Marriage and Family</td>
<td></td>
</tr>
</tbody>
</table>
Globalization and Social Change
Cultural Diversity
Introduction to Sociology

Internet Classes and Learning Studio (ASU Online)
Marriage and Family
Advanced Marriage and Family
Human Behavior through the lifespan
Personal Growth and Development
Human Sexuality

Distinguished Faculty Associate, Barrett’s Honor College—certificate was given three semesters.
Every semester work with at least five students on their honor projects or honor credits within coursework

Capstone Program
Worked with students within the Film School on research projects related to parenting and family networks.

Graduate School Teaching Assistant—College of Education, Dept. of Special Education
Phi Kappa Phi (The Honor Society of, 1995-lifetime member)

RESEARCH AREA
• Working with Military Families
• Homeless and Working Poor Families within Tempe; Received several small grants for student interns; Received Pulliam grant in partnerships ($140,000 over two years. Urban Outreach is the home of the grant but some monies were included for ASU students)

RESPONSIBILITIES AND ACCOMPLISHMENTS: _____________

• Liddell, T. M., Brougham, M. J., Thackeray, A., Barratt, T. M., & Lohr, C. M. (July 2014). What about the TAs? Managing teaching assistants in a large-scale online learning environment. Poster Presentation at the International Center for Leadership Conference, Placencia, Belize
• Guest Presenter, Military Officers of America Association, California, 2013
• Textbook Reviewer, McGraw-Hill, 2013
• Technology Conference, Pearson Publishing, Las Vegas, Nevada, Feb., 2011
- Guest Presenter, Military Officers of America Association, California, Sept, 2011
- Guest Presenter, Air Force and Navy ROTC, on Relationships with families, both personal and professional, 2011
- Certificate of Plankownershp awarded by the commander of the Navy, ROTC, for assistance in the building of the new Naval ROTC program at Arizona State University, May, 2011.
- Arizona State University Athletic Certificate for Most Inspiring Professor, May, 2010; May, 2009
- Arizona State University Disability Resource Center Appreciation Certificate, May, 2010
- Facilitator, Session: Opportunities and Challenges: The New World of Higher Education. It is discussing online course; course management of online courses; aligning courses with larger initiatives in reference to learning objectives. Mc-Graw Hill Symposium, February, 2010.
- Guest Presenter, Air Force ROTC, on Relationships with families, both personal and under a leadership command within the military, February, 2010
- Author, Ancillary for cultural diversity textbook, June, 2009
- Participant, Research Study on faith-based challenges, Baylor University, Waco, Texas, June 2009
- Director, Board, Urban Outreach Program, 2006- May, 2009
- Presenter for in-service education for faith-based teachers working with adolescents, 2009
- Judge, Graduate/PhD poster presentation for Graduates in Earth, Life and Social Sciences (GLESS), 2009
- Arizona State University Student Association 2007-2008 Outstanding Professor Award
- Authored the Business Model for the Urban Outreach Program, 2005
- College of Public Programs Community Leadership Award, 2007 (Please note that this award came for the program development of the Urban Outreach Program and from the intern nomination from the School of social work field office)
- Empire Who’s Who: Empowering Executives and Professionals, 2006
- Designed Integrated Internship Program for an Urban Outreach Program for students within Arizona State University, 2005-2009
- Coordinate the multidiscipline internship, externship, and community service program with the various colleges and the athletic department with the Urban Outreach Program. (This is the development of community/faith-based partnerships within the community as put forth by President Crow)
- Grant monies brought in under the Urban Outreach Program (from Motorola, Keller Williams and the Pulliam.)
- Wesley Board Member, Campus Ministry Board ASU, 2006-2008)
- Textbook Reviewer for Brooks/Cole Publishing (Development text)
- Human Development Instructor Manual (published summer, 2005)
- Contributor to university curriculum and textbook for social work
- Community speaker (volunteer) for HIV/AIDS program within Phoenix
- Supervisor for graduate field interns within hospital and school setting
- Charter School Infrastructure Developer/Consultant (Passed Arizona State Education board on first submittal-primary author)
- Began reading mentoring project through community guest reader program for a preschool
- Organized a class of elementary students to provide essential resources for a Battered Women’s shelter as a classroom project.
- Author for monthly valley-wide publication on Child Development
- Designed the Master Piece Art Series for multi-aged preschool through kindergarten in coordination with the Phoenix Art Museum.
- Coordinator for Family Life Program for five departments in public school district (Administrative, supervision for a program; did development and implementation of program)
- Prince William County School District Teacher of Excellence Award, 1990
- Saunders Middle School Golden Apple Award, 1990
- Saunders Middle School Faculty Team Member Certificate, 1989
- Created, authored and facilitated curriculum for preschool through teen development programs
- Designed a Consumer Economic Life Skills program for middle school
- Facilitated discharge planning for spinal cord and brain injured persons
- Past School Board President for Special Needs Learning Academy
- Past School Board President for International School for Allied Forces Central Europe (NATO/AFCENT)
- Facilitated training for staff, parents and community members on life skill techniques for challenged individuals
- Designed and implemented parenting course
- Co-chaired multicultural task force for elementary school curriculum and community involvement
- Facilitated groups for at-risk youth for military community
- Coordinated Service Projects for youth with community agencies within the military community
- Supervisor for International Seminarians from Theological Institutes with family counseling.
- Coached Intramural tennis for middle school, Prince William County
Volunteered with Special Olympics, homeless agencies, job and literacy programs
Volunteered with Washington DC Children’s Hospital Crisis Nursery
Outstanding Young Women of America, 1981
Volunteer teacher within Religious Education classes-preschool through adult education. 1962-present day

PROFESSIONAL HISTORY:

Arizona
Arizona State University Full-time Instructor 2008-present
Arizona State University Intern Field Liaison 2002-present
Arizona State University Faculty Associate 2000-2008
Urban Outreach of Tempe Director/Board of Directors 2006-May, 2009
Guest Educator Program Kyrene School District 1990-2003
Montessori School Education Consultant, Special Education 1999-2000
New Way Learning Academy President/Board of Directors 1998-2000
Tesseract School Master Educator/Supervision 1998-2000

Virginia
Prince William County
Schools, Virginia Department Chair/Family Life 1989-1990

Netherlands
U. S. Military, Netherlands Parenting/Family Advocacy Program 1984-1986
U. S. Military Co-Chair for School Board of the
Netherlands AFCENT International School 1984-1985

International Chapel
Netherlands Director, Religious Education program 1983-1986
Preschool through adults, five denominations

Arizona
Williams AFB Hospital Pediatric/OB Clinic Instructor/Counselor 1980-1983

EDUCATION:

• Post graduate studies, Arizona State University
• Master’s Degree, School of Social Work Arizona State University 1994-1996
• **Bachelor of Science**, Family Life Studies  Arizona State University  1977-1980

• **Internships**: Traumatic Brain/Spinal Cord Injury, Long-term Care, Obstetrics and Gynecology/Pediatric Clinics, Inner-city Student teaching.

**CERTIFICATES:**

• Arizona State Teaching Credential K-12 (under renewal)
• Special Education, K-12 (under renewal)
• CEU (120+ hours) certificates in Mental Health, Infant Mental Health and Child Development
• Masters of Catechetic, Diocese of Phoenix, Phoenix Arizona

**PROFESSIONAL ORGANIZATIONS:**

• National Social Science Association
• North American Association of Christians in Social Work
• Phi Kappa Phi (Lifetime member)
• American Association of University Women (AAUW)
• Sanford School of Social and Family Dynamics Internet/Online Faculty Group
José M. Causadias, Ph.D.

Hamilton College
Department of Psychology
College Hill Road
Clinton, NY 13323

Phone: 315-859-4367
Fax: 315-859-4807
Email: josecausadias@gmail.com
Webpage: http://www.josemcausadias.com

ACADEMIC POSITIONS

Assistant Professor: Hamilton College, Department of Psychology
Consulting Editor: Cultural Diversity and Ethnic Minority Psychology

EDUCATION

Ph.D.  Child Psychology
       University of Minnesota, Twin Cities, May 2014

M.A.  Child Psychology
       University of Minnesota, Twin Cities, December 2011

Ph.D.  Clinical Psychology (only coursework completed)
       Universidad Complutense de Madrid, Madrid, May 2004

M.A.  Psychotherapy
       Universidad Complutense de Madrid, Madrid, May 2003

B.A.  Psychology
       Universidad Santa María la Antigua, Panama, June 2001

PEER-REVIEWED PUBLICATIONS


**EDITED WORKS**


**BOOK CHAPTERS**


José M. Causadias


**MISCELLANEOUS PUBLICATIONS AND REPORTS**


**FELLOWSHIPS**

**Doctoral Dissertation Fellowship, 2013-2014, $22,500 plus tuition**
University of Minnesota Graduate School
Topic: Understanding the Processes and the Consequences of Immigration

**Doctoral Fellowship, 2009-2014, $121,691**
National Secretariat of Science, Technology and Innovation of Panama

**GRANTS**

**Small Grant Program, 2013, $800**
Institute of Child Development, University of Minnesota
Topic: Understanding the Processes and the Consequences of Immigration
PI: José M. Causadias

**Research and Development Grant FID08-011, 2007-2009, $50,000**
National Secretariat of Science, Technology and Innovation of Panama
Topic: Violence and Relational Rehabilitation in Panama: Effects of Attachment-Based Interventions
PI: José M. Causadias

**CONFERENCE SESSIONS ORGANIZED**


CONFERENCE PRESENTATIONS


TEACHING EXPERIENCE

Instructor, Introduction to Psychology – Fall 2014
Hamilton College, Department of Psychology

Instructor, Adolescence – Summer 2013
University of Minnesota, Twin Cities, Institute of Child Development

Teacher Assistant, Senior Project – Spring 2013
University of Minnesota, Twin Cities, Institute of Child Development
**Teacher Assistant, Introduction to Research Methods in Child Psychology – Fall 2012**
University of Minnesota, Twin Cities, Institute of Child Development

**Instructor, Introduction to Child Psychology – Spring 2012**
University of Minnesota, Twin Cities, Institute of Child Development

**Teacher Assistant, Introduction to Research Methods in Child Psychology – Spring 2012**
University of Minnesota, Twin Cities, Institute of Child Development

**Teacher Assistant, Children, Youth in Society – Fall 2009**
University of Minnesota, Twin Cities, Institute of Child Development

**Research Experience**

**Director of the Culture and Biology Lab – 2014**
Hamilton College, Department of Psychology

**Research Assistant under Dante Cicchetti’s supervision – 2011 to 2013**
University of Minnesota, Twin Cities, Institute of Child Development.

**Research Assistant under Alan Sroufe’s supervision – 2009 to 2011**
University of Minnesota, Twin Cities, Institute of Child Development

**Junior Scientist - 2007 to 2009**
Institute of Scientific Research and High Technology Services, Panama

**Professional Experience**

**Assistant Professor – 2014**
Department of Psychology, Hamilton College

**Research and Development National Director – from 2005 to 2007**
National Secretariat of Science, Technology and Innovation - Panama

**Treatment Program Manager - 2005**
Ministry of Social Development (MIDES) - Panama

**Service**

**Consulting Editor, 2014:** Cultural Diversity and Ethnic Minority Psychology
**Reviewer, 2012-present:** Development and Psychopathology
**Reviewer, 2013-present:** Journal of Adolescence
Curriculum Vita
F. Scott Christopher, Ph.D.
Page 1

Curriculum Vita

Name: F. Scott Christopher

Address: The Sanford School of Social & Family Dynamics
Tempe, Arizona 85287-3701
Phone: (480) 965-0354
Email: Scott.Christopher@asu.edu

Education:

B.S. 1975 Psychology University of Nebraska
M.S. 1979 Human Development & Family Studies University of Nebraska
Ph.D. 1982 Family Studies & Human Development Oregon State University

Professional Experience:

1997 – Present
Professor, Family & Human Development, Arizona State University, Tempe, Arizona.
Duties: Teach undergraduate and graduate courses. Conduct research in the area of romantic relationships and human sexuality. Direct theses and dissertations. Engage in service for the university, college, department, and community.

1990 - 1997
Associate Professor, Family Resources & Human Development, Arizona State University, Tempe, Arizona.

1986 - 1990
Assistant Professor, Family & Human Development, Arizona State University, Tempe, Arizona.

1982-1986
Assistant Professor, Child & Family Studies, School of Home Economics, University of Nevada-Reno.

1980 - 1982
Teaching Assistant, Department of Human Development and Family Studies, Oregon State University.
**Curriculum Vita**  
**F. Scott Christopher, Ph.D.**  
**Page 2**

**Professional Experience:** (continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>Teaching Assistant, Department of Human Development and Family Studies</td>
<td>Oregon State University.</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1979 - 1980</td>
<td>Teaching Assistant, Department of Psychology, Oregon State University.</td>
<td></td>
</tr>
</tbody>
</table>

**Related Professional Experience:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties:</td>
<td>Designed and conducted evaluation of a teenage pregnancy prevention program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Made recommendations for changes to YWCA's administration.</td>
<td></td>
</tr>
<tr>
<td>Duties:</td>
<td>Consulted on marital interaction scales that could be used for clinical and research purposes. Proposed analyses for data collected.</td>
<td></td>
</tr>
<tr>
<td>1983 - 1984</td>
<td>Consultant, Community Cooperative Child Care Center, Reno, Nevada.</td>
<td></td>
</tr>
<tr>
<td>Duties:</td>
<td>Consulted on family management techniques, child management techniques, and staff relations.</td>
<td></td>
</tr>
<tr>
<td>1981 - Fall</td>
<td>Intern, Benton County Mental Health Program, Corvallis, Oregon.</td>
<td></td>
</tr>
<tr>
<td>Duties:</td>
<td>Counselor with abused children's group. Conducted needs assessment and follow-up of families with developmentally delayed child.</td>
<td></td>
</tr>
</tbody>
</table>

**Book:**


**Refereed Publications:**


Curriculum Vita  
F. Scott Christopher, Ph.D.  
Page 3

Refereed Publications: (continued)


Reprinted:


Publications: (continued)


Reprinted:


Curriculum Vita  
F. Scott Christopher, Ph.D.  
Page 5

Publications: (continued)


Edited Works:


Edited Works: (continued)


Book Reviews:


Manuscripts Submitted:

Christopher, F. S., McKenney, S. J., & Poulsen, F. O. Early adolescents “Crushing”: Pursuing romantic interests on a social stage. *(Revise & Resubmit)*

Christopher, F. S., Poulsen, F. O., & McKenney, S. J. Early adolescents and “Going Out”: The emergence of romantic relationship roles. *(Revise & Resubmit)*

Manuscripts in Preparation:

Becnel, J., Christopher, F. S., & Simpkins, S. Socioeconomic status and early menarche in white and black girls.


Christopher, F. S., Porter, C., Osborne, J., McKenney, S., Poulsen, F., & Jackson, D. Red flags in initial interactions: When first attraction is not enough.
Research Grants & Contracts:

2012  College of Liberal Arts & Sciences Seed Grant: Lives of Teens – Focus Groups.  
       Total: $42,115.

2005  ISSR Catalyst Grant, Arizona State University: Intimate Partner Violence: Individual,  
       Dyadic, and Ethnic Influences on Women’s Experiences of Violence – Sampling  
       Study. Total: $15,000.

2005  ISSR Catalyst Grant, Arizona State University: Intimate Partner Violence: Individual,  
       Dyadic, and Ethnic Influences on Women’s Experiences of Violence – Consulting  
       Workshop. Total: $5,000.

1989 - 1990  Faculty Grant-In-Aid, Arizona State University: Individual and Relational Correlates  

1986 - 1989  Maricopa County, YWCA, Phoenix: Evaluation of the Success Express Program,  
             Co-evaluator. Total: $15,269.

1989  College of Liberal Arts & Sciences, Arizona State University, Mini Grant: Influences  

1988  College of Liberal Arts & Sciences, Arizona State University, Mini Grant: Premarital  

1983 - 1984  Research Advisory Board, University of Nevada-Reno: The Nevada Family/Work  
             Project. Total: $450.

Keynote Address:

Christopher, F. S.  *Towards a unifying theory for premarital sexuality.*  Jointly sponsored  
annual meeting of the International Network on Personal Relationships and the International Society for the Study of  

Symposia (Refereed):

Jackson, D., Christopher, F. S., & Nemiro, J.  When it doesn’t happen naturally: Infertility and couples’  
perceptions of their sexuality and their relationships. In G. Birnbaum (Chair) *Sexual desire, the weakest link of couple interaction: integrating sexuality with other relationship dimensions.*  
Symposium conducted at the biennial meeting of the International Association of Relationship  
Research, Herzliya, Israel, July 2010.

Christopher, F. S. Chair.  *Conflict, intimate partner violence, and relationships.*  Symposium conducted at  
the biennial meeting of the International Association of Relationship Research, Providence, July,  
2008.

Christopher, F. S., Pflieger, J., Canary, D. & Guerrero, L.  Physical abuse and mental health: Considering  
the role of sex and control. In F. Christopher (Chair) *Conflict, intimate partner violence, and relationships.*  
Symposium conducted at the biennial meeting of the International Association of Relationship Research, Providence, July, 2008.
Symposia (Refereed): (continued)


Christopher, F. S., & Kissler, T. S. Exploring marital sexuality: Peeking inside the bedroom and discovering what we don’t know – but should! In J. Harvey, and A. Wenzel (Co-chairs) New directions in understanding sexuality in close relationships. Symposium conducted at the biennial meeting of the International Association of Relationship Research, Halifax, July, 2001.


Symposia (Referred): (continued)

Christopher, F. S.  Discussant. In Kenneth Davidson Sr. (Chair), *Risk related sexual behaviors among college students: Reason or rationalization*. Symposium conducted at the annual meeting of the National Council on Family Relations, Baltimore, November, 1993.


Professional Presentations (Referred):


Curriculum Vita
F. Scott Christopher, Ph.D.
Page 10

Professional Presentations (Refereed): (continued)


Curriculum Vita
F. Scott Christopher, Ph.D.
Page 11

Professional Presentations (Refereed): (continued)


Curriculum Vita
F. Scott Christopher, Ph.D.
Page 12

Professional Presentations (Refereed): (continued)


Curriculum Vita
F. Scott Christopher, Ph.D.
Page 13

Professional Presentations (Refereed): (continued)


Invited Workshops:


Christopher F. S., & Colby, B. *Navigating academic integrity issues as a Director of Undergraduate Studies.* College of Liberal Arts & Sciences, Arizona State University, August, 2012.


Christopher, F. S. *Teens, Parents, and Sex.* Temple Emanuel of Tempe Family Education Program (Grades 6, 7, 8), Tempe, March, 2002.


Invited Workshops: (continued)


Christopher, F. S.  *Date and Acquaintance Rape.*  Annual meeting of the International Association of Campus Law Enforcement Administrators, Reno, July, 1986.

Professional Activities:


Dissertations Directed:


Becnel, J., Family Studies Ph.D. (Co-Chair) – Fall 2012

Pflieger, J.  Family Studies Ph.D. – Summer 2009

Killoren, S., Family Studies Ph.D. (Co-Chair) – Fall, 2008

White, A.  Family Studies, Ph.D. – Summer 2008

Anders, M.  Family Studies, Ph.D. – Fall, 2007

Kisler, T.  Family Studies, Ph.D. – Summer, 2006

Deardorff, J.  Psychology, Ph.D. (Co-Chair) – Summer, 2003

McDaniels, S.  Communication, Ph.D. (Co-Chair) – Fall, 1999

Keller-Guenther, Y.  Communication, Ph.D. (Co-Chair) – Summer, 1995

Masters Theses Directed:

Porter, C.  Family Studies, MS – Spring 2014
Masters Thesis Directed: (continued)

Mark, R. Family Studies, M.S. (Co-Chair) – Fall, 2007
Helmer, T. Family Studies, M.S. – Fall, 2007
Behm, J. Family Studies, M.S. – Fall, 2006
Margarinos, M. Family Studies, M.S. – Spring, 2005
Kisler, T. Family Studies, M.S. – Spring, 2004
Pomuschn, B. Family Studies, M.S. – Spring, 2003
Jacobs-Carter, S. Family Studies, M.S. – Summer, 2002
Heller, K. Nutrition, M.S. (Co-Chair) – June, 2000

Ten students prior to 2000.

Honors Theses Directed:

  - Awarded 2013 Best Honors Thesis - T. Denny Sanford School of Social & Family Dynamics

Whitfield, J. Psychology – Fall 2011
Osborne, J. Child & Family Studies – Spring 2011
Beilstein-Wedel, E. Sociology - Spring 2010
  - Awarded Best 2009 Undergraduate Paper - National Conference for Family Relations,

One student prior to 2000.

Doctoral Student Committees:

Shaw, C., Communication Ph.D. – Expected Fall 2016
Vargas D., Family Studies Ph.D. – Spring 2014
Knight, K. Communication Ph.D. – Spring 2012
Khurana, G. Communication Ph.D. – Fall 2012
Jackson, D. Communication, Ph.D. – Summer 2010
Johnson, S. Communication, Ph.D. – Summer 2009
German, M. Psychology, Ph.D. – Spring 2009
Doctoral Student Committees: (continued)

La Valley, A. Communication, Ph.D. – Spring 2009
Tafoya, M. Communication, Ph.D. – Fall, 2007
Greving, K. Family Studies, Ph.D. – Spring, 2007
Niver, A. Education, Ph.D. – Spring, 2007
Bustamonti, D. Education, Ph.D. – Spring, 2005
Morr, M. C. Communication, Ph.D. – Summer, 2002
Buchman, G. Communication, Ph.D. – Summer 2002
Langong, E. Communication, Ph.D. – Summer 2001
Rabby, M. Communication, Ph.D. – Spring 2001
Five students prior to 2000

Master Student Committees:

Ford, A., Family Studies, M.S. – Spring 2014
Ashley, F., Recreation, M.S. – Spring 2008
Ifert, A. Communication, M.S. – Summer, 2007
Aragon, N. Family Studies, M.S. – Summer, 2006
Keuth, K. Family Studies, M.S. – Spring, 2005
Denning, D. Family Studies M.S. – Fall, 2004
Bucholz, M. Family Studies, M.S. – Fall, 2003
Burch, S. Family Studies, M.S. – Summer, 2002
Kreiger, T. Child Development, M.S. – Spring, 2002
Seventeen students prior to 2000.

Honor Student Committees:

Eikren, E. Sociology, expected Spring 2015
Curriculum Vita
F. Scott Christopher, Ph.D.
Page 17

Honor Student Committees: (continued)

Young, N. Psychology, Fall 2010

Professional Affiliations:

International Association for Relationship Research

National and International Service:

2014 - Present  Member, Future Conference Committee, International Association for Relationship Researchers
2012 - 2014  Chair, Awards Committee, International Association for Relationship Researchers
2011 - 2012  Member, Personal Relations Editor Search Committee
2009 – 2010  Member, Program Planning Committee, International Association for Relationship Researchers
2009  Department Program Evaluator – California State University at Long Beach
2008 – 2009  Member, National Council on Family Relations Journal Advisory Council Committee
2005 – 2006  Member, Journal of Marriage and the Family Editor Search Committee
2004 – 2006  Member, Program Planning Committee, International Association for Relationship Researchers
2001 – 2004  Program Chair – Board Member, International Association for Relationship Research
2004  Organized Biennial Conference of the International Association for Relationship Research
2003  Organized First International Association for Relationship Researchers New Scholars Workshop
1998 - 2001  Committee Member, Outreach/Inter-Organization Planning Committee, International Network for the Study of Personal Relationships
1998  Member, Election Committee, International Network for the Study of Personal Relationships
1995 - 1996  Member, Biennial Conference Planning Committee, International Society for the Study of Personal Relationships
1991 - 1993  Secretary, Research and Theory Section, National Council on Family Relations
1990 - 1992  Committee Member, Committee for the Future, International Network for the Study of Personal Relationships
Curriculum Vita
F. Scott Christopher, Ph.D.
Page 18

University Service:

2009 - Present  President’s Academic Council
2006 - 2010 Substitute Member, Human Subjects Internal Review Board - Tempe Campus
2009 - 2010 Member, Executive Committee, Interdisciplinary Doctoral Committee,
2006 - 2006 Communications Department, Arizona State University
1996 - 1993
1991 - 1993
2004 - 2006 Member, Graduate Council, Arizona State University - Tempe Campus
2003 - 2004 Member, General Studies Council, Arizona State University
2002 Member, Committee to award the “2002 Millennium Fellowship,” Graduate College, Arizona State University
1987 & 1989 1993 Outside Committee Member for Dissertation Committees, Arizona State University
1984 - 1986 Chair, Social/Behavioral Human Subjects Committee, University of Nevada-Reno
1984 Member, Social/Behavioral Human Subjects Committee, University of Nevada-Reno
1983 - 1986 Member, Graduate Faculty, University of Nevada-Reno
1982 - 1983 Faculty Senator, School of Home Economics, University of Nevada-Reno
2004 – 2006 Member, School of Family and Social Dynamics Steering Committee
1985 Chair, Curriculum Committee for Child and Family Studies, School of Home Economics, University of Nevada-Reno
1984 Chair, Ad hoc Committee on Faculty Development, School of Home Economics, University of Nevada-Reno
1982 & 1984 Member, Search Committees, School of Home Economics, University of Nevada-Reno
1982 Reviewer, Comprehensive Review Program, School of Home Economics, University of Nevada-Reno
1982 Member, Curriculum Committees for: (a) Child Development and Family Studies; and (b) School of Home Economics, University of Nevada-Reno

School/Departmental Service:

2012 – Present  Director of Undergraduate Student Affairs
2014 – Present  Chair, Academic Program Review Committee
School/Departmental Service: (continued)

2008 – Present  Member, Child Life Steering Committee
2008 – Present  Member, SSFD Leadership Committee
2008 – 2012  Director of Undergraduate Studies
2011  Member, ad hoc Committee on Lecture Promotion Guidelines
2010  Member, Search Committee (Family/Quantitative Analysis Position)
2010  Member, Search Committee (Lecturers for Online Degree Program)
2010  Member, Promotion of Lecturers Committee
2004 – 2005  Acting Director of Graduate Studies
2000 – 2003  Director of Graduate Studies
1994 - 2007  Member, Graduate Committee
2000 – 2003  Member, Marriage and Family Therapy Committee
1996 - 2000  Director, Family Science Doctoral Program
1999 – 2000  Member, Seven-year Departmental Review Committee
1999  Chair, Search Committee (Early Parent-Child Position)
1995 - 1997  Faculty Senator
1995 - 1996  Member, Doctoral Committee
1993 - 1995  Member, Graduate Review Committee
1994  Chair, Search Committee (Family Therapy)
1993 - 1994  Member, Departmental Self Study Committee
1990 - 1994  Member, Personnel Committee
1988 - 1989
1989 - 1995  Member, Family Science Doctoral Program Planning Committee
1990 - 1991  Member, Program Curriculum and Development Committee
1989 - 1990  Area Chair, Child & Family Studies
Curriculum Vita
F. Scott Christopher, Ph.D.
Page 20

School/Departmental Service: (continued)

1988 - 1989  Member, Affirmative Action Committee

1988  Member, Search Committees for Family Therapy and Child Development

Community Service:

2003 - Present  Member, Personnel Committee – Temple Emanuel of Tempe

2012 - 2014  Secretary, Board of Trustees – Temple Emanuel of Tempe.

2008 - 2012  Vice President of Personnel, Board of Trustees – Temple Emanuel of Tempe.

2008 - 2012  Chair, Personnel Committee – Temple Emanuel of Tempe.

2010  Member, Temple Emanuel Strategic Planning Committee


2001 – 2002  Member, Superintendent’s Advisory Committee – Gilbert Public School District.

1999 – 2002  Member, Adult Education Committee – Temple Emanuel of Tempe.

1999 – 2000  Member, Gilbert Task Force on Community of Character. This committee recommended a Character Education program for use in the Gilbert Schools, Town Government, and the Business Community.

1999 - 2000  Member, Strategic Planning Committee – Temple Emanuel of Tempe.


2005  The Dating Game, Speech to Arizona State University Hillel’s Jewish Singles Speakers Series.

1998  Member, Principal’s Site Committee – Sonoma Ranch Elementary School, Gilbert, AZ

1997  Our Congregation Speaks Out: Views about and Recommendations for the Next Rabbi of Temple Emanuel, Survey written, conducted, and results prepared as an internal consultant to the rabbi search committee.


Research Interests:

Human Sexuality
Interpersonal Relationships
Intimate Partner Violence

Teaching Interests:

Human Sexuality
Interpersonal Relationships
Family Interaction
Dawn DeLay

ADDRESS

Arizona State University
T. Denny Sanford School of Social and Family Dynamics
PO Box 873701
Tempe, AZ 85287-3701, USA
Phone: 480-965-2740
Fax: (480) 965-6779
E-mail: dawn.delay@asu.edu

WEBPAGES

Professional Webpage: https://webapp4.asu.edu/directory/person/1178261

EDUCATION

2013 Ph.D. Florida Atlantic University, Boca Raton, Florida
Major: Experimental Psychology
Supervisor: Brett Laursen, Ph.D.

2011 M.A. Florida Atlantic University, Boca Raton, Florida
Major: Experimental Psychology
Supervisor: Brett Laursen, Ph.D.

2006 B.A. Pittsburg State University, Pittsburg, Kansas
Major: Psychology

ACADEMIC POSITIONS

2014-present Assistant Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

2013-2014 Postdoctoral Research Associate, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

2009-2012 Instructor, Department of Psychology, Florida Atlantic University

2010-2011 Research Assistant, Department of Psychology, Florida Atlantic University

2006 Co-Instructor, Department of Psychology, Pittsburg State University
RESEARCH ACTIVITIES

Refereed Articles


Refereed Articles Under Review


Book Chapters


Encyclopedia Entries


Refereed Conference Presentations


Invited Presentations


Funded Research Projects

2010-2011 Graduate Research Assistant

The development of computational thinking among middle school students creating computer games (NSF 0909733). U.S. National Science Foundation (Research and Evaluation on Education in Science and Engineering, Division of Research on Learning in Formal and Informal Settings).

Unfunded Research Projects

2014 Principal Investigator


2014 Principal Investigator

2014 Co-Investigator, Statistical Analyst


TEACHING ACTIVITIES

Graduate Courses Taught

Special Topics: Social Network Analysis

Undergraduate Courses Taught

Social Statistics I
Experimental Design & Statistical Inference
Intermediate Statistics Lab
Psychology of Human Development
Introduction to Psychology

Undergraduate Teaching Assistantships

Social Psychology
Psychology of Human Development
Experimental Design & Statistical Inference

SERVICE ACTIVITES

Professional Service

Manuscript Reviewer:
Acta Ethologica
Child Development
Developmental Psychology
International Journal of Behavioral Development
Journal of Abnormal Child Psychology
Journal of Child Language
Journal of Counseling Psychology
Journal of Early Adolescence
Journal of the Office of Latino/Latin American Studies
Journal of Research on Adolescence
Journal of Studies on Alcohol and Drugs

Program Reviewer:
Society for Research on Adolescence Biennial Meeting
Society for Research in Child Development Biennial Meeting
Professional Memberships

American Psychological Association
International Network for Social Network Analysis
Society for Research on Adolescence
Society for Research on Child Development

HONORS AND AWARDS

2012    Jack B. Walker Memorial Scholarship, Florida Atlantic University, Department of Psychology

2009    Susan T. Dewar Memorial Award/Books Endowment, Florida Atlantic University, Department of Psychology

2008 & 2009    Presidential Fellowship, Florida Atlantic University, Graduate College

Updated January, 2015
EDUCATION

Arizona State University, Tempe, Arizona
Masters of Advanced Studies-Marriage and Family Therapy, December 2008
Completed Clinical Practicum, Arizona’s Children’s Association, December 2008
GPA: 4.0

University of Illinois College of Law, Champaign, Illinois
Juris Doctor, May 2005
GPA: 3.16, Dean’s List
• National Association of Women Lawyers Outstanding Student Award, Spring 2005
• Civil Litigation Clinic, Senior Law Student, Fall 2004 and Spring 2005
• University of Illinois Trial Team, Spring 2005
• Myra Bradwell Association of Women Law Students
• Public Interest Law Foundation, Fundraising Chairperson

Beloit College, Beloit, Wisconsin
Bachelor of Arts; Psychology, Education Studies with Honors, and Legal Studies, May 2002
GPA: 3.491, Cum Laude, Dean’s List
• Charles D. Rosa Award, Outstanding graduate intending to go to law school
• Legal Professions Advisory Committee, Orientation Leader, Teaching Assistant, and Resident Advisor

TEACHING EXPERIENCE

Arizona State University, Tempe and Phoenix, Arizona
Lecturer, Fall 2014-Present
Instructor, Fall 2013-Fall 2014
Faculty Associate, January 2010-Fall 2013

T. Denny Sanford School of Social and Family Dynamics MAS-MFT Program
• Classroom instructor of FAS 573 “Dysfunctional Families”
• Classroom instructor of FAS 574 “Family Theory for MFT”
• Classroom instructor of FAS 579 “Applied Research in Marriage and Family Therapy”
• Classroom instructor of FAS 571 “Assessment for Marriage and Family Therapists”

T. Denny Sanford School of Social and Family Dynamics -Undergraduate Program
• Classroom instructor of FAS 331 “Marriage and Family Relationships”
• Online instructor of FAS 440 “Fundamentals of Marriage and Family Therapy”
• Classroom instructor of FAS 301 “Introduction to Parenting”
• Classroom instructor of FAS 370 “Family Ethnic and Cultural Diversity”

School of Letters and Sciences-Undergraduate Program
• Classroom instructor of CDE 232 “Human Development”

University of Phoenix
Online Instructor, August 2010-June 2014
• Facilitated HSM 210 “Human Services in the United States”
• Facilitated online discussions via Online Learning System
• Reviewed and evaluated student assignments

Ottawa University
Online Instructor, September 2010-June 2014
• Facilitated PSY30654 “Marriages and Family”
• Facilitated online discussion via Blackboard
Reviewed and evaluated student assignments

ADDITIONAL PROFESSIONAL EXPERIENCE

Arizona Marriage and Family Therapy Clinic, Chandler, Arizona
Assistant Clinical Director and Supervisor, April 2009-Present
- Provide clinical supervision to intern clinicians and licensed associate clinicians
- Provide individual, couples, and family counseling services
- Complete initial assessment interviews
- Treatment planning
- Collaborate with professionals on treatment teams
- Screen potential clients for appropriateness of services and assign appropriate clinician

Arizona’s Children Association, Chandler, Arizona
Clinician, January 2008-October 2009
- Provided individual and family counseling services
- Completed initial assessment interviews
- Collaborated with child and family teams
- Facilitated group counseling

Southwest Behavioral Health Services, Phoenix, Arizona
School-Based Clinician, November 2008-June 2009
- Provided individual and family counseling services within school settings
- Completed initial assessment interviews
- Coordinated treatment with teachers and staff
- Facilitated group counseling

City of Phoenix Prosecutor’s Office, Phoenix, Arizona
Victim Advocate, October 2007-October 2008
- Acted as a liaison between prosecuting attorneys and victims
- Assisted victims through the criminal justice system and provided resources as needed
- Educated victims about victims’ rights

Law Office of James Moore, Rockford, Illinois
- Represented individuals in family law matters such as divorce, adoption, custody, etc

Winnebago County State’s Attorney’s Office, Rockford, Illinois
Assistant State’s Attorney, Domestic Violence & Misdemeanor Units, August 2005-February 2007
- Represented the People of the State of Illinois in misdemeanor criminal cases
- Represented the People of the State of Illinois in misdemeanor and felony criminal domestic violence cases
- Reviewed police reports and filed appropriate charging documents
- Prepared victims and witnesses for trial
- Participated in bench and jury trials

LICENSES/MEMBERSHIPS/APPOINTMENTS

Professional Member Arizona Board of Behavioral Health Examiners
Board of Behavioral Health Examiners: Appointed June 2014-Present
Credentialing Committee: Appointed September 2013-Present
Rules Committee: December 2013-June 2014
Licensed Marriage and Family Therapist: December 1, 2011-Present
Licensed Associate Marriage and Family Therapist: August 1, 2009-December 1, 2011
American Association of Marriage and Family Therapists: Member, October 2007-Present
Arizona Association of Marriage and Family Therapists: Member, October 2007-Present
- Conference Committee Contributor Coordinator, November 2007-May 2014
- Ombudsman, December 2011-September 2013
- Associate Representative Board Member, February 2010-December 2011

**Illinois License to Practice Law:** Active, November 2005-December 2009; Retired, December 2009-Present

**Illinois Bar Association:** Member, December 2005-December 2009

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**TRAININGS ATTENDED**

- **Infidelity, Technology, and Pornography:** Arizona, March 2014
- **OUT for Excellence: Stonewall Institute LGBTQ Cultural Competency Training:** Arizona, July 2013
- **Parenting with Love and Limits, Live:** Arizona, April 2013
- **FOCCUS Facilitator Training:** Online, July 2012
- **Providing Clinical Supervision:** Arizona, January 2012
- **Search for the Mystical Mate:** Arizona, March 2011
- **Online University of Phoenix-Faculty Certification:** Online, July 2010
- **Narrative Ideas and Therapeutic Practice:** Arizona, March 2010
- **ASSIST Suicide Prevention Training:** Arizona, October 2009
- **Clinical Cultural Competency Training:** Arizona, July 2009
- **Treating Trauma and Attachment Issues in Children and Families:** Arizona, March 2009
- **Arizona Victim Assistance Academy:** Arizona, June 2008
- **Normative Child Development Training:** Arizona, February 2008
- **Appellate Prosecutor Trial Advocacy Training:** Illinois, May 2006
- **National District Attorney’s Association:** Trial Advocacy I, South Carolina, June 2006
- **National College of District Attorneys:** National Conference on Domestic Violence, Texas, October 2006
- **Trial Team:** University of Illinois, Spring 2005
- **Family Law Legal Clinic:** University of Illinois, Fall 2004-Spring 2005

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**PRESENTATIONS/TRAININGS FACILITATED**

- **Facilitator: Clinical Supervisor Training,** Magellan, December 2013
- **Presenter: Grief and the LGBQ Community,** Widowed Community Conference, October 2012
- **Facilitator: Couples' Boot Camp,** Arizona Marriage and Family Therapy Clinic, 2011
- **Facilitator: Women Supporting Women,** Arizona Marriage and Family Therapy Clinic, 2011
- **Panel Member: When Your Plate is Full,** Cornerstone Church: Working Women Series, April 2010
- **Facilitator: Grandparents Raising Grandchildren,** Arizona’s Children Association, September-October 2008
- **Presenter: Circuit Court Family Violence Council: Teen Dating Violence Symposium,** Rockford IL, June 2006
- **Presenter: Domestic Violence Training for New Sheriff Deputies,** Rockford IL, October 2006
- **Presenter: Break the Cycle Curriculum,** Various school settings, Los Angeles CA, June 2004

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**INTERNSHIPS**

- **Arizona’s Children Association,** Chandler, Arizona
  - *Graduate Intern Clinician,* January 2008-December 2008

- **Champaign County State’s Attorney’s Office,** Urbana, Illinois
  - *Domestic Violence Unit and Traffic Unit,* 711 Temporarily Licensed Intern, July 2004-January 2005
  - *Juvenile Abuse and Neglect Intern,* September 2003-April 2004
  - *Misdemeanor and Felony Intern,* May 2003-September 2003

- **Break the Cycle,** Los Angeles, California
  - *Legal Services and Educational Programming Intern,* May 2004-July 2004

- **Department of Corrections,** Rock County, Beloit, Wisconsin
  - *Probation and Parole Intern,* January 2002-May 2002

- **Story County State’s Attorney’s Office,** Nevada, Iowa
  - *Victim Witness Assistance Program Intern,* June 2001-August 2001
Curriculum Vitae

Mary Elizabeth Doyle

ACADEMIC/SUPERVISORY EXPERIENCE

- Eight years as co-director for accelerated applied master’s program in marriage and family therapy.
- Play key role in screening, interviewing and selecting candidates for admission to graduate program in marriage and family therapy.
- Establish and maintain internship sites in community mental health agencies for graduate students in marriage and family therapy toward fulfillment of degree requirements.
- Have provided clinical supervision for graduate MFT students during year-long internship.
- Nine years’ experience teaching undergraduate classes in marriage and interpersonal relationships at large southwestern state university; six years’ experience teaching graduate classes in Marriage & Family Therapy.
- Managed the day-to-day operations of a university-based Marriage & Family Therapy Clinic for eight years until clinic ceased operating, including establishing policies and procedures for student clinicians, monitoring income of clinic, supervising both graduate and undergraduate research assistants, and employing marketing efforts to attract new clients.

CLINICAL EXPERIENCE

- Clinically supervised both MAS-MFT program interns and associate licensed therapists working toward independent licensure in Arizona.
- Conducted diagnostic assessments for six years for community mental health agency, including screening, evaluation, diagnosis and development of treatment plan.
- Five years’ experience providing outpatient child, adult, and family therapy through two local mental health agencies. Caseload included clients referred from state, CPS, private pay parties, and both juvenile and adult court. Responsibilities included conducting screenings, evaluation and diagnosis, writing treatment plans, progress summaries, contacting case managers and other agencies such as DES and CPS as needed.
- Clinical experience incorporated a wide range of presenting problems, including adjustment to parental separation and divorce, behavioral problems, sexual and physical abuse, substance abuse, marital conflict, depression, anxiety, and dissociative disorders.
- Provided family therapy for two years at a school for emotionally handicapped children, grades K-12, as part of graduate school clinical practicum.
- Participated as a research therapist for Purdue University as part of a nationally funded project for substance abusing women and their partners.
- Graduate-level training in the following clinical orientations of marriage and family therapy: Structural, Strategic, Behavioral, Solution-Focused, and the brief therapy
techniques associated with the Mental Research Institute (MRI) in Palo Alto, California.

- Completed fifty hours of child welfare mediation training with the Arizona Attorney General’s Child Welfare Mediation Program.
- Professional member of the Marriage & Family Therapy Credentialing Committee, one of four advisory committees making licensure and complaint resolution recommendations to the Arizona Board of Behavioral Health Examiners.

**PROGRAM/CLASS DEVELOPMENT**

- Developed and currently teach five different graduate-level courses in the MAS-MFT program.
- Oversee clinical practicum for MAS-MFT students during their year-long community internship.
- Co-facilitate state-mandated clinical supervision training classes for behavioral health professionals licensed by the Arizona Board of Behavioral Health Examiners.
- For four years co-chaired annual two-day conference for Arizona Association for Marriage & Family Therapy.
- Developed and taught nine different undergraduate courses in the discipline of family and human development.
- Developed and implemented an eight-week prevention class to teach behavior management of children, aged three to twelve, to parents and caregivers.
- Developed and implemented an eight-week prevention/support program for grandparents raising grandchildren.
- Developed and implemented a six-week support group for adult caretakers of ill, elderly parents.
- Given community presentations on a variety of family-related topics.

**EDUCATION**

1993  ARIZONA STATE UNIVERSITY, Tempe, Arizona
      M.S., Family Studies, concentration in Marriage & Family Therapy

1974  MICHIGAN STATE UNIVERSITY, East Lansing, Michigan
      B.A., English Literature, concentration in creative writing

**EMPLOYMENT HISTORY**

07/07 - Present  ARIZONA STATE UNIVERSITY, Tempe Arizona
  Co-Director and Clinical Lecturer
  Master’s of Applied Arts in Marriage & Family Therapy (MAS-MFT)
Doyle/3

<table>
<thead>
<tr>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/98</td>
<td>ARIZONA STATE UNIVERSITY, Tempe, Arizona</td>
</tr>
<tr>
<td>06/07</td>
<td>Coordinator, Marriage &amp; Family Therapy Clinic (until closure 6/06); Lecturer</td>
</tr>
<tr>
<td>06/04</td>
<td>JEWISH FAMILY &amp; CHILDREN’S SERVICES, Glendale, Arizona</td>
</tr>
<tr>
<td>12/06</td>
<td>Contract Intake Specialist (part-time)</td>
</tr>
<tr>
<td>10/99</td>
<td>JEWISH FAMILY &amp; CHILDREN’S SERVICES, Glendale, Arizona</td>
</tr>
<tr>
<td>03/03</td>
<td>Contract Intake Specialist (part-time)</td>
</tr>
<tr>
<td>5/97</td>
<td>PRIVATE PRACTICE, Phoenix, Arizona</td>
</tr>
<tr>
<td>6/00</td>
<td>Marriage &amp; Family Therapist</td>
</tr>
<tr>
<td>5/97</td>
<td>Marriage &amp; Family Therapist</td>
</tr>
</tbody>
</table>

**LICENSURE/PROFESSIONAL AFFILIATIONS**

- Licensed Marriage & Family Therapist  
  State of Arizona, Board of Behavioral Health Examiners  
  License #MFT-1563 (current expiration date: 12/2016)

- Chair, Marriage & Family Therapy Credentialing Committee (11/2013 to Present)

- Professional Member, Marriage & Family Therapy Credentialing Committee  
  Arizona Board of Behavioral Health Examiners (1/2009 to Present)

- Clinical Fellow, American Association of Marriage & Family Therapy; Arizona Association of Marriage & Family Therapy (since 1997)

- Director, Board of Directors, Arizona Association of Marriage & Family Therapy  
  (Term: 1999-2001)
MARY ANNE DUGGAN, PH.D.
861 W. Zion Pl.
Chandler, AZ 85248
(602) 570-6912
maduggan31@gmail.com

EDUCATION

Division of Psychology in Education
Arizona State University
Area of Concentration: Learning
Dissertation Chair: Dr. Jenefer Husman
Committee: Dr. David Berliner, Dr. Samuel Greene, Dr. Sharon Kortman
Dissertation Title: Teachers as learners of the teaching craft: The role of motivation

1989 – 1993       M.Ed. – August 1993
Division of Psychology in Education
Arizona State University
Area of Concentration: Counselor Education

College of Education
Arizona State University
Area of Concentration: Elementary Education

POSITIONS HELD

2012 to present   Assistant Research Professor, Honors Faculty, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
Served as research team member on the Kindergarten Project. Led the Starting School Successfully (S3) initiative which provides resources to kindergarten stakeholders. Collaborated on the Transition to Teaching (T3) and Classroom Competence Composition (C3) studies. Taught FAS361/SOC 391: Research Methods, CDE 337: Early Childhood Intervention, FAS/SOC 484: Internship, and FAS 493: Honors Thesis

2010 to 2012   Director, Teacher Preparation Research and Evaluation Project (T-PREP), Mary Lou Fulton Teachers College, Arizona State University
Designed and conducted research using a formative assessment model on teacher preparation offered at Arizona State University. Created an outreach plan and disseminated results and relevant information to all stakeholders. Created funding proposals and managed budgets. Served as leader of a data dissemination task force. Collaborated with stakeholders to promote the use of data in program improvement.
Clinical Assistant Professor, Mary Lou Fulton Teachers College, Arizona State University

Liaison, Beginning Educator Support Team (BEST), Arizona State University
Designed and delivered professional development for teacher leaders and administrators in the areas of new teacher induction, mentoring, and professional development. Facilitated communication between invested parties in BEST consisting of school district teacher leaders, district-level administration, BEST personnel, and university entities. Designed and instructed online components for four graduate courses. Facilitated BEST’s research agenda including studies on teacher career choice, teacher self-efficacy, perceived needs of beginning teachers, and teachers’ demonstration of the Arizona Professional Teaching Standards. Supervised graduate research assistant.

Faculty Associate, Arizona State University
Taught EDP514, Psychology of the Adolescent for post-baccalaureate secondary education students. Was responsible for curriculum design for the course. Focused on translating educational psychology concepts into classroom practice. Taught EDP303, Human Development. Taught lecture sessions and supervised four teaching assistants in break-out sessions. Mentored teaching assistants in their instructional practice.

Research Assistant, Arizona State University
As part of a CAREER grant from the National Science Foundation, was part of the initial team to help establish the study. Helped to design and administer surveys on motivation to undergraduate students. Helped to create both paper and online survey versions. Assisted with database management and data analysis. Analyzed data and wrote results for an extensive study on reading motivation. Assisted with Dr. Husman’s duties as the American Psychological Association’s Division 15 Historian by interviewing past Division presidents and editing interviews, which resulted in three publications. Maintained the Division website. Gathered data, conducted interviews, and transcribed classroom observations and interviews as part of a qualitative study on discussions of instrumentality in a mathematics classroom.

Teaching Assistant, Arizona State University
Instructed EDP310, Educational Psychology, for undergraduate education majors. Was responsible for curriculum design and all aspects of instruction and evaluation of students. Facilitated site visits for clinical practice. Modules taught include Learning and Instruction, Motivation, and Evaluation. Assisted with instruction of EDP303, Human Development for undergraduate education majors. Planned and instructed break-out groups. Assessed all written and oral student products.

1998 to 2001  **New Teacher/Mentor Specialist**, Scottsdale Public Schools  Designed and implemented a comprehensive new teacher induction program serving 200+ new teachers per year in the Scottsdale Unified School District. Main duties included designing and instructing staff development opportunities for novice teachers and their mentors, educating all invested parties on the needs of new teachers and on best practices for ensuring their success, and providing new teachers with available resources.


1993 to 1998  **Elementary School Teacher**, Balsz Elementary School, Phoenix, AZ  Taught grades three and four. Extracurricular activities included facilitating children’s support groups for children in grades one through eight, supervising and instructing peer mediators, and serving as the school’s Arts in Education coordinator which included grant writing and complete project supervision. Also served as school support group coordinator and CHAMPS facilitator. Implemented and instructed a social skills program in grades four through six. Was trained to score ASAP assessments.

1991 to 1992  **Preschool Owner/Director**, Love of Learning Preschool, Phoenix, AZ  Responsible for curriculum coordination, supervising employees, and all business aspects of the preschool. Duties included day-to-day management of operations, development of rapport with parents and the community, and compliance with Health Department regulations.

1986 to 1991  **Elementary School Teacher**, Balsz Elementary School, Phoenix, AZ  Taught grades three and four. Extracurricular activities included facilitating children’s support groups for children in grades one through eight, supervising and instructing peer mediators, and serving as the school’s Arts in Education coordinator which included grant writing and complete project supervision. Also served as school support group coordinator and CHAMPS facilitator. Implemented and instructed a social skills program in grades four through six. Was trained to score ASAP assessments.

**CERTIFICATIONS HELD**

*Arizona Standard Elementary Education, K-8 Certificate*, valid through 09/26/2018

Full Structured English Immersion endorsement

CLASS K-3 Certified Observer, September 2013

inCLASS Certified Observer, June 2013
Master Instructor, Intel® Teach PL PS Thinking with Technology Course and Teach PL PS v 10.1 Essentials Course, May 2010

PUBLICATIONS - ARTICLES

Refereed Journals


Newsletters


Popular Press Publications


**PUBLICATIONS - BOOKS**


**PUBLICATIONS – BOOK CHAPTERS**

PUBLICATIONS – MULTI-MEDIA


PUBLICATIONS – TECHNICAL REPORTS


PROFESSIONAL EXPERIENCE – CONFERENCE PRESENTATIONS

International


National


Regional


**PROFESSIONAL EXPERIENCE – CONFERENCE PARTICIPATION**


**Duggan, M.A.** (2009, April). (Session Moderator) *Programmatic research: an example.* Moderated session at the 2009 biennial meeting of the Consortium for Innovative Psychology in Education, Las Vegas, NV.


**PROFESSIONAL AFFILIATIONS/POSITIONS**

2007 to present  
American Psychological Association Member

2007 to present  
American Educational Research Association Member

2012 to 2013  
Member of the Society for Research in Child Development

2012  
Reviewer for International Journal of Educational Research

2010  
Reviewer for Journal of Advanced Academics

2009 to 2012  
Reviewer for Current Issues in Education

2003 to present  
Community representative for Career Ladder Steering Committee, Scottsdale Unified School District, Scottsdale, AZ

2005 to present  
Southwest Consortium for Innovative Psychology in Education Member

2004 to 2012  
Reviewer for the American Educational Research Association, Division C

2007 to present  
Reviewer for the American Psychological Association, Division 15

2008  
National Staff Development Council Member

2008  
Phi Delta Kappa Member

2007  
Conference Committee Chair for the 2nd biennial Southwest Consortium for Innovative Psychology in Education, November 1-3, Phoenix, AZ.

2006  
Volunteer Instructional Coach, Echo Mountain Primary School, Phoenix, AZ

2005  
On-site Conference Coordinator for the 1st biennial Southwest Consortium for Innovative Psychology in Education, November 3-5, Las Vegas, NV

**AWARDS AND HONORS**

2010  
President's Medal for Social Embeddedness, Arizona State University

2006  
Division of Graduate Studies Travel Award

2006  
American Educational Research Association Graduate Research Seminar
<table>
<thead>
<tr>
<th>Year</th>
<th>Award Description</th>
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<tr>
<td>2006</td>
<td>American Educational Research Association Motivation SIG Travel Award</td>
</tr>
<tr>
<td>2005</td>
<td>Graduate Student Award for Instructional Excellence 2004 – 2005, Division of Psychology in Education, Arizona State University</td>
</tr>
</tbody>
</table>
VITA

January 1, 2015

Name
Larry E. Dumka

Campus Address
Sanford School of Social and Family Dynamics
Arizona State University
Box 873701, Tempe, AZ  85287-3701
(480) 965-1240, FAX: (480) 965-6779
E-mail: larry.dumka@asu.edu

Academic Training
Ph.D., 1989. Marriage and Family Therapy, Purdue University.

Professional Positions
Associate Professor, Sanford School of Social and Family Dynamics, Arizona State University, 1997-present.
Assistant Professor, Department of Family Resources and Human Development, Arizona State University, 1991-1997.
Assistant Professor, Department of Child and Family Development, University of Georgia, 1989-1991.

Research and Creative Activity

Refereed Journal Publications (Italics indicate student co-authors)


**Book Chapters**


Refereed Proceedings of Conferences (Chapter)


Research Intervention Manuals


Manuscripts In Review


Manuscripts In Revision

German, M., Gonzales, N. A., West, S., & Dumka, L. An Experimental Test of Parental Influences on Early Age Intercourse among Mexican-American Adolescents.

Manuscripts In Preparation


Non-Refereed Articles, Reports, and Reviews
Dumka, L. E. (2002). *Arizona State University marriage and family therapy program: Self-study.* Prepared for the application for candidacy for accreditation of the marriage and family therapy program in the Department of Family and Human Resources prior to the site visit. Tempe, AZ: Department of Family and Human Development, Arizona State University.

Dumka, L. E. (1989). Assessing the content of graduate programs in family therapy; Assessing the training system of graduate family therapy programs; Interviewing faculty and students of graduate programs in family therapy; A rating scale for comparing graduate programs in family therapy. Series of four articles published in *the Student Associate Organization Viewpoint* (Newsletter of the Student Associate Organization, American Association for Marriage and Family Therapy).

**Grants Awarded**


Sandler, I., Roosa, M., Wolchik, S., West, S., & Braver, S. (PI's) (February 1995- January 2000). *Center for prevention of child and family stress.* Program for Prevention Research, Arizona State University, Tempe, AZ. (Awarded total direct costs for Center $3,877,274). As an Investigator with the Center, I proposed and conducted four studies as part of the 5 year Center grant:
- 1995-Ethnographic study of influences on parenting (direct costs $37,284);
- 1996-(with M. Roosa) Validity study for measures of influences on parenting ($39,929);
- 1998-Development of parent training program for parents of 6th graders ($16,000);
- 1999-Pilot test of Raising Successful Children Program for parents of 6th graders ($45,690).


Dumka, L. E. (Director). (January, 1985 to July, 1986). *A program to involve laypeople in setting up structures for marriage preparation, support and enrichment within congregations.* The Anglican Diocese of New Westminster, Vancouver, BC, Canada ($75,000 for 4 years).


Grants Submitted

Grants In Preparation

*The Community Action Research Experiences (CARE) Program* in the School of Social and Family Dynamics, Arizona State University

Conference Papers and Presentations  *(Italics indicate student co-authors; Refereed first; Invited addresses below)*

International (refereed)

Dumka, L. E. (June, 2014). *ACT enhanced parenting intervention to promote at-risk adolescents’ school engagement.* Paper presented at symposium at the World Conference XII of the Association for Contextual Behavior Science (Minneapolis, MN)

Dumka, L. E. (July, 2011). *Using the ACT framework to build leadership for community improvement.* Paper presented at symposium at the World Conference IX of the Association for Contextual Behavior Science (Parma, Italy)


National (refereed)


of the Society for Prevention Research, Washington, DC.


Lunka, M. C., Herzog, M. J., Coffin, A. B., & Dumka, L. E. (October, 2003). Conflict, communication styles, and intimacy in couples. Presented at the 61st annual meeting of the American Association for Marriage and Family Therapy. (Long Beach, CA)


Dumka, L. E., Gonzales, N., & Deardorff, J. (November, 2001). Enhancing transition to middle school preventive interventions for Mexican origin students. Issue discussion group presented at the third conference on Minority Issues in Prevention, Prevention Research Center, Arizona State University, Tempe, AZ.


Dumka, L. (1991, October). Therapy with career conflicted couples. Presented at the 49th Annual Conference of the American Association for Marriage and Family Therapy, Dallas, TX.


Dumka, L. (1990, October). A design for comparing the process and outcome of problem focused and solution focused initial therapy sessions. Presented at the 48th Annual Conference of the American Association for Marriage and Family Therapy, Washington, DC.


Regional (refereed)


Local (refereed)


Dumka, L. (1988, March). *Initiating sexual enhancement in marital therapy*. Presented at the Indiana Association for Marriage and Family Therapy Annual Conference, Indianapolis, IN.

**Invited Presentations**

Dumka, L., (2013, August). *Focusing on intervention implementation science to increase public health impact*. Invited presentation at the 2013 Strengthening Research Conference sponsored by the Research and Education Foundation of the American Association for Marriage and Family Therapy, Alexandria: VA.


Dumka, L., Mauricio, A., & Gonzales, N. (2007, June). *Using participatory principles to guide partnerships between researchers and schools*. Invited presentation for panel on Community-University Collaborations at Second Arizona State University Institute on Community. Mesa, AZ.

Dumka, L., Mauricio, A., & Gonzales, N. (2007, May). *Bridges to High School/Puentes a la Secundaria program*. Invited poster for Chicano/Latino Faculty and Staff Association Community Awards Reception. Phoenix, AZ.


Dumka, L. (1993, February). Great expectations in marriage. Invited address at the 10th annual meeting of The Marriage Project, Vancouver, BC.

Quinn, W., & Dumka, L. (1991, March). Succeeding at supervision. Presented at the Annual Conference of the Tennessee Division of the American Association for Marriage and Family Therapy, Nashville, TN.


Teaching

Courses Taught

FAS/SOC 498/598 – Social Changemaking
FAS/SOC 498/598 – Family and Social Policy
FAS/SOC 497/598 – CARE 1 – Leadership, Research, and Collaboration in Community Change
FAS/SOC 484 – CARE 2 – Action Research Internship
FAS 101 – Personal Growth in Human Relationship
FAS 498 – Fundamentals of Marriage and Family Therapy
FAS 538 – Advanced Techniques in Marriage and Family Therapy
FAS 598 – Couple Therapy
FAS 580 – Practicum in Marriage and Family Therapy
FAS 332 – Human Sexuality
FAS 690 – Supervision of Marriage and Family Therapy

Mentoring

Chair or co-Chair, completed undergraduate Honors theses:
Chair, current masters thesis committees: Larissa Gaias
Member, current masters thesis committees:
Chair, completed masters theses:
Member, completed masters theses committees:
Chair, completed doctoral dissertation committees:
Melinda Gonzales-Backen (2012)
Member current doctoral dissertation committee:
Ideen Ettekal, Aaron Sanchez
Member, completed doctoral dissertation committee:
Member, doctoral comprehensive exam committees:

Service

Professional Activities/Editorial Activities

Reviewer for Merrill-Palmer Quarterly (2010)
Reviewer for Journal of Clinical Child and Adolescent Psychology, 2007
Reviewer for Journal of Family Issues, 2006
Reviewer for B/START grant proposal for National Institute of Mental Health (December, 2004)
Editorial Board for the Journal of Marital and Family Therapy (January, 1996 to 2001).
Reviewer for the Journal of Marital and Family Therapy (April, 1991 to December, 1995)
Editorial Board for the journal Family Relations (May, 1994 to August, 1996)

Professional Memberships

Society for Community Research and Action
National Council on Family Relations
Association for Contextual Behavior Science
Professional Credentials

Clinical Member, American Association for Marriage and Family Therapy (1987-present)
Approved Supervisor, American Association for Marriage and Family Therapy (1990 to present)
Licensed Marriage and Family Therapist, State of Arizona #0153 (1991-present)

Sanford School of Social and Family Dynamics Service

Sanford SSFD ASU and CLAS Senator (2012-present)
Personnel Committee (2011-2012)
Undergraduate Committee (2006-2011)
Consultant to the SSFD Lives project (2009)
Panel member for SSFD Lives project consultation with Dr. Andrew Christenson (2009)
Development and Coordination of Community Action Research Experiences (CARE) Program (2007-present)
Undergraduate Committee, Family and Human Development (2006-present)
Department Senator to ASU and College Senates (2003-2005)
Marriage and Family Therapy Program Committee (1991-2006)
Director, Marriage and Family Therapy Program (July 1997-June 2002)
Chair, Marriage and Family Therapy Program Committee (1999-2002)
Ph.D. Development Committee (Jan. 1996-1997)
Chair, Graduate Committee (1994-1995)
Undergraduate Committee (1991-1993)
Search Committee for new marriage and family therapy faculty member (1994)

University Service

College of Liberal Arts & Sciences – First Year Forward – Transitions workgroup (November, 2014-April 2015)
Presentation for Office of Vice President for Educational Partnership (June, 2009)
Consulted with consultant developing ASU Community Embeddedness Plan (2006)
Member, ASU Academic Senate (2003–2005)
Member, CLAS Senate (2003–2005)

REACH Institute (Prevention Research Center) Service

Bridges/Puentes research team (2000-present)
Faculty member contributing to Prevention Research Center training grant (5% donated time, 1995-present)
Raising Successful Children core team (1991-2000)
Intervention core team (1995-2000)
Computing Resources Committee (1993-2000)
Sample Acquisition core team (1995-2000)
**Professional Organization Service**

Reviewer of proposal for theory construction and methodology workshop for the annual conference of National Council on Family Relations (May, 2012)

Discussant, paper presentations. The impact of family relationships on adolescent adjustment in Mexican American families: Using generative research to inform prevention science. Annual meeting of the Society for Prevention Research, Washington, DC. (May, 2009)

Organized and chaired paper symposium “Engaging the community in prevention: Illustrations of establishing efficacy, cultural adaptation, and institutionalization” at the 14th National Annual Meeting of the Society for Prevention Research, San Antonio, TX. (May, 2006).

Co-led 1.5 day training workshop sponsored by the Arizona Association for Marriage and Family Therapy for marriage and family therapy clinicians to comply with new state statute. (May, 2006).

Consultant to Arizona Association for Marriage and Family Therapy to design training for supervision of marriage and family therapy clinicians to comply with new state statute. (Fall, 2005).


Faculty advisor to the Arizona State University student organization of the Arizona Association for Marriage and Family Therapy (1993 to 2006).

**Community Service**

Coordinator of the SSFD Community Action Research Experiences (CARE) program (2008-present). Beyond teaching responsibility, coordination involves recruiting appropriate community organizations, soliciting and shaping feasible projects, monitoring and facilitating project completion, and maintaining ongoing collaborative relationships.

Member, Board of Directors, Living Faith Anglican Church (January 2006-2008)

Eight session series presented on “Peacemaking in Relationships”. Living Faith Anglican Church (March-May, 2007)

Consultant to St. James Church, Tempe, AZ to design active learning activities for a 7-week adult study curriculum. (January, 2005).

Workshop presented on “Coping with fear and stress in troubled times” for St. James Church, Tempe, AZ (April, 2003)

Consultant to St. James Church, Tempe, AZ to design an instrument to self-assess personal disciplines. (July to December, 2001).

Consultant to St. James Church, Tempe, AZ to design a survey to assess congregation’s priorities for programs as well as pastor qualities and duties (April to July, 1998).

Workshop presented for the staff of the Arizona State University Counseling and Consultation Center on “A Human Systems Approach to Therapeutic Intervention” (December, 1997)

Speaker “Conducting Research on Your Practice” for the Scottsdale Psychological Association (January, 1997)

Workshop presented on “Encouraging Success in Your Adolescent” for the Hispanic Mother-Daughter Program at Arizona State University (February, 1997)
Workshop presented on "Parent-Adolescent Communication" conducted for the Asian Parents Association (February, 1995)

Four session workshop series presented on "Raising Morally Strong Children" presented for the Scottsdale United Methodist Church (Fall 1994)

Six session series presented on "Enriching Your Marriage" for St. James Episcopal Church, Tempe, AZ. (Fall 1993-Spring 1994)

Member of planning committee for "Domestic violence: A community response" conference sponsored by the Northeast Georgia Chapter of the Georgia Association for Marriage and Family Therapy. January to October, 1990

Honors and Awards

The Arizona State University President’s Medal for Social Embeddedness (2011). This medal was awarded for coordination of the SSFD Community Action Research Experiences (CARE) program. CARE program students conduct action research projects (21 projects from 2009 to 2010) for community service agencies that helped these agencies increase their effectiveness. The President’s Medal for Social Embeddedness is competitively awarded to recognize ASU faculty who have worked in departmental and transdisciplinary teams and demonstrated excellence in embedding ASU in the social and cultural fabric of our surrounding communities. Social embeddedness means both the community and the university benefit from and rely upon each other.

Nominated for ASU Professor of the Year (2013). The award honors tenured faculty who best exemplify a passion for teaching and who excel in both undergraduate mentorship and in their areas of research. Nomination requires recommendations from students and colleagues.
Steve is the Mickelson Foundation Professor and an active researcher in the Collaborative for Student Assessment and Educational Improvement Research at ASU. He received his doctorate in 1980 and has been on the faculty at several major research universities, including the University of Wisconsin-Madison and Vanderbilt University, before returning to ASU in 2010 to lead the development of the Learning Sciences Institute. At Wisconsin (1987-2004), Steve was a professor of educational psychology and served as the Associate Director of the Wisconsin Center for Education Research. At Vanderbilt (2004-2010), he was the Dunn Family Professor of Educational and Psychological Assessment in the Special Education Department and directed the Learning Sciences Institute and Dunn Family Scholars Program. He typically teaches courses on measurement and assessment of academic and social behavior. Currently, he co-directs the National Center on Assessment and Accountability for Special Education, an IES funded research project concerning achievement growth models for students with disabilities and moderating variables of student achievement. He also is the Principal Investigator on a USDE project that is integrating software tools that help teachers document their instructional time, coverage of content standards, and instructional practices along with student assessment data. Finally, he serves as a Professorial Fellow to advance research projects in the Institute of Learning Sciences Australia at the Australian Catholic University.

Steve has authored more than 250 journal articles, books, and book chapters, along with 5 widely used behavior-rating scales. His research focuses on scale development, testing practices, and validity of educational assessment systems. In particular, he has published articles on (a) the assessment of children's social skills and academic competence, (b) the design and use of testing accommodations and alternate assessment for evaluating the academic performance of students with disabilities for educational accountability, and (c) the measurement of students’ opportunities to learn the intended curriculum. He is the co-author of the Social Skills Rating System (SSRS) and its revision, the Social Skills Improvement System (SSIS), one of the most widely used social behavior assessments in the English-speaking world. Along with Vanderbilt colleagues, he also designed and validated two online assessments: the Vanderbilt Assessment of Leadership in Education (VAL-ED) to evaluate the performance of principals and their influence on students’ achievement and My instructional Learning Opportunity Guidance System (MyiLOGS), a teacher self-report tool for measuring the construct of opportunity to learn.

Steve's scholarly and professional contributions have been recognized by his colleagues in education and psychology research as evidenced by being selected as an American Psychological Association Senior Scientist in 2009, the Lightner Witmer Award winner from APA Division 16 in 1984, a Fellow in four APA divisions, and being appointed Editor of School Psychology Review (1984-1990) for two terms. In 2008, he was also selected as a Fellow for "sustained achievement in education research" by the American Educational Research Association. Steve consults with national leaders on the assessment and instruction of PreK-12 students and served on the National Academy of Sciences’ Committee on Education Goals 2000. In 1996, he was selected as UW-Madison’s Van Hise Outreach Professor for his “outstanding record of teaching and commitment to providing continued professional development programs for educators and psychologists.” He currently serves on ETS’s Visiting Research Panel and is also an Executive Committee Member for the NAEP Survey Assessment Innovation Laboratory (SAIL).

The accompanying vita provides documentation of Steve’s training, specific scholarly contributions, professional service, and doctoral student collaborators.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Data</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td>Awards &amp; Honors</td>
<td>3</td>
</tr>
<tr>
<td>Professional Experience</td>
<td>4</td>
</tr>
<tr>
<td>Publications</td>
<td></td>
</tr>
<tr>
<td>Thesis &amp; Dissertation</td>
<td>6</td>
</tr>
<tr>
<td>Refereed Journals</td>
<td>6</td>
</tr>
<tr>
<td>Books</td>
<td>20</td>
</tr>
<tr>
<td>Book Chapters &amp; Monographs</td>
<td>22</td>
</tr>
<tr>
<td>Behavior Rating Scales &amp; Computerized Scoring Systems</td>
<td>27</td>
</tr>
<tr>
<td>On-Line Course &amp; Related Materials</td>
<td>28</td>
</tr>
<tr>
<td>Invited Reviews, Encyclopedia Entries, &amp; Videotaped Interviews</td>
<td>28</td>
</tr>
<tr>
<td>Editorships</td>
<td>31</td>
</tr>
<tr>
<td>Technical Reports and Professional Newsletters</td>
<td>31</td>
</tr>
<tr>
<td>Grants (External &amp; Competitive)</td>
<td>34</td>
</tr>
<tr>
<td>Grants (University Competition)</td>
<td>36</td>
</tr>
<tr>
<td>Contracts</td>
<td>36</td>
</tr>
<tr>
<td>Paper Presentations (Competitive)</td>
<td>38</td>
</tr>
<tr>
<td>Paper Presentations &amp; Lectures (Invited)</td>
<td>56</td>
</tr>
<tr>
<td>Workshops (Invited)</td>
<td>66</td>
</tr>
<tr>
<td>Editorial Boards</td>
<td>81</td>
</tr>
<tr>
<td>Committee Work: National Level</td>
<td>81</td>
</tr>
<tr>
<td>Committee Work: Department, College, and University Level</td>
<td>82</td>
</tr>
<tr>
<td>Chair of Students' Theses and Dissertations</td>
<td>82</td>
</tr>
<tr>
<td>Consultancies</td>
<td>84</td>
</tr>
<tr>
<td>Professional Affiliations</td>
<td>85</td>
</tr>
<tr>
<td>Licensure and Certification</td>
<td>85</td>
</tr>
<tr>
<td>References</td>
<td>85</td>
</tr>
</tbody>
</table>

[Revised 1/1/15]
STEPHEN NELSON ELLIOTT  
Mickelson Foundation Professor  
Sanford School of Social & Family Dynamics  
Arizona State University  
Tempe, AZ 85287-7805

CONTACT INFORMATION

Office Address: 308K Payne Hall East  
Office Phone: 480-965-8712  
Cell Phone: 480-258-0159  
E-Mail: steve_elliott@asu.edu

EDUCATION

PhD  
Arizona State University, Educational Psychology, 1980  
Specialty Area: School Psychology

MA Ed  
Arizona State University, Educational Psychology, 1977

MA  
Michigan State University, Educational Psychology, 1976

BS  
Michigan State University, Psychology (Honors College), 1974

AWARDS & HONORS

2013-2015  
Professorial Fellow (Consulting), Institute for Learning Sciences Australia, Australian Catholic University

2012-2016  
Senior Research Associate, Behavioral Research & Teaching Program, University of Oregon, College of Education

2009  
Senior Scientist, Division 16 of the American Psychological Association

2008  
Fellow in the American Educational Research Association for “sustained contributions to educational research”

2000  
Member, Society for the Study of School Psychology, elected by a committee of senior peers as a result of scholarly contributions to the profession.

1996  
Van Hise Outreach Teaching Award, University of Wisconsin-Madison, presented for an outstanding record of teaching and professional development programs for educators.

1996  
Outstanding Research Article Award from American Psychological Association’s Division 16 for co-authored work on the effectiveness of training behavioral consultants.

1995-1997  
Member, National Academy of Sciences’ Committee on Education Goals 2000 and Services to Student with Disabilities (1995-1997).
1995 Margaret Bernauere Psychology Research Award, given by the Wisconsin Psychological Association for research on behavioral consultation.

1991 Vilas Associate Award, a University of Wisconsin-Madison term-limited (1992-1994) award presented by UW Vilas Trustees for outstanding research in the behavioral sciences.

1990 Presidential Award, Presented by the President of the National Association of School Psychologists for outstanding professional service as Editor of School Psychology Review.

1988 Presidential Award, Presented by the President of the National Association of School Psychologists in recognition of editorial leadership.

1985 Fellow, Presented by the American Psychological Association "in recognition of outstanding and unusual contributions to the science and profession of psychology."

1984 Lightner Witmer Award, Presented by Division 16 (School Psychology) of the American Psychological Association "for scholarly activity and contributions that have significantly nourished school psychology as a discipline and profession."

1981 Outstanding Professional Service Award, Presented by the Nebraska School Psychologists Association.

**PROFESSIONAL EXPERIENCE**

2010-present MICKELSON FOUNDATION PROFESSOR, Arizona State University. Conduct research on children’s social and academic competence and opportunities to learn and the design integrated assessment systems.

2010-2013 DIRECTOR, Learning Sciences Institute, Arizona State University. Responsible for leading the development and operation of a new trans-university research institute focusing on the scientific study of learning and innovations to improve learning across the age span.

2004-2010 DUNN FAMILY PROFESSOR OF EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT and PROFESSOR OF SPECIAL EDUCATION, Peabody College of Vanderbilt University. Responsible for directing the Center for Assessment and Intervention Research and the Dunn Family Scholars Program.

2005-2010 DIRECTOR, Interdisciplinary Program in Educational Psychology (IPEP), Peabody College of Vanderbilt University. The founding director of this doctoral program focusing on learning and measurement, responsible for the conceptualization of the cross-department program of study, instruction of several course, student research mentoring, and fiscal management.
2007-2009 DIRECTOR, Learning Sciences Institute, Vanderbilt University
Responsible for providing administrative leadership and support for a federation of over 60 projects involving 100+ PIs and more than $122 million of external support. Also a PI on 6 projects.

1990-2004 PROFESSOR, University of Wisconsin-Madison, Department of Educational Psychology and School Psychology Program (APA accredited). Responsible for teaching graduate courses in professional school psychology, academic assessment and intervention, and applied research issues.

1999-2003 ASSOCIATE DIRECTOR, Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison. Responsible for providing administrative leadership and support for a federation of over 60 externally funded research projects involving 300+ researchers, graduate assistants, academic and classified staff.

1990 -1993 DIRECTOR, School Psychology Training Program (APA accredited), University of Wisconsin-Madison, Department of Educational Psychology.


1987 - 1988 ASSISTANT PROFESSOR, University of Wisconsin - Madison, Department of Educational Psychology, School Psychology Program (APA accredited).


1980 - 1983 ASSISTANT PROFESSOR, University of Nebraska-Lincoln, Department of Educational Psychology & Measurement, School Psychology Program (APA accredited).

1980 - 1983 ASSISTANT DIRECTOR and ASSOCIATE EDITOR, Buros Institute of Mental Measurements, University of Nebraska-Lincoln. Responsible for editing the Mental Measurements Yearbook and other Buros' publications, and organizing the Buros-Nebraska Symposium on Testing.

1979 - 1980 SCHOOL PSYCHOLOGIST INTERN, Tempe Elementary School District #3, Tempe, Arizona. Provided a wide range of psychological services to elementary and junior high students and teachers.
PUBLICATIONS

Thesis & Dissertation


Refereed Journals

2015 & In Press


2014

Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2014). Developing social skills of students with additional needs within the context of the Australian Curriculum. Australasian Journal of Special Education. doi: 10.1017/jse.2014.9


2013


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effects and perceived consequences. Exceptional Children. 70 (3), 349-367.


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**Books**

2010 – 2014


2005 - 2009


2000-2004


Stephen N. Elliott, PhD 2015 Vita
1995-1999


1990-1994


1985-1989


1980-1984
Book Chapters & Monographs

2015-In Press

Elliott, S.N., & Kettler, R.J. (in press). Item and test design considerations for students with special needs. In S. Lane, T. Haladyna, & M. Raymond (Eds.), Handbook of Test Development, New York: Routledge, Taylor and Francis.

2014


2013


2012


2011


2010

2005-2009


2000-2004


1995-1999
Elliott, S. N. (1999). Assessing all students: What every parent of a student with a disability should know about participation in assessment programs and testing accommodations. Wisconsin Department of Public Instruction, Madison, WI.

Elliott, S. N. (1998). Assessing all students: What every teacher should know. Wisconsin Department of Public Instruction, Madison, WI.


1990-1994


**1985-1989**


**Behavior Rating Scales and Computerized Scoring Systems**

**2010- In Press**


**2005-2009**


2000-2004


1995-1999


1990-1994


On-Line Courses for Professional Educators


Invited Book Reviews, Encyclopedia Entries, & Videotaped Interviews

2010- In Press


2005-2009


2000-2004

1995-1999


Stephen N. Elliott, PhD 2015 Vita


1990-1994


1985-1989


1980-1984


EDITORSHIPS


<table>
<thead>
<tr>
<th>TECHNICAL REPORTS AND PROFESSIONAL NEWSLETTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordered Chronologically</td>
</tr>
</tbody>
</table>


### GRANTS (External and Competitive)

(Ordered Chronologically)


**GRANTS (University Competitions)**


CONTRACTS


Elliott, S. N. (2000-2001). Training of Trainers to facilitate implementation of inclusive accountability procedure. CESA#1, Department of Public Instruction, Madison, WI


**PAPER PRESENTATIONS (Competitive)**

**2015**


**2014**


**2013**


Davies, M., Cooper, G., Kettler, R., & Elliott, S.N. (2013, October). Developing social skills to improve academics and classroom inclusion within the context of the Australian Curriculum. Australian Association of Special Education, Adelaide, AU.

Elliott, S.N., Kurz, A., & Davies, M. (2013, October). Research on opportunity to learn: A key access and validity issue when testing students with disabilities. Australian Association of Special Education, Adelaide, AU.


2012


2011


**2010**


Kettler, R.J., Elliott, S.N. (2010, June). **Predicting performance on state achievement tests and the selection of students for an AA-MAS.** Presented at the annual National Conference on Student Assessment, Detroit.

**2009**

Elliott, S.N. (2009, February). **Using cognitive load theory to design better achievement tests.** Presented at the annual convention of the National Association of School Psychologists, Boston.

Elliott, S.N. (2009, June). **Designing more accessible achievement tests for all students.** Presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.

Elliott, S.N. (2009, June). **Reducing cognitive load in multiple-choice items for all students.** Presented as part of a symposium at the CCSSO National Conference on Student Assessment, Los Angeles.


2008

Elliott, S.N., & Gresham, F.M. (2008, February). Two decades of social skills research with the SSRS. Presented at the annual convention of the National Association of School Psychologists, New Orleans.


2007


2006


2005


Elliott, S.N. (2005, April). Social support: Definition, guiding theory, and the measurement of students’ perceptions. Presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.


2004


2003

Elliott, S.N. (2003, April). Testing accommodations: Research and practice to advance the meaningful assessment of all students. Presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.


2002


2001


2000


1999


Elliott, S. N. (1999, June). The use of DIF analysis to detect invalid testing accommodations: A promising method limited by numbers [Discussant]. Presented at the CCSSO Large-Scale Assessment Conference, Snowbird, UT.


1998


1997


1996


1995


Elliott, S. N. (1995, March). What I've learned from my son and his teacher about alternative assessments. Presented as part of a symposium on parenting and school psychology at the annual meeting of the National Association of School Psychologists, Chicago, IL.


1994


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1991


**1990**


**1989**


Elliott, S. N. (1989, May). Treatment acceptability: Past research, future practice. Presented as part of a symposium at the annual convention of the Association for Behavior Analysis, Milwaukee, WI.


Hensarling, D., & Elliott, S. N. (1989, March). An investigation of social status as it relates to social skills. Presented at the annual meeting of the National Association of School Psychologists, Boston, MA.


1988


Elliott, S. N. (1988, April). Research in school psychology; An optimist's assessment of the long and winding road. Presented at the annual convention of the National Association of School Psychologists, Chicago, IL.


1987


1986


1985

Elliott, S. N. (1985, April). Research leaders and research agendas for the 1980s. Presented as part of a symposium at the Annual convention of the National Association of School Psychologists, Las Vegas, NV.


1984


1983

Elliott, S. N. (1983, March). Training school psychologists in multidisciplinary problem solving and leadership skills. Presented at the annual meeting of the National Association of School Psychologists, Detroit, MI.


1982


1981


1980


**1979**

Bretzing, B. H., & Elliott, S. N. *Local norms*. (1979, April). Presented at the Arizona Association of School Psychologists' Spring meeting, Tempe, AZ.


**PRESENTATIONS AND LECTURES (Invited)**

**2014**


Elliott, S. N., (2014, November). *Return on instruction: Measuring opportunity to learn and improving our educational investments*. Invited Master Class lecture, Australian Catholic University, Brisbane, AU.


**2013**

Elliott, S.N. (2013, October). Advancing educational research innovations and impact: Partnerships and opportunities. Australia Catholic University, Brisbane, AU.


Elliott, S.N. (2013, February). Opportunity to learn: The key access and validity issue for all academic assessments. Within Year Assessment Symposium: Arlington, VA

2012

Elliott, S.N. (2012, May). Implications for item design labs and opportunity to learn studies for test developers. USDE Lessons Learned for Improving Access for Students with Disabilities, Washington, DC.

Elliott, S.N. (2012, March). Measuring opportunity to learn: Advancing instruction and improving access to the general curriculum for all students. USDE Leveraging Resources Conference, Bethesda, MD.

2011


Elliott, S.N. (2011, April). The learning sciences and addressing the grand challenges of education. Presented to the leadership and faculty of the College of Education at Georgia State University, Atlanta.

2010
Elliott, S.N. (2010, November). Designing accessible tests for all students. Presented at the Learning and the Brain Conference, Massachusetts Institute of Technology, Boston.
Elliott, S.N. (2010, November). Opportunity and access: Key aspects of instruction and assessments. Presented to ETS measurement scientists and visiting research panel members, Princeton, NJ.

Elliott, S.N. (2010, August). The role of access in the measurement of student achievement. An invited address for Division 16 at the Annual meeting of the American Psychological Association, San Diego.


Elliott, S.N. (2010, June). Access to learning and the tests that measure it. Successful Learning Conference, University of Sydney, Sydney, AU.

Elliott, S.N. (2010, June). Social skills: Key academic enablers. Successful Learning Conference, University of Sydney, Sydney, AU.

Elliott, S.N., & Kettler, R.J. (2010, April). Alternate assessments’ contributions to better classroom instruction and testing. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.

Elliott, S.N., & Tindal, G. (2010, April). 1% + 2% = ?: Adding up what we know and don’t know about alternate assessments. An invited presentation at the Annual Convention of the Council for Exceptional Children, Nashville, TN.

2009


2008


2007


2006


2005
Elliott, S.N. (2005, June). Strategies for improving the test performance of students with disabilities. Invited presentation for the Wisconsin State Leadership Academy, Madison, WI.


2004


Elliott, S.N. (2004, December). Planning for academic progress when time is limited and every student matters. Invited presentation for WI Assoc. of School Administrators, Madison, WI.
2003


2002


Elliott, S.N. (2002, August). Assessment and educational accountably for all students. Invited presentation at the Dean’s Annual Superintendents Meeting, Memorial Union, University of Wisconsin-Madison.


2001

Elliott, S.N. (2001, April). Testing accommodations research: What we know and how we know it. Invited presentation for the Wisconsin Department of Public Instruction staff, Madison, WI.


2000
Elliott, S.N. (2000, May). Teaching teachers about the validity of testing accommodations and other important things in the name of inclusive accountability. Presented at the Educational Accountability Summit, Madison, WI.

1999

Elliott, S.N. (1999, November). Tactics for including all students in statewide assessments: Testing accommodations and alternate assessments. Invited presentation at the Superintendent of Education’s annual Leadership Conference for Special Educators, Middleton, WI.


**1998**


Elliott, S. N. (1998, September). *Testing accommodations and alternate assessments: Including all students in the educational accountability system.* Presented at the Wisconsin Directors of Special Education Conference, Madison, WI.


Elliott, S. N. (1998, November). *Assessing all students: Testing accommodations and alternate assessments.* Invited presentation to personnel from Indiana Department of Special Education, Indianapolis, IN.

**1997**

Elliott, S. N. (1997, February). *Educational assessment: New methods and challenging old problems.* Presented to UW-Madison School of Education faculty and alumni, Faculty Club, Madison, WI.

Elliott, S. N. (1997, May). *Professional development of educators’ assessment skills: Challenges along the path to best practices.* Presented to the UW-Madison School of Education’s Board of Visitors, Madison, WI.

Elliott, S. N. (1997, June). *Assessing students’ social and academic behavior: A decade of research on rating scales.* Presented to the faculty at the University of Nebraska - Lincoln, NE.

Elliott, S. N. (1997, August). *Students with disabilities and statewide testing: Accommodation practices and technical issues to consider.* Wisconsin Assessment Institute & UW-Oshkosh, Appleton, WI.

Elliott, S. N. (1997, September). *Including all students in statewide assessments: Issues of accommodation and resources.* Presented at the National Governors’ Association Midwest Forum on Assessment, Madison, WI.

**1996**

1995


1994


1993

1992


1991

1990

Elliott, S. N. (1990, February). The role of social validity in the assessment and treatment of children. Invited presentation for faculty and students, Department of Psychology, University of South Carolina, Columbia, SC.


1989

Elliott, S. N. (1989, April). Social validity and research on the acceptance and implementation of school-based interventions. Invited presentation for faculty and students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.


1987
Elliott, S. N. (1987, April). Research and use of the SSRS for the assessment and intervention of children's social skills deficits. Invited presentation for students in the Department of Psychological Foundations, University of South Florida, Tampa, FL.


1986
**Acceptability and social validity of school interventions.** Invited presentation for the Department of Psychology faculty at the University of Rhode Island, Kingston, RI.


**Curriculum-based assessment: Research and practice in the USA.** Invited presentation for the faculty at the Reading Center, Kelvin Grove College, Brisbane, Australia.

**Treatment acceptability research: Methods and findings.** Invited presentation for faculty and students in the Department of Counseling, School Psychology, and Special Education, Lehigh University, Bethlehem, PA.

**Acceptability of classroom interventions: Research methods and findings.** Invited presentation for faculty and students in the Department of Educational Psychology, University of Wisconsin-Madison, Madison, WI.

1985

**Children's involvement in treatment decision-making.** Invited presentation for Focus on Children a James Madison University Psychology Department Summer Institute, Harrisonburg, VA.

**School psychology research and practice.** Invited presentation for the Louisiana School Psychological Association, New Orleans, LA.

1984

**School psychologists and reading: Metacomprehension of a profession's reading skills and training.** Invited presentation at the Twenty-ninth Annual convention of the International Reading Association, Atlanta, GA.

**Behavioral assessment and teaching of academic skills.** Invited presentation as part of a symposium at annual conference of the Association for Behavior Analysis, Nashville, TN.

1983

**Research at the Buros Institute of Mental Measurements.** Invited presentation as part of a symposium on the Buros Institute at the annual meeting of the National Council on Measurement in Education, Montreal, Canada.

**Assessing and affecting the acceptability of behavioral interventions.** Invited presentation for faculty and students in the Educational Psychology Department at the University of Oklahoma, Norman, OK.
1982

1980
Elliott, S. N. (1980, February). Children's metacognitive knowledge of reading and studying. Invited presentation for the Psychology Department Faculty at Syracuse University, Syracuse, NY.

Elliott, S. N. (1980, March). Effect of prose organization on recall: An investigation of memory and metacognition. Invited presentation for the Educational Psychology Department Faculty at the University of Nebraska-Lincoln, Lincoln, NE.


WORKSHOPS

2013


2012

2011

2010

Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian educators, Griffith University, Brisbane, AU.


Elliott, S.N., (2010, February). Comprehensive and multi-tiered social skills assessment and intervention: Research and practice with the SSiS system. Presented to Australian assessment leaders, University of Melbourne, Melbourne, AU.


Elliott, S.N., (2010, June). Comprehensive social skills assessment to intervention: Research and practice with the SSiS system. Presented for post-graduate educators at the University of Sydney, Sydney, AU.


2009


2008


**2007**


**2006**


Elliott, S.N. (2006, March). Effective practices for increasing the performances of all students on statewide tests. Michigan Association of Middle and High School Principals, Lansing, MI.

Elliott, S.N. (2006, September). Strategies for increasing the performances of all students on statewide tests. Monroe Public School District, Monroe, MI.

Elliott, S.N. (2006, October). Designing and validating modified alternate assessments. Wisconsin Department of Public Instruction, Madison, WI.
2005
Elliott, S.N. (2005, October). Using the Mississippi Alternate Assessment with students with the most significant disabilities. Jackson, MS.


2004

2003
Elliott, S.N. (2003, January). Using testing accommodations to facilitate the meaningful assessment of students with disabilities. For educators in Madison Metropolitan Schools, Madison, WI.

Elliott, S.N. (2003, March). Using testing accommodations wisely with middle and high school students. For educators in Madison Metropolitan Schools, Madison, WI.


Elliott, S.N. (2003, August). Using the revised WAA to assess the academic performance of students with disabilities. For special education leaders, Wisconsin Dells, WI.

Elliott, S.N. (2003, October). Using the revised WAA to assess students with severe disabilities for special educators and assessment coordinators, Wausau, WI.

2002


Elliott, S.N. (2002, August). Using testing accommodations and alternate assessments to facilitate the meaningful assessment of students with disabilities. Invited workshop for University of Wisconsin-Whitewater students and community members, Whitewater, WI.
Elliott, S.N. (2002, August). The new Wisconsin Alternate Assessment for students with disabilities. For assessment leaders in the Milwaukee area, Milwaukee, WI.


2001


Elliott, S.N. (2001, October). Using the ACES and AIMS to facilitate the design and evaluation of academic interventions. Invited workshop for Lancaster Public School educators, Lancaster, SC.


Elliott, S.N. (2001, November). Assessing one and all: A workshop for educators who want to facilitate the full participation of students with disabilities in large-scale assessments. Invited workshop for testing and evaluation directors, Marco Island, FL.

2000


Elliott, S.N. (2000, August). Designing and using alternate assessments for students with significant disabilities. Presented to educators in the LaGrange Area Department of Special Education, LaGrange, IL.

Elliott, S.N. (2000, August). Implementing and scoring the Idaho Alternate Assessment. Presented to educators in Moscow, ID.


Elliott, S.N. (2000, October). Improving Social skills and creating supportive environments to reduce violence at school. Presented at the Arizona Association of School Psychologists, Mesa AZ.


1999

Elliott, S. N. (1999, January). Testing accommodations and alternate assessment practices: Facilitating the participation of all students in statewide assessments. Presented to special education leaders and Department of Education staff, St. Petersburg, FL.

Elliott, S. N. (1999, January). Designing and implementing an alternate assessment system for students with severe disabilities. Presented to educators in Kane County Educational Center, Mooseheart, IL.

Elliott, S.N. (1999, February). Facilitating the participation of all students in the WSAS. Presented to the Special Education staff of the Sheboygan Public Schools, Sheboygan, WI.

Elliott, S. N. (1999, February). High standards for all students: IDEA '97 and the inclusion of students with disabilities in the WSAS. Presented to the Special Education staff of the West Bend Public Schools, West Bend, WI.

Elliott, S.N. (1999, March). Assessing all students: Testing accommodations and alternate assessments. Presented to educators from CESA #5 area schools, Wisconsin Dells, WI.

Elliott, S. N. (1999, March). Testing accommodations and alternate assessment for students with disabilities. Presented to the CESA #1 Spring Institute on Educational Assessment, Eau Claire, WI.


Elliott, S.N. (1999, June). Educational accountability for all students: Testing accommodations and alternate assessment methods. Presented to educational leaders from across the state as part of CESA #1 Grant Project, Milwaukee, WI.

Elliott, S.N. (1999, October). Designing and scoring alternate assessments. Presented to educators in CESA #11, Turtle Lake, WI.

Elliott, S.N. (1999, October). Facilitating the participation of all students in statewide and district assessments. Presented at the Quality Schools Conference, Ashland, WI.

Elliott, S. N. (1999, November). Assessment for interventions with social and academic problems. Presented at the Ohio School Psychologists Association, Columbus, OH.

Elliott, S.N. (1999, November). Testing accommodations and alternate assessments for students with disabilities. Presented as part of a Statewide Assessment Project, Wisconsin Dells, WI.

1998

Elliott, S. N. (1998, February). Educational assessment and accountability for all students: High standards, testing accommodations, and accountability. Presented to educators in the CESA#1 Student Assessment Project, West Allis, WI.


Elliott, S. N. (1998, June). Testing accommodations and alternate assessments for students with disabilities. Presented at CESA #9 Assessment Academy, Wausau, WI.

Elliott, S. N. (1998, June). Testing accommodations: Law, policy, and best practices with students with disabilities. Presented at CESA #1 Summer Institute, Madison, WI.


Elliott, S. N. (1998, August). Educational accountability of all students: Testing accommodations and alternate assessments. Presented at the Wisconsin Assessment Institute, Appleton, WI.

Elliott, S. N. (1998, August). Designing alternate assessments. Presented to educators in CESA #3, Fennimore, WI.

Elliott, S. N. (1998, September). Using alternative assessments with APIs to monitor progress of students with severe disabilities. Presented to educators in CESA #3, Fennimore, WI.


Elliott, S. N. (1998, September). Implementing testing accommodations and alternate assessments. Presented to educators in CESA #3, Fennimore, WI.

Elliott, S. N. (1998, October). Evaluating the effects of schooling on the social and academic behaviors of all students. Presented to the Research Committee, Mt. Prospect Public Schools, Mt. Prospect, IL.

Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #11, Turtle Lake, WI.

Elliott, S. N. (1998, October). Designing and implementing alternate assessments for students with severe disabilities. Presented to educators in CESA #12, Hayward, WI.


Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state’s accountability system. Presented to educators in CESA #16, Oshkosh, WI.

Elliott, S. N. (1998, November). Testing accommodations and alternate assessments: Increasing the participation of all students in the state’s accountability system. Presented to educators from the Hartford Union High School, Hartford, WI.

Elliott, S. N. (1998, November). High standards for all students: Testing accommodations and alternate assessments. Presented as part of CESA #1 Assessment Project, Green Bay, WI.

1997


Elliott, S. N. (1997, January). Testing accommodations for students with disabilities. Presented to teachers and support staff at LaFollette High School, Madison, WI.


Elliott, S. N. (1997, November). Designing and evaluating classroom interventions. Presented to educators from Livingston Co. Special Services Unit, Bloomington, IL.
1996


Elliott, S. N. (1996, December). *Designing performance assessments for all students*. O'Keefe Middle School teachers, Madison, WI.


1995


1994
Elliott, S. N. (1994, January). Designing assessments to measure educational outcomes. CESA #6, Oshkosh, WI.


1993


Elliott, S. N. (1993, December). *Performance assessment in the middle school*. Lake County Educational Center, Grayslake, IL.

Elliott, S. N. (1993, January). *Using portfolios to document students' academic progress*. Presented to teachers in Monona Grove Schools, Monona Grove, WI.


**1992**


Elliott, S. N. (1992, December). Linking performance assessments to practical outcomes. Presented to the Outcomes Study Group of Sun Prairie Schools, Sun Prairie, WI.

1991


**1990**


Elliott, S. N. (1990, February). *Conceptualize and implementing effective interventions for social and academic problems*. Presented to the School Psychologists for Bettendorf and Davenport (Iowa), Bettendorf, IA.


Elliott, S. N. (1990, June). *Conceptualizing and implementing classroom interventions*. Presented to the psychological and educational services staff of Intermediate Unit IV, Grove City, PA.


1989


1988


1987


1984

1983

1982
Elliott, S. N. (1982, February). Multidisciplinary decision making: Problem-solving procedures. Funded by the Nebraska Department of Education for special educators and school psychologists in Nebraska. Lincoln, NE.


1981
Elliott, S. N. (1981, November). Multidisciplinary decision making: Group process and leadership considerations. Funded by the Nebraska Department of Education for special educators, and school psychologists in Nebraska. Lincoln, NE.

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**RECENT EDITORIAL BOARDS AND CONSULTANTSHIPS**


Consulting Editor, *Psychological Assessment*, 2009-2013

Editorial Advisory Board, *School Mental Health*, 2009-2014


Director for Research & Scientific Practice, Society for the Study of School Psychology, 2010-12
Chair, AERA Program Chair, 2001-2002
Member, Senior Scientist Awards Committee, APA, 2010-2011
Executive Board Member, Council of Directors of School Psychology Programs, 1990-93.
Member, Accreditation Steering Committee, American Psychological Society, 1992-93.
Member, Convention Program Committee, Div. 16, American Psychological Assoc., 1992-93.
Member, Buros Institute of Mental Measurements National Advisory Board, 1988-90.

Member, Personnel Committee, Sanford School for Social & Family Dynamics (2013-15)
Chair, Senior Scientist Search Committee, Learning Sciences Institute, ASU (2010-2013)
Member, Provost’s Online Learning and Technology Committee, ASU (2011-2012)
Member, Tooker Chair Search Committee, College of Engineering, ASU (2011)
Member, PhD Executive Committee, MLF Teachers College, ASU (2011-2012)
Chair, Endowed Professors Search Committee, Peabody College- Vanderbilt (2007-2009)
Member, Research Committee, Peabody College of Education - Vanderbilt (2007)
Member, Executive Committee, Peabody College of Education – Vanderbilt (2005-present)
Co-Chair, Doctoral Studies Committee for Dept. of Special Education – Vanderbilt (2004-2006)
Member, Outreach Committee – SOE UW-Madison (2002-2003)
Member, Equity and Diversity Committee- SOE UW-Madison (2001-2002)
Chair, WCER Web Team Committee - UW-Madison (2000-2003)
Co-Chair, Diversity Committee, School Psychology Program-UW-Madison (2000-02)
Member, Faculty Senate - UW-Madison (1998-2002)

CHAIR OF STUDENTS’ THESES AND DISSERTATIONS
(*Winner of a Major Campus, State, or National Award)

Louisiana State University
Mary Von Brock - Thesis (December 1985); University Faculty
Lillee Clark - Dissertation (October 1986); Private Practitioner
Timothy Turco - Dissertation (June 1987); University Faculty & School Psychologist

University of Wisconsin-Madison
Donna Powless - Thesis (January 1990), Dissertation (December 1995); School Psychologist
Pamela Fenning* - Thesis (June 1990), Dissertation (December 1992); University Faculty
DeAnna McKinnie - Thesis (August 1990); School Psychologist
Patrick Nolten - Thesis (December 1991), Dissertation (August 1994); Faculty & Sch Psych
Randy T. Busse* - Thesis (March 1992), Dissertation (August 1996); University Faculty
Todd Gorges - Thesis (October 1992), Dissertation (December, 1999); School Psychologist
Mary Beth Kanard - Thesis (August 1993); School Psychologist
Sherry Robertson-Mjaanes - Thesis (September 1993), Dissertation (May, 1999); Sch Psych
Rose Marie Firle - Thesis (November 1993); School Psychologist
Sara Anderson Ousdigian - Thesis (March 1994), Dissertation (September 2000); Sch Psych
Michelle Kilpatrick Demaray - Thesis (August 1994), Dissertation (February 1998); Faculty
Caroline Racine* - Thesis (September 1994); School Psychologist
Stacey Ruffalo - Thesis (September 1994); Psychologist
Amy Olson - Thesis (August 1995); School Psychologist
Christine Malecki* - Thesis (May 1995), Dissertation (October 1997); University Faculty
Eva Kubinski - Thesis (December 1996); State Department of Education
Aleta Gilbertson Schulte* - Thesis (June 1997), Dissertation (June 2000); School Psychologist
James DiPerna* - Thesis (June 1997), Dissertation (June 1999); University Faculty
Kathy Lepage - Dissertation (May 1998); School Psychologist
Brian McKevitt* - Thesis (May 1998), Dissertation (August 2001); University Faculty
Michelle Montgomery - Dissertation (October 1998); University Faculty
William Seymour - Dissertation (July 1999); School Psychologist
Ann Marquart* - Dissertation (July 2000); University Faculty
Ryan J. Kettler* – Thesis (September 2002), Dissertation (August 2005), University Faculty
Andrew Roach* – Thesis (October 2002), Dissertation (December 2004), University Faculty
Bradley Niebling* – Thesis (November 2002), Dissertation (July 2004), Dept. of Education
Sylvia Lang* – Thesis (July 2003), Dissertation (April 2005), School Psychologist
Deitra Gibson – Thesis (August 2003), Dissertation (August 2005), School Psychologist
Elizabeth Feldman – Thesis (November 2004) – Research Assistant Professor
Jason Hurwitz – Thesis (December 2004) – Research Assistant Professor
Corey Ray – Thesis (April 2005) – Research Assistant Professor

**Vanderbilt University**

Kerry Woods (University of Melbourne) – Dissertation 2010
Peter Beddow** - Dissertation (January 2011) – Behavior Therapist & Adjunct Professor
Jennifer R. Frey*- Dissertation (March 2012) – University Faculty

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**RECENT CONSULTANCIES & ADVISORY BOARDS**

Consultant to Carthy Foundation (Alberta, Canada) - 2014
Australian Catholic University, Professorial Fellow for Research, 2013-2015
ETS, Executive Committee for Survey Assessment Innovations Lab, 2013-2018
CCSSO, Task Force on Assessment and Students with Disabilities, 2013-2014
New Markets Venture Partners, Education Advisory, 2011-2014
ETS Visiting Panel on Research, 2010-2015
Technical Advisory Committee member, South Dakota Student Assessment System, 2006-2007
Consultant and Technical Advisor, Wisconsin Department of Public Instruction, 2006-2007
Special Populations Assessment Advisor, ThinkLink Learning, 2005-2007
Consultant & Technical Advisor, National Alternate Assessment Study, SRI & USDOE 2005-07
Consultant & Technical Advisor, NAEP Technical Work Group, USDOE 2005-07
Board Member, Center for Promoting Research to Practice, Lehigh University, 2005-2008
Board Member, Center for Children, Youth, Families & Schools, Univ. Nebraska, 2004-2010
Consultant, Wisconsin Department of Public Instruction, Title I Review response, 2001-2004
Consultant, Idaho Department of Education, Committee on Alternate Assessment, 2000-2008
Consultant, American Institutes of Research - Palo Alto, testing accommodations, 1997-98.
Consultant to American Psychological Society to develop accreditation guidelines for graduate programs in applied psychology, Fall/Spring, 1992-93.

PROFESSIONAL AFFILIATIONS

American Educational Research Association, Fellow
American Psychological Association, Fellow Divisions 5, 15, 16, 37, Member Division 26 & 52
Council for Exceptional Children
National Council on Measurement in Education

LICENSURE/CERTIFICATION

Psychologist, State of Wisconsin, Department of Regulation and Licensing, License #1723
Psychologist, State of Louisiana, Board of Examiners of Psychologists, License #459 (inactive)
Psychologist, State of Nebraska, Bureau of Examining Boards, License #326 (inactive)
School Psychologist, Arizona Department of Education (inactive)
School Psychologist 62, Wisconsin Department of Public Instruction (License #430378523558)
REFERENCES

Dr. Jeffrey P. Braden, Dean, College of Humanities & Sciences, North Carolina State University, Raleigh, NC 27695-7801

Dr. Rick Fabes, Dee & John Whiteman Distinguished Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona, 85287-2111

Dr. Frank M. Gresham, Distinguished Professor, Department of Psychology, Louisiana State University, Baton Rouge, LA 70803

Dr. Thomas R. Kratochwill, Distinguished Professor and Director, School Psychology Program, Department of Educational Psychology, University of Wisconsin, Madison, WI 53706

Dr. Barbara S. Plake, Professor Emeritus and Former Director, Buros Institute of Mental Measurements, University of Nebraska-Lincoln, Lincoln, NE 68588

Dr. Daniel J. Reschly, Professor Emeritus, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN 37203-5701

Dr. Susan M. Sheridan, Distinguished Professor; Department of Educational Psychology and Director of Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska, Lincoln, NE 68588-0235
Curriculum Vitae
January 2015

William P. Erchul, PhD, ABPP

Research Professor
T. Denny Sanford School of Social and Family Dynamics
College of Liberal Arts and Sciences
Arizona State University, USA
P. O. Box 873701, 308L Payne Hall
Tempe, AZ 85287-3701
William.Erchul@asu.edu, william_erchul@ncsu.edu
https://www.researchgate.net/profile/William_E
919.906.7787 (mobile)
480.965.6978 (SSFD main office)
480.965.6779 (fax)

Education

PhD University of Texas at Austin, Austin, TX, December 1984
An Educational Psychology major with a specialization in School Psychology (APA-accredited doctoral training).
Dissertation Advisor: Martin L. Tombari, PhD

BA University of Wisconsin-Madison, Madison, WI, May 1979
A UW Honors Program graduate with majors in Psychology and Communication Arts.
Thesis Advisor: Willard R. Thurlow, PhD

Current Professional Credentials

Licensed Psychologist, State of North Carolina (#1260)
Certified Health Service Provider Psychologist (HSP-P), State of North Carolina
Licensed School Psychologist Level III (Doctoral), State of North Carolina
Board Certified in School Psychology, American Board of Professional Psychology (ABPP)

Major Awards

2011 Outstanding Service Award, presented by the American Board of Professional Psychology in recognition of outstanding contributions to ABPP board certification

2007 Elected Member, Society for the Study of School Psychology

2002 Elected Fellow, American Academy of School Psychology

1998 Outstanding Faculty Research Award, College of Education and Psychology, North Carolina State University

1995 Elected Fellow, American Psychological Association
1991 Lightner Witmer Award, presented by the Division of School Psychology of the American Psychological Association in recognition of early career research contributions to the field of school psychology

1991 Excellence in Staff Development Award, presented by the North Carolina School Psychology Association in recognition of efforts to provide continuing education to school psychologists within North Carolina

Major Professional Service and Leadership Activities

1/12 to 12/14 President-Elect/President/Past President, Society for the Study of School Psychology (a non-profit private foundation having the unique mission of financially supporting research activities in school psychology)

7/87 to 6/04; 7/11 to 6/14 Director of School Psychology Training Program, Department of Psychology, North Carolina State University, Raleigh, NC (PhD training program accredited by the American Psychological Association and National Association of School Psychologists)

1/07 to 12/09 President-Elect/President/Past President, American Academy of School Psychology (an organization overseeing the practice of school psychology at its highest level of credentialing: board certification by ABPP)

10/99 to 12/01 Vice President of Publications, Communications, and Convention Affairs, Division 16 (School Psychology) of the American Psychological Association

Professional Positions

7/14 to present Professor Emeritus, Department of Psychology, College of Humanities and Social Science, North Carolina State University, Raleigh, NC

6/14 to present Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

1/14 to present Affiliated Researcher, T. Denny Sanford School of Social and Family Dynamics, Collaborative for Student Assessment and Educational Improvement Research, Arizona State University, Tempe, AZ

7/96 to 6/14 Professor, Department of Psychology, North Carolina State University, Raleigh, NC

9/12 to 7/13 National Affiliated Researcher, Learning Sciences Institute, Arizona State University, Tempe, AZ

1/08 Profesor Visitante, Escuela de Graduados, Facultad de Ciencias Sociales, Departamento de Psicología, Universidad de Concepción, Concepción, Chile

8/90 to 6/96 Associate Professor, Department of Psychology, North Carolina State University
8/92 to 1/93 Visiting Associate Professor, School of Education, School Psychology Program, University of North Carolina, Chapel Hill, NC
8/84 to 7/90 Assistant Professor, Department of Psychology, North Carolina State University
1/84 to 5/84 Visiting Instructor, Department of Psychology, North Carolina State University
9/83 to 8/84 Predoctoral Intern in Psychology. Orange County (NC) Schools; NC Memorial Hospital (Chapel Hill, NC); and Orange-Person-Chatham Mental Health Center (Hillsborough, NC)
3/83 to 5/84 Research Associate, Human Interaction Research Institute, Los Angeles, CA
9/81 to 1/83 Assistant Instructor, Department of Educational Psychology, University of Texas at Austin
5/80 to 6/80 Research Assistant, Department of Educational Psychology, University of Texas at Austin
8/76 to 5/79 Research Assistant, Department of Psychology, University of Wisconsin-Madison

Areas of Professional Interest

- Psychological Consultation: Models of behavioral, conjoint behavioral, mental health, and organization development consultation applied primarily in educational settings
- Social/Interpersonal Influence: Social power base (person perception) and relational communication (face-to-face message exchange) theoretical/conceptual perspectives
- The intersection of psychological consultation and social influence (e.g., increasing an intervention agent’s adherence to treatment components through the application of social influence strategies)
- Early Literacy Development (e.g., helping children to read proficiently by age 8/end of third grade using Assessment-to-Instruction and Individualizing Student Instruction systems)

Publications

Thesis and Dissertation


Books


Articles in Refereed Journals


Chapters


**Psychological Tests and Scales**


Test/Book/Product Reviews


Erchul, W. P. (1992). Review of Achievement Identification Measure: Teacher Observation. In J. C. Conoley & J. J. Kramer (Eds.), The eleventh mental measurements yearbook (pp. 6-7). Lincoln, NE: Buros Institute of Mental Measurements. (Also available as AN-11030803, Search Label MMYD)


**Brief Encyclopedia Entries**


**Selected Technical Reports**


Selected Curriculum Materials

Erchul, W. P. (1981). *Curricular guide for students in the UT school psychology program*. Austin, TX: University of Texas at Austin, Department of Educational Psychology.


Educational Resources Information Center (ERIC) Documents


Audio-Visual Productions


Newsletter/Magazine Articles


International, National, and Regional Paper, Poster, and Panel Discussion Presentations


Schulte, A. C., & Erchul, W. P. (2014, September). Achievement growth by students with and without disabilities. Research presentation given to faculty associated with the Learning Sciences Institute Australia, Australian Catholic University, Brisbane, Australia.

National Presentations (Invited)


Erchul, W. P. (2013, August). Reflections on school psychology’s past, present, and future research. In K. McIntosh (chair), School psychology research: Leading researchers weigh in on our past, present, and future. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, HI.

Selected Local and Regional Presentations (Invited)


Erchul, W. P. (1985, March). Factors that enhance and inhibit the practice of organizational consultation in the schools. Lecture presented to school psychology doctoral students at UNC-Chapel Hill.


Erchul, W. P. (1986, October). Parenting and the new high school student. Presentation made to parents of students enrolled at Enloe High School, Raleigh, NC.


Erchul, W. P. (1991, July). *Dedication of the James W. Erchul, M.D., Creative Learning Center.* Remarks made to the physicians and staff at St. Elizabeth's Hospital in Appleton, WI.


Erchul, W. P. (1992, October). *National and state awards in school psychology.* Lecture presented to school psychology graduate students at UNC-Chapel Hill.


Erchul, W. P. (2005, October). *Relational communication as a moderating variable in school consultation research.* Invited address given to graduate students and faculty in the school psychology program at Syracuse University, Syracuse, NY.


Erchul, W. P. (2010, November). *Contemporary issues in school consultation.* Invited address given to graduate students and faculty in the school psychology program at Georgia State University, Atlanta, GA.

Erchul, W. P. (2013, January). *Behavioral consultation: A celebration of its past, present, and future.* Invited address given to graduate students and faculty in the school psychology program at the University of Arizona, Tucson, AZ.

**International and National Symposia and Invited Addresses Chaired**


Doctoral Dissertation Research Supervised as Committee Chair or Co-Chair

The effect of intervention programs on the metacognitive characteristics, problem identification and academic performance of Black college freshmen (Theresa E. Hayes, PhD, NC State, 1986).

The relationship between K-ABC factors and Woodcock-Johnson achievement scores for reading disabled children (Carrie L. Baker, PhD, NC State, 1987).

Development and validation of an illustrated multiple-choice test of social skills knowledge of adolescents (R. Reid Whiteside, PhD, NC State, 1987).

The relationship between classroom social climate and referral rates for specialized services at the junior high level (Richard W. Hollings, PhD, NC State, 1991).

A folk hero modeling/cultural awareness counseling intervention for Puerto Rican adolescent students (William M. Shannon, PhD, NC State, 1991).

The diagnostic implications of the WISC-R third factor for educationally at-risk children (John A. Bernard, PhD, NC State, 1992).

An investigation of the discriminant and concurrent validity of the Social Skills Rating System-Teacher Form (Teri G. Chewning, PhD, NC State, 1992).

Development, implementation, and evaluation of a social skills training program for educable mentally handicapped children (Barbara D. Turner, PhD, NC State, 1993).

Development and validation of a computerized word match test as an alternative to the Matching Familiar Figures Test as a measure of impulsivity-reflectivity (Paul E. Rowland, PhD, NC State, 1993).

The relationship between two measures of interpersonal control and selected outcomes of school-based behavioral consultation (Amelia O. Dombalis, PhD, NC State, 1993).

Teachers' attitudes toward multicultural education (L. Hope Saulter, PhD, NC State, 1996).

Effectiveness of conjoint behavioral consultation as an intervention for young children with disruptive behaviors (Lynne W. Myers, PhD, NC State, 1996).

The identification of paraprofessional training needs within the context of inclusive education (Cheryl F. Stallings, PhD, NC State, 2000).

The relationship between selected process and outcome measures in conjoint behavioral consultation (Priscilla F. Grissom, PhD, NC State, 2001).

The likelihood of use and acceptability of social power bases in school consultation (Kristen E. Wilson, PhD, NC State, 2005).

Gender and professional experience as predictors of consultants' likelihood of use of social power bases (Kimberly C. Getty, PhD, NC State, 2006).

Development and validation of a measure of social support for school consultation (Melinda D. Rupard, PhD, NC State, 2008).

Exploring relational communication patterns in prereferral intervention teams (Megan S. Bennett, PhD, NC State, 2010).

Bringing parents to school: The effect of invitations from school, teacher, and child on parental involvement in middle schools (Bindiya I. Shajith, PhD, NC State, 2012).
An application of school-based intervention implementation adherence monitoring and performance feedback procedures (Julia E. Mayer, PhD, NC State, 2012).

Understanding verbal interaction patterns in problem-solving team meetings using the Consultation Analysis Record (Chelsea M. Bartel, PhD, NC State, 2012).

While at NC State University (1984 to 2014), I also chaired 20 MS committees and served as a member of approximately 50 PhD/EdD committees and 100 MS/MEd committees.

**Graduate Courses Taught**

Psychological Consultation and Clinical Supervision  
Seminar in School Psychology  
History and Systems of Psychology: Implications for School Psychologists  
School Psychology Predoctoral Internship Supervision  
Teacher-Centered Services Practicum Supervision  
Psychoeducational Clinic Practicum Supervision  
Psychology of Families and Parenting  
Bases del Poder Social en los Contextos de Trabajo y Educativos  

**Undergraduate Courses Taught**

Abnormal Psychology  
Educational Psychology  
Tests and Measurement  

**Funded Grants and Contracts**

Principal Investigator. Students' perceptions of doctoral training in school psychology. Vice Chancellor's Reserve Fund for Research, North Carolina State University. 1986. $875.00.


Principal Investigator. Mental health consultation, community mental health, and population-oriented psychiatry. William T. Grant Foundation. 1990. $1000.00.


Co-Principal Investigator. Staff development of school psychology personnel. Franklin County (North Carolina) Schools. 1995. $1,000.00.


Principal Investigator. American-Chilean collaboration to promote the cross-cultural study of social power strategies within educational and organizational settings. University Standing Committee on International Programs, North Carolina State University. 2007-2008. $3400.00.

Other Awards and Honors

Senior Class Valedictorian, Xavier High School, Appleton, WI, 1975.


Gilchrist Research Competition Award - Honorable Mention, University of Wisconsin-Madison, 1979.


National Institute of Mental Health, School Psychology Traineeship recipient, University of Texas at Austin, 1979-1981.

Professional Development Award, University of Texas at Austin, 1981; 1983.


Nominated for the School Psychology Quarterly/Division 16 Fellows Award for best article: “Patterns of Relational Control in Conjoint Behavioral Consultation” (Erchul, Sheridan, Ryan, Grissom, Killough, & Mettler), 2000.

Nominated by the NC State Department of Psychology’s Awards Committee for the College of Humanities and Social Sciences’ Outstanding Teacher Award (nominations declined), 2005, 2007.

Nominated by the NC State Department of Psychology’s Awards Committee for University Alumni Distinguished Graduate Professor Award (nomination declined), 2008.
Editorial Activities


Senior Advisory Board Member, *Journal of Educational and Psychological Consultation*, 2009 to present.

Editorial Advisory Board member, *Journal of Educational and Psychological Consultation*, 1988 to 2007; 2009 to present.

- Guest Editor, 1991, 2(2) “Interpersonal Process and Outcome Research in Consultation”
- Guest Editor, 2003, 14(2) “Communication and Interpersonal Processes in Consultation”


Editorial Advisory Board Member, *International Journal of School & Educational Psychology*, 2013 to present


Editorial Advisory Board Member, *Journal of Applied School Psychology*, 2008 to present.


Editorial Advisory Board Member, *Psychology in the Schools*, 2012 to 2014.

Editorial Advisory Board Member, *School Mental Health*, 2014 to present


- Guest Editor, 1987, 16 (4) “Family Systems Assessment and Intervention”


Ad Hoc reviewer of book proposals and manuscripts submitted to:

  - Academic Press, New York, NY
  - Grune & Stratton, Inc., Orlando, FL
Other Professional Service and Leadership Activities

School Psychology Training Program student representative; University of Texas at Austin, 1979 to 1982.

Department of Educational Psychology Graduate Studies Committee student representative, University of Texas at Austin, 1980 to 1981.


Member of NCDPI Task Force charged with developing initial certification standards for school psychologists in North Carolina, 1985 to 1986.

Reviewer of NC State Merit Award Scholarship applications, 1985 to 1996.

Member of five, and chair of one, New Personnel Search Committees in the NC State College of Education and Psychology, 1986 to 2001.

Member of Personnel Evaluation Committee, NC State Department of Psychology, 1984 to 1989; 1994 to 1998.

Member of NCDPI Task Force charged with developing a vision statement on the future of school psychology in North Carolina, 1987 to 1988.

Member of Leadership Review Committee, NC State Department of Psychology, 1987 to 1988.


Member of NCDPI Task Force charged with revising training standards for school psychologists in North Carolina, 1988 to 1989.

Convention Program Co-chair, Division 16 of the American Psychological Association, 1988 to 1990.

Member of National Teacher Examination Validation Study Committee charged with validating the Educational Testing Service’s school psychology certification exam for use in North Carolina, 1988.

Secretary/Treasurer of the North Carolina Inter-University Council on School Psychology, 1988 to 1989.

Member of NCPA/NCSPA Task Force charged with investigating psychological services available to children, youth, and families in North Carolina, 1989.
Member of NCSPA/NCPA Task Force charged with exploring issues concerned with the employment of school psychologists in North Carolina, 1989.

Member of NCDPI Task Force charged with developing school psychology internship guidelines for use within North Carolina, 1989.


Chair of Lightner Witmer Award Committee, Division 16 of the American Psychological Association, 1993; 1999.

Member of Lightner Witmer Award Committee, Division 16 of the American Psychological Association, 1995; 1997.

Member of School Psychology Quarterly Editor-Elect Search Committee, 1996.

Member of New Fellows Selection Committee, Division 16 of the American Psychological Association, 1996 to 1997; 2003 to 2005; 2008 to present.


Chair of New Fellows Selection Committee, Division 16 of the American Psychological Association, 1997 to 1998.


Chair of four New Personnel Search Committees in the NC State College of Humanities and Social Sciences, 2001 to 2013.

Candidate for President, Division 16 of American Psychological Association, 2003.

Finalist for Department Head of Psychology, NC State University, 2005.

Member, International Programs Committee, College of Humanities and Social Sciences, NC State, 2006 to 2008.


Member of committee to develop guidelines for the dissertation grant award competition and proposal reviewer, Society for the Study of School Psychology, 2010 to 2011.


External reviewer of promotion/tenure candidates at:

- Alfred University
- East Carolina University
- Georgia State University (2)
- Louisiana State University (2)
- National Louis University
- Ohio University
- State University of New York – University at Albany
- Syracuse University (2)
- Temple University
- University of Connecticut (2)
- University of Georgia
- University of Kentucky
- University of Massachusetts - Amherst
- University of Massachusetts - Boston
- University of Nebraska - Lincoln
- University of North Carolina at Chapel Hill
- University of Utah
- Utah State University

Current Professional Affiliations

- American Academy of School Psychology (Fellow; President, 2007 to 2009)
- American Board of Professional Psychology
- American Board of School Psychology (Examiner)
- American Psychological Association [Division 16: School Psychology (Fellow)]
- National Association of School Psychologists
- Society for the Study of School Psychology (Member; President, 2012 to 2014)
CURRICULUM VITAE

Richard L. Fey, Ph.D.

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School of Social and Family Dynamics
Sociology Program
Arizona State University
Office: Cowden 103
Box 873701
Tempe, AZ 85287-3701
richard.fey@asu.edu

Home
384 W. Colt Rd.
Tempe, Az. 85284
(480) 966-6685

Citizenship: U.S.A.
Present Position: Senior Lecturer

Education:

Ph.D. - 2005 Sociology, Arizona State University
Dissertation title: The Effects of Incarceration on Paternal Interactions.
Substantive Comprehensive Areas: The Family, Applied Statistics

M.S. - 2000 Sociology, Portland State University:
Thesis: Understanding Volunteerism: An Exploratory Study of the Theory
of the Commons.
Certification Concentrations:

B.S. – 1998 Sociology, Portland State University
B.S. – 1998 Psychology, Portland State University


Areas of Specialization
Social Issues, Crime and Deviancy, Human Relations, Family, Research Methods & Analysis

Research Interests
Role and gender identities of family members, marriage and family relationships, family
influences on criminal and delinquent activity, criminal processes of development, deviance
within society, teaching methodologies, the influence of technology on society.
Positions Held
2012 – Present Senior Lecturer, Arizona State University
2005 – 2012 Lecturer, Arizona State University
2004 – 2005 Faculty Associate, Arizona State University
2000 – 2004 Teaching Associate, Arizona State University
1999 - 2000 Instructor. Portland State University

Awards and Honors
2012 – Present Barrett Honors Faculty – Barrett’s Honors College
2013 – 2014 Nominated as Outstanding Instructor/Lecturer of the Year - CLAS
2011 – 2012 Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2011 - Present Listed in the Marquis 2011 – Who’s Who of America
2010 – 2011 Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2011 – Fall Awarded Guest Coach – ASU Swim Team program
2010 – Spring Honoree – Commitment to serving students with disabilities – Disability Resource Center
2010 – Spring Honoree – Apply Polisher Banquet for Outstanding Service.
2009 – 2010 Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2009 – Spring Invited Presenter (student’s request) for the BA Merit Award for Outstanding Scholarship – Biochemistry
2008 – 2009 Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2008 – Fall Nominated for The National Society of Collegiate Scholars – Inspire Integrity Award
2008 – Fall Awarded “Most Inspirational Professor”. Recognized at Graduate Luncheon.
2008 – Fall Awarded Guest Coach – Softball program
2008 – Spring Awarded Guest Coach for ASU softball Game
2007 – 2008 Nominated as Distinguished Instructor/Lecturer of the Year - CLAS
2007 – 2008 Honors Disciplinary Faculty – Barrett’s Honors College
2007 – Fall Awarded Honorary Membership in Sigma Alpha Lambda for service.
2007 – Fall Awarded Guest Coach for ASU/UA Football game (Dec.)
2007 – Spring Nominated as Professor of the Year.
2006 – 2007 Honors Disciplinary Faculty – Barrett’s Honors College
2006 – Fall Twice nominated as Honorary Coach of ASU women’s soccer team.
2006 – Fall Nominated as Honorary Coach of ASU men’s football team.
2006 – Spring Nominated for Dean’s Distinguished Teaching Award.
2005 – 2006 Awarded as Recognized Faculty.
2005 – 2006 Honors Disciplinary Faculty – Barrett’s Honors College
2005 - Fall Invited as honored academic influence to a formal dinner & reception celebrating the Sigma Chi fraternity’s receiving the Peterson Significance Chapter Award.
Teaching Experience

Arizona State University
Soc. 101 – Introduction to Sociology
Soc. 101 – Introduction to Sociology – Internet version
Soc. 191 – Human Sexuality in a Social World
Soc. 315 / Fas. 331 – Courtship and Marriage
Soc. 315 / Fas. 331 – Courtship and Marriage – Internet Version
Soc. 340 / Fas. 498 – Sociology of Deviance
Soc. 340 – Sociology of Deviance – Internet version
Soc. 341 – Modern Social Problems
Soc. 363 – Men & Masculinity
Soc. 391 / Fas. 361 – Research Methods
Soc. 446 – Sociology of Crime
Soc. 448 – Epidemics and Society
CDE 586, 587, 588 – FHD Online Masters Capstone Project I, II & III.

Portland State University
Soc. 339 - Marriage and Intimacy
Soc. 410 – Senior Research Capstone -Topic: Volunteerism

Publications
2009 Contributing Author - *Dating, Marriage and Love.* McGraw- Hill

Professional Service
School of Social and Family Dynamics
2014 – present Personnel Committee
2013 – Spring Undergraduate Committee – Specialized Honors Committee
2011 – 2013 Undergraduate Research Competition Committee
2010 – 2013 Scholarship Awards Committee
2009 – 2013 Undergraduate Committee
2009 - 2010 Search Committee – New Instructor Position
2006 – 2007 Undergraduate Committee

Fey - 3
Department of Sociology

2005 - 2006  Department of Sociology Representative to the Undergraduate Research Symposium
2005 - Fall  Interim Chair for Undergraduate Committee.
2003 – 2004  Finalized addition of new Bachelor of Science degree in Sociology
2000 – 2003  Webmaster - Sociology Graduate Students
2001        Fundraising committee – Sociology Graduate Students
2003 – 2004  Graduate Research Grant Peer Review Committee, Arizona State University

Portland State University

1998 – 1999  Undergraduate committee, Portland State University - Graduate Student Representative.

Undergraduate Student Mentor/Advisor

2014 – Present  FHD Graduate Mentorship – FHD Online Masters Program
2014 – Fall  Supervised 8 Honors Contract Student Research Projects
2014 – Spring  Supervised 4 Honors Contract Student Research Projects
2014 – Spring  2nd Reader – Honors Thesis – Melina Machas, Fallen Singer, Michelle Yu
2013 – Fall  Supervised 15 Honors Contract Student Research Projects
2013 – Present  Faculty Advisor – Sun Devils Riders Club
2013 – Fall  Director Honors Thesis – Alixandria Keller; *The Rarity of Openly Bisexual Males in Society: A Qualitative Analysis.*
2013 – Spring  Director Honors Thesis – Ruslan Guseynov; *The Implications of the 2008 Recession on Birthrates in Arizona*
2013 – Spring  Supervised 7 Honors Contract Student Research Projects
2012 – Fall  Director Co-Honors Thesis – Deborah Chung & Brittany Allen; *Love Your Body*
2012 – Fall  Supervised 8 Honors Contract Student Research Projects
2012 – Spring  Supervised 12 Honors Contract Student Research Projects
2011 – Present  Faculty Advisor – ASU chapter of The National Society of Leadership and Success
2010 – Present  Faculty Advisor – Sun Devils for Sanity Club
2010 – Present  Faculty Advisor – Interracial Relationships Club
2009 – Present  Faculty Advisor – ASU Sun Devil Snow Club
2009 – Present  Faculty Advisor – Arizona PIRG
2006 – Present  Faculty Advisor – Sigma Alpha Lambda
2011 – Fall  Supervised 5 Honors Contract Student Research Projects

Fey - 4
2011 – Fall  Soc. 493 – Stephanie Ybarra – Honors Thesis Credit
2011 – Fall  2nd Reader – Honors Thesis – Katelyn Sandoval; *Assessing the Prevalence of Teen Dating Abuse Prevention Programs: A collaboration between Purple Ribbon Council, the Community Action Research Experiences Program, and the School of Social and Family Dynamics at Arizona State University*
2011 – Spring  Director – Honors Thesis – Valerie Cimarossa; *The Children Who Wait: An In-Depth Analysis of the Adoption Institution, Highlighting the Adoption of Older Children*
2011 – Spring  Director – Honors Thesis – Monica Poore; *The Self-Fulfilling Prophecy: Creating Unique Student Outcomes*
2011 – Spring  Soc. 493 – Valerie Cimarossa – Honors Thesis Credit
2011 – Spring  Soc. 493 – Monica Poore – Honors Thesis Credit
2011 – Spring  Supervised 9 Honors Contract Student Research Projects
2010 – Fall  Director – Co-Honors Thesis – Ross & Elizabeth Clarke; *Age of Entry into Prostitution: Correlates with Drug Use, Race, Suicide, Education Level, Childhood Abuse, and Family Experiences*
2010 – Fall  Soc. 493 – Ross Clarke – Honors Thesis Credit
2010 – Fall  Soc. 493 – Elizabeth Clarke – Honors Thesis Credit
2010 – Fall  Soc. 492 – Monica Poore – Honors Directed Study
2010 – Fall  Soc. 492 – Valerie Cimarossa – Honors Directed Study
2010 – Fall  Supervised 7 Honors Contract Student Research Projects
2010 – Spring  Supervised 8 Honors Contract Student Research Projects
2009 – 2010  Faculty Advisor – The Vagina Monologues ASU Production
2009 – 2010  Senior Capstone Research Director – Maria Sciortino
2009 – Fall  Supervised 9 Honors Contract Student Research Projects
2009 – Spring  Supervised 11 Honors Contract Student Research Projects
2008 – Fall  Supervised 2 Honors Contract Student Research Projects
2008 – Spring  Supervised 1 Honors Contract Student Research Project
2007 – Fall  Soc. 498 – Madelyn Prior – Independent Research Project
2007 – Fall  Supervised 6 Honors Contract Student Projects
2007 – Spring  Supervised 7 Honors Footnote 18 Student Research Projects
2006 – Fall  Director – Honors Thesis – McKenzie Strunk; *Mirrored Images: Reflections Concerning Mothers, Daughters and Eating Disorders.*
2006 – Fall  Supervised 9 Honors Footnote 18 Student Research Projects
2006 – Spring  Supervised 6 Honors Footnote 18 Student Research Projects
2005 – Fall  Supervised 7 Honors Footnote 18 Student Research Projects
2004 – Fall  Supervised 2 Honors Footnote 18 Student Research Projects
2003 – Fall  Supervised 3 Honors Footnote 18 Student Research Projects
**Invited Speaking Engagements**

2011 – Fall  Invited Speaker for Uni. 194 on “How to succeed in College.”
2010 – Fall  Invited Speaker for Uni. 194 on “How to succeed in College.”
2009 – Spring  Student nominated for Arizona State University’s “Last Lecture” series.
2009 – Spring  Invited Speaker for Uni. 194 on “How to succeed in College.”
2008 – Fall  Invited Speaker for Uni. 194 on “How to succeed in College.”
2006 – Spring  Student nominated for Arizona State University’s “Last Lecture” series.
2005 – Spring  Student nominated for Arizona State University’s “Last Lecture” series.
2004 – Spring  Guest Speaker: Soc. 503 - Sociology as a Profession II
2002 – Spring  Guest Speaker: Biological & Chemical Warfare in the New Millennium

**Conference Presentations**

2004  Open and Refereed Roundtables Organizer – Crime and Deviance – A.S.A. annual meeting, w/ Dr. Verna Keith & Dr. Mary Benin.
2002  Session Organizer: Childhood Sexual Abuse: Manifestations and Effects, Pacific Sociological Association
2001  Presenter: Increasing Teaching Effectiveness Using Acting Methodologies, Pacific Sociological Association

**Other Research**

2001  Field Ethnographer, Health-Risk Behaviors of Long Haul Truckers, Yorghos Apostolopoulos (PI), Arizona State University.

**Reviewed Books & Articles**

2011 – Spring  Reviewer for new textbook - Croteau & Hoynes; *Experience Sociology*, McGraw-Hill.
Community Service
2008 – 2012 Co-Founder w/ Morgana Cooper: Las Artes GED – ASU Out Reach Program. (expanded to a full year program in Fall of 2011 – currently on Hiatus). Developed new community outreach program in unison with Las Artes' GED classes to bring at-risk and poverty stricken Native American and Hispanic youth of Ajo, Arizona to the Arizona State University campus. Successful in retaining GED graduation of students, and 60% of the students who previously were not going to attend college have now made definitive plans to enroll or have enrolled in an institution of higher education.

2009 – Spring Appeared in the Emmy Nominated Documentary (student project category): Click For Love - as academic interviewee.

2008 – Fall Served as consultant to the New Mexico State advisory committee (comprised of legislators). Topic: “The Fractured Family—particularly families of incarcerated adults: What is the Cost?”

2008 Interviewed and quoted in Knack magazine article; Getting Friendly: Can’t We just Be Friends? Author: Elizabeth Exline. September, 2008.


2007 Interviewed and quoted in SPM magazine cover story article; From Student to Stripper to Prostitute. Author : Matt Stone. Nov. 28th edition.

2007 Subject of featured article “Redemption Song” published in SPM magazine (Nov. 14th – 20th issue). Author: Matt Culbertson. The article was on my life story.

2007 Interviewed for “Eye-popping I-pod Broadcasts” on being a professor and the philosophy of effective teaching. Posted to I-tunes, national download.

2007 Interviewed on air for the television show “Teen Talk.” This show is geared towards the development of teens, and discussion of teen issues. In the episode I was the guest speaker, the subject dealt with issues raised with changes in technology influencing socialization. The episode has aired many times on local area Public Broadcast.

2006 Interviewed and published in Middle East newspaper article; Cultural Mission and the Communication. Al Sharq Al Awsat. The article focuses on Saudi students immigrating to the U.S. and how the Saudi government and American Universities can aid the process.


2005 Interview and quoted in the State Press Magazine article; Grade Grubbing. Author: Sam Friedman. Printed Nov. 17th edition.

Other Skills Blackboard Learning System, TurningPoint in-class technology, CPS in-class technology.
References:
Dr. Jennie Kronenfeld - Professor & Former Dept. Chair, Arizona State University
School of Social and Family Dynamics
Box 873701
Tempe, Az. 85287-3701
(480) 965-8053
Jennie.Kronenfeld@asu.edu

Dr. Deborah Sullivan - Associate Professor, Arizona State University
School of Social and Family Dynamics
Box 873701
Tempe, Az. 85287-3701
(480) 965-4492
deborah.sullivan@asu.edu

Dr. Denise Bodman – Principal Lecture
School of Social and Family Dynamics
Box 873701
Tempe, Az. 85287-3701
(480) 965-8335
dbodman@asu.edu
STACIE ANN FOSTER  
School of Social and Family Dynamics  
P.O. Box 873701  
Tempe AZ 85287-3701  
(480)727-7791  
stacie.foster@asu.edu

EDUCATION:  
Arizona State University  
Ph.D. Family Science, August 2002  
M.S. Family Science, August 2000  
Department of Family and Human Development

University of California at Santa Barbara  
B.A. Sociology, June 1994  
Department of Sociology

PROFESSIONAL EXPERIENCE:  

Program Director  
Sanford Harmony Program  
(August 2011-present)  
Responsibilities: Overseeing SHP development, teacher training, trialing and evaluation evaluation.

Project Director  
LIVES of Boys and Girls Enterprise  
(August 2008-August 2011)  
Responsibilities: Overseeing all aspects of curriculum development and research, management of approximately 30 team members.

Project Director  
Understanding School Success (U.S.S.)  
(August 2000 – August, 2009)  
Responsibilities: Managing and mentoring a staff of 6-8 graduate students and several undergraduate assistants. Supervising all aspects of sample and staff recruitment, data collection and management.

Data Manager  
Understanding School Success (BUSS)  
Responsibilities: Supervising all aspects of data management including data entry, cleaning, scaling, and production of research data sets for a longitudinal project.

Project Assistant  
Teen Mothers’ Project  
(March, 2000-August, 2000)  
Responsibilities: Assisted in the development of survey instruments. Collecting, managing, coding, and analyzing the resultant data. Supervising undergraduate assistants in activities involving data collection, management and coding.
Graduate Assistant
Department of Family and Human Development
(August 1996 – August 2001)
Responsibilities: Assisting faculty advisor with all aspects of manuscript preparations including literature reviews, data collection, data management, analyses and writing. Supervised undergraduate assistants.

Teaching Experience

Instructor
Arizona State University
Department of Family and Human Development
(Fall, 1999- present)
Classes taught: Human Development Through the Lifespan
Advanced Marriage and Family Relationships
Supervised Research
Average rating=1.21 on a 1 to 4 scale; highest score = 1)

REFEREED PUBLICATIONS:


**SELECTED PRESENTATIONS:**


for Research in Child Development Biannual Meeting, Seattle, WA.


Bridget M. Gaertner, Ph.D.

Arizona State University
T. Denny Sanford School of Social and Family Dynamics
PO Box 873701
Tempe, AZ 85287-3701
480.965.3050
bridget7@asu.edu

Education

2012  Ph.D. Family & Human Development
      T. Denny Sanford School of Social and Family Dynamics,
      Arizona State University, Tempe, Arizona
      Dissertation: The relations of household chaos to children's language development: The mediating roles of
      children's effortful control and parenting
      Chair: Tracy L. Spinrad
      Committee: Nancy Eisenberg, Laura D. Hanish, and Robert H. Bradley

2008  M.S.W.
      School of Social Work
      Loyola University Chicago, Chicago, Illinois

              Erikson Institute, Chicago, Illinois

2005  M.S. Family & Human Development
      T. Denny Sanford School of Social and Family Dynamics,
      Arizona State University, Tempe, Arizona
      Thesis: Mastery persistence in toddlers: Relations with child temperament and maternal socialization.
      Chair: Tracy L. Spinrad
      Committee: Nancy Eisenberg and Laura D. Hanish

1996  B.A. Psychology
      Washington University, Saint Louis, Missouri

Professional Positions

2014 – present  Lecturer
      T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

2011 – 2014  Assistant Research Professor
      Sanford Harmony Program (Richard Fabes, Ph.D., Laura Hanish, Ph.D., Carol Martin, Ph.D. &
      Kimberly Updegraff, Ph.D., Executive Directors)
      T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
2008 – 2011  **Program Manager**  
Sanford Harmony Program (Richard Fabes, Ph.D., Laura Hanish, Ph.D., Carol Martin, Ph.D. & Kimberly Updegraff, Ph.D., Executive Directors)  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

2006 – 2008  **Research Fellow**  
Fussy Baby Network (Linda Gilkerson, Ph.D., Executive Director & Larry Gray, M.D., Medical Director)  
Erikson Institute, Chicago, IL

2001 – 2006  **Graduate Research Assistant**  
Toddler Emotional Development Project (Tracy L. Spinrad, Ph.D. & Nancy Eisenberg, Ph.D., Co-Principal Investigators)  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

2001 – 2002  **Graduate Research Assistant**  
Pathways Project (Gary W. Ladd, Ph.D., Principal Investigator)  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

2000 – 2001  **Research Assistant**  
Child-Directed Speech Project (Michael Brent, Ph.D., Principal Investigator)  
Department of Computer Science, Washington University

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**Teaching and Mentoring**

### Undergraduate Instruction

**Child Dysfunction in the Family (CDE 450)**  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ  
- Fall, 2014 (24 students; classroom delivery)  
- Summer, 2014 (54 students; online delivery)

**Gender & Society (FAS 264/SOC 264)**  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ  
- Summer, 2014 (67 students; online delivery)  
- Spring, 2014 (139 students; classroom delivery)  
  - Supervised 2 Honors Contracts  
- Fall, 2013 (49 students; classroom delivery)  
  - Supervised 2 Honors Contracts

**Early Childhood Intervention (CDE 337)**  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ  
- Fall, 2014 (62 students; classroom delivery)  
  - Supervised 1 Honors Contract  
- Spring, 2014 (53 students; classroom delivery)  
  - Supervised 1 Honors Contract  
- Fall, 2013 (57 students; classroom delivery)
Gender, Peers, & Schools (FAS 498)
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
• Summer, 2010 (18 students; online delivery)

Human Development
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
• Spring, 2005 (95 students; classroom delivery)

Graduate Supervision and Mentoring

Graduate Student Advisor
Online program: MS-Family & Human Development
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
• 2014-present (~20 students/semester)

Graduate Research Assistant Supervisor
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
• 2008-2014

Graduate Research Intern Supervisor
Erikson Institute, Chicago, IL
• 2007-2008 (1 student)

Undergraduate Supervision and Mentoring

Supervisor for Supervised Research Experience (FAS 390/499)
• Fall, 2012 (1 student)
• Spring, 2012 (7 students)

Student Committees

Undergraduate Student Honors Thesis Reader
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
• Emily Bovee, Family and Human Development (defended March 28, 2013)

Translational Research Activities

Program Development


Professional Development Presentations


Research Activities

Refereed articles


**Book Chapters**

Last updated 1/13/2015

Refereed Conference Presentations


Clinical Experience

Parents of Infants Program
Dupage County Health Department, Wheaton, IL

2006 – 2007  Social Work Intern
Fussy Baby Network
Erikson Institute, Chicago, IL

2004  Therapeutic Playgroup Facilitator
Infant Child Research Programs
Arizona State University, Tempe, AZ

Service

University Service
2010 – 2012  Obama Scholars Mentor, Arizona State University

Professional Service

Ad Hoc Reviewer

- Early Education and Development
- Journal of Applied Developmental Psychology
- Journal of Family Issues
- Journal of Marriage and the Family
- Merrill-Palmer Quarterly
- Social Development

Professional Affiliations

Member, Infant Toddler Mental Health Coalition of Arizona (ITMHCA)

Member, National Association for the Education of Young Children (NAEYC)

Member, Society for Research in Child Development (SRCD)
Curriculum Vitae

Dr. Marcella C. Gemelli
T. Denny Sanford School of Social and Family Dynamics
Arizona State University
951 S. Cady Mall
Tempe, Arizona 85287-3701
602-810-1651; Marcella.Gemelli@asu.edu

Education

Ph.D. 2007 Sociology, Arizona State University
Comprehensive Exams: Work, Globalization

M.S. 2003 Sociology, Portland State University

B.A. 1996 Sociology, Minors in Women’s Studies and Business (Cum Laude), University of Oregon

Teaching Experience

Online Lecturer, Program in Sociology, T. Denny School of Social and Family Dynamics, December 2010-Present
Arizona State University, Tempe, Arizona

- Family Studies 500: Graduate Research Methods
- Sociology 483: History of Social Thought
- Sociology 424: Women and Health
- Sociology 391: Research Methods
- Sociology 390: Social Statistics I
- Sociology 334: Technology and Society
- Sociology 312: Adolescence

Instructor, Women and Gender Studies, August 2007-May 2011
Arizona State University, Tempe, Arizona

- Women’s Studies 394: Women, Work and Poverty
- Women’s Studies 300: Women and Gender in Contemporary Society (traditional, hybrid, online)
- Women’s Studies 100: Women, Gender and Society (traditional, hybrid, online)

Graduate Teaching Associate, Sociology, July 2004-December 2006
Arizona State University, Tempe, Arizona

- Sociology 464: Sociology of Women
- Sociology 391: Research Methods
- Sociology 301: Principles of Sociology

Graduate Teaching Assistant, Sociology, August 2003-December 2006
Arizona State University, Tempe, Arizona

- Sociology 415: Sociology of the Family
- Sociology 220: Sociology of Sport
- Sociology 101: Introduction to Sociology

Graduate Teaching Assistant, Sociology, March 2002-June 2002
Portland State University, Portland, Oregon

- Sociology 339: Marriage and Intimacy

Research Experience

Professional Research Experience

Associate Director for Research and School Quality, August 2007-March 2009
Arizona Charter Schools Association, Phoenix, Arizona

Publication

Research Related Responsibilities

- Developed, analyzed and wrote up survey results for bi-annual surveys
- Created interview guides, conducted and transcribed interviews with school leaders, teachers and students and analyzed data using NVivo
- Assisted Director with statistical analysis of Arizona Department of Education student and school level data using JMP
- Wrote one page public relations reports on student successes
- Researched data for and created fact sheets on various aspects of public education
- Created tables, charts and graphs from statistical output using Word and Excel
- Created and implemented teacher and school leader training materials for improving school culture
- Conducted professional development workshops at charter schools for school leaders and teachers

Research Assistantships at Arizona State University

Research Assistant to Dr. Muriel Magenta, August 2003-July 2004

- Researched literature on domestic violence, homelessness and shelter programs
- Researched appropriate methodology and theory for evaluation of empowerment workshop for homeless mothers
- Developed questionnaire and created open-ended interview guide for data on homeless shelter residents
- Created and delivered Powerpoint presentations to members of the Arts, Media and Engineering program at Arizona State University
- Identified as “consultant” on documentary: “28 Women: A Chance for Independence” directed and produced by Dr. Magenta
Research Assistant to Dr. Verna Keith, June 2004
- Researched and provided literature review on project regarding women’s health

Research Assistant to Dr. Jennifer Glick, January 2004-May 2004
- Proofread journal articles and book chapters for submission
- Researched and provided literature review on project regarding immigrant youth labor outcomes

**Relevant Academic Experience**

Interviewer, Arizona Department of Health Services, Office for Children with Special Healthcare Needs, May-June 2006
- Conducted telephone interviews with family members receiving special healthcare services

Surveyor, Arizona State University, Southwest Interdisciplinary Research Center, March-April 2006
- Implemented surveys to middle school students around the Phoenix area

Undergraduate Advisor, Portland State University, June 2002-June 2003
- Provided assistance to undergraduate Sociology majors and minors regarding degree requirements
- Represented the Sociology department at orientations and open house events. Provided information about the Sociology department and Portland State University to prospective students via e-mail, telephone and personal meetings
- Attended and participated in faculty meetings and curriculum committee meetings

**Academic Publications**


**Co-Authored Publications**


**Encyclopedia Entries**


**Manuscripts Submitted**


**Manuscript in Preparation**

Gemelli, Marcella. “Escaping Class: How Homeless Mothers Represent Themselves on their Own Websites.”

**Sole-Authored Paper Presentations**

“Teaching Upper Division Sociology Courses Online.” 2014 Annual Meeting of the Pacific Sociological Association, Portland, Oregon; March 2014.


“Escaping Class: How Homeless Mothers Represent Themselves on their Own Websites.” 2009 Annual Meeting of the American Sociological Association, San Francisco, California; August 2009

“The Meaning of Material Culture as Evidenced Through the Websites of Homeless Mothers.” 2009 Annual Meeting of the Pacific Sociological Association, San Diego, California; April 2009

“Drawing Conclusions from Visual and Ethnographic Data.” 2008 Annual Meeting of the National Women’s Studies Association, Cincinnati, Ohio; June 2008
“Piecing Together the Puzzle: Making Sense of Qualitative Data.” 2008 Annual Meeting of the Pacific Sociological Association, Portland, Oregon; April 2008

“I’ll Show it to Everyone’: Homeless Women Create Their Own Websites.” 2006 Annual Meeting of the Society for the Study of Social Problems, Montréal, Canada; August 2006


“Shelter Against Violence: An Exploratory Study of an Empowerment Workshop for Homeless Mothers.” 2005 Communities in Collaboration Social Science Graduate Research Symposium, Arizona State University; March 2005


“Shelter Against Violence: Digital Storytelling and the Empowerment of Women.” Presentation to art students and members of the Arizona State University Arts, Media and Engineering Center; February 2004

Invited Professional Presentations

“Establishing Instructor Presence with Tutorial Videos.” ASU College of Liberal Arts and Sciences Demofest. September 2014.

“Performance Measures: Goals, Indicators, and Outcomes.” Presentation to Fresh Start Women’s Foundation, Phoenix, Arizona; February 2012.

“Focus Group Facilitator Training.” Presentation to Fresh Start Women’s Foundation, Phoenix, Arizona; February 2011.

“Taking the Dread out of Data.” Presentation to Fresh Start Women’s Foundation, Phoenix, Arizona; October 2010.

“Transforming the Traditional Course into the Hybrid.” Presentation and workshop conducted at Truman State University Department of English, Kirksville, Missouri; July 2010

“Building a Culture that Promotes Teamwork.” Presentation at Arizona Charter Schools Association Annual Conference, Carefree, Arizona; November 2008

Arizona State University Service
Faculty Advisor, Alpha Lambda Delta/Phi Eta Sigma (ASU chapter of freshman national honor society); August 2011-Present

Committee Member, T. Denny School of Social and Family Dynamics Social Impact Initiative; February 2012-Present

Obama Scholar Mentor; August 2009-May 2011

Faculty Advisor, Inspire Arizona (ASU student organization); August 2013-Present

Faculty Advisor, Vox (ASU student organization); October 2009-Present

Faculty Advisor, FemOrg (ASU student organization); February 2009-May 2009

Member, Undergraduate Studies Committee, Women and Gender Studies; August 2008-May 2009

Graduate Student Representative, Arizona State University Commission on the Status of Women; September 2005-May 2007

President, Sociology Graduate Students; September 2005-May 2007

Grant Reviewer, Graduate and Professional Student Association; September 2005, 2004

Vice-President, Sociology Graduate Students; September 2004-August 2005

Undergraduate Student Mentoring

Sarah Decker, Undergraduate research paper 2013, “Healthcare utilization and insurance coverage of undergraduate students”

Karly Kelso, Undergraduate research paper 2012, “Religiosity and Perceptions in Emerging Adults”

Sarah Decker, Paul Bosworth, April Yax, Lauren Johnson 2012, 2013 Undergraduate Teaching Assistants

Professional Development and Community Service

Participant, Boot Camp for Teaching Online; August 2014

Participant, Boot Camp for Teaching Online; October 2012

Participant, Quality Matters, Creating quality rubrics for online teaching; March 2011

Volunteer Consultant to Fresh Start Women’s Foundation on Theory of Change project; identifying appropriate data collection techniques for evaluation of services; September 2010-May 2012

Participant, College of Liberal Arts and Sciences Online Boot Camp; May 2010

Participant, Faculty 101, Center for Teaching and Learning Excellence; August-December 2007

Graduate Student Representative, Pacific Sociological Association; January 2006-April 2007
Selected Participant, Preparing Future Faculty; August 2004-May 2005

Member, Student Committee assisting Dr. Keith and Dr. Benin, Organizers of the Open Refereed Roundtables and Informal Discussion Roundtables for the 2004 American Sociological Association Annual Meeting; May 2004


**Honors/Awards**

Executive Director’s Advisor of the Year Alpha Lambda Delta National Honor Society; 2013

Nominee for 2012-2013 ASASU Centennial Professor Award; March 2013

Nominee for 2012-2013 Arizona State University College of Liberal Arts and Sciences Teaching Award; March 2013

Nominee for 2011-2012 Arizona State University College of Liberal Arts and Sciences Teaching Award; April 2012

Nominee for 2008-2009 Arizona State University College of Liberal Arts and Sciences Teaching Award; April 2009

Nominated and Selected Participant for Arizona State University College of Liberal Arts and Sciences Online Teaching Symposium; May 2009

Arizona State University Division of Graduate Studies Completion Fellowship; January 2007

Society for the Study of Social Problems Lee Student Support Fund; August 2006

Graduate and Professional Student Association Travel Grant Award; August 2006

Nominee for Arizona State University Faculty Women’s Association Annual Award; May 2006

Nominee for Graduate and Professional Student Association Graduate Student Teacher Award; January 2005

Graduate Student of the Year in Sociology at Portland State University; June 2003

**Professional Memberships**

American Sociological Association

Sociologists for Women in Society

Pacific Sociological Association

**Research Interests**

Race, Class and Gender

Work and Organizations

Inequality/Poverty/Homelessness

Sociological Theory and Methodology

**References**
Dr. Bob Bolin, Professor of Sociology  
School of Human Evolution and Social Change  
Arizona State University  
PO Box 872402  
Tempe, AZ 85287-2402  
480-965-6421  
Bob.Bolin@asu.edu

Dr. Mary Margaret Fonow, Professor of Sociology  
Director, School of Social Transformation  
Professor, Women and Gender Studies  
Arizona State University  
PO Box 874902  
Tempe, AZ 85287-4902  
480-965-2358  
MaryMargaret.Fonow@asu.edu

Dr. Muriel Magenta, Professor  
School of Art  
Herberger College of Fine Arts  
Arizona State University  
PO Box 871505  
Tempe, AZ 85287-1505  
480-965-4483  
Muriel.Magenta@asu.edu
Curriculum Vitae

Jennifer Elyse Glick

Sanford School of Social and Family Dynamics
Arizona State University
PO Box 873701
Tempe, AZ 85287-3701

phone: (480) 965-9209
email: Jennifer.Glick@asu.edu
fax: (480) 965-6779

Employment:

2012-Present  Director, Center for Population Dynamics, Arizona State University
2011-Present  Professor of Sociology, Arizona State University
2005-2011  Associate Professor of Sociology, Arizona State University
1999-2005  Assistant Professor of Sociology, Arizona State University
1997-1999  Assistant Professor of Sociology (Research) and Postdoctoral Research Associate, Population Studies and Training Center, Brown University

Education:

1997    Ph.D. in Sociology, The University of Texas at Austin

1993    M.A. in Sociology, The University of Texas at Austin

1991    B.A. in Sociology; Minor in Human Development and Family Studies
The Pennsylvania State University

Research Support:


“Measuring Social Competence in Diverse Migration Contexts”, Principal Investigator, CLAS Seed Grant, Arizona State University ($31,000), 2013.


Research Support continued:


“Family-School Connectivity: Interactions Leading to Academic Achievement for Children of Immigrants”: Principal Investigator, AERA Grants Program ($19,999) 2008-2009

“Early School Transitions of Immigrants' Children”: Principal Investigator, NIH grant: R03 HD44006 ($149,750) 2003-2007

“Stability of Mexican Immigrant Extended Family Households”: Co-Investigator, NIH grant R03, Jennifer Van Hook, Bowling Green State University, Principal Investigator ($150,000) 2002-2004

“Ethnicity, Marriage and Fertility in Kazakhstan” Co-Investigator, NIH grant R03, Victor Agadjanian, Principal Investigator ($149,500) 2002-2004

“Immigration and Early Life Course Transitions”: Principal Investigator, NIH grant: R01 HD37054-03 ($455,598) 2000-2004

“Union Formation and Assortative Mating Among US Immigrants”: Consultant, NIH grant, Zhenchao Qian, Ohio State University, Principal Investigator ($559,472) 2002-2005

“Phoenix: The Im/Migrant Nexus”: Investigator, Multi Investigator Proposal Development Grant, College of Liberal Arts, Arizona State University. ($19,000) 2000

Publications:

Books:


Winner of the 2010 American Sociological Association, Population Section, Otis Dudley Duncan Award for Distinguished Scholarship in Social Demography.

Refereed Journal Articles: (* denotes student author)


Refereed Journal Articles continued.


Refereed Journal Articles continued.


Book Chapters


Book Chapters continued


Conference Paper Presentations (previous 5 years):


Hall, Sharon J., Binoj Shrestha, Scott Yabiku, Jennifer Glick, Abigail York, Dirgha Ghimire, Li An, Sean Murphy. 2013. Human community dynamics and social-ecological vulnerability in a biodiversity hotspot. Fifteenth


Invited Papers, Presentations, Working Papers and Reports (previous 5 years):


Invited Colloquium Speaker, “More than Duration of Residence: Immigration and Children’s Well-Being” IPR, Ohio State University, April 3, 2012


Invited Speaker, 50th Anniversary Conference, Population Research Center, University of Texas at Austin, November 2010.


Organizer, “Immigration and Citizenship” Session for the 2010 Annual Meetings of the American Sociological Association, Atlanta, Georgia.

Invited Discussant, “Immigrant Intergenerational Mobility: Methods, Interpretations and Policy Implications” Conference, Center for the Study of Immigrant Integration (CSII), University of Southern California, October 28, 2009.


Organizer, “Demographic Processes of Family Change” Session for the 2009 Meetings of the Pacific Sociological Association, San Diego, April 8-11, 2009


Invited Organizer, 2008, American Sociological Association Meetings, Session on Immigrant Families/Communities.


Work in Progress

Cooper, Carey; Richard Fabes, Jodi Swanson, Robert Bradley and Jennifer Glick. “Relations among Classroom Behavioral Patterns, Children’s Self-regulation, and Kindergarten Academic and Social Competence”


Glick, Jennifer E. and Carey Cooper. “Family-School Connectivity: Enhancing academic achievement among Mexican, Black and non-Hispanic white children”.

Honors:
Duncan Book Award for scholarly book in social demography, American Sociological Association, Population Section, for Achieving Anew, with M. White, 2010


Dissertation Fellowship, University of Texas at Austin 1996-1997

NICHD Traineeship (Demography), University of Texas at Austin, 1992-95

Phi Beta Kappa and Phi Kappa Phi, Pennsylvania State University, 1991

Graduated with Distinction and Honors in Sociology, Pennsylvania State University, 1991

University Scholar, Pennsylvania State University
**Teaching:**
“Sociology of Population”: undergraduate course on population dynamics and current population issues.
“Studies of the Family”: graduate seminar
“Sociology of Immigration”: graduate seminar
“Family Sociology”: undergraduate course focused on the interaction of family and other social institutions
“Family Demography”: graduate course surveying the field of family demography
“Applied Demography/Demographic Methods: graduate course (open to advanced undergraduates)
“Baby Boom, Generation X and Beyond” undergraduate course on US population trends

**Graduate Student Mentoring:**
**Doctoral Students supervised:**
Ken Davis, Ph.D., Chair, Summer 2009
   Dissertation: “Predicting the Academic Attainment of African American Students.”

Littisha (Scott) Bates, Ph.D., Chair, Spring 2009
   Dissertation: “Racial and ethnic differences in educational trajectories: A look at the role of parental involvement, schools and families.”

Bryndl Hohmann-Marriott, Ph.D., Chair, Summer 2005
   Dissertation: “Resilient relationships: Couple similarity and the stability of fragile unions.”

Chunyan Song, Ph.D., Chair Spring 2005
   Dissertation: “Achievement in education and income among young Asian and Hispanic Americans”

Stacey D. Ruf, Ph.D., Chair, Summer 2003
   Dissertation: “The effect of school socioeconomic status on racial and ethnic differences in school-age premarital childbirth.”

**Masters Students supervised:**
Ben Vandermeer, M.A., Chair, Fall 2010

Jeanne Blackburn, M.A., Chair, Summer 2006

Li Zhu, M.A., Chair, Spring 2006

Yun Zhou, M.A., Chair, Spring 2004
   Thesis: “Racial Group Differences in the Effect of Parental Encouragement on Students’ Aspirations”

Jian Ye, M.A., Chair, Spring 2002
   Thesis: “Social Determinants of Early Parental Educational Expectations across four panethnic groups”

Chunyan Song, M.A., Chair Spring 2001
   Thesis: “Post-Secondary Education Attendance and Choice of College Majors Among Asian American Students”
Graduate Student Committees:
Seungyong Han, PhD (SOC), committee member, Fall 2014
Haruna Fukui, PhD (SOC), committee member, Fall 2014
Norma Perez, PhD (FHD), committee member, Spring 2012
Premchand Dommarju, PhD, committee member, Summer 2008
Winfred Avogo, PhD, committee member, Summer 2008
Tanya Nieri, PhD, committee member, Spring 2007
Littisha Scott, M.A., committee member, Spring 2006
Cayla Buell, M.A., committee member (Geography) Fall 2005
Stephen Sills, PhD, committee member Spring 2004
Fang Yang, M.A., committee member Spring 2002
Stephen Sills, M.A., committee member Fall 2000

Other Graduate Service/Mentoring:
Interim Director of Graduate Studies, Sociology, ASU 2009-2010.

Undergraduate Student Mentoring:
Samantha Booher, Undergraduate Honors Thesis 2013-2014
   Thesis: “Analysis of Mesa Urban Garden’s impact on their community”
Alejandra Argento, Undergraduate Research Assistant, Spring 2013
Frances Charnicki, Undergraduate Honors Thesis 2005-2006
Amber Beamon, Undergraduate Research Assistant Spring 2003
Melissa Fuentes and Nicole Santos, Undergraduate Internships, Spring 2005

Service to the Profession (previous five years):
Member, Committee on Population Statistics, Population Association of America (2013-2014)
Member, Duncan Book Award Committee, ASA Section on Population (2012-2013; Chair 2013-2014)
Member, Nominating committee, ASA Section on International Migration (2012-2013)
Member Board of Directors, Population Association of America (2009-2011)
Member, Graduate Student Paper Award Committee, ASA Section on Family (2009)
Chair, Graduate Student Paper Award Committee, ASA Section on International Migration (2009)
Member Program Committee, Pacific Sociological Association Meetings, San Diego, CA (2009).
Elected Member of Council, ASA Section on the Family (2007-2009)
Regular member, Health of the Population (HOP) Integrated Review Group, Center for Scientific Review, National Institutes of Health (NIH) (October 2005-2009)

**Community Service:**


Samuel B. Green

Personal Information

Campus Address: 117 Social Science Building
Tempe, AZ 85287-3701

Campus Phone: (480) 727-6557
E-mail Address: samgreen@asu.edu

Educational History

1971-1975: University of Georgia, Athens, Georgia
Ph.D. in Psychology. Specialization: Measurement and Human Differences

1969-1971: Marquette University, Milwaukee, Wisconsin
M.S. in Psychology. Specialization: Clinical Psychology

1966-1969: West Virginia University, Morgantown, West Virginia
B.A. in Psychology

Academic Appointments

2000-present: Arizona State University

Interim Director of Division of Psychology in Education (2006-2007)
Professor of Educational Psychology (2000-2010)
Professor in T. Denny Sanford School of Social and Family Dynamics (2010-Present)

1989-2000: University of Kansas

Professor in Psychology and Research in Education (1999-2000)
Professor and Chair of the Department of Psychology and Research in Education (1997-1999)
Associate Professor and Chair of the Department of Educational Psychology and Research (EPR) (1995-1996)
Associate Professor in EPR Department (1991-1995)
Assistant Professor in EPR Department (1989-1991)
1974-1989: Auburn University
Professor in Psychology Department (1985-1990)
Associate Professor in Psychology Department (1979-1985)
Assistant Professor in Psychology Department (1974-1979)

Teaching Experience

Arizona State University: I have taught graduate-level courses in univariate and multivariate statistics.

University of Kansas: I taught almost exclusively graduate-level courses in univariate and multivariate statistics.

Auburn University: I taught undergraduate and graduate courses in statistics, measurement, and industrial/organizational psychology.

Student Committees

I have chaired the committees of 25 doctoral students and have been a member of over 250 master's and doctoral committees.

University Service

Arizona State University
2011-2013 Co-Chair, SSFD Personnel Committee
2011-2013 Member, SSFD Leadership Committee
2010-2011 Member, Measurement and Statistical Analysis Faculty
2010-2011 Member, SSFD Personnel Committee
2009-2010 Member, Search Committee for Four Faculty Members in Science Education and Math Education
2008-2010 Member, Personnel Committee for College of Education
2009-2009 Chair, Search Committee for Executive Dean
2008-2009 Leader of Educational Psychology Program
2008-2008 Task Force Committee to Revise Teacher Education Program
2002-2006 Leader of Educational Psychology Program
2000-2006 Coordinator of the Measurement, Statistics, and Methodological Studies (MSMS) Concentration in Educational Psychology
2005-2006 Chair, Search Committee for a Faculty Member in the Measurement, Statistics, and Methodological Studies Concentration
2000-2006 Member, Personnel Committee for the Division
2002-2005 Member, College Counsel
2000-2002  Chair, Search Committee for a MSMS Faculty Member
2000-2001  Member, Search Committee for two Faculty Members in Division of
          Educational Leadership and Policy Studies

University of Kansas
1997-2000:  Chair, School of Education Technology Council
1999-2000:  Member, Planning Committee for School of Education Future Forum
1999-2000:  Member, Planning Committee for School of Education Issues Forum
1998-2000  Member, Graduate Research Training Committee
1996-1997:  Member, Committee to Consider Technology and Instruction at KU
1994-1997:  Member, School of Education Committee to Revise Graduate Education
1995-1996:  Member, School of Education Reorganization Task Force
1994-1995:  Coordinator, EPR Statistics/Measurement Faculty
1995-1996:  Member, School of Education Curriculum Committee
1992-1993:  Member, Committee for the Evaluation of EPR Chair
1992-1993:  Chair, Search Committee for Quantitative/Measurement Faculty Member
1991-1992:  Chair, Search Committee for Quantitative/Measurement Faculty Member
1990-1992:  Member, Grievance Committee of the School of Education
1990-1993:  Member, Advisory Committee on Human Experimentation (ACHE)
1989-1991:  Member, First-Level Review Committee for the General Research Fund

Auburn University
1988-1989:  Member, Faculty Advisory Committee to the Dean
1988-1989:  Chair, Search Committee for Industrial/Organizational Psychology
            Faculty Member
1988-1989:  Chair, Committee to Develop Promotion and Tenure Guidelines for the
            School of Liberal Arts
1974-1989:  Member, The Graduate School's Quantitative Research Consulting
            Committee
1987-1989:  Senator, Psychology Department, University Faculty Senate
1976-1987:  Chair, Department of Psychology Graduate Admissions Committee
1984-1987:  Member, University Admissions Committee
1984-1986:  Member, University Committee To Evaluate University Student
            Grievance Committee
1984-1985:  Chair, Minority Recruitment Committee for Psychology
1984-1985:  Acting Chair, Graduate Industrial/Organizational Psychology Program
1984-1985:  Chair, Search Committee for Industrial/Organizational Psychology
            Faculty Member
1981-1982:  Chair, Search Committee for Quantitative Psychology Faculty Member
1981-1982:  Chair, University Student Grievance Committee
1980-1981:  Member, University Student Grievance Committee
1976-1977:  Chair, Search Committee for Industrial/Organizational Psychology
            Faculty Member
1974-1975:  Member, Arts and Sciences Faculty Evaluation Committee
Faculty Honors

Currently on Editorial Boards for the following journals: *Structural Equation Modeling, Psychological Methods, Educational and Psychological Measurement, and Journal of Counseling Psychology*

Past Chair of Special Interest Group on Structural Equation Modeling

Recipient of the 1998 Award for Outstanding Scholar for the School of Education

Nominated in 1996 for the Kemper Teaching Award

Recipient of the 1989 Award for Outstanding Achievement in Academic and Scholarly Activities (Awarded by the Alabama Psychological Association)

Past President of the Southeastern Society for Multivariate Experimental Psychology

Funding


1994-2000: Co-Director of the Research Design and Analysis Core for the Life Span Institute (Largest funded institute at the University of Kansas)


1990-1994: Development of standards, policies and procedures for the evaluation of assessment instruments used in the California community colleges. With John Poggio and Douglas Glasnapp. Amount: $420,000

1990-1994: Projects for the Kansas Department of Education. With John Poggio, Douglas Glasnapp, and Nona Tollefson. Amount: $100,000


1984-1985: RISE Research Grant with the Air Force. Amount: $25,993


Consulting Experiences

Consultant to a number of private and public organizations, such as Xerox, PPG, City of Montgomery, and the Center for Business and Economic Development. Duties: Test development, statistical analyses, and evaluation of testing programs.

Research Presentations

I have made many presentations at meetings of organizations such as the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. I have listed below only those that were not later published as journal articles.


Green, S. B., & Tollefson, N. (April, 1992). Student and teacher judgments about lower- and higher-order test items. Presented at the annual meeting of the National Council on Measurement in Education.


Books


Chapters


**Research Publications**


**In Submission**


Lai, K., & Green, S. B. When RMSEA and CFI Disagree: Diagnostic of Model Fit or Problems with Fit Indices? *Psychological Methods*.


Karissa Greving Mehall, PhD, LMFT
Arizona State University
T. Denny Sanford School of Social and Family Dynamics
Tempe, Arizona 85287-3701
(480)727-6438
Email: Karissa@asu.edu

Education

**Ph.D.** Family Science and Human Development with emphasis in Marriage & Family Therapy, Arizona State University

**M.S.** Family Science and Human Development with emphasis in Marriage & Family Therapy, Arizona State University

**B.A.** Psychology and Minor in Family and Human Development, Arizona State University

Teaching Experience

Clinical Lecturer and Co-Director of the Master of Advanced Studies in Marriage and Family Therapy Program. Teach a variety of courses in Marriage and Family Therapy to graduate students. Clinically train and supervise interns and associate level Marriage and Family therapists. Screen and interview candidates for admission to the MAS-MFT graduate program. Establish and maintain internship sites in community behavioral health agencies for graduate students in the MFT program.

Advanced Techniques in Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. Arizona State University: Spring 2009.


Assessment in Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. Arizona State University: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2012, Fall 2013, Fall 2014.


Introduction to Marriage and Family Therapy. Clinical lecturer for graduate students enrolled in the Marriage and Family Therapy program. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. Arizona State University: Fall 2007, Fall 2008, Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014.


Understanding Family through Literature and Film. Instructor. Prepared lectures and facilitated discussion on course topic. Responsibilities included grading assignments and posting grades using Blackboard Academic online system. Arizona State University, Fall 2005, Fall 2006.
**Fundamentals of Marriage and Family Therapy.** Instructor. Prepared lectures, facilitated discussion on course topic, graded assignments and exams, and management of grades. Arizona State University: Fall 2002.

**University 101.** Instructor. Planned discussions pertaining to personal growth, study skills, time management, and other areas to ease the transition for incoming university students. Arizona State University, Fall 1998, Fall 1999.

**Clinical Experience**

**Licensed Marriage and Family Therapist.** Issued by the Arizona Board of Behavioral Health Examiners.

**Clinical Supervisor.** Supervise interns and associate-level therapists.

**Arizona Marriage and Family Therapy Clinic.** Founder and Clinical Director. Complete assessments, treatment planning, and therapeutic interventions for children and families. Supervise intern and associate-level therapists working towards their licensure in the Marriage and Family Therapy field. Provide clinical oversight on therapy cases.


**Clinician,** May 2002-November 2002. Internship for JFCS. Conducted assessments and therapeutic interventions with individual clients, couples, and families, plan treatment goals, and complete progress notes.

**Clinician,** May 2001-May 2002. Marriage and Family Therapy Clinic, Arizona State University. Conducted assessments and therapeutic interventions with individual clients, couples, and families, plan treatment goals, complete progress notes, and prepare presentations for community.

**PREPARE/ENRICH** Certified in Pre-Marriage Preparation Program/Strengthening Marriages Program.

**Gottman Method Therapy-Level 1 Certification.** Bridging the Couple Chasm’ Couples Therapy - A Research-Based Approach.
Guest Lectures and Community Presentations

Clinical Supervision Training at Arizona’s Children’s Association. Co-Presenter for training designed to address the content outlined by the Arizona Board of Behavioral Health Examiners for clinical supervisors. April 2014, July 2014, December 2014.

Clinical Supervision Training at the Magellan Learning Center. Co-Presenter for training designed to address the content outlined by the Arizona Board of Behavioral Health Examiners for clinical supervisors. December 2013.


How to Avoid Transferring Stress between Work and Relationships. Guest Speaker for the Arizona State University Speaker Series. August 2008


Father Involvement during Infancy. Guest Lecturer for Infant and Toddler Development in the Family, Arizona State University, April 2003.


Research Experience

The Toddler Emotional Developmental Project. Graduate Research Assistant, August 2000 to May 2006. A longitudinal investigation on children’s emotional and social development from infancy to early childhood. Recruited participants, administered standardized laboratory procedures to children and their families, operated physiological equipment, managed computer and audio-visual instruments, supervised teams of research assistants, coded, processed, and analyzed data using Mplus, Proc Traj, Remark, and Spss.


At-Risk Sample. Graduate Research Assistant, August 2001 to December 2001. A longitudinal project on the role of socialization, emotionality, and regulation on school-age children’s social competence and problem behaviors. Administered standardized laboratory procedures to children and their families, operated physiological equipment, managed computer and audio-visual instruments, and supervised teams of research assistants.

The Resiliency Project. Graduate Research Assistant, August 2000 to December 2000. A longitudinal project on children’s emotional and social development. Administered standardized laboratory procedures to children and their families, managed computer and audio-visual instruments, and supervised teams of research assistants.

Program for Prevention Research. Undergraduate Research Assistant, August 1998 to May 1999. Conducted student-teacher observations, administered student surveys, assisted with training, coded and entered data.

Peer-Reviewed Publications.


Spinrad, T. L., Eisenberg, N., Gaertner, B. M., Popp, T., Smith, C. L., Greving, K. A., Liew, J.

**National Presentations**


**Service**

**President** (1/2011-12/2012). Arizona Association for Marriage and Family Therapy.

**President-Elect** (1/2009-12/2010). Arizona Association for Marriage and Family Therapy.

**Arizona Behavioral Health Professional Coalition** (2/2011-12/2013) Comprised of the four regulated occupations of marriage and family therapy, social work, counseling, and substance
abuse counseling, the coalition is a combined entity created to work together and speak with one voice.

**Finance Committee Member (1/2009-12/2013).** Arizona Association of Marriage and Family Therapy.

**Strategic Planning Committee Member(1/2009-12/2013).** Arizona Association of Marriage and Family Therapy.

**Student Journal Reviewer,** 2005. Family Relations.

**President,** September 2001-2003. ASU Marriage and Family Therapists Organization. Conducted monthly meetings, coordinated and scheduled guest speakers, and promoted the ASU Marriage and Family Therapy Clinic.

**Child and Family Services Advisory Board Member,** May 1999-May 2000. Appointed by the President of ASU. Participated in decision-making policies, programs, and services for students, faculty and staff.

**REACH Organization,** April 1997-May 2000; **President,** December 1999-May 2000; **Vice President of Membership,** April 1999-November 1999; **President of Campus Affairs,** April 1998-April 1999. Paraprofessional organization that serves ASU students, faculty, and the community. Promoted student involvement and assisted with programming leadership development programs.

**Professional Memberships**

American Association for Marriage and Family Therapy

Arizona Association for Marriage and Family Therapy

**Clinical Trainings Attended**

Arizona Department of Health Services: System Principles
Arizona Department of Health Services: Assessment
Behavioral Health Record Documentation
Best Practices - Clinical Guidance Documents
CFT Practice & Clinical Approaches
Client and Enrolled Rights Responsibilities
Collaborative Protocol between Cenpatico & Arizona Department of Juvenile Corrections
Collaborative Protocol between Cenpatico and Child Protective Services
Collaborative Protocol between Cenpatico and Division of Developmental Disabilities
Collaborative Protocol between Cenpatico and Department of Economic Security Rehabilitation Service Administration
Collaborative Protocol between Cenpatico and the County Juvenile Probation Department
Common Symptoms of Mental Illnesses
Community Resources
Confidentiality Duty to Report
Coordination of Benefits
Using Positive Behavior Support to Provide Effective Support and Rehabilitation Services
Clinical Supervision Training
Cultural Competency
Cultural Diversity
Cenpatico Behavioral Health of Arizona Data Demographics
Eligibility and Enrollment
Emotionally Focused Therapy Training
Ethical Behavior and Staff Boundaries
Ethical Decision-Making
Professional Ethics for Marriage and Family Therapists
HIPAA for Mental Health Professionals
Introduction to Dialectical Behavior Therapy
When Sex Gets Complicated: Infidelity, Technology, & Pornography (speaker: Marty Klein)
Magellan Behavioral Health Data Validation
Management of Difficult Cases - Court Ordered Treatment
Management of Difficult Cases-High Risk Persons
Normal Child Development
Overview of Psychopharmacology
Support and Rehabilitation Services for Children, Adolescents, and Young Adults
Arizona State Hospital: Effective Utilization & Collaboration
Child and Adolescents Who Act Out Sexually
Child and Adolescent Service Intensity Instrument
Informed Consent for Psychotropic Medication Treatment
Pervasive Development Disorders and Disabilities
Polypharmacy Use: Assessment & Documentation
Psychotropic Use in Children
The Unique Behavioral Health Service Needs with Children involved with CPS
Co-Occurring Psychiatric and Substance Disorders
Providing Services to Children in Detention
Assessing Suicidal Risk
Child and Family Team
Disorders of Attachment
Neuropsychological Evaluations
Out of Home Services for Children and Adolescents
Substance Abuse Treatment in Children and Adolescents
Transitioning to Adulthood
Screening and Referral
0.1 Education


Texas Tech University, Lubbock, Texas Ph.D. in Family Science (concentration in Marriage and Family Therapy), 1979–1982

Virginia Polytechnic Institute and State University, Blacksburg, Virginia M.S. in Family Science (concentration in Gerontology), 1977–1979

Auburn University B.A. Degree in Psychology (Minor: Sociology), 1973–1977

0.2 Administrative Experience


1988 – 1997: (Founding) Director, Marriage & Family Therapy Program. School of Social & Family Dynamics. Arizona State University


0.3 Professional Experiences


1983(Jan.)–1985: Assistant Professor, Marriage and Family Therapy. Coordinator, Marriage and Family Therapy Center. Child and Family Development. Auburn University.

1984–1985: Assistant Professor (Adjunct Faculty), Alabama Agricultural Experimental Station, School of Agriculture and Biological Sciences. Auburn University.


1977–1979: Research Assistant: Center of Gerontology, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

1977–Lee County Hospital - Psychiatric Ward, Lee County, Alabama: Worked as psychiatric orderly for six months prior to beginning graduate school.

1977–Lee County Day Treatment Center: Three-month internship working with outpatient psychiatric populations.

1976–Veterans Administration Hospital, Tuskegee, Alabama: Three-month internship working with in-patient psychiatric populations.

1976–Undergraduate Research Assistant: Examined the effect of various behavioral methods on improving consistency of participants in exercise programs.


0.4 Publications


Non-Resident Fathers. *Family Court Review.*


0.5 Published Reviews


0.6 Published Abstracts (referred)


0.7 Books


0.8 Software


*SimDyad*: Agent based simulation of married couples (2004;2011). Written in Python, with Li, Xun; Version II: revised into a particle filter model. (2011)

*ComplySim*: Diabetes compliance, community level, simulation (2005).

0.9 Unpublished Technical Reports


0.10 Films

8 Short Films About Divorced Dads. Listed Inventors: Sanford Braver & William Griffin; listed copyright holder: Arizona State University. 83 minute movie about divorced fathers. Licensed & Copyrighted: 1996
0.11 Symposium Chair


0.12 Conference Presentations


Hanish, L. D., Martin, C. L., Fabes, R. A., Barcelo, H., Griffin, W. A., Schmidt, S.


### 0.13 Funded Research

September 2006: *Modeling Time, Space, and Behavior: Combining ABM and GIS to Create Typologies of Playgroup Dynamics in Preschool Children*. PI. NSF (HSD) 0324208 ($725,000, 3 years; 2 year extension ). Co-PIs: Jennifer Fewell; Paul Torrens.

September 2004: *Decision Center for a Desert City: Science and Policy of Climate Uncertainty*. Investigator Status: NSF - 0345945 (Decision Making Under Uncertainty) - (6.9 million; 5 years)

July 2004: *Ontology and evolution of children’s playgroup formation*. PI. NSF (HSD) - 0338864 ($190,000.00; 3 years)

April 2004: *Recognizing, modeling, and simulating coupled processes in dyadic interaction*. PI. NSF (HSD) - 0339096 ($107,664.00; 2 years)

August 1995: *A Prevention Intervention for Fathers After Divorce*. Co-PI; National Institute of Mental Health 1 RO1 MH51184-01A1 (app. 2.7 million; 1.9 direct – 5 years)

February 1995: *Center for the Prevention of Child and Family Stress Renewal Grant* (through the Prevention Research Center [MH39246-11]) - Divorce Core; Investigator Status; NIMH (app. 6.3 million – 5 years)

July 1989: Marital Support as a Mediating Factor in the Effectiveness of the Treatment of Parkinson's Disease. PI. Arizona Disease Control Research Commission ($24,800.00).

January 1989: Analysis of Positive Affect During Marital Interaction. PI. FGIA Grant. Arizona State University ($4,990.00).

December 1988: Marital Support as a Mediating Factor in the Effectiveness of the Treatment of Parkinson's Disease. Research Incentive Award. Arizona State University ($1,127.00).

January 1988: Expression of Emotion in Married Couples. PI. Internal Funding, Dept. of Psychology, University of Washington ($2,000.00).

May 1983: An Analysis of Sequential Patterns Between Depressed and Non-depressed Marital Dyads. PI. Research Grant-In-Aid, Auburn University ($3,000.00).

May 1980: Personal Space and Marital Adjustment. Russell Crane & William Griffin. Co-PI. Research Institute Fund, Texas Tech University ($2,000.00).

April 1980: Development of an Instrument Used to Measure Change Due to Marital Therapy Programs. PI. Texas Tech Graduate School Summer Research Program ($700.00).

0.14 Series Advisor Board

Wiley Series in Computational and Quantitative Social Science

0.15 Editorial Board

Journal of Marital and Family Therapy

0.16 Adhoc Reviewer

Advances in Complex Systems
Biological Theory
Developmental Review
Environment & Behavior
Family Relations
Infancy
International Journal of Simulation and Process Modeling
Journal of Consulting & Clinical Psychology
Journal of Family Psychology
Journal of Marriage and the Family
Journal of Marriage and Family Therapy
Journal of Social & Personal Relationships
Personality and Social Psychology Bulletin
Psychiatry
Psychological Bulletin
Psychological Methods
Second World Congress on Social Simulation (Book Chapter reviewer; 2009)
Stress Medicine
Society and Ecology

0.17 Federal Grant Review Committee Member

Konrad Lorenz Institute for Evolution and Cognitive Research (Germany): 2011
NIH: 2009
National Science Foundation: 2007
National Institute on Drug Abuse: 1997

0.18 Invited Speaker (selected)

0.18.1 National & International


Computational Micro-Social Dynamics. Keynote Speaker. World Congress on Social Simulation 2012 (WCSS 2012). Taipei, Taiwan. September 4


Small n Dynamics: Modeling Micro-Social Behavior in Dyads. (2008) Behavioral Adaptation and Interaction Seminar at the University of Barcelona, sponsored by the


Applying Continuous-time models to Family Therapy Process Research. (1986). Behavior Therapy Program, Dept. of Psychiatry, Albert Einstein College of Medicine, Bronx, NY. July.


0.18.2 Local


0.19 Conference: Program Committee; Host; Reviewer

Program Committee, Manuscript submission reviewer (2015); Sixteenth International Workshop on Multi-Agent-Based Simulation. MABS 2015. Istanbul, Turkey, May.


Program Committee, Manuscript submission reviewer (2014) World Congress on Social Simulation (WCSS). Sao Paulo, Brazil November.

Program Committee, Manuscript submission reviewer (2014) 10th Conference of the European Social Simulation Association (ESSSA). Universitat Autonoma de Barcelona, Spain September.


Program Committee, Manuscript submission reviewer (2013) 9th Conference of the European Social Simulation Association (ESSSA). Warsaw, Poland September.

Program Committee, Manuscript submission reviewer (2013) Computational Social Science Society of the Americas (CSSSA). Santa Fe, New Mexico August.


Second World Congress on Social Simulation (2008). Paper and presentation submissions; Session Chair.

0.20 Honors/ Awards

2005 Nominee (2nd Round): NIH President’s Pioneer Award
1999 Nomination: College of Liberal Arts and Sciences Distinguished Teaching Award for Faculty
1992 Contributions to Student Life. ASU Student Affairs
1984 National Research Award for Graduate Student Contribution to Marriage and Family Therapy; based on dissertation: An Examination Of Nonverbal Reciprocity In Nondistressed Marital Partners. Awarded by AAMFT.

0.21 Scholarships


0.22 Honor Societies

Phi Kappa Phi

0.23 Theses Directed

2009 Gronewold, A. An Examination of the Role of Positive Affect on the Stability of Dyadic Preschool Friendships (Honors).
2007 Ringler, J. An Examination of Treatment Fidelity and Program Dissemination For Prevention and Intervention Research Using the DADS FOR LIFE Program
2002 Gunnell, G. Correspondence between speaker affect and listener nonverbal behavior among married.
2001 Turley, J. Parent Critical Comments as predictors of child post-divorce adjustment
2001 Verman, S. Microsocial indicators of relationship quality for noncustodial fathers and their children.
1997 Taylor, L. Dynamics of Post-Divorce Interparental Conflict: The Role of Non-Escalating Behaviors in Ex-Husbands. [co-chair with Sanford Braver]
1995 Northey, S. Marital Dyad Interaction Patterns in Asthma and Non-asthma Families.
1994 Hustad, D. Verbal Conflict Patterns In An Abusive Couple: An Examination of Change Over Three Years.
1992 Greene, S. The Influence of Marital Satisfaction on Symptom Expression in Parkinson’s Disease.
1985 Barrette, H. Marital Satisfaction with Long Term Married Couples: An Examination of Gender Differences.
1985 Hickman, S. An Examination of Verbal Responses During Stranger / Depressive Interactions, and Their Relevancy to the Interpersonal Model of Depression.
1984 Morgan, A. Requested Areas of Change and Levels of Distress; A Comparison of Military and Civilian Maritally Distressed Couples.

0.24 Student Organizations

2006-2009 Faculty Advisor: Student Organization for Computational Social Science (SOCSS)

0.25 Recent Teaching Assignments

Readings in Complexity. Center for Social Dynamics and Complexity (Graduate; cross campus posting; mostly mathematics, biology, anthropology)
Dynamical Complex Social Systems. Examines dynamical systems, complexity science, and self-organization in social systems. (Undergraduate/Graduate; Family Studies/Sociology)
Advanced Family Relationships. Examines couple and family processes from a micro-social dynamics perspective. Advance undergraduate; Family Studies/Sociology.

0.26 Committee Assignments

2011-Present Faculty, Complex Adaptive Systems, Center for Social Dynamics and Complexity
2004-Present Executive Committee, Center for Social Dynamics and Complexity
2004-2005; 09 Personnel; MFT; ASU New Schools Strategic Planning Committee
2003-2004 ASU Human Subject Committee; MFT; Strategic Planning Committee
2001-2002 ASU Human Subject Committee, Personnel; MFT
2000-2001 ASU Human Subject Committee; MFT
2000-2001 Personnel; MFT
1999-2000 MFT
1997-1998 Graduate; MFT
1997-1998 Graduate - chair; MFT
1996-1997 Ph.D.; MFT
1995-1996 (spr ’96) Ph.D.; MFT
1994-1995 (fall ’94) Ph.D.; MFT; Departmental Review
1993-1994 Ph.D.; MFT; Departmental Review
1992-1993 Graduate; Ph.D.; Ad hoc merit evaluation
1991-1992 Graduate; Ph.D.
1990-1991 Graduate
1989-1990 Graduate

0.27 Professional Affiliations

American Association for Marriage and Family Therapy (AAMFT; inactive)
American Family Therapy Academy (AFTA; inactive)
American Association for the Advancement of Science (inactive)
American Society of Clinical Hypnosis (ASCH; inactive)
Association for the Advancement of Artificial Intelligence
Computational Social Science Society of the Americas (CSSSA)
  President (2010-2012)
  Vice-President (2009-2010)
  Executive Committee (2008-Present)
  National Conference Organizer and Host 2010, Tempe, AZ
North American Association for Computational Social and Organization Sciences (NAAC-SOS)
  National Conference Organizer and Host 2009, Tempe, AZ
  Vice-President (2008 - 2009)
  Program Committee, International Conference 2006; 2008
Sigma Xi, The Scientific Research Society (inactive)

0.28 Professional Credentials

Approved Supervisor and Clinical Member – American Association for Marriage and Family Therapy (inactive)
State of Arizona Certified Marriage and Family Therapist # MFT-0043 (inactive)
Clinical Member – American Society of Clinical Hypnosis (inactive)
Clinical Member – American Family Therapy Academy (inactive)
Laura Diane Hanish

ADDRESS

Arizona State University
T. Denny Sanford School of Social and Family Dynamics
P.O. Box 873701
Tempe, AZ 85287-3701
Phone: (480) 965-8133
Fax: (480) 965-6779
E-mail: Laura.Hanish@asu.edu

WEBPAGES

Professional Webpage: https://webapp4.asu.edu/directory/person/60464
Research and Translational Webpages:
  Lives of Girls and Boys Enterprise: www.livesofgirlsandboys.org
  The Sanford Harmony Program: www.sanfordharmonyprogram.org
  The Dion Initiative: www.dioninitiative.org
  Q-Connectivity Software Program: http://cocteau.la.asu.edu/cd1/login.php

EDUCATION

1997 Ph.D. University of Illinois at Chicago
  Majors: Developmental Psychology and Clinical Psychology
1994 M.A. University of Illinois at Chicago
  Majors: Developmental Psychology and Clinical Psychology
1991 B.S. Arizona State University
  Major: Psychology

EMPLOYMENT AND PROFESSIONAL EXPERIENCE

2014-present Associate Director of Research, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
2014-present Co-Director, The Dion Initiative for Child Well Being and Bullying Prevention
2013-present Professor of Child Development, T. Denny Sanford School of Social and Family Dynamics, Arizona State University.
2008-present  Executive Director, Sanford Harmony Program, T. Denny Sanford School of Social and Family Family Dynamics, Arizona State University.

2010-2014  Director of School Liaisons, American Council for Co-Educational Schooling (ACCES).

2006-2013  Associate Professor of Child Development, School of Social and Family Dynamics, Arizona State University.

2008-2012  Director of Graduate Studies, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University.

2003-2006  Associate Professor of Child Development, Department of Family and Human Development, Arizona State University.

1997-2003  Assistant Professor of Child Development, Department of Family and Human Development, Arizona State University.


1996  Instructor, Department of Psychology, University of Illinois at Chicago.

1994-1996  Data Analysis Coordinator, Metropolitan Area Child Study, Department of Psychology, University of Illinois at Chicago.

1994-1996  Child Clinical Psychology Extern, Department of Child and Adolescent Psychiatry, University of Chicago Medical Center, University of Chicago.


1992-1994  Research Assessment Coordinator, Metropolitan Area Child Study, Department of Psychology, University of Illinois at Chicago.


1991-1992  Peer Group Intervention Leader, Metropolitan Area Child Study, Department of Psychology, University of Illinois at Chicago.

1991-1992  Clinical Psychology Intake Worker, Office of Applied Psychological Services, Department of Psychology, University of Illinois at Chicago.
PROFESSIONAL DEVELOPMENT

2008 Invited participant in the ASU Faculty Women’s Association CLAS Leadership Project

RESEARCH ACTIVITIES

* signifies the contributions of postdoctoral fellows and students whom I mentor on my research team

Refereed Articles


Note: Hanish and Wang contributed equally and the names are ordered alphabetically.


Note: Bigler, Fabes, Hanish, Hyde, Liben, & Martin contributed equally and names are ordered alphabetically.


**Edited Books**


**Book Chapters**


**Encyclopedia Entries**


**External Research Awards Received**


PIs are listed alphabetically.


**Internal Research Awards Received**

Hanish (Investigator). *Lives of Teens*, 2013, College of Liberal Arts and Sciences Seed Funding, $21,057 (Direct) (PIs: F. S. Christopher & K. Updegraff).


External Training Awards Received


Refereed Conference Presentations


**Invited Presentations**


Hanish, L. D. (2013, November). The Sanford Harmony Program. Invited Presentation at the 2013 President’s Weekend Event, Arizona State University, Tempe, AZ.


Hanish, L. D. (2012, November). School bullying in the lives of girls and boys. Invited presentation at the University of Nebraska-Lincoln, Lincoln, NE.


Hanish, L. D. (2010, November). Grant writing and grant review. Family and Human Development Graduate Student Association, Arizona State University.

Hanish, L. D. (2010, May). Victimization in boys’ and girls’ interactions during preschool: Research findings and an intervention approach. Invited presentation at the University of Rome, Rome, Italy.


Hanish, L. D. (2001, November). Visiting granting agencies. Roundtable presentation in the *Junior faculty funding experiences panel* at the Research Mentoring Program in Human Sciences Meeting sponsored by the National Science Foundation, Tempe, AZ.


RESEARCH AND TRANSLATIONAL PRODUCTS

Research Software


Barcelo and Hanish contributed equally and names are ordered alphabetically.

Educational Curricula and Resources


Clinical Intervention Manuals


Publications and Presentations for Educational and Lay Audiences


Hanish, L. D., & Granger, K.* (2012, March). Six Ways to Protect Preschoolers and Kindergarteners from Bullying. Education.com: Bullying @ School and Online. Available at http://www.education.com/reference/article/preschool-kindergarten-bullies/. This article is based on the following research report:


TEACHING ACTIVITIES

Undergraduate Courses Taught

Developmental Psychology (PSYCH 320)
Human Development (CDE 232)
Introduction to Family/Child Research Methods (FAS 361)
Children and Poverty (CDE 444/498)
Supervised Research (FAS 390/499)

Graduate Courses Taught

Developmental Psychopathology (CDE 598)
Prevention and Child Development (CDE 634)
Children and Poverty (CDE 598)
Introductory Professional Development (FAS 598)
Professional Development: Grant Writing (FAS 598)
Teaching Practicum (FAS 780)

Completed Theses (Chaired)

2014  Kristen Granger  Guiding Play: Preschool Teachers’ Facilitation of Gender-Typed and Gender-Neutral Activities with Boys, Girls, and Mixed-Sex Groups

2013  Naomi Andrews  Aggression, Victimization, and Social Prominence in Early Adolescent Girls and Boys

2011  Laura Clary  Risk and Protective Factors of Peer Victimization: The Role of Preschoolers’ Affiliations with Peers

2010  Priscilla Goble  Dimensions of Preschool Play Activities: Relations with Academic Readiness

2007  Meg Sample  Children’s Physical Activity Participation and Attitudes: A Measurement Study

2003  Michele Porter  Parental Influences on Delinquency: Does Parents’ Gender Make a Difference?

2002  Patti Ryan  Peer Victimization Subtypes in Early Childhood: A Person-Oriented Approach
Completed Dissertations (Chaired)

2014  Priscilla Goble  *Examining Child-Centered and Direct Instruction Approaches to Early Education*

2011  Michele Porter  *A Cost Benefit Evaluation of Mental and Behavioral Service Use of the Family Bereavement Program*

2009  Francisco Palermo  *Peer Socialization of Language Use for Spanish-Speaking Preschoolers: Mediated Effects on Kindergarten Literacy*

SERVICE ACTIVITIES

Grant Review

2006-2010  Member, Social Psychology, Personality, and Interpersonal Processes Study Section, National Institutes of Health

2010  Ad Hoc Reviewer, Developmental and Learning Sciences, National Science Foundation

2007  Ad Hoc Reviewer, Developmental Trajectories, Health Risks, Psychopathology, and Interventions Study Section, National Institutes of Health

2007  Ad Hoc Reviewer, Social Sciences and Humanities Research Council of Canada

2006  Ad Hoc Reviewer, Psychosocial and Developmental Processes, Personality, and Behavior Fellowship Study Section, National Institutes of Health

2006  Ad Hoc Reviewer, Special Emphasis Panel, Risk Prevention Fellowship Study Section, National Institutes of Health

2006  Ad Hoc Reviewer, Israel Science Foundation

2003  Ad Hoc Reviewer, Institute for Educational Sciences, Department of Education

2003  Ad Hoc Reviewer, ASU-Spencer Discipline-based Scholarship in Education Program

Editorial Boards

2013-present  Developmental Psychology

2004-present  Journal of Abnormal Child Psychology

2006-2012  Child Development
2001-2003 Merrill Palmer Quarterly

**Professional Service**

External Evaluator for Tenure and Promotion Candidate:
- University of Illinois, Urbana-Champaign, Department of Educational Psychology, 2014
- University of California, Davis, Department of Human and Community Development, 2011

Manuscript Reviewer:
- Aggressive Behavior
- British Journal of Educational Psychology
- Child Development
- Child Development Perspectives
- Development and Psychopathology
- Developmental Psychology
- Early Childhood Services Review
- Early Education and Development
- European Journal of Social Psychology
- International Journal of Behavioral Development
- Journal of Abnormal Child Psychology
- Journal of Applied Developmental Psychology
- Journal of Child and Family Studies
- Journal of Consulting and Clinical Psychology
- Journal of Early Adolescence
- Journal of Educational Psychology
- Journal of Family Psychology
- Journal of Research on Adolescence
- Journal of Social and Personal Relationships
- Merrill Palmer Quarterly
- Prevention Science
- Psychological Bulletin
- Psychological Science
- School Psychology Quarterly
- Social Development
- Social Networks

Program Reviewer:
- American Psychological Association Annual Meeting
- Society for Prevention Research Annual Meeting
- Society for Research in Child Development Biennial Meeting
- Society for Research in Adolescence Biennial Meeting
- International Society for the Study of Behavioural Development Annual Meeting
Professional Affiliations

Bully Research Network
Invited participant at The Third Bullying Think Tank, Bully Research Network, University of California Santa Barbara, June 18-20, 2013
Invited participant at The Second Bullying Think Tank, Bully Research Network, University of Virginia, June 21-22, 2012
Invited participant at The First Bullying Think Tank, Bully Research Network, University of Nebraska Lincon, June 15-16, 2011

Arizona State University Center for Population Dynamics
Arizona State University Learning Sciences Institute

Professional Memberships

American Psychological Association
Div. 7 Developmental Psychology
Society for Research in Child Development

School Service (TDSSSFD)

2014-present  Associate Director of Research
2014-present  Program Review Committee Member
2013-present  Full Professor Promotion Review Committee Member
2013-2014  Personnel Committee Member
2008-2012  Graduate Committee Chair and Director of Graduate Studies for the Program in Family and Human Development
2006-2012  Leadership Committee Member
2012  Faculty Search Committee Chair
2011  Graduate Secretary Hiring Committee Member
2010  Professional Development Conference for Undergraduates Executive Committee Member
2007-2008  Faculty Search Committee Member
2007  Program Review Committee Member
Laura D. Hanish

2007   Professional Development Conference for Undergraduates Executive Committee Member

2006-2007  Faculty Search Committee Member

2000-2007  Personnel Committee Member

2005  Institute/Research Subcommittee Chair

2004-2005  Faculty Search Committee Member

2004-2005  Steering Committee Member

1998-2001  Undergraduate Committee Member

1999-2000  Undergraduate Committee Co-Chair

1999-2000  Support Systems Committee Member

1998-1999  Faculty Search Committee Member

**College of Liberal Arts and Sciences Service**

2014-present  Social Sciences Dean Search Committee Member

2013-present  Dean’s Faculty Advisory Council Member

**University Service**

2006-present  Participant in numerous ASU Foundation Events

2004  Panelist, Workshop on Department Etiquette for New Faculty; ASU Faculty Development Program

1998-2000  Graduate College representative at final doctoral examination

**Community Service**

2004-2007  Consultant, Easter Seals Arizona/Life AZ, Tempe, Arizona. Provided research consultation for a Department of Education funded grant assessing the implementation and effectiveness of an elementary school physical activity intervention.

2003-2007  Member of the Tempe Committee for Youth, Families, and Community, Tempe, Arizona. Participated on a panel to facilitate services for youth and families in Tempe.
2002  Consultant, North High School, Phoenix, Arizona. Provided consultation to a local high school regarding delinquency and victimization.


Recent Media Interviews

7 May, 2012  Scholars say pupils gain social skills in coed classes. Education Week, 31(30). Available at http://www.edweek.org/ew/articles/2012/05/07/30coed.h31.html.


June, 2011  Bullying an international problem with some victimizers exhibiting moral disengagement, ASU Press Release.

April, 2011  Co-ed schools provide societal benefits over single-sex classes that limit diversity, ASU Press Release.

March, 2011  Interview with Carrie Segall for book on gender and bullying.


June, 2009  Interview with Peggy Orenstein for Cinderella Ate My Daughter.


**HONORS AND AWARDS**

2014  Nominated for Editor of Developmental Psychology (Nomination declined)

2003  ASU Co-Curricular Program’s Featured Faculty Member

2003  American Association for Marriage and Family Therapy Outstanding Research Publications Award

1994-1996  Recognition for Achievement Research Award, University of Illinois at Chicago, Department of Psychology

1993  Commendation, Clinical Psychology Comprehensive Examination, University of Illinois at Chicago, Department of Psychology

1991  Summa Cum Laude, Arizona State University

1987-1991  Dean’s Honor Roll, Arizona State University

1986-1989  Regents Scholarship, Arizona State University
CURRICULUM VITAE

PERSONAL INFORMATION

Name and surname: Thao Ha, PhD
Male/Female: Female
Nationality: Dutch
Working Address: Arizona State University, T. Denny Sanford School of Family and Child Dynamics, Arizona State University.
E-mail: thaoha@asu.edu

SCIENTIFIC EDUCATION

2015
Assistant Research Professor at the T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

2013-2014
Postdoctoral researcher at the T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

2006-2013
PhD student at the Department of Developmental Psychopathology, Radboud University Nijmegen, the Netherlands.
Project: “The rocky road of love: A longitudinal observational study on affective quality in adolescents’ interactions with partners”.
Principal Investigator: Thao Ha (awarded by the Netherlands Organization for Scientific Research)
Co-Promotor: Dr. Geertjan Overbeek
Promotor: Prof. Rutger C. M. E. Engels
Date of defense: 4th February 2013
Title of thesis: No Ordinary Love: The Development of Adolescent Romantic Relationships

2006
Research Master Behavioural Science Institute, Radboud University Nijmegen, the Netherlands.
Thesis: “Marital quality, parenting, and adolescent emotional maladjustment: A three-wave longitudinal study”. (Cum laude)
Supervisors: Dr. Geertjan Overbeek & Prof. Rutger C. M. E. Engels

2004
Master Developmental Psychology, Radboud University Nijmegen, the Netherlands.
Thesis: “Quality of caregiving in day care centres: Does attachment matter?”
Supervisor: dr. J. M. A. Riksen-Walraven

2001
Propedeuse Psychology, Radboud University Nijmegen, the Netherlands.

2000
Gymnasium, Jeroen Bosch College,’s-Hertogenbosch, the Netherlands.

GRANTS AND SCHOLARSHIPS

2014-present
Principal investigator on the Aspire project (Adolescents, Schools, Peers, and Interpersonal Relationships). An affective neurocognitive behavioral study on the development of adolescent romantic relationships relating to well-being and academic performance ($60,000).

2014-current
Co-Principal Investigator (Multiple PI project with Leah Doane, William Corbin and Tom Dishion), ASU Support for Success Initiative for Students in Transition to College (ASSIST-C). Arizona State Education Outreach and Student Services; $169,000.
2010

Received a Frye stipend (3500 EUR; $ 4,133), which is awarded to the 10 most talented female PhD students of the Radboud University Nijmegen (the Netherlands) to support and stimulate a career in science after finishing the dissertation.

2010

Received a grant from *Internationalisation fund* (3000 EUR; $ 3,542) to support a working visit to Professor Thomas Dishion at The Child and Family Center, Eugene, United States.

2009

Received a grant from *Internationalisation fund* (1500 EUR; $ 1,771) to support a working visit together with Professor Rutger Engels to Professor Isabela Granic at The Hospital for Sick Children, Toronto, Canada.

2008

Received a Student Research Award from *Association for Canadian studies in the Netherlands* (ACSN; 1250 EUR; $ 1,476) and a grant from *Internationalisation fund* (2900 EUR; $ 3,424) to support a working visit to Professor Isabela Granic at The Hospital for Sick Children, Toronto, Canada.

2006

*NWO Mozaïek grant* (Netherlands Organization for Scientific Research, 017-003-006; 180.000 EUR; $ 212,562; *Principal Investigator Thao Ha*, The rocky road of love: A longitudinal observational study on affective quality in adolescents’ interactions with partners). The Mozaïek grants are awarded to stimulate research initiatives by a select group of highly talented students from a non-Dutch ethnic background. This grant enables minority students to conduct their own programme of research during their PhD.

2005

Received grants from the *Behavioural Science Institute* (1750 EUR; $2,066) and from the *Stichting Nijmeegs Universiteitsfonds* (935 EUR; $ 1,104) to cover research expenses and to support a working visit to the University of Ho Chi Minh City, Vietnam.

Submitted and Not Awarded

2014

Physiological Reactivity and Coping to Romantic Relationship Stress as Vulnerabilities to Depression, Klingenstein Third Generation Foundation.

2013

The Role of Stressful Romantic Relationship Experiences in Predicting Adolescent Depression, NIH Early Independence Award.

SUPERVISION AND TEACHING

2014-present

Supervising two graduate students and 14 undergraduate students, and one honors student.

2013-2014

Supervising two visiting honours students from the Netherlands. Supervising two graduate students and 16 undergraduate students.

2012-2013

Main Supervisor of five Master students on their master thesis.

2007-2011

Main Supervisor of 20 Master students and their final theses.

2012

Teaching clinical communication skills to third year undergraduate students.

2012

Statistics consultant for master students.

2011

Training and supervision of four research assistants to become reliable coders on gazing behaviors of opposite sex unfamiliar dyads for the research projects of Dr. A. Lichtwarck-Aschoff and Dr. M. Verhagen.
CURRICULUM VITAE

2011 Training and supervision of four research assistants to become reliable coders on alcohol specific parenting behaviors of parents and adolescents talking about alcohol use.

2008-2010 Co-supervision of four research master students, final thesis and traineeship (Three students have published their thesis, see publication list).

2008-2009 Training and supervision of three research assistants to become reliable coders on the Specific Affect Coding System (Gottman, 1994).


PUBLICATIONS (student (co)authors are underlined)


CURRICULUM VITAE


*Dutch Journals*


CURRICULUM VITAE


Book chapters


PRESENTATIONS

*Indicates an invited presentation


*Ha, T. (2012). The development of adolescent romantic relationships and depressive symptoms . Invited presentation at the preconference on adolescent peer relationships, Society for Research on Adolescence, Austin, USA.


Ha, T. & Engels, R. C. M. E., & (2013). We both love to drink: Adolescents’ alcohol use and alcohol related interactions with romantic partners. An individual presentation at Society for Research in Child Development, Seattle, USA.


*Ha, T., Overbeek, G., & Engels, R.C.M.E. (2011). The rise and fall of adolescent romantic relationships. Invited presentation at a post-doc meeting of the Prevention Research Center and Department of Psychology, Arizona State University, Phoenix, United States.


Ha, T., Overbeek, G., & Engels, R.C.M.E. (2008). *Pubers en verliefdheid (Adolescents and being in love).* Invited presentation at a post academic course for medical doctors organized by PAOG-Heyendaal, Nijmegen, the Netherlands


Ha, T. (2007). *Een 10 voor verkering; een onderzoek naar relatiesucces van Adolescenten (An A for dating; a study on adolescents’ relationship success).* Presentation given during a master class at the first international Wiser festival, Maastricht, the Netherlands.

*Ha, T., Overbeek, G., & Engels, R.C.M.E. (2007). *Jij en ik, wij hebben iets; intieme relaties van adolescenten van dichtbij bekeken (You and me, we have got something going; a closer look on adolescents’ intimate relationships).* Invited presentation at the XXIVth symposium of Family Research, Nijmegen, the Netherlands.

CURRICULUM VITAE

research day of the Behavioural Science Institute, Nijmegen, the Netherlands.

AD HOC REVIEWER


MEDIA COVERAGE


http://www.goodtherapy.org/blog/how-important-is-conflict-resolution-in-teen-romantic-relationships-0510132

http://www.healthline.com/health-news/mental-teen-relationships-end-even-if-couples-handle-conflicts-well-041713

SARAH R. HAYFORD
T. Denny Sanford School of Social and Family Dynamics, Arizona State University
P.O. Box 873701, Tempe, AZ 85287-3701
sarah.hayford@asu.edu

APPOINTMENTS
Arizona State University, 2007-present
   Assistant (2007-2013) to Associate (2013-) Professor of Sociology, Sanford School of Social and Family Dynamics
   Faculty Affiliate: Center for Population Dynamics, Center for Global Health
Institut National d'Etudes Démographiques, spring 2014
   Visiting Scholar, Unité de recherche fécondité, famille, sexualité
University of North Carolina, fall 2013
   Visiting Scholar, Carolina Population Center
Duke University, 2005-2007
   Postdoctoral Fellow, Sociology Department

EDUCATION
University of Pennsylvania, Graduate Group in Demography
Université de Montréal, Demography Department;
   Mellon Foundation Exchange Fellowship in African Demography, 2001-02
Amherst College
   B.A. 1997 in math and French; Phi Beta Kappa, magna cum laude

RESEARCH INTERESTS
Fertility and the family: fertility intentions and behavior, marriage and family change, fertility differentials in the United States
African demography: fertility intentions and behavior, marriage and family change, HIV and childbearing, female genital cutting; field experience in Malawi, Mozambique, Senegal

PUBLICATIONS (†student co-author)
Peer-reviewed articles


last updated 1/2015


Other journal publications


UNDER REVIEW (†student or post-doc co-author)

Chae, Sophia†, Sarah R. Hayford, and Victor Agadjanian. “Father’s Labor Migration and Leaving the Parental Home in Rural Mozambique.” Revising to resubmit.


Rajan, Sowmya†, S. Philip Morgan, Kathleen M. Harris, David Guilkey, Sarah Hayford, and Karen Benjamin Guzzo. “Trajectories of Unintended Fertility.”

GRANTS
Funded
External


last updated 1/2015


Internal

“Measuring Social Competence in Diverse Migration Contexts.” Jennifer Glick, PI; Robert Bradley, Natalie Eggum, Sarah Hayford, Francisco Lara-Valencia, Scott Yabiku, co-Is. ASU College of Liberal Arts and Sciences Seed Funding and T. Denny Sanford School of Social and Family Dynamics matching funds. $32,000. 2013.


Consultant

Under review
“Family Migration Context and Adolescent Family Formation.” R01. Sarah Hayford, Project Leader; Maria Garcia Perez and Carlos Santos, co-Is; Monica Grant, consultant. Component project of the P01 application “Family Migration Context and Early Life Outcomes,” Jennifer Glick, Program Director. NICHD. Submitted September 2014.

Revising to resubmit
“Integrated Fertility Survey Series.” R01. Sarah Hayford and Pamela Smock, Co-PIs; Sheela Kennedy, James Lepkowski, Matthew Sobek, co-Is. Renewal of R01 HD053533, Smock, PI. NICHD. To be submitted March 2015.

“Parental Migration History and Adolescent Outcomes.” R21. Sarah Hayford, PI; Victor Agadjanian and Carlos Santos, co-Is. NICHD. To be submitted March 2015.

PRESENTATIONS (*primary or sole author; †student or post-doc co-author; #invited presentation)

2015
“Labor Migration and Marital Dissolution in Rural Mozambique.” With Victor Agadjanian. To be presented at the International Seminar on Union Breakdown and Repartnering around the World, organized by the IUSSP Scientific Panel on Nuptiality. May 4-6, Montreal, Canada.


“Postpartum Contraception in Rural Mozambique: Linking the Users’ and Providers’ Perspectives.” With Victor Agadjanian. To be presented at the Population Association of America Annual Meetings. April 30-May 2, San Diego, CA.
2014


*“Longitudinal Dynamics of Contraceptive Use in Rural Mozambique: The Role of Life Course Changes and Fertility Intentions.” With Victor Agadjanian. Population Association of America Annual Meetings, May 1-3, Boston, MA.


2013


*“How Much is Enough? A Longitudinal Analysis of Intentions to Stop Childbearing in Rural Mozambique.” With Victor Agadjanian and †Luciana Luz. Population Association of America Annual Meetings, April 11-13, New Orleans, LA.


“Spatial, Social, and Institutional Determinants of Delivery Place in Rural Mozambique.” With Victor Agadjanian and Jing Yao†. Population Association of America Annual Meetings, April 11-13, New Orleans, LA.

2012

“Ambivalence Towards Pregnancy: Is It A Singular or Multifaceted Concept?” With Karen Benjamin Guzzo and Sam Hyun Yoo†. Population Association of America Annual Meetings, May 3-5, San Francisco, CA.


2011


*#“Measuring Fertility Motivations in Rural Southern Mozambique.” With Victor Agadjanian. Center for Family and Demographic Research Colloquium Series, Bowling Green State University, September 7.

“Race/Ethnic Variation in Young Adults’ Motivation to Avoid Nonmarital Pregnancy.” With Karen Benjamin Guzzo. American Sociological Association Annual Meetings, August 20-23, Las Vegas, NV.


“Exploratory Spatial Analysis of Sexual and Reproductive Health Services Utilization in Rural Mozambique.” With Jing Yao†, Alan Murray, and Victor Agadjanian. Association of American Geographers Annual Meeting, April 12-16, Seattle, WA.


“Trajectories of Unintended Fertility.” With Karen Benjamin Guzzo, Kathleen Mullan Harris, S. Philip Morgan, and Sowmya Rajan†. Population Association of America Annual Meetings, March 31-April 2, Washington, DC.

2010 and earlier


*“From Intentions to Behavior: How Does HIV Awareness Influence Fertility?” With Victor Agadjanian. Population Association of America Annual Meetings, April 14-17, 2010, Dallas, TX.


*“Religion and the Intergenerational Transmission of Female Genital Cutting: A Case Study.” With Jenny Trinitapoli. Population Association of America Annual Meetings, April 30-May 2, 2009, Detroit, MI.


“Expect the Unexpected: Fertility Intentions and Behavior over the Life Course.” With S. Philip Morgan. Southern Demographic Association Annual Meetings, November 2-4, 2006, Durham, NC.


“Variation in Transition to the Next Birth by Parity and Marital Status.” Population Association of America Annual Meetings, April 1-3, 2004, Boston, MA.

“A Multi-Level Analysis of Female Genital Cutting in Kenya.” Population Association of America Annual Meetings, May 1-3, 2003, Minneapolis, MN.

MONOGRAPHS AND BOOK CHAPTERS


TEACHING AND MENTORSHIP

Courses

Undergraduate: sociology of the family; sociology of gender; statistics
Graduate: linear regression; fertility and family demography

Master’s theses and dissertations (sociology, Arizona State University; * indicates chair)

Completed: Boaventura Cau (PhD 2011); Jonathan Frump* (MA 2013); Luciana Luz (PhD 2014); Rebha Sabharwal* (PhD 2013); Kelli Williams* (MA 2011); Nicole Weller (PhD 2012); Gloria Yim* (MA 2011)

In progress: Doris Palmer (PhD expected 2015); Sam Hyun Yoo* (PhD expected 2015)

MEMBERSHIPS AND SERVICE

Member

Association service
Conferences: session discussant (ASA 2006, 2007, 2010; PAA 2008; IUSSP 2013); poster session judge (PAA 2008); round table organizer (ASA family section, 2015); round table presider (ASA 2005, 2008, 2014); panel organizer (NCFR 2012); session organizer (PAA 2012, 2015; ASA 2015)

Committees: Distinguished Career Award Committee (ASA Sociology of the Family, member 2012-13); Student Paper Award Committee (ASA Sociology of Population, chair 2013-2014)

Peer review

Ad-hoc manuscript reviews: *Advances in Life Course Research; African Journal of Reproductive Health; African Population Studies; American Economic Review; American Journal of Sociology; American Sociological Review; Canadian Studies in Population; Contemporary Economic Policy; Demographic Research; European Journal of Population; Infant and Child Development; International Perspectives on Sexual and Reproductive Health; Journal for the Scientific Study of Religion; Journal of Comparative Family Studies; Journal of Population Research; Maternal and Child Health; Political Behavior; Population and Development Review; Population Research and Policy Review; Population, Space, and Place; Population Studies; Social Biology; Social Forces; Social Problems; Social Science and Medicine; Social Science Quarterly; Social Science Research; Sociological Perspectives; Sociology of Religion; Studies in Family Planning

Ad-hoc proposal reviews: Israel Science Foundation (2011); National Science Foundation (2012); Templeton Foundation (2014)


Discussant, 2012 Research Conference on the National Survey of Family Growth

Department service
Graduate program in sociology: graduate committee (2007-10); planning committee for PhD program in Social Inquiry (2012-13)

Other departmental service: Undergraduate Research Workshop committee (2008, 2009); faculty search committees (2009-10, 2012-13); leadership committee (2012-13); personnel committee (2014-15)

LANGUAGES
Fluent spoken and written French; basic Portuguese and Spanish; some conversational Wolof (Senegal)
Current Position

2014-Present. Assistant Professor at the Sanford School of Social and Family Dynamics at Arizona State University.

Other Professional Appointments

2014-Present. Consulting Senior Research Scientist at NORC at the University of Chicago.

2014-Present. Senior Research Fellow at the Morrison Institute for Public Policy at Arizona State University.

2011-Present. Advisory Board Member at the Center for Violence Prevention and Community Safety (CVPCS) at Arizona State University.

Education

Ph.D., University of Chicago, Department of Sociology. August 2009.
M.A., University of Chicago, Department of Sociology. December 2004.
B.S., University of Minnesota, Department of Sociology. Cum Laude. December 2001.

Research Interests

- Methodology, including experimental research, multilevel models
- Education
- Social Networks
- Administrative data (i.e., “Big Data”)

Peer-reviewed Publications


**Publications under review**


**Book Chapters**

Grants
Hedges, L.V. (PI), E. C. Hedberg (Co-PI). State Longitudinal Data Systems Public-Use Project Pilot Study. (Spencer Foundation Grant #201400002). Award: $45,000.

Reports


**Presentations at Professional Meetings and Webinars**


Select Media Citations and Appearances
(2013). KJZZ-FM. (http://www.kjzz.org/content/1304/morrison-institute-forum-explores-bullying-issues)
(2012). AZ Public Media (https://www.azpm.org/p/home-featured/2012/11/16/18898-latino-vote-fact-or-fiction/)
(2012). KJZZ-FM (http://www.kjzz.org/content/1208/arizonas-emerging-latino-voter)

Authored Stata Software
ROBUMETA – Robust variance estimation in meta-regression with dependent effect size estimates. robumeta provides a robust method for estimating standard errors in meta-regression, particularly when there are dependent effects. In Stata, type “findit robumeta” to install.

RDPOWER – Power calculations for random designs. rdpower computes power for a variety of randomized designs: a single level randomized design where there is no clustering, a two-level cluster randomized design where treatment is at level 2, a three-level cluster randomized design where treatment is at level 2, a two-level block randomized design where treatment is at level 1, and a three-level randomized block design where treatment is at level 2. In Stata, type “findit rdpower” to install.
QUICKICC – quickicc calculates the intraclass correlation (ICC) after fitting a two-level xtmixed model where the intercept is the only random effect. In addition to calculating the ICC, this program also calculates the standard error of the maximum likelihood large sample ICC. In Stata, type “findit quickicc” to install.

GSUM – gsum calculates summary statistics for an ordinal variable where each category represents a range of a conceptually continuous variable. gsum provides the weighted N, the mean, the standard deviation, and quantiles 0.25, 0.50 (the median), and 0.75 (you can specify any set of quantiles). Each quantile is available as both the midpoint of the category in which the quantile falls, or as a linear interpolation of that quantile based on methods presented by Blalock (1979). In Stata, type “findit gsum” to install.

ICCVAR – iccvar is a post-estimation command for xtmixed. After fitting a 2, 3, or 4 level model with a random intercept (random slopes are not supported), iccvar will calculate the intraclass correlation (ICC) values and the associated standard errors based on the variance components and standard errors of the variance components estimated from xtmixed. In Stata, type “findit iccvar” to install.

SDRQUANTILE – sdrquantile estimates medians and other quantiles for data with weights based on the successive difference replication (SDR) method. Broadly, there are two methods available to determine a quantile of a continuous variable using weights. The first is to find the case at the qth quantile of the weight distribution (we refer to this as the "minimum-value method"), and the second method is to interpolate a value between the value right before the qth quantile and the value at the qth quantile. The minimum-value approach differs from the second methodology. The interpolation approach finds the value of varlist where the p(Yk), or the CDF, is less than or equal to 0.50, and then interpolating the quantile as a function of the value of varlist at value k, and the value of varlist at the next value k+1. There are also two methods for variance estimation: the replicate method or the confidence interval method. The replicate method uses the variance of the point estimates from each replicate to calculate the standard error. However, when data are clustered around typical values, this estimate tends to underestimate the variance due to low variation across replicate weights. The confidence interval method combats this problem by instead estimating the variance of the CDF and converting those points into the corresponding values of varlist.

STATSTABLE – statstable is a Stata wrapper program for procedures that estimate descriptive statistics and associated variances using survey data. The central purpose of this program is to create a single-step procedure for populating complicated descriptive tables with complex survey micro data—no more “cutting and pasting!” Most clients also require specific rounding and formatting rules be met in addition to suppression. STATSTABLE is also designed to handle a variety of formats and is programmed with client-specific suppression libraries.

Teaching
Fall 2012 and 2013. Advanced Regression. Arizona State University (Doctoral and Masters students in the School of Public Affairs).
Fall 2007, 2008, and 2009. Elements of Statistics, Department of Sociology, cross-listed in Math
Department. DePaul University (Sociology undergraduate students).
Fall 2005 and 2006. Marriage and Family. Columbia College, Chicago (Liberal Arts
undergraduate students).
Spring 2005. Teaching Assistant for Larry V. Hedges, Applications of Hierarchical Linear
Models. University of Chicago (Sociology graduate students).
Fall 2005. Teaching Assistant for Larry V. Hedges and William Goldstein, Psychological
Statistics., University of Chicago (Psychology/Human Development undergraduate
students).
Spring 2004. Teaching Assistant for Larry V. Hedges, Statistical Methods 2. University of
Chicago (Sociology graduate students).
Fall 2004. Teaching Assistant for Larry V. Hedges, Introduction to Psychological Statistics.
University of Chicago (Psychology/undergraduate students).
Minnesota (Sociology undergraduate students).

Other Professional Experience
2012-present. Affiliate of the Center on Demography and Economics of Aging, NORC at the
University of Chicago.
2012-present. Contributing Data Analyst for the Morrison Institute for Public Policy at Arizona
State University.
Association.
2009-2011. Director of Research, College of Public Programs at Arizona State University. (50%
FTE).
2006-2007. Graduate Student Coordinator and co-founder for the University of Chicago
Workshop “Social Theory and Evidence”
2003-2006. Senior Research Assistant for Larry V. Hedges’ Variance Almanac Project, Data
Research and Development Center at NORC.
2005. Member of the “Society for Social Research” sub-committee on program development.
2005. Member of the “Society for Social Research” Sociology Department Committee on
Graduate Program and Completion Timelines.
2005. Advisor for Michael Kaufman’s Study on a panel of 1960’s Harvard graduates over the
life course.
2005. Methodologist for study by Rush University on links between patient satisfaction and risk
of malpractice.
2004. Technical Assistance for a Rush University project to assess which variables/scales predict
the chances that a nurse will leave an organization.
2003. Statistical Analysis of recipients and candidates for the National Academy of
Education/Spencer Foundation fellowship. Project goal: to determine if recipients
differed from candidates (who did not receive the fellowship) in terms of academic
production during their careers. Work done for Larry Hedges.
2001. The Undergraduate Sociology Experience Survey (USES). 2001. Designed research instrument and created first wave of data to elucidate various parameters of The University of Minnesota’s Sociology majors

Awards and Honors
Employee Service Award. NORC at the University of Chicago. Winter 2009
Employee Service Award. NORC at the University of Chicago. Winter 2007
Institutional Training Grants (T32):
    Population Research Center, University of Chicago
    Health Studies Department, University of Chicago
Outstanding Teaching Assistant Award. Department of Sociology, University of Minnesota.
Outstanding Undergraduate Research Award, Department of Sociology, University of Minnesota.
**Liza C. Hita, Ph.D, LISAC, NCC**

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Tempe, AZ
85287-3701
Phone: (602) 391-3464
Email: lhita@asu.edu

**EDUCATION**

Arizona State University
- Ph.D in Counseling Psychology, 2011

Northern Arizona University,
- MA in Community Counseling, 2004

University of California, Los Angeles
- BA in Political Science and History, 1997
- Specialization in Chicana/o Studies

**TEACHING AND SUPERVISION**

*September 2011-present*

**Arizona State University**
Lecturer, T. Denny Sanford School of Social and Family Dynamics
Associate Director & Capstone Project Coordinator, Online Graduate Programs
Barrett Honors Faculty
Courses: SOC 101, Introduction to Sociology; SOC 352, Social Change; SOC/FAS 324 Work and the Workplace; FAS 370, Family Culture and Ethnic Diversity; SOC 270, Race and Ethnic Relations; SOC 334, Technology and Society; SOC 220, Sports and Society; courses taught in Blackboard, an interactive web-based server. Enrollment is approx. 200-400 students per section and courses are in an accelerated 7.5-week format.

*March 2013, April 2011, March 2015*

**Arizona State University**
Guest lecturer
PSY 591, Clinical Interviewing
Multicultural assessment and interventions

*August 2009-August 2011*

**Northern Arizona University**
Adjunct instructor
Courses: EPS 580, Human Development; EPS 671, Consulting in the Helping Professions; EPS 620 Vocational Counseling; all courses are graduate level and are taught online through Blackboard Learn.

*August 2007-May 2008; August 2009-December 2009*

**Arizona State University**
Co-facilitator
CED 680 Masters Practicum Seminar & CPY 780 Doctoral Practicum Seminar
Topics included: Discussion of theoretical orientation, diagnosis, counseling technique, and interventions.

*August 2007-May 2008; August 2009-December 2009*

**Arizona State University**
Clinical Supervisor
Supervised Master’s-level counseling students during their practicum experience; involved in group and individual supervision.

August 2006-May 2007

**Arizona State University**
Case Conceptualization Facilitator
CED 684 Internship in Community Counseling
Topics included: case conceptualization; internship experience; professional identity development.

March 2006

**Northern Arizona University**
Guest Speaker
EPS 592 Community Counseling
Topics included: doctoral admissions process and experience; researching schools; preparing for doctoral-level acade.

August 2004-May 2006

**Arizona State University**
Instructor
CED 111 Explorations in Education
Topics included: educational pedagogy and psychology; diversity and its effects on education; and technology's impact on schools and schooling. This class required a 10-hour fieldwork experience.

September 1999-June 2000

**NFL Academy**
Teacher
Taught high school students, grades 9-12, History of Indigenous Peoples of the Southwest through art, culture, and movement. The class entailed an interactive, community-based component.

September 1996-June 1997

**University of California, Los Angeles**
Teaching Assistant
History 170, Latin American Cultural History
Topics included: how history is recorded and interpreted; how historical perceptions are formed; historical views and depictions of class structure; how family systems affect the interpretation of historical events.

**PROFESSIONAL EXPERIENCE**

June 2008-June 2014

**Arizona State University**
New Beginnings Program Group Facilitator
Facilitated an evidenced-based 12-week parenting program for never married and divorcing parents. NBP is an evidenced-based cognitive behavioral intervention aimed at increasing parental warmth, enhancing communication, creating stable routine, maintaining healthy and effective discipline, and providing support for parents during this challenging time of transition. Funded through the National Institute of Drug Abuse.

August 2010-August 2011

**Counseling and Consultation, Arizona State University**
Pre-doctoral Psychology Intern
Counseling students with a myriad of mental health issues, facilitating general therapy groups, providing risk assessment and crisis intervention. Placement also entails creating substance abuse prevention programs with evaluation component. Includes training components re: diversity and various professional competencies, as well as supervising counselor trainees.
Supervisors: Melanie Rich, PhD; Dan Schulte, PhD
August 2007-August 2010  
**Maricopa County Family Court**  
Family Transitions Guide Group Facilitator  
Co-created and facilitated an evidenced-based three-hour high-conflict resolution intervention for separating or divorcing families dealing with high levels of interparental conflict during their litigation process. Also assisted in formally evaluating this intervention.  
Supervisor: Irwin Sandler, PhD

August 2006-August 2007  
**Banner Good Samaritan Hospital**  
Psychology Department Mental Health Counselor  
Intern, Doctoral Field Placement  
Counseling in-patient clients in acute care within the hospital, primarily with patients in the oncology, transplant, trauma patients, and bariatric units. Out-patient client load includes persons under psychiatric supervision for medication management.  
Included personality and cognitive assessments.  
Supervisor: Kristine Cooper, PhD

June 2006-January 2007  
**Empowerment Workshops, Inc.**  
Organizational Development Consultant  
Involved setting up, administering, analyzing and creating reports for a cultural climate survey for TERROS Behavioral Health, a substance abuse treatment agency; included both quantitative and qualitative data and analysis. This also involved comparing data with a previous survey from 2004, organizing focus groups, coordinating the graduate research team, presenting research to TERROS senior management, and other managerial staff.

May 2005-June 2006  
**American Counseling Association**  
Graduate Assistant, ACA President  
Assisted the President (2005-2006) of ACA during her presidential term to implement her charge of empowering families through exemplary culture-centered counseling practices.

August 2005-July 2006  
**WellCare Foundation**  
Counselor  
Intern, Doctoral Field Placement  
Counseled single working mothers and their children in an integrated medical setting. Placement experience included interdisciplinary staffings, assessment with children and adolescents, play therapy, case management, health counseling, and joint counseling and consultation.  
Supervisor: Cynthia Hoard, PhD

February 2004-June 2006  
**Phoenix Union High School District**  
Counselor Consultant  
Counseled Native American youth in PUHSD, facilitating support groups, including suicide prevention, cultural education, anger management, and substance abuse prevention/intervention.

January 2004-June 2004  
**American Indian Prevention Coalition**  
Counseling Intern, Masters Internship  
Counseling Native American youth in residential treatment for substance abuse. Placement also included outpatient counseling with youth diagnosed with co-occurring disorders, interdisciplinary staffings, including traditional
practitioners, group counseling, and life skills development training. 
Supervisor: Leo Munoz, PhD.

September 2003-December 2005
NDNS4Wellness
Counselor
Provided individual and family counseling to youth diagnosed with co-occurring disorders; youth assessment; individual counseling & facilitating support groups for students in the Phoenix Union High School District; outpatient substance abuse counseling; residential treatment counseling

September 2001—October 2003
Parents Anonymous
Therapist/Case Manager
Provided family-centered, solution-focused therapy to families in need of crisis intervention through the Family Preservation Project Thrive. Families are at high risk for losing their children to Child Protective Services due to abuse and/or neglect. The most common presenting issues were substance abuse, cultural barriers, domestic violence, and mental illness. Counseling responsibilities included working with young children to address issues of abuse and neglect. Case management duties included creating educational and behavioral plans, follow-up with continuing care, and coordination of ancillary services.

June 2000-September 2001
Creative Innovations, Inc.
Therapist
Provided family-centered, solution-focused therapy to families in need of crisis intervention through the Family Preservation Project Thrive Program. Families are at high risk for losing their children to Child Protective Services and are typically dealing with a myriad of presenting issues, such as mental illness, substance abuse, domestic violence and cultural barriers.

August 1997-June 1999
PCORE (People’s Community Organization for Reform and Empowerment)
Community Wellness Coordinator
Organized and educated a specific target area (Echo Park, Los Angeles) in regards to psychological, social, and environmental health issues. Specific demographics targeted included Filipino, Mexican, and Central American communities; organized and facilitated youth groups that dealt with anger management and empowerment strategies. Program included an intergenerational community organizing and community dialogue component.

September 1996-June 1998
Los Angeles Manufacturing Action Project (LAMAP)
Labor Organizer
Organized workers from various sectors with Los Angeles’ Alameda Corridor; involved creating a community center to service working families utilizing service learning students from UCLA; worked collaboratively with other labor unions.

STUDENT INVOLVEMENT

Academic Advisor, Gamma Zeta Alpha Fraternity (Fall 2013-present)
Nominated to be Guest Coach for ASU Football team (Fall 2014)
1 Honors Enrichment Contract (Fall Session B, 2014)
Applied Project, Mentor, Jessica Crosely, The affects of Bipolar Disorder on families (current)
Northwestern Mutual Faculty of the Game, Women’s basketball (Fall, 2013)
1 Honors Enrichment Contract (Fall Session A, 2013)
Applied Project, Mentor, Kristin Kinnear, *Smoking Cessation: The effectiveness of Chantix* (Spring, 2013)
2 Honors Enrichment Contracts (Spring Session B, 2013)
2 Honors Enrichment Contracts (Spring Session A, 2013)
Honors Thesis Committee, Second Reader, Meghan Fisher, *The importance of friendship and community in a Phoenix homeless population* (3/12-10/12)
Nominated to be Guest Coach for ASU Men’s Baseball team (Spring 2012)
3 Honors Enrichment Contracts (Fall Session B, 2012)
3 Honors Enrichment Contracts (Fall Session A, 2012)

RESEARCH

*February 2012-June 2014*

**Arizona State University**
Clinical Supervisor
Supervisor of New Beginnings Program parenting group as part of a multi-site effectiveness trial funded through the National Institute of Drug Abuse; responsibilities include participating in training program for group leaders; supervising group facilitator of in various counties in Arizona.

*August 2007-August 2010*

**Arizona State University**
Program Designer and Research Assistant
Lead Research Assistant on the Learning Team of a web-based resilience skills tutorial program and retention strategy for women in the Science, Technology, Engineering, and Mathematics, which included researching and writing the website’s psychological content, designing the educational technology component of the website, and assisting in the site evaluation; funded through the National Science Foundation.

*August 2005-August 2010*

**Arizona State University**
Program Coordinator, Research Assistant, and Group Facilitator
Program coordinator and research assistant in the Prevention Research Center in the Clinical Psychology program; Created and facilitated the Family Transitions Guide (FTG) workshop which was run in the Maricopa Family Court for high conflict parents as part of a Randomized Clinical Trial funded by NIMH and W.T. Grant Foundation; assists with various aspects of the Family Court/ASU partnership to pilot, evaluate, and implement evidenced-based programs for divorced/separating/high-conflict parents and their children.

*January 2007- April 2007*

**Arizona State University Art Museum**
**New American City** Group Exhibition
“Olivia”
Collaborative interdisciplinary art exhibit depicting place attachment and neighborhood revitalization in Guadalupe, Arizona.

*September 2004-May 2005*

**Arizona State University**
Co-Investigator
Researching affordable housing and quality of life issues with Latino residents in a Habitat for Humanity Community in South Phoenix; funded through the Stardust Foundation.

*July 2005-August 2005*

**Arizona State University**
Reviewer
Reviewed ASU Career Guide for cultural sensitivity.
**August 2004-August 2005**  
**Arizona State University**  
Graduate Assistant, Dr. Patricia Arredondo, Vice President of Student Initiatives  
Assisting with research on Latino and family-centered issues, literature reviews, and other programmatic responsibilities.

**September 1996-August 1997**  
**SALA (Statistical Abstracts of Latin America)**  
Researcher/Co-Editor  
Aggregated statistical data from various sources, including publications from the IMF, World Bank, and other international publications; creates new, topically relevant statistical tables, edited and updated previous tables, reviewed data before publication.

**PUBLICATIONS**


**PRESENTATIONS**


COMMUNITY INVOLVEMENT

Teokalli Cemanahuak
Arizona Chapter of the Native American Church (NAC); Secretary, Board of Directors, Statutory Agent (2010-present)
• Cultural preservation
• Custodians and council of NAC chapter
• Administration
In Lak Ech
Performance artist and women’s collective (1997-present)
- Theater and performance art
- Traditional singing and song creation
- Participates in cultural and academic workshops
- Has performed throughout the US, Mexico, and Colombia

Peace and Dignity Journeys
Intercontinental ceremonial run that includes hundreds of Indigenous communities from Panama to Argentina every four years /Grants Administrator (2005-present)
- Researching and writing grants
- Administrative assistance with the journeys

Tonatierra Community Development Institute
- Assisting in administrative capacities with Economic Development Agency planning grant
- Assisting in Indigenous Youth Leadership Development Training and Scholarship Program
- Grant writing
  - Funded grants:
    - Salt River 12%
    - Arizona Community Foundation
    - Seventh Generation Fund
    - Solidago Foundation
    - Kalliopea Foundation
- On-going planning of community events and youth workshops
- Developing Community Ecology
- Sacred sites and indigenous rights advocacy work
- Danza Azteca

PESANTE (Philippine Peasant Support Network)
Member (1996-present)/Director of Education (1997-1999)
- Support and educate community members regarding political and cultural issues of the Philippines, primarily focused on peasant issues (75% of Filipino population) and environmental justice
- Create community forums for Filipino community to discuss current issues and share regional culture

El Frente
Planning Committee (1996-1997)
- Assisted in planning an Ecuentro Cultural with indigenous communities from Chiapas, Mexico in August 1997
- Specifically planned Dia de la Mujer, or Day of the Woman, for the conference
- Conference discussed community health issues affecting Zapatista communities, such as political, economic, and cultural oppression Conference discussed and planned future community wellness endeavors, such as a community mural, an indigenous-language school, and acquiring more medical supplies

Mujeres de Maiz
Co-creator (1996-1999); Member (1996-present)
Creative women’s workshop and self-titled publication that includes poetry, short stories, drawings, and empowering artwork from multigenerational female minority artists. Mujeres de Maiz showcases artists in a live show that occurs annually. Mujeres de Maiz has performed all across the United States and throughout Mexico.
AWARDS
• Nominated for the Centennial Professor Award (2012-2013)
• Nominated for CLAS Outstanding Lecturer Award (2012-2013)
• Arizona State University President’s Medal for Social Embeddedness—“Olivia” New American City Exhibition
• Recipient of the Underrepresented Graduate Enrichment Match (UGEM) Research Award at Arizona State University
• Nominated for Northern Arizona University Outstanding Graduate Student Award

PROFESSIONAL AND ACADEMIC AFFILIATIONS
• Co-Chair, ASU Doctoral Students Organization (2006-2007)
• American Counseling Association
  o Member of Taskforce on Promoting Resiliency of Children in Military Families (2006-2008)
  o Student representative for Research and Knowledge Committee (2005-2006)
  o Graduate Assistant to the President (2005-2006)
• American Psychological Association
• National Latino/a Psychological Association
  o Scholarship reviewer (2012)
• Arizona Psychological Association
  o Ethnic and Minority Affairs Committee (2012)
• Preparing Future Faculty (2005-2006)

CERTIFICATIONS AND LICENSES
• AZ Licensed Independent Substance Abuse Counselor
• Southwest Certification Board Certified Addiction Counselor II
• Nationally Certified Counselor
Curriculum Vitae

Jenefer Husman, Ph.D.
Associate Professor
The T. Denny Sanford School of Social and Family Dynamics

Education

1998 Ph.D.  The University of Texas at Austin.
            Educational Psychology
            Concentration: Cognition, Learning, and Instruction
1996 M.A.   The University of Texas at Austin
            Concentration: Cognition, Learning, and Instruction
1992 B.S.   The Evergreen State College, Olympia, WA
1990-1991  Jackson School of International Studies
            The University of Washington, Seattle
            Chinese Language and History

Appointments

2010-present  Associate Professor, The Sanford School
2008-2010    Associate Professor, Educational Psychology Program
            Arizona State University
2009 Spring  Visiting Professor
            University of Leuven, Belgium
2002 – 2008  Assistant Professor, Psychology in Education
            Arizona State University
1998-2002    Assistant Professor of Educational Psychology
            University of Alabama

Honors

2012         Keynote 1st International Conference on Time Perspective
2010         Benjamin J. Dasher award for the Best Paper at the Frontiers in Education
            Conference
2007         Presidential Early Career Award for Scientists and Engineers (Awarded by the
            President of the United States of America).
2006         National Science Foundation CAREER Connecting with the Future: Supporting
2005    Invited to Lecture on “Classes without Quizzes Day”
2005    Nominated for 2004-05 ASU Last Lecture Series
2004    Exemplary Mentor Certificate, Preparing Future Faculty
2003    Wakonse Fellow

Publications

i. Dissertation

Title: The Effect of Perceptions of the Future on Intrinsic Motivation. Date: 1998
Chair: Dr. Claire Ellen Weinstein, The University of Texas at Austin

Notes: Authors are listed by order in publication; order of authorship indicates contribution; * = co-authors were students when manuscript was submitted

iii. Book Chapters


iv. Refereed Journals [* students who conducted research done while students]


**Refereed Proceedings (reviewed as a full journal-length manuscript, which was then published as part of the proceedings).**


proceedings of the American Society for Engineering Education 2013 Annual Conference & Exposition; Atlanta GA.


**Technical Reports**


**Newsletters**


Hahn, D.*, & Husman, J. (2004, Fall). Interview with David C. Berliner, Part II
Newsletter for Educational Psychologists/Division 15, 27(3), 4, 5, 8, 9.

Newsletter for Educational Psychologists/Division 15, 27(2), 1, 3,4.

Tennyson, H.*, & Husman, J. (2000, October). Helping undergraduates learn:
What each of us can do to help. Observer, 13, 26-27, 32.

Gorin, J., & Husman, J. (1997, Fall). The APA annual meeting: Graduate

questions, some answers. A dialogue for graduate students by

**Invited Addresses**

2013 Invited Address “Achievement motivation - What is it and how can we
improve it?” at Purdue University’s Engineering Education’s Research
Seminar Series.

2012 Keynote Speaker “Using the Future to Stay Motivated in the Present:
Learning in Engineering” International Conference on Time
Perspective, Coimbra, Portugal.

2012 Invited Panelist “What is the future for Time Perspective theory and
research.” International Conference on Time Perspective, Coimbra, Portugal.

2012 Invited guest speaker “When the going gets tough the Future Oriented
get going: Future Time Perspective and persistence in engineering
education.” Educational Psychology Department University of New
Mexico

2012 Invited guest speaker “Why would an educational psychologist take
Electrical Engineering courses?: the story of one psychologist’s quest
to meet the Terawatt Challenge.” Educational Psychology Department
University of New Mexico

2012 Issues in Teaching Renewable Energy Panelist, American Society for
Engineering Education, San Antonio, TX.

Tohono O’odham Renewable Energy Conference. Tucson, AZ.

2011 Invited guest speaker National Science Foundation REESE program
Principle Investigators meeting.

2010 Invited Address: **Considering Future Oriented Motivation**: Institute of
Educational Psychology University of Munich.

2010 Invited Address: **Increasing Motivation without Decreasing
Instructional Time: A Brief Intervention to Improve Engineering
Students’ Motivation for Learning Calculus** Clemson University.
2006 Invited Speaker “Connecting with the Future: A longitudinal study of students’ future time perspective, motivation and perceptions of coursework instrumentality for careers in science and engineering.” University of Leiden, The Netherlands
2006 Invited Speaker: “Motivating Students to Learn” Gateway Community College Faculty In-Service.

Consulting and Workshops
2013 Co-organizer of Sponsored Session of the Educational Research and Methods Division of the American Society for American Society of Engineering Education. Session Title: We’re Talking Motivation! Session presented in Atlanta GA.
2009 Invited guest of the National Council for Accreditation of Teacher Education to attend National Expert Panel on Increasing the Application of Knowledge about Child and Adolescent Development and Learning in Educator Preparation
2009 Invited Participant: Neuroscience Research in Education Summit: The Promise of Interdisciplinary Partnerships Between Brain Sciences and Education. Sponsored by the Society for Neuroscience.
2008 Coalition for Psychology in Schools and Education; Division 15 representative; American Psychological Association
2008 Educational Leadership Conference; Division 15 representative American Psychological Association.
2006 Invited Speaker “Motivation in Engineering Learning and Instruction” IEEE Education Society, Phoenix Chapter.

2001 Conducted three workshops during the Second Annual Underprepared Freshman Conference, hosted by Miles College, Birmingham, Alabama.

2000 Conducted five summer in-service training workshops for area teachers through the In-Service Training Institute.

1999 Conducted five summer in-service training workshops for area teachers through the In-Service Training Institute.

**Sponsored Projects**

**Funded:**

*National Science Foundation* Collaborative Research: “Developing An Instrument for Measuring Student Innovative Engagement”. $121,083.00 7/1/2013 to 6/30/2015. PI: Jenefer Husman 50%.

REV supplements *National Science Foundation*. “ERC for Quantum Energy and Sustainable Solar Technologies: QESST.” $40,000.00 September 2011-August 2016 (PI: C. Honsberg) Husman co-PI.

REV supplements *National Science Foundation*. “ERC for Quantum Energy and Sustainable Solar Technologies: QESST.” $10,000.00 September 2011-August 2016 (PI: C. Honsberg) Husman co-PI.

*Solar Decathlon 2013 National Renewable Energy Laboratory.* $100,000; (PI: M. Fraser) Husman co-PI 20%.

*National Science Foundation* “IGERT: Solar Utilization Network” $3,498,193; July 2012-2017 (PI: W. Vermaas) Husman co-PI 10%


*National Science Foundation* Engineering Research Centers for Quantum Energy and Sustainable Solar Technologies: QESST $37,000,000.00; August 2011-2021. This 10 year engineering research center, in addition to technical research on photovoltaics, focus on engineering and science education. The center includes eight universities – ASU serves as the lead university. As the Director of Education, Husman conducts education research across all universities and creates interventions and programing for K-20
students. Husman's allocation is consistent with members of the executive committee (PI Honsberg 12% Husman co-PI 6%).

National Science Foundation Collaborative Research: “Examining the impact of the Freshman Teaching Academy on engineering student Future Time Perspective and Strategic Learning”. $49,000.00 September 2009 to February 2011. PI: Jenefer Husman 100%.

National Aeronautics and Space Administration “Comprehensive transformation of junior-year aeronautics instruction based on active/strategic learning and via innovative utilization of modern computational tools”. $389,712.00 June 2009 to December 2010. (PI: Valana Wells; Co-PIs: Kyle Squires 20%; Praveen Shankar 20%; Jenefer Husman 20%)

National Science Foundation. “COMPU GIRLS: A Culturally Relevant Technology Program for Girls” $ 853,051.00 September 2008-October 2011 (PI: Kimberly Scott Co-PIs: Elisabeth Hayes 10%, Jenefer Husman 10%, Gregory Aist10%, Sethuraman Panchanathan 10%).

REU supplement National Science Foundation. “CAREER: Connecting with the future: Supporting Identity and Career Development in Post-Secondary Science and Engineering.” $32,019.00 September 2008-August 2009 (PI: J. Husman). Research Experiences for Undergraduates (REU) supplement is intended to support undergraduate participation in scientific research. With this award I have included two Mary Lou Fulton College of Education undergraduates as partners in our research project. Each student has had an opportunity to fully participate in all phases of psychological research. Each student is a participating author on papers presented at the Frontiers in Education conference, the leading outlet for Engineering Education research, and AERA.

National Science Foundation. “CAREER: Connecting with the future: Supporting Identity and Career Development in Post-Secondary Science and Engineering.” $590,821.00 September 2006-August 2011 (PI: J. Husman). The CAREER program provides funding to promising researchers early in their career, to foster both their research and their teaching. According to the NSF’s description, the CAREER program is “a Foundation-wide activity that offers NSF's most prestigious awards for junior faculty members, and which embodies NSF's commitment to encourage faculty to practice, and academic institutions to value, integration of research and education.” My work will benefit both Educational Psychology and Engineering Education; by better understanding how students think about their futures in Engineering,
we can better support and guide them, increasing recruitment and retention.

*American Psychological Association, Division 15 “Historian Project”. $16,255. August 2003- August 2005. (PI: J. Husman). The goal of this project is to collect the oral history of Educational Psychology by interviewing the past leadership of Division 15.

*Renaissance School Institute. “The Integration of Renaissance Programs into an Urban Title I Elementary School, and its Effect on School-wide Improvement.” $139,749. August 2001-August 2004. (PI: S. Brem, Co-PI J. Husman; partner: Harris Elementary School, Gilbert Unified School District) This study is a retrospective study examining the effects of computer-based reforms on reading education and Title I school wide reform goals. It forms the foundation of dissertations by Linda Sandusky.


University of Alabama, Research Action Committee: “A study of pre-service teachers’ perceptions of the utility of their educational psychology course.” $5000.00 August 1999 - August 2001. (PI: J. Husman).

University of Alabama, College of Education: “College students’ self-regulation of their perceptions of the instrumentality of their courses for their future goals.” $1000.00 January 2001 – August 2001 (PI: J. Husman).

Presentations

*Presentations 2002-Present (*=a student at the time of submission)


Kim, W., & Husman, J. (2011, August). *The difference of perceived instrumentality and study strategy use across major and non-major course.* Poster presented at the 2011 Biennial Conference of European Association for Research on Learning and Instruction, Exeter, United Kingdom.


presented at the 2007 annual meeting of the American Educational Research Association, Chicago, IL.


Presentations 1992-2001

National and International Presentations


Husman, J. & Crowson, H. M.* (2000, May). Instrumentality, task value, and intrinsic motivation: How can we make sense of these constructs? Paper
presented at the 7th Workshop on Achievement and Task Motivation, Leuven, Belgium.


in strategic learning. Paper presented at the annual meeting of the National Association of Developmental Education, Denver, CO.


**Teaching & Professional Development**

1. **Selected Classes Taught (full list available on request)**
   - Emerging Adulthood
   - Human Development
   - Motivation and Student Learning

   - Introduction to ASU (ASU 101)
   - Fostering Autonomy in the Classroom
At ASU, I have chaired 6 Ph.D.s and 6 Master’s to completion. I am currently mentoring 6 Ph.D. students, and provide design and statistical consultation to many students, both informally and formally, through our Learning Science Colloquium and Learning Sciences Lab.

Through NSF Research Experience Undergraduate grants, I have mentored seven undergraduates.

**ii. Faculty Workshops**

- a. Consultant Freshman Teaching Academy, Fall 2009. (Lead: James Collofello). *Provided professional development opportunities for members of the Teaching Academy.*
- e. Workshop facilitator, Spring 2006. “Motivating students to learn.” Gateway Community College Faculty In-Service. Phoenix, AZ.

**iii. Teaching Interventions.**

- a. Increasing the Utility of Introductory Calculus for First-year Engineering Students. Fall 2009-Spring 2010. Arizona State University. *A five-minute intervention using video clips of older students explaining how calculus is useful to them in their later courses improves students’ perceptions of the utility of the material, even after time has passed.*
- b. Teaching Photovoltaics. As part of my work with the Quantum Energy and Sustainable Solar Technology (QESST) Engineering Research Center, during the Fall 2011 and Spring 2012 I consulted with faculty from electrical engineering on their introduction to Photovoltaics course. As part of my consultation I have mentored both faculty and graduate TAs on teaching techniques, assessment, and project development.
- c. IGERT class development. As part of my work on the IGERT training grant Solar Utilization Network (SUN IGERT), I collaborated with faculty from chemistry, sustainability, and engineering to develop a signature course for our first cohort of IGERT students. I worked with faculty on developing interactive teaching techniques, transdisciplinary skill development, and assessment. In addition to developing the course, I also lead several of the signature events.
iv. Research Experience for Undergraduate

a. REU summer experience. As part of my work with the QESST ERC I worked with engineering faculty to develop and run a five week intensive research experience for undergraduates. This program recruited 21 students to participate in a 40 hour per week five week experience focused on learning to make silicon solar cells, and conducting research on the optimization of cell fabrication. I was the leader of the event, coordinating faculty mentors, graduate mentors, and staff. I worked with the mentors on their mentorship skills, established the curriculum, and the work products for the event.

b. Through an REU – for veterans supplement to the QESST ERC I secured, I supervise three undergraduate students during the academic school year. As part of this supervision I work with the REU students on development of engineering educational research questions, instructional and communication skills.

Quality of Service to the Profession, the University, and community

l. Division

1. Committees
   T. Denny Sanford School of Social and Family Dynamics
   Graduate Committee member – Child and Family Development 2010-present
   Mary Lou Fulton College of Education – Educational Psychology Program
   Educational Psychology Program Leader 2009-2010
   FERP Review Committee 2007
   Awards Committee 2006-2007
   Ad Hoc Committee to Develop Undergraduate Educational Psychology Major, Division of Psychology in Education. Fall, 2002. Developed specifications for an undergraduate major that was delivered to the division faculty January 2003.
   Developed admissions procedures and served on the admissions committee. 2002-2010

ii. College

Committees
   Member College Conceptualizing group of the Taskforce for Revisioning Teacher Education Fall, 2008.
   Member College Counsel. Fall, 2008.
   Chair, Allocations of Resources committee 2007-2008
   Member Allocations of Resources committee 2006-2007.
   Faculty Search Committee, Mathematics Education, Division of Curriculum and Instruction. 2004-2005.
Member College Counsel. 2003-2006.
Faculty Search Committee, Science Education, Division of Curriculum and Instruction. 2002-2004.

iii. University
SUN IGERT program admission committee – 2012-2015.
Member General Studies Committee: Social and Behavioral Sciences. 2004-2007

v. Conference Participation
Husman, J., (2013, June). Moderator; American Society for Engineering Education annual meeting in Atlanta, GA.
Husman, J. (2013, August). Discussant; The 15th Biennial conference of the European Association for Research on Learning and Instruction, Munich Germany.
Husman J. (2010, August) Chair: American Psychological Association meeting San Diego, CA.
Husman, J. (2007, August) Discussant; Bi-Annual meeting of the European Association for Research on Learning and Instruction, Budapest, Hungary.
Husman, J. (2004, March) Discussant; Annual meeting of the National Association for Research on Science Teaching.

v. Professional Participation

1. Committee Chairs

2011-2014 Scientific Program co-chair: International Conference on Motivation

2011-2014 Chair Small Workshop Proposal Review committee: Division 15 of the American Psychological Association. *I developed a new program within Div. 15 – an annual Request for Proposals for small workshops and meetings of Div. members. I constituted a committee, established a review and dissemination procedures.*

2005 Program Chair: Inaugural Meeting Southwestern Consortium for Innovative Psychology in Education

2004-2005 American Educational Research Association: Program Co-Chair Division C, Section 6

2002-2006 American Psychological Association: Division 15 Historian. *I served as advisor to the division president. The historian provides continuity across presidents concerning the policies and practices of the division.*

2. Committee Memberships

Spring, 2014 Review Panel; National Science Foundation

Fall, 2012 Review Panel; National Science Foundation

2012 Scientific Committee: International Conference on Time Perspective

2011-2013 Advisory Board NSF funded project PI: K. van der Hoven Kraft.

2011-2016 Advisory Board NSF funded project PI: Lisa Benson

2011-2016 Advisory Board NSF funded project PI: Sandra Simpkins

2009-2012 Advisory Board NSF funded project PI: Judith Harackiewicz & Janet Hyde

Winter 2011 Review Panel; National Science Foundation

Spring 2008 Review Panel; National Science Foundation

2011-2014 American Educational Research Association Motivation in Education Special Interest Group Standing Review Board. *Motivation is one of the largest SIG sections in AERA, to support the work of the section chairs a standing committee of trusted knowledgeable reviews was established.*
2007-2010 American Educational Research Association Division C Section 6 Standing Review Board

This is a new entity, established at the request of Division C, to facilitate the review process. C6 is one of the largest sections (346 proposals in 2007) in AERA, to support the work of the section chairs a standing committee of trusted knowledgeable reviews was established. There are 19 members.

Spring 2007 Review Panel; National Science Foundation

2000-2003 Ad Hoc Committee on International Scholarship, Division 15 of the American Psychological Association. I assisted with the development of projects to create links between the psychological and educational research associations in Europe and the Association.

2001-present Annual National Graduate Student Seminar, Division 15 of the American Psychological Association. After my term ended as chair, I remained on the committee to assist the new chairs and continue to guide the program.

1999-2001 Nominations Committee, Division 15, American Psychological Association. We nominated individuals for awards and committee placements with in the Division

3. Leadership Positions (Elected)

2009-2013 Co-Coordinator: Motivation Special Interest Group of the European Association for Research on Learning and Instruction; Elected.

2009-2011 Secretary: Southwestern Consortium for Innovative Psychology in Education; Elected

2006-2009 Member At-Large American Psychological Association, Division 15 Educational Psychology; Elected

2007-2009 Past-president: Southwestern Consortium for Innovative Psychology in Education


4. Editorial Positions

2013-present Assistant Editor: Journal of Engineering Education

2010-present Member of Editorial Board: Learning and Instruction

2006-2013 Member of Editorial Board: Teachers College Record

2005 Review Board: Child Development

2004-2009 Member of Editorial Board: Journal of Educational Psychology
2000-2008 Consulting Editor: *Journal of Experimental Education*
2004 Guest Editor: Educational Psychology Review
2003-2006 Member of Editorial Board: *Journal or Research on Science Teaching*
2003-2006 Member of Editorial Board: *Contemporary Educational Psychology*

*Ad hoc Reviewer:*
Developmental Psychology
Educational Psychologist
Educational Psychology Review
European Journal of Educational Psychology
Journal of School Psychology
Learning and Instruction
Sex Roles
American Educational Research Association, Motivation in Education SIG
American Psychological Association, Division 15
MASUMI IIDA
CURRICULUM VITAE

T. Denny Sanford School of Social and Family Dynamics
P.O. Box 873701
Arizona State University
Tempe, Arizona, 85287-3701
U.S.A.

Education:

New York University, Ph.D. in Psychology, September 2007
    Social and Organizational Psychology Program
    Minor in Quantitative Psychology
    Advisors: Professors Patrick E. Shrout and Niall Bolger
    Dissertation Title: Modeling Support Provision in Close Relationships

Bryn Mawr College, B.A. in Psychology and Mathematics with Honors, May 2000

Professional Appointments:

2012 -   Arizona State University
        Assistant Professor, T. Denny Sanford School of Social and Family Dynamics

2010 -  2012 Arizona State University
        Assistant Professor, School of Social and Family Dynamics

2007 – 2010 Kent State University
        Postdoctoral Research Fellow, Department of Psychology

2006 New York University
        Instructor, Department of Psychology

Publications:

Peer-Reviewed Journal Articles

In my field, the order of the authorship is determined by the contribution to the manuscript. My contribution to each paper is represented as a percentage following the citation. The impact factors (IF) was calculated using ISI Web of Knowledge, and the ranking was taken from the journal website.

*denotes student/post doc authors.


Book Chapters


Invited Encyclopedia Entries


Manuscripts under Review at Refereed Journals


**Manuscripts in Progress**


*Ha, T., van Roekel, E., Iida, M., Engels, R. C. M. E & Kuntzche, E. *Emotional reactivity and recovery to negative peer experiences in adolescents’ daily life: The moderating role of depressive symptoms.*

Shrout, P. E., Bolger, N., Stadler, T., Lane, S., Iida, M., Gleason, M. E. J., Xu, M., Jackson, G., Clavel, F., Craw, J. *Initial responses versus follow-up responses in surveys: why are there differences?*

**All Sponsored Research Activity:**

**Grant Proposal under Review**


**Other Research Grant Activity**

(Reverse chronological order)


Teaching and Mentorship:

Courses Taught at ASU

Graduate Courses:
Analysis for Small Group Data (FAS 598; CDE 598)
This is a specialty graduate level course that I developed and taught. This course covers special statistical technique, called dyadic data analyses, for data that violate the assumption of independence of residuals. The format of the class is primarily lectures, but includes several computer lab sessions. One of the requirements for the course is a student-initiated project using the analytic technique taught in this class.

Regression Models for Multilevel & Non-Normal Data (FAS 598)
This is a second specialty graduate level course that I developed and taught. This course is a requirement for “Measurement and Statistical Analysis” specialization. This course covers techniques for modeling clustered data and non-normal data. The format of the class is primarily lectures, but includes several computer lab sessions. One of the requirements for the course is a student-initiated project using the analytic technique taught in this class.

Undergraduate Courses:
Social Statistics (SOC 390)
This is a required course for Family and Human Development and Sociology majors. This course covers the basic data analysis concepts and procedures used by researchers in the social sciences. The format of the class is primarily lectures, but includes several computer lab sessions using SPSS.

Mentorship at ASU

Graduate Mentoring – Doctoral Level

Dissertation Committee Member

5. Sue Annie Rodriguez, Family & Human Development (proposed October 2014)
4. Hae Sung Im, Curriculum & Instruction (proposed September 2013)
3. Shantel Meek, Family & Human Development
2. Sherri Gosney, Family & Human Development (proposed April 2012)
1. Carly Slutzky, Family & Human Development

Comprehensive Exam Committee Member

5. Amy Pennar, Family & Human Development (proposal planned for Spring 2015)
4. Diamond Bravo, Family & Human Development
3. Katherine Cheng, Family & Human Development
2. Hae Sung Im, Curriculum & Instruction
1. Sue Annie Rodriguez, Family & Human Development
Mentorship at ASU (Cont’d)

**Graduate Mentoring – Master’s Level**

*Master’s Thesis Committee Co-Chair*

1. Annalise Ford, Family & Human Development
   April 2014

*Master’s Thesis Committee Member*

1. Cami Porter, Family & Human Development
   April 2014

*External Reviewer for Master’s Thesis*

1. Benjamin F. Armstrong, MS in Psychology, Wake Forest University
   May 2013

**Undergraduate Mentoring**

*Honors Thesis Committee*

2. Jessica Lebowitz, Undergraduate Student in Barrett, The Honors College
   Aug 2012
1. Chelsea Larmore, Undergraduate Student in Barrett, The Honors College
   May 2012

**Professional Service:**

*Ad Hoc Reviewer:*

- Annals of Behavioral Medicine
- BMC Psychiatry
- Child Development
- International Journal of Behavioral Development (2 reviews)
- Journal of Cross-Cultural Psychology
- Journal of Family Issues
- Journal of Gerontology: Psychological Sciences
- Journal of Marriage and Family
- Journal of Personality
- Journal of Personality and Social Psychology
- Journal of Social and Personal Relationships (4 reviews)
- Personality and Social Psychological Bulletin (6 reviews)
- Personal Relationships (8 reviews)
- Social Psychological and Personality Science (4 reviews)

*Conference Abstract Reviewer:*

International Association of Relationship Research 2012 Biennial Meeting Abstracts
Professional Service (Cont’d):

University Service:
Personnel Committee, Fall 2013 – Present
We reviewed 11 sabbatical requests, and 37 faculty files for annual evaluation.

University Service (Cont’d):
Search Committee for Longitudinal Methods Position, Spring 2012
We reviewed 26 application materials, and interviewed 2 candidates for the position.

Graduate Committee, Fall 2011 – Spring 2012
We revised the graduate student handbook and MA and PhD graduate course guidelines. We also reviewed 40+ graduate student applications, and met with candidates in person to make accept/reject decision.

Awards:

MacCracken Fellowship, NYU, 2002-2007
A fellowship awarded from NYU that provides full funding for doctoral candidates.
Campbell Travel Award, April 2006
Society of Multivariate Experimental Psychology Workshop Travel Award, May 2006
Society of Multivariate Experimental Psychology Workshop Travel Award, July 2002

Special Training/Workshops:

• Bayesian Analysis Using Mplus Workshop with Bengt Muthén and Tihomir Asparouhov, University of Connecticut, Storrs, CT, May 2011
• Hierarchical Data Modeling with HLM 6 with Stephen W. Raudenbush and Anthony S. Bryk, University of Chicago, September 2008
• Notre Dame Series on Quantitative Methodology: Methods for Child & Adolescent Development and Family Processes, University of Notre Dame, May 2006
• University of Michigan Research Center for Group Dynamics Summer Workshop in Experimental Methodology: Social Relations Model: Understanding Dyadic Processes with David A. Kenny, July 2002
• SAS Programming II: Manipulating Data with the DATA step, SAS Institute, June 2002

Invited Workshops:

• NCI Summer Institute in Social/Personality Psychology and Health, Rockville, MD, July 2009
• Summer Institute in Social Psychology, University of Colorado, July 2003
Conference Presentations:
*denotes student/post doc authors.


Conference Presentations (Cont’d):


Conference Presentations (Cont’d):


Conference Presentations (Cont’d):


Justin Jager
T. Denny Sanford School of Social and Family Dynamics
Arizona State University
951 S. Cady Mall, SS 144 ♦ P.O. Box 873701 ♦ Tempe, AZ 85287-3701
(480) 727-9673 ♦ justin.jager@asu.edu

EDUCATION

University of Michigan, Ann Arbor, MI
Ph.D., Developmental Psychology  December, 2007

University of Michigan, Ann Arbor, MI
M.S., Developmental Psychology  May, 2004

Calvin College, Grand Rapids, MI
B.A., Psychology  May, 1999
Second Major: Philosophy

RESEARCH INTERESTS

- Examining how person-context interactions inform developmental trajectories across adolescence and the transition to adulthood.
- Clarifying the patterns and long-term consequences of adolescent and early adulthood substance use, risky behavior, and mental health.
- Documenting, through the latent modeling of dyadic and triadic data, agreement and disagreement among family members regarding family functioning and family relationships.

POSITIONS HELD

- Assistant Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University  2013 - Present
- Intramural Research Training Award Post-doctoral Research Fellow, Child and Family Research Section, NICHD  2009 - 2013
- Post-doctoral Research Fellow, University of Michigan Addiction Research Center  2008 - 2009

PEER REVIEWED PUBLICATIONS


**BOOK CHAPTERS/TECHNICAL REPORTS**


**MANUSCRIPTS UNDER REVIEW**


**MANUSCRIPTS IN PREPARATION**


**INVITED PRESENTATIONS**


**PRESENTATIONS**


GRANTS SUBMITTED AND FUNDED

**Bridging the Moral Gap: Delineating the Effects of Moral Motivators on Moral Behavior**  2014
PI: J. Jager. John Templeton Foundation Project Grant
Direct Cost: $364,500, Submitted

**Research Training in Drug Abuse/HIV Prevention.**  2014
PI: L. Chassin; Faculty Affiliate: J. Jager. NIH Training Grant (T32)
Direct Cost: $1,872,875.00, Submitted

**Collaborative for the Analysis of Pathways from Childhood to Adulthood.**  2008 - 2012
PI: P. Davis-Kean; Research Investigator: J. Jager. NSF IRADS Grant.
Direct Cost: $1,638,007, Funded

**A Prospective Study of the Nonmedical Use of Prescription Medications by Adolescents.**  2009 - 2013
PI: C. Boyd; Research Investigator: J. Jager.
NIH Research Project Grant (R01). Direct Cost: $2,262,944.00, Funded.

**Trajectories of Achievement: Understanding the Profiles of Achievement within Race.**  2007 - 2009

HONORS, AWARDS, AND FELLOWSHIPS

Postdoctoral Fellow, NIH Intramural Research Trainee Award  2009 - 2013
T32 Postdoctoral Fellow, NIAAA Training Grant  2007 - 2009
Daniel Katz Dissertation Fellow  2006 - 2007
Psychology Departmental Associate, University of Michigan  2006
Roger Brown Research Award Recipient  2005
Predoctoral Research Fellow, LIFE Program  2003 - 2006

DATA COLLECTION EXPERIENCE

**Young adult/Age 23 Follow-Up of CFRS Longitudinal Study**  2009 - Present
As part of an ongoing longitudinal study of children and their families, I independently developed, implemented, and managed a follow-up of the original sample of families when their children are 23 years old. All data collection took place online through a website that links with the NICHD database. These children (and their families) were already seen when they were 5, 20, and 48 months of age, and again when they were 10, 14 and 18 years old. Data concerning the major
developmental issues facing young adults and the parents of young adults were collected from the child, mother, and father (N ~ 225 families).

**Examining Families across Generations**  
2009 - Present
Based on my own initiative and as an extension of the CFRS longitudinal study, I developed and currently manage a data collection on the spouse or significant other of the now young adult children of the CFRS longitudinal study. All data collection takes place online through a website that links with the NICHD database. As part of this collection I gather relationship-specific information from both the target child and his/her significant other, and gather individual-level information from both the target child and his/her significant other. When combined with data from the longitudinal study, these unique data enable myself and other researchers within CFRS to examine intergenerational stability in family processes as well as the factors that contribute to individual differences in that stability.

**State Policy Initiatives for Reducing Teen and Adult Nonmarital Childbearing**  
1999 - 2000
While a research assistant at Child Trends, I worked with Dr. Wertheimer to ascertain each state’s policies (or lack thereof) pertaining to preventing or reducing nonmarital childbearing among both teens and adults. I helped Dr. Wertheimer create the questionnaire, was responsible for creating the code book, and organized and stored the data. All data was collected through phone interviews. Initially I was the sole data collector, but later I supervised others collecting the data.

**COMPLETED WORKSHOPS/TRAINING**

**Categorical Latent Variable Modeling in Mplus**  
Instructor: Bengt Muthen  
November, 2008

**APA Advanced Training Institute: Web-based data collection**  
Instructor: Ulf-Dietrich Reips  
July, 2007

**Growth Models with Time-Invariant and Time Varying Covariates**  
Instructor: Patrick Curran  
June, 2006

**PROFESSIONAL AFFILIATIONS**

American Psychological Association  
Society for Research on Adolescence  
Society for Research in Child Development  
Research Society on Alcoholism
PROFESSIONAL SERVICE

Member, Finance Committee, Society for Research on Adolescence 2014
Reviewer, Society for Research on Child Development Biennial Meeting, Methods, History and Theory panel 2014
Reviewer, Society for Research on Child Development Themed Meeting: Developmental Methods 2014
Reviewer, Association for Psychological Science Annual Convention, Developmental panel 2013
Associate Editor, Parenting: Science and Practice 2015
Consulting Editor, Developmental Psychology 2010 - 2014
Ad Hoc reviewer for Journal of Family Psychology 2012 - 2014
Ad Hoc reviewer for Parenting: Science and Practice 2009 - 2013
Ad Hoc reviewer for International Journal of Behavioral Development 2012 - 2013
Ad Hoc reviewer for Aggression 2009 - 2012
Ad Hoc reviewer for Addiction 2012
Ad Hoc reviewer for Canadian Journal of Behavioral Science 2012
Ad Hoc reviewer for Developmental Psychology 2005 - 2010
Ad Hoc reviewer for Social Development 2009 - 2010

TEACHING EXPERIENCE

Courses taught:
Research Statistics, National Institutes of Health, Undergraduate 2011
CDE 312: Adolescence Development, undergraduate course, Arizona State University 2014
CDE 598: Patterned-Centered Analyses; graduate course; Arizona State University 2014

Workshops offered:
Applied Missing Data Analysis, University of Michigan 2008
Growth Curve Modeling and Growth Mixture Modeling, University of Michigan 2007
Using Secondary Data to Answer Your Developmental Questions, SRCD Themed meeting: Developmental Methods 2014
**CURRICULUM VITA**

*Jennie Jacobs Kronenfeld*

*June, 2014*

**HOME ADDRESS & PHONE**

**NUMBER:**

8808 N. 86th Place  
Scottsdale, AZ 85258

**BUSINESS ADDRESS & PHONE**

**NUMBER:**

Program in Sociology  
T. Denny Sanford School of Social and Family Dynamics  
Box 873701  
Arizona State University  
Tempe, AZ 85287-3701  
(480) 965-8053 (v) 965-6779 (fax)

**E-Mail:** jennie.kronenfeld@asu.edu

**DATE OF BIRTH:** August 11, 1949

**PLACE OF BIRTH:** Hampton, Virginia

**EDUCATION:**

University of North Carolina  
Chapel Hill  
B.A. Degree - 1971  
Sociology & History

Brown University  
M.A. Degree - 1973  
Sociology

Brown University  
Ph.D. Degree - 1976  
Sociology

**POSITIONS HELD:**

2006-Present  
Professor, Program in Sociology, School of Social and Family Dynamics (renamed T Denny Sanford School of Social and Family Dynamics, 2012), Arizona State University and Affiliated Professor, Women's Studies Program, Arizona State University

2004-2006  
Interim Chair, Department of Sociology, Arizona State University

1999 - 2006  
Professor, Department of Sociology, Arizona State University and Affiliated Professor, Women's Studies Program, Arizona State University and Clinical Professor, Arizona Program in Public Health, U. of Az Health Sciences Center

1990 - 1999  
Professor, School of Health Administration and Policy, College of Business, Arizona State University and Affiliated Professor, Department of Sociology and
Women's Studies Program, Arizona State University and Clinical Professor, Arizona Program in Public Health, U. of Az Health Sciences Center

1985 - 1990  Professor and Director of Doctoral Studies, Department of Health Administration, School of Public Health, and Adjunct Associate Professor, Department of Health Education, School of Public Health; Director, Health Surveys Laboratory, School of Public Health; and Adjunct Associate Professor, Department of Family and Preventive Medicine, School of Medicine, University of South Carolina

1985  Associate Professor, Department of Health Administration, School of Public Health, and Adjunct Associate Professor, Department of Health Education, School of Public Health and Adjunct Associate Professor, Department of Preventive Medicine and Community Health, School of Medicine, University of South Carolina

1990  Management Task Force, Carolina Healthstyle Project, University of South Carolina, Department of Health and Environmental Control, South Carolina and Division of Human Resource Management, South Carolina

1982  Visiting Faculty, Summer, Princeton University, NEH Fellowship

1980  Associate Professor, Department of Public Health, School of Medicine and School of Community and Allied Health, University of Alabama, Birmingham

1980  Scientist, Multi-purpose Arthritis Center, School of Medicine, University of Alabama in Birmingham

1980  Scientist, Diabetes Research and Training Center, School of Medicine, University of Alabama in Birmingham

1979  Assistant Professor, Department of Public Health, School of Medicine and School of Community and Allied Health, University of Alabama in Birmingham

1975 - 1980  Assistant Professor, Sociology Department, University of Alabama in Birmingham

Summer Research Associate, National Center for Health Services Research, Department of Health, Education and Welfare

1972 - 1973  Teaching Assistant, Brown University

MEMBERSHIP IN PROFESSIONAL & SCHOLARLY ORGANIZATIONS:

American Public Health Association
American Sociological Association
American Academy of Health Behavior (Fellow)
Pacific Sociological Society
Southern Sociological Society
Sociologists for Women in Society
Sigma Xi
The Gerontological Society of America
SWS in the South

HONORS & OTHER SPECIAL COMMENTS:

Phi Beta Kappa, University of North Carolina, Chapel Hill
Public Health Services Traineeship, September 1971 - June 1975
Undergraduate Sociology Award, June, 1971, University of North Carolina, Chapel Hill
Delta Phi Alpha (German Honorary), University of North Carolina, Chapel Hill
Gamma Alpha Lamda (freshman scholastic honorary), University of North Carolina
Outstanding Young Women of America
American Men and Women in Science
Dictionary of International Biography
The World's Who's Who of Women
NEH Summer Fellowship, The Role of Medicine; Historical Perspectives in the Healing Tasks, Princeton University, 1982
American Sociological Association, Travel Grant, International Sociological Association Meetings, 1982
Who's Who in the South and Southwest
Personalities of America
Directory of Distinguished Americans
Foremost Women of the Twentieth Century
Personalities of the South
Who's Who of Emerging Leaders in America
2000 Notable American Women
Delta Omega (Public Health Honorary), University of South Carolina
Who's Who in American Education
Who's Who In Science & Engineering
Who’s Who in the World, v. 14
Fellow, American Academy of Health Behavior

AREAS OF RESEARCH OR SCHOLARLY INTERESTS:

Medical sociology
Health Behavior Research
Health policy
Child Health
Preventive health behavior
Access to and utilization of health care services
Aging and Health Policy
Gender and Health
DESCRIPTION OF TEACHING ACTIVITIES:
Currently teach medical sociology at both undergraduate and graduate levels, also teach courses on aging and the lifecourse and women and health, Previously at ASU have taught specialized course on health of children and adolescents; previously at ASU taught core course in health care delivery system, epidemiology, research and survey methods, and health policy. Have taught doctoral seminars in social, political, and economic factors in health and health care, medical sociology, the health care delivery system, health policy; evaluation and measurement, survey research, behavioral sciences, and introduction to public health administration.
Have served on or chaired over twenty five doctoral committees and chaired/served on about 80 master's thesis, practicum, and internship committees. Have conducted the writing and grading of qualifying and comprehensive examinations in Ph.D. and Dr.P.H. programs at USC; and medical sociology and health services research at Arizona State University.

DESCRIPTION OF ACTIVITIES RELATED TO SERVICE TO THE SCHOOL AND TO THE COMMUNITY:

Recent Service Activities (1990 on, at ASU)
Member, American Academy of Health Behavior, Strategic Planning Steering Committee, 2013-14
Chair, Health Policy Committee, Medical Sociology Section, American Sociological Association, 2012-2014
International Sociological Association, RC 15 – Sociology of Health Steering Board Member, 2011-16
Co-editor, Health, 2006-2015
Associate Editor In Chief, American Journal of Health Promotion, 2010-2015
Nominations Committee, Medical sociology Section, American Sociological Association, 2008-9
Wade Smith Lecture Committee, College of Liberal Arts and Sciences, 2008-2014
Director, Graduate Program in Sociology, Sociology Program, Sanford School of Social and Family Dynamics, ASU, 2012-2014
Interdisciplinary Research Facilitator, School of Social and Family Dynamics, ASU, 2006-8
Personnel Committee, School of Social and Family Dynamics, ASU, 2006-7; 2009-2010
Graduate Committee, Program in Sociology, School of Social and Family Dynamics, ASU, 2006-8
Steering Committee, Graduate Program in Social Sciences and Health, ASU
Interim Chair, Sociology Department, Arizona State University, 2004-2006
Secretary, Medical Care Section, American Public Health Association, 2002-2005
PSA's Committee of the Freedom of Teaching and Research (COFRAT), 2004-2007
Search Committee, Joint Position in Asian Pacific American Studies and School of Family and Social Dynamics, 2005-6
Steering Committee, School of Family and Social Dynamics, 2005-6
Chair, Research Interest Groups Subcommittee, School of Family and Social Dynamics, 2005
Centennial Celebration Committee, Section on Aging, American Sociological Association, 2004-5.
Associate Editor, American Journal of Health Behavior, 2001-14.
Chair, Nominations Committee, Medical Sociology Section, American Sociological Association, 2002-3
Dean’s Faculty Advisory Council, College of Liberal Arts and Sciences, ASU, 2002-5
Committee on the Status of Women, ASU, 2001-2003
Advisory Committee, Preparing Future Faculty, Graduate School, ASU, 2002-4
Barbara Rosenblum Cancer Dissertation Award Committee, SWS, Member 2002, Chair, 2003-6
Chairperson, Personnel Committee, Department of Sociology, ASU, 2002-2004
Program Planning Committee, American Academy of Health Behavior, 2002-2003
Best Graduate Paper Review Committee, Medical Care Section, American Public Health Association, 2002-2003
Endowment Committee, Pacific Sociological Association, 2001-2004
Chairperson, Personnel Committee, Department of Sociology, ASU, 1999-2001
Chairperson, Survey Research Laboratory Committee, Dept. of Sociology, ASU, 2000-2002; Member 2002-2003
Chairperson, Recruitment Committee, Department of Sociology, 2000-2001
President, SWS, 2000
Graduate Committee, Sociology Department, ASU, 1999-2005
Nominations Committee, Medical Sociology Section, ASA, 2001-2
Career and Employment Committee, Medical Sociology Section, ASA, 2000-2001
Student Paper Award Committee, Section on Children and Youth, ASA, 2000-2001
Epidemiology Search Committee, PERC, ASU, 1999-2001
Steering Committee, SWS, 1999-2001
President, SWS, 2000
President-elect, SWS, 1999
Co-chair, Committee A, AAUP-AZ, 1999-2000
Program Committee and Abstract Reviewer, Medical Care Section, APHA, 1997-99.
Eliot Freidson Awards Committee, Medical Sociology Section, ASA, 1997.
SHAP Faculty Search Committee, 1997-98.
Finance Committee, SWS, 1996-98.
Chair, Nominations Committee, Medical Sociology Section, ASA, 1996.
Chair Elect, Nominations Committee, Medical Sociology Section, ASA, 1994-95.
Committee on Sections, American Sociological Association, 1994-97
Committee on Academic Freedom and Tenure, ASA, 1994-97.
Personnel and Advisory Committee, Women's Studies Program, 1994-95.
Steering Committee, Adult Development and Aging Program, 1993-95.
Health Care Financing Administration (HCFA) Special Grant review Panel, 1995.
Doctoral Program Director, School of Health Administration and Policy, 1993-95.
Doctoral Committee, College of Business, 1993-95.
Master's Admissions Committee, School of Health Administration and Policy, 1993-94.
Doctoral Admissions Committee, School of Health Administration and Policy, 1993-94.
Doctoral Programs Task Force - The Business Partners Planning Process, Arizona State University, College of Business.
Journal Editor Review Committee, Medical Sociology Section, American Sociological Association, 1992-93.
Committee Member, Arizona Business Women for Health, 1992-93.
Maricopa County Area Health Education Center Board, 1991-95.  
Faculty Senate, Arizona State University, 1990-98.  
Personnel and Promotion Committee, School of Health Administration and Policy, Arizona State University, 1990-98.  
NIH Epidemiology and Disease Control Study Section 1, 1989-93.  
Affirmative Action Officer, School of Health Admin. and Policy, 1992.  
Chair, Medical Sociology Section, American Sociological Assoc., 1991-92.  
Special NIH Review Panel on Special Care Units In Nursing Homes, May 1991.  
Planning Committee Member, Ryan White Care Act, Title II, Arizona Department of Health Services, 1991.  
Chair-elect, Medical Sociology Section, American Sociology Association 1990-91.  
Vice-President, SSS, 1990-91.  
Program Committee, American Public Health Association, 1989-91.  
Council Member, Association of Social Sciences in Health, 1988-91.  
Special Reviewer, Visual Services Study Section, NIH, June, 1990.  
Chair, Programs Committee, Medical Care Section, American Public Health Association, 1989-90.  
Chair, Committee on Committees, Am. Sociological Association, 1989-90.  
Proposal Reviewer, National Science Foundation, 1989-90.  
President, SWS - South, 1988-1990.  
Advisory Editor, Gender and Society, 1986-90.  

Past Service Activity (1976-1989)  
Committee on Committees, American Sociological Association, 1988-89.  
Committee on Joint MSW-MPH, 1988-89.  
Manuscript Review Committee, Health Care Administration Division, Academy of Management, 1988-89.  
Medical Care Section, APHA, Contributed Papers Committee Chair, 1988-89.  
Vice-President Elect, Southern Sociological Society, 1988-89.  
Secretary-Treasurer, Medical Sociology Section, American Sociological Association, 1987-89.  
Exercise Advisory Committee, DHEC, 1987-89.  
Academic Committee on Gerontology, 1987-89.  
University Tenure and Promotion Committee, 1986-89.  
School of Public Health Tenure & Promotion Committee, 1986-89.  
Department Qualifying Exam for Ph.D.and Dr.P.H., Chairperson, Question Preparation and Review Committee, 1984-89.  
College of Health Representative, Certificate Program in Gerontology,
University of South Carolina, 1983-89.
Search Committee, Department of Health Administration, 1984-85, 1986-87, 1987-88.
Co-Chair, Program; Section on Health, Health Policy, and Health Services, Society for the Study of Social Problems, 1986-88.
Vice-President, SWS 1985-88.
Program Committee, Medical Care Section, APHA, 1981-88.
Secretary-Treasurer Elect, Medical Sociology Section, American Sociological Association, 1986-87.
Chairperson, Technical Assistance Subcommittee, VAHSRDC, 1986-87.
Governing Council, American Public Health Association, Medical Care Section, 1986-87.
Curriculum Committee; School of Public Health, Univ. of South Carolina, 1985-87.
Search Committee, Department of Health Education and Health Promotion, 1986.
Competitive Model Task Force, S.C. Health Care Planning and Oversight Committee, 1985-86.
Chairperson, Search Committee, Dept. of Health Administration, 1985-86.
VA Health Services Research and Development Field Planning Program Committee, 1985-86.
Curriculum and Courses Committee, 1984-86.
Departmental Tenure & Promotion Committee, 1984-86.
Associate Editor, Journal of Health and Social Behavior, 1983-86.
Faculty Senate, University of South Carolina, 1982-85.
Traineeship Committee, School of Public Health, 1980-85.
Dr.P.H. Proposal Preparation Committee, Department of Health Administration, 1984.
Questionnaire Consultation, Governor's Primary Health Care Task Force, 1984.
Proposal Reviewer, Veterans Administration Health Services Research Unit, 1984.
Academic Responsibility Committee, College of Health, University of South Carolina, 1983-84.
Chairperson, Grievance Committee, College of Health, 1982-84.
Dissertation Award Committees, Medical Sociology Section, ASA, 1984.
Council Member, Association of Social Sciences in Health, 1979-84.
Professional Relations Committee, Evaluation Network, 1983.
Professional Relations Committee, Evaluation Network, 1983.
Chairperson, Search Committee, Department of Health Education, School of Public Health, University of South Carolina, 1982-83.
Summer School Committee, College of Health, University of South Carolina, 1982-83.
Research Policy and Activities Sub-committee, Accreditation, School of Public Health, University of South Carolina, 1982-83.
Proposal Reviewer, National Science Foundation, 1982-83.
Chairperson, Research Committee, SCAHE, 1982-83.
Member, Evaluation Committee, College of Health, University of South Carolina, 1982-83.
Advisory Editor, Sociology Inquiry, 1982-83.
Chairperson, Publications Committee, Medical Sociology Section, ASA, 1981-83.
Finance Committee Chairperson, SWS, 1981-83.
Executive Committee, South Carolina Association for Health Education, 1980-83.
Member, Resource Committee, Community Long Term Care Project, Spartanburg, South Carolina, 1980-83.
Evaluation Consultant and Workshop Organizer and Conductor, Data Collector and Questionnaire Design, Diabetes Project, Special Projects, Department of Health and Environmental Control, South Carolina, 1982.
South Carolina Diabetes Task Force, 1981-82.
Governor's Primary Prevention Council, 1981-82.
Program Chairperson, Association of Social Sciences in Health, 1981.
Chairperson, College of Health Family Fund, University Foundation, University of South Carolina, 1981.
Evaluation Consultant and Project Reviewer, Diabetes Project, Special Projects, Department of Health and Environmental Control, South Carolina, 1981.
Faculty Search Committee, Department of Public Health Administration, University of South Carolina, 1980-81.
Nominations Committee, SWS, 1983-84.
Research Committee, SCAHE, 1983-84.
Doctoral Committee, School of Public Health, University of South Carolina, 1980-81.
Member, Publications Committee, Medical Sociology Section, American Sociological Association, 1978-81.
Member, Peer Review Group, HISPANIC HANES Questionnaire, 1980.
Chairperson, Nominating Committee, Medical Sociology Section, ASA, 1980.
Committee to Draft Joint Health Education Doctorate Proposal, Department of Public Health and School of Education, University of Alabama in Birmingham, 1979-80.
Chairperson, Publications Committee, Section on Health, Health Policy and Health Services, SSSP, 1978.
Search Committee, Department of Public Health, University of Alabama in Birmingham, 1977-78.
Faculty Affairs Committee, School of Community and Allied Health, University of Alabama in Birmingham, 1977-78.
Faculty Search Committee, Sociology Department, University of Alabama in Birmingham, 1976, 1977.
Accreditation Committee, Department of Public Health, University of Alabama in Birmingham, 1977.
Faculty Affairs Committee, School of Social and Behavioral Sciences, University of Alabama in Birmingham, 1976.

PUBLICATIONS:

Books:
Jennie Jacobs Kronenfeld


Kronenfeld, Jennie Jacobs and Whicker, Marcia L. Captive Populations: Caring for the Young, the Sick, the Imprisoned and the Elderly, Praeger (New York), 1990.


Kronenfeld, Jennie Jacobs, Editor, A Research Annual: Research in the Sociology of Health Care, Health Care Delivery System Changes; Vol. 13, JAI Press (Greenwich, CT), 1996.


Kronenfeld, Jennie Jacobs, Editor. A Research Annual: Research In the Sociology of Health Care, Quality, Planning of Services, and Access Concerns: Impacts on Providers of Care, Health Care


Kronenfeld, Jennie Jacobs. Editor. SOCIAL SOURCES OF DISPARITIES IN HEALTH AND HEALTH CARE AND LINKAGES TO POLICY, POPULATION CONCERNS AND PROVIDERS OF CARE. Volume 27, Research in the Sociology of Health Care, Emerald Press (Great Britain), 2009.


ARTICLES and CHAPTERS IN BOOKS


Kronenfeld, Jennie J. "Teaching As A Sociologist In A School of Public Health," ASA Teaching Newsletter 8:3-5, 1983.


Stevens, Teresa; Jackson, Kirby; Garrison, Paul; Blair, Steven, and Kronenfeld, Jennie, "Smoking Behavior and Attitudes In The Workplace, Health Education Research 4:245-249, 1989.


Kronenfeld, Jennie Jacobs and Ayers, Stephanie L. Social Sources of Disparities in Use of CAM. In Kronenfeld, Jennie Jacobs. Editor. Social Sources Of Disparities In Health and Health Care and Linkages To Policy, Population Concerns and Providers Of Care. Volume 27, Research in the Sociology of Health Care, Emerald Press (Great Britain) 2009.


Abstracts and Book Reviews


Kronenfeld, Jennie Jacobs. Review of "Health Issues in the Black Community" by Ronald Braithwaite and Sandra Taylor, eds. Journal of Health Administration Education.


**UNPUBLISHED THESIS AND DISSERTATION:**


**GRANTS AND CONTRACTS:**

1977-78 Medical Center Faculty Research Grant - Evaluation of a Breast and Cervical Cancer Education Program, Co-Investigator with Richard Windsor, Ph.D., M.P.H. - $1,500

1977-78 Medical Center Faculty Research Grant - Community Health Education for Sickle Cell Disorders, Co-Investigator with Richard Windsor, Ph.D., M.P.H. - $900

1977-1980 National Cancer Institute - Skin Cancer and Melanoma Awareness - Contract as part of the Comprehensive Cancer Center - John Durant, M.D. Co-principal investigator with Richard Windsor, Ph.D., M.P.H. - $10,000

Sept. 5, 1977 - Sept. 15, 1980 Multipurpose Arthritis Center, J. Claude Benett, Principal Investigator. Specific Project - Social and Economic Impact of Arthritis. Co-investigator with E. D. Charles, Jr., Ph.D. and J. B. Wayne, M.B.A. - $99,259 (Total Center Grant) Personal involvement - 20 percent of time Medical Center Faculty Research Grant - Determination of Costs of Medical and Surgical Treatment of Patients with Obstructive Coronary Artery Disease, Jennie J. Kronenfeld, Ph.D., Principal Investigator, E. D. Charles, Jr., Ph.D., Investigator - $250

1978-79 Diabetes Trust Fund - Social Aspects of Diabetes, Jennie J. Kronenfeld, Ph.D., Principal Investigator, Marcia G. Ory, Ph.D., Investigator - $10,280

1979-80 Cancer Communications Contract - Comprehensive Cancer Center. R. Gams, M.D. Investigator with Richard Windsor, Ph.D., M.P.H., $6,997 - 5 percent of time
1980  SCOR/Project 3 Coronary Disease Rehabilitation Education/Exercise/NIH. C. Rackley, overall Principal Investigator. Project 3 Principal Investigator, A. Oberman, $689,811 (Total Grant) - 10 percent of time

1981  Faculty Research Grant, University of South Carolina - Diabetes and Pattern of Living, $495.


1983  South Carolina Department of Social Services, "A Cost and Impact Analysis of Implementing the AFDC Unemployed Parent Program in South Carolina," $24,983.00, Alan Sear, Principal Investigator, Jennie Kronenfeld and Sam Baker, Co-investigators.


July, 1985 - June, 1988 Carolina Healthstyle Project, South Carolina Retirement System, Jennie J. Kronenfeld, Principal Investigator Total project, $700,000; USC portion approximately, $300,000.


"Perceived Risk of AIDS," S.C. Department of Health & Environmental Control, $18,150. J. Kronenfeld, PI.

"Determinants of Physical Activity In a Low Socio-economic Group." U.S. Centers for Disease Control. R. Pate, PI. $82,500.

"Research Incentive Award - Child Safety". Office of the Vice-President For Research, ASU, $8,000, J.J. Kronenfeld, PI.

"Community Needs Assessment - Sunnyslope" John C. Lincoln Foundation, $88,885, J.J. Kronenfeld, PI.

Subcontract w/AACVPR. Through their contract with AHCPAR, Cardiac Rehabilitation Guidelines Project, $170,843, J.J. Kronenfeld, PI.

"Restructuring Patient Care Delivery," Center for Health Management Research, $80,000, J.J. Kronenfeld and Vicki Smith-Daniels, Co-PIs.

"Evaluation of School Centered Health Services Projects," The Flinn Foundation, $54,983, J.J. Kronenfeld, PI.

"Expansion of Evaluation of School Centered Health Services Projects," The Flinn Foundation, $19,530, J.J. Kronenfeld, PI.

"Initial Phase of Full-Court Press Evaluation." Co-Investigator on Overall Award to Behavioral Sciences at U of Arizona Medical School.

“Full Court Press Evaluation.” Co-Investigator on Overall Award to Behavioral Sciences at U. Of Az. Medical School.


“Feasibility Study of KidsCare Outreach Programs.” Flinn Foundation, $25,000; J.J. Kronenfeld, P.I.


Arizona Long-Term Care System, grant with Health Services Advisory Group, Inc. $126,910. S. Wolf, P.I., J.J.Kronenfeld, co-PI.

Development of an Internet-based Course on Aging and the Life Course,
CONFERENCE PARTICIPATION: Papers Presented, Programs Arranged and Chaired

"Affiliations with Medical Care Providers: An Examination of Extreme Cases," American Public Health Association, 1976 (Miami Beach, FL).


Chair and Organizer, Sociology of Health Session, Western Social Science Association, 1976 (Tempe, AZ).

Organizer, SWS in the South Sessions, Southern Sociological Society Meeting, 1977 (Atlanta, GA).


"Use of Ambulatory Care: The Inclusion of Provider Variables Through a Multiple Classification Analysis," American Public Health Association, 1977 (Washington, DC).


"Do Families Obtain Medical Care as a Unit?" American Public Health Association, 1978 (Los Angeles, CA).


"Organization of Ambulatory Care by Consumers," Southern Sociological Society, 1979 (Atlanta, GA).


Program Chairperson, Association for Social Sciences In Health, 1981 (Los Angeles, CA).

Chairperson, Women and Health Session, American Public Health Association, 1981 (Los Angeles, CA).


"Self Care, Lay Medical Beliefs and the Health Care System," Southern Health and South Carolina Public Health Association, 1982 (Charleston, SC).


Chairperson, "Current Research in Surgery and Medical Care," American Public Health Association, 1982 (Montreal, Ontario, Canada).


Chairperson and Organizer, "Women and Health," Southern Sociological Assoc., 1983 (Atlanta).


Health Practices and Their Relationship to Health Status," J. J. Kronenfeld, K. Jackson, C. Macera, J. Hagenmeier, S.N. Blair, Prevention '87 (Atlanta).


"High Risk Channeling To Improve Medicaid Maternal and Infant Care." Samuel L. Baker and Jennie J. Kronenfeld, 2nd Annual Conference on Health Care For the Poor and Uninsured, 1990 (Memphis, TN).


"Desire for Participation in Work Related Decision Making Among Selected Hospital Employees," E.M. Reimels and Jennie J. Kronenfeld, Nursing Education Conference, 1991 (Richmond, VA).


Lee, Hye-reon; Buller, David, Chassin, Laurie; Kronenfeld, Jennie; and MacKinnon, David. “Influenceof Cigarette Promotion on Mediators of Smoking.” 10th World Conference on Tobacco and Smoking, 1998.


Lee, Hye-ryeon, David McKinnon, James Ranger-Moore, Laurie Chassin and Jennie Kronenfeld. Effectiveness of a Comprehensive Community Intervention in Reducing Youth Tobacco Use: Tucson


Kronenfeld, Jennie Jacobs and Mathieson, Kathleen. Recruitment into the CHIP Program: Barriers to Enrollment and Outreach Success. American Public Health Association, October, 2001 (Atlanta).


Kronenfeld, Jennie Jacobs and Mathieson, Kathleen. Health Care for US Children: What Can We Learn From a Critique of the CHIP Program. XV World Congress of Sociology, July, 2002 (Brisbane, Australia).

Apostolopoulos, Yorghos; Kronenfeld, Jennie; Sonmez, Sevil. CB Prostitution on America’s Highways: Sexual Networks and STI/HIV Risks of Long-Haul Truckers. XV World Congress of Sociology, July 2002 (Brisbane, Australia).

Kronenfeld, Jennie Jacobs and Mathieson, Kathleen M. Barriers to Enrollment and Successful Outreach Strategies in Arizona’s CHIP, American Sociological Association, 2002 (Chicago, IL).

Kronenfeld, Jennie Jacobs and Mathieson, Kathleen M. CHIP: A Social Science Analysis of Barriers to Enrollment and Design of Successful Outreach Programs, American Public Health Association Meetings, 2002 (Philadelphia, PA).


Hye-ryeon, Lee; MacKinnon, David; Bauer, Joseph; Buller, David; Chassin, Laurie; Kronenfeld, Jennie Jacobs; Giovino, Gary. Ruling Out Alternative Explanations: Assessing Full Court Press Outcomes. 2003 National Conference on Tobacco in Health, 2003 (Boston, MA).
Hye-ryeon, Lee; MacKinnon, David; Bauer, Joseph; Buller, David; Chassin, Laurie; Kronenfeld, Jennie Jacobs; Giovino, Gary. Assessing Mediators in Reducing Smoking Prevalence: The Full Court Press Program. 2003 National Conference on Tobacco in Health, 2003 (Boston, MA).


Apostolopoulos, Yorghos ;Sonmez, Sevil; Smith, Donna; Kronenfeld, Jennie; Castillo, Elis; and McLendon, Lucia. Occupational Health Of Mexican Migrant Farmworkers. 17th East Coast Migrant Stream Forum. St. Petersburg, 2004 (St. Petersburg, FL).


Ayer, Stephanie L., Kronenfeld, Jennie J., Kim, Sam S., Frimpong Jemima A. and Rivers, Patrick A.
Geographic Disparities in Mental Health Use, Academy of Health Annual Meeting, 2006 (Seattle, WA).


Organizer and Presider, Health Policy, Medical Sociology Section Sponsored Session at American Sociological Association Meetings, 2006 (Montreal, Canada).


Kronenfeld, Jennie Jacobs and Rohlfsen, Leah. Gender Disparities in Trajectories of Mental Health:


Rohlfesen, Leah; Kronenfeld, Jennie Jacobs and Haas, Steven. Older adults and issues of depressive symptoms and alcohol use: Gender disparities in mental health. American Public Health Association Meetings, 2008 (San Diego, Ca).

Lee, Chioun; Ayers, Stephanie; Kronenfeld, Jennie Jacobs; Frimpong, Jemima A. Rivers, Patrick, Kim, Sam S. Research on specialty care: Examination of sequential movements within health care services. American Public Health Association Meetings, 2008 (San Diego, Ca).


Ohta, Brenda and Kronenfeld, Jennie Jacobs. Disparities in Hospital Utilization at the End of Life: Influence of Age, Race, Insurance Type, and Hospital Capacity. American Public Health Association Meetings, 2008 (San Diego, Ca).


Organizer and Presider, Health Policy and Reform: Fifty Years of Medical Sociology-Contributions and New Directions, Medical Sociology Section Session, American Sociological Association, 2009 (San Francisco, Ca).


Huang, Chih-Chien; Haas, Steven; and Kronenfeld, Jennie Jacobs. I’m Obese Because I’m Stuck: Obesity, Life Course Socioeconomic Status and Social Mobility, American Sociological Association, 2011 (Las Vegas, NV).


Huang, Chih-Chien; Yabiku, Scott T. and Jennie J. Kronenfeld. The Effect of Household Technology on Obesity and Weight Gain Among Chinese Adults. Population Association of America, 2014 (Boston, MA.).


Organizer, Session on Health Care Inequalities and Disparities, RCA 15 – Health Sociology, International Sociological Association, 2014 (Yokohama, Japan).


Stephen S. Kulis  
Curriculum Vitae  
January 2015  

OFFICE ADDRESSES  
Southwest Interdisciplinary Research Center, Arizona State University, 411 N. Central Avenue,  
Suite 720, Phoenix, AZ 85004-0693  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ 85287-3701  
Phone: (602)-496-0700 (SIRC) Fax: (602)-496-0958  
E-Mail: Kulis@asu.edu Web pages: SIRC.asu.edu www.public.asu.edu/~atssk  

EDUCATION  
Dissertation: “Why honor thy father and mother? The effects of social mobility and social class on intergenerational solidarity in later life”  
Thesis: “Abortion: Mobilization and counter-mobilization”  

AREAS OF SPECIALIZATION  
Cultural processes in health disparities and cultural adaptation of prevention programs  
Ecodevelopmental influences on youth substance use  

POSITIONS HELD  
2008- Cowden Distinguished Professor of Sociology, Sociology Program  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University.  
2005- Director of Research, Southwest Interdisciplinary Research Center (ASU).  
2007, 09 Acting Director, Southwest Interdisciplinary Research Center (ASU).  
2006-08 Professor, Sociology Program, School of Social and Family Dynamics (ASU).  
2002-04 Methodology Director, Southwest Interdisciplinary Research Consortium (ASU).  
1998-06 Professor, Department of Sociology, Arizona State University.  
1990-98 Associate Professor, Department of Sociology, Arizona State University.  
1984-90 Assistant Professor, Department of Sociology, Arizona State University.  
1984-87 Assistant Director, Survey Research Laboratory, Arizona State University.  
1982-84 Research Associate & Project Director, School of Social Work, Columbia University.  
1981-82 Data Analyst, Brookdale Center on Aging, City University of New York.  
1979-80 Adjunct Lecturer, Sociology Dept., Queens College, City University of New York.  
1977-79 Adjunct Lecturer, Sociology Dept., Brooklyn College, City University of New York.  
1975-76 Instructor, Saint Xavier High School, Louisville, Kentucky.
PROFESSIONAL AFFILIATIONS
Adjunct Faculty, Graduate Program in Social Science and Social Intervention, Universidad Pablo de Olavide, Seville, Spain
Faculty Affiliate, School of Social Work, Arizona State University
Faculty Affiliate, Justice and Social Inquiry Program, School of Social Transformation, ASU.
Faculty Affiliate, Women and Gender Studies Program, School of Social Transformation, ASU.

PROFESSIONAL MEMBERSHIPS
American Public Health Association
American Sociological Association
Council on Social Work Education
Pacific Sociological Association
Society for Prevention Research
Society for Social Work and Research

EXTERNALLY FUNDED RESEARCH


“Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency,” 09/30/2007 – 05/31/2012. National Institutes of Health/National Center on Minority Health and Health Disparities (P20 MD002316, F. Marsiglia, P.I.), $7,178,038. Roles: Principal Investigator for the center grant’s “Research Core” (P20 MD002316-019001); Co-Principal Investigator for the center grant main study, “Culturally-Specific Substance Abuse Prevention for Urban American Indian Youth” (P20 MD002316-010004, Eddie F. Brown, P.I.)


Health /National Institute on Drug Abuse (R01 DA14825, F. Marsiglia, P.I.), $300,816. Role: Co-Principal Investigator.


INTERNALLY FUNDED RESEARCH


“Departmental and Institutional Sources of Change in Sex Segregation within Academic Sociology,” 1989. Arizona State University Faculty Grant-in-Aid, $3,000. Role: Principal Investigator.


INSTRUCTIONAL GRANTS

(half in matching from Arizona State University). Role: Co-Principal Investigator.

“Collaborative Learning for Introductory Sociology Students (CRISS),” 1995. Arizona State University, College of Liberal Arts and Sciences Grant to Improve Undergraduate Education, $3,075. Role: Principal Investigator.

AWARDS & HONORS

Visiting Fellowship, Australian National University, National Center for Epidemiology and Population Health, 1991.

John W. Burgess Distinguished Fellow, Columbia University, 1979-80.

Presidential Fellowship, Columbia University, 1976-79.

Elected to Phi Beta Kappa, George Washington University, 1975.

Scholarship, George Washington University, 1971-75.

BOOKS


BOOK CHAPTERS


PEER REVIEWED ARTICLES († denotes graduate student co-author)

In Press


2014


2013


2010


2009


2007


2006


2005


2004


2003


2002


2001


2000

Kulis, S. S., †Shaw, H., & †Chong, Y. (2000). External labor markets and the distribution of

**1995-1999**


**1990-1994**


**1986-1989**


**RESEARCH MONOGRAPHS AND PROCEEDINGS**


**OTHER PUBLICATIONS AND REPORTS**


**INVITED LECTURES**


scientically validated and culturally adapted prevention program in Jalisco, Mexico. Presentation at the Instituto para la Atención y Prevención de Adicciones en la Ciudad de México (IAPA-DF). November 25.


PAPERS PRESENTED AT PROFESSIONAL MEETINGS


†Wardian, J., Dustman, P. A., & Kulis, S. S. (2012, April). Connecting urban American Indian youth to their culture as a way to increase resiliency. Poster presentation at the 10th annual conference of the Southwest Interdisciplinary Research Center, Phoenix, AZ.


it REAL for Latino youth in middle school. Paper presentation at the Society for Prevention Research annual meeting, Washington, DC.


Ayers, S. L., Marsiglia, F. F., & Kulis, S. S. (2010, June). Using propensity score matching to test the effectiveness of REAL groups, a small group component to keepin’ it REAL. Paper presentation at the Society for Prevention Research annual meeting, Denver, CO.


Kulis, S. S., Marsiglia, F. F., †Calderon-Tena, C. O., & Ayers, S. L. (2010, June). Drug resistance skills of youth in Guanajuato, Mexico. Poster presentation at the Society for Prevention Research annual meeting, Denver, CO.


Diego, CA.


acculturation of the efficacy of keepin’ it REAL. Paper presentation at the American Sociological Association annual meeting. Montreal.


Kulis, S. S., Marsiglia, F. F., †Shahan, K., & †Crossman, A. (2006, April). 5th graders' resistance strategies in hypothetical situations of alcohol and drug offers. Poster presentation at the 4th annual conference of the Southwest Interdisciplinary Research Center, Arizona State University, Tempe, AZ.


and early adolescent drug use. Society for Prevention Research annual meeting, Washington, D.C.


careers in academia: Attracted to big cities, college clusters, or the coasts? American Sociological Association annual meeting, Toronto, Canada.


Society annual meeting, Kansas City, MO.


Kulis, S. S. (1988, August). Representation of women in top ranked sociology departments. American Sociological Association annual meeting, Atlanta, GA.


GRANT APPLICATION REVIEWER FOR:
National Institutes of Health, National Institute on Minority Health and Health Disparities
National Science Foundation
The Spencer Foundation
Collaborative Research Center for American Indian Health, University of South Dakota

MANUSCRIPT REVIEWER FOR:
Addiction
American Journal of Sociology
American Sociological Review
American Sociologist
Archives of Pediatrics & Adolescent Medicine
Child Abuse and Neglect
Child Development
International Journal of Aging and Human Development
Journal of Counseling and Consulting Psychology
Journal of Drug Issues
Journal of Early Adolescence
Journal of Marriage and the Family
Journal of Family Issues
Journal of Health and Social Behavior
Journal of Primary Prevention
Prevention Science
Psychology of Addictive Behavior
Research in Higher Education
Social Forces
Social Problems
Sociological Perspectives
Sociological Forum
Sociological Focus
Sociology of Education
Substance Use and Misuse
Teaching Sociology
Work and Occupations
SERVICE TO THE PROFESSION

- Member, Training Committee, Society for Prevention Research, 2010-2014
- Organizer, paper sessions on “Race in Organizations,” “Health Disparities,” and “Culture and Health,” Pacific Sociological Association annual meeting, San Diego, CA, March 2012.
- Organizer, paper session on “Cultural and Social Factors in Health Disparities,” Pacific Sociological Association annual meeting, San Diego, CA, April 2009
- Member, Dissertation Award Selection Committee, American Sociological Association, 2008-2010
- Member, Graduate Student Paper Award, American Sociological Association, Section on Alcohol and Drugs, 2006-2008.
- Member, Program Committee, Pacific Sociological Association 2003 annual meeting.
- Member, Membership Committee, Pacific Sociological Association, 1995-97.
- Organizer, Session on “Evaluating Gender Scholarship,” American Sociological Association annual meeting, Toronto, 1997.
- Chair, Committee on the Status of Women in Sociology, American Sociological Association, 1996.

SERVICE TO THE COLLEGE AND UNIVERSITY

- Member, Ad Hoc Promotion and Tenure Committee, College of Nursing and Healthcare Innovation, 2012.
- Member, Academic Standards Committee, College of Liberal Arts and Sciences, 2007-2010.
• Member, Arizona State University Commission on the Status of Women, 2007-2009.
• Mentor, ASU Faculty Development Program, 2006-2007.
• Member, ASU Phi Beta Kappa Admissions Committee, 2006.
• Member, Chair Search Committee, Department of Women and Gender Studies, 2003-2004.
• Affiliated Faculty, School of Social Work, 2004-current.
• Affiliated Faculty, School of Justice and Social Inquiry, 2004-current.
• Affiliated Faculty, Women and Gender Studies Program, 2000-current.
• Member, Women’s Studies Promotion and Tenure Committee, 2002-2003.
• Member, Building Design Committee for Lattie F. Coor Hall, 1998-2003.
• Affiliated Faculty, Adult Development and Aging Program, 1989-2003.
• Sociology Department Representative, College of Liberal Arts and Sciences Senate, 2001-2002.
• Faculty Advisor for Progression (graduate student lesbian, gay, bi-sexual & transgender group) 2001-2002.
• Member, College of Liberal Arts and Sciences Quality of Instruction Committee, 1999-2000, 2000-01.
• Member, Parking Citations Appeals Board, 1995-2001.
• President (1995-96), Vice President (1994-95), Secretary (1993-94), Treasurer (1992-93), and Member of Nomination Committee (1992-97), ASU Chapter of Phi Beta Kappa.
• Participant, CLAS Writing Across the Curriculum workshops, 1988-90.
• Member, Interdisciplinary Committee on Aging, 1986-89.
• Faculty Sponsor, Student Association for Gerontological Education 1986-88.
• Member, Chair Search Committee, Family Resources and Human Development, 1986-87.
• Graduate College representative to Ph.D. dissertation defense of Lawrence Guillow (History, 1996), Maryann Hiatt Wolverton (Educational Leadership and Policy Studies, 1994), and M. A. defense of Dawn Walczak (Art History, 1985).

SERVICE TO THE SCHOOL/DEPARTMENT
• Member, SSFD Personnel Committee, 2013-2015
• Member, Sociology Graduate Committee, 2012-2013
• Member, Sociology Ph.D. Redesign Committee, 2012-2013
• Member, SSFD Program Review Committee, 2007.
• Chair, Sociology Ad Hoc Committee on Web Page Redesign, 2003-04.
• Chair, Sociology Ph.D. Examination Committee for Sociology of Work, 2002-2004.
• Member, Sociology Survey Research Policy Board, 2002-03, 99-00, 98-99.
• Editor, Sociology Departmental Newsletter, 2000-01.
• Chair, Sociology Ph.D. Examination Committee for Gender, 1998-2001.
• Member, Sociology Graduate Committee, 2000-01, 1992-96.
• Chair, Sociology Chair Search Committee, 2000.
• Member, Sociology Undergraduate Committee, 1999-2000, 98-99.
• Member, Sociology Strategic Planning Committee, 1999-2000, 98-99.
• Chair, Sociology Personnel Committee, 1998-99.
• Sociology Department Liaison for University Program for Faculty Development, 1994-97.
• Member, Sociology Search Committee for Race and Ethnicity faculty line, 1996-97.
• Member, Sociology Departmental Committee of Review, 1995-96.
• Member, Sociology Search Committee for Family faculty line, 1994-95.
• Sociology Department Liaison for Social Science Computer Cluster, 1992-95.
• Associate Chair, Sociology Survey Research Laboratory Policy Review Board, 1987-95.
• Member, Sociology Ad Hoc Committee on Scheduling and Enrollment, 1994.
• Member, Sociology Search Committee for Hispanic/Southwest Studies faculty line, 1993-94.
• Chair, Sociology Ph.D. Examination Committee for Sociology of Education, 1992-94.
• Chair, Sociology Library Committee, 1989-94; member 1985-88.
• Member, Sociology Undergraduate Ad Hoc Committee on teaching evaluation, 1993.
• Member, Sociology Department Chair Search Committee, 1991-92.
• Chair, Sociology Search Committee for Family faculty line, 1989-90.
• Chair, Sociology Search Committee for Gerontology/Medical faculty line, 1988-89.
• Sociology Undergraduate advisor, 1988-89.
• Assistant Director of the Sociology Survey Research Laboratory, 1984-87.
• Member, Sociology Merit Criteria Ad Hoc Committee, 1985.

Dissertations, Theses, & Comprehensive Exam Committees
(year completed)
• Chair, Ph.D. dissertation committees for
Stephen Miraglia (1996): “Empowerment, teams and diversity at Hi-tech, Inc.” [Sociology]

- Chair, Sociology M. A. thesis committees for
  - Shawn Collins (2000)
  - Bo Yuan (1994)

- Member, doctoral dissertation committees for
  - Marcos Martinez (current) [Social Work]
  - Kim Burrola (2012) [Family and Human Development]
  - Albert Kopak (2010) [Justice and Social Inquiry]
  - Blythe Fitzharris (2009) [Social Work]
  - Jennifer Jacobson (2008) [Sociology]
  - David Becerra (2008) [Social Work]
  - Ashley Crossman (2007) [Sociology]
  - Tucker Brown (2007) [Sociology]
  - Lisa Kramer (2006) [Sociology]
  - Chunyan Song (2005) [Sociology]
  - Giduk Kim (2001) [Social Work]
  - Mary Warren (1997) [Sociology]
  - Heather Shaw (1995) [Sociology]
  - Elizabeth McNulty (1993) Sociology]
  - Dorothy Everts (1992) [Sociology]
  - Diana Elliot (1992) [Educational Leadership and Policy Studies]
  - Shang-Luan Yan (1990) [Sociology]
  - Rose Ohm (1987). [Sociology]

- Member, M. A. thesis committee for
  - Victoria Stay (2006) [Sociology]
  - Jennifer Harrison (2006) [Sociology]
  - Kim Ward Hart (2003) [Sociology]
  - Rong Wang (2002) [Sociology]
  - Dan Hassell (2002) [Sociology]
  - John Parker (2001) [Sociology]
  - Karl Bryant (1997) [Sociology]
  - Nancy Trevarthen (1997) [Sociology]
  - Xiaoping Wang (1994) [Sociology]
  - Wei Jie Chen (1993) [Sociology]
  - Julia Angelica (1990) [English]
  - Mary Maudlin (1990) [Architecture]
  - Alicia Gonzales (1989) [Sociology]
• Member, M.S.W. thesis committee for Monica Parsai (2004) [Social Work].
• Member, Sociology Honors Thesis committee for Roxanne Metz (1992).
• Chair, Sociology Comprehensive Exam committees:
  o Gender (2000-03)
• Member, Sociology Comprehensive Exam committees:
  o Aging (1993-97)
  o Family (1991-95)
  o Organizations & Occupations (1991-97)
  o Social Organization (1987-90)
  o Social Problems (1984-87)
  o Stratification (1991-94)

COURSES TAUGHT

Graduate courses
  Research Methods
  Poverty & Single Parents
  Practicum in Survey Research

Undergraduate courses
  Introductory Sociology
  Social Statistics I
  Men & Masculinity
  Sociology of Complex Organization
  Urban Sociology
  Sociology of Aging
  Social Conflict
LEXANDER KURZ, PH.D., BCBA-D
T. Denny Sanford School of Social and Family Dynamics
Arizona State University • P.O. Box 872111 • Tempe, AZ 85287 • 480.965.7690
alexander.kurz@asu.edu

EDUCATION

Ph.D.  
Peabody College of Vanderbilt University, 2011  
Nashville, TN
Advisors: Dr. Stephen N. Elliott and Dr. Daniel J. Reschly
Special Education: High Incidence
Interdisciplinary Program in Educational Psychology
Dissertation: *Opportunity to learn the intended curriculum: Measuring key instructional indicators and examining relations to achievement for students with disabilities*

M.Ed.  
Peabody College of Vanderbilt University, 2007  
Nashville, TN
Advisors: Dr. Joseph H. Wehby and Dr. Stephen N. Elliott
Special Education: Behavior Disorders
Applied Behavior Analysis Certification Program
Thesis: *Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement*

B.S.  
Middle Tennessee State University, 2003  
Murfreesboro, TN
Philosophy

B.A.  
Middle Tennessee State University, 2001  
Murfreesboro, TN
Special Education

Pädagogische Hochschule Ludwigsburg  
Ludwigsburg, Germany
Special Education

RESEARCH AREAS

Student Level:  
Applied Behavior Analysis (ABA)

Teacher Level:  
Teacher Effectiveness; Teacher Evaluation; Opportunity-to-learn (OTL); Data-based Decision-making; Job-embedded Professional Development

School Level:  
School Improvement; Collective Impact

PROFESSIONAL AND GRADUATE RESEARCH EXPERIENCES

2013 - Present  
Assistant Research Professor  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University  
Tempe, AZ

2013 - Present  
Director  
Arizona Practitioner-Researcher Educational Partnership Office, Arizona State University  
Tempe, AZ

2012 - Present  
Courtesy Research Associate  
Behavioral Research and Teaching Program, University of Oregon  
Eugene, OR
2011 - 2013  **Affiliated Adjunct Faculty**  
Mary Lou Fulton Teachers College, Arizona State University  
Tempe, AZ

2011 - 2013  **Assistant Research Professor**  
Learning Sciences Institute, Arizona State University  
Tempe, AZ

2008 - 2011  **Research Assistant**  
Center for Assessment and Intervention Research  
Dr. Stephen N. Elliott, Peabody College of Vanderbilt University  
Nashville, TN

2007 - 2010  **Educational Consultant & Psychometric Research Analyst**  
Discovery Education Assessment, LLC  
Nashville, TN

2007 - 2008  **Board Certified Behavior Analyst (BCBA)**  
Scarab Behavioral Health Services, LLC  
Nashville, TN

2005 - 2007  **Research Assistant**  
Vanderbilt Behavior Research Center  
Dr. Joseph H. Wehby, Peabody College of Vanderbilt University  
Nashville, TN

2003 - 2005  **Special Education Teacher & Reading Intervention Specialist**  
Learning Center, Kearny Educational Complex  
San Diego, CA

2001 - 2002  **Special Education Teacher**  
Blackman High School  
Murfreesboro, TN

1995 - 1997  **Educational Assistant**  
Staatliche Heimzonderschule für Körperbehinderte  
Markgröningen, Germany

**AWARDS AND HONORS**

2011  **Bonsal Applied Education Research Award ($8,000)**  
Award for Research and Development of Educational Technology with Large-scale Application K-12.  
Vanderbilt University

2008 - 2011  **Dunn Family Scholar of Educational and Psychological Assessment**  
Vanderbilt University

**REFEREED JOURNAL PUBLICATIONS**


**Books**


**Book Chapters**

Niebling, B. C., & Kurz, A. (in press). Best practices in curriculum alignment. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology VI (pp. 1-14)*. Washington DC, National Association of School Psychologists.


Kurz, A. (2011). Access to what should be taught and will be tested: Students’ opportunity to learn the intended curriculum. In S. N. Elliott, R. J. Kettler, P. A. Beddow, & A. Kurz (Eds.), Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy (pp. 99-129). New York: Springer.


**UNDER REVIEW**


Roach, A. T., LaSalle, T. P., & Kurz, A. Differentiated classroom assessment practices to meet the needs of all students: The classroom assessment standards in the context of inclusive education. In D. Klinger, P. McDivitt, & B. Howard (Eds.), *Classroom Assessment Standards.* Iowa City, IA: Joint Committee on Standards for Educational Evaluation.
IN PREPARATION


Elliott, S. N., & Kurz, A. Understanding the impact of opportunity to learn on growth in both summative and interim assessments. In G. Tindal & N. Kingston (Eds.), Modeling/Measuring Academic Growth to Improve Instruction for Students with Disabilities. Washington, DC: Stanford Research Institute International.

EDUCATIONAL TECHNOLOGIES AND INNOVATIONS


PRESENTATIONS AND SYMPOSIA

Elliott, S. N., Kurz, A., & Davies, M. (2013, October). Research on opportunity to learn: A key access and validity issue when testing students with disabilities. Australian Association of Special Education, Adelaide, AU.


Kurz, A., & Elliott, S. N. (2010, September). MyiLOGS: A measure of students’ opportunity to learn the intended curriculum. In B. Jupp (Chair), Evaluating and rewarding educator effectiveness: Innovations and lessons from the field. Symposium conducted at the national meeting of the National Center for Performance Incentives, Nashville, TN.

Elliott, S. N., & Kurz, A. (2010, July). Measuring student access to the intended and assessed curriculum: Constructs, tactics, and tools. Presentation at the annual meeting of the Office of Special Education Programs Project Directors, Washington, DC.

Kurz, A. (2010, July). Access to what should be taught and will be tested: Students’ opportunity to learn the intended curriculum. In C. J. Lemons (Chair), Reading instruction and assessment for children in special education. Symposium conducted at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.


**RESEARCH GRANTS AND OTHER EXTERNAL FUNDING**

<table>
<thead>
<tr>
<th>Year</th>
<th>Project Title</th>
<th>Funding Source</th>
<th>Total Funding</th>
<th>Principal and Co-Principal Investigators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 –</td>
<td><strong>Thriving Together</strong></td>
<td>United Way - $70,000</td>
<td>Kurz, A.</td>
<td></td>
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<tr>
<td>Present</td>
<td></td>
<td>Principal Investigators</td>
<td></td>
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<tr>
<td>2013 -</td>
<td><strong>Integrated Technology Tools for Optimizing Instruction and Assessment Results for Students with Disabilities</strong></td>
<td>U.S. Department of Education - $3,000,000</td>
<td>Kurz, A., Tindal, G</td>
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<tr>
<td>Present</td>
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<td>Principal and Co-Principal Investigators: Elliott, S. N.,</td>
<td></td>
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<tr>
<td>2013 -</td>
<td><strong>What Works for Title I: Understanding the Contributors and Barriers to School Improvement (WWT1)</strong></td>
<td>Institute of Education Sciences - $400,000</td>
<td>Kurz, A., Giovannone, C. L.</td>
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<tr>
<td>Present</td>
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<td>Principal and Co-Principal Investigators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present</td>
<td></td>
<td>Principal and Co-Principal Investigators:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2011 - 2012  **Opportunity to Learn the Arizona Alternate State Standards for Students with Significant Cognitive Disabilities (ADE 1% OTL)**  
*Arizona Department of Education - $75,000*  
Principal and Co-Principal Investigators: **Kurz, A.**, & **Williams, L.**

2011 - 2013  **Enhancing the Large-scale Application of MyiLOGS: Educational Technology for Instructional Progress Management (EdTech-IPM)**  
*Arizona State University Venture Catalyst - $50,000*  
Principal and Co-Principal Investigators: **Elliott, S. N.**, & **Kurz, A.**

**INTERNAL FUNDING**

2013 - Present  **Sanford School Seed Grant (S3G)**  
*T. Denny Sanford School of Social and Family Dynamics - $10,300*  
Principal Investigator: **Kurz, A.**

**OTHER RESEARCH GRANT AFFILIATIONS**

2011 - Present  **National Center on Assessment and Accountability for Special Education (NCAASE)**  
*Institute of Education Sciences Center Grant, U.S. Department of Education*  
Principal and Co-Principal Investigators: **Tindal, G.**, **Stevens, J.**, **Schulte, A.**, & **Elliott, S. N.**  
Role: Investigator

2009 - 2012  **Modified Alternate Assessment Participation Screening (MAAPS)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
Principal and Co-Principal Investigators: **Elliott, S. N.**, **Kettler, R. J.**, & **Zigmond, N.**  
Role: Investigator

2008 - 2011  **Consortium for Modified Alternate Assessment Development and Implementation (CMAADI)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
Role: Graduate Research Assistant

2008 - 2010  **Operationalizing Alternate Assessment for Sciences Inquiry Skills (OAASIS)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
Principal Investigator: **Foster, C. J.**  
Role: Graduate Research Assistant

2008 - 2009  **Consortium for Alternate Assessment Validity and Experimental Studies (CAAVES)**  
*Enhanced Assessment Grant, U.S. Department of Education*  
Principal and Co-Principal Investigators: **Elliott, S. N.**, & **Compton, E.**  
Role: Graduate Research Assistant

**UNIVERSITY TEACHING AND SUPERVISION**

Fall, 2012  **Guest Lecture**  
Title: *Formative Assessment of Classroom Instruction Using MyiLOGS*  
Dr. Stephen N. Elliott, Mary Lou Fulton Teachers College, Arizona State University
Spring, 2012  **Dissertation Committee Member**  
**Title:** *Empowering the First-Year Teacher*  
Dr. Kathleen Puckett (Chair), Dr. Sarup Mathur (Member), Dr. Alexander Kurz (Member),  
Pamela Roggeman (Dissertator), Mary Lou Fulton Teachers College, Arizona State University

Fall, 2009  **Teaching Assistant**  
**Course:** *Assessment of Academic Achievement for Accountability*  
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Fall, 2009  **Guest Lecture**  
**Title:** *Measuring Opportunity-to-Learn*  
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Fall, 2009  **Guest Lecture**  
**Title:** *Alignment of Curriculum, Instruction, and Assessment*  
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Fall, 2009  **Guest Lecture**  
**Title:** *Consequences of Large-Scale Assessment*  
Dr. Stephen N. Elliott, Peabody College of Education, Vanderbilt University

Spring, 2009  **Teaching Supervisor**  
**Responsibilities:** *Supervision and Evaluation of Student Teachers*  
Dr. Kimberly J. Paulsen, Peabody College of Education, Vanderbilt University

**WORKSHOPS AND TRAINING SESSIONS**

**Kurz, A.** (2013, February). *Gathering instructional data: Feedback on classroom observations, the MyiLOGS report, and the MyiLOGS OTL summary scores.* Professional development workshop for participants in the NCAASE Multiple Measures study, Eugene, OR.

**Kurz, A.** (2013, January). *Gathering instructional data: Feedback on classroom observations, the MyiLOGS report, and the MyiLOGS OTL summary scores.* Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.

**Kurz, A.** (2012, October). *Observing classroom instruction using the MyiLOGS observation protocol.* Professional development workshop for classroom observers in the NCAASE Multiple Measures study, Tempe, AZ.

**Kurz, A.** (2012, September). *Observing classroom instruction using the MyiLOGS observation protocol.* Professional development workshop for classroom observers in the NCAASE Multiple Measures study, Eugene, OR.


**Kurz, A.** (2012, September). *Understanding opportunity-to-learn and academic growth for students with and without disabilities.* Professional development workshop for participants in the NCAASE Multiple Measures study, Eugene, OR.
Kurz, A. (2012, August). Observing classroom instruction using the MyiLOGS observation protocol. Professional development workshop for in the NCAASE Multiple Measures study, Tempe, AZ.

Kurz, A., & Elliott, S. N. (2012, August). Understanding opportunity-to-learn and academic growth for students with and without disabilities. Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.

Kurz, A., & Elliott, S. N. (2012, July). Understanding opportunity-to-learn and academic growth for students with and without disabilities. Professional development workshop for participants in the NCAASE Multiple Measures study, Tempe, AZ.


Kurz, A., & Elliott, S. N. (2011, March). Using the MyiLOGS report to develop instructional improvement goals via the MyiLOGS instructional growth plan. Professional development workshop for participants in the AZ Department of Education 1% OTL study, Tempe, AZ.


Kurz, A. (2010, December). MyiLOGS classroom observation training. Observer reliability training for state personnel in the MAAPS field test, Phoenix, AZ.

Kurz, A., Kettler, R. J., & Beddow, P. A. (2010, December). Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity. Professional development training for participants in the CMAADI OTL study, Indianapolis, IN.

Kurz, A., Kettler, R. J., & Beddow, P. A. (2010, November). Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity. Professional development training for participants in the MAAPS field test, Columbia, SC.

Kurz, A., & Elliott, S. N (2010, October). Enhancing coverage of the intended curriculum: How to use MyiLOGS reliably and with fidelity. Professional development training for participants in the MAAPS and CMAADI field test, Phoenix, AZ.


Kurz, A., & Elliott, S. N. (2010, April). Pilot study workshop for MAAPS: Opportunity to learn, screening tests, and rating scales. Teacher training for the MAAPS pilot study, Phoenix, AZ.


**SERVICE**

September, 2013  **Guest Reviewer**  
*Assessment for Effective Intervention*  
Relevant Expertise: Special Education, Teacher Evaluation, Opportunity-to-learn

March, 2010  **Guest Reviewer**  
*National Assessment Governing Board*  
Relevant Expertise: Achievement Level Descriptors for NAEP

March, 2010  **Guest Reviewer**  
*Educational Measurement: Issues and Practice*  
Relevant Expertise: Opportunity-to-learn

September, 2009  **Guest Reviewer**  
*Review of Educational Research*  
Relevant Expertise: Testing Accommodations

2009 - 2011  **Graduate Student Mentor**  
Mentor for Incoming Doctoral Student

2007 - 2011  **Behavior Analyst (BCBA)**  
Family Consultant for the Hope Gardens Community Association  
Relevant Expertise: Applied Behavior Analysis

**PROFESSIONAL AFFILIATIONS**

2008 - Present  **American Educational Research Association (AERA)**  
Division D - Measurement and Research Methodology  
Division H - Research, Evaluation, and Assessment in Schools

2008 - Present  **American Psychological Association (APA)**

2007 – Present  **Association for Behavior Analysis International (ABAI)**

2008 - Present  **Council for Exceptional Children (CEC)**

2009 – Present  **National Council on Measurement in Education (NCME)**

2007 - 2011  **Tennessee Association for Behavior Analysis (TABA)**

**LICENSES AND CERTIFICATIONS**

Board Certified Behavior Analyst – Doctoral (1-07-3583)  
United States
Special Education (K-12, Mild/Moderate)  
Special Education (K-12, Modified)  
State of California  
State of Tennessee
CURRICULUM VITAE
BECKY KOCHENDERFER-LADD
2015

OFFICE: T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, AZ 85287-3701

Email: Becky.Ladd@asu.edu
Phone: 480-965-3329

POSITIONS

2009 -  Associate Professor, T. Denny Sanford School of Family and Social Dynamics, ASU
2006 - 2009  Associate Professor, School of Family and Social Dynamics, Arizona State University
          Associate Professor, Educational Psychology, Arizona State University
2004 - 2006  Associate Professor, Educational Psychology, Arizona State University
2001 - 2004  Assistant Professor, Educational Psychology, Arizona State University
1998 - 2001  Assistant Professor, Department of Psychology, Illinois State University

EDITORIAL POSITIONS

2002-2008  Editorial Review Board, Developmental Psychology

EDUCATION AND ACADEMIC DEGREES

1998  Ph. D.  Educational Psychology, University of Illinois, Urbana-Champaign
1995  M.S.  Educational Psychology, University of Illinois, Urbana-Champaign
1992  B.A.  Psychology, summa cum laude, distinction in psychology, San Diego State University,

RESEARCH

PUBLICATIONS

Student/post doc names are in italics. Note: 5-year Impact Factors (IF-5) for each journal reflect the most recent IF available on ISI Web of Knowledge as of July 19, 2014. Per ASU norms, Kochenderfer-Ladd’s estimated % effort is provided.

EDITED SPECIAL ISSUES


ARTICLES IN REFEREED JOURNALS (chronological order; most recent first)


Note: This article was reprinted in its entirety in Martella, R. C., Nelson, R., & Marchand-Martella, N. E. (1999). *Research Methods: Learning to become a critical research consumer (1st edition)*. Allyn & Bacon. The article was used to demonstrate a solid research design and methodology.

   Note: This article was reprinted in W. Craig (2000), Childhood social development: The essential readings. Blackwell.

EDITED BOOK CHAPTERS


INVITED ENCYCLOPEDIA ENTRIES


MANUSCRIPTS UNDER REVIEW/REVISIONS AT REFEREEED JOURNALS


MANUSCRIPTS IN PREPARATION


EXTERNALLY FUNDED RESEARCH


INTERNALLY FUNDED RESEARCH (Illinois State University)


PROPOSALS RECENTLY SUBMITTED; BUT NOT FUNDED (BEING REVISED FOR RESUBMISSION)


Note this proposal received an overall score of 2.26 (1.00 = Excellent to 5.00 = Poor); 2.00 is usually the cut for fundable for this particular panel.


REFEREED PAPERS PRESENTED AT NATIONAL AND INTERNATIONAL CONFERENCES


Curriculum Vitae

Becky Kochenderfer-Ladd


**INVITED PRESENTATIONS: KEYNOTES, ADDRESSES, AND LECTURES**


**SERVICE**

**PROFESSIONAL: REVIEW BOARDS AND PANELS, AND OTHER SCHOLARLY REVIEW**

2008-2016  Institute of Education Sciences (IES), **Review Panel** for Social and Behavioral Context for Academic Learning (3 consecutive 3-year terms); **Panel Chair** in 2013 and 2015.

2013-2015  Program **Chair**: Division E of American Education Research Association (AERA) Responsible for: 1) creating and coordinating a panel of peer reviewers to review submissions for the annual conference, 2) making acceptance/rejection decisions for proposed presentations, 3) organizing accepted presentations into roundtable, paper and poster sessions, 4) organizing the DivE SEED funding program, a competition for funding for dissertations and early career projects, and 5) attending annual AERA program planning meetings to create presidential sessions, etc.)


2014  Israel Science Foundation (ISF) Grant proposal review: *Coping socialization as a determinant of school readiness*

2009-2010  Society for Research in Child Development, Review Panel

2009-2010  American Education Research Association **Chair**, Division E Awards Committee, Human Development

2010  University of Cyprus Grant proposal review: *Collectivism as predictor of bullying and victimization.*


Fall 2008  National Science Foundation, Ad hoc reviewer for grant proposal on bullying

Fall 2007  Institute of Education Sciences, Review Panel for Social and Behavioral Context for Academic Learning


2004-2007  American Education Research Association, **Chair** of Division E Awards Committee
Fall 2000 National Science Foundation, Ad hoc Reviewer for grant proposal

UNIVERSITY AND DEPARTMENT-LEVEL SERVICE

2014 University Research Scholarship Committee (e.g., Sun Angel Scholarship, Dean’s Research, Sheldon Davidson Family Research Scholarship)

2012-2014 T. Denny Sanford School of Social and Family Dynamics (Sanford School)
Personnel Committee, Member

2010-2012 School of Social and Family Dynamics (SSFD)
Graduate Committee, Family and Human Development, Member

2006-2010 A. Wade Smith Lecture Series, committee member

2008-2009 SSFD Interdisciplinary Research Facilitator

2006-2008 SSFD Graduate Committee, Family and Human Development

2005-2006 Psychology in Education Division Awards Committee

2005-2006 **Chair**, Counselor Education and Counseling Psychology Search Committee

2004-2006 Affirmative Action Committee (**Chair** during 2005-2006 term)

2004-2006 Psychology in Education Division Personnel Committee

2004-2005 **Chair**, School Psychology Search Committee

2003-2006 College of Education Elections Committee (**Chair** during 2005-2006 term)

2002-2005 Psychology in Education Division Scholarship Awards Committee

COMMUNITY OUTREACH AND OTHER PROFESSIONAL SERVICE AND PARTICIPATION

2011-2014 Founding member and Secretary of the School Board for Eagle Harmony Charter School, Phoenix, AZ.

2009-present Consult and work with over a dozen teachers at 2 local schools and one in WNY on social skills within peer collaborative activities and classroom management issues

March 2011 Participant attendee of the Society for Research in Educational Effectiveness as representative of our nationally-funded Institute for Education Science Goal 2 grant.

June 2011 Participant of the National Conference on Bullying @ School and Online, Omaha, NE.
PROFESSIONAL HONORS, AWARDS, MEMBERSHIPS

2014   Honors Faculty, Barrett Honors College, Arizona State University
2014   Benjamin Cluff, Jr. Lecturer, David O. McKay School of Education at Brigham Young University, Provo, Utah
2014   Member, International Society for Research on Aggression
2005-present   Member, European Society for Developmental Psychology
1992-present   Member, Society for Research in Child Development
1996-present   Member, American Educational Research Association
2007-2010   Member, Society for Research in Adolescence
2001   Illinois State University Student Education Association Teacher Appreciation Award
1999-2000   Member of Society for the Psychological Study of Social Issues

TEACHING

COURSES TAUGHTS

T. Denny Sanford School of Social and Family Dynamics, Arizona State University
  CDE498: Undergraduate seminar on Bullying in Childhood and Adolescence
  CDE598: Graduate seminar on Bullying in Childhood and Adolescence
  CDE 232: Lifespan Development (CDE 232)
  SOC 390: Undergraduate statistics (SOC 390)

Division of Psychology in Education, Arizona State University
  Graduate seminar in Lifespan Development
  Graduate seminar on Peer Relationships
  Graduate seminar on Bullying and Peer Victimization
  Statistical Data Analysis
  Intro to Research Methods
  Development in Childhood and Adolescence
  Research with Children Practicum/Field experience
  Human Development (undergraduate; COE majors)

Department of Psychology, Illinois State University (1998 to 2001)
  Graduate seminar in Developmental Psychology
  Educational Psychology
  Social Science Reasoning Using Statistics

Dept. of Educational Psychology, University of Illinois, Urbana-Champaign (2000)
  Statistical Methods in Education (graduate)
MENTORING

DISSERTATION CHAIR (WITH YEAR DEFENDED, IF APPLICABLE)

11. Laura Clary (post comprehensive exam)
6. Renate von Grunigen (2010). Immigrant children’s peer relationships: Mediating processes and moderating factors (Co-advisor with Francoise Alsaker, University of Berne)

DISSERTATION COMMITTEE MEMBER (WITH YEAR DEFENDED)

13. Jodi Swanson, School of Social and Family Dynamics (2011)
12. Inez Moreno, College of Education (2011)
8. Mark Wright (School Psychology, University of Sussex) (2010)
6. Sarah Herald, Department of Psychology (2008)
5. Sharon Stevens, College of Education (2007)
2. Rebecca Andrews, Department of Psychology (2005)

COMPREHENSIVE EXAM CHAIR (WITH YEAR COMPLETED)

8. Mark Whiteley, T. Denny Sanford School of Social and Family Dynamics (anticipated 2015)
7. Laura Clary, T. Denny Sanford School of Social and Family Dynamics (2013)

COMPREHENSIVE EXAM MEMBER since joining TDSSSFD (WITH YEAR COMPLETED)

3. Idean Ettekal, T. Denny Sanford School of Social and Family Dynamics (2014)
2. Sierra Clifford, Dept. of Psychology (2014)

MASTER’S THESIS CHAIR (WITH YEAR COMPLETED)

10. Randall, Megan (2009). The Relationship between Teachers, Bullies, and Victims

MASTER’S THESIS MEMBER (WITH YEAR COMPLETED)

UNDERGRADUATE MENTORING: Senior Projects and Barrett’s College Honor Projects Chaired

6. Jose (Pete) Galvan, Barrett’s Honor College (2014)
5. Lauren Aboud, Barrett’s Honor College (2013)
4. Khaerannisa Cortes, Barrett’s Honor College (2011)
2. Chelsey Camponschi, Barrett’s Honor College (2009)
1. Elizabeth Bartels, Barrett’s Honor College (2009)

OUTSIDE DISSERTATION EVALUATOR


VITAE
GARY W. LADD
January 2012

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Sanford School of Social and Family Dynamics & Department of Psychology
P.O. Box 873701
Arizona State University
Tempe, AZ 85207-3701

Home Address
14801 E. Bobcat Plz.
Fountain Hills, AZ 85268-1219

Internet Address
Gary.Ladd@asu.edu

Current Positions
Cowden Distinguished Professor
School of Social and Family Dynamics,
Department of Psychology, Arizona State University

PI/Director: The Pathways Project
Sites: Arizona State University &
University of Illinois at Urbana-Champaign

The 4R SUCCESS Project
Arizona State University and SUNY Fredonia

Education
Ed.D. Human Development, Educational Psychology
1979 Center for the Study of Psychological Development
Graduate School of Education and Human Development
University of Rochester

M.S. School Psychology
1974 Department of Psychology
Alfred University

B.A. Psychology
1972 Grove City College

Honors and Awards
Fellow, American Educational Research Association, 2010
Cowden Distinguished Professorship, Arizona State University, 2005
AP/AES Mentor, American Psychological Association and Institute of Educational Sciences,
Invited Co-Chair (with Dr. Ed Cairns, University of Ulster, Northern Ireland), Lawrence Frank
Spitz/Mather Award for Faculty Excellence in Research and Teaching, University of Illinois at Urbana-Champaign, 2000
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, California, 1997-1998
Spencer Foundation Fellow, 1997-1998
Collaborator, MacArthur Foundation Research Network on Successful Pathways through Middle Childhood, 1996-1997
Fellow, American Psychological Association, 1996
Senior Scholar, College of Education, University of Illinois, 1993-1994
Award for Excellence in Teaching, Advising, and Research, Council of Graduate Students in Education, University of Illinois, 1992
Human Development Research Award, American Educational Research Association, 1990
Distinguished Alumni Award, Graduate School of Education and Human Development, University of Rochester, Commencement 1986
Young Scholar in Social and Affective Development, Foundation for Child Development, 1984
Outstanding Dissertation Proposal Award, University of Rochester, 1978
Member, Board of Trustees Visiting Committee, University of Rochester, 1982-1985

Editorial Positions

Editor, Merrill-Palmer Quarterly: A Journal of Developmental Psychology, 2000-
Consulting Editor, Child Development Perspectives, 2000-2002
Associate Editor, Child Development, 1989-1996
Member, Editorial Board, Asia-Pacific Journal of Research in Early Childhood Education, 2006-
Member, Editorial Board, Child Development, 1982-1989
Member, Editorial Board, Developmental Psychology, 1985-1990

Positions and Memberships in National Professional Organizations

Member, National Institutes of Health, Center for Scientific Review, Panel: Psychosocial Development, Risk and Prevention (PDRP), 2002-2004
Member, National Institutes of Health, Center for Scientific Review, Panel: Risk, Prevention, and Health Behavior (RPHB-1), 1999-2002
Member, Accreditation Performance Criteria Review Team, National Association for the Education of Young Children, 2003-2004
Vice President, American Educational Research Association, 1998-2000
Chair, Nominating Committee, American Educational Research Association, Division E, 2000-2002
Member, Governing Council, American Educational Research Association, 1997-2000
Membership Chair, American Educational Research Association, Division E, 1990-1991
Membership Co-Chair, American Educational Research Association, Division E, 1991-1992
Chair, Program Committee, American Educational Research Association, Division E, 1990 Convention
Co-Chair, Program Committee, American Educational Research Association, Division E, 1989
Convention
American Psychological Association, Member: Divisions 1, 7
Society for Research in Child Development
International Society for Behavioral Development
American Educational Research Association
European Society for Developmental Psychology
Sigma Xi Scientific Research Society

Professional Licensure and Certification

Psychologist, State of Indiana
Certified School Psychologist, State of New York

Prior Research Positions

Associate Director, School of Social and Family Dynamics, Arizona State University, 2006-2010
Acting Chair, Department of Family and Human Development, Arizona State University, 2006
Professor, Department of Educational Psychology and Department of Psychology, University of Illinois at Urbana-Champaign, 1989-2001
Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford California, 1997-1998
Visiting Professor, Department of Psychology, Arizona State University, 1996
Chair, Division of Development and Socialization Processes, College of Education, University of Illinois at Urbana-Champaign, 1995-2000
Director, Research Opportunities Office, Bureau of Educational Research, University of Illinois, 1990-1993
Professor, Department of Child Development and Family Studies and Department of Psychological Sciences, Purdue University, 1988-1989
Visiting Professor, Department of Family and Child Development, Auburn University, 1988-1989
Visiting Associate Professor, Department of Psychology, Vanderbilt University, 1987-1988
Visiting Associate Professor, Department of Psychology and Human Development, George Peabody College for Teachers, Vanderbilt University, 1987-1988
Visiting Associate Professor, Department of Child Development and Family Relations, University of North Carolina-Greensboro, summer 1987
Associate Professor, Department of Child Development and Family Studies and Department of Psychological Sciences, Purdue University, 1984-1988
Coordinator, Childhood Subgroup, Indiana Center for Prevention Research, 1984-1985
Acting Director, Child and Family Research Institute, Purdue University, 1982-1983
Assistant Professor, Department of Psychological Sciences, Purdue University, 1982-1984
Assistant Professor, Department of Child Development and Family Studies, Purdue University, 1979-1984
Postdoctoral Research Associate, Graduate School of Education and Human Development, University of Rochester, 1978-1979

Publications

Doctoral Dissertation

Books


  - Selected as an Outstanding Academic Title for 2006 by *Choice Magazine*


Test Manuals/User Guides


Refereed Journal Articles and Book Chapters


- **Volume 50: # 3** (pages 203-414): Contents: An introductory article by G. Ladd, and 13 invited commentaries from distinguished scholars within the human developmental sciences.
- **Volume 50: # 4** (415-557): Contents: An introductory article by G. Ladd, and 9 invited commentaries from distinguished scholars within the human developmental sciences.


**Administrative and Professional Publications and Reports**


**Published Abstracts**
Commissioned reviews on 250 psychological tests, (pp. 694-696). Lampeter, Wales: Edwin 
Mellen Press.

Hierarchical coding scheme for parental disciplinary styles. In J. Foliates, B F. Perlmutter, & G. 

Perlmutter, & G. W. Holden (Eds.), Handbook of family measurement techniques: Vol 2. 

Book Reviews

American Journal of Family Therapy, 11, 87-88.

Children. Journal of Marriage and the Family, 46, 752-753.

Guralnick, & H. Walker (Eds.), Children's social behavior: Development, assessment, and 
modification. Contemporary Psychology, 32, 822-823.


Social and Personal Relationships, 9, 155-160.

shyness in childhood. Contemporary Psychology, 39, 312-313.

peer relations. Review of J. B. Kupersmidt & K. A. Dodge (Eds.), Children’s peer relations: From 
development to intervention, American Psychological Association, Contemporary Psychology, 
database.

Grants

PI, Development of the “4R-SUCCESS" program aimed at improving elementary school-aged children’s 
social and scholastic competence. Funded by the U.S. Department of Education, National Center 
[R305A090386]

PI, Risk and protective factors and school adjustment during adolescence (G. Ladd, PI; Karen Rudolph,
Co-PI). Funded by the National Institute of Child Health and Human Development and the National Institute of Mental Health, 2003-2009, $2.8 million. [3-R01HD-045906]

PI, Risk and protective factors and school maladjustment during middle childhood (G. Ladd, PI), National Institute of Mental Health, 1997-2002, $2.6 million. [2-R01MH-49223]

PI, Risk and protective factors in early school maladjustment (G. Ladd, PI), National Institute of Mental Health, 1992-1997, $2.3 million. [1-R01MH-49223]

Co-PI, Sex-segregated peer relationships and school readiness. (Carol Martin, PI), National Institute for Child Health and Human Development, 2004-2008, $2.3 million. [RO1HD-45816].

Senior Mentor, A Two-Faceted Post-Doctoral Training Plan for School-Based Education Research, American Psychological Association and Institute of Educational Sciences, Postdoctoral Research Training Fellowship Program, 2004-2006, $110,000.

Training Faculty Member, Research Training in Child Mental Health/Primary Prevention, (L. Chassin, PI), National Institute of Mental Health, 2003-2008, $1,556,031 [T32-MH18387]

Senior Scientist, Research Mentoring Workshop for Junior Faculty in the Human Sciences (R. Fabes & L. Lampke, PI’s), National Science Foundation, 2001, $16,480.


PI, Peer networks and children's social adjustment. Purdue University Research Foundation, 1984-1986, $12,000.

PI, Assessment and training of social knowledge with children: Implications for early peer relations. USDA Experiment Station, 1982-1984, $12,000.


Final Reports and Commissioned Papers


Invited Presentations, Addresses

Ladd, G. W. Bullying, victimization, and moral disengagement. Invited participant for Bullying Research Network Think Tank, University of Nebraska-Lincoln, Lincoln, Nebraska; June, 15, 2011.


Contributions of Peer Relations and Social Competence to Children’s Development. Invited presentation, Department of Psychology, University of Texas at Dallas, March, 2009.


Professional Development Lecture Series: Building Classroom Communities. Invited five-day professional development workshop with B. K. Ladd for teachers in Dar Es Salaam, Tanzania, July 2008.


Session Chair, Joint Efforts in the Prevention of Peer Victimization, Swiss Research Council and University of Berne, Kandersteg, Switzerland, June 8-10, 2007.

Social Competence: A Worthy Educational Objective? Invited presentation, Department of Psychology, Kwansei Gakuin University, Osaka (Japan), August 1, 2006.


Should Children be Ready for School or Schools Be Ready for Children? Invited presentation, School of Family and Consumer Sciences, University of Arizona, May 10, 2006.


Children and Political Violence. Co-Chair (with Dr. Ed Cairns, University of Ulster, Northern Ireland), Lawrence Frank Symposium, Society for Research in Child Development, April 24, 2003.

Children’s Relationships as Risks and Resources: Links to Psychological and School Adjustment. Invited presentation for the dedication of the Seay Psychology Building, University of Texas at Austin, November 7, 2002.


New Directions in Research on Children’s Peer Relationships. Invited presentation, Departments of Family and Human Development and of Psychology, Arizona State University, October 18, 2000.


Socialization of the Young Child: Prevention and Remediation of Social Difficulties during the Early School Years. Invited professional workshop sponsored by the Primary Mental Health Project, University of Rochester and BOCES #1, Rochester New York, May 1-2, 1998.


Peer, Teacher, and Family Relationships as Precursors of Children’s Early School Adjustment. Invited symposium, Department of Psychology, Stanford University, October 1, 1997.

Bully-Victim Relationships at School: Assessment, Prevention, and Intervention. Invited professional workshop sponsored by the Primary Mental Health Project, University of Rochester and BOCES #1, Rochester New York, May 1, 1997.

The Fourth “R”: Relationships as Resources and Risks During the Transition to School. Invited symposium, Department of Psychology, Arizona State University, November 21, 1996.


Parents as Managers of Preschoolers Peer Relations, Invited colloquium, Department of Psychology, University of California-Riverside, March 20, 1992.
Children's Peer Relationships. Invited professional workshop (with several co-presenters), School of Education, University of Wisconsin-Madison, May 9-10, 1992.


Do Peer Relationships Affect Children's Adjustment to School? Research colloquium, Department of Psychology, Concordia University, October 3, 1991.

Chair for session "Parenting Beliefs and Behavior" at the 1991 SRCD Preconference on Research on Peer Relations, Seattle Washington, April 17, 1991.

How Parents Contribute to Young Children's Success in Classroom Peer Relations. Invited Research Award Address, American Educational Research Association, Chicago IL, April 4, 1991.

Children with Friendship Problems. Invited professional seminar (with several co-presenters), School of Education, University of Wisconsin-Madison, October 20, 1990.

Family and Peer Relations Precursors of Early School Adjustment. Invited colloquium, Department of Psychology, University of Ottawa, Ottawa Canada, May 24, 1990.

The Role of Friendship and Peer Status in Children's Adaptation to New School Environments. Invited colloquium, Department of Psychology, University of Waterloo, Waterloo Ontario, Canada, January 26, 1990.

Chair for the panel on family-peer relations at the 1989 SRCD Preconference on Research on Peer Relations, Kansas City, Kansas, April 26, 1989.


Social and School Adjustment: Issues in Intervention and Prevention. Invited colloquium, Social and Industrial Psychology, Department of Psychological Sciences, Purdue University, October 24, 1986.

Predicting Children's Social and School Adjustment Following the Transition from Preschool to Kindergarten. Invited colloquium, Department of Child Development, Iowa State University, Ames, Iowa, February 14, 1986.

Peer Relationship Problems in Childhood. Invited colloquium, Department of Psychology, University of Guelph, Guelph, Ontario, November 3-5, 1985.


Preschooler's Peer Networks and Behavioral Orientations: Relationship to Social and School Adjustment. Invited Colloquium, Department of Psychology, Indiana University-Bloomington, November 30, 1984.


Conference Papers and Presentations


**Book, Journal, and Conference Reviewing**

**Manuscript Reviewer for:**

*Psychological Bulletin*
*Child Development*
*Developmental Psychology*
*Journal of Consulting and Clinical Psychology*
*Journal of Personality and Social Psychology*
*Development and Psychopathology*
*Merrill-Palmer Quarterly*
*Journal of Abnormal Psychology*
*Journal of Marriage and the Family*
*Journal of Abnormal Child Psychology*
*Journal of Experimental Child Psychology*
*American Educational Research Journal*
*British Journal of Developmental Psychology*
*Journal of Behavior Therapy and Experimental Psychiatry*
*Journal of Child Psychology and Psychiatry*
*Journal of Research in Childhood Education*
*European Journal of Psychology of Education*

Little Brown Publishers
John Wiley & Sons
Allyn and Bacon Publishers
Brunner/Mazel Publishers
Prentice-Hall Publishers
Worth Publishers

**Conference Program Reviewer**


American Psychological Association:

- Reviewer for Division 37, Conference Program, 1982.

**Grant, Research, and Program Reviewing**

Member, National Institutes of Health, Center for Scientific Review, Panel: Psychosocial Development, Risk and Prevention, 2002-2004

Member, National Institutes of Health, Center for Scientific Review, Panel ZRG1 RPHB-1 (01) Risk, Prevention Health Behavior, 1999-2002


Consultant, NICHD planning grant for school readiness interventions, Dr. Richard Odom PI, Indiana University, 2002-2003


National Science Foundation, Proposal Reviewer, 1984-1995

External Reviewer for Foreign Student Dissertation (Ph.D.) Research: McQuarie University (Australia), 2001; Concordia University (Canada), 1997; University of Waterloo (Canada), 1990; University of Ottawa (Canada), 1990; Murdoch University (Australia), 1990; University of Western Australia (Australia), 1990;

United States Department of Agriculture, CSRS Site Reviewer, Spring, 1985

National Institute of Mental Health, Ad Hoc Review Committee Member, Washington, D.C.: 1985

Social Sciences and Humanities Research Council of Canada, Proposal Reviewer

Graduate and Postdoctoral Mentorship

Student Honors and Awards

Lisa Dinella, Postdoctoral Research Training Fellowship, American Psychological Association and Institute of Educational Sciences, 2004-2006.


Frances Hines, Predoctoral Research Training Award, National Science Foundation, 1989-1990.
Teaching Experience

Professor, School of Social and Family Dynamics, Department of Psychology. Courses taught on a regular basis:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>Seminar on Children’s Peer Relations</td>
</tr>
<tr>
<td>Observational Methods</td>
<td>Special Topics in Social Development</td>
</tr>
<tr>
<td>Advanced Developmental</td>
<td>Advanced Developmental Methodology</td>
</tr>
</tbody>
</table>

Visiting Professor, Department of Psychology, Arizona State University, 1996-1997. Graduate Seminar on Children’s Peer Relations.

Visiting Professor, Department of Family and Child Development, Auburn University, Fall 1988. Advanced Developmental Lecture.

Visiting Associate Professor, Department of Psychology, Vanderbilt University, Fall 1987; Experimental Psychology for Undergraduate Seniors.


Instructor, University of Rochester, 1977-1979. Graduate seminar: Children's Peer Relations and Social Development.

Consulting and Related Employment

Member, Advisory Board, Project Early, Urbana Community Schools, 1989-1992.


School Psychologist, Child Development Laboratories, Purdue University, Preschool and Child Care Programs, 1979-1989.


References

Furnished upon request
# Roy Levy

**Contact**
- PO Box 873701
- Arizona State University
- Tempe, AZ 85287-3701
- e-mail: Roy.Levy@asu.edu
- phone: (480) 727-9808
- https://sites.google.com/a/asu.edu/roylevy/

**PROFESSIONAL INFORMATION**

### Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution and Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy</td>
<td>Measurement, Statistics &amp; Evaluation</td>
<td>Department of Measurement, Statistics &amp; Evaluation, University of Maryland</td>
</tr>
<tr>
<td>May, 2006</td>
<td></td>
<td>College of Education, University of Maryland</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>Measurement, Statistics &amp; Evaluation</td>
<td>Department of Measurement, Statistics &amp; Evaluation, University of Maryland</td>
</tr>
<tr>
<td>May, 2002</td>
<td></td>
<td>College of Education, University of Maryland</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>Philosophy</td>
<td>Department of Philosophy</td>
</tr>
<tr>
<td>May, 2001</td>
<td></td>
<td>College of Arts &amp; Humanities, University of Maryland</td>
</tr>
</tbody>
</table>

### Positions Held

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Associate Professor</td>
<td>T. Denny Sanford School of Social and Family Dynamics</td>
</tr>
<tr>
<td>2012-present</td>
<td>College of Liberal Arts and Sciences, Arizona State University</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>School of Social and Family Dynamics</td>
</tr>
<tr>
<td>2010-2012</td>
<td>College of Liberal Arts and Sciences, Arizona State University</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Division of Advanced Studies in Learning, Technology and Psychology in Education</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Mary Lou Fulton Institute and Graduate School of Education, Arizona State University</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Division of Psychology in Education</td>
</tr>
<tr>
<td>2006-2009</td>
<td>Mary Lou Fulton College of Education, Arizona State University</td>
</tr>
<tr>
<td>Harold Gulliksen</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>Psychometric Research Fellow</td>
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<tr>
<td>2005-2006</td>
<td></td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Department of Measurement, Statistics &amp; Evaluation</td>
</tr>
<tr>
<td>2001-2006</td>
<td>College of Education, University of Maryland</td>
</tr>
</tbody>
</table>
**Course Instructor**

2003-2004  
Department of Measurement, Statistics & Evaluation  
College of Education, University of Maryland

**Affiliations**

**Research Scientist**

2011-present  
Learning Sciences Institute  
Arizona State University

**Member**

2010-present  
Educational Psychology Graduate Faculty  
Arizona State University

2008-present  
Department of Speech and Hearing Science Graduate Faculty  
Arizona State University

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**INSTRUCTIONAL & ADVISING ACTIVITY**

**Course Instruction at Arizona State University 2006-present (all graduate-level courses)**

- Introduction to Data Analysis
- Multiple Regression and Correlation Methods
- Structural Equation Modeling in Educational Research
- Introduction to Item Response Theory
- Advanced Topics in Item Response Theory
- Bayesian Analyses in the Social Sciences
- Advanced Bayesian Statistical Analyses

**Invited Instruction on Additional Topics at Arizona State University (all graduate-level)**

- Achievement Testing and Evidentiary Reasoning in Assessment

**Course Instruction at University of Maryland 2003-2004 (undergraduate courses)**

- Introduction to Educational Statistics

**Advising and Mentoring Activities**

**Completed Dissertations Chaired**


Lietta Scott. (2014). Analytic selection of a valid subtest for DIF analysis when DIF has multiple potential causes among multiple groups.


Completed Theses Chaired

Katie Kunze. (2013). The accuracy of accuracy estimates for single form dichotomous classification exams. (co-chair with Dr. Joanna Gorin.)


Derek Fay. (2011). Sample size and test length minima for DIMTEST with conditional covariance-based subtest selection.


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SCHOLARLY ACTIVITY

**In Refereed Journals** (ψ indicates co-author was an ASU student during part or all of the work)


ψSvetina, D., ψCrawford, A. V., **Levy, R.**, Green, S. B., ψScott, L., Thompson, M. S., Gorin, J. S., ψFay,


**Note:** Authorship listed alphabetically.


In Edited Volumes (ψ indicates co-author was an ASU student during part or all of the work)


Technical Reports (ψ indicates co-author was an ASU student during part or all of the work)


Note: Authorship listed alphabetically.


Software & Documentation


Refereed Presentations (ψ indicates co-author was an ASU student during part or all of the work)


Note: For this work, the first author was awarded the 2013 graduate student award by the Survey Research in Education Special Interest Group.


**Note:** Authorship listed in reverse alphabetical order.


**Note:** Authorship listed alphabetically.


Invited Presentations


Levy, R. (2011). Challenges to evidentiary reasoning and measurement modeling in game- and simulation-based assessment systems. Presented at Center for Advanced Technology in Schools


RESEARCH PROJECTS

Principal Investigator

Data Analytic and Psychometric Methods for Innovative Educational Systems Pearson 2012-present

Hierarchical and Bayesian Analyses for Large Scale Complex Data Cisco 2009-present

Psychometrics for Gaming and Simulation-Based Assessment National Center for Research on Evaluation, Standards, Student Testing 2011-2013

Generalized Dimensionality Assessment for Multidimensional Psychometric Models Institute of Education Sciences 2010-2012

Complex Models for Innovative Educational Assessment Cisco Learning Institute 2008-2009

Posterior Predictive Model Checking for Multidimensional Item Response Theory Arizona State University 2007-2008

Co-Principal Investigator

Developing Guidelines for Optimizing Levels of Students’ Overt Engagement Activities Institute of Education Sciences 2011-present

PI: Dr. Michelene Chi, Arizona State University

Posterior Predictive Model Checking for Within-Item Multidimensionality in IRT Educational Testing Service 2005-2006

PI: Dr. Robert J. Mislevy, University of Maryland

Co-Investigator
National Research and Development Center on Assessment and Accountability for Special Education

Co-PIs: Gerald Tindal (Project Director), University of Oregon, Ann Schulte, North Carolina State University, Stephen N. Elliott, Arizona State University, Joseph Stevens, University of Oregon

Institute of Education Sciences 2011-present

Key Personnel & Consulting

Validating the Use of Growth measures from Statewide Standards-based Summative Assessments for Students with Disabilities
PI: Heather Buzick, ETS
Institute of Education Sciences 2012-Present

Developing an Emotion Regulation Group Therapy for Self-Harm Among Women with BPD
PI: Kim Gratz, University of Mississippi Medical Center
National Institutes of Health 2008-Present

Multilevel Assessments of Science Standards
PI: Edys Quellmalz, WestED
Institute of Education Sciences 2008-2011

Calipers II
PI: Edys Quellmalz, WestED
National Science Foundation 2007-2011

VentureMap
PI: Douglas Weihnacht, MW Productions, Inc.
US Department of Education 2006

Research Group Affiliations (in addition to those above, not being supported)

Promoting Knowledgeable and Confident Teachers of Youth with Epilepsy
PI: David Wodrich, Arizona State University
Epilepsy Foundation of America 2009-2012

21st Century Assessment
PI: James Gee, Arizona State University
John D. & Catherine T. MacArthur Foundation 2008-2010

Global Resources for Online Education
PI: Beverly P. Woolf, University of Massachusetts
2009

Cognitive Diagnosis Models Working Group
Statistical and Applied Mathematical Summer Institute
PI: Jimmy de la Torre, Rutgers University
2009
**SERVICE**

**Professional Service**

- Associate Editor, *Journal of Educational Measurement* 2014-present
- Editorial Board, *Educational Assessment* 2011-present
- Member, National Council on Measurement in Education Bradley Hanson Award for Contributions to Educational Measurement Awards Committee 2009-2012
- Member, American Educational Research Association Division D Quantitative Dissertation Award Committee 2009-2012
- Chair, American Educational Research Association Structural Equation Modeling Special Interest Group 2008-2009
- Co-Chair, American Educational Research Association Structural Equation Modeling Special Interest Group 2007-2008
- Ad hoc Reviewer 2003-present
  - *American Educational Research Association*
  - *Applied Psychological Measurement*
  - *Cognition and Assessment Special Interest Group*
  - *Educational and Psychological Measurement*
  - *Educational Assessment*
  - *Educational Measurement: Issues and Practice*
  - *Educational Researcher*
  - *Educational Statisticians Special Interest Group*
  - *Elsevier*
  - *Frontiers in Quantitative Psychology and Measurement*
  - *IERI Monograph Series*
  - *International Journal for Quantitative Research in Education*
  - *Journal of Applied School Psychology*
  - *Journal of Educational and Behavioral Statistics* (Outstanding Reviewer, 2010)
  - *Journal of Educational Data Mining*
  - *Journal of Educational Measurement*
  - *Journal of School Psychology*
  - *Measurement: Interdisciplinary Research and Perspectives*
Multivariate Behavioral Research
National Council on Measurement in Education
National Science Foundation
Psychological Methods
Psychometrika
Structural Equation Modeling: A Multidisciplinary Journal
Structural Equation Modeling Special Interest Group


Institutional Service at Arizona State University

Member, Family and Human Development Graduate Committee 2011-2013
T. Denny Sanford School of Social and Family Dynamics

Member, Educational Measurement & Assessment Search Committee 2012
Learning Sciences Institute

Member, Executive Dean Search Committee 2009
Mary Lou Fulton Graduate School of Education

Member, Engineering Education Search Committee 2009
Mary Lou Fulton Graduate School of Education

Member, Awards Committee 2008-2009
Division of Psychology in Education

Member, Curriculum Committee 2008-2009
Division of Psychology in Education

Institutional Service at University of Maryland

Member, Department Chair Search Committee 2004-2005
Department of Measurement, Statistics & Evaluation

Mentor, 5th Year B.A./M.A. Program 2002-2006
Department of Measurement, Statistics & Evaluation

HONORS AND MEMBERSHIPS

Professional and Academic Honors and Awards

Early Career Award in American Educational Research Association Division 2012
Measurement and Research Methodology

Presidential Early Career Award for Scientists and Engineers
Awarded by the President of the United States of America 2010

Outstanding Reviewer
Journal of Educational and Behavioral Statistics 2010

Outstanding New Scholar
College of Education University of Maryland 2010

Brenda H. Loyd Outstanding Dissertation Award
National Council on Measurement in Education 2008

Harold Gulliksen Psychometric Research Fellow
Educational Testing Service 2005-2006

Outstanding Doctoral Student Award
College of Education, University of Maryland 2005

Distinguished Teaching Assistant
Center for Teaching Excellence, University of Maryland 2003

W.E. Schlaretzki Prize in Philosophy
Department of Philosophy, University of Maryland 2001

**Professional Memberships (current and past)**

Psychometric Society

National Council on Measurement in Education

American Educational Research Association

AERA Structural Equation Modeling Special Interest Group

AERA Educational Statisticians Special Interest Group

AERA Cognition and Assessment Special Interest Group

American Psychological Association

International Society for Bayesian Analysis

American Statistical Association
Sabina Low, Ph.D.
Arizona State University

T. Denny Sanford School of Social and Family Dynamics • Tempe, AZ 85287
480.965.7418 • sabina.low@asu.edu

Education

2005 Ph.D., Child Clinical Psychology, University of Denver
2004 Predoctoral Internship, University of Washington School of Medicine
2000 M.A., Child Clinical Psychology, University of Denver
1996 B.A., Psychology, St. John’s University/St. Benedict’s

Post-Graduate Training

2005-2006 Children’s Mental Health Policy Fellow, University of Washington, Seattle

Faculty Positions

2012- Assistant Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ
2011- Affiliate Scientist, Oregon Social Learning Center, Eugene, OR
2011- Adjunct Assistant Professor, Educational Psychology-Child Development, University of Illinois Urbana-Champaign
2008-2012 Assistant Professor, Clinical-Community Psychology, Wichita State University

Professional Positions

2009-2013 Program Development Consultant, Committee for Children, Seattle.
2001-2004 Research Assistant, Study of Adolescent Relationships, Department of Psychology, University of Denver (PI: Dr. Wyndol Furman).
2000-2004 Research Coordinator, Family Relationship Center, Department of Psychology, University of Denver (PI: Dr. Clare Stocker).
2001-2003 Project Analyst, Safe Communities ~Safe Schools Initiative, Center for the Study of Prevention of Violence, Boulder, CO.
1999-2001 Research Assistant, Center for the Study of Depression, Department of Psychology, University of Denver (Dr. Susan Harter).
1998-1999 Research Coordinator, Head Start, University of Colorado Health Sciences, Denver, CO.
1996-1998 Research Coordinator, NICHD Study of Early Child Care, School of Nursing, University of Washington (PI: Dr. Sue Speaker).
1995-1996 Research Coordinator, Family and Friends Project, Psychology Department, University of Washington (PI: Dr. Fainsilber-Katz).
1994-1995  Research Assistant, Early Parenting Project, Psychology Department, University of Washington (PI: Dr. Robert McMahon).

**Grants and Contracts Funded**

Predicting Intimate Partner Violence for At-Risk Young Adults and Their Romantic Partners  
Role: Co-PI (Co-Pi, Joann WuShortt, Co-I, Deborah Capaldi, Co-I, Mark Eddy) 
Sponsor: NIJ  
Amount received: $406,257

A Randomized Test of a School-Wide Intervention Targeting Early School Success.  
Role: PI (Co-PI, Clay Cook, University of Washington)  
Sponsor: Committee for Children  
Amount received: $2.1 million (2012-2016)

Bullying, Sexual and Dating Violence Trajectories From Early to Late Adolescence  
Role: Co-PI (PI, Dorothy Espelage, University of Illinois)  
Sponsor: NIJ  
Amount received: $ 460,000 (2011-2013)

Multisite Evaluation of Second Step: Student Success Through Prevention on Bullying & Sexual Harassment  
Role: PI (Co-PI, Dorothy Espelage, University of Illinois)  
Sponsor: Centers for Disease Control  
Amount received: $1.29 million (2009-2013)

Implementation of the Family Check-Up Intervention  
Role: PI (Co-I, Jim Snyder, Wichita State University)  
Sponsor: Sedgwick County Center for Developmental Disabilities  
Amount received: $173,080 (2009-2012)

A Randomized Controlled Evaluation of Steps to Respect: A Bullying Prevention Program  
Role: PI (Co-PI, Eric Brown, University of Washington)  
Sponsor: Raynier Foundation  
Amount received: $550,000 (2008-2009)

Links Between Friendship Characteristics and Adolescents’ Normative and High-Risk Sexual Behavior  
Role: PI  
Sponsor: National Institute for Mental Health, National Research Service Award (F31)  
Amount received: $125,000 (2001-2004)
Pathways to Adolescent Suicidal and Violence Ideation  
Role: PI  
Sponsor: NIMH, National Research Service Award (F31)  
Amount received: $82,000 (1999-2001)

Guest Editor Roles


Manuscripts under Review/In Prep


Low, S., & Shortt, JW (under review). Unpacking links between socioeconomic status and children’s externalizing behavior through a social-ecological framework. *Child Development*.

Published Manuscripts


**Book Chapters**


Conference Presentations (Refereed):


Invited Presentations

2010 The role of emotion coaching and ACT in Parenting Management Training. New Directions in Authoritative Parenting: Building on the Legacy of Diana Baumrind, Oklahoma State University.

2010 Second Step – Student Success through Prevention: Preventing Bullying and Sexual Harassment. National Summit on Interpersonal Violence & Abuse, Dallas, TX.

2009 How parents influence adolescent emotion regulation. Oklahoma State University, Tulsa, OK.

Teaching Positions

2013- Arizona State University
Research Methods

2008- 2012 Wichita State University
Developmental Psychology
Developmental Psychopathology
Research Methods
Structural Equation Modeling

2003-2004 University of Colorado, Psychology Department
Instructor for Human Sexuality
Instructor for Introduction to Psychology
Guest Lecturer, Developmental Psychology

2002-2004 University of Denver, Psychology Department
Guest Lecturer for Graduate Research Methods
Guest Lecturer for Health Psychology
Lecturer for Introduction to Statistics
Teaching Assistant for Personality Assessment
Teaching Assistant for Cognitive Assessment Practicum
Teaching Assistant for Cognition and Learning
Teaching Assistant for Mind and Behavior

Clinical Positions

2004-2005 Predoctoral Resident, University of Washington School of Medicine, Department of Child Psychiatry, Seattle.

2001-2002 Psychology Practicum Student, Children’s Hospital Child and Adolescent Psychiatry Department, Denver.

2000-2001 Psychology Practicum Student, Colorado Trauma Treatment Center, Denver.

2000-2001 Psychology Practicum Student, Douglas County District Attorney’s Office, Juvenile Diversion Program, Douglas County, CO.

1999-2004 Psychology Practicum Student, University of Denver Child and Family Services Clinic, Denver.

1999-2000  **Psychometrist**, Pediatric Psychology Unit, Children’s Hospital, Denver.

**Advanced Training**

DBT Training (University of Washington, 2005)
Latent Growth Curve Modeling Workshop (University of Oregon, 2006)
Missing Data Workshop (Society for Prevention Research, 2006)
Family Check-Up Intervention (University of Oregon, 2009)
Social Network Analysis (ISNET, Summer 2010)
Motivational Interviewing (Lawrence, KS, 2010)
Promoting First Relationships – Train the Trainer (2014)

**Community Service**

*Leadership Council*, Playworks Phoenix
*Head Start of Wichita*, Classroom Consultation
*Office of Minority Health*, Fetal Infant Mortality Reduction Program, Faculty Peer Advisor

**Professional Memberships**

American Psychological Association
Society for Research in Child Development (Social Relationships Panel)
Society for Research in Adolescence
European Association for Research in Adolescence
Society for Prevention Research
American Society of Criminology

**Journal Activities**

*Ad Hoc Reviewer for:*
  - Journal of Family Psychology
  - Journal of Abnormal Child Psychology
  - Psychology of Violence
  - Journal of Substance Use
  - Journal of Research on Adolescence
  - Child Development
  - Prevention Science

*Guest Editor for:*
  - Journal of Aggression, Maltreatment & Trauma
  - School Psychology Quarterly
  - Journal of Family Violence

**Grant Review Panels**
National Institutes of Justice (2014)- Violence Prevention Branch
VITA

Name: Carol Lynn Martin

Address: School of Social and Family Dynamics
Arizona State University
Tempe, Arizona 85287-3701
Phone: (602) 965-5861/6978
Email: cmartin@asu.edu

Academic Training

Child and Family Development, University of Georgia, Ph.D.
Educational Psychology, Rutgers University.
Psychology, Rutgers University, M.S.
Psychology (Honors and Distinction), University of Georgia, B.A.

Professional Employment Record

Cowden Distinguished Professor, Sanford School of Social and Family Dynamics, affiliate faculty in
Women’s Studies, Arizona State University, 1996—present; affiliate faculty for Center for Social
Enterprise (2009) and Executive Director of the Sanford Harmony Program (2008).

Associate Professor, Department of Family Resources and Human Development, affiliate faculty in
Women's Studies, Arizona State University, 1990-1996.

Assistant Professor, Department of Family Resources and Human Development, affiliate faculty in
Women's Studies (as of 1989), Arizona State University, 1988-1990.

Assistant Professor, School of Family and Nutritional Sciences, University of British Columbia,

Research Associate and Lecturer, School of Family and Nutritional Sciences and Department of

Publications

problem disguised as a solution. Educational Policy. Advance online publication (2013, June 26).
doi: 10.1177/0895904813492382

harmony in schools. A framework for understanding peer experiences and their effects. In K.
Wentzel and G. Ramani (Eds), Handbook on Social-Emotional, Motivation, and Cognitive
Outcomes in School Contexts.


Note: Bigler, Fabes, Hanish, Hyde, Liben, & Martin contributed equally and names are ordered alphabetically.


Rubin, W. Bukowski, & B. Laursen (Eds.), *Handbook of peer interactions, relationships, and groups* (pp. 45-62), New York, Guilford Press.


**Non-Refereed Publications**

Martin, C. L., & DiDonato, M. (2012) Children as gender detectives: Gender Schema Theory as an explanation of children’s role in gender development. *Psychology Review*. This is a scholarly publication widely read by graduate and undergraduate students in the U.K.


**Research Grants**


Martin, C. (PI). (1989). Children's distortion of emotions. A.S.U.--College of Liberal Arts and Sciences Summer Research Award ($2,210) and Women's Studies Summer Research Award (one summer - $1,000).


**Conference Papers and Invited Professional Activities**


Sanford, T. D., Fabes, R. A., Martin, C. L., & Hanish, L. D. (October, 2013). The Sanford Harmony Program. Invited Presentation at Sanford Burnham Medical Research Institute, La Jolla, CA.


Martin, C. L., & Fabes, R. A. (2009, February). *Sex segregation: What we know and where we are going.* Invited presentation, University of Rome, Italy.


know best? Parent and teacher reports: Links to child behavior. Poster presented at the meeting of the National Council on Family Relations, Phoenix, AZ.


Martin, C. L. (April, 2001). Gender development in perspective. Invited address for the First Gender Development Conference, in association with the meetings of the Society for Research in Child Development, Minneapolis, MN.


Martin, C. L. (April, 1999). Gender and relationships. Discussion group leader for section of the Peer Preconference Workshop, Albuquerque.


Martin, C. L. (August, 1997). Gender cognitions and social relationships. Invited address at the meetings of the American Psychological Association, Chicago.


Martin, C. L. (April, 1997). The antecedents of gender stereotypes. Invited address presented at the American Psychological Association-sponsored Festschrift Conference in honor of Dr. Janet Spence, at the University of Texas.


at the meetings of the National Council on Family Relations, Denver.


Society for the Study of Behavioral Development, Tours, France.


Educational Curricula and Resources


Graduate and Postdoctoral Mentorship (list can be provided)

Recent Student Honors and Awards

Lisa Dinella, awarded Postdoctoral Research Training Fellowship, American Psychological Association and Institute of Educational Sciences, 2004-2006.

Professional Activities/Editorial Activities

Executive Director, Lives of Girls and Boys Enterprise, ASU (2009- present)

Executive Director, Sanford Harmony Program, ASU (2008-present)


Panel Co-Chair (Gender Panel) for Society for Research in Child Development, 2013-2014.
Lunch with Leaders, SRCD 2013, Seattle, WA.

Meet the Scientists, SRA 2012, Vancouver, B.C.

Associate Editor for Developmental Psychology (2001-2004).

Chair of Social Cognition Panel for 2001 meeting of Society for Research in Child Development

Member of Grant Review Panel, National Science Foundation (2002).

National Science Foundation panel (invited member) on stereotyping, discrimination, prejudice, Washington, D.C., June, 1999; November 1999.

National Science Foundation panel (invited member) on children’s transition to school, Birmingham, August 1999.

Member of Research Group for Southwest Autism Research Center (1996-2001)

Member of Grant Review Panel, National Institutes of Mental Health, 1993.

Editorial Board for Archives of Sexual Behavior (2011-- present )


Guest Reviewer, Social Science Research Council (UK), 2010.
Guest Reviewer for Division 7, American Psychological Association meetings, Toronto, 1984.
Guest Reviewer, National Science Foundation, 1986; 1993.
Guest Reviewer, Social Science and Humanities Research Council (Canada)
Secretary/Treasurer, Family Discipline Section, National Council on Family Relations (1993-1995).
Co-organizer of the Sixth Annual Sex and Gender Conference, Nags Head, North Carolina, 1989.

**Professional Memberships**

Society for Research in Child Development
National Council on Family Relations
American Psychological Association
American Psychological Society
American Psychological Society Southwestern Institute for Research on Women

**Departmental Service (ASU)**

Graduate Committee (2011-2014).
Search Committee (2013).
Strategic Planning Committee (2003-2004).
Executive Committee for Family Resources and Human Development (1996--2000).
Southwest Borderlands Search Committee (2003-2004).
Graduate Committee (ASU), 1988--1992.
Child Development Laboratory Advisory Committee (ASU), 1988--1996.
Selected by Women's Studies to take part in Faculty Development Project, Spring, 1991.

**University Service**

Assisted ASU Development Office in writing proposal for large scale project (2013-present)
Presidents’ Weekend break-out session on the Sanford Harmony Program (November, 2013)
Planning for Sanford School Launch (2013)
University Personnel Committee (1992-1994)
University Committee on Committees (1992-1993)
Faculty Senator from Women's Studies (1992-1994)
**Honors**

Cowden Distinguished Professor (2003- present)

Fellow (Division 7) American Psychological Association (1999).

Marion Porter Prize for the most significant feminist research article from a journal or anthology for McFarlane, J., Martin, C.L., & Williams, T.M., Mood fluctuations: women versus men and menstrual versus other cycles. (published in *Psychology of Women Quarterly*, 1988, *12*, 201-223). Awarded by the Canadian Research Institute for the Advancement of Women.


Association for Women in Psychology award in recognition of outstanding psychological research by graduate/undergraduate students for McFarlane, J., Martin, C.L., & Williams, T.M. Actual and perceived mood fluctuations: Menstrual phase versus day of week (I was co-adviser with Williams).

Fellow Association for Psychological Science (2009).
Cecilia Menjivar
Full CV (December 2014)

T Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, AZ 85287-3701
Phone: 480-727-0863
Fax: 480-965-6779
E-mail: menjivar@asu.edu

Positions Held

2012- Associate Director, T Denny Sanford School of Social and Family Dynamics
2007-2009 & 2010-2012 Graduate Studies Director, Sociology, School of Social and Family Dynamics
2008- Cowden Distinguished Professor, School of Social and Family Dynamics
2005-2007 Associate Professor, Program in Sociology, School of Social and Family Dynamics, ASU.
2001-2005 Associate Professor, School of Justice and Social Inquiry, Arizona State University.
1996-2001 Assistant Professor, School of Justice and Social Inquiry, Arizona State University.
9/94-12/95 Post-doctoral Fellow, RAND Corporation.
8/92-8/94 Chancellor’s Postdoctoral Fellow, University of California, Berkeley.

Affiliations (at Arizona State University)

2006- School of Transborder Studies.
2005- Honors Faculty, Barrett, The Honors College.
2006- Founding Research Faculty, North American Center for Transborder Studies.
2005- Center for Population Dynamics.
2004- Center for the Study of Religion and Conflict.
2000- Asian Pacific American Studies Program.
1996-2006 Center for Latin American Studies.
1996- Women and Gender Studies Program.

Affiliations, Appointments, Fellowships, and Visiting Positions (not at Arizona State University)

2014 Visiting Scholar (one week seminar on gender violence), Center for Gender & Leadership, Yerevan State University, Armenia (October)
2014 John Simon Guggenheim Fellowship
2013-2015 National Academy of Sciences/National Research Council Committee on Immigrant Integration
2012-2013 Immigration Policy Center, Washington DC, Senior Fellow (area: Immigrant Women)
2006-2008 Research Affiliate, Center on Race, Religion, and Urban Life (CORRUL), Rice University
2006 Fellow (not in residence), Mexican American and U.S. Latino Research Center, Texas A & M
2006-2012 Member, Working Group on Childhood and Migration (Drexel University)
2005 Visiting Professor, Yerevan State University, Yerevan, Armenia (Fall)
2003 Visiting Scholar, Maison des Sciences de l’Homme, Paris, France (Spring)
2000- External Research Associate, Center for Comparative Immigration Studies, UC San Diego

Education

1986 Master of Arts, Sociology. University of California, Davis.
1981 Bachelor of Arts, Psychology and Sociology, University of Southern California.
Workshops and Additional Training

1996  Southwest Institute for Research on Women Summer Institute “Global Processes, Local Lives: Comparative Approaches to Women’s and Area Studies,” University of Arizona.
1989  University of Texas, Austin. IUP (training in qualitative methods). Summer.
1986, 1988 University of Michigan, Ann Arbor, Summer ICPSR (training in advanced quantitative methods).
1985-86 Graduate Group in Demography, UC Berkeley. Demographic Theory and methods.
1984  University of Texas, El Paso (LULAC). Training in counseling for immigrant teenagers.

Publications

Books and edited volumes


+ Distinguished Scholarship Award, Pacific Sociological Association, 2012
+ Mirra Komarovsky Book Award, Eastern Sociological Society, 2012
+ 2011 Hubert Herring Best Book Award, Pacific Coast Council on Latin American Studies (PCCLAS).


2005  Cecilia Menjívar and Nestor P. Rodríguez. (Eds.) *When States Kill: Latin America, the US, and Technologies of Terror*. Austin, TX: University of Texas Press.

2003  Cecilia Menjívar (Ed.) *Through the Eyes of Women: Gender, Social Networks, Family and Structural Change in Latin America and the Caribbean.* Ontario, Canada: de Sitter Publications. *Based on special issue of Journal of Developing Societies (see below)*

+ Among the 12 most influential books on the family since 2000, Contemporary Sociology 42 (3): 324-331 (2013)
+ William J. Goode Outstanding Book Award, American Sociological Association Family Section, 2001
+ Thomas and Znaniecki Book Award, Honorable mention, American Sociological Association International Migration Section, 2001
+ Choice Outstanding Academic Title in Social and Behavioral Sciences, 2002
Special Issues of Professional Journals


2002  Cecilia Menjívar (Guest editor, double issue). *Structural Changes and Gender Relations in Latin America and the Caribbean.* Double issue of the *Journal of Developing Societies*, 18 (2-3).

Peer-Reviewed Articles (*denotes current, former student or post-doc co-author)

Forthcoming William Simmons, Cecilia Menjívar and Michelle Téllez. “Violence and Vulnerability of Female Migrants in Drop Houses in Arizona: The Predictable Outcome of a Chain Reaction of Violence.” *Violence Against Women*


Forthcoming *Haruna Fukui and Cecilia Menjívar. “Bound by Inequality: The Social Capital of Older Asian and Latinos.”* *Ethnography*


- Best Article Award, Latino/a Section, American Sociological Association, 2014
- Best Article Award, Latino Studies Section, Latin American Studies Association 2013


Featured in Discoveries: New and Noteworthy Social Research, as “Between ‘documented’ and

- Winner, Best Article Award, 2007, Latino/a Section, American Sociological Association

2005  

2004  

2003  

2003  


2002  

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2002  

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2001  

2001  

1999  


Encyclopedia Contributions (board of editors reviewed)

Forthcoming “Guatemalans” and “Salvadorans”. The Blackwell Encyclopedia of Race, Ethnicity and Nationalism.


Commentary


Other Non-refereed Professional Publications


Also published in Faith in Public Life: http://faithinpubliclife.org/content/news/2009/11/immigration_reform_a_country_d.html


Working Papers, Reports and Conference Proceedings


Book Reviews


**Work in Progress**

*Under Review*


Cecilia Menjívar and Sarah Morando. “Transformative Contacts with the Law.”


In Progress

Carlos Santos, Cecilia Menjívar, and German Cardenas. “Skin Color and Illegality Among Latinos.”

Carlos Santos, Cecilia Menjívar and Jesus Cisneros. “Stigma and Illegality in the Lives of Latinos”


Awards and Recognitions

Research and Scholarship
2014 The Victoria Foundation Eugene Garcia Research Award
2014 Best Article Award, Latino/a Section, American Sociological Association, for Legal Violence
2013 Fragmented Ties among 12 most influential books on family since 2000, Contemporary Sociology
2013 Best Article Award, Latino Studies Section, Latin American Studies Association, for Legal Violence
2012 Pacific Sociological Association Distinguished Scholarship Award, for Enduring Violence.
2011 Mirra Komarovsky Book Award, Eastern Sociological Society, for Enduring Violence.
2011 Hubert Herring Best Book Award, Pacific Coast Council on Latin American Studies (PCCLAS) for Enduring Violence.
2010 American Sociological Association Latinos/as Section Julian Samora Distinguished Career Award.
2007 American Sociological Association Latinos/as Section Distinguished Contribution to Research Award.
2007 ASU Alumni Association Faculty Achievement Award in Research.
2002 Choice Outstanding Academic Titles in Social and Behavioral Sciences for Fragmented Ties.
2001 William J. Goode Outstanding Book Award, American Sociological Association Family Section for Fragmented Ties
2001 Thomas and Znaniecki Book Award, Honorable mention, American Sociological Association
2001 International Migration Section for Fragmented Ties.
2001 Faculty Achievement Award, School of Justice Studies, Arizona State University.
1990-91 University of California Regents Dissertation Fellowship.
1989-90 American Sociological Association Minority Fellowship (MFP Fellow).
1990 American Sociological Association Pre-doctoral Research Fellowship.

Teaching and Mentoring
2011 Outstanding Doctoral Mentor Award, ASU (university-wide award)
2002 Outstanding Mentor Award, Graduate Women’s Association, Arizona State University.
2002 Nominee, Outstanding Doctoral Mentor Award, Graduate College, Arizona State University.
2001 Student Affairs Honors (for enhancing the quality of life for ASU students), Student Affairs, Arizona State University.

Other
2007 School of Justice & Social Inquiry, Affiliated Faculty Recognition Award.
2006 College Marshall (College of Liberal Arts & Sciences), Fall 2006 Commencement, ASU.
2002 Outstanding Achievement and Contribution Toward Advancing The Status of Women, Commission on the Status of Women, Arizona State University.
1983 Cum Laude, School of Education, University of Southern California.
1979-81 Member of Honor Societies in Psychology, Sociology, and Foreign Languages.

Funded Research
National
2014 American Sociological Association/National Science Foundation Travel Grant, $1,500
2014-2016 “Behavioral and Institutional Barriers to HIV Prevention Among Migrant Women.” NICHD 1R21HD078201-01 Role: Co-Investigator (Victor Agadjanian, PI)
2010-2015 “School-based Prevention for Childhood Anxiety.” NIMH 1K01MH086687-01A1 Role: Qualitative Methods Consultant/Expert (Armando Piña, PI) ($894,495)
2007–2012 “Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency. NIH/National Center on Minority Health and Health Disparities, P20 MD002316-01 Role: Co-investigator, with others (Flavio Marsiglia, director) ($7,178,038)
2006-10 “Religious Institutions and HIV/AIDS Prevention and Care” NIH/NICHD, R01 HD05175. Role: Co-PI (Victor Agadjanian, PI) ($1,043,493)
1990-91 American Sociological Association Dissertation Research Grant ($5000).

Internal
2013 “Austere Borderlands: Recession, Migration, and Contested Means of Belonging in the E.U.” PI (Co-PIs: Megan Carney and Laia Soto-Bermant). Institute for Humanities Research, Arizona State University. ($12,000)
2013 Comparative Border Studies Initiative ($4,500)
2012 “Mapping Affect to Understand and Impede the Reproduction of Violence in Latin America.” College of Liberal Arts and Sciences, Arizona State University. Co-PI with Cynthia Tompkins et. al. ($20,000)
2005-07 Mexican American and U.S. Latino Research Center, Texas A&M (Immigration from El Salvador), Co-PI (Nadia Flores, PI) ($19,500)
2006 Elizabeth Guillot Award, Sociology Program, Arizona State University ($3,000).
2003-2004 “Examining Poverty in the U.S. Southwest.” Arizona State University Vice President for Research Office, Co-PI with Laura Peck, Elizabeth Segal and Myla Vicente Carpio. ($45,859)
2002 “The Social Worlds of Women: Class, Context, and Culture in Rural Guatemala.” Women’s Studies Summer Research Grant, Arizona State University. ($2,000)
2000-2001 “People in Motion Seminar.” Grant from Arizona State University to eight professors studying immigration issues, coordinator by Brian Gratton, Arizona State University. ($2500)
2000 “The Phoenix Metropolitan Area: A New Latino Immigration Gateway.” Dean’s Incentive Grant. College of Public Programs, Arizona State University ($4,800)
1999 “Class, Context and Culture and in Rural Guatemalan Women’s Networks.” Center for Latin American Studies, Arizona State University. ($1,100) (Summer)
1999 “New Settlement Patterns of Latino Immigrants in the Phoenix Metropolitan Area.” Dean’s Incentive Grant. College of Public Programs, Arizona State University ($5,000)
1999-2000 “Latino Immigration to the Phoenix Metropolitan Area.” Graduate Scholars Special Grant from the Center for Urban Inquiry to Cindy Bejarano, Eugene Arene and Emily Skop Faculty Sponsor/Advisor/Coordinator. ($6,993)
1998-1999 “Family and Gender in New Settlement Patterns of Latino Immigrants to the Phoenix Metropolitan Area.” Dean’s Incentive Grant. College of Public Programs, Arizona State University ($5,000).
1997 “Economic and Political Justice: Refugee Migrations in the late 20th Century.” Dean’s Incentive Grant. College of Public Programs, Arizona State University ($5,000.).
1996 “Class, Context, and Culture: Guatemalan Women’s Networks.” Dean’s Incentive Grant College of Public Programs, Arizona State University ($4,952).
1996 “Salvadoran Women’s Networking.” Women’s Studies Summer Research Grant. Women’s Studies Center, Arizona State University ($2,300).
1989-90 University of California Regents, Graduate Student Research Grant. ($5000).
1989-90 California Policy Seminar, Technical Research Grant. ($2,500)

Keynote and Distinguished Lectures
2014 “The Reconfiguration of Immigrant Latino Families in Light of the Current Immigration Regime.” Latin American & Latino Studies Distinguished Speaker Series, University of California, Santa Cruz, May 14th
2013 “Multi-layered Legislation, Enforcement Practices, and Piecemeal Immigration Policies: What Can We Learn From and About Today’s Approaches?” Keynote Lecture at the Latino Communities in Old and New Destinations: Multi-disciplinary Perspectives to Assessing the Impact of Legal Reforms Conference, University of South Florida, November 8th
2011 “Everyday Violence in the Lives of Ladina Guatemalans.” ADVANCE Distinguished Lecture Series, Kansas State University, Oct 21st
2010 “Citizenship, Exclusion, and the Contemporary Immigration Regime.” Opening Keynote Lecture, 10th conference on Globalization and Social Responsibility, St Olaf College, February 26th, and “Gender and Families Left Behind in the Context of Migration,” February 27th.


2007 “Immigration Policy and Family Reorganization: Experiences of Salvadoran and Guatemalan Immigrants.” Keynote speaker for the year’s colloquium series, Department of Sociology, University of North Carolina, Greensboro, March 23rd.

2006 Closing Remarks, Latina/o Migration: Local and National Challenges, University of Illinois, Urbana-Champaign, October 11th.

Invited Presentations/Lectures

2014 Panel discussion (author meets critics) of Eterna Violencia (Spanish publication of Enduring Violence), FLACSO-Guatemala, Ciudad de Guatemala, Guatemala. November 18th.

2014 “Immigration Laws and Immigrant Families.” OLLAS Lecture Series, Office of Latino/Latin American Studies, University of Nebraska, Omaha, November 11th.

2014 “The Transformative Effects of Immigration Law.” CLASS Workshop, Gould School of Law, University of Southern California, September 29th.

2014 “Tranformative Effects of Immigration Law on Families.” Department of Sociology, UCLA, April 6th.


2013 “Tranformative Effects of Immigration Law.” Center for Migration and Development, Princeton University, May 9th.


2012 “Criminalization of Immigrants: Effects on the ground.” Krost Symposium, Texas Lutheran University, October 4th.

2012 “Enduring Violence in Guatemala’s Women’s Lives.” Department of Sociology, Northern Arizona University, September 25th.

2012 “Hyper Awareness of the Law in Central American Immigrants’ Everyday Life.” Center for Race, Ethnicity and Politics, UCLA, April 18th.


2010 “El impacto de las leyes migratorias en la vida de centroamericanos en Estados Unidos: el caso de Phoenix, Arizona.” Seminario Permanente de Migración, Colegio de La Frontera Norte, Tijuana, BC, Mexico, April 9th.


2009 “Immigration and Legality.” Global Initiative Speaker Series, Northern Arizona University, March 4th.


2008 “Men’s Migration and the Women who Stay.” Department of Sociology’s Workshop on Economic Sociology and Center for Migration Studies, Princeton University, April 28th.

2008 “International Perspectives on Migration and the Family: Research from the United States.” Family Migration Pre-Conference Day, St. Mary’s University, Halifax, NS, Canada April 3rd.

2008 “Central American Immigrant Families and Contemporary Immigration Law: Redefinition, Reorganization or Breakdown?” Latino and Hispanic Caribbean Studies, Rutgers University Latin American Studies, and Center for Latino Arts & Culture, Rutgers University March 26th.


2007 “Immigration Policy and Family Reorganization: Experiences of Salvadoran and Guatemalan Immigrants.” Mason Migration Project/Department of Sociology, George Mason University, March 22nd.


2006 “Law Against the Family: Salvadoran and Guatemalan Immigrant Families and Immigration Law.” Department of Sociology, UCLA December 7th.

2006 “Religion and the Contexts of Exit and Reception in Immigrants’ Lives: Observations from Phoenix.” CORRUL/Department of Sociology, Rice University, November 10th.


2004 “Ties That Heal: Central American Immigrants’ Social Networks and Medical Treatments.” David Rockefeller Center for Latin American Studies, Harvard University, April 22nd.

2004 “Legality in Immigrants’ Lives: Observations from a Decade of Fieldwork.” Department of Sociology, Pomona College, March 2nd.

2003 “The ‘war’ on Undocumented Migrants: Criminalizing Immigrants through the Militarization of the USA-Mexico Border.” (with Sang Kil) NCOVR Conference, Center for the Study of Poverty, UCLA, November 6-8.


2003 “Immigrant Legality Reconsidered: Lessons from Guatemalans and Salvadorans in the U.S.” Center for Migration and Development, Department of Sociology, Princeton University, October 16th.

2002 “Gendered Networks: Central American Immigrants in California.” Department of Sociology, University of Southern California, October 17th.

2002 “The Ties that Heal: Guatemalan Immigrant Women’s Networks and Medical Treatment.” Department of Sociology, University of California, Berkeley, September 26th.

2000  “Central Americans in the United States.” Conference on Central American Migration, University of Maryland, College Park, October 20-22.
2000  “Salvadoran Immigrants in San Francisco.” Carleton College, April 10th.
1999  “Latina Immigrants and Their Work.” Coming to America: Asian and Latino/a Experiences in the 1990s Conference, Center for Mexican American Studies/Center for Immigration Research, University of Houston, April 15th.
1996  “Social Networks in Two Central American Communities.” Center for Mexican American Studies, University of Houston, March 26th.
1986  “Women’s Labor and Development in Central America.” Conference on Women in Agriculture, University of California, Davis, January.

Conference/paper Presentations (*denotes invited)
2014  “Social Networks Among Older Asian and Latino Immigrants in Phoenix.” (Cecilia Menjivar and Haruna Fukui) Thematic Session on Networks of Need in the Age of Economic and Social Precarity, American Sociological Association, San Francisco, CA, August 16-19.*
2013  “Contexts of Exit and Women’s Emigration.” Law, Asylum, and Sending Countries panel, Crossing Borders: Immigration and Gender in the Americas, Radcliffe Institute, Harvard University, April 25-26.*
2013  “Violence Against Immigrants: A Focus on Structures.” Undocunation Symposium, Center for Race & Gender, University of California, Berkeley, February 15.
<table>
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<tr>
<th>Year</th>
<th>Event Description</th>
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<tbody>
<tr>
<td></td>
<td>Studies Association meetings, San Francisco, CA, May 23-26.*</td>
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<td>State University, April 23rd.*</td>
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<td></td>
<td>Equity and Opportunity Research Symposium: Immigration Policy Shifts affecting Latino Children/Families,</td>
<td>Arizona State University, February</td>
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<td>and Development in Latin America, American Sociological Association meetings, Las Vegas, NV,</td>
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<td>August 20-23.*</td>
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<td>2011</td>
<td>“War and Peace: Enduring Social Effects of Protracted Conflicts in Southern Africa and Central</td>
<td>Washington, DC, April 1st</td>
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<td></td>
<td>America.” (Cecilia Menjívar and Victor Agadjanian) Thematic Session on Learning from Intractable</td>
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<td>Social Conflict, American Sociological Association meetings, Las Vegas, NV, August 20-23.*</td>
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<tr>
<td>2011</td>
<td>“Immigrant Latina Mothers as Targets of Legal Violence.” (Leisy Abrego and Cecilia Menjívar) Invited</td>
<td>American Sociological Association</td>
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<td>section on Treacherous Geographies of Borders, Gender, and Immigrant Communities in the Americas,</td>
<td>meetings, Las Vegas, NV, August</td>
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<td>American Sociological Association meetings, Las Vegas, NV, August 20-23.*</td>
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<tr>
<td>2011</td>
<td>Presentation/Discussion of Enduring Violence: Ladina Women’s Lives in Guatemala. Encuentro Mesoamericano</td>
<td>FLACSO, Guatemala City, Guatemala,</td>
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<td>Menjívar) Poster presented at the Population Association of America meetings, Washington, DC, April</td>
<td>Association of America meetings,</td>
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<td>1st.</td>
<td>Las Vegas, August 20-23.*</td>
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<td>and Strategies for Change,” Institute for Women’s Policy Research/Woodrow Wilson International Center,</td>
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<td>Washington, DC, March 25th.*</td>
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<td>Surveying Social Marginality Conference, University of Washington, Seattle, October 8th.*</td>
<td>Conference, University of</td>
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<td></td>
<td>“Liminal Legality and the Experiences of Transnational Children and their Families.” Thematic Session</td>
<td>Washington, Seattle, October</td>
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<td>on Children’s Citizenship Status and Experiences in a Globalizing World, American Sociological</td>
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<td>Association meetings, Atlanta, GA, August 14-17.*</td>
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<td>2010</td>
<td>“Enduring Violence: Ladina Women’s Lives in The Guatemalan Oriente.” Republics of Fear: Understanding</td>
<td>University of Texas, Austin,</td>
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<td>Undemic Violence in Latin America Today Conference, Lozano Long Center, University of Texas, Austin,</td>
<td>March 4-5.*</td>
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<td>2009</td>
<td>“Controlling Immigration or Legal Violence?: An Assessment from Phoenix, AZ.” Migration during an</td>
<td>Era of Restriction Conference,</td>
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<td>Era of Restriction Conference, University of Texas, Austin, November 4-6.*</td>
<td>University of Texas, Austin,</td>
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<td>on Rural Women in Mozambique.” (Victor Agadjanian, Cecilia Menjívar and Boaventura Cau) How Immigrants</td>
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<td>Impact their Homelands Conference, Boston University, September 25th.*</td>
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<td>Citizenship.” (Belinda Herrera and Cecilia Menjívar) Social Science Research on Immigration: The</td>
<td>Menjívar) Social Science Research</td>
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<td></td>
<td>Role of Transnational Migration, Communities and Policy, Arizona State University, September 10-11th*</td>
<td>on Immigration: The Role of</td>
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<td>“Defending Borders and the Brutalization of the US American Public.” (Sang Kil, Cecilia Menjívar, and</td>
<td>Transnational Migration,</td>
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<td>Roxanne Doty) American Sociological Association, San Francisco, CA, August 8-11.*</td>
<td>Communities and Policy, Arizona</td>
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<td>“Securing Borders: Patriotism, Vigilantism, and the Brutalization of the U.S. American Public.” (Sang</td>
<td>State University, September 10-11th*</td>
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<td>Kil, Cecilia Menjívar, and Roxanne Doty) Pacific Sociological Association, San Diego, CA, April 8-11*</td>
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<td></td>
<td>“Combining Computer Simulation and Ethnography in Studying Network Dynamics, Network Formation, and</td>
<td>Bruce Rogers and Cecilia</td>
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<td>Disintegration of Salvadoran Immigrants’ Networks.” (Bruce Rogers and Cecilia Menjívar) Mixing</td>
<td>Menjívar) Pacific Sociological</td>
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<td></td>
<td>Methods in Social Network Research International Conference, European Academy, Berlin, Germany,</td>
<td>Association, San Diego, CA, April</td>
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<td>January 30-31*</td>
<td>8-11*</td>
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<td></td>
<td>Parenthood and Children-Left-Behind Conference, International Peace Research Institute (PRIIO), Oslo,</td>
<td>Institute (PRIIO), Oslo,</td>
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</table>
2008 “Parents and Children across Borders: Legal Instability and Intergenerational Relations in Guatemalan and Salvadoran Families.” (Cecilia Menjívar and Leisy Abrego) American Sociological Association Meetings, Boston, August 1-4*


2008 “Residents’ Views toward Immigration and Social Transformation in the U.S. Southwest.” (Haruna Fukui and Cecilia Menjívar) International Migration Section Roundtables, American Sociological Association Meetings, Boston, August 1-4.


2007 “Women’s Lives and Violence in Eastern Guatemala.” Latin American Studies Association Meetings, Montreal, Canada, September*


2006 “Guatemalan women’s work and gender relations in Guatemala.” Research Committee 06, Family Research, Session 10: Families in developing countries. ISA World Congress of Sociology, Durban, South Africa, July.

2006 “Guatemalan and Salvadoran Immigrant Families and US Immigration Policy.” Research Committee 06, Family Research, Session 06: Various family forms. ISA World Congress of Sociology, Durban, South Africa, July.


2003 “Salvadorans and Guatemalans in the Context of Latin American Immigration.” Thematic Session on Culture, Migration and Diaspora, American Sociological Association, Atlanta, GA, August.*


2000 “We Want You Out...But it’s For Your Own Good’: New ‘Liberal Rhetoric and Immigrant Exclusion in America.” (With Sahee Kil). National Association for Ethnic Studies Meetings, Boston, MA, April.


1999 “The Other Side of the Story: Immigrants’ Images of Crime” (Cecilia Menjívar, Cindy Bejarano and Edwardo Portillos). Social Science History Association Meetings, Fort Worth, TX, November.


1994 “Family, Community and Immigration: Lessons From an In-depth Case Study.” American Sociological Association Meetings, Los Angeles, CA, August.


1993 “The Dynamics of Kinship-based Networks Among Immigrants: Implications for Ethnic Communities.”
American Sociological Association Meetings, Miami, FL, August.
1993 “La migración centroamericana a los Estados Unidos: el caso de los salvadoreños en San Francisco.”
South Eastern Council of Latin American Studies Meetings, Antigua, Guatemala, February.
1992 “Give me your poor, your huddled masses?: The Context of Reception of Salvadorans in the United States.”
Pacific Sociological Association Meetings, Oakland, CA, March.
1990 “Assessing a Framework for the Study of International Migrations.” Canadian Sociology and Anthropology Association Meetings, Victoria, B.C., Canada, May.*

Conference/invited panel discussant

2012 Thematic session, Gender and Immigration, Pacific Sociological Association Meetings, San Diego, CA, 22-25 March
2010 Thematic session, Spiritual and Religious Challenges to State Citizenship in the Age of Migration, American Sociological Association meetings, Atlanta, GA, August 14-17.
2010 Taller “Familias y Movilidades: Enfoques teóricos y perspectivas metodológicas”, Colegio de México, DF, México, June 11th
2009 Unaccompanied Migrant Children Workshop/Discussion, Radcliffe Institute, Harvard University, June 17-20.
2006  Session “Beyond Low Wage Labor Migration: Entrepreneurs, Professionals, & Managers.” American Sociological Association Meetings, Montreal, Canada, August
2006  Migration and the Arts in the United States Workshop, Princeton University, June 1-2.

Critic on Panels

Presentations at Arizona State University
2012  “Immigration and Arizona” Faculty Cross-talks, Office of Diversity, November 14.
2010  “Living in Legal Limbo in Phoenix, AZ.” School of Geographical Sciences and Urban Planning, ASU, September 24th.
1999  “Central American Immigrants in the United States.” First Conference on Central American Literatures and Culture, Arizona State University, April 8-10.

Courses Taught
Arizona State University:
Sociology/School of Social and Family Dynamics:
Graduate: Seminar in qualitative methods; immigration
Undergraduate: research methods; immigration.
Graduate/undergraduate course: Gender Violence
School of Justice and Social Inquiry:
Undergraduate: Research Methods; Gender and International Development; Immigration and Justice.
Graduate: Research Methods; Immigration and Justice; Migration, Immigration and Justice; Refugee Migrations and Justice.

Department of Sociology, University of California, Davis: 1989-1990 Instructor; 1/87-6/89 Teaching Assistant.
Department of Sociology, University of Southern California: 9/81-5/82 Teaching Assistant.

**Mentoring and Student Committees**

**Post-doctoral**
Leisy J. Abrego, Chicano Studies Department, UCLA. Ford Foundation Diversity Post-doctoral Fellowship, 2012-2013 (Mentor)

Silvia Dominguez, Sociology, Northeastern University. Ford Foundation Diversity Post-doctoral Fellowship, 2009-2010 (Mentor)

Sandra D. Simpkins, School of Social and Family Dynamics, Arizona State University. W.T. Grant Foundation Fellowship, 2007-2012 (Mentor/qualitative methods advisor)

**PhDs in Progress (Chair)**
Lilian Chavez Sociology, School of Social and Family Dynamics
Dulce Medina School of Social Transformation
Elizabeth (Lisa) Reber School of Social Transformation (co-chair)

**PhDs in Progress (Committee Member)**
Chara Price Family and Human Development, Sanford School, ASU
Aundrea Snitker Women & Gender Studies, ASU
Wan Yu School of Geographical Sciences, ASU

**PhDs Completed (Chair)**
Jennifer Arney Sociology, School of Social and Family Dynamics (Spring 2010)
*Assistant Professor, University of Houston, Clear Lake

Luis Fernandez School of Justice and Social Inquiry (Spring 2005)
*Associate Professor, Northern Arizona University (earlier, Grinnell College)

Haruna Fukui Sociology, School of Social and Family Dynamics (Fall 2014)
“Social Networks of Older Immigrants in Phoenix, Arizona.”

Belinda Herrera School of Justice and Social Inquiry (Spring 2009) (co-chair)
*Research Analyst, Arizona Supreme Court, Phoenix, Arizona

Sang Kil School of Justice and Social Inquiry (Fall 2006)
*Associate Professor, San Jose State University
Zeynep Kilic Sociology, School of Social and Family Dynamics (Fall 2006)  
*Assistant Professor, University of Alaska

Carole McKenna School of Justice and Social Inquiry (Fall 2008)  
*Instructor, Ferris State University

Carlos Posadas School of Justice and Social Inquiry (Spring 2007)  
Dissertation: “Women’s Translocal Networks and How they Organize Resettlement by Looking at Specific Spheres of their Lives.”  
*Associate Professor and Chair, New Mexico State University

Olivia Salcido School of Justice and Social Inquiry (Spring 2011)  
Dissertation: “Wolves” or “Blessing”: Victims'/Survivors’ Perspectives on the Criminal Justice System.  
*Tempe Preparatory Academy faculty

Tyler Wall School of Justice and Social Inquiry (Spring 2009) (co-chair)  
Dissertation: “War-Nation: Military and Moral Geographies of the Hoosier Homefront.”  
*Assistant Professor, Eastern Kentucky University

PhDs Completed (Committee Member)  
Melinda Alexander School of Geographical Sciences, ASU (Fall 2014)  

Randall Amster School of Justice Studies (Spring 2002)  

Cinthya Bejarano School of Justice Studies (Summer 2001)  

Naomi Bellot School of Justice and Social Inquiry (Spring 2009)  

Neslihan Cevik Sociology, School of Social and Family Dynamics (Summer 2010)  

Chantal Figueroa Department of Organizational Leadership, Policy, & Development (Summer 2014)  
“State of Terror, States of Mind: Gender, Mental Health and Systems of Care in Guatemala City.” (University of Minnesota)

Everardo Garduño Dept. of Anthropology (Fall 2005)  
“From Invented to Imagined and Invisible Communities: Mobility, Social Networks and Ethnicity among the Yumans of Baja California.”

Gail Gibbons School of Social Work (Fall 2006)  
Dissertation: “Twenty-five Years Later: A Comparative Study of the Socioeconomic Integration of Vietnamese Refugees in Arizona.”
Anneliese M Harper School of Human Communication (Spring 1996)
Dissertation: “The Impact of Immigration on Rural Guatemalan Women Ways of Speaking (Gossip)”

Khaleel Hussaini Sociology, School of Social and Family Dynamics (Spring 2008)
“Immigrant Adaptation Among Mexican Students in the Southwest: Understanding Differences Among Fifth Graders’ Consumption Norms of Alcohol, Cigarettes, and Marijuana.”

Atsuko Kawakami Sociology, School of Social and Family Dynamics (Spring 2012)
“Aging and Identity Among Japanese Immigrant Women.”

Heather Kuhn School of Public Health (Spring 2005) (Harvard University) (External Reader)
Dissertation: “Health Profile of Farm workers and Interface of Workers with Healthcare in Imperial County, California: A Qualitative Analysis.”

Brenda Ohta Sociology, School of Social and Family Dynamics Spring 2008
Dissertation: “Determinants of Care for Medicare Recipients at the End of Life: Utilization and Decision Making in the Acute Care Hospital.”

John Rosinbum Department of History, ASU (Spring 2014)
“A Crisis Transformed: Refugees, Activists and Government Officials in the United States and Canada during the Central American Refugee Crisis.”

Emily Skop Dept. of Geography (Spring 2002)

Andrea Vest Family and Human Development, Sanford School, ASU (Fall 2014)
Dissertation: “Latino Adolescents’ Organized Activities: Understanding the Role of Ethnicity and Culture in Shaping Participation.”

Paloma Elizabeth Villegas Dept. of Sociology and Equity Studies (University of Toronto) (Summer 2012)
Dissertation: “Assembling and (re)marking migrant illegalization: Mexican migrants with precarious status in Canada.”

Arely Zimmerman Department of Political Science, (Spring 2010) (UCLA)

Qualifying Examinations/Defenses only
Eugenio Arene Educational Policy Analysis, School of Education
Neel Bhattacharjee Dept. of Geography
Terna Gbasha School of Justice and Social Inquiry
Estye Fenton Department of Sociology and Anthropology (Northeastern University)
Mei Lei School of Public Affairs

MA. Theses Completed (Chair)
Cherie Espinoza School of Justice Studies (Fall 2000)

Dulce Medina Sociology, School of Social and Family Dynamics (Summer 2011)
Thesis: “Return Migration: Modes of Incorporation for Mixed Nativity Households in Mexico”

Emily Sawyer Sociology, School of Social and Family Dynamics (Spring 2009) (co-chair)
Thesis: “The Adoption of Biomedicine into Quechua Cosmology of Health and Illness: Treatment-Seeking Behavior in an Indigenous Ecuadorian Community.” (Co-Chair)

Cecilia Martinez-Vasquez School of Justice Studies (Summer 2005)
Thesis: “Identity Formation Among Salvadoran Youth of the 1.5 and Second Generation.”

**M.A. Theses Competed (Committee Member)**

John Abiel Benítez Dept. of Geography (Summer 2002)
Thesis: “The Hispanic Protestant Landscape in Mesa, AZ.”

Melissa Carpenter Dept. of English/Comparative Literature (Spring 2001)

Aurelia de La Rosa Aceves Sociology, School of Social and Family Dynamics (Spring 2011)
“Phoenix’s Place for the Homeless: Stories from the Maricopa County Human Services Campus.”

Mario Escobar Department of Spanish (Fall 2011)
“Globalización, violencia y solidaridad: prácticas discursivas eurocentroamericanas y chicanas.”

Miriam Hilin Department of Sociology (Spring 2005)
“Immigration Law and the Family Stability of Mexican Undocumented Immigrants.”

Juan Esteban Mejía Aguilar Estudios de Población, Colegio de la Frontera Norte, Mexico (Summer 2014)
“Migrantes Desaparecidos: Una Búsqueda Interminable.”

Robert Miller School of Architecture (Spring 1998)
Final Project: “Redesigning the INS Building to Accommodate the Social and Cultural Diversity of Immigrants.”

Paul Ara Nersessian Dept. of Religious Studies (Summer 2002)
Thesis: “Borderlands Scholarship.”

Reena Patel Global Technology and Development (ASU East) (Summer 2003)
Thesis: “The Re-Enforcement of Traditional Gender Roles in the Technology Sector: A Case Study of Female Engineers in India.”

Chara Price Family and Human Development, Social and Family Dynamics (Fall 2012)
“Sibling Behaviors and Mexican Origin Adolescents’ After-School Activity Participation.”

Emily Skop Dept. of Geography (Summer 1997)
Thesis: “Segmented Paths: The Geographic and Social Mobility of Mariel Cuban Exiles.”

**Honors Theses Completed (Director)**

Michelle Brady School of Justice Studies (Fall 2000)

Chrisanne Gultz School of Politics and Global Studies (Spring 2014)
“The Media Construction of Undocumented Immigration as a National Crisis”

Sean McKenzie Departments of Political Science & Spanish (Spring 2008)
“Formation of Perceptions of Migration Among Wives and Mothers Left Behind in Rural Honduras.”

Magdalena Valenzuela School of Justice Studies (Spring 2000)

Honors Theses Completed (Committee Member)
Anna Fairbanks Bethancourt Department of English (Spring 2011)
“Consolidating Migrant Identity in Arizona: Newcomers and a State’s Need for Social Empathy.”

Loredana Cuatro Nochez School of Languages and Linguistics, Griffith University, Australia (Summer 2007)
Thesis: “Salvadorian migrant: A case study to investigate their schooling experience, cultural identity and their language maintenance in (Queensland) Australia.”

Faylnn Glickstein School of Justice Studies (Spring 2004)
Honor’s thesis: “Killings of the Women in Juarez.”

Brenna Gromley Department of History (Spring 2008)

Lauren Kerchenko Department of History (Fall 2000)
Thesis: “From the Ukraine to the US: Immigrant Women and Assimilation.”

Haley McInnis Sociology (Spring 2013)
“The Role of Religious Organizations in Progressive Social Movements: Local Churches and Their Response to Senate Bill 1070.”

Michelle Speck Dept. of Anthropology (Spring 2001)
Thesis: “Mexican Immigrant Women.”

Other Undergraduate Mentoring
Lea Fordyce Obama Scholar Mentorship Program 2013-2014
William McDonald B.S. Research Apprenticeship, School of Politics & Global Studies, 2013
Mauro Whiteman B.S. Research Fellow, Center for the Study of Religion and Conflict, Fall 2012
Christy Garcia B.S. Research Apprenticeship, School of Social and Family Dynamics, Fall 2007
Vanessa Tucker B.S. Research Apprenticeship, School of Social and Family Dynamics, Fall 2007
Joshua Whistler B.S. Research Fellow, Center for the Study of Religion and Conflict, 2004-05
Olivia Reyes B.S. Research Fellow, Center for the Study of Religion and Conflict, 2004-05
Sonia Anaya B.S. Research Apprenticeship, School of Justice Studies, Fall 2003
Malea Chavez B.S. Research Apprenticeship, School of Justice Studies, Fall 1998

Panels, Boards and Related
Advisory council member, Immigrant Integration: Assessing and Improving the Collective Response of the Catholic Church in the United States Panel, Center for Migration Studies, New York, 2014-
Annie E. Casey Foundation. Participant, Consultative Session on Transnational Families, September 23rd, 2002
University Eduardo Mondlane, Maputo, Mozambique, Facultade de Letras, Advisor/Consultant, 1993 (Summer)
Joint Committee on International Migration, Refugee Resettlement, and International Cooperative Development, Sacramento, CA. Research Coordinator, 9/89-1/91
Casa de la Cultura, Ministry of Culture, Managua, Nicaragua Assistant Coordinator, 5/85-9/85.
Professional Service (*denotes elected)

**American Sociological Association**
2014-2015 Member, William J. Goode Book Award Committee, Family Section
2013-2014 Member, Lewis A. Coser Award Committee, Theory Section
2013-2014 Founders Award Selection Committee, Latino/a Section
2013 Vice-President elect*, Vice-President, 2015
Program Committee 2015 Meetings
2012-2013 Chair, Article Award Committee, International Migration Section
2010-2013 Member-at-large, ASA Council.*
   - Fund for the Advancement of the Discipline sub-committee
   - Minority Fellowship Program Advisory Board (Council Liaison)
2010-2011 Chair, Awards Committees and Chair, Career Award Committee, Latino/a Section
2010 Member, NSF/ASA Postdoctoral Fellowship Review Committee (also in 2012)
2009-2010 Member, Committee on Nominations, Family Section
2007-2008 Member, Awards Committee, Latino/a Section
2007-2009 Member, ASA Committee on Nominations*
2006-2008 Member, Program committee for the Annual Meetings (and sub-committee, author-meets-critics books/session selection).
2005-2006 Chair, Latina/o Section.* (Chair-elect, 2004-2005).
2003-2006 Council Member, International Migration Section.*
2002-2004 Member, Program committee for the Annual Meetings.

**Latin American Studies Association**
2009-2010 Diskin Distinguished Lecture and Diskin Dissertation Award Selection Committee member.
2009-2010 Co-chair, Migration and Latin American Diasporas Track, for 2010 meetings, Toronto, Canada
2004-2006 Council member, Section on Gender.*
2002-2003 Co-chair, Central American Section.*
2000-2002 Council member, Central American Section.*

**Pacific Sociological Association**
2012-2013 Member, Distinguished Scholarship Award committee
2004-2007 Member (elected). Committee on Committees, Southern Region.*

**Society for the Study of Social Problems**
2004-2005 Chair, Committee on Committees (one year replacement).
2004 Member, Program Committee for the Annual Meeting.
2002-2005 Member, Committee on Committees.*
2001-2002 Chair, Minority Fellowship Selection Committee.
2001 Site visit for Social Problems Editorial Office, Summer.
2000-2001 Chair-elect and Member. Minority Fellowship Selection Committee.
1998-1999 Member, Lee Founders Award Committee.

**Sociologists for Women in Society**
Member, Mainstream Team (media contact) 2009-
Editorial/Advisory Boards (Journals)
American Behavioral Scientist, 2009-
Journal of Latin American Studies, International advisory board member, 1/2014-
Latino Studies, 2001-
The Sociological Quarterly, 2008-
Studies in Social Justice, 2006-
TRACE (Travaux et Recherches dans les Amériques du Centre), CEMCA 9/2012-

Past
Migraciones Internacionales, 2001-2010
Perspectives on Global Development and Technology, 2001-2003

Editorial Boards (Encyclopedias, Series and Volumes)
Latina/o Sociology, New York University Press, 2013-

Past
Encyclopedia of Global Human Migration (Wiley-Blackwell), Associate Editor 2011-2013
School of Advanced Research Press (Santa Fe, NM), 2007-2010

Conference Panel Organizer/presider
2011 Workshop on “Illegality,” Co-organizer with Manuel Vasquez and Marc Favreau, Tides Foundation, San Francisco, March 10-11 (sponsored by the Ford Foundation)
2008 Presider, Session on International Migration American Sociological Association Meetings, Boston, August.
2006 Co-Organizer, Social and Political Capital among Latinos in Urban Areas, American Sociological Association, Montreal, Canada, August.
2004 Organizer and Presider, State Terror in Latin America I and II (two panels), Latin American Studies Association, Las Vegas, NV, October
2004 Organizer, Immigration and Religion Section, Sociology of Religion Section, American Sociological Association, San Francisco, CA, August.


2003 Organizer and Presider, Gender and Structural Change in Latin America. Latin American Studies Association, Dallas, TX, March.

2003 Organizer and Presider, Guatemalan Migration. Latin American Studies Association, Dallas, TX, March.


2002 Organizer and Presider, Regular Session, Intersections of Work, Class, Gender, and Ethnicity, American Sociological Association, Chicago, Ill, August.

2002 Organizer and Presider, Regular Session. Identity, Gender, and Ethnicity, American Sociological Association, Chicago, Ill, August.


2000 Organizer and Chair, Session “Central American Transnational Migration II: Guatemala-USA.” Latin American Studies Association Meetings, Miami, FL, March.


1999 Presider, Refereed Roundtable on Networks and Social Capital, Community and Urban Sociology Section, American Sociological Association Meetings, Chicago, IL, August.


1997 Table Presider, Refereed roundtable on Immigration and Social Networks, International Migration Section, American Sociological Association Meetings, Toronto, Canada. August.


1990 Presider, Section on Demography, Pacific Sociological Association Meetings, Spokane, WA. April.

1990 Presider, Section on Development, Pacific Sociological Association Meetings, Spokane, WA. April.

Other professional service
2006-2012 Expert/member, Working Group on Global Childhood and Migration

2006 Faculty participant, Fourth Annual Summer Institute on International Migration, Center for Comparative Immigration Studies, University of California, San Diego, June 19-23.

2002 “Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries.” National Endowment for the Arts Summer Institute for College and University Teachers, Arizona State University, June 17-July 19. (Institute faculty member.)

1999 Guest speaker, Professional Development Pro-seminar, School of Justice Studies, Arizona State University. February 26th. Dr. Marjorie Zatz.

1998 Co-Chair. Immigration and Human Rights Working Group, Inter-University Program for Latino Research. (IUPLR, based at the University of Texas, Austin.)

Roundtable presider, International Migration Section, ASA. (annual, regular participation)


Tenure and promotion reviews: University of Alaska, SUNY Albany, Amherst College, University of British Columbia, Bucknell University, UC Berkeley, UC Irvine, UCLA, UC Santa Cruz, Cornell University, CUNY, Dartmouth College, Drexel University, Florida International University, Fordham University, University of Illinois Urbana-Champaign, University of Illinois, Chicago, Iowa State University, Kansas State University, University of Massachusetts, Lowell, Michigan State University, Northeastern University, Pitzer College, Pomona College, Princeton University, Texas A&I, University of Toronto, University of South Florida, University of Southern California, University of Utah, Wellesley College.

Program review: Global and Sociocultural Studies, Florida International University (Graduate Program)

Service at Arizona State University

University
2014 Southwest Borderlands Initiative Selection Committee (member)
2013-2016 Member, University Graduate Council
2012-2014 Co-convener, working group on Immigration Theory, Institute for Humanities Research
2012-2014 Co-organizer, Working group on Latin American Studies, Institute for Humanities Research
2012-2014 Member, Executive Board, Faculty Women’s Association
2012-2014 Outstanding Doctoral Mentor Committee, Graduate College
2012-2013 Member, Executive Board, Comparative Border Studies Center, School of Transborder Studies
2011-2012 President, Chicano and Latino Faculty and Staff Association
2009 Member, Personnel Committee, Dept. of Transborder, Chicano/a, & Latino/a Studies (Fall)
2007-2010 Member, Campus Environment Team
2006-2008 Faculty Liaison, Chicano & Latino Faculty and Staff Association/Faculty Women’s Association.
2006 Member, Advisory Board, Center for Latin American Research (Fall)
2006 Faculty panel participant, Social Science Graduate Student Association, April 21st.
2006 Panel judge, Graduate Students in Life, Earth, and Social Sciences Association, Feb 17th.
2006 Member, Personnel Committee, Asian Pacific American Studies Program.
2003-2004 Mentor, Faculty Development Program
2004-2005 Member, Search Committee (for director) Center for Latin American Studies,
2003-2004 Member, Steering Committee, School of Global Studies
2003 Keynote speaker, Sociology Club kickoff celebration. Department of Sociology, Nov. 18th.
2003-2004 Member, Personnel Committee, Asian Pacific American Studies Program.
2001-2002 Member, Committee on the Status of Women.
2000 Member, Race and Ethnic Relations Doctoral Examination Committee, Department of Sociology.
1998-2001 Member, Executive Board, Committee on Law and the Social Sciences.
2000-2001 Member, Child and Family Services Advisory Board.
1999 Participant (and fund raising), First Conference on Central American Literature and Culture, April.
1999 Participant, “A Campus Climate for Diversity Summit.” (Part of “Preparing for the University of the Next Century.”) March 27th
1998-1999 Member, Search Committee, Department of Chicana/Chicano Studies.
1998-1999 Member, Search Committee, Department of Religious Studies.

College of Letters, Arts and Sciences
2013-2014 Member, Committee on Committees (elected)
2012 (Spring semester) Search Committee member (for Social Science Dean)
2010-2011 Member, Dean’s Advisory Council

College of Public Programs
2001-2002 College of Public Programs Internal Grants Committee.

School of Social and Family Dynamics (2005-present)
2012- Associate Director
2007-2009: 2010-2012 Director, Graduate Studies (Sociology)
2006-2007 Graduate Committee (member).

School of Justice Studies (1996-2005)
Chair: Personnel Committee; Computer and Colloquium Committee

Member (multiple years): Policy Work Group, Graduate Committee, Personnel Committee, John P. Frank Lecture Committee, Graduate Committee, Computer Committee, Recruitment Committee
Community Service and Public Presentations

2014  “Conversación sobre migración.” Centro Laboral, South Omaha, November 10th.

2008, 2009 Committee member, II Feria de la Pupusa, Unidos en Arizona/Comité Salvadoreño, Nov.
2007  Presentation to Wilson Elementary School students, Faculty Ambassadors Program, Nov 16th.
2000  Organizer and Chair. Feria Informativa de Servicios Sociales (Social Services Informational Fair for Latino immigrants in the area), ASU Downtown Center. July 15th.
2000  Immigrants and Laborers. Presentation to the City of Mesa, Arizona Neighborhood Committee. May 25th.

8/90-12/93 Northern California Legal Services, Sacramento, CA. Legal Assistance and Refugee Project, Assistant/Translator (Volunteer)
5/91- 8/92 Dixon Family Planning Services, Dixon, CA (Research Consultant)

Expert witness (pro bono) in several political asylum and domestic violence cases, and deportation hearings of Central American immigrants in Los Angeles, Phoenix, Chicago, North Carolina, Texas and Virginia.

Numerous local, regional, national and international media (radio, television and newspapers) interviews (in English and Spanish).

Memberships
American Sociological Association
Latin American Studies Association
Sociologists for Women in Society
Eastern Sociological Society
Pacific Sociological Association
Society for the Study of Social Problems
Citizenship and Immigration Network, Law and Society Association
Red Internacional de Migración y Desarrollo
Association for the Sociology of Religion

Languages
Fluent in Spanish and Portuguese.
Fair knowledge of French and Italian.

References:
Furnished upon request
Cindy Faith Miller  
Arizona State University  
School of Social and Family Dynamics  
P.O. Box 873701  
Tempe, AZ 85287-3701  
Email: cindy.f.miller@asu.edu

**EDUCATION**

2008  **Ph.D.**  New York University  
Major: School Psychology  
Specialty Sequence: Research and Statistics  
Dissertation: *The Influence of Gender Stereotypes on Children’s Performance: A Developmental Exploration of Mechanisms and Vulnerability Factors*, (Chair: Diane N. Ruble, Committee Members: Iris Fodor and Joshua Aronson)

2002  **M.A.**  New York University  
Major: Educational Psychology/School Psychological Services

1998  **M.A.**  Arcadia University  
Major: Counseling Psychology (with Distinction)  

1995  **B.A.**  Pennsylvania State University  
Major: Psychology

**LICENSES /CERTIFICATIONS**

2014 Licensed Psychologist (AZ; License # 4477)

2013 Nationally Certified School Psychologist (NCSP; Certification # 43085)

**CURRENT EMPLOYMENT**

1/09 to present  **Assistant Research Professor**  
The Sanford Harmony Program  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University
RESEARCH EXPERIENCE

1/06 to 1/09  **Applied Researcher**  
Devereux Foundation, Day School, Supervisor: Amy Brosof, Ph.D.  
Projects: examined the effectiveness of positive behavior support programs with students enrolled in an emotional/behavioral support school

9/99 to 8/05 **Research Assistant**  
New York University, Advisor: Diane N. Ruble, Ph.D.  
Projects: assisted with the design and implementation of research examining gender development in children

9/97 to 7/99 **Research Assistant**  
Temple University, Supervisor: Lauren B. Alloy, Ph.D.  
Project: assisted with the design and implementation of a longitudinal study on the psychosocial aspects in the course of Bipolar Disorders

6/97 to 8/97 **Volunteer Research Assistant**  
Temple University, Infant Lab  
Supervisors: Kathy Hirsh-Pasek, Ph.D. and Nora Newcombe, Ph.D.  
Project: assisted with research concerning spatial memory and language development in infants and toddlers

9/94 to 5/95 **Independent Study**  
Pennsylvania State University, Supervisor: Keith Nelson, Ph.D.  
Project: assisted with program development for a study designed to assess children’s cognitive acquisition and artistic ability

PEER-REVIEWED PUBLICATIONS


**BOOK CHAPTERS**


**ENCYCLOPEDIA ENTRIES**


**MANUSCRIPTS IN PREPARATION**

Field, R. D., Miller, C. F., Kochel, K. P., Updegraff, K. A., Martin, C. L. The interaction of expectations and efficacy in predicting frequency of other-gender interactions.

Miller, C. F., & Ruble, D. N. The conditional effects of gender stereotypes on children’s performance: Developmental trends and vulnerability factors.

PRESENTATIONS


**CURRICULUM DEVELOPMENT**


**TEACHING EXPERIENCE**

**Courses Taught**

**1/14 to present**  
**Instructor**, Social Statistics I (undergraduate level)  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University

**9/11 to 12/13**  
**Co-Instructor**, The Lives of Girls and Boys: Initiatives on Gender Development and Relationships (undergraduate level)  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University

**8/09 to 12/09**  
**Co-Instructor**, Human Development (honors undergraduate level)  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University

**4/09 to 7/09**  
**Course Development**, Gender, Peers, and Schools (undergraduate level, online course), co-designed and prepared course materials  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University

**1/07 to 5/07**  
**Adjunct Instructor**, Child and Adolescent Counseling: Clinical and School Applications (master’s level)  
Department of Psychology, Arcadia University

**9/06 to 12/06**  
**Adjunct Instructor**, Counseling Practicum (master’s level)  
School of Arts and Sciences, Holy Family University

**9/04 to 5/05**  
**Teaching Assistant**, Advanced Practicum in School Psychology (doctoral level)  
Department of Applied Psychology, New York University

**1/04 to 5/04; 9/02 to 12/02**  
**Teaching Assistant**, Personality Theories (undergraduate level)  
Department of Psychology, New York University
9/01 to 12/01  
**Adjunct Instructor**, Educational Statistics II (doctoral level)  
Department of Humanities and Social Sciences,  
New York University

9/00 to 12/00  
**Adjunct Instructor**, Basic Statistics I (undergraduate level)  
Department of Humanities and Social Sciences,  
New York University

**Guest Lectures**

11/2014  
*The Sanford Harmony Program*. Presented in an undergraduate-level  
Men and Masculinity Course at ASU (SOC 363) taught by Stephen Kulis.

10/2013; 3/2010  
*The Sanford Harmony Program*. Presented in a graduate-level  
Gender Development Course at ASU (CDE 610) taught by Carol L. Martin.

10/2008  
*Special Education: The role of psychologists*. Presented at the  
2008-2009 Devereux Pre-doctoral Intern Seminar Series, Institute of Clinical Training and Research, Villanova, PA.

1/2006  
*Social Skills Interventions*. Presented at the 2005-2006 Professional Psychology Traineeship Seminar Series, Institute of Clinical Training and Research, Villanova, PA.

11/2005  
*Conduct Disorder: Clinical Presentation and Treatment Methodologies*. Presented at the 2005-2006 Professional Psychology Traineeship Seminar Series, Institute of Clinical Training and Research, Villanova, PA.

**Graduate Student Committees**

**Comprehensive Examination Committees**

2013  
Ryan Field  
*A developmental perspective on the transition to mixed-gender groups: Exploring the role of early peer experiences, individual characteristics, and contextual factors*

**Master’s Thesis Committees (proposal)**

2014  
Shawna Petersen  
*How gender typicality moderates the relationship between preadolescents’ empathy and acceptance by peers*
SUPERVISORY EXPERIENCE

1/09 to present  
**Research Supervisor**  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University  
*Responsibilities:* supervise staff and doctoral/bachelor’s level research assistants on tasks related to the Sanford Harmony Program

9/06 to 1/09  
**Research Supervisor**  
Devereux Day School, Devereux Foundation  
*Responsibilities:* supervised doctoral and bachelor’s level applied research projects; primary supervisor for 2008 Savin Scholar doctoral intern recipient

9/05 to 1/09  
**Clinical Supervisor**  
Devereux Day School, Devereux Foundation  
*Responsibilities:* supervised APA doctoral interns and bachelor’s level clinical psychology students in crisis intervention, assessment, consultation, and individual/group therapy

9/01 to 9/05  
**Research Assistant Supervisor**  
Department of Psychology, New York University  
*Responsibilities:* assisted with the supervision of undergraduate research assistants at NYU’s gender development laboratory

SUPERVISED CLINICAL EXPERIENCE

9/06 to 1/09  
**Certified School Psychologist**  
**Lead Clinician (8/08-1/09)**  
**Clinical Postdoctoral Position (1/08-1/09)**  
Day School, Devereux Foundation, Downingtown, Pennsylvania  
*Responsibilities:* conducted weekly individual therapy with children/adolescents enrolled in an emotional and behavioral support educational program; administered psychological, academic, and behavioral evaluations; conducted weekly intake assessments; consulted with multidisciplinary team, parents, and outside service providers; co-facilitated social skills classes each week; provided as-needed counseling and crisis interventions with students; conducted staff trainings on positive behavior support programs; provided clinical and research supervision to pre-doctoral interns
9/05 to 8/06  
**Clinical Psychology Internship, APA Accredited Program**  
Devereux Foundation, Villanova, Pennsylvania  
*Responsibilities*: conducted individual therapy with children/adolescents enrolled in a special education program; administered evaluations; consulted with teachers/parents; conducted social skills classes; implemented an anti-violence prevention program; supervised psychology trainee; provided as-needed crisis interventions; attended training seminars; completed summer rotation at an inpatient hospital for children/adolescents.

9/04 to 8/05  
**Outpatient Psychology Externship**  
Child Development Center, Jewish Board of Family and Children's Services, New York, New York.  
*Responsibilities*: conducted weekly outpatient individual therapy with children and adults; administered psychological, psychoeducational, and neuropsychological evaluations.

9/03 to 8/04  
**Early Childhood Externship Program**  
Child Development Center, Jewish Board of Family and Children's Services, New York, New York  
*Responsibilities*: conducted twice weekly play therapy with preschoolers enrolled in a therapeutic nursery program; administered psychological, psychoeducational, and neuropsychological evaluations; consulted weekly with a multidisciplinary team; participated in psychotherapy, testing, and consultation seminars; attended and presented at case conferences.

7/03 to 7/04  
**Outpatient Psychology Externship**  
Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York  
*Responsibilities*: conducted weekly individual therapy sessions with children and adults.

9/02 to 6/03  
**Child, Adolescent, and Family Advanced Externship/ Multicultural Track**  
Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York  
*Responsibilities*: conducted weekly therapy sessions with children and families; employed supervised family therapy and family-based evaluations in front of a one-way mirror; led a weekly process group for first year doctoral externs; participated and presented in multicultural and family therapy seminars.
9/01 to 8/02  **Child, Adolescent, and Family Externship/Multicultural Track**  
Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York  
*Responsibilities*: conducted weekly individual therapy sessions with children and families; employed supervised family therapy and family-based evaluations in front of a one-way mirror; administered psychological and psychoeducational evaluations; completed weekly intake assessments; participated and presented at multicultural and family therapy seminars and case conferences.

9/00 to 6/01  **School Psychology Consultation Externship**  
Walt Whitman Middle School (I.S. 246), Brooklyn, New York  
*Responsibilities*: established consultative relationships with teachers and staff; provided weekly individual counseling sessions with students; conducted a weekly social skills group; implemented a conflict resolution program with a 7th grade special education class; developed and implemented behavioral intervention strategies with individual students; observed and assisted with parent consultation meetings; participated in Pupil Personnel Meetings; completed and wrote up classroom observations.

9/99 to 6/00  **School Psychology Externship**  
Little Red School House, New York, New York  
*Responsibilities*: conducted individual play therapy with elementary school students; designed and implemented a group social skills assessment and intervention; developed and utilized a cognitive-behavioral social anxiety intervention; observed and assisted with parent and teacher consultation meetings; participated in Learning Support Meetings; completed classroom observations.

9/97 to 5/98  **Counseling Psychology Practicum**  
Lenape Valley Foundation, Doylestown, PA  
*Responsibilities*: conducted individual and family outpatient therapy with children, adolescents, and adults; participated in weekly seminars.

**ADDITIONAL CLINICAL EXPERIENCE**

10/96 to 9/97  **Staff Counselor**  
Crestwood Residential Treatment/Woods Services, Langhorne, PA  
*Responsibilities*: implemented behavior management program for children/adolescents with emotional and behavioral difficulties.
9/95 to 9/96  **Life Skills Trainer**  
Beechwood Center of NJ/Woods Services, Merchantville, NJ  
*Responsibilities:* developed and implemented structured day program for adults with brain injuries

6/95 to 9/95  **Client Care Worker**  
Beechwood Center of NJ/Woods Services, Merchantville, NJ  
*Responsibilities:* assisted adults with brain injuries in activities of daily living

**UNIVERSITY SERVICE**

2010-2011  **Alumni Volunteer Career Mentor**  
Arcadia University

2009-2010  **Sanford Fellow Liaison**  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University

2006-2008  **Predoctoral Psychology Intern Selection Committee Member**  
Devereux Day School, Devereux Foundation (APA Accredited)

2004-2005  **Doctoral Student Selection Committee Member, Graduate Student Representative**  
School Psychology Programs, New York University

2004  **APA Accreditation Report Committee Member**  
School Psychology Ph.D. Program, New York University

**PROFESSIONAL SERVICE**

**Ad Hoc Reviewer**
The Journal of Early Adolescence (starting 4/2009)  
Child Development (starting 2/2010)  
Sex Roles (starting 10/2010)  
Psychological Science (starting 11/2011)  
Social Development (starting 04/2012)  
Parenting: Science and Practice (starting 09/2013)  
Developmental Science (starting 08/2014)

**Book Reviewer**  (Delusions of Gender)  
Provided feedback to Cordelia Fine on selected chapters in her book (7/2009)
**Program Reviewer**
Society for Research in Child Development 2015 Biennial Meeting (Panel 18: Social, Emotional, Personality)

Society for Research in Child Development 2013 Biennial Meeting (Panel 28: Gender and Development)

**PROFESSIONAL AFFILIATIONS**

American Psychological Association, since 1999  
National Association of School Psychologists, since 1999  
Society for Research in Child Development, since 2002  
Society for Prevention Research, since 2010

**HONOR SOCIETIES**

PSI CHI National Honor Society  
Alpha Epsilon Lambda Graduate Honor Society  
Pi Lambda Theta International Honor Society and Professional Association in Education
Amy Lynn Reesing

Address:
T. Denny Sanford School of Social and Family Dynamics
Family and Human Development
Arizona State University
P.O. Box 873701
Tempe, AZ 85287-3701
Phone: 480-965-1810
Fax: 480-965-6779
E-mail: Amy.Reesing@asu.edu

EDUCATION

Ph.D. May 2003 Family Studies and Human Development
The University of Arizona, Tucson, Arizona
Dissertation: Relationship Commitment and its Association with Relationship Maintenance: An Application of the Commitment Framework
Advisor: Dr. Rodney M. Cate

M.S. Dec 2000 Family Studies and Human Development
The University of Arizona, Tucson, Arizona
Master’s Thesis: Does Shared Meaning Influence Premarital Relationships?
Advisor: Dr. Rodney M. Cate

B.A. Dec 1996 Psychology, Summa Cum Laude, Honors in Psychology
Minor: Family Studies
The University of Arizona, Tucson, Arizona
Honors Thesis: Will I Still Love You Tomorrow?: Predictors of Relationship Commitment
Advisor: Dr. Bonnie L. Barber

EMPLOYMENT AND PROFESSIONAL EXPERIENCE

Fall 2008- Present Coordinator for Online Programming, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Fall 2007- Present Lecturer, T. Denny Sanford School of Social and Family Dynamics, Arizona State University

Fall 2004- Summer 2007 Postdoctoral Research Associate, Understanding School Success, Arizona State University

Fall 2003- Summer 2007 Faculty Associate, School of Social and Family Dynamics, Arizona State University
TEACHING EXPERIENCE

COURSES TAUGHT

Arizona State University – T. Denny Sanford School of Social & Family Dynamics (Fall 2003 – Present)
- CDE 232: Human Development (ASU Online Course, iCourse, and Face-to-Face Course)
- FAS 301: Introduction to Parenting (ASU Online Course, iCourse, and Face-to-Face Course)
- FAS 331: Marriage and Family Relationships (Face-to-Face Course)
- FAS 370: Family, Ethnic, and Cultural Diversity (Face-to-Face Course)
- FAS 498: Conflict Resolution (iCourse)
- FAS 499: Individualized Instruction (Face-to-Face Course)
- FAS 580: Online Teaching Seminar (Face-to-Face Course)

The University of Arizona – Family Studies & Human Development (Summer 1999-Summer 2007)
- FSHD 337: Dynamics of Family Relations (Face-to-Face Course, and Correspondence Course)
- FSHD 450: Human Sexuality and Relations (Face-to-Face Course)

Responsibilities include designing courses appropriate to the method of delivery; developing course syllabi and detailed course objectives; selecting texts, readings, and illustrative videos; setting up course websites; preparing and presenting lectures; facilitating class discussions and activities; creating and evaluating exams, papers and assignments; holding office hours; corresponding with students via email/mail/telephone; maintaining class records.

TEACHING ASSISTANT EXPERIENCE

Fall 2000                      Teaching Assistant
Lifespan Human Development and Relations-FSHD 117
Family Studies & Human Development
The University of Arizona; Instructor: Dr. David Almeida

Spring 1998, 2000          Teaching Assistant
Development of Close Relationships-FSHD 137
Family Studies & Human Development
The University of Arizona; Instructor: Dr. Rodney Cate

ACADEMIC HONORS AND AWARDS

2012 – Present       Barrett Honors Faculty, Arizona State University
2010                      Nominee for Centennial Professorship Award, Arizona State University
2009                      Nominee for Last Lecture Series, Arizona State University
1999, 2001              Graduate College Fellowship, The University of Arizona
1999                      Jean M. Stewart Memorial Scholarship, The University of Arizona
1997 – 2003            Ruth R. Cowden Scholarship, The University of Arizona
1997                      Family Studies Tuition Waiver Award, The University of Arizona
1996                      Summa Cum Laude, The University of Arizona
1995                      Phi Beta Kappa, The University of Arizona
1992 – 1996            Regent’s Academic Merit Scholarship, The University of Arizona
PROFESSIONAL SERVICE

2008-present Coordinator for Online Programming, The Sanford School, ASU
2008-present Undergraduate Studies Committee, The Sanford School, ASU
2011, 2014 Search Committee: ASU Online &/or Face-to-Face Lecturers, The Sanford School, ASU
2010, 2014 Search Committee: Academic Success Specialist (Chair in 2010), The Sanford School, ASU
2010 Search Committee: ASU Online Graders, SSFD, ASU
2009-2010 Search Committee: Instructor Position, SSFD, ASU
2007 Catalog Coordinator, School of Social and Family Dynamics (SSFD), ASU
2004 Organized International Association for Relationship Research Conference Book Exhibit
2001-2008 New Scholar Reviewer for the journal of Personal Relationships
2002 Graduate Studies Committee, Family Studies & Human Development, UofA
2001 Graduate Student/Faculty Liaison, Family Studies & Human Development, UofA
2000 Graduate Student Council President, Family Studies & Human Development, UofA
1999 Graduate Student Council Vice-President, Family Studies & Human Development, UofA
1998 Graduate Student Council Treasurer, Family Studies & Human Development, UofA

PROFESSIONAL AFFILIATIONS

1997-present International Association for Relationship Research (IARR)
1997-2009 National Council on Family Relations (NCFR)

RELATIONSHIP EDUCATION AND ASSESSMENT PROGRAM TRAINING

PREP (The Prevention and Relationship Enhancement Program)
PREPARE/ENRICH (Pre-Marriage Preparation Program/Strengthening Marriages Program)

COMMUNITY SERVICE

2011-Present Tempe Salvation Army, Organize and Participate in Food Drives 2-3 times per year
2010 Habitat for Humanity volunteer for a day, School of Social and Family Dynamics, ASU
2001-2002 Training Committee, Junior League of Tucson, Arizona

MISCELLANEOUS PROFESSIONAL TRAINING & EXPERIENCE

Proficient in Blackboard and Learning Studio Learning Management Systems

Teaching Professional Development

Fall 2013 Boot Camp for Teaching Online: 2 week online workshop (Learning Studio)
Fall 2013 Generation Me in the Classroom-Teaching Today’s Young Adults
Fall 2013 Creating an Attitude of Gratitude in Children
Summer 2013 How to Engage Students with Online Lectures: 1 week (Learning Studio-VoiceThread)
Summer 2013 Respondus Monitor Instructor Training (Blackboard tool)
Summer 2013 Making Horses Thirsty – Increasing Motivation to Learn
Summer 2013 Ten Traits of Highly Effective Instructors
Fall 2012 Screen-time and Early Brain Development Webinar
Summer 2012 Strategies for Managing High Enrollment Online Courses: 1 week online workshop
Summer 2012 Gradebook Workshop (Learning Studio)
1993-1994 Tutor, Strategic Alternative Learning Techniques (SALT), The University of Arizona
RESEARCH EXPERIENCE

Fall 2004 – Summer 2007 Postdoctoral Research Associate, Arizona State University, Tempe, Arizona
Understanding School Success

Responsibilities included planning and organizing all aspects of participant tracking and follow-up lab visits including supervising a team of graduate and undergraduates research assistants.

Principal Investigators: Dr. Carol Martin, Dr. Richard Fabes, and Dr. Laura Hanish

Partnerships for After-School Success

Responsibilities included reviewing and synthesizing the literature on after-school programs particularly those with a youth development focus; creating a report and deliverables (tool kits) regarding community-based organizations’ roles in after-school programs.

Principal Investigator: Dr. Lynne Borden

Dating & Marital Relationship Commitment and Maintenance Project

Responsibilities included designing project; securing funding & irb approval; constructing questionnaire; recruiting couples for participation; collecting and entering data; analyzing data; writing up and presenting data.

Parenting and Children’s Emotions Project (PACE)

Responsibilities included conducting analyses; data management and entry of longitudinal database; assisting with the writing of grant reports; supervision of (under)graduate research assistants; data collection; creating observational coding systems; coding observational family data; assisting in creating/utilizing coding systems for semi-structured interviews.

Principal Investigators: Dr. Donna Hendrickson Christensen, Dr. Wendy Gamble, and Dr. Angela Taylor

Daily Patterns of Sexual Desire in Marital and Dating Relationships

Responsibilities included recruiting and signing up study participants; facilitating daily data collection using the internet; data management; conducting HLM analyses; training, supervising and mentoring undergraduate and graduate students; collaboratively contributing to manuscripts and conference presentations; assisting with irb paperwork; gathering measures; and library research.

Principal Investigators: Dr. Carl Ridley, Dr. Rodney M. Cate
RESEARCH EXPERIENCE (continued)

Spring 1999 – Fall 2001  Co-Principal Investigator, The University of Arizona, Tucson, Arizona.  
Investigation of Friendship after Break-Up of Romantic Relationships
Collaboratively created project; constructed questionnaire; secured irb approval; recruited participants; collected and entered data; analyzed data; wrote up and presented data.

Principal Investigators: Amy L. Busboom (Reesing), Dawn M. Collins, Michelle D. Givertz, and Lauren A. Levin

Couple Dynamics and Glycemic Control in Diabetes
Responsible for conducting daily telephone interviews with couples, setting up longitudinal database, training and supervising undergraduate research assistants in data entry.

Principal Investigator: Dr. Rodney M. Cate

Fall 2000  Co-Principal Investigator, The University of Arizona, Tucson, Arizona.
Investigation of Alcohol Use among Undergraduate Women and its Role in Romantic Relationship Development and Termination
Collaboratively created project; secured irb approval; recruited participants; conducted focus groups; analyzed data using qualitative research techniques; wrote up and presented data.

Principal Investigators: Amy L. Busboom (Reesing), Christine Lee, Karen Hoffman Tepper, and Heidi Pacuilla

Love and Trust Study
Responsibilities included data analysis, writing manuscripts, and conference presentation preparation.

Principal Investigator: Dr. Rodney M. Cate

Michigan Study of Adolescent Life Transitions (MSALT)
Responsibilities included data collection, coding, management, cleaning, and analysis; participant tracking; telephone interviews; supervision of undergraduate and graduate research assistants; assistance in grant writing; and conference presentation preparation.

Principal Investigator: Dr. Bonnie L. Barber
RESEARCH FUNDING

2002 Family Studies & Human Development Dissertation Grant, The University of Arizona
1998, 2002 Ruth R. Cowden Summer Research Grant, The University of Arizona

PUBLICATIONS


NATIONAL & INTERNATIONAL CONFERENCE PRESENTATIONS


NATIONAL & INTERNATIONAL CONFERENCE PRESENTATIONS (continued)


Stone, M. R., Barber, B. L., Meschke, L., **Busboom (Reesing), A. L.,** & Eccles, J. S. (2000). *Commitment, partnership satisfaction, changes in commitment status and patterns of alcohol use over time.* Poster presented at the annual meeting of the National Council on Family Relations, Minneapolis, Minnesota.


Name: Ann C. Schulte

Education
Ph.D., Educational Psychology (School Psychology), University of Texas at Austin (APA accredited training in school psychology), 1983
B.A., Experimental Psychology, University of California at Santa Barbara, with highest honors, 1977

Internship & Licensure
Predoctoral internship training in school psychology (8/81 through 6/82) in the Del Valle Independent School District, Del Valle, TX
Licensed Psychologist, State of North Carolina (#1117), Certified Health Service Provider Psychologist (HSP-P)

Primary Professional Appointments
Research Professor, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2013-
Professor Emerita, Department of Psychology, North Carolina State University, 2013-
Research Professor, Learning Sciences Institute, Arizona State University, 2012-2013
Professor, Department of Psychology, North Carolina State University, 2004-2013
School Psychology Program Director, School Psychology Program, North Carolina State University, 2007-2011
Associate Professor, Department of Psychology, North Carolina State University, 1994-2004
Clinical Assistant Professor, Attention Deficit Disorders Program, Medical Psychology, Department of Psychiatry, Duke University Medical Center, 1994-1997
Associate Professor, School of Education, University of North Carolina at Chapel Hill, 1990-1994
Investigator, Frank Porter Graham Institute of Child Development, University of North Carolina at Chapel Hill, 1987-1994
Assistant Professor, School of Education, University of North Carolina at Chapel Hill, 1983-1990
Research Associate, Psychometrics Inc., Santa Monica, CA. 1982-1983

Editorial Responsibilities
Editorial Board Member, School Mental Health, 2013-
Editorial Board Member, Learning Disabilities: Research & Practice, 1998-
Consulting Associate Editor, School Psychology Review, 2011-
Editorial Board Member, School Psychology Review, 1989 - 2011
Associate Editor, School Psychology Quarterly, 2003-2005
Editorial Board Member, School Psychology Quarterly, 2005-2007

Selected Publications


Selected Presentations


Schulte, A. C. (2010, June). Assessing growth for students with disabilities on large scale assessments. In J. E. Ysseldyke (Chair), *Applications of growth models to making decisions about states, schools, programs, and students*. Symposium conducted at the annual National Conference on Student Assessment, Detroit, MI.


American Psychological Association (APA) Conference, Honolulu, HI.
Schulte, A. C., & Erchul, W. P. (2014, September). Achievement growth by students with and without disabilities. Research presentation given to faculty associated with the Learning Sciences Institute Australia, Australian Catholic University, Brisbane, Australia.

Grants
All together now: Aligning school psychology training and practice with the needs of students with disabilities in the general education curriculum. U.S. Department of Education, $683,177 (Co-Principal Investigator, 2001-2005).
National Center on Assessment and Accountability for Special Education (NCAASE), U.S. Department of Education, $11,677,134 (Co-Principal Investigator, 2011-2016).
Eleanor K. Seaton, Ph.D.
Curriculum Vita

CONTACT INFORMATION
T. Denny Sanford School of Social and Family Dynamics
Arizona State University
P.O. Box 873701
Tempe, AZ 85287-3701
Phone: (480) 727-4359
Fax: (480) 965-6779
Email: Eleanor.Seaton@asu.edu
Website: www.reylab.com

ACADEMIC DEGREES
PhD Temple University Developmental Psychology 2003
MA Columbia University Social-Organizational Psychology 1997
BS University of Illinois Psychology 1995

POSITIONS
Associate Professor, The T. Denny Sanford School of Social and Family Dynamics, College of Liberal Arts & Sciences, Arizona State University 2014 - Present
Assistant Professor, The Department of Psychology, College of Liberal Arts & Sciences, The University of North Carolina at Chapel Hill 2008 - 2014

RESEARCH
ARTICLES IN REFEREED JOURNALS


1 Graduate student or postdoctoral names are in italics


**EDITED BOOK CHAPTERS**


**MANUSCRIPTS UNDER REVIEW/REVISIONS AT REFEREED JOURNALS**

**Seaton, E.K., Tynes, B.M., & Lozada, F.T.** (Invited resubmission). The longitudinal relation of peer, adult and online racial discrimination among African American and Latino youth. *Child Development*


**MANUSCRIPTS IN PREPARATION**

Witherspoon, D., **Seaton, E.K. & Rivas-Drake, D.** (Invited manuscript). Neighborhood disadvantage and perceived racial discrimination from adolescence to young adulthood among African Americans. *Child Development Special Section on Equity and Justice*


PRESENTATIONS
INVITED PRESENTATIONS


1. **Seaton, E.K.** (2006). *Black Youth’s Perspective on Discriminatory Incidents.* Invited Speaker at the Institute for Social Research at the University of Michigan (February 13).

REFEREED CHAIRED SESSIONS AT NATIONAL AND INTERNATIONAL CONFERENCES


REFEREED PAPERS PRESENTED AT NATIONAL/INTERNATIONAL CONFERENCES


**ALL SPONSORED RESEARCH ACTIVITY**

**EXTERNALLY FUNDED RESEARCH**


**INTERNALLY FUNDED RESEARCH**


3. Seaton, E.K. (Co-PI) and Tyson, K. *Racial Discrimination among Black Youth.* Arts and Sciences Grants for Interdisciplinary Initiatives at the University of North Carolina at Chapel Hill ($10,000), Juy 2012 – June 2013.


**OTHER EXTERNAL RESEARCH GRANT ACTIVITY**


**TEACHING EXPERIENCE**

**COURSES TAUGHT**

8. The Study of Adolescent Issues and Development  Fall 2011, Fall 2012, Fall 2013, Spring 2014


6. Issues in Racial Discrimination and Racial Identity that Affect Minority Youth’s Development  Fall 2012, Spring 2011

5. Adolescence in Global Perspective: From Biology to Culture  Spring 2010

4. Research Issues in Racial Discrimination  Spring 2006

3. Inferential Statistics  Fall 2000, Spring 2001

2. Developmental Research Methods  Summer 2000

1. Developmental Psychology  Spring 2000

**MENTORING**

**POSTGRADUATE MENTORING**

1. Antoinette Landor, Postdoctoral Fellow at the Center for Developmental Science, UNC Chapel Hill  2012 – 2013

**GRADUATE MENTORING – DOCTORAL LEVEL**

**PRIMARY GRADUATE ADVISOR**

Adrianne Gilbert, Developmental Psychology, UNC Chapel Hill  2008 – 2013
Vanessa Volpe, Developmental Psychology, UNC Chapel Hill 2011 – 2013

DISSERTATION COMMITTEE MEMBER
5. Dana Wood, Developmental Psychology, UNC Chapel Hill 2009
4. Shiahna Chavis, Clinical Psychology, UNC Chapel Hill 2012
2. Fantasy Lozada, Developmental Psychology, North Carolina State University 2013

DISSERTATION ADVISORY COMMITTEE MEMBER

COMPREHENSIVE EXAM COMMITTEE MEMBER
2. Fantasy Lozada, Developmental Psychology, North Carolina State University 2011
1. Sonya Harris, School of Education, UNC Chapel Hill 2012

GRADUATE MENTORING – MASTER’S LEVEL
MASTER’S COMMITTEE MEMBER
5. Ellen Fitzsimmons, Clinical Psychology, UNC Chapel Hill 2010
4. Daniel Lee, Clinical Psychology, UNC Chapel Hill 2010
3. Ashly Gaskin, Clinical Psychology, UNC Chapel Hill 2010
2. Shawn Jones, Clinical Psychology, UNC Chapel Hill 2010
1. Brian Foster, Sociology, UNC Chapel Hill 2013

UNDERGRADUATE MENTORING
HONORS THESIS CHAIR
1. Whitney Adams, Psychology, UNC Chapel Hill 2013

HONORS THESIS COMMITTEE MEMBER
7. Terrence Wilson, Psychology, UNC Chapel Hill 2010
6. Sierra Carter, Psychology, UNC Chapel Hill 2010
5. Jacqueline Bonsu, Psychology, UNC Chapel Hill 2010
4. Taya Walston, Psychology, UNC Chapel Hill 2011
1. Danielle Thompson, Psychology, Duke University 2014

SERVICE
PROFESSIONAL SERVICE – SCHOLARLY REVIEW

EDITORIAL BOARD MEMBERSHIPS
Child Development Perspectives 2011 –
AD HOC REVIEWING
Developmental Psychology
Review of General Psychology
Journal of Research on Adolescence
Self and Identity
Psychology of Women’s Quarterly
Journal of Youth and Adolescence
Journal of Abnormal Psychology
Journal of Consulting and Clinical Psychology
Social Forces
Journal of Clinical Psychology
Journal of Adolescence

CONFERENCE REVIEWING
Society for Research in Child Development Biennial Conference 2014
Society for Research on Adolescence Biennial Conference 2013
Society for Research in Child Development Themed Meeting: Transitions from Adolescence to Adulthood 2012
Society for Research on Adolescence Biennial Conference 2011
Society for Research in Child Development Themed Meeting: Positive Development of Minority Children 2011
Society for Research in Child Development Biennial Conference 2010
American Psychological Association, Division 45 2010
American Psychological Association, Division 45 2009
Society for Research on Adolescence Biennial Conference 2009
Society for Research on Adolescence Biennial Conference 2005

GRANT PROPOSAL REVIEWER
NIH Psychosocial Development, Risk and Prevention (PDRP) Study Section 2013
NSF Developmental Learning Sciences (DLS) 2010

PROFESSIONAL MEMBERSHIPS
American Psychological Association 2003 -
APA Div 7 – Developmental Psychology 2008 -
APA Div 45 - Society for the Psychological Study of Ethnic Minority Issues 2008 -
The Association of Black Psychologists 2003 -
The Society for Research on Adolescence 1999 -
The Society for Research in Child Development 1999 -

PROFESSIONAL SERVICE – LEADERSHIP
Co-chair, the Society for Research on Adolescence
Diversity Committee  
2014 -

Invited Member, Ethnic and Racial Issues (ERI) Committee of the Society for Research in Child Development  
2013 -

Invited Reviewer, National Academies of Science Ford Foundation Fellowship Program  
2013

Invited Member, Committee of Visitors (COV) Review for the Division of Behavioral and Cognitive Sciences of NSF  
2012

Invited Member, the Society for Research on Adolescence Diversity Committee  
2012 -

Invited Member, Ethnic/Racial Identity in the 21st Century Study Group  
2012 -

Invited Member, the SRA Study Groups Committee  
2006 – 2010

UNIVERSITY AND DEPARTMENT SERVICE

Member, The Provost’s Committee on Inclusive Excellence and Diversity at the University of North Carolina at Chapel Hill  
2013 - 2014

Co-chair, The National Black Graduate Conference in Psychology at the University of North Carolina at Chapel Hill  
2013

Department Liaison, College of Arts and Sciences at the University of North Carolina at Chapel Hill  
2012 - 2014

Member, The Chapel Hill/Carrboro School District of North Carolina Community Action Committee  
2010 – 2012

Faculty Advisor, Black Graduate and Professional Student Association at the University of North Carolina at Chapel Hill  
2010 – 2014

Member, The Carolina Population Center Training Program Committee  
2011 – 2014

Advisory Board Member, Interdisciplinary Certificate in Health Disparities Program run by the Ethnicity, Culture and Health Outcomes Program at the University of North Carolina at Chapel Hill  
2011 - 2014

RECOGNITIONS AND AWARDS

Excellence in Research Award from the Program for Research on Black Americans at the University of Michigan  
2014
Honorary Coach for the Women’s Basketball Team at the University of North Carolina at Chapel Hill 2010

Society for Research in Child Development Travel Award 1999
Education

2012 Ph.D., Lifespan Developmental Psychology
Mary Lou Fulton Teacher’s College
Arizona State University, Tempe, Arizona

Dissertation: Predicting Children’s Academic Achievement from Parental Aspirations, Expectations, Help with Schoolwork, and Home Learning and Language Materials
Committee Co-Chairs: Carlos Valiente and Kathryn Nakagawa
Committee Members: Angela Arzubiaga, Natalie Eggum

Comprehensive Examinations: Cumulative knowledge based exam and specialized exam focusing on children’s adjustment in school
Committee Chair: Kathryn Nakagawa
Committee Members: Angela Arzubiaga, Robert Strom

2007 M.S., Marriage and Family Therapy
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

Thesis: Do parents’ effortful control and parenting predict children’s effortful control and adjustment?
Committee Chair: Carlos Valiente
Committee Members: Kathryn Lemery-Chalfant, Larry Dumka

2003 B.A., English Literature (with a minor in Spanish), Magna Cum Laude
Department of English
Arizona State University, Tempe, Arizona

Teaching Experience

2010-present Faculty Member, Primary Instructor
FAS 101: Intro to Personal Relationships
CDE 232: Human Development
FAS 264: Gender and Society
FAS 301: Intro to Parenting
FAS 331: Marriage/Family Relationships
FAS 332: Human Sexuality
FAS 435: Advanced Family Relationships
FAS 598: Topic: Perspectives on Marriage and Family Relationships

- All courses listed above are taught online using the Pearson Learning studio platform. All courses include weekly discussion boards, assignments, and exams.

School of Social and Family Dynamics
Arizona State University, Tempe/online campus

2010

Graduate Teaching Assistant
FAS 435: Advanced Marriage and Family Relationships (online)
FAS 331: Marriage and Family Relationships (online)
FAS 332: Human Sexuality (online)
CDE 191: Preschool and Play (guest lecturer)
- My responsibilities included monitoring online discussion, grading assignments, exams, and papers; and dealing with student issues.

School of Family and Social Dynamics
Arizona State University, Tempe, Arizona

2010

Graduate Teaching Assistant
FAS 101: Personal Growth in Human Relationships (online)
FAS 361: Research Methods (online)
- My responsibilities included monitoring online discussion and grading assignments and papers.

School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

2005/2009

Graduate Teaching Assistant
FAS 484: Community Internships
- My responsibilities included lecturing in class, grading assignments, and driving to various internship sites to evaluate student performance.

School of Social and Family Dynamics.
Arizona State University, Tempe, Arizona

2009

Graduate Teaching Assistant
CDE 430: Infant Development (online)
- My responsibilities included monitoring online discussion and grading assignments.

School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

2004/2008-2009

Graduate Teaching Assistant
FAS 332: Human Sexuality
- My responsibilities included proctoring exams, grading and compiling grades for over 200 students.
School of Social and Family Dynamics  
Arizona State University, Tempe, Arizona

2007  
**Graduate Teaching Assistant**  
FAS 331: Marriage and Family Relationships  
- My responsibilities included proctoring exams, grading, assignments, and lecturing in class.  
Department of Family and Human Development  
Arizona State University, Tempe, Arizona

2005  
**Primary Lab Instructor**  
PSY 290: Experimental Research Methods  
- My responsibilities included teaching a lab twice a week. I taught new material, reviewed old material, and graded assignments.  
Department of Psychology  
Arizona State University, Tempe, Arizona

2005  
**Group Leader, Bridges to High School (Larry Dumka, Nancy Gonzales, Principal Investigators)**  
- My responsibilities included learning and memorizing an hour’s worth of teaching material word for word to teach to two separate groups in order to maintain standardization, attending weekly training sessions, and being supervised and evaluated each week by a clinical psychologist.  
Prevention and Intervention Research Center  
Arizona State University, Tempe, Arizona

**Teaching Interests**

- Child development  
- Lifespan development  
- Emotion-regulation  
- Marriage and Family processes  
- Parenting  
- Adolescence  
- Cross-cultural family studies

**Research Experience**

2006-2009  
**Graduate Research Assistant**, Predicting Academic Competence in Kids (PACK) Project (Carlos Valiente, Principal Investigator)  
School of Social and Family Dynamics  
Arizona State University, Tempe, Arizona

2007  
**Graduate Research Assistant**, Multicultural Counseling and Community Mental Health (Hung-Bin Sheu, Principal Investigator)
Mary Lou Fulton College Teacher’s College, Program in Counseling Psychology  
Arizona State University, Tempe, Arizona

2007  
Graduate Research Assistant, CareerBound (Bianca Bernstein, Principal Investigator)  
Mary Lou Fulton Teacher’s College, Program in Counseling Psychology  
Arizona State University, Tempe, Arizona

2006  
Graduate Research Assistant, Study on new ways to gather data on abusive couples (Scott Christopher, Principal Investigator)  
School of Social and Family Dynamics  
Arizona State University, Tempe, Arizona

2004  
Interviewer, La Familia Project (Mark Roosa, Principal Investigator)  
School of Social and Family Dynamics  
Arizona State University, Tempe, Arizona

2002-2004  
Undergraduate Research Assistant, Bridges to High School (Larry Dumka, Nancy Gonzales, Principal Investigators)  
Prevention and Intervention Resource Center  
Arizona State University, Tempe, Arizona

Publications

Arzubiaga, A. E., Brinkerhoff, J. & Seeley Granville, B. (under review) The space immigrants’ daily lives make. SRCD & TTU Initiative

Presentations


Unpublished Manuals


Service  
Departmental and University Service
Supreme Court Justice, Arizona State University, 2009-present
I was responsible for hearing cases that arose between students that involved the interpretation of the ASASU constitution.

Professional Memberships
American Association for Marriage and Family Therapy.

Fellowships, Awards, and Honors

2009 – 2010  Cowden Endowment Scholarship, Arizona State University
2008 – 2009  Arthur Fitzgerald Scholarship, Arizona State University
2004 – 2007  Cowden Endowment Scholarship, Arizona State University
2001 – 2003  Phi Eta Sigma National Honor Society
1999-2003  Dean’s List, Arizona State University

Study Abroad/Language Experience
2003  Attended the University of Alicante in Alicante, Spain for 1 semester and lived with a Spanish host family.
I can converse in Spanish fluently.
Sandra Simpkins, Ph.D.
(updated September 2014)

T. Denny Sanford School of Social and Family Dynamics
P.O. Box 873701
Arizona State University
Tempe, AZ 85287
Ph: (480) 727-8253
Fax: (480) 965-6779
sandra.simpkins@asu.edu

Project websites: www.familiesandscience.org and https://thesanfordschool.asu.edu/project-reach

Education
2000 Ph.D. Developmental Psychology with a Minor in Statistics,
University of California, Riverside, CA.
Dissertation Title: Maternal Management of Children’s After-School
Activities: Relations to Children’s Friendships and Social Acceptance
Advisor: Dr. Ross D. Parke
1997 M.A. Developmental Psychology,
University of California, Riverside, CA.
1995 B.A. Psychology,
University of California, Santa Barbara, CA.

Academic and Professional Appointments
2014 to present Co-Director, Latino Resilience Enterprise, Arizona State University, Tempe, AZ
2011 to present Associate Professor, T. Denny Sanford School of Social and Family
Dynamics, Arizona State University, Tempe, AZ.
2008 to present Honors Faculty, Barrett - The Honors College, Arizona State University,
Tempe, AZ
2005-2011 Assistant Professor, School of Social and Family Dynamics,
Arizona State University, Tempe, AZ.
2000-2004 Research Investigator, Institute for Research on Women and Gender,
University of Michigan, Ann Arbor, MI.
2002-2004 Research Associate, Graduate School of Education,
Harvard University, Boston, MA.
2000-2001 Research Investigator, Institute for Social Research,
University of Michigan, Ann Arbor, MI.
1995-2000 Research Associate, Psychology,
Teaching Associate, Psychology,
University of California, Riverside, CA.
Summer 1999 Statistical Consultant, Healthy Families Project,
University of California, Riverside, CA.
1998-1999  Instructor in Early Childhood Studies,  
Riverside Community College, Riverside, CA
Summer 1998  Fellow, Putting Children First Social Policy Internship,  
Columbia University, New York City, NY.

**Honors**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>2014</td>
<td>Outstanding Faculty Mentor of an Undergraduate Honors Thesis, Sanford School</td>
</tr>
<tr>
<td>2011-2016</td>
<td>National Science Foundation CAREER Award Recipient</td>
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<td>2007-2012</td>
<td>William T. Grant Foundation Young Scholar</td>
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<td>2006</td>
<td>American Psychological Association Advanced Training Institute Award</td>
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<td>2000</td>
<td>American Psychological Association Dissertation Award</td>
</tr>
<tr>
<td>2000</td>
<td>Outstanding Teaching Assistant Award, University of California, Riverside, CA</td>
</tr>
<tr>
<td>1999</td>
<td>Fellowship, University of Michigan Summer Quantitative Program, Ann Arbor, MI</td>
</tr>
<tr>
<td>1998</td>
<td>Putting Children First: Social Policy Fellowship, Columbia University, New York, NY</td>
</tr>
<tr>
<td>1998</td>
<td>American Psychological Association Travel Award</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Chancellor’s Distinguished Fellowship, University of California, Riverside, CA</td>
</tr>
<tr>
<td>1998-1999</td>
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</tr>
</tbody>
</table>

**I. RESEARCH**

**A. Publications**

Notes:

**Student Contributions:** Student and postdoctoral fellow authors are in italics.

**Simpkins’ Contribution:**

†Undergraduate student authors

‡Conceptualized the study and was the lead writer on the paper.

§Conceptualized the study with the student and took a lead writing role on the paper.

¶Helped conceptualize the study and was a secondary writer on the paper.

**Referred Monograph**

aSimpkins, S. D., Fredricks, J., & Eccles, J. S. (in press). Parent beliefs to youth choices:  
Refereed Journal Articles


social network analysis. Developmental Psychology, 4, 1141 - 1152.


Simpkins, S. D., & Davis-Kean, P. E. (2005). The intersection between self-concept and values:


**Edited Volumes**


**Edited Book Chapters**


Edited Encyclopedia Chapters


Journal Articles under Review


Becnel, J., Christopher, F. S., & Simpkins, S. D. (under review). Socioeconomic status and
early menarche in white and black girls.


**Journal Articles in Preparation**


*b* Vest, A. E., Simpkins, S. D., & Schaefer, D. R. (in preparation). Obesity and social marginalization: When do organized activities facilitate or hinder peer relationships?


**Public Policy and Practice Publications**

(all of these publications received feedback from outside reviewers)


www.gse.Harvard.edu/hfrp/eval.html

- This work was quoted in *Out-of-school time policy commentary #6: Participation during out-of-school time: Taking a closer look* (2004, March): The Forum for Youth Investment: available at www.forumforyouthinvestment.org


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**B. Sponsored Research**

**Ongoing External Grants**


**Completed External Grants**


Schaefer, D. (Principal Investigator) and Simpkins, S. D. (Co-Principal Investigator; 50%). *Adolescent friendship networks: The role of individual and school characteristics*, William T. Grant Foundation ($24,873), July 1, 2009 – June 30, 2010.

Simpkins, S. D. (Principal Investigator). Postdoctoral fellowship for scholars of color. This grant supported a postdoctoral fellow to work on the existing grant entitled: *The determinants of Mexican-origin adolescents' participation in organized activities: The role of culture, settings and the individual*, William T. Grant Foundation ($60,000), July 1, 2008 – June 30, 2010.

**Completed Internal Grants**


Schaefer, D. (Principal Investigator) and Simpkins, S. D. (Co-Principal Investigator; 50%). *Social Networks, Extracurricular Activities, and Problem Behavior among Middle School Students*, School of Social and Family Dynamics Challenged Child Project ($22,943), June 1, 2010 – July 30, 2011.


Simpkins, S. D. (Co-Principal Investigator; 50%), and Schaefer, D. (Co-Principal Investigator). *The utility of social network analysis to map adolescent development*, School of Social and Family Dynamics Transdisciplinary Research for Innovation Program (2 course releases), fall 2008.

Simpkins, S. D. (Co-Principal Investigator; 33%), Schaefer, D. (Co-Principal Investigator) and Steven Haas (Co-Principal Investigator). *Understanding adolescent development through social networks*, School of Social and Family Dynamics Interdisciplinary Research Seed Funding ($360), October 1, 2007 – January 30, 2008.

**C. Research Consultant and Evaluator**

2012-2013 I am an external evaluator on the following grant. GSE/RES Collaborative proposal: How parents and their elementary school-age children solve science problems together: The role of gender and ethnicity, Principal Investigators: Dr. Sandrin, Arizona State University and Dr. Short-Meyerson, University of Wisconsin. Grant funded by the National Science Foundation.

2009-2013 I am a consultant on the following grant. Development of self-direction in youth-program-family interaction systems: Latino and non-Latino adolescents, Principal Investigators: Dr. Larson and Dr. Raffaelli, University of Illinois, Urbana-Champaign. Grant funded by the William T. Grant Foundation.

2001-2004 I was a consultant on the following project. Panel Study of Income Dynamics-Child Development Supplement, Institute for Social Research, University of Michigan.
D. Presentations

Notes: Student Contributions: Student and postdoctoral fellow authors are in italics.
†Undergraduate student authors

Refereed National & International Conference Presentations


presented at the biennial meeting of the Society of Research on Adolescence, Vancouver, BC.


**Simpkins, S. D., & Eccles, J. S. (2007).** Does adolescents’ activity participation matter 3 years later? Implications of specificity and breadth in activities. In J. Roth (Chair), *Do peer and school processes mediate the relation between adolescents’ participation in organized activities and development?* Symposium presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.


**Simpkins, S. D. (Chair) (2005).** *Parent support, coparticipation, and beliefs: Longitudinal relations with adolescents’ out-of-school activities and adjustment*. Symposium presented at the biennial meeting for the Society for Research in Child Development. Atlanta, GA.


**Simpkins, S. D. & Davis-Kean, P. A. (2004).** The role of beliefs and after-school activities in promoting math and science high school courses and college goals. In S. D. Simpkins (Chair), *Math and science courses, grades, and career goals: Longitudinal perspectives on the influence of gender and beliefs*. Symposium presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.

**Zarrett, N. & Simpkins, S. D. (2004).** *What are youth doing in their leisure time?: Group differences and stability in participation from middle school through the transition into adulthood*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Baltimore, MD.


Welsh, M., & Simpkins, S. D. (1997). Early social competence and behavioral characteristics as successful predictors of later academic competence. Poster presented at The Society of
Research in Child Development, Washington D.C.

**Invited Presentations**


Simpkins, S. D. (2012). *The role of families in motivating Latino youth to pursue science in high school.* Poster presented at The 18th Annual Exhibition and Reception of the Coalition for National Science Funding, Rayburn House Office Building, Washington, D.C.


## II. INSTRUCTION

### A. Courses Taught

Notes:  *Undergraduate course  †Graduate course

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Course Enrollment</th>
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<tbody>
<tr>
<td>2004-2005</td>
<td>Spring</td>
<td>FAS 431*</td>
<td>Parent-Adolescent Relationships</td>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Fall</td>
<td>FAS 431*</td>
<td>Parent-Adolescent Relationships</td>
<td>3</td>
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<tr>
<td></td>
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<td>Parent-Adolescent Relationships</td>
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<td>2005-2006</td>
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<td>FAS 431*</td>
<td>Parent-Adolescent Relationships</td>
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<td>45</td>
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<tr>
<td></td>
<td></td>
<td>FAS 431*</td>
<td>Parent-Adolescent Relationships</td>
<td>3</td>
<td>90</td>
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<tr>
<td></td>
<td></td>
<td>FAS 500†</td>
<td>Research Methods</td>
<td>4</td>
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<tr>
<td>2006-2007</td>
<td>Fall</td>
<td>FAS 431*</td>
<td>Parent-Adolescent Relationships</td>
<td>3</td>
<td>45</td>
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<tr>
<td></td>
<td>Fall</td>
<td>FAS 431*</td>
<td>Parent-Adolescent Relationships</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>FAS 431*</td>
<td>Parent-Adolescent Relationships</td>
<td>3</td>
<td>90</td>
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<tr>
<td></td>
<td>Spring</td>
<td>FAS 500†</td>
<td>Research Methods</td>
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<tr>
<td>2008-2009</td>
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<td>2009-2010</td>
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<td>Fall</td>
<td>FAS 500 / SOC 500†</td>
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<td>2010-2011</td>
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<td>2011-2012</td>
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<td>Spring</td>
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<td>2012-2013</td>
<td>Fall</td>
<td>FAS 361/ SOC 391*</td>
<td>Research Methods</td>
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<td>35</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>FAS 500†</td>
<td>Research Methods</td>
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<td>5</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Fall</td>
<td>FAS 591†</td>
<td>Mixed-Methods</td>
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</table>
B. Postdoctoral Fellow Mentoring

<table>
<thead>
<tr>
<th>Academic years</th>
<th>Fellows</th>
<th>Current Position</th>
</tr>
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<tbody>
<tr>
<td>2014-2016</td>
<td>Alex Lin</td>
<td></td>
</tr>
<tr>
<td>2008-2010</td>
<td>Nickki Pearce Dawes</td>
<td>Assistant Professor at University of Massachusetts, Boston</td>
</tr>
<tr>
<td></td>
<td>Melissa Delgado</td>
<td>Assistant Professor at Texas State University, San Marcos</td>
</tr>
</tbody>
</table>

Awards and Invited Positions for Postdoctoral Fellows in the Simpkins’ Research Group

Nickki Dawes, Selected attendee, Child Intervention, Prevention and Services Mental Health Research (CHIPS) Career Development Institute, Tempe, AZ, 2009

C. Graduate Student Mentoring

Graduate Student Committees

Notes: † student in the Sociology program
* student in Psychology
(all other students are in the Family and Human Development program)

<table>
<thead>
<tr>
<th>My Committee Role</th>
<th>Student</th>
<th>Date Defended/Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation chair</td>
<td>Andrea Vest</td>
<td>August 2014</td>
</tr>
<tr>
<td>Dissertation co-chair</td>
<td>Jennifer Becnel</td>
<td>December 2012</td>
</tr>
<tr>
<td>Dissertation member</td>
<td>Tiffani Kisler</td>
<td>May 2006</td>
</tr>
<tr>
<td></td>
<td>Tucker Brown†</td>
<td>May 2007</td>
</tr>
<tr>
<td></td>
<td>Mary Anders</td>
<td>October 2007</td>
</tr>
<tr>
<td></td>
<td>Amanda White</td>
<td>August 2008</td>
</tr>
<tr>
<td></td>
<td>Sarah Killoren</td>
<td>November 2008</td>
</tr>
<tr>
<td></td>
<td>Littisha Scott†</td>
<td>April 2009</td>
</tr>
<tr>
<td></td>
<td>Carly Slutzky</td>
<td>November 2011</td>
</tr>
</tbody>
</table>

Comprehensive exam chair
<table>
<thead>
<tr>
<th>My Committee Role</th>
<th>Student</th>
<th>Date Defended/Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Andrea Vest</td>
<td>June 2012</td>
</tr>
<tr>
<td></td>
<td>Chara Price</td>
<td>December 2013</td>
</tr>
<tr>
<td>Comprehensive exam co-chair</td>
<td>Jennifer Becnel</td>
<td>April 2009</td>
</tr>
<tr>
<td>Comprehensive exam member</td>
<td>Amanda White</td>
<td>November 2005</td>
</tr>
<tr>
<td></td>
<td>Mary Anders</td>
<td>December 2005</td>
</tr>
<tr>
<td></td>
<td>Sarah Killoren</td>
<td>February 2007</td>
</tr>
<tr>
<td></td>
<td>John Pugliese*</td>
<td>June 2007</td>
</tr>
<tr>
<td></td>
<td>Carly Slutzky</td>
<td>October 2008</td>
</tr>
<tr>
<td></td>
<td>Diamond Bravo</td>
<td>In progress</td>
</tr>
<tr>
<td>Thesis chair</td>
<td>Melissa Lewis</td>
<td>May 2007</td>
</tr>
<tr>
<td></td>
<td>Andrea Vest</td>
<td>March 2011</td>
</tr>
<tr>
<td></td>
<td>Chara Price</td>
<td>August 2012</td>
</tr>
<tr>
<td></td>
<td>Erin Gaskin</td>
<td>In progress</td>
</tr>
<tr>
<td>Thesis member</td>
<td>Phillip Briggs</td>
<td>July 2007</td>
</tr>
<tr>
<td></td>
<td>Emily Cansler</td>
<td>September 2007</td>
</tr>
<tr>
<td></td>
<td>Jodi Swanson</td>
<td>August 2008</td>
</tr>
<tr>
<td></td>
<td>Mindy Backen</td>
<td>September 2008</td>
</tr>
<tr>
<td></td>
<td>Ben Vandermeer†</td>
<td>November 2010</td>
</tr>
<tr>
<td></td>
<td>Priscilla Goble</td>
<td>November 2010</td>
</tr>
<tr>
<td></td>
<td>Larissa Gaias</td>
<td>In progress</td>
</tr>
</tbody>
</table>

**Awards for Graduate Students in the Simpkins’ Research Group**

Megan O’Donnell, Recipient of the School of Social and Family Dynamics and the Challenged Child Project’s Intensive Summer Interdisciplinary Experience Graduate Fellowship, summer 2009.

Chara Price, Recipient of the School of Social and Family Dynamics and the Challenged Child Project’s Intensive Summer Interdisciplinary Experience Graduate Fellowship, summer 2011.

Andrea Vest, Recipient of the School of Social and Family Dynamics and the Challenged Child Project’s Intensive Summer Interdisciplinary Experience Graduate Fellowship, summer 2011.

Krista Puruhito, Recipient of research money to conduct the project entitled Validation of a Revised Measure of Motivation from the ASU Graduate & Professional Student Association, Fall 2012.

**D. Undergraduate Student Mentoring**

*Undergraduate Honor’s Thesis*
My Committee Role

<table>
<thead>
<tr>
<th>Thesis chair</th>
<th>Student</th>
<th>Date Defended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis member</td>
<td>Maylin Davis</td>
<td>December 2005</td>
</tr>
<tr>
<td></td>
<td>Jacquelynne Webster</td>
<td>April 2008</td>
</tr>
<tr>
<td></td>
<td>Erin Beilstein-Wedel</td>
<td>April 2009</td>
</tr>
</tbody>
</table>

Supervised Undergraduate Research

Supervised over 100 undergraduate students at ASU who have worked in my research group.

Notes: †student in or accepted to a doctoral program or other advanced program
*student in or accepted to a Masters program

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Students</th>
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<tbody>
<tr>
<td>2005-2006</td>
<td>Katie Neuman, Elizabeth Cole, Raven Northrup</td>
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<tr>
<td>2006-2007</td>
<td>Amanda Donohue*, Jessica Lipsitt*, LaTreichia Morris, Jacque Webster,</td>
</tr>
<tr>
<td></td>
<td>Ariann Kirkwood, Katie Neuman, Jen Masiello, Bret Hock, Krista</td>
</tr>
<tr>
<td></td>
<td>Anderson, Rachel Imdieke</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Daisy Camacho†, Alex Quach*, Amanda Donohue*, Jessica Lipsitt*,</td>
</tr>
<tr>
<td></td>
<td>Tallona Twiggs, Laura Mills, Jennifer Johansen, Gina Henrich, Lauren</td>
</tr>
<tr>
<td></td>
<td>Drake</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Erin Beilstein-Wedel†, Alex Quach*, Charlotte Slocum*, Jennifer</td>
</tr>
<tr>
<td></td>
<td>Johansen, Donalita Bitsinnie, Gina Henrich, Caris Brookbank, Stephanie</td>
</tr>
<tr>
<td></td>
<td>Breitenbach, Jessica Lamar, Vicky Pringles, Eva De Luna, Rachelle Eaton,</td>
</tr>
<tr>
<td></td>
<td>Danielle Hull, Marissa Beath, Staci Lopes, Toni Metzler, Amanda</td>
</tr>
<tr>
<td></td>
<td>Goldstein, Anica Kodzoman</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Charlotte Slocum*, Toni Metzler, Nina Deppen, Eva De Luna, Allison</td>
</tr>
<tr>
<td></td>
<td>Chudy, Marissa Beath, Megan Regalado, Anastasia Cruz, Cadie Huebsch,</td>
</tr>
<tr>
<td></td>
<td>Chelsea Ishikawa, David Rodriguez, Elizabeth Starbuck, Erin Corwin,</td>
</tr>
<tr>
<td></td>
<td>Laura Keller, Loren Slusarczyk</td>
</tr>
<tr>
<td>2010-2011</td>
<td>Jamie Bennet, Cerrissa Bryant, Jessica Greco, Cara Golbourne, Lori</td>
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<tr>
<td></td>
<td>Hermosillo, Laura Keller, Allison Lombardi, Amanda Maloy, AJ Medici,</td>
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<td></td>
<td>Markus Neustaedter, David Rodriguez, Santana Rougemont, Elizabeth</td>
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<td></td>
<td>Starbuck, Sheree Taraba</td>
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<tr>
<td>2011-2012</td>
<td>Kate Barraclough, Jose Barragan, Sandra Caudillo, Tiffany Clay, Mario</td>
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<tr>
<td></td>
<td>Fernandez, Jose Garcia, Krystal Garcia, Fabian Gomez*, Erika Hidalgo,</td>
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<td>Elizabeth Hulen, Christina Jones, Allison Lombardi, Jacinda Long, Cosme</td>
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<td>Madrid, AJ Medici, Elizabeth Mills, Jessica O’Campo, Joanna Resh,</td>
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<td>David Samora, Marisol Sanchez, Amy Whitley, Marta Zienkiewicz</td>
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<tr>
<td>2012-2013</td>
<td>Cosme Madrid*, Mariah Bohn, Kat Borchardt, Kyla Chang, Adrianna</td>
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<td>DeFranco, Jorge Franco, Jose Garcia, Krystal Garcia, Alexandra Gastelum,</td>
</tr>
<tr>
<td>Academic year</td>
<td>Students</td>
</tr>
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<td>---------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>2013-2014</td>
<td>Fabian Gomez*, Nathaly Hernandez, Allison Lombardi, Jessica O’Campo,</td>
</tr>
<tr>
<td></td>
<td>Annelise Pesch, Marisol Sanchez, Alex Bruner†, Audrey Richardson, Erin</td>
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<tr>
<td></td>
<td>Schmal, Maria Lagunas, Monica Moratto, Morgan Reyes</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Mariah Bohn, Jorge Franco, Alexandra Gastelum, Fabian Gomez*,</td>
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<tr>
<td></td>
<td>Annelise Pesch, Alex Bruner†, Audrey Richardson, Erin Schmal, Karina</td>
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<tr>
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<td>Cahill, Maria Lagunas, Monica Moratto, Morgan Reyes, Chris Carroll,</td>
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<td></td>
<td>Kathleen Stefanik, Brady Stanton, April Hicks, Laura Gaona, Shireen</td>
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<tr>
<td></td>
<td>Nouri†, Haley Steward</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Brady Stanton, Fabian Gomez*, Annelise Pesch, Karina Cahill, Maria</td>
</tr>
<tr>
<td></td>
<td>Lagunas, Erin Kloberdanz, Lauren Sherwin, Lourdes Guillen, Maggie</td>
</tr>
<tr>
<td></td>
<td>Wiese</td>
</tr>
</tbody>
</table>

**Supervised Undergraduate Teaching Assistants**

Supervised 10 undergraduate students at ASU as teaching assistants. Students assisted with undergraduate courses on Parent-Adolescent Relationships and Research Methods.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Students</th>
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<tbody>
<tr>
<td>2007-2008</td>
<td>Jessica Mapes*</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Jessica Lipsitt*, Alex Quach*</td>
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<td>2009-2010</td>
<td>Chelsea Ishikawa, Sheree Taraba</td>
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<td>2010-2011</td>
<td>Kate Barraclough</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Claire Viater</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Cosme Madrid, Krystal Garcia</td>
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</tbody>
</table>

**Awards for Undergraduate Students in the Simpkins’ Research Group**

Lauren Drake, Recipient of a School of Social and Family Dynamics scholarship, 2008.
### III. SERVICE

#### A. Departmental and University Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Role and Description</th>
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<tbody>
<tr>
<td>2014-2015</td>
<td>Member, Faculty search committee, Sanford School</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Chair, Faculty search committee, Sanford School</td>
</tr>
<tr>
<td>2006 – present</td>
<td>Graduate Committee Member, Sanford School</td>
</tr>
<tr>
<td>2010</td>
<td>Graduate Student Initiative Funding Selection Committee Member, School of Social and Family Dynamics</td>
</tr>
<tr>
<td>Summer 2008</td>
<td>Mentor for Summer Research Experience for Underrepresented Undergraduates, School of Social and Family Dynamics</td>
</tr>
<tr>
<td>2008</td>
<td>CLAS Undergraduate Research Scholarship in the Social Sciences Faculty Selection Committee Member, College of Liberal Arts and Sciences</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>Graduate Committee Member, Department of Family and Human Development</td>
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#### B. Professional Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Role and Description</th>
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</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>Convention program chair for the Developmental Division of the American Psychological Association annual convention</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Convention program co-chair for the Developmental Division of the American Psychological Association annual convention</td>
</tr>
<tr>
<td>2014</td>
<td>Selection Committee Member for the Developmental Division of the American Psychological Association Early Career Research Grant Program</td>
</tr>
<tr>
<td>2014-2015</td>
<td>Editorial Board Member, Adolescent Research Review</td>
</tr>
<tr>
<td>2012-2015</td>
<td>Editorial Board Member, Developmental Psychology</td>
</tr>
<tr>
<td>2012-2015</td>
<td>Editorial Board Member, Journal of Applied Developmental Science</td>
</tr>
<tr>
<td>2012-2015</td>
<td>Editorial Board Member, Journal of Youth and Adolescence</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Conference Proposal Reviewer, the Developmental Division of American Psychological Association</td>
</tr>
<tr>
<td>2014</td>
<td>In 2010 &amp; 2014, I mentored my graduate student on the process. We completed the reviews together.</td>
</tr>
<tr>
<td>2010</td>
<td>Mentor, Young Scholars Program, Society for Research on Adolescence</td>
</tr>
<tr>
<td>2007, 2009</td>
<td>Conference Proposal Reviewer, Society for Research on Adolescence</td>
</tr>
<tr>
<td></td>
<td>In 2009, I mentored my postdoctoral student on the process. We completed the reviews together.</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Member of the Workgroup on Encouraging Girls and Women in Science and Math, U.S. Department of Education Institute of Education Sciences</td>
</tr>
<tr>
<td>2002 – 2003</td>
<td>Member of the planning committee, MacArthur Conference on Middle Childhood in Washington D.C.</td>
</tr>
<tr>
<td>2000</td>
<td>Organizer of the Early Results Meeting on research utilizing PSID-CDS data, Institute for Social Research, University of Michigan</td>
</tr>
</tbody>
</table>

*Grant Reviewer Panel Member*

National Science Foundation, Advancing Informal STEM Learning panel, 2014
External Grant Reviewer
William T. Grant Foundation

Ad Hoc Journal Reviewer

Professional Memberships

C. Community Service
National Service
2012 The role of families in motivating Latino youth to pursue science in high school. Poster presented at The 18th Annual Exhibition and Reception of the Coalition for National Science Funding, Rayburn House Office Building, Washington, D.C.
2011 Presenter at Delaware State University. Provided a summary of the 2005 recommendation guide I co-authored on how to promote girls in STEM.
2010 Consultant, Forum for Youth Investment. Provided advice on a document discussing how to mentor young scholars. The Forum for Youth Investment is an organization in Washington DC whose goal is to impact social policy with existing research.
2008 Consultant, Girl Scouts of America. Provided advice on how to increase parent involvement in the Girl Scouts of America.
2008 Panel Member, Up to Us. Provided expert advice on recruiting and retaining youth in their national after-school sport programs.

Local and State-Level Service
2014 Member of the Committee on Measuring Program Quality for the Arizona Center on After School Excellence
2013 Participant, science night at Coronado High School.
2013-2014 Judge, a science fair at Chandler High School.
2011 Presenter at The Arizona Science Teachers Association State Conference, Mesa, Arizona. The talk was entitled: Bolstering students’ pursuit of STEM through families and motivational beliefs.
2009 Presenter, Cartwright School District Cinco de Mayo Family Fair, Phoenix, AZ. Talked with Latino families about local after-school activities and their benefits.
2008-2009 Presenter, Cartwright School District Health Fair, Phoenix, AZ. Talked with Latino families about local after-school activities and their benefits.

IV. PROFESSIONAL DEVELOPMENT
Jan, 2-12, 2008 Attended “ASU Institute for Qualitative and Multi-Method Research.” A conference sponsored by The Institute for Qualitative Research, Arizona State University, Tempe, AZ.
Fall 2007 Audited “COM609: Advanced Qualitative Methods”. A graduate communications course in qualitative methods. Arizona State University, Tempe, AZ.
June 20-21, 2006 Attended “Dyadic Data Analysis”. A conference sponsored by The National Science Foundation, Kansas University, Lawrence, KS.
June 5-9, 2006 Attended “Advanced Training Institute in Using Large-Scale Databases: the NICHD’s Study of Early Child Care”. A workshop sponsored by the American Psychological Association, University of North Carolina, Chapel Hill, NC.
Fall 2005 Attended “Rookie Camp: On Good Practice in University Teaching”. Sponsored by the University Program for Faculty Development, Arizona State University, Tempe, AZ.
summer 1999 Attended “Analysis of Dyadic Data”. 5-day workshop on analyzing dyadic data taught by Richard Gonzalez. Sponsored by the Inter-University Consortium for Political and Social Research at the University of Michigan, Ann Arbor, MI.
summer 1998 Fellow at “Putting Children First.” A summer fellowship program in child and family policy. Columbia University, New York, NY.
R. Bradley Snyder

11019 N. 73rd Street
Scottsdale, AZ  85260
Tel.:  (480) 905-5469
E-mail:  Brad@NewAmsterdamConsulting.com

Education

Ed.M., Harvard University, Human Development Psychology
M.P.A., New York University, Public Policy
B.A., Arizona State University, Philosophy

Work Experience

2014-present  Associate Professor of Practice, T. Denny Sanford School of Social and Family Dynamics, Arizona State University. Serve as Executive Director of the newly formed Dion Initiative for Child Well-Being and Bullying Prevention.

2000-present  President. New Amsterdam Consulting, Inc. New Amsterdam Consulting is a boutique research and consulting firm specializing in children, youth and families. For clients such as Cartoon Network, Marvel Comics, Discovery Kids and the US Justice Department’s Office of Juvenile Justice and Delinquency Prevention, manage a full staff and teams of contractors to conduct large-scale quantitative evaluations; execute informative focus groups, interviews and other qualitative studies; develop and test the usability of Internets, Intranets, management information systems and emerging technologies; and consult on strategy, content, design, and execution.

1999-2000  Director. Media & Entertainment Strategies, Inc. With clients such as Disney and Time Warner, Media & Entertainment Strategies is a leading market research company specializing in online, print, television and motion picture media. Designed and executed national and international market research projects; consulted on the content, layout and navigation of Web sites; fostered relationships with clients and assisted interactive agencies in winning new business. Specialized in business-to-business e-commerce, financial Web sites, international Web site research and general Web site usability.

1996-1999  Senior Analyst. Abt Associates Inc. Within Abt Associates, one of the nation’s leading research firms, the Law and Public Policy Division provides research and technical assistance to governments and public and private agencies in the areas of substance abuse, detention and correction, and crime. Designed and executed large-scale evaluations; managed more than $1.2M in budgets and a team of staff and contractors; interacted with clients and stakeholders; coordinated and participated in advisory boards; disseminated findings. Specialized in juvenile justice, treatment and prevention services for at-risk youth, performance standards, and technological solutions to public management problems.

1996  Consultant. Harvard School of Public Health. Violence Prevention Programs, a division of the Harvard School of Public Health, seeks to make neighborhoods safer by developing and disseminating violence prevention curricula, providing training and technical assistance to community based organizations, and educating the larger social service system. Advised on the use of CD ROM technology as it relates to the organization’s goals; designed an approach for automating a violence prevention curriculum; drafted a model grant proposal.
1995-1996  Mental Health Counselor. Urban Youth Connection. Urban Youth Connection, a collaboration between Brookside Health Center and Harvard University, provides in-school crisis intervention and long-term counseling to middle and high school youth in Jamaica Plain, Massachusetts. Conducted intake and needs assessments; prepared for and held individual, pair and group therapy sessions; coordinated appropriate social services; planned and conducted in-class seminars; maintained detailed case files on clients and their progress.

1995  Program Associate. United Neighborhood Houses of New York, Inc. United Neighborhood Houses, the umbrella agency for 37 settlement houses, provides a range of innovative and comprehensive community services in all areas of New York. Served on the Settlement House Community Building Committee; assisted Director in planning, administering and evaluating the Settlement Human Resource Development Project; coordinated annual Town Meeting for the Settlement House Task Force Against Racism; conducted longitudinal studies of various settlement house initiatives.

1994-1995  Consultant. Fund for the City of New York. Fund for the City of New York provides training and technical assistance to a variety of social service agencies in New York City. Designed and conducted a comprehensive evaluation of relationships between New York City Beacon Schools and the New York Police Department.

1994  AmeriCorps Coordinator. United Neighborhood Houses of New York, Inc. United Neighborhood Houses’ AmeriCorps Summer of Safety Project operated in 11 settlement houses in the most challenging neighborhoods of New York City and engaged 196 youth, ages 10-17, in service learning projects, including intergenerational activities, crime prevention, neighborhood clean-up, and community gardening. Managed $146K budget, reported to federal funding agency; supervised 11 Youth Directors and their programs; worked with evaluators to document program impacts on participants and communities; organized retreat and rally; wrote extensively and edited the SOS newsletter; worked with publicist to achieve 12 major media placements, including local television, New York Times and New York Post coverage.

1994  Research Intern. New York City Department of Correction. The Department of Correction’s Alternatives to Incarceration (ATI) division operates “boot camp” prison programs, work release, and other non-traditional corrections initiatives. Researched and designed alternatives to incarceration programs for adult and adolescent offenders; designed and conducted an evaluation of the New York City “High Impact Incarceration Program”; co-produced program manual, which included program description and policies; co-produced ATI division newsletter.

1993  Family and Youth Program Specialist. U.S. Department of Health and Human Services. The Family and Youth Services Bureau falls within HHS’s Administration for Children and Families and administers all federal funds for homeless and runaway youth programs and gang prevention programs. Reviewed and administered grants for runaway and homeless youth shelters, transitional living programs, and drug abuse prevention programs.

1989-1993  Jr. High Youth Group Coordinator. St. Maria Goretti Catholic Church. St. Maria Goretti operates a variety of community service programs for adolescents, young adults, and families, regardless of religious affiliation. Managed a $40K annual program budget; supervised more than 20 volunteers and one paid staff member; developed curriculum and planned diverse class activities; produced weekly program newsletter; supervised weekly programs for 100 junior high students; coordinated retreats and other special activities.

1990-1992  Founder and Developer. HomeBase Youth Services, Inc. HomeBase Youth Services was founded to remedy Phoenix, Arizona’s severe lack of emergency shelter for homeless and runaway youth. Wrote needs assessment for community distribution; fostered community support through education, outreach and media relations; helped incorporate the organization; conducted fundraising.
Select Publications


Select Presentations

“Raising Heroes.” Keynote address presented by invitation at Arizona Friends of Foster Children Foundation’s Anniversary Gala, Phoenix, AZ, March 2014.


“Bullying.” Presented by invitation to the staff at All Saints’ Episcopal Day School, Phoenix, AZ, January 2014.

“Bullying.” Presented by invitation to the parents at All Saints’ Episcopal Day School, Phoenix, AZ, November 2013.


“From Sexting to the Cinnamon Challenge: Eliminating Parental Fears to Create a Better Workplace.” Keynote address presented by invitation at Working Mother Media’s Network and Affinity Leadership Congress, Chicago, IL, September 2013.


“Bullying.” Presented by invitation at the International School of Arizona, Scottsdale, AZ, April, 2013.

“Bullying.” Presented by invitation at TERROS and CPLC’s Savorlife Dinner to benefit Aunt Rita’s Foundation, Phoenix, AZ, April, 2013.


“Marketing to Kids.” Presented by invitation at the Collaborative Summer Library Program annual convention, Scottsdale, AZ, April 2011

“I’ve Been Talking to Your Kids… About Bullying.” Presented by invitation at the International School of Arizona, Scottsdale, AZ, December 2010.


“Old Brains in New Worlds: Teens and Tweens in Virtual Social Networks.” Presented by invitation at Arizona Teens Services Summit, Phoenix, AZ, April 2009


“Talking to Ten Year-Olds.” Presented by invitation to Cartoon Network’s New Media division, Atlanta, GA, October 2006.


“Latest Developments in Boot Camp Research.” Presented by invitation at the National Juvenile Detention Association’s Joint Conference on Juvenile Detention and Correctional Services, Omaha, NE, October 1998.


Lecturer, Gang Resistance Seminars, Scottsdale Middle Schools, Scottsdale, AZ, 1993.

Guest Speaker, Adobe Mountain Juvenile Detention Center, Phoenix, AZ, 1993.


Activities, Honors and Professional Development

Board Member, Eight/KAET/Arizona PBS Community Advisory Board, January 2014 to present.
Senior Policy Advisor, First Lady of Phoenix’s Stop Bullying AZ Cabinet, January 2012 to 2014.
Board Vice Chair, A New Leaf, July 2009 to present.
Board Member, Native American Connections, January 2010 to 2014.
Board Member, HomeBase Youth Services, June 2008 to 2010.
Board President, MentorE Online Youth Services, February 2002 to 2009.
Volunteer Staff, Valley Leadership’s Valley Teen Leadership Academy, July 2008 to 2010
Valedictorian, Valley Leadership’s Leadership Institute, Class XXIX, June 2008.
Member, Arizona State University’s Harry S. Truman Scholarship Nominating Committee, Tempe, AZ, 2004.
Big Brother, Big Brothers Big Sisters of Central Arizona, September 2002 to March 2004.
Dean’s Scholar, NYU, Robert F. Wagner Graduate School of Public Service, 1993-1995.
Graduate, Peer Monitoring, Department of Health and Human Services, Boston, MA, 1993.
Graduate, Gang Prevention, Carondelet Management Institute, Tucson, AZ, 1993.
Harry S. Truman Scholarship Recipient from Arizona (awarded nationally, one per state), 1992.
Arizona State University Homecoming King, Tempe, AZ, 1992.
ADDRESS

T. Denny Sanford School of Social and Family Dynamics
Program in Family and Human Development
Arizona State University
Tempe, AZ 85287
Phone: (480) 727-7925
Fax: (480) 965-6779
Email: tspinrad@asu.edu

EDUCATION

1994  M.S.  The Pennsylvania State University, University Park, PA. Department of Human Development and Family Studies.

PROFESSIONAL EXPERIENCE

2014- present  Professor, Arizona State University, T. Denny Sanford School of Social and Family Dynamics
2007-2014  Associate Professor, Arizona State University. School of Social and Family Dynamics
2000-2007  Assistant Professor, Arizona State University. Department of Family and Human Development/School of Social and Family Dynamics

RESEARCH

(Italicized names represent student or postdoctoral student authors)

Refereed Articles


Spinrad, T. L., Eisenberg, N., Silva, K. M., Eggum, N. D., Reiser, M., Edwards, A., Iyer, R.,
Spinrad, T. L.


Spinrad, T. L.


Spinrad, T. L.


Editor of Special Issues


Chapters


Grants Received

2012-2017 NICHD (1 R01 HD068522). The roles of emotion, regulation, and peer context in children’s achievement (Carlos Valiente and Nancy Eisenberg, P.Is). Co-Investigator role. Funded at $1,953,793 for 5 years.

2008-2011 NIMH (2RO1MH060838). The course of regulation and dysregulation in children. Co-PIs are Nancy Eisenberg and Tracy Spinrad. Funded at 1,535,004 total costs for 3.5 years.

2005-2010 NICHD (1 P01 HD048497-01A1) Project 3, School readiness intervention: Socioemotional mediators (Susan Landry, Program Project P.I., Preschool Curricula: Outcomes and Developmental Processes; This project, Principal investigators are Nancy Eisenberg, Tracy Spinrad, & Carlos Valiente (I am 12% paid time). Funded at $871,820 total direct costs.
2004-2005  Fetzer Foundation.  Facial and physiological correlates of compassion. Principal investigators are Nancy Eisenberg, Tracy Spinrad & Carlos Valiente. Funded at $20,000 total direct costs.

2004-2008  NIMH (2 R01 MH 60838). Emotion, Regulatory processes and social functioning. Principal Investigators are Nancy Eisenberg & Tracy Spinrad (Mark Reiser, Kathryn Lemery, & Kimberly Updegraff play small roles; I am 40% time). Funded at $1,076,401 total costs for 4 years.

2002-2003  Arizona State University, Seed Grant for the Stress Center Initiative. Emotionality and regulation in infants and toddlers: Relations to social and emotional adjustment. Principal Investigators are Tracy Spinrad, Nancy Eisenberg & Mark Reiser. Funded at the level of $20,000 for one year.

2001-2002  Arizona State University, Faculty Grant-in-Aid. Emotionality and regulation in infants and toddlers: Influences of temperament and parental socialization. Principal Investigator is Tracy Spinrad. Funded at the level of $7,000 for one year.

2001-2004  NIMH (1 R01 MH 60838). Emotion, regulation and quality of social functioning. Principal investigators are Nancy Eisenberg, Tracy Spinrad, Richard Fabes & Mark Reiser (I am 25% time). Funded at $1,100,000 total costs for 4 years.

1999-2004  NIDA (DA05227). Substance abuse among children of alcoholics. I am an investigator on this grant. Principal investigators are Laurie Chassin, Nancy Eisenberg, Richard Fabes & Manuel Barrera. Funded at $2,500,000 total costs for 5 years.

Grants Submitted (Unfunded)

2010  NIH. R01. Predictors of Regulation and Adjustment in Children of Mexican Origin. Principal Investigator: Spinrad  
*was scored at 27 Percentile.


Invited Presentations


Spinrad, T. L. (2011, May). *Empathy-related responding in young children.* Department of Social and Developmental Psychology, University of Rome; Orvieto, Italy.

Spinrad, T.L., Eisenberg, N., & Silva, K. (2010, October). Longitudinal relations among maternal behaviors, effortful control, impulsivity and young children’s committed compliance. Occasional Temperament Conference, Brunswick, ME.


Spinrad, T.L., (2001). *What mothers do with their infants and toddlers: Relations to children’s social and emotional behaviors.* Paper presented to the Early Intervention Colloquium Series, Arizona State University, Tempe, AZ.

**Conference Presentations (Refereed)**

Spinrad, T. L.


parenting, and effortful control in toddlerhood. Poster presented at the biennial meeting of the International Conference of Infant Studies, Minneapolis, MN.


Spinrad, T. L.


Spinrad, T. L.

reactions to toddlers’ negative emotions. Poster presented at the Society for Research in Child Development, Atlanta, GA.


Spinrad, T. L.

_expressivity._ Paper presented at the National Conference on Family Relations, Houston, TX.


**TEACHING**

Undergraduate Courses

- Infant and Toddler Development in the Family
- Lifespan Human Development
Graduate Courses

Research Issues in Child Development
Social and Emotional Development

Student Teaching Supervision

Laura Clary, Instructor for Lifespan Human Development
Tierney Popp, Instructor for Infant and Toddler Development in the Family
Bridget Gaertner, Instructor for Lifespan Human Development
Crystal Bryce, Instructor for Research Methods
Sara Seyed-Nozadi, Instructor for Intimate Relationships (Fall, 2012)
Amy Pennar, Instructor for Lifespan Human Development (Fall, 2012)
Ideen Etekal, Instructor for Lifespan Human Development (Spring, 2013)
Dawn England, Instructor for Lifespan Human Development (Fall, 2013)
Chih-Chien Huang, Instructor for Social Science Research Methods (Fall, 2013)
Mark Whiteley, Instructor for Marriage and Family Relationships (Fall, 2013)
Ryan Field, Instructor for Social Science Research Methods (Fall, 2013)
Flora Farago, Instructor for Personal Growth and Human Relationships (Fall, 2013)
Naomi Andrews, Instructor for Social Science Research Methods (Fall, 2013)
Diamond Bravo, Instructor for Family, Ethnic, and Cultural Diversity (Spring, 2014)
Chelsea Derlan, Instructor for Social Science Research Methods (Spring, 2014)
Chara Price, Instructor for Social Science Research Methods (Spring, 2014)

SERVICE

Department Service

Director of Programming (2012), Undergraduate Committee, Arizona State University
Search Committee (2012-2013), Innovative Methods, Arizona State University
Search Committee Chair (2012), Quantitative Family Methods, Arizona State University
Search Committee, (2012), Longitudinal Methods Position, Arizona State University
Search Committee (2010), Quantitative Child/Adolescent Health position, Arizona State University
Search Committee (2007-2008), Social Networks Position, Arizona State University
Selections committee, Graduate Funding Initiative (2010), Arizona State University
Spinrad, T. L.

Search Committee, Social Networks Position (2007). Arizona State University

University Service

Honors Disciplinary Faculty (2006-2007)
Psychology Department Approved Graduate Chair (2007-present)

Served as a member of a Mock Grant Review. PI is Dr. Maryanne Bozzette, College of Nursing and Healthcare Innovation, “Effects of Mother’s Voice on Premature Infant Attention and Behavioral Organization” May 2, 2008

Professional Service

*Ad-hoc reviewer*
Child Development
Developmental Psychology
Social Development
Merrill-Palmer Quarterly
Journal of Social and Personal Relationships
Psychological Inquiry
International Journal of Behavioral Development
Parenting: Science and Practice
Infancy
Journal of Family Psychology
Early Education and Development
Journal of Child and Adolescent Psychopathology
Journal of Child Psychology and Psychiatry
Journal of Personality and Social Psychology
Infant and Child Development

*Program Reviewer*
Society for Research in Child Development
International Conference for Infant Studies

*Board of Editorial Consultants*
Child Development Perspectives
Journal of Genetic Psychology
Infancy
Spinrad, T. L.

Professional Activities and Membership
American Psychological Association
International Society for Infant Studies
National Council on Family Relations
Society for Research in Child Development

External Grant Reviewer
National Science Foundation
National Institute of Health, RFA (AG-11-010) on Self Regulation, June, 2011
BSF United States-Israel Binational Science Foundation

Consultant
Provided videotaped footage regarding social emotional development as part of teacher professional development for the State of Texas (Children’s Learning Institute, University of TX and Teachscape; 8/2010)

External Reviewer: Doctoral Committee
Nancy Bandstra, Psychology Department, Dalhousie University, Nova Scotia, Canada

Talks

Spinrad, T. L. (2005, June). Making the Grade. Presentation for Arizona State University Orientation, ASU, Tempe, AZ.


HONORS AND AWARDS

2007 ASU Promotion and Tenure Faculty Exemplar: Chosen as one of a small number of newly promoted faculty for this honor for outstanding accomplishments.

2002 Mentorship Appreciation Award, Preparing Future Faculty Program, Arizona State University

2002 Nomination, ASASU Centennial Professorship, Arizona State University.
Spinrad, T. L.

1995  Fisher Fellowship for graduate research, The Pennsylvania State University.

1991  Social Ecology Award (for special excellence in major). The University of California, Irvine.
EDUCATION

2011  Ph.D., Family and Human Development (collateral area: Statistics)
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona
  Dissertation: *Contributions of children’s or teachers’ effortful control to academic functioning in early schooling*

2008  M.S., Family and Human Development
School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

2003  B.A., Psychology (double-major with English: Writing Emphasis), *Summa Cum Laude*
Department of Psychology
Department of English
Western Kentucky University, Bowling Green, Kentucky

PROFESSIONAL EXPERIENCE

Since 2011  *Assistant Research Professor*
T. Denny Sanford School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

2010  *Instructor*, Research Methods (Family and Human Development/Sociology)
Arizona State University, Tempe, Arizona

2009-2010  *Instructor*, Human Development
Arizona State University, Tempe, Arizona

2008  *Guest Lecturer*, Research Methods (Psychology)
Arizona State University, Tempe, Arizona

2008-2010  *Graduate Research Associate*, Predicting Academic Competence in Kids (PACK) Project (NSF BSC-0546096, Carlos Valiente, Principal Investigator)
Program in Family and Human Development, School of Social and Family Dynamics
Arizona State University, Tempe, Arizona

2006-2009  *Instructor*, Marriage and Family Relationships
Arizona State University, Tempe, Arizona

2005-2008  *Graduate Research Assistant*, Predicting Academic Competence in Kids (PACK) Project (NSF BSC-0546096, Carlos Valiente, Principal Investigator)
Program in Family and Human Development, School of Social and Family Dynamics  
Arizona State University, Tempe, Arizona

2005  
Graduate Research Assistant, Casa Grande Project (Carlos Valiente and Kathryn  
Lemery, Principal Investigators)  
Department of Family and Human Development  
Arizona State University, Tempe, Arizona

2005  
Graduate Research Assistant, Toddler Emotional Development Project (NIMH 2 R01  
MH 60838, Nancy Eisenberg and Tracy Spinrad, Principal Investigators)  
Department of Psychology  
Arizona State University, Tempe, Arizona

2004-2005  
Research Assistant, Toddler Emotional Development Project (NIMH 2 R01 MH 60838,  
Nancy Eisenberg and Tracy Spinrad, Principal Investigators)  
Department of Psychology  
Arizona State University, Tempe, Arizona

2003  
Instructor, Parenting Infants and Toddlers  
Family Enrichment Center, Bowling Green, Kentucky

RESEARCH INTERESTS
Children’s social and emotional development  
Self-regulatory ability  
Temperament  
The socialization of effortful control  
Parents’ and teachers’ socialization behaviors  
Early social relationships, student-teacher relationships  
Classroom social and academic ecology  
Early academic engagement and competence

PUBLICATIONS
*denotes student or postdoctoral fellow author

Refereed Articles

Cooper, C. E., Beck, A. N., Högnäs, R. S., & Swanson, J. (in press). Mothers’ partnership instability and  
coparenting among fragile families. Social Science Quarterly.  
2013 Impact Factor: 0.741; 5-Year Impact Factor: 1.390

Eggum-Wilkens, N. D., Valiente, C., Swanson, J., & Lemery-Chalfant, K. (2014). Children’s shyness,  
popularity, school liking, cooperative participation, and internalizing problems in the  
2013 Impact Factor: 2.058; 5-Year Impact Factor: 3.657

Longitudinal relations between parents’ reactions to children’s negative emotions,  
effortful control, and math achievement in early elementary school. Child Development,  
85, 1932-1947.  
2013 Impact Factor: 4.235; 5-Year Impact Factor: 5.834

Valiente, C., Swanson, J., Lemery-Chalfant, K., & *Berger, R. H. (2014). Children’s effortful control  
and academic achievement: Do peer victimization and classroom participation operate as  

2013 Impact Factor: 2.378; 5-Year Impact Factor: 2.665

**Swanson, J., Valiente, C., & Lemery-Chalfant, K.** (2012). Predicting academic achievement from cumulative home risk: The mediating roles of effortful control, academic relationships, and school avoidance. _Merrill-Palmer Quarterly, 58_, 375-408.

2012 Impact Factor: 1.737; 5-Year Impact Factor: 1.961


2012 Impact Factor: 2.120; 5-Year Impact Factor: 2.322


2012 Impact Factor: 2.045; 5-Year Impact Factor: 2.731


2011 Impact Factor: 2.303; 5-Year Impact Factor: 2.466


2010 Impact Factor: 3.583; 5-Year Impact Factor: 4.917


2009 Impact Factor: 4.983; 5-Year Impact Factor: 6.504


2008 Impact Factor: 2.903; 5-Year Impact Factor: 4.458

**Manuscripts Submitted for Publication**


**Manuscripts in Progress**


Measurement Instruments

Published Abstracts


Encyclopedia Entries


Op-Eds and Popular Press Essays

*Average magazine readership of 120,000+ per monthly issue

*Average magazine readership of 120,000+ per monthly issue

*Average magazine readership of 120,000+ per monthly issue

*Average magazine readership of 120,000+ per monthly issue

*Average magazine readership of 120,000+ per monthly issue

*Average magazine readership of 120,000+ per monthly issue

*Average newspaper readership of 1.5 million+ per week

PRESENTATIONS

*denotes student or postdoctoral fellow author

Refereed International Conference Presentations


Valiente, C., Lemery-Chalfant, K., & Swanson, J. (2009, April). *The unique and interactive roles of effortful control and negative emotionality on academic competence.* In C. Valiente (Chair, paper symposium), *The role of temperament in children’s school success.* Paper
presented at the 68th biennial meeting of the Society for Research in Child Development, Denver, Colorado.


Invited Presentations


Swanson, J. (2014, February). Be what you wish to see: Teachers can promote healthy behavior and learning by modeling self-regulation. Invited presentation at The Kindergarten Project Partnership Team semi-annual meeting, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona.


EXTERNAL RESEARCH GRANTS

Funded Proposals

**Proposals under Review**


**Proposals Not Funded**


Submitted 2012: Abry, T., & **Swanson, J.** (Co-PIs). *Classroom composition and student achievement: An ecological examination of school, classroom, and individual mediating and moderating effects.* Funding mechanism: Measures of Effective Teaching (MET) Early Career Research Grants Program. $24,845 in total costs. 07/01/2013-06/30/2014.


**QUANTITATIVE TRAINING**

**Proficiencies**

Intermediate statistics (e.g., ANOVA)
Regression (e.g., multiple predictors, moderation, multi-level models)
Multivariate data analysis (e.g., factor analysis, MANOVA)
Missing data analysis (e.g., assumptions, estimation, multiple imputation)
Mediation analysis (e.g., multiple mediators, multi-level, longitudinal)
Structural equation modeling (e.g., CFA, multigroup models, fixed effects models)
Advanced longitudinal modeling (e.g., cross-lagged panel models, growth curve models)

**Software**

Mplus, SPSS, SAS, Lisrel, R

**INSTRUCTION**

**Undergraduate Courses**

SOC 390: Instructor and Web Designer, Social Statistics I, *on-line format: Pearson LearningStudio* (4 sections); *on-line format: Blackboard* (current, on-going); Arizona State University
FAS 361/SOC 391: Instructor and Web Designer, Research Methods (Family and Human Development/Sociology cross-listed course), on-line format: Blackboard (2 sections); on-line format: Pearson LearningStudio (1 section); Arizona State University
CDE 232: Instructor, Human Development, on-line format: Blackboard (2 sections); Arizona State University
FAS 331/SOC 315: Instructor, Marriage and Family Relationships/Courtship and Marriage cross-listed course, brick-and-mortar format (1 section), enrollment of 150 students; on-line format: Blackboard (5 sections); Arizona State University
PSY 290: Guest Lecturer, Research Methods (Psychology), brick-and-mortar format (1 section); Arizona State University

Other Courses
Instructor, Parenting Infants and Toddlers, brick-and-mortar format (1 section); Family Enrichment Center, Bowling Green, Kentucky

Graduate Student Mentorship
Comprehensive Examination Committee Member, Kassandra M. Silva (in preparation). T. Denny Sanford School of Social and Family Dynamics, Arizona State University.
Dissertation Committee Member, Crystal I. Bryce (proposed August 2014). Children’s academic experiences during first grade as precursors of later academic performance. T. Denny Sanford School of Social and Family Dynamics, Arizona State University.
Comprehensive Examination Committee Member, Crystal I. Bryce (completed August 2013). Contextual and individual factors that influence children’s academic outcomes in kindergarten and first grade. T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

SERVICE
Departmental and University Service
Panel Member, Scholarship, research, and creative activities. Preparing Future Faculty Program, Office of Graduate Education, Arizona State University; 2014
Panel Member, New faculty perspectives. Preparing Future Faculty Program, Office of Graduate Education, Arizona State University; 2014
Panel Member, Scholarship, research, and creative activities. Preparing Future Faculty Program, Office of Graduate Education, Arizona State University; 2013
Panel Chair, How to maximize your graduate school potential. Tenth Anniversary of the Family and Human Development Doctoral Program: Celebrating 10 Years of Excellence, School of Social and Family Dynamics, Arizona State University; 2012
Member, Welcome Meal Faculty Committee, Fifth Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, School of Social and Family Dynamics, Arizona State University; 2011
Member, School of Social and Family Dynamics Graduate Student Recruitment Committee, School of Social and Family Dynamics, Arizona State University; 2011
Director of Social Networking, American Council of CoEducational Schooling; 2010-2012
Panel Member, *Surviving graduate school: Insights and advice from senior students*. Professional Development Seminar for First-Year Students, School of Social and Family Dynamics, Arizona State University; 2009

Panel Member, *Entering the right program for you: Selecting a graduate program after admittance*. Third Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, School of Social and Family Dynamics, Arizona State University; 2009

Panel Member, *Getting into and getting ready for graduate school*. Second Annual Professional Development Conference for Undergraduates Interested in Graduate Training in Child and Family Sciences, School of Social and Family Dynamics, Arizona State University; 2008

Presenter, *Getting into graduate school: What you need to do now*. Inaugural Summer Research Experience Program for Underrepresented Undergraduates Interested in Studying At-Risk Youth, School of Social and Family Dynamics, Arizona State University; 2008

Mentor, School of Social and Family Dynamics First-Year Graduate Students, Arizona State University; 2007-2010

Member, Family and Human Development Graduate Student Association Professional Speaker Series Committee, Arizona State University; 2007-2008

Member, Family and Human Development Graduate Student Association Job Search and Professional Development Speaker Series Committee, Arizona State University; 2007-2008

Panel Member, *Finding your fit: The right program for you*. Inaugural Professional Development Conference for Undergraduates in Family/Child Sciences, School of Social and Family Dynamics, Arizona State University; 2007

Member, Inaugural Professional Development Conference for Undergraduates in Family/Child Sciences Executive Committee, School of Social and Family Dynamics, Arizona State University; 2007

Member, Family and Human Development Graduate Student Association Big Ideas: Strategies for Success Committee, Arizona State University; 2006-2007

Research Grant Graduate Student Peer Reviewer, Graduate and Professional Student Association, Arizona State University; 2005-2009

**Professional Service**

Member, 2015 National Smart Start Conference Steering Committee

Reviewer, 2015 Society for Research in Child Development Biennial Meeting (Social, Emotional, Personality review panel)

Ad Hoc Reviewer:

*British Journal of Educational Psychology*, 1 manuscript since 2014

*Child Development*, 4 manuscripts since 2012

*Early Childhood Research Quarterly*, 1 manuscript since 2008

*Early Education and Development*, 1 manuscript since 2014

*Educational Psychology: An International Journal of Experimental Educational Psychology*, 3 manuscripts since 2012

*Learning and Instruction*, 5 manuscripts since 2012

*School Psychology Review*, 1 manuscript since 2014

*Social Development*, 4 manuscripts since 2011

*The Journal of Early Adolescence*, 1 manuscript since 2013


**Community Service**

Analyst, Parent Satisfaction Survey, Desert Garden Montessori, Phoenix, Arizona, 2014

Coordinator, Parent Mentorship Program, Desert Garden Montessori, Phoenix, Arizona, Since 2013
Chair, Desert Garden Montessori Accreditation Committee, Phoenix, Arizona, 2012-2014
Runner Participant, running/walking events benefiting local and national charities, Phoenix, Arizona, Since 2007
Volunteer, Salvation Army Christmas Day Meal Greeters, Phoenix, Arizona, 2008
Volunteer, KAET/Channel Eight PBS Pledge Drive, Tempe, Arizona, 2006
Assistant United Way Grant Writer, BRIDGES of Williamson County Shelter and Domestic Violence Program, Franklin, Tennessee, 2004
Assistant United Way Grant Writer, Family Enrichment Center, Bowling Green, Kentucky, 2003

**PROFESSIONAL MEMBERSHIPS**
American Council of CoEducational Schooling
American Educational Research Association
American Psychological Association Division 37: Society for Child and Family Policy and Practice
National Council on Family Relations
Society for Research in Child Development

**FELLOWSHIPS, AWARDS, AND HONORS**
Graduate and Professional Student Association Conference Travel Grant award, Arizona State University, $950; 2010, October
Summer Graduate Teaching Fellowship, Arizona State University, $3,000; 2010
Graduate and Professional Association Teaching Excellence Award Nomination, Arizona State University, 2009
Summer Graduate Teaching Fellowship, Arizona State University, $3,000; 2009
Graduate and Professional Student Association Professional Development travel award, Arizona State University, $750; 2009, May
Graduate and Professional Student Association Conference Travel Grant award, Arizona State University, $400; 2009, April
Inaugural School of Social and Family Dynamics Interdisciplinary Summer Support Selected Participant, $2,000; 2008
Summer Graduate Teaching Fellowship, Arizona State University, $2,700; 2008
Graduate and Professional Student Association Conference Travel Grant award, Arizona State University, $400; 2008, March
School of Social and Family Dynamics Graduate Student Engagement Award, Arizona State University, $1,000; 2007
Summer Graduate Teaching Fellowship, Arizona State University, $2,000; 2007
Preparing Future Faculty Program Selected Participant, Arizona State University, 2007-2008
Cowden Endowment Fellowship for Graduate Research, Arizona State University, tuition waiver, health insurance waiver, academic-year monthly stipend, estimated $20,000 per year; 2005-2010
Most Outstanding Senior in Psychology Nomination, Western Kentucky University; 2003
Phi Kappa Phi International Honor Society, inducted 2001
Regents’ Scholarship, Western Kentucky University, tuition waiver, estimated $4,000 per year; 1999-2003
Dean’s List, Western Kentucky University; 1999-2003

**PROFESSIONAL DEVELOPMENT**
Attended Spit Camp, a two-day workshop to obtain a theoretical and practical understanding of the use of oral fluid as biological specimen and the basics of immunoassay used for assaying saliva, as well as training on sample processing, salivary immunoassay and kinetic reaction

Attended Individualized Classroom Assessment Scoring System (InCLASS) Training seminar, sponsored by the T. Denny Sanford School of Social and Family Dynamics, and obtained training on standardized observational assessments and coding of children’s interactions with teachers, peers, and tasks; acquired InCLASS reliability coder certification, Tempe, Arizona, June 3-4, 2013.

Attended Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development (SECCYD) Training seminar, sponsored by the T. Denny Sanford School of Social and Family Dynamics, and obtained training on management and utilization of the NICHD SECCYD, Tempe, Arizona, January 9-10, 2013.

Attended Early Childhood Data Training seminar, sponsored by the National Center for Education Statistics (NCES), in the U.S. Department of Education’s Institute of Education Statistics (IES), and obtained training on The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K), The Early Childhood Longitudinal Study, Birth Cohort of 2001 (ECLS-B), and The National Household Education Surveys Program (NHES), Montréal, Québec, Canada, March 30, 2011.


Attended Classroom Assessment Scoring System (CLASS) Pre-K and Elementary Training and Elementary Train-the-Trainer Training seminars and obtained training in standardized observational assessments and coding of teachers’ emotional, organizational, and instructional practices; acquired Pre-K/Elementary CLASS reliability coder and trainer certification, Center for Advanced Study of Teaching and Learning, University of Virginia, May 4-8, 2009.

Upon successful application and acceptance, attended all seminars and workshops sponsored by the Preparing Future Faculty Program, Arizona State University, 2007-2008.


Edited, reviewed, and formatted Arizona State University fellow-graduate students’ theses and dissertations for APA-style, formatting, and writing quality prior to Defense Meetings, 2006-2010.

Attained advanced statistical training, Arizona State University, 2005-2009:

- **Analysis of Multivariate Data**, Leona S. Aiken
- **Analysis of Variance**, Sanford L. Braver
- **Applied Missing Data Analysis**, Craig K. Enders
- **Longitudinal Growth Curve Modeling**, Craig K. Enders
- **Multi-level Modeling**, Craig K. Enders
- **Multiple Regression**, Leona S. Aiken
- **Psychometric Methods**, Roger E. Millsap
- **Statistical Mediation Analysis**, David P. MacKinnon
- **Structural Equation Modeling**, Roger E. Millsap

Acquired 120 internship hours working to organize center operations, home visitations, state and county reports, United Way grant writing, parent training seminars, and large-scale community fundraisers as an intern at the not-for-profit Family Enrichment Center, Bowling Green, Kentucky, 2003.
EDUCATION

1999  Ph.D., University of Kansas, Lawrence, Kansas
Major: Educational Psychology & Research - Quantitative Research Methodology
Minor: Psychology - Psychometrics

1996  M.A., University of Kansas, Lawrence, Kansas
Major: Curriculum & Instruction - Science Education

1989  B.A., Carleton College, Northfield, Minnesota
Major: Chemistry, cum laude
Completed Urban Education Program semester of study in Chicago
Student teaching: Whitney Young High School, Chicago Public Schools

PROFESSIONAL EXPERIENCE

Arizona State University, Tempe, Arizona

2010 - present  Associate Professor, T. Denny Sanford School of Social and Family Dynamics

2012 – present Affiliated Researcher, Learning Sciences Institute

2011 – present Affiliated Faculty, School of Public Affairs

2006 – 2010  Associate Professor, Mary Lou Fulton Institute & Graduate School of Education
(2008 – 2010) and Mary Lou Fulton College of Education (2006 – 2008); Educational Psychology program; Measurement, Statistics, and Methodological Studies concentration

2008  Visiting Professor at University of Barcelona during 2008 sabbatical


1999 – 2006  Assistant Professor, College of Education, Educational Psychology program; Measurement, Statistics, and Methodological Studies concentration
University of Kansas, Lawrence, Kansas

1996 - 1998  Research Assistant, Institute for Life Span Studies, Research Design & Analysis
Responsibilities included consulting, conducting statistical analyses, writing research manuscripts, and preparing statistics workshops for Institute researchers.

1996  Graduate Teaching Assistant, School of Education, Psychology and Research in Education. Teaching assistant for graduate-level introductory statistics course.

1994 - 1997  Graduate Teaching Assistant, School of Education, Curriculum & Instruction
Instructor of undergraduate science methods course for elementary/middle school teachers. Field supervisor/evaluator for secondary science student teachers.

Center Senior High School, Center School District, Kansas City, Missouri

1991 - 1994  Chair of Science Department with six faculty members

1989 - 1994  Teacher of physics, chemistry, and physical science in grades 9-12
Served on School Improvement Team (1993-1994) and Professional Development Committee (1993-1994)

PUBLICATIONS

Book and Monograph Chapters  (* denotes coauthor was a graduate student when the research was conducted)


**Referred Journal Articles** (* denotes coauthor was a graduate student when the research was conducted)


**Invited Journal Articles**


**Book In Progress**


**Science Textbooks**

The following books are secondary-level science textbooks published by Glencoe/McGraw-Hill that have been used widely in schools around the country. All physical science related titles (i.e., all books except *Science Interactions*) contain shared and extended material with the original textbook, of which I authored 12 chapters of physics content (approx. half of the book). I originally wrote these while teaching high school science and pursuing graduate work in science education. I maintain an interest in science education and have continued to revise these texts.


**Evaluations and Technical Reports**


**SPONSORED PROJECTS**

**Funded**

Proposal number: 14010199
Award period: 8/1/2014 – 7/31/2017
Total Amount: Total $1,481,976; ASU share $301,016 (Thompson 50%)

Award number: 11080549
Award period: 6/1/2012 to 5/31/2017
Total Amount: $2,531,730 over five years (Thompson 10%)

National Science Foundation – Discovery Research K-12 Program.
Award number: 0918697
Award period: 8/1/2009 to 7/31/2012
Amount: $895,883 (Thompson 25%)

Institute of Education Sciences, U. S. Department of Education.
Award number: R324E06073
Award period: 6/1/2006 to 5/31/2009
Amount: $1,425,540 overall, with $662,945 subcontract to ASU

Amount: $100,000

My chief role is to provide direction for the design, collection, and analysis of assessment data for the longitudinal study. I was consistently involved in grant activities in 2004-2005, but participated in 2005-2006 as an occasional consultant.
Amount: $1,400,000 for three years

2000-2005 Thompson, M. S. (PI). Measurement, Research, and Computer Support for the
Cisco Networking Academies Assessment Systems. Funded by Cisco Systems. This grant has been a major source of funding for the EDCARE laboratory. I have supervised graduate students and research professionals on projects to enhance the Cisco Networking Academies assessment system. Amount: $345,000 for two years; $103,000 continuance for third year; $110,000 continuance for fourth year; $60,000 for fifth year.

2004-2005 Gorin, J. G. & Thompson, M. S. (co-PIs). The Pursuit of Postsecondary Education: Exploring Underrepresented Groups in Arizona. Internal Stimulus Grant funded by the ASU College of Education. Amount: $40,000 for one year

2000-2003 Spencer, D. (PI). Thompson, M. S. (consultant). Evaluation for Project Venture Technology Innovation Challenge Grant. Funded through the Project Venture Grant from the U. S. Department of Education. Dr. Dee Spencer was the primary evaluator for the grant, which supports technology training in 4 urban/suburban school districts and 13 rural districts in Maricopa County. I directed graduate students in the EDCARE laboratory in the development, support, and data analysis for a web-based evaluation tool. Amount: $117,571 for 2001; $150,000 for 2002; and $120,000 for 2003


2000-2002 MacSwan, J. (PI). Thompson, M. S. (methodology writer and consultant). Beyond Program Effectiveness Research: Explaining Low Achievement in Limited English Proficient Students. Funded by the Field-Initiated Studies grant program in the U.S. Department of Education. I wrote the methodology for a structural equation modeling analysis of data collected in this study. I will direct the analysis of the data and contribute to the writing of papers based on our findings. Amount: $700,000 over three years; no-cost extension awarded for 2003-2005


2001-2002 Stockford, S. M., & Thompson, M. S. (co-PIs). Development of an On-line Data Management System for the Teacher Demand Project. Funded by ASU East Campus Provost’s Office. Amount: approx. $10,000 for one year

Under Review or Not Funded

Proposed award period: 5/15/2015 to 5/15/2018
Proposed amount: $856,613 over 3 years (Thompson $3,000 per year as consultant)

Proposed award period: 12/1/2014 to 6/30/2018
Proposed amount: $516,600 over 3.5 years (Thompson paid as consultant)

Proposed award period: 7/1/2014 to 6/30/2019
Proposed amount: $2,406,892 over 5 years (Thompson 10%)

Total Proposed Amount: $ 3,482,290 over five years (Thompson 10%)

Total Proposed Amount: $ 3,266,936 over five years (Thompson 10%)

Proposed Amount: $ 146,121 for ASU share of grant (Thompson 50%)

2010  Valiente, C. (P.I), Eisenberg, N., Spinrad, T., & Thompson, M. S. (Co-P.I.s). The roles of emotion, regulation, and peer context in children’s achievement. Submitted to the National Science Foundation (larger version of project was later funded by NIH).
Proposed Amount: $ 749,198 over four years (Thompson 5%)
2010  MacSwan, J. (P.I), & Thompson, M. S. (Co-P.I.). Sequential Bilingualism in School Settings: The Role of Oral Language Development, Vocabulary, and Literacy in Rate of English Language Acquisition. National Institutes of Health. Proposed Amount: $3,000,000 over five years (Thompson 25%)

2006  MacSwan, J. (P.I), & Thompson, M. S. (Co-P.I.). Individual Differences in Rate of Acquisition of English among Spanish Background Immigrant Children in the U. S. Revised following review with the National Institute of Child Health and Human Development. Proposed Amount: $3,000,000 over five years (Thompson 25%)

2004  Ramakrishna, B.L. (P.I.); Amazeen, E., Glaunsinger, W. S., Gorin, J. S., McBeath, M., Pizziconi, V. B., Ramakrishna, P., Razdan, A., Silberman, S., & Thompson, M.S. (Senior Investigators, listed alphabetically). Optimization of Nanoscale Education. National Science Foundation – ROLE Initiative. Proposed Amount: $1,750,000 over three years.


2000  Ramakrishna, B.L. (P.I.); Amazeen, E., Glaunsinger, W. S., McBeath, M., Pizziconi, V. B., Ramakrishna, P., Razdan, A., Silberman, S., & Thompson, M.S. (Senior Investigators, listed alphabetically). Optimization of Nanoscale Education. National Science Foundation – ROLE Initiative. Proposed Amount: $2,240,194 over three years.
PROFESSIONAL PRESENTATIONS

Refereed Conference Presentations


O’Brien, J., Hagler, D., & Thompson, M. S. (September, 2014). A validation protocol for nursing simulation scenario development. Paper presented as a concurrent session at the National League for Nursing Education Summit, Phoenix, AZ.

Kapantzoglou, M., Restrepo, M. A., Gray, S., Thompson, M. S., & Gorin, J. (June, 2014). Bilingual children with and without language impairment: Are there only two groups? Poster presented at the 35th annual Symposium on Research in Child Language Disorders, Madison, WI.


Lo, W.-J., & Thompson, M. S. (August, 2013). Investigating item wording effects and invariance for a parenting measure. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI.


Runnion, E., Schlesinger, N., Restrepo, M. A., Gray, S., Gorin, J., & Thompson, M. S. (June, 2013). Measurement structure of linguistic and processing skills on a new measure to screen Spanish-speaking students. Poster presented at the 34th annual Symposium on
Research in Child Language Disorders, Madison, WI.


Stockford, S. M., & Thompson, M. S. (May, 2010). Meta-analysis of intraclass correlation coefficients from multilevel models of educational achievement. Presented at the annual meeting of the American Educational Research Association, Denver, CO.


Green, S. B., & Thompson, M. S. (May, 2010). Interpretation of parameters in models with composite factors. Presented at the annual meeting of the American Educational Research Association, Denver, CO.

Kapantzoglou, M., Restrepo, M. A., & Thompson, M. S. (November, 2009). Can dynamic
assessments of word learning skills differentiate English language learners with and without language impairment? Presented at the annual meeting of the American Speech-Language-Hearing Association, New Orleans, LA.


MacSwan, J., Thompson, M. S., de Klerk, G., & McAlister, K. (March, 2008). Beyond program effectiveness research: Explaining differences in English learners’ academic achievement. Annual meeting of the California Association for Bilingual Education, San Jose, California.


Phoenix, Arizona.


Bate, S. L., & Thompson, M. S. (April, 2005). Examining individual risk factors and full-day kindergarten as predictors of early reading achievement in the ECLS-K. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.


Thompson, M. S., & Lewis. S. (February, 2004). Using national datasets to conduct educational research: Examining racial, ethnic, and language minority subpopulations. Presented at the Relevance of Assessment and Culture in Education conference, Tempe, Arizona.


Thompson, M. S., Green, S. B., Stockford, S. M., Chen, Y.-H., & Lo, W.-J. (April, 2002). The .05 Level: The probability that the independent-samples t test should be applied? Presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.


Other Conference Participation

Thompson, M. S. (May, 2010). Discussant in Structural Equation Modeling SIG session on mixture models at the annual meeting of the American Educational Research Association, Denver, CO.

Thompson, M. S. (May, 2010). Chair/moderator in Educational Statisticians SIG roundtable discussion session at the annual meeting of the American Educational Research Association, Denver, CO.

Thompson, M.S. (April, 2007). Program Chair of structural equation modeling special interest group and Chair of Division D paper session at the annual meeting of the American Educational Research Association, Chicago, IL.

Thompson, M.S. (April, 2006). Chair of educational statisticians special interest group and Division D paper sessions at the annual meeting of the American Educational Research Association, San Francisco, California.

Thompson, M.S. (April, 2002). Chair of structural equation modeling special interest group paper session at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.


Nelsen, E. (Moderator), Ding, C., Horton, S., Reimer, K., & Thompson, M. S. (September, 1999). Panel member in a discussion for graduate students at the annual meeting of the Arizona Educational Research Organization, Flagstaff, Arizona. Confronting the job marketplace in educational psychology, testing, and research: A panel discussion.

Workshops and Other Presentations


Thompson, M. S., & Green, S. B. (July, 2008). A brief introduction to structural equation modeling. Presented at the University of Barcelona, Barcelona, Spain.


Green, S. B., & Thompson, M. S. (March, 2002). Yes, it’s a multivariate world, and I don’t know how to deal with it! Presented as an Educational Psychology brownbag seminar and as an ASU Psychology Department Quantitative Series seminar.

Thompson, M. S., & DiCerbo, K. (November, 2000). All the news that’s fit to print? Another look at California test scores among limited English proficient students. Presented as an ASU Educational Psychology brownbag seminar.

INSTRUCTION and MENTORING

Courses Taught at Arizona State University (*denotes new course I created)

Graduate
- EDP 502: Introduction to Quantitative Methods
- EDP 552: Correlation and Multiple Regression
- EDP 554: Analysis of Variance
- EDP 652: Multivariate Procedures in Data Analysis
- EDP 654: Structural Equation Modeling in Educational Research*
- EDP 691: Statistical Analysis of Large Data Sets*
- CDE 591: Exploratory and Confirmatory Factor Analysis*
- CDE 591: Structural Equation Modeling for the Social Sciences*
- FAS 508: Structural Equation Analysis

Undergraduate
- SOC 390: Social Statistics I

- Student ratings of my teaching range from 4.6 to 4.9 on a 5-point scale for the survey evaluation items, averaged across all courses I have taught at ASU.

- I received the College of Education Dean’s Award for Excellence in Teaching in 2003.

Mentoring/Advisement
The following table contains a list of doctoral committees and master’s committees that I have either chaired/co-chaired or served on as a committee member. Committees that are currently in progress are designated IP. Among the nine doctoral students I have chaired to completion, four are in tenure-track faculty positions at major universities, three are employed in non-tenure track university positions, and two chose research and consulting positions.
<table>
<thead>
<tr>
<th>Year</th>
<th>Name of Student</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 (ant.)</td>
<td>Yixing Liu</td>
<td>Ed. Psych. – Measurement &amp; Statistics</td>
</tr>
<tr>
<td>2011</td>
<td>Kimberly Beckert*</td>
<td>Higher Education (Ed.D.)</td>
</tr>
<tr>
<td>2009</td>
<td>Bryant Jensen*</td>
<td>Ed. Psych – School Psychology</td>
</tr>
<tr>
<td>2008</td>
<td>Wen-jo Lo</td>
<td>Ed. Psych. – Measurement &amp; Statistics</td>
</tr>
<tr>
<td>2007</td>
<td>Sheri Lewis Bate</td>
<td>Ed. Psych. – Measurement &amp; Statistics</td>
</tr>
<tr>
<td>2007</td>
<td>Khawla Obiedat</td>
<td>Ed. Psych. – Measurement &amp; Statistics</td>
</tr>
<tr>
<td>2006</td>
<td>Yi-hsin Chen*</td>
<td>Ed. Psych. – Measurement &amp; Statistics</td>
</tr>
</tbody>
</table>

**Doctoral Dissertations Chaired/Co-chaired* (9 completed; 1 in progress)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name of Student</th>
<th>Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Phil Arcuria</td>
<td>Ed. Psych. -- Measurement &amp; Statistics</td>
</tr>
<tr>
<td>2014</td>
<td>Sara Seyed Nozadi</td>
<td>Family and Human Development</td>
</tr>
<tr>
<td>2014</td>
<td>Aaron Crawford</td>
<td>Ed. Psych. -- Measurement &amp; Statistics</td>
</tr>
<tr>
<td>2012</td>
<td>Alec Brown</td>
<td>Ed. Psych. -- School Psychology</td>
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<tr>
<td>2012</td>
<td>Maria Kapantzoglou</td>
<td>Speech and Hearing</td>
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<tr>
<td>2012</td>
<td>Matt Savage</td>
<td>Communications</td>
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<tr>
<td>2012</td>
<td>Douglas Deiss</td>
<td>Communications</td>
</tr>
<tr>
<td>2011</td>
<td>Genevieve Smith Bohac</td>
<td>Ed. Psych. -- School Psychology</td>
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<tr>
<td>2011</td>
<td>Joseph &quot;Ridge&quot; Millett</td>
<td>Ed. Psych. -- Learning</td>
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<tr>
<td>2011</td>
<td>Miranda Kucera</td>
<td>Ed. Psych. -- School Psychology</td>
</tr>
<tr>
<td>2011</td>
<td>Anju Kuriokose</td>
<td>Language and Literacy</td>
</tr>
<tr>
<td>2010</td>
<td>Nathan White</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>2010</td>
<td>Jennifer Eden</td>
<td>Communications</td>
</tr>
<tr>
<td>2010</td>
<td>Justin Boren</td>
<td>Communications</td>
</tr>
<tr>
<td>2009</td>
<td>Annegret Hannawa</td>
<td>Communications</td>
</tr>
<tr>
<td>2009</td>
<td>Heather Terrell</td>
<td>Psychology</td>
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<tr>
<td>2009</td>
<td>Beth Babin-Gallagher</td>
<td>Communications</td>
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<tr>
<td>2009</td>
<td>Emily Thompson</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>2009</td>
<td>Jennifer Skarpetowski</td>
<td>Ed. Psych. -- School Psychology</td>
</tr>
<tr>
<td>2009</td>
<td>Maria Kapantzoglou</td>
<td>Speech and Hearing</td>
</tr>
<tr>
<td>2008</td>
<td>Claire Markham Clifford</td>
<td>Ed. Psych. -- Lifespan Developmental Psychology</td>
</tr>
<tr>
<td>2007</td>
<td>Myeongsoong Yoon</td>
<td>Psychology</td>
</tr>
<tr>
<td>2006</td>
<td>Alan Mikkelson</td>
<td>Communications</td>
</tr>
<tr>
<td>2006</td>
<td>Amy Scott</td>
<td>Ed. Psych. -- School Psychology</td>
</tr>
<tr>
<td>2006</td>
<td>Roopa Iyer</td>
<td>Ed. Psych. -- Lifespan Developmental Psychology</td>
</tr>
<tr>
<td>2005</td>
<td>Mary Ruth Hackett</td>
<td>Ed. Psych. -- Lifespan Developmental Psychology</td>
</tr>
<tr>
<td>2005</td>
<td>Nicole Michalik</td>
<td>Ed. Psych. -- Lifespan Developmental Psychology</td>
</tr>
<tr>
<td>2005</td>
<td>Natasha Maynard-Reid</td>
<td>Counseling Psychology</td>
</tr>
<tr>
<td>2005</td>
<td>Pen-Chiang (Ben) Chao</td>
<td>Special Education</td>
</tr>
<tr>
<td>2005</td>
<td>Pamela Frazier</td>
<td>Ed. Psych. -- School Psychology</td>
</tr>
<tr>
<td>2004</td>
<td>Asmaa Shbeer</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>2004</td>
<td>Tiffany Forbis</td>
<td>Ed. Psych. -- School Psychology</td>
</tr>
<tr>
<td>2004</td>
<td>Jennifer Hirman</td>
<td>Educational Leadership and Policy Studies</td>
</tr>
<tr>
<td>2003</td>
<td>Kristin DiCerbo</td>
<td>Ed. Psych. -- School Psychology</td>
</tr>
</tbody>
</table>
2003  Traci Williams  Ed. Psych. -- School Psychology
2003  Kathleen Kiley Wade  Ed. Psych. -- School Psychology
2003  Kate Mahoney  Curriculum and Instruction
2002  Craig Albers  Ed. Psych. -- School Psychology
2002  Susan Dawson  Ed. Psych. -- School Psychology
2002  Annette Parkerson  Ed. Psych. -- Lifespan Developmental Psychology
2002  Theresa Kovalski  Counseling Psychology
2002  Debbie Leedy  Science Education/Chemistry Education
2002  Daniel Uribe  Educational Technology
2001  Aisling Leavy  Curriculum and Instruction -- Math Ed./Elem. Ed.
2001  Tara Jennings  Ed. Psych. -- Measurement & Statistics
2001  Jennifer Eppinger-Gatt  Ed. Psych. -- School Psychology
1999  Joan Tomoff  Ed. Psych. -- Measurement & Statistics
      Crystal Bryce  Family and Human Development (proposed)
      Derek Fay  Ed. Psych. -- Measurement & Statistics (proposed)
      Hae Sung Im  C & I: Early Childhood (proposed)
      Erin Kube  Counseling Psychology (proposed)
      Katie Kunze  Ed. Psych. -- Measurement & Statistics (comps)
      Dominic Primé  Counseling Psychology (proposed)
      Elizabeth Runnion  Family and Human Development (comps passed)
      Nora Schlesinger  Speech and Hearing (comps passed)

**Master’s Theses and Applied Projects (AP) Chaired/Co-chaired* (12 completed; 2 in progress)**

2013  Anna George  Ed. Psych. -- Measurement & Statistics
2013  Nicole Speranza  Ed. Psych. -- Measurement & Statistics
2012  Maria Kapantzoglou  Ed. Psych. -- Measurement & Statistics
2011  Phil Arcuria  Ed. Psych. -- Measurement & Statistics
2004  Sheri Lewis  Ed. Psych. -- Measurement & Statistics
2003  Michael Harris  Ed. Psych. -- Measurement & Statistics
      Yixing Liu  Ed. Psych. -- Measurement & Statistics (proposed)
      Ingrid Zamudio-Milano  Ed. Psych. -- Measurement & Statistics

**Master’s Theses and Applied Projects (AP) – Committee Member (26 completed; 1 in progress)**

2012  Janet Krause  Ed. Psych. -- Measurement & Statistics
2012  Kerry Mitchell  Ed. Psych. -- Measurement & Statistics (AP)
2011  Jillian Smith  Family and Human Development
2011  Idean Ettekal  Family and Human Development
2011  Vanessa Gaio  Ed. Psych. -- School Psychology
2011  Diana Barela  Sociology (AP)
2010  Joseph Mahoney  Ed. Psych. -- School Psychology
2009  Selena Nakano  Ed. Psych. -- School Psychology
2009  Lietta Scott  Ed. Psych. -- Measurement & Statistics
2008  Sandi Dial  Ed. Psych. -- School Psychology
2007  Jonathan Hilpert  Ed. Psych. -- Learning
2006  Paul Krech  Ed. Psych. -- Measurement & Statistics
2005  Stacey Weber  Ed. Psych. -- School Psychology
2004  Dalia Rostenberg  Ed. Psych. -- School Psychology
2004  Matt Heerman  Ed. Psych. -- Learning
2002  Amy Scott  Ed. Psych. -- School Psychology
2001  Willy Perkins  Counseling Psychology
2001  Kathleen Kiley  Ed. Psych. -- School Psychology
2001  Tiffany Forbis  Ed. Psych. -- School Psychology
2001  Anne Kleinschmidt Ingram  Ed. Psych. -- School Psychology
2000  Pamela Frazier  Ed. Psych. -- School Psychology
2000  Cameron Dyck  Recreation, Tourism, and Management
1999  Kristin DiCerbo  Ed. Psych. -- School Psychology
       Carla Wall  Family and Human Development

PROFESSIONAL SERVICE and ACTIVITIES

National

2014  Invited reviewer for tenure and promotion to Assoc. Professor, Purdue University
2013  Reviewer for National Science Foundation SES – Methodology, Measurement, and Statistics Grants program
2012 – 2013  Chair of the AERA Division D Early Career Award Committee
2012  Reviewer for appointment at rank of Assoc. Professor, Duke University
2011  Reviewer for National Science Foundation REESE Grants program
2010 – 2012  Invited member of the AERA Division D Early Career Award Committee
Association

Editorial Activities

I have been an invited ad hoc reviewer for the following journals and conferences.

*Psychological Methods*
*Child Development*
*Child Development Perspectives*
*Multivariate Behavioral Research*
*Structural Equation Modeling: A Multidisciplinary Journal*
*American Educational Research Journal*
*Educational and Psychological Measurement*
*Journal of Counseling Psychology*
*Educational Evaluation and Policy Analysis*
*Child Abuse and Neglect*
*Educational Research and Evaluation*
*Journal of Research in Science Teaching*
*The American Journal of Mental Retardation*
*Leisure Sciences: An Interdisciplinary Journal*
*The Journal of General Education*
*AERA National Convention – Division D, Structural Equation Modeling SIG, and Educational Statisticians SIG*

Reviewer for revision proposal of Barbara Byrne’s *Structural Equation Modeling with EQS, 3rd Edition* (Fall, 2012).


Reviewer of proposal for multivariate statistics text (Addison-Wesley, 1999).

Arizona State University

2011 – 2014 Coordinator of Measurement and Statistical Analysis (MASA) Specialization, School of Social and Family Dynamics

2011 – 2012 Member of Search Committee for Longitudinal Methods/Socio-emotional Development position, School of Social and Family Dynamics

2011 – 2012 Member of Search Committee for Postdoc in Measurement and Statistical Analysis, School of Social and Family Dynamics

2010 – 2012 Member of Leadership Committee, School of Social and Family Dynamics

2010 – 2011 Member of Search Committee for Quantitative/Child Health position, School of Social and Family Dynamics

2010 – 2011 Coordinator of committee to develop Quantitative Methods emphasis, School of Social and Family Dynamics
2010 – 2011  Mentor for undergraduate student in ASU’s Obama Scholars Program

2000 - 2011  Coordinator of EDCARE laboratory (Educational Data Communication, Analysis, Research, and Evaluation)
Major responsibilities include writing and administration of grants, coordination of research projects, and hiring and supervision of graduate students. EDCARE is supported largely by external funding. Activities include applied data analysis, methodological research, technical assistance, and service for education-related projects involving ASU faculty and students, public school personnel, and researchers from other institutions and corporations. The lab also serves as a vehicle for conducting academic research and training graduate students in the Measurement, Statistics, and Methodological Studies program.

2009 – 2010  Faculty mentor for Asst. Professor Amanda Sullivan

2009 – 2010  Member of Personnel Committee, Division of Advanced Studies in Learning, Technology, and Psychology in Education

2009  Member of Search Committee for Executive Dean of Mary Lou Fulton Institute & Graduate School of Education

2009 – 2010  Headed development of Bylaws and Policies & Procedures for newly restructured Mary Lou Fulton Institute & Graduate School of Education

2009 – 2010  Acting President of Faculty Assembly in the College of Education

2008 – 2009  President of Faculty Assembly in the College of Education

2009 (spring)  Curriculum Summit Facilitator for College of Teacher Education and Leadership

2008 – 2009  Member of Search Committee for Asst./Assoc./Full Professor in School Psychology

2008 – 2009  Member of Critical Responders Committee, Reimvisioning Teacher Education in the Mary Lou Fulton College of Education

2007 – 2008  President-Elect of Faculty Assembly in the College of Education

2006 – 2009  Member of College Council

2006 – 2009  Member of Personnel Committee, Division of Psychology in Education

2007 (fall)  Co-chair of College Program Committee

2006 - 2007  Member of Search Committee for Director, Division of Psychology in Education

2006 - 2007  Program Coordinator, Measurement, Statistics, and Methodological Studies
2005 - 2006  Member of Search Committee for Asst./Assoc. Professor in Measurement, Statistics, and Methodological Studies

2002 - 2005  Member of Educational Psychology Scholarship Committee

2002 - 2003  Member of Ad Hoc Committee to Plan an Undergraduate Degree in Educational Psychology

2002, 2003  Guest panelist and workshop leader for Spencer Scholar Seminar, Sociocultural Perspectives on Educational Equity

2002  Member and Affirmative Action Representative on Search Committee for Lecturer in Curriculum and Instruction

2001 - 2002  Member and Affirmative Action Representative on Search Committee for Assistant/Associate/Full Professor of Measurement, Statistics, and Methodological Studies

2000 - 2002  Member of Educational Psychology Curriculum Committee

2000 - 2004  Trained Affirmative Action Representative

2001 - 2002  Chair of Planning Committee and Coordinator of the College of Education’s Saturday Seminar Series

2000 - 2002  Member of Administrative Board for the Center for Research on Education in Science, Mathematics, Engineering and Technology (CRESMET)

2000 - 2001  Member of Planning Committee for the College of Education’s Saturday Seminar Series

2000 - 2001  Member of Search Committee for Assistant/Associate Professor of Measurement, Statistics, and Methodological Studies

1999 - 2000  Program Coordinator, Measurement, Statistics, and Methodological Studies

1999 - 2000  Member of College of Education Technology Committee
Community

2014 – 2015 Member of Search Committee for Head of School, Summit School of Ahwatukee
2011 – 2015 Member of the Board of Trustees (Secretary 2015), Summit School of Ahwatukee
2014 Member of Search Committee for Counselor, Summit School of Ahwatukee
2012 Member of Search Committee for 5th-grade teacher, Summit School of Ahwatukee
2002 - 2003 Arizona Educator Assessment Advisory Committee
Arizona Department of Education committee that reviews the use of teacher certification examinations and makes recommendations for implementation to the Department of Education.

Training Seminars Attended (competitively funded by agency if noted)

1999 AERA Advanced Institute on HLM for Education Policy Research, sponsored by AERA. Montreal, Quebec, Canada.
1998 NSF Data Institute, sponsored by the Association for Institutional Research. Washington, DC.
CURRICULUM VITAE

MONICA TSETHLIKAI

CONTACT INFORMATION
T. Denny Sanford School of Social and Family Dynamics
P.O. Box 873701, Tempe, AZ 85287-3701
Phone: (480) 965-3649
Fax: (480) 965-6779
Email address: monica.tsethlikai@asu.edu
COPE Lab: Culture and Context of Positive Development Lab

EDUCATION
University of Kansas, Lawrence, KS
   Ph.D. in Cognitive Psychology - May 2005
   Formal Concentration in Statistics
   18 hours in Quantitative Methods in Psychology
   (Dr. Andrea F. Greenhoot, advisor)
University of Kansas, Lawrence, KS
   Master’s Thesis: The Intergenerational Impact of Native American Parental Beliefs: An Exploratory Analysis.
   (Dr. Anne Calhoun and Dr. Marion O’Brien, advisors)
University of Notre Dame, South Bend, IN
   B.A. Psychology, January 1992
   Formal Second Major in Japanese

PROFESSIONAL POSITIONS
Assistant Professor  8/16/2013
   Sanford School of Social and Family Dynamics
   Arizona State University
   Research: I examine cultural and contextual factors that promote or hinder cognitive development and constructive memory processes in early and middle childhood. The central goal of my work is to understand how to promote positive developmental outcomes for all children with an emphasis on American Indian child development.
Assistant Professor  7/2007 to 7/31/2013
   Department of Psychology
   University of Utah
   Research: I conducted research on the development of executive function and memory in middle childhood.
Postdoctoral Fellow 2005-2007
Department of Psychology
University of California, Santa Cruz
Research: The influence of cultural practices on Tohono O’odham children’s learning and memory.
I spent 8/2006 to 7/2007 on the Tohono O’odham Nation in Arizona collecting data with support from a Ford Postdoctoral Fellowship and a Spencer Foundation Grant - Award Number 200700185.
Dr. Barbara Rogoff, Advisor

Graduate Research Assistant 1999-2002
NICHD Study of Early Child Care and Youth Development
University of Kansas, Lawrence, KS
Phase III (ages 9 to 11 years) home team coordinator and lab team research assistant in charge of coordinating and collecting data for a longitudinal study on child care and child development conducted nationally.
Dr. Marion O’Brien and Dr. Carolyn Roy, Principal Investigators

Graduate Research Assistant 2002
Bioscience Initiative for Maximizing Student Diversity
University of Kansas, Lawrence, KS
Assisted with preparing the yearly report on the program’s progress by running statistics on the recruitment and retention of American Indian students at the University of Kansas.
Dr. Marigold Linton, Principal Investigator

Probation Officer 1994-1999
Pima County Juvenile Court
Tucson, AZ
Probation Officer for juvenile delinquents; served as a field officer, a Safe School Officer, and an Intensive Probation Officer over the course of five years.

HONORS AND AWARDS
2012 Native Children’s Research Exchange Scholar
2012 University of Utah, Center for Teaching and Learning Excellence, Inaugural Teaching Fellow
2012 National Institutes of Health (NIH) Health Disparities Loan Repayment Program Award
2012 William T. Grant Scholars Award
2006 Ford Postdoctoral Fellowship
2005 National Institute of Health Postdoctoral Fellowship
2005 American Psychological Association Dissertation award for excellence in scientific psychology
2001 Ford Predoctoral Fellowship
2005 Groves Conference on Marriage and Family Feldman Award for outstanding publication awarded to J. Anne Calhoun, Mishuana Goeman, and Monica Tsethlikai
2003 Montie McMickell award for excellence in cognitive psychology – University of Kansas Department of Psychology
2001 Outstanding Graduate Student - Big XII Native American Student Leadership Conference

PROFESSIONAL MEMBERSHIPS
American Psychological Association
Society for Research in Child Development
Society for the Advancement of Chicanos and Native Americans in Science
International Society for the Study of Behavioral Development
Cognitive Development Society

COURSES TAUGHT
Instructor, Arizona State University Spring 2014
Social Statistics 1

Instructor, University of Utah 2012
Cognitive Development across the Lifespan

Instructor, University of Utah 2009/2011
Cognitive Development

Instructor, University of Utah annually 2008 to 2013
Statistical Methods in Psychology

Instructor, University of Utah 2008/2009/2010/2012
Adolescence and Emerging Adulthood
Hybrid class 2010

Instructor, University of Utah 2007/2009
Psychology of Infancy and Childhood

Instructor, University of California, Santa Cruz 2005
Introduction to Statistics for Psychology

Instructor, University of Kansas 2003
Cognitive Development

Graduate Teaching Assistant, University of Kansas 2002 – 2003
Statistical Methods in Psychology
Cognitive Development

RESEARCH INTERESTS
Contextual, biological, and cognitive aspects of positive development in children
Toxic stress and development of executive functions
Memory and Social Cognition
The development of constructive memory processes – intrapersonal aspects (e.g., the role of working memory and inhibition); interpersonal aspects (e.g., influences of beliefs, knowledge, and culture); and the function of changes in memory (e.g., self-regulation, identity development, social competence, well-being)
Developmental methodology
Statistical modeling of developmental processes – applications of Item Response Theory, multilevel modeling, structural equation modeling, and partial least squares analysis

PUBLICATIONS


MANUSCRIPTS SUBMITTED FOR PUBLICATION
Tsethlikai, M., & Kalvesmaki, A. Cultural differences in children’s perspective taking and perceptions of victimization in their recall of scripted conflict between friends. Journal of Cognition and Development, manuscript ID HJCD-2014-1139


MANUSCRIPTS IN PREPARATION

Tsethlikai, M., Nozadi, S., Hughes, A., & O'Connor, C. An exploration of relations among a battery of parent-rated and child performance based assessments of executive function in middle childhood.

Tsethlikai, M., Nozadi, S, & O'Connor, C. How do children’s everyday activities influence executive functions and well-being in middle childhood?

Tsethlikai, M. Social cognition, constructive memory processes and well-being in middle childhood.

Tsethlikai, M., & Sarche, M. A first look at American Indian children’s cognitive and social development in tribal Head Start programs.

Correa, M., Tsethlikai, M., & Rogoff, B. American Indian children’s attention and learning through observation and participation.

COLLOQUIA
2013 Promoting well-being in American Indian communities by exploring how culture and context impact cognitive development, February: Southwest Interdisciplinary Research Center – Health Disparities Lecture Series

2012 Studying constructive memory processes in children: From theory to design, and preliminary results from our latest study. September: University of Utah Developmental and Clinical Child Brown Bag

2011 Culture, context, and cognitive development in American Indian children today. April: University of Utah, American Indian Resource Center Lunch with Scholars.


2010 Executive functions as cognitive mechanisms of self-regulation: Exploring measurement
issues and associations with well-being in middle childhood.

September: University of Utah Department of Psychology Symposium.

Social knowledge complexity and depression in middle childhood.

December: University of Utah Developmental and Clinical Child Brown Bag

2009

Cultural, cognitive, and social aspects of American Indian children’s recall of conflict.

April: University of Utah Developmental and Clinical Child Brown Bag

Cultural aspects of Tohono O’odham children’s cognitive and social development.

February: University of Utah Educational Psychology Seminar

2009

Economic and cultural aspects of Tohono O’odham children’s cognitive and social development.

February: University of Utah Developmental and Clinical Child Brown Bag

2007

Dynamic systems approaches to development: Unified theoretical framework or obfuscating repetition of old news?

September: University of Utah Developmental and Clinical Child Brown Bag

2005

The influence of another’s perspective on children’s recall of previously misconstrued events.

October: University of California, Santa Cruz, Developmental Psychology Colloquium

Children’s memory for conflicting perspectives of an event: Exploring links between cognitive abilities and social competence.

February 2005: University of Kansas, Developmental Science Proseminar

Chaos and strange attractors: Why I study developmental psychology and why you might want to, too.

February 2005: Haskell Indian Nations University, Lawrence Kansas.

2004

Narrating memories of trauma in adolescence.

March 2004: University of Kansas, Proseminar on Cognitive Psychology.

PRESENTATIONS AT PROFESSIONAL MEETINGS


Tsethlikai, M. (2014, May). Setting the stage: An overview of human development research relevant to the Administration for Children and Families programs serving American
Indian and Alaska Native children, families, and communities. Presentation made to open an ACF meeting of federal policy makers and researchers. Washington, D.C.


Tsethlikai, M. (2010, October). (Symposium Chair). *From mice to mentors to media: Technology and diversity in psychology.* Presented at the meetings of the Society for the Advancement of Chicanos and Native Americans in Science. Anaheim, California.


**GRANTS**

Native Children’s Research Exchange Scholar 12/2012

Scholars Fellowship Sponsored by NIDA $18,000

William T. Grant Foundation 2/2012

Scholars Fellowship $350,000

An examination of cultural and cognitive processes facilitating positive youth development in American Indian communities.

Spencer Foundation – Award number 200700185 2007 - 2008
Cultural Aspects of Children’s Learning and Memory $35,000
Amount subawarded to the University of Utah $8,623

INTERDISCIPLINARY COLLABORATIONS
Arizona State University Southwest Interdisciplinary Research Center
Faculty Research Affiliate 4/11/2014 to present
The University of Utah College of Health 4/2011
Research and Creative Grant Competition
Piloting a Self-Regulation (SR) Mentoring Program for Youth at Summer Camp
Co-investigator with P.I. Robert Sibthorp – $5000 awarded

CONTRACTS
Westat 2011 – 2014
Understanding Urban Indian’s Interactions with ACF Programs and Services.
Conduct review of research on urban Indian issues, and hold focus groups to examine cultural and community barriers to accessing ACF services.
Consultant and contributing author on two white papers:
Understanding Urban Indian’s Interactions with ACF Programs and Services:
A Literature Review
http://www.acf.hhs.gov/sites/default/files/opre/urban_ai_an_literature_review.pdf
Understanding Urban Indians Interactions with ACF Programs and Services:
Final Project Report
Consultant for the American Indian Head Start Research Consortium 2009 – 2011
Assist with the development of culturally appropriate cognitive assessment tools for American Indian children and assist with testing in participating communities.
Consultant for the National Urban Indian Family Coalition 2004 - 2005
Responsible for preparing a policy analysis (Urban Indian America: The Status of Native Children and Families Today) documenting the status of urban American Indian families and advocating for their needs at tribal, local, and national levels.

PROFESSIONAL REVIEWING
Grant reviewer for the National Institutes of Justice Program of Research on American Indian and Alaska Native Youth, July 2014.
Peer Reviewer for the National Institutes of Justice, Office of Justice Programs as of 1/1/2014
Panelist on the Psychology 2 Panel for the 2013 NSF Graduate Research Fellowship Program Evaluation Meeting to be held in Washington, D.C.
Panelist on the Psychology 1 Panel for the 2012 NSF Graduate Research Fellowship Program Evaluation Meeting held in Washington, D.C.
American Indian College Fund Grant Reviewer for the 2011 Sacred Little Ones Initiative Evaluation Meeting held in Denver, CO.
Panelist on the Psychology 2 Panel for the 2011 NSF Graduate Research Fellowship
Program Evaluation Meeting held in Washington, D.C.
Panelist on the Psychology 1 Panel for the 2010 NSF Graduate Research Fellowship
Program Evaluation Meeting held in Washington, D.C.

**GRADUATE DEGREE COMMITTEES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Scheryl Schindler</td>
<td>Preliminary Proposal for Ph.D. Psychology (Clinical)</td>
</tr>
<tr>
<td>2011</td>
<td>Stacia Bourne</td>
<td>M.A. Psychology (Developmental)</td>
</tr>
<tr>
<td>2011</td>
<td>Rachel Collins</td>
<td>Ph.D. Parks and Recreation</td>
</tr>
<tr>
<td>2010</td>
<td>Cass Morgan</td>
<td>Ph.D. Parks and Recreation</td>
</tr>
<tr>
<td>2009</td>
<td>Masha Komolova</td>
<td>Ph.D. Psychology (Developmental)</td>
</tr>
<tr>
<td>2009</td>
<td>Trisha Weeks</td>
<td>Ph.D. Psychology (Developmental)</td>
</tr>
<tr>
<td>2008</td>
<td>Beverly Brehl</td>
<td>Ph.D. Psychology (Developmental)</td>
</tr>
</tbody>
</table>

**SENIOR/HONORS THESIS ADVISOR**

- 2010  Caitlin O’Connor, Exploring possible interrelations among social knowledge complexity, social competence, and childhood depression.
- 2008  Andrea Kalvesmaki, A cross-cultural comparison of social perspective coordination ability and children’s recall of mutual conflict between friends.

**UNIVERSITY SERVICE**

- Undergraduate committee, Arizona State University, 2013- present
- Undergraduate committee, University of Utah, 2011 – present.
- Undergraduate Student Excellence in Teaching, faculty sponsor for Orrin Colby, University of Utah, Summer 2011 to Spring 2012.
- American Indian Graduate Student Association faculty sponsor, University of Utah, 2011 - present.
- Proposal Reviewer for the Undergraduate Research Opportunities Program, University of Utah, 2008-present
- Diversity committee, University of Utah, 2007-2010
- Inter-tribal Student Association faculty sponsor, University of Utah, 2007 - 2008.
- American Indian student orientation planning committee, University of Utah, 2008 and 2010.
- Society for the Advancement of Chicanos and Native Americans in Science, planning committee at the University of Utah for the national conference held in Salt Lake City, Utah in October, 2008.
- Mujeres Activas in Letras y Cambio Social, planning committee for the Summer Institute held at the University of Utah, summer 2008.
Co-coordinator, Developmental Psychology Colloquium, University of California, Santa Cruz, 2005.

COMMUNITY SERVICE
AIAN FACES workgroup member representing ASU on a national panel of experts and Region XI Head Start directors, sponsored by the Administration for Children and Families
Speaker for the Salt River Pima Maricopa Indian Community - On the Journey to Wellness Spring Prevention Conference, April, 2014
Speaker for the Tohono O’odham Culture Teacher Gathering, March 29, 2012
Steering committee member, Tribal Early Childhood Research Center, University of Colorado, Colorado School of Public Health, Centers for American Indian and Alaska Native Health, 2011 to present.

ADVANCED TRAINING INSTITUTES
Latino Resilience Enterprise Grounded Theory Qualitative Methods Training, January, 2015
William T. Grant Mixed Methods Meeting held at UCLA, March, 2013 and March 2014 Mplus training camp, University of Kansas, June 2013.
SACNAS Summer Leadership Institute, American Association for the Advancement of Science, July 2009.
Using Longitudinal Data Sets, NICHD Study of Early Child Care and Youth Development, University of North Carolina, Chapel Hill, August, 2008
Adriana J. Umaña-Taylor, PhD
 Arizona State University  adriana.umana-taylor@asu.edu
 T. Denny Sanford School of Social & Family Dynamics  480-727-8670 (voice)
 PO Box 873701, Tempe, AZ 85287-3701  480-965-6779 (fax)

Ph.D. Human Development and Family Studies; University of Missouri-Columbia, 2001
Dissertation: "Examining a model of ethnic identity development among Mexican-origin Latino adolescents living in the U.S."

M.A. Child Development and Family Relationships; University of Texas at Austin, 1997
Thesis: "Predicting commitment to wed among Hispanic and Anglo partners"

B.A. Psychology; University of Texas at Austin, 1994
Cum Laude Graduate

PROFESSIONAL EXPERIENCE
Professor (2012-present) Arizona State University, School of Social and Family Dynamics
Associate Director, School of Social and Family Dynamics (2012-2014), Arizona State University
Associate Professor (2007-2012) Arizona State Univ., School of Social and Family Dynamics
Assistant Professor (2004-2007) Arizona State Univ., School of Social and Family Dynamics
Assistant Professor (2001-2004) Univ. of Illinois Urbana-Champaign, Human and Community Development

HONORS
2013 Faculty Google Award for Diversity and Inclusion, Arizona State University
2012 Foundation Professor, Arizona State University
2007 Promotion and Tenure Faculty Exemplar, Arizona State University
2007 New Professional Alumni Award, University of Missouri, College of Human Env. Sciences
2001 NCFR Affiliate Councils’ Outstanding Student Paper Award
2001 Invited Participant, NSF Research Mentoring Program in Human Sciences
2000 – 2001 Donald K. Anderson Graduate Research Award, University of Missouri
2000 – 2001 University of Missouri Parents’ Association Teaching Award
1999 – 2000 Superior Graduate Achievement Award, University of Missouri
1998 – 1999 Donald K. Anderson Graduate Teaching Award, University of Missouri
1997 – 2001 Chancellor Gus T. Ridgel Fellow, University of Missouri
1997 National Science Foundation Honorable Mention

JOURNAL ARTICLES  (student names in italics)

In Press
minority youth. *Prevention Science*


**2014**


2013


2012


2010

2009

2008

2007

**2006**


**2005**


**2004**


2003

2002

2001

BOOKS

EDITED BOOKS

BOOK CHAPTERS


Alfaro, E. C., & Umaña-Taylor, A. J. The longitudinal trajectories of Latino adolescents’ academic expectations: The role of generational status and gender

Derlan, C. L., Umaña-Taylor, Updegraff, K. A., & Jahromi, L. Maternal cultural characteristics and ethnic socialization as predictors of Mexican-origin adolescent mothers’ ethnic identity.


WORKS IN PROGRESS


Derlan, C. L., Umaña-Taylor, A. J., Updegraff, K. A., & Jahromi, L. Examining the family stress process model with Mexican-origin teen mothers

FUNDED GRANTS


Research Personnel Training Program: Short Stay in Foreign Institution. Unión Europea & Comunidad de Madrid Consejería de Educación. Support for Doctoral Student Sonsoles Calderón López from the Universidad Complutense de Madrid, Department of Psychology, to collaborate abroad from 9/29/06 to 12/10/06 at Arizona State University. Faculty mentor: Umaña-Taylor.


Resilience among immigrant families through the ethnic socialization of Latino adolescents. Pampered Chef Family Resilience Program. Funding period: June 1, 2002 – June 1, 2004. Amount awarded: $12,000 per year for 2 years (total funding: $24,000). PI: Umaña-Taylor.

Latinos’ ethnic identity, psychological well-being, and educational success. USDA (Hatch) approved by CSREES 12/14/01 (Funding period: October 1, 2001 - September 30, 2006). Amount awarded: $7,400 per year for 5 years (total funding: $37,000). PI: Umaña-Taylor.


Chancellor Gus T. Ridgel Graduate Fellow. Academic doctoral fellowship, 1997-2001. Amount awarded: $40,000 and 4 years of tuition expenses (total funding: $64,000).

INVITED PRESENTATIONS


**CONFERENCE PRESENTATIONS**


19. Harvey, E., Bravo, D., Zeiders, K., Umaña-Taylor, A., Updegraff, K., Jahromi, L. (November,


64. Umaña-Taylor, A. J. (November, 2010). Negotiating identity: A conversation between students and professionals. Panelist for Session sponsored by the Student/New Professional Section at the 2010 National Council on Family Relations Annual Conference, Minneapolis, MN.


the annual meeting of the National Council on Family Relations, Houston, TX.


126. Umaña-Taylor, A. J. (2000, June). The future of studying Latino families. In Futris, T. G., Hans, J. D., Malia, S. E. C., Umaña-Taylor, A. J., & Weaver, S. E. The way we think we’ll be: Graduate students and new professionals share their views of family diversity over the next two to three decades. Panel presentation at the annual meeting of Groves Conference on Marriage and the Family, Asheville, NC.


**TEACHING EXPERIENCE**

**Philosophy of Teaching and Learning**

I believe that teaching is most beneficial to students (and instructors) when students actively participate in their own learning. I view the classroom as a safe setting in which students learn to think critically and to apply their newfound knowledge to different facets of their lives. I expose students to current research and teach them valuable skills that assist them in analyzing research studies and findings. In order to make research more applicable and exciting to them, I emphasize the connection between research, policy, and practice. Finally, I believe that students learn and demonstrate their knowledge in a multitude of ways. As a result, I incorporate various methods of instruction (e.g., lecture, discussion, and group activities) to address different learning styles, and I employ a variety of assessment techniques (e.g., exams, in-class writing assignments, research papers, and presentations) in order to evaluate students’ knowledge and abilities.
Courses Taught
Adolescence and Young Adulthood
Introduction to Human Development/Human Development Across the Lifespan
Close Relationships in Families/Introduction to Marriage and Families
Family Diversity in the U.S./Contemporary U.S. American Families (Mixed graduate and undergraduate)
Latino/a Children and Families in the U.S. (Mixed graduate and undergraduate)
Graduate Seminar on Latino Children and Families

LANGUAGE PROFICIENCIES
Oral and written fluency in Spanish
Oral and written fluency in English

PROFESSIONAL MEMBERSHIPS AND CERTIFICATIONS
Certified Family Life Educator, 2000-2005
International Association for Relationship Research
National Council on Family Relations
Society for Research on Adolescence
Society for Research in Child Development
Society for Research on Identity Formation

PROFESSIONAL SERVICE
Committee Member, Search for Family Relations Editor, 2013-2014
Standing Member, National Institutes of Health, Social Science and Population Studies-A
Study Section, Center for Scientific Review, 2012-2016
SIRC Annual Conference Session Presider, April 2014
Committee Member, Fellows Selection Committee, NCFR, 2012-2015
Review Panel Chair: Immigration, Acculturation, and Global Issues, SRCD, 2012-2013
Review Panel co-Chair: Family, Peer, and Romantic Relationships Panel, SRCD Themed Conference on Transitions to Adolescence and Adulthood, 2012-2013
Chair, Society for Research on Adolescence Diversity Committee, 2012-2014
Executive Council Member, Society for Research on Adolescence, 2010-2014
Reviewer, National Institutes of Health, Social Science and Population Studies Panel, 2011
Nominations Committee Member, Society for Research on Adolescence, 2011-2012
Reviewer, National Science Foundation, Div. of Social & Economic Sciences, 2010
Session Presider, NCFR, Annual Conference, 2010
Co-Director, Society for Research on Adolescence Young Scholars Program, 2009-2011
Mentor, SRCD Millennium Scholars Program, 2009, 2011
Guest Editor, Journal of Early Adolescence, Special Issue on Latino Early Adolescents, 2009
Committee Member, Search for NCFR Executive Director, 2006-2007
Consulting Editor, special issue of Child Development on Race, Ethnicity, and Culture, 2005
Committee Member, Search for Family Relations Editor, 2003-2004
Committee Member, NCFR Annual Conference Quality Control, 2003-2004
Board Member, National Council on Family Relations (NCFR), 2002-2004
Student/New Professional Representative, NCFR, Ethnic Minorities Section, 2000-2002
Session Discussant, NCFR, Annual Conference, 2000-2001
Session Presider, NCFR, Annual Conference, 2000-2001
Editorial Board Service
Editorial Board Member, *Developmental Psychology*, 2015-Present
Editorial Board Member, *Child Development*, 2007-Present
Editorial Board Member, *Journal of Marriage and Family*, 2007-Present
Editorial Board Member, *Journal of Early Adolescence*, 2006-Present
Editorial Board Member, *Cultural Diversity & Ethnic Minority Psychology*, 2014-Present
Editorial Board Member, *International Journal of Behavioral Development*, 2014 - Present
Editorial Board Member, *Youth & Society*, 2003-2004

Ad Hoc Reviewer
Ad hoc Reviewer, *Journal of Family Psychology*, 2014
Ad hoc Reviewer, *Journal of Adolescent Health*, 2014
Ad hoc Reviewer, *Infant Development and Behavior*, 2014
Ad hoc Reviewer, *Child & Adolescent Psychiatry and Mental Health*, 2013
Ad hoc Reviewer, *Parenting: Science and Practice*, 2010
Ad hoc Reviewer, *Journal of Family Psychology*, 2010
Ad hoc Reviewer, *Cultural Diversity & Ethnic Minority Psychology*, 2010
Ad hoc Reviewer, *Journal of Counseling Psychology*, 2009
Ad hoc Reviewer, *Cultural Diversity & Ethnic Minority Psychology*, 2009

Conference Proposal Reviewer
Society for Research in Child Development At-Risk Parenting Themed Conference, 2014
Society for Research in Child Development, 2010
Society for Research on Adolescence, 2009
Society for Research on Adolescence, 2005

UNIVERSITY SERVICE
Member, University Promotion and Tenure Committee, ASU, 2014 to present
Chair, Search Committee for Assistant Professor of Latino Resilience, Sanford School of Social and Family Dynamics, Fall 2014
Co-Facilitator, Conference on Fostering Collective Impact to Eliminate Health Disparities, Arizona State University, September 2014
Moderator, Southwest Interdisciplinary Research Center Annual Conference, April 2014
Panelist, Securing External Funding, Sanford School Postdoctoral Fellows, April 2014
Chair, Search Committee for Assistant Professor of Latino Resilience, Sanford School of Social and Family Dynamics, Fall 2013
Executive Director and Founder, Latino Resilience Enterprise, 2013 – Present
Associate Director, School of Social and Family Dynamics, ASU, 2012-present
Panelist, Faculty Women’s Association Successful Promotion to Full, February 2013
Member, Search Committee, Dean of Social Sciences in College of Liberal Arts and Sciences, ASU, 2011-2012
Member, President’s Academic Council, ASU, 2009 - Present
Member, ASU Prevention Research Center Core Training Faculty, 2009-present
Member, FHD Graduate Committee, SSFD, 2006-2008, 2011-2012
Member, Personnel Committee, School of Social and Family Dynamics (SSFD), 2008-2010
Director, Summer Research Experience for Underrepresented Undergraduates, SSFD, 2008
Member, Undergraduate Conference Committee, SSFD, 2007-2008
Faculty Mentor, Arizona State University Maroon & Gold Scholarship Program, 2006-07
Member, Graduate Committee, Dept of Family and Human Development, 2004-06
Committee Member, Culture Group for School of Social and Family Dynamics, 2004
Committee Member, College of ACES Identity Task Force, UIUC, 2003-04
Faculty Advisor, Illinois Student Council on Family Relations, 2002-04
Secretary, College of ACES, Research Policy Committee, UIUC, 2002-03
Member, HCD Departmental Faculty Advisory Committee, UIUC, 2002-03
Member, College of ACES Research Policy Committee, UIUC, 2002-04
Faculty Affiliate, Latino/a Studies Program, UIUC, 2001-04
Committee Member, Search for Assistant Professor of Family Studies, UIUC, 2002-03
HCD Departmental Brown Bag Coordinator, UIUC, 2001-02

Postdoctoral Fellow Mentorship
Faculty Mentor for Dr. Nicole Hollis, Arizona State University Sanford School Postdoctoral Fellow, August 2014 to present.
Faculty Mentor for Dr. Sara Douglass, Arizona State University Sanford School Postdoctoral Fellow, August 2013 to present.
Faculty Mentor for Dr. Katharine Zeiders, Arizona State University Sanford School Postdoctoral Fellow, May 2012 to 2014.
Faculty Mentor for Dr. Russell Toomey, Arizona State University Prevention Research Center Postdoctoral Fellow, 7/2011 to 10/2012.
Faculty Mentor for Dr. Aerika Brittian, Arizona State University Prevention Research Center Postdoctoral Fellow, 2010-2012.

Graduate Committee Service-Doctoral Level
Comprehensive Exam committee Chair.
Comprehensive Exam committee Chair.
Danielle Seay (in progress). School of Social and Family Dynamics, Arizona State University.
Comprehensive Exam committee Chair.
Sue Annie Rodriguez (in progress). School of Social and Family Dynamics, Arizona State University.
Dissertation committee member.
Dissertation committee member.
Shayna Skelley Coburn (completed Sept., 2011). Department of Psychology, Arizona State University.
Comprehensive Exam committee.
Melinda Gonzales-Backen (completed September, 2010). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Comprehensive Exam committee.


Melissa Herzog (Ph.D awarded August, 2007). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Dissertation committee member.
Mayra Bámaca (completed September, 2006). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Comprehensive Exam Chair.
Shawna Thayer (Ph.D awarded May, 2005). Department of Family and Human Development, Arizona State University. Dissertation committee member.
David Marquez (Ph.D. awarded August, 2004). Department of Kinesiology and Exercise Psychology, University of Illinois at Urbana-Champaign. Dissertation committee member.
Jessica Walters (Ph.D. awarded May, 2004). Department of Educational Psychology, University of Illinois at Urbana-Champaign. Dissertation committee member.
Ani Yazedjian (Ph.D. awarded October, 2003). Department of Human and Community Development, University of Illinois at Urbana-Champaign. Dissertation committee member.

Graduate Committee Service-Master’s Level
Elizabeth Harvey (M.S. awarded May 2014). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Master’s Thesis Chair.
Chelsea Derlan (M.S. awarded Dec 2012). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Master’s Thesis Chair.
Sue Annie Rodriguez (M.S. awarded, Dec 2011). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Committee Member.


Katharine Hunsdon Zeiders (M.S. awarded December, 2007). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Master’s Thesis Chair.

Sarah Killoren (M.S. awarded December, 2005). Department of Family and Human Development, Arizona State University. Committee Member.

Katharine Hunsdon Zeiders (M.S. awarded December, 2007). School of Social and Family Dynamics, Program in Family and Human Development, Arizona State University. Master’s Thesis Chair.

Sarah Killoren (M.S. awarded December, 2005). Department of Family and Human Development, Arizona State University. Committee Member.

Edna Alfaro, (M.S. awarded August, 2004). Department of Human and Community Development, University of Illinois at Urbana-Champaign. Master’s Thesis Chair.

Mayra Bámaca-Gomez (M.S. awarded August, 2003). Department of Human and Community Development, University of Illinois at Urbana-Champaign. Master’s Thesis Chair.

Undergraduate Committee Service


Clinton Reiswig (Undergraduate Honors Thesis, in progress). B.S. in Psychology, Arizona State University. Committee Member.

Caitlyn Murphy (Undergraduate Honors Thesis, May 2014). B.S. in Psychology, Arizona State University. Committee Member.


Kimberly Ann Updegraff

ADDRESS

T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, AZ 85287-3701
Phone: (480) 965-6669
Fax: (480) 965-6779
Email: kimberly.updegraff@asu.edu

EDUCATION

1997 Ph.D. The Pennsylvania State University, Department of Human Development and Family Studies
Dissertation Title: The nonshared environment of adolescent siblings: Sibling relationship and friendship experiences.

1994 M.S. The Pennsylvania State University, Department of Human Development and Family Studies
Thesis Title: Egalitarian and traditional families: What do they mean for girls’ and boys’ performance in math and science?

1990 B.A. Denison University, Department of Psychology, Magna Cum Laude
Honor’s Thesis Title: Moral orientation: Influence of gender identity, nature of dilemma and sex of protagonist

HONORS AND AWARDS

Promotion and Tenure Faculty Exemplar Award, ASU, 2003
Jacob’s Foundation Young Scholar Participant, Germany, October, 2003.
Cowden Distinguished Professor, School of Social and Family Dynamics, ASU, 2003.
Nomination, Dean’s Distinguished Teaching Award, College of Liberal Arts and Sciences, 2003.
Nomination, College of Liberal Arts and Sciences Distinguished Teaching Award (ASU).
Outstanding Faculty of the Month, REACH Student Organization (ASU), February, 2000
NCFR Jessie Bernard Outstanding Research Proposal Award, 1996.
Phi Beta Kappa, Denison University, 1990.
Psychology Fellowship, Denison University, 1989-1990.
Presidential Scholarship, Denison University, 1988-1990.

PROFESSIONAL EXPERIENCE

2013-present Co-Director, Latino Resilience Enterprise, T. Denny Sanford School of Social and Family Dynamics, Arizona State University.

2012-present Director of Graduate Studies, Program in Family and Human Development, T. Denny Sanford School of Social and Family Dynamics, Arizona State University.
2009-present **Co-Executive Director**, The Lives of Girls and Boys Enterprise: Initiatives on Gender Development and Relationships, School of Social and Family Dynamics, Arizona State University

2008-present **Co-Executive Director**, Sanford Harmony Program, School of Social and Family Dynamics, Arizona State University

2009-present **Professor**, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University

2003-2009 **Associate Professor**, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University

2003-2007 **Director of Graduate Studies**, Program in Family and Human Development, School of Social and Family Dynamics, Arizona State University (on sabbatical August 2004 to May 2005)

1997-2003 **Assistant Professor**, Department of Family and Human Development, Arizona State University.


1992-1996 **Graduate Research Assistant**, The Michigan Study of Adolescent Life Transitions (Jacquelynne Eccles and Bonnie Barber, Co-Principal Investigators; W.T. Grant/Spencer Foundation), The University of Michigan/The Pennsylvania State University. Supervised the collection, coding, and analysis of qualitative phone interviews as part of a longitudinal study of adolescents followed from the sixth grade through young adulthood.


1990-1992 **Research Assistant and Project Data Manager**, Human Development Research and Training Institute, The Marriage and Family Study (Martha Cox, Principal Investigator; NIMH), Morganton, North Carolina. Conducted home interviews and standardized laboratory assessments, and managed data for a longitudinal study of 150 couples transitioning to parenthood.

**RESEARCH** *(Italicized names represent student authors and postdoctoral fellows.)*
**Refereed Articles**

**In press**


**Advanced Online Publication**


Kimberly Ann Updegraff

Psychology


2014


2013


2012


2011


*Best New Professional Research Article Award from Men in Families Focus Group, National Council on Family Relations, 2012.*


2010


2009


2008


2007


2006


2005


2004


2002


2001


2000


**1999**


**1997**


**1996**


**1995**

Handbook and Book Chapters


Manuscripts Under Review


Mothers’ characteristics as predictors of adolescents’ ethnic identity: An examination of Mexican-origin teen mothers.


Grants Funded


Updegraff, K.A. (Investigator; 5% contributed). Research Training in Child Mental Health/Primary Prevention, 2005-2010, National Institute of Mental Health, $200,000 (Direct) (PI: L. Chassin).

Updegraff, K.A. (Investigator, 5% contributed), Chassin, L (Principal Investigator). Research Training in Child Mental Health/Primary Prevention, National Institute of Mental Health (TDC = $207,276), July 1, 2000 – June 30, 2005.


Invited Presentations


Updegraff, K.A. (2009, November 1). The role of siblings and parents in young adolescents’ lives. Invited presentation to the Greater Phoenix Child Abuse Council, Phoenix, AZ.


Updegraff, K.A. (2001, November). What I wish I knew. Roundtable presentation in the Junior Faculty Funding Experiences Panel at the Research Mentoring Program in Human Sciences Meeting sponsored by the National Science Foundation, Tempe, AZ.


Updegraff, K.A. (2000, October). Comparing Mothers’ and Fathers’ Roles in Adolescents’
Lives. Colloquium presented to the Department of Psychology, Denison University, Granville, OH.


National Presentations (Refereed)


of the Society for Research on Adolescence, Chicago, IL.


origin youths’ expectations for future role transitions. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.


and sibling relationship qualities in Mexican American families. Poster presented at the annual meeting of the National Council on Family Relations, Orlando, FL.


Updegraff, K.A. (1999, April). Mothers’ and fathers’ involvement in adolescents’ peer relationships: Links to friendship adjustment and peer competence. In A. Fletcher (Chair), Parental roles and strategies linking children to resources outside the home. Symposium conducted at the Society for Research in Child Development, Albuquerque, NM.


Program and Policy-Oriented Reports


TEACHING

Undergraduate Courses
- Adolescent Development
- Research Methods
- Marriage and Family Relationships
- Parent-Adolescent Relationships
- Interviewing Mexican American Families

Graduate Courses
- Professional Issues in Family and Human Development
- Research Issues in Child Development
- Perspectives on Adolescent Development
SERVICE

University Service

2013  Member, Latino Resilience Enterprise Search Committee
2012  Member, Quantitative Family Methods Search Committee
2012- Director of Graduate Studies, Program in Family and Human Development
2010-2011  Member, Personnel Committee
2009-2010  Chair, Search Committee, Quantitative Family Methods Position
2008-2010  Member, Graduate Committee
2007-2008  Member, Search Committee, Social Networks Position
2007-2008  Member, Undergraduate Research Conference Planning Committee
2007-2008  Member, External Evaluation Committee
2003-2007  Director of Graduate Studies, Family and Human Development
2003-2004  Leadership Committee
2000-2003  Graduate Committee
1999-2000  Co-Chair, Graduate Committee
1998-1999  Graduate Committee
1998-1999  Community Service Award Committee

Professional Service


Co-Chair   Jacob’s Foundation International Young Scholars Program, Society for Research in Adolescence, 2008-2012.

Grant Reviewer   Canadian Council of Arts, Killam Fellowship, 2010.


Elected Officer   Nominating Committee, Research and Theory Section, National Council on Family Relationships, 2007-2009

Nominating Committee, Research and Theory Section, National Council on Family Relationships, 2001-2003

Student/New Professional Representative, Feminist and Family Studies Section, National Council on Family Relationships, 2001-2003

Consulting Editor   Child Development, 2007-present

Family Relations, 2005-present

Child Development, Special Issue on Race, Ethnicity, and Culture, 2005

Developmental Psychology, 2001 to 2004

Program Reviewer   Feminist and Family Studies Section, National Council on Family Relations
Kimberly Ann Updegraff

(1997-2002)
Research and Theory Section, National Council on Family Relations (2003-2006)
Society for Research on Adolescence
Society for Research in Child Development

Ad Hoc Reviewer
Child Development
Communication Research
Developmental Psychology
Family Relations
Journal of Family Psychology
Journal of Marriage and the Family
Journal of Research on Adolescence
Journal of Youth and Adolescence
Merrill-Palmer Quarterly
Social Development

Professional Membership
National Council on Family Relationships
Society for Research in Child Development
Society for Research on Adolescence

Student Committee Participation

Doctoral Dissertation Chair – Completed
Norma Perez-Brena, April, 2012
Lorey Wheeler, April, 2012
Carly Slutzky (chair), November, 2011
Sarah E. Killoren (co-chair), December, 2008
Melissa Y. Delgado (co-chair), December, 2008
Shawna M. Thayer, May, 2005
Kristina M. Kupanoff, July, 2002

Doctoral Committee Member – Completed
Matthew Didonato, June, 2012
Katharine Zeiders, April, 2011
Olga Kornienko, June, 2010
Edna Alfaro, July, 2009
Jacquelynne Pflieger, July, 2009
Karen Kochel, April, 2009
Melinda Baham, March, 2009
Lisa Farinelli, August, 2008
Mayra Bamaca, June, 2008
Rajni Nair, April, 2008
Rebecca White, April, 2008
Mary Anders, November, 2007
Melissa Herzog, July, 2007
Comprehensive Exam – Completed
Sue Rodriguez, December 2013 (chair)
Lorey Wheeler, September, 2010 (chair)
Norma Perez-Brena, September, 2010 (chair)
Melinda Gonzales-Backen, September, 2010
Matthew Didonato, February, 2010
Katharine Zeiders, November, 2009
Olga Kornienko, September, 2009
Carly Slutzky, September, 2008 (chair)
Karen Kochel, January, 2008
Jackie Pflieger, January, 2008
Melissa Delgado, February, 2007 (co-chair)
Sarah Killoren, February, 2007 (co-chair)
Rajni Nair, February, 2007
Lisa Farinelli, May, 2007
Elizabeth Handley, October, 2007
Rebecca White, October, 2007
Mayra Bamaca, September, 2006
Melinda Baham, December, 2006
Mary Anders, December, 2005
Lisa Dinella, September, 2003
Shawna Thayer, September, 2003
Julianne Deardoff, March, 2001
Kristina Kupanoff, April, 2001
Shannon McQuad, September, 1999
Heidi Wyman, September, 1999

Master’s Committee Chair – Completed
Sue Annie Rodriguez, November, 2011
Emily Cansler, September, 2007
Melissa Delgado, November, 2005 (co-chair)
Sarah Killoren, October, 2005
Devon Hageman, December, 2004
Donna Denning, November, 2004
Lara Haase, December, 2002
Shawna M. Thayer, December, 2002
Kristina M. Kupanoff, June, 2000

Master’s Committee Member – Completed
Laura Clary, March, 2011
Melinda Gonzales-Backen, July, 2008
Rebecca Mark, November, 2007
Katherine Zeiders, October, 2007
Phillip Briggs, July, 2007
Kimberly Castro, July, 2007
Karen Kochel, April, 2007
Melissa Lewis, May, 2007
Erin McConnell, May, 2007
Fairlee Fabrett, September, 2006
Rajni Nair, March, 2005
Katie Keuth, May, 2005
Michael Margarinos, November, 2005
Melissa Herzog, April, 2004
Ginger Burrell, May, 2004
Sakina Crowder, July, 2004
Rhonda Follman, April, 2003
Bonni Pomush, April, 2003
Erica Roush, April, 2003
Leticia Reyes, May, 2003
Meredith Buchholz, November, 2003
Michelle Porter, December, 2003
Angela Logan, March, 2002
Sara Jacobscarter, May, 2002
Lisa Dinella, September, 2002
Julie Holmes, October, 2001
Cathy Bellanger, December, 2000
Pat Responda, December, 1999
Lorey Wheeler, July, 1999

Public Service


*Consultant*, Osborn Middle School, 1997-2000. Participated in grant writing, data collection, and program decisions in collaboration with teachers and school staff.

*Member*, Osborn School District – ASU Partnership, 1998-2000. Participated in partnership meetings between ASU and school district staff to evaluate school district needs, collect needs assessment and program evaluation data, and provide consultation.

Carlos Valiente

ADDRESS

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Arizona State University
Tempe, AZ 85287-3701
Phone: 480.727.7569
Fax: 480.965.6779
Email: valiente@asu.edu

EDUCATION

2003 Ph.D. Arizona State University.
Family and Human Development.

2001 M.S. Arizona State University.
Family and Human Development with a concentration in Marriage
and Family Therapy.

1997 B.A. Arizona State University.
Psychology.

PROFESSIONAL EXPERIENCE

8/2009-present
Associate Professor
T. Denny Sanford School of Social and Family Dynamics.
Arizona State University.

8/2003-7/2009
Assistant Professor
T. Denny Sanford School of Social and Family Dynamics.
Arizona State University.

RESEARCH

Peer Reviewed Articles
(student authors are in italics)

Coping across the transition to adolescence: Evidence of interindividual consistency and
mean level change. Journal of Early Adolescence.

Swanson, J., Valiente, C., Lemery-Chalfant, K. S., Bradley, R. H., & Eggum-Wilkens, N. D.
(2014). Longitudinal relations among parents’ reactions to children’s negative emotions,
effortful control, and math achievement in early elementary school. Child Development, 85,


Eggum, N. D., Eisenberg, N., Spinrad, T. L., Valiente, C., Edwards, A., Kupfer, A. S. & Reiser,


*Peer Reviewed Chapters*


*Manuscripts under Review*


Manuscripts & Chapters in Preparation


Grants Received

Valiente, C. (PI), Eisenberg, N. (PI), & Spinrad, T. L. Supplement to: *The roles of emotion regulation and peer context in children’s achievement. National Institute of Child Health and Human Development*. Total costs = $188,795. 9/2013-8/2015. (Valiente and Eisenberg serve as dual PIs). This is a supplement to the RO1 and the supplement funds additional work and a postdoctoral scholar.


Eisenberg, N., Spinrad, T., & Valiente, C. (co-PI). Facial and physiological correlates of compassion. Fetzer. Total costs = $20,000. 1/05 – 12/05.


PRESENTATIONS
Refereed National Conference Presentations


Eisenberg, N., Valiente, C. & Spinrad, T. L. (2005). Relations of parental expressivity and
children’s effortful control to quality of children’s social functioning. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.


Invited Presentations


Valiente, C., & Eisenberg, N. (2004). Parenting and children’s adjustment: The role of children’s emotion-related regulation. Presentation at the Department of Psychology, Texas A&M University, College Station, TX.


INSTRUCTION

Undergraduate Courses
- Research Methods
- Marriage and Family Relationships
- Children’s School Success

Graduate Courses
- Family Theories
- Children’s School Success

Undergraduate Honors Thesis Chair
Christina Lam Graduated Spring 2014
Gina Rodriguez Graduated Spring 2014
Samantha Pettit Graduated Fall 2013

Undergraduate Honors Thesis Committee
Emily Bovee Graduated Spring 2013
Varun Patankar Graduated Spring 2012

Reader for Undergraduate Honors Thesis
Kayla Ditto Graduated Fall 2012
Melanie Mayes Graduated Fall 2011

**Thesis Committee Chair**
- Rebecca Berger Proposed Summer 2014
- Carla Wall Proposal in progress
- Jodi Swanson Graduated Summer 2008
- Bridget Seeley Graduated Fall 2007
- Kimberly Castro Graduated Summer 2007

**Thesis Committee Member**
- Sarah VanSchyndel Graduated Fall 2014
- Olena Kopystynska Graduated Spring 2014
- Susan Budinger Graduated Summer 2012
- Kassondra Silva Graduated Summer 2012
- Shantel Meek Graduated Fall 2010
- Julie Ann Ingram Graduated Spring 2009
- T. Caitlin O'Brien Graduated Fall 2008
- Tammy Helmers Graduated Fall 2007
- Julie Ringler Graduated Fall 2007
- Melissa Lewis Graduated Spring 2007
- Carly Slutzky Graduated Spring 2007
- Jake Heller Proposed Fall 2006
- Amy Obermiller Graduated Fall 2005
- Anne Marie Kresge Graduated Fall 2004

**Comprehensive Exam Committee Member**
- Laura Clary Completed Fall 2013
- Shantel Meek Completed Spring 2012
- Kari Jeanne Visconti Completed Spring 2012
- Erin Bryant Completed Spring 2011
- Lisa Menegatos Completed Spring 2010
- Jodi Swanson Completed Fall 2009
- Alicia Moss Completed Fall 2009
- T. Caitlin O'Brien Completed Fall 2009
- Bridget M. Gaertner Completed Summer 2006
- Amanda White Completed Fall 2005
- Jodi Wahba Completed Fall 2005
- Nicole Michalik Completed Spring 2004

**Doctoral Committee Chair or Co-Chair**
- Bridget Seeley Graduated Spring 2012
- Jodi Swanson Graduated Fall 2011

**Doctoral Committee Member**
- Alicia Moss DiDonato Graduated Spring 2014
Kari Jeanne Visconti  Graduated Spring 2013
Shantel Meek  Graduated Fall 2013
Erin Bryant  Graduated Spring 2012
Lisa Menegatos  Graduated Fall 2011
Sarah L. Herald-Brown  Graduated Spring 2008
Amanda White  Proposed Spring 2007
Nicole Michalik, (in Psychology in Education)  Graduated Spring 2005

SERVICE

University Service
2010 - present  Social and Behavioral IRB
2011 - present  Barrett Honors Faculty

Department Service
2011  Personnel Committee
2006-2009  School Leadership Committee
2003-2006  Marriage and Family Therapy Committee
2004-2005  Faculty Search Committee
2001-2002  Undergraduate Committee

Professional Service
Grant, Research, and Program Reviewer
Member, National Science Foundation Panel for Developmental and Learning Sciences, Fall 2007, Fall 2008, Fall 2009, Spring 2009.

External Reviewer, Israel Science Foundation, Spring 2012.

External Reviewer, National Science Foundation Panel for Developmental and Learning Sciences, 2011

Member, Internal Review Committee, American Psychological Association, Spring 2010.

Conference Program Reviewer

Other
Content Review Panel Member for Westat & the ECLS-K Study: 2011
Review Committee for APA Minority Fellowship Program awards: 2012
Reviewer for Head Start Graduate Student Research Grant: 2012

Ad Hoc Reviewer
Addiction Research & Theory
Applied Developmental Science
Archives of General Psychiatry
Professional Memberships
Society for Research on Child Development

Community Service
2005-2008 Member, City of Grace Church Board of Directors, Mesa, Arizona.

2005-2007 Supervisor and Lecturer, Couples’ Premarital Program, Word of Grace Church, Mesa, Arizona.

HONORS AND AWARDS
2011 American Psychological Association’s Minority Fellowship Program Early Career Award.
2003 Strongest conference submission by a student or new professional. National Council on Family Relations.
BETHANY LUCIA BUSTAMANTE VAN VLEET

T. Denny Sanford School of Social and Family Dynamics
Arizona State University
Tempe, AZ 85287-3701

Office phone: (480) 965-6978
Office fax: (480) 965-6779
E-mail: bethany.vanvleet@asu.edu

EDUCATION

Ph.D., Arizona State University
Educational Psychology – Measurement, Statistics, and Methodological Studies
Dissertation: An Investigation of Power Analysis Approaches for Latent Growth Modeling

M.A., Arizona State University
Educational Psychology – Measurement, Statistics, and Methodological Studies
Concentration: Human Development
Thesis: An Empirical Investigation of Responses to Measures of Ethnicity

B.S., Psychology, Minor in Biology, Arizona State University, Summa cum laude

INSTRUCTIONAL ACTIVITY

Course Instruction and Development

CDE 501 Statistics for Social Sciences¹
SOC 391/FAS 361 Research Methods, Arizona State University²
SOC 390 Social Statistics, Arizona State University²
SOC 264/FAS 264 Gender and Society, Arizona State University²
CDE 232 Lifespan Development, Arizona State University
FAS 191 Meet the Family, Arizona State University¹
ASU 101 The ASU Experience, Arizona State University
FAS 586, 587, 588 Family and Human Development Masters Program Capstone Courses³

¹ Courses that had not been taught/offered prior to me creating them
² Online courses that I developed/packaged for use by other faculty
³ Developed in collaboration with other faculty

Invited Instruction

Spring 2004 FAS 498: Family Ethics, Arizona State University
  Topic: What are “rights?”
PROFESSIONAL EXPERIENCE

Fall 2013 - Present
Director of Online Graduate Studies
The Sanford School, Arizona State University

Spring 2009 - Present
Lecturer
School of Social and Family Dynamics, Arizona State University

Fall 2007 - Spring 2008
Adjunct Faculty
School of Social and Family Dynamics, Arizona State University
  • Course Instruction: ASU 101, FAS 191, CDE 232

Fall 2006 - Fall 2008
Academic Advisor
School of Social and Family Dynamics, Arizona State University

Spring 2006 - Summer 2006
Academic Advisor
Department of Nutrition and East College, Arizona State University

Fall 2004 - Fall 2005
Management Intern, Campus Visits
Department of Admissions, Arizona State University

Fall 2002
Research Assistant
Department of Psychology, Arizona State University

PUBLICATIONS AND PRESENTATIONS


Invited Presenter at the College of Liberal Arts and Sciences eLearning Demofest (February 7, 2013). Virtual Meetings, Office Hours, Lectures, and Communication.


MENTORING
Fall 2014 – Present  Graduate student mentor/advisor to approximately 10 Family and Human Development Master’s students

Spring 2009 – Present  Student and New Faculty Mentor (including Honors Student Thesis Director, Thesis Committee Member, Honors Contract Advisor)

SERVICE

June 2013 - Present  Team Member, Research Methods Learning Game Development Led by Mina Johnson

Fall 2012 - Spring 2013  Committee Member, Social Impact Initiative The Sanford School, Arizona State University
- Assisted in planning, implementation, and oversight of various activities, including interactive children’s exhibit for Gilbert Diversity Fair, Gilbert Kapow Run, and ASU Block Parties and parade float.

Spring 2009- Fall 2012  Webmaster, Branding for Online and Print Presence The Sanford School, Arizona State University

October 2010  Panelist, Human Development/Parenting Panel
- Panel presented information on developmental milestones, parenting challenges, and parenting techniques for different stages of development, followed by Q and A with community members. My focus was primarily on early childhood.

August 2010  Presenter, Community Human Development/Parenting Class
- Presented a 2-hour human development/parenting class to community members in Gilbert, AZ

Spring 2010  Mom’s Like Me/AZcentral.com Parenting Blog/Discussion Board
- Posted weekly parenting-related articles and participated in chat and Q and A with discussion board participants from the community. In conjunction with Denise Bodman, our discussion board activity was posted under “Parenting Profs”

Spring 2006 – Summer 2006  Youth Risk Behavior Surveillance System (YRBS) Analysis Department of Nutrition, Arizona State University
- Provided descriptive and graphical summaries of data from the YRBS for faculty members commissioned to provide information on nutritional status of YRBS respondents

Spring 2006  College of Liberal Arts and Sciences Web Standards Committee Member
- Committee aimed to determine accessibility standards for college websites, as well as methods of communicating and enforcing these standards within the college
Fall 2005
Faculty Ambassador Program
College of Liberal Arts and Sciences, Arizona State University
- Presented information about the School of Social and Family Dynamics to students at Marcos de Niza high school in Tempe, AZ

PROFESSIONAL DEVELOPMENT

December 8–12, 2014
Establishing Online Education Programs Workshop

November 5, 2014
Articular Storyline Workshop

November 5, 2013
Professional Development Workshop (McMillan Higher Ed): Generation Me in the Classroom - Teaching Today’s Young Adults

August 1, 2013
Respondus Monitor Instructor Training

October 2010
Diversity Training and Certification Program

Spring 2008
E-Learning Workshop

Fall 2007
How to Create an Online Syllabus using myASU

Fall 2006-Fall 2007
Committee for Online Instruction, School of Social and Family Dynamics, Arizona State University

February, 2007
Learner Centered Education (LCE) Grant Program: Course Redesign Orientation, Tempe, AZ

Summer 2005
Macromedia Breeze training (for online courses), Arizona State University

AWARDS AND ACKNOWLEDGEMENTS

February 2013
Nominated for the ASASU Centennial Professor Award

April 2013, 2012
Men’s Track and Field Guest Coach

February 2011
Nominated for the College of Liberal Arts and Sciences Teaching Award

Fall 2011
Football Guest Coach

Spring 2010, 2009
Women’s Softball team Guest Coach in recognition of “playing an important role in the academic development of…student-athletes”

March 2010
Nominated for the College of Liberal Arts and Sciences Teaching Award
August 2009  ASU Football Guest Coach

**COMPUTER SKILLS**

<table>
<thead>
<tr>
<th>Online Course Tools</th>
<th>Blackboard, Learning Studio, Adobe Presenter, Macromedia Breeze/Adobe Connect, Respondus Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistical Software</td>
<td>Proficient with SPSS, SAS, MPLUS, EQS</td>
</tr>
<tr>
<td>Website Software and Programming</td>
<td>Dreamweaver, HTML, CSS, Wiki markup</td>
</tr>
</tbody>
</table>
Kari Jeanne Visconti, Ph.D.
Curriculum Vitae
Arizona State University
T. Denny Sanford School of Social and Family Dynamics
Kari.Visconti@asu.edu

Education

Doctor of Philosophy, Family and Human Development, Arizona State University, Tempe, 2013
Dissertation: A Latent Profile/Latent Transition Approach to Children’s Coping with Peer Victimization
Advisors: Becky Kochenderfer-Ladd, Gary W. Ladd.
Committee Members: Carlos Valiente, Karen Kochel

Master of Science, Psychology, North Dakota State University, Fargo, North Dakota, 2009
Thesis: Antisocial and Prosocial Peer Experiences and Social Cognitions as Predictors of Children’s Responses to Harassment from Peers
Committee Members: Wendy Troop-Gordon, Chair; Brian Ostafoil, Clayton Hilmert, and Joel Hektner

Bachelor of Science with University Honors, Psychology, North Dakota State University, Fargo, North Dakota, 2007, Magna Cum Laude

Professional Positions

Lecturer, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2014- Present
Assistant Professor, Applied Developmental Psychology, George Mason University, 2013-2014
Project Manager, 4R-Success Research Project, Arizona State University, 2012-2013

Teaching Experience

Undergraduate-Level Courses
FAS370: Family Ethnic and Cultural Diversity, Arizona State University, 2015
SOC391/FAS361: Research Methods, Arizona State University, 2015
PSYC314: Adolescent Development, George Mason University, 2014
PSYC211: Developmental Psychology, George Mason University, 2014
CDE430: Infant and Toddler Development, Arizona State University, 2009 (web-based course)
FAS301: Introduction to Parenting, Arizona State University, 2009 (web-based course)
PSY250: Developmental Psychology, North Dakota State University, 2007

Graduate-Level Courses
PSYC652: Analysis of Variance, George Mason University, 2014
PSYC611: Advanced Statistics, George Mason University, 2013
Published Works


Works Submitted


Invited Talks and Conference Presentations


Troop-Gordon, W., & Visconti, K. J. (August, 2008). Bullying: Myths, facts, and preventative practices. North Dakota State University, Distance and Continuing Education Workshop: Dealing with Children Today: Discipline, Bullying, and Emotions.

Poster Presentations


competence and peer support. Poster for the Society for Research on Child Development’s Biennial Meeting, Quebec, Montreal.


Professional Development Courses and Workshops

Teaching Associate Development. Arizona State University, Tempe, Arizona, 2009
Researching and Writing Grants and Proposals. North Dakota State University, Fargo, North Dakota, 2009

Service

George Mason Committee Work
Department Life Committee, 2013-Present
Psychology Department Term Faculty Search Committee, 2014

Editorial Review


Reviewer – American Association for Education Research Annual Meeting, Division E: Human Development, 2013
Reviewer, Arizona State University Graduate Student and Professional Association Research Grant, 2010, 2011
Reviewer, Arizona State University Graduate Student and Professional Association Jumpstart Dissertation Grant, 2010, 2011

Editorial Assistant – Merrill Palmer Quarterly, January 2011 – May 2013
Assistant Editor – Current Issues in Education, Fall 2010

Student Committee Membership
*denotes Visconti was chair of the committee

Thesis Committees:
Stefanie Howell, MA, Cognitive Behavioral Neuroscience, 2014
Alec Bernstein, MA, Applied Developmental Psychology, 2014
Maximillian Shear, MA, Applied Developmental Psychology, 2014*

Undergraduate Honors Committees:
Catherine Day, Psychology Undergraduate Honors Program, 2014

Comprehensive Exam Committees:
Andrea Burchfield Mascitelli, MA, Applied Developmental Psychology, 2014
Danielle Mead, MA, Applied Developmental Psychology, 2014
Jordan Thibodeaux, MA, Applied Developmental Psychology, 2014

Professional Memberships
- Society for Research in Child Development
- Society for Research on Adolescence
- Psi Chi: National Psychology Honor Society

References available on request
Laquitta M. Walker
Lecturer, Sanford School of Social and Family Dynamics
Affiliate, Center for Population Dynamics
Arizona State University

The Sanford School
Social Science Building
951 S. Cady Mall
Box 873701
Tempe, AZ 85287
laquitta.walker@asu.edu

EDUCATION

2015 Expected Ph.D., Sociology, Arizona State University
Title: Racial and Ethnic Variation in Marriage: The Importance of Metropolitan Context
2007 M.A., African American and African Studies (Social Studies Concentration), The Ohio State University
2003 B.S., Political Science and African American Studies departmental honors, Eastern Michigan University

TEACHING INTERESTS

Introductory Sociology, Race & Ethnicity, Sociology of the Family, Population, and Research Methods

REFEREED PUBLICATIONS

ENCYCLOPEDIA ENTRIES


WORKSHOPS

2012 U.S. Census Bureau, “Accessing Census Data” September 17-19, Washington, D.C.

RESEARCH & TEACHING EXPERIENCE

2014 - present Lecturer, The Sanford School of Social and Family Dynamics
- Social Statistics I
- Introductory Sociology
- Social Change

2012-2014 Teaching Associate, Department of Sociology, Arizona State University
- Epidemics in Society
- Population
- Human Development
- Social Statistics I
- Research Methods

2012-2013 Research Associate, Center for Population Dynamics, Arizona State University

2013 Tribal Indicators, US Census and ACS Data Collaborative Project

2009-2012 Research Assistant: “ARRA: Family Migration Context, Development, and Early School Outcomes” (NICHD # R21 HD058141)
Principal Investigator, Dr. Jennifer Glick
2009 & 2011 Instructor, University Summer Bridge Program, Arizona State University
- Introductory Sociology, Sociology 101

2009-Present Instructor, ASU Online
- Social Statistics I, Sociology 390
- Introductory Sociology, Sociology 101
- Sociology of Women, Sociology 464

2005-2007 Teaching Assistant, Department of African American and African Studies, Ohio State University
- African Civilizations to 1870, AAAS 101
- African Civilization 1870 to the Present, AAAS 102
- African Literature, AAAS 201
- Southern African Society and Culture, AAAS 492/792

2004 Substitute Teacher, Detroit Public Schools

2002 Supplemental Instructor/Tutor, Introduction to Linguistics, LING 201

STATISTICS & SOFTWARE EXPERIENCE

- Event History Analysis
- Geographic Information Systems
- Categorical Data Analysis
- Statistical Analysis of Large Data Sets
- Applied Regression Analysis
- Data Analysis
- Political Analysis
- Elementary Statistics

SAS, SPSS, Excel (Intermediate)
STATA, ArcGIS (Proficient)

CONFERENCE PRESENTATIONS

2013 Walker, Laquitta “Metropolitan Context and Racial-Ethnic Marriage Patterns among Young Adults”, paper presented at the Annual Meeting of the Population Association of America, April 10-13, New Orleans, LA.

2012 Walker, Laquitta “African American Marriage and Migration Patterns: The Importance of Context (Roundtable), presented at the 107th Annual Meeting of the American Sociological Association, August 16-21, Denver, CO.


2010 Smith, Laquitta “How does Father Involvement during Infancy Affect Cognitive Outcomes during Preschool? An Exploratory Analysis” (Roundtable) presented at the 105th Annual Meeting of the American Sociological Association, August 14-17, Atlanta, GA.


FELLOWSHIPS, HONORS, & AWARDS

2013 NCID Emerging Diversity Scholar Citation, University of Michigan

2012 Center for Population Dynamics Travel Grant, Arizona State University

2008-2012 Cowden Endowment Grant, Arizona State University

2011 Graduate and Professional Student Association Travel Grant, Arizona State University

2010-2011 School of Social and Family Dynamics Graduate Engagement Award, Arizona State University

2010 Graduate College Conference Travel Grant, Arizona State University
University Graduate Fellowship, Arizona State University

Graduate College Doctoral Enrichment Fellowship, Arizona State University

Dean’s List, Eastern Michigan University

Departmental Recognition, African American Studies, Eastern Michigan University

2009-2013 Graduate Mentor, S.H.A.D.E.S. Multicultural Mentoring Program
Arizona State University

2010-2011 Graduate Student Representative, Department of Sociology
Arizona State University

2008-2010 Secretary, Sociology Graduate Students (SGS)
Arizona State University

2008-2009 Secretary, State of Black Arizona Advisory Council

2009 Volunteer, Arizona State University Commencement

2008 Volunteer, Black Graduate Student Association, WE Care, YOU Care

2005-2007 Co-founder/Treasurer, Voices of the Black Academy,
Ohio State University

2006 Panelist, Office of International Affairs, “Study Abroad: Opportunities That
Will Change You, International Education Week
Ohio State University

Student Affiliate, Center for Population Dynamics
Arizona State University

Member, Population Association of America

Member, American Sociological Association
  – Racial and Ethnic Minorities
  – International Migration
  – Family
Sociology of Population

2009-2010  Participant, Preparing Future Faculty  
Arizona State University

2008-2009  Participant, Graduate College Diversity Across the Curriculum Series  
Arizona State University

2007  Member, Phi Kappa Phi, National Honors Society, Chapter 155  
Ohio State University

2003  Member, Pi Sigma Alpha, National Political Science Honors Fraternity, Zeta Tau Chapter  
Eastern Michigan University

STUDY ABROAD

2006  Participant, Study Abroad: Southern African Society and Culture (Botswana, Zambia, Zimbabwe, South African)  
Ohio State University

REFERENCES

Dr. Jennifer Glick, Professor  
The Sanford School of Social and Family Dynamics  
Arizona State University  
Box 873701  
Tempe, AZ 85287-3701  
Jennifer.glick@asu.edu

Dr. Scott Yabiku, Associate Professor  
The Sanford School of Social and Family Dynamics  
Arizona State University  
Box 873701  
Tempe, AZ 85287-3701  
Scott.yabiku@asu.edu

Dr. Eileen Diaz-McConnell, Associate Professor  
School of Transborder Studies  
Arizona State University  
Box 876303  
Tempe, AZ 85287-3502  
eemcconn@asu.edu
Carrie G. Watson, MC, NCC  
Arizona State University  
Denny T. Sanford School of Social & Family Dynamics  
PO Box 873701, Tempe, AZ 85287-3701  
E-mail: carrie.watson@asu.edu

EDUCATION

Anticipated Graduation 2016  
D.B.H., Arizona State University  
Major: Behavioral Health – Management Track

December 2008  
M.C., Arizona State University  
Major: Counseling  
Concentration: Community and School

May 2006  
B.S., Arizona State University  
Major: Family and Human Development

INSTRUCTIONAL ACTIVITY

Course Instruction

SOC 312  
Adolescent Development, Arizona State University

FAS 301  
Introduction to Parenting, Arizona State University

FAS 101  
Personal Growth in Human Relationships, Arizona State University

SOC 418  
Aging and the Life Course, Arizona State University

FAS 332  
Human Sexuality, Arizona State University

FAS 331  
Family & Marriage Relationships, Arizona State University

SOC 334  
Technology and Society, Arizona State University

UNI 194  
Career and Major Exploration, Arizona State University

Teaching Assistant

FAS 331  
Family & Marriage Relationships, Arizona State University

FAS 332  
Human Sexuality, Arizona State University;  
Implemented Student Review Sessions prior to Exams

FAS 361  
Methods, Arizona State University; Online and In-Person Courses

FAS 370  
Family Ethnic & Cultural Diversity, Arizona State University

FAS 431  
Parent-Adolescent Relationships, Arizona State University

Invited Instruction

Fall 2006  
FAS 331: Family & Marriage Relationships, Arizona State University  
Topic: Parenting
PROFESSIONAL EXPERIENCE

October 2011 - Current

Lecturer
Denny T. Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona
Designed, planned and implement curriculum and lectures for family studies and child development courses

January 2011 - May 2011

Guidance Counselor
Stapley Junior High, Mesa, Arizona
Designed, planned and implemented curriculum for guidance lessons surrounding the Education, Career and Action Plan

June 2010 - January 2011

Expressive Art Therapist
Art Awakenings, Phoenix, Arizona
Plans group curriculums and implements curriculum with students ages 7-17

August 2009 – June 2010

School-Based Therapist
Southwest Behavioral Health, Phoenix, AZ
Worked with individual students, families and teachers integrating developmental knowledge with behavioral goals and therapeutic interventions

January 2009 – July 2009

Online Guidance Counselor/Curriculum Designer
Pinnacle Education, Chandler, Arizona
Worked with students in an online environment to assist them with academic, personal/social and career goals. Designed, planned and implemented curriculum for online course surrounding the Education, Career and Action Plan

July 2008 – December 2008

Counseling Intern
Catholic Charities, Tempe, Arizona

January 2008 – May 2008

Counseling Intern
Mesa Public Schools, Mesa, Arizona

RESEARCH

Summer 2005

Research Assistant
FLARES: Following Latino Adolescents' Resilience in Educational Settings
This four-year longitudinal study of 327 Latino adolescents was designed to examine various normative developmental processes such as ethnic identity development, academic success, and parent-child relationships.

COMPUTER SKILLS

Online Course Tools
Blackboard, Adobe Presenter, Powerpoint, Learning Studio, Camtasia, Knovio, Publisher, Prezi, Turn It In, ExamGuard

Statistical Software
Proficient with SPSS

LICENSES
National Counselor Certification
Vita

Name: Barbara E. Weigand, MSW, IMH-E® (IV)  
Home address: 8390 S Mill Ave, Tempe, AZ. 85284  
Office address: T. Denny Sanford School of Social and Family Dynamics  
Arizona State University  
Tempe, Arizona 85287-3701  
Telephone: (Home) (480) 491-8187  
(Office) (480) 727-9062  
Email: Barbara.Weigand@asu.edu

Education:

BA, Luther College, Decorah Iowa 1964  
University of Minnesota, completed 30 graduate credits in child development 1983-87  
MSW, Arizona State University 1993

Professional Experience:

2008- Director, Master of Advanced Studies in Infant-Family Practice  
T Denny Sanford School of Social and Family Dynamics  
Arizona State University, Tempe, AZ

1999-2008 Director, Early Intervention Training Program and Clinical Instructor,  
T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

2003-2007 Clinical Faculty, Harris Infant and Early Childhood Mental Health  
Training Program, Arizona State University and Southwest Human Development, Phoenix, AZ

1996-1999 Social Worker, Osborn School District, Phoenix, AZ

1997 Consultant/Trainer, Behavioral Health Solutions, Glendale, AZ


1994-1996 Consultant/Instructor, Department of Family Resources and Human Development,  
Arizona State University, Tempe, AZ.

1992 - 1993 Intern, The Clinic, Tempe, AZ.


1989 – 1990 Coordinator/Therapist, Preschool Mental Health Program, Children's Medical  
Center, Minneapolis, MN.
1989  Teacher/Therapist, Preschool Mental Health Program, Children's Medical Center, Minneapolis, MN.

1987 – 1988 Teacher, Pre-Primary, St. Luke's School, St. Paul, MN.

1984 - 1987 Head-Teacher/Graduate Instructor, Shirley G. Moore Laboratory Nursery School, Institute of Child Development, University of Minnesota.

Summer, 1986 Practicum Instructor, Child Care Licensor Project, Early Childhood Studies Program, University of Minnesota.

1981 – 1984 Director, Peppermint Fence Nursery School, Wayzata, MN.

1979 – 1981 Head Teacher, Hopkins Nursery School, Hopkins, MN.

1974 – 1975 Remedial Reading Teacher, Holy Trinity School, Protivin, IA.

Summer, 1966 Lead Teacher, Head Start Program, Howard County, IA.

1965 - 1966  Head Teacher, Cresco Nursery School, Cresco, IA.

Summer, 1965Head Teacher, Head Start Program, Old Town Community Center, Chicago, Illinois

1964 – 1965 Teacher, Grade 3, Elk Grove Village Schools, Elk Grove, IL.

**Professional Memberships:**

World Association for Infant Mental Health
Infant-Toddler Mental Health Coalition of Arizona

Infant-Mental Health Mentor, Michigan Association for Infant Mental Health and Infant – Toddler Mental Health Coalition of Arizona

**Professional Endorsement:**

Infant Mental Health Mentor, Michigan Association for Infant Mental Health and Infant Toddler Mental Health Coalition of Arizona

**Professional Service:**


Maricopa County Child Welfare Cradle to Crayons Program:  Steering Committee 2013-present
Publications:


University Courses Taught:
- Assessment for Infant Family Practice
- Observation and Reflection Seminar
- Infant Mental Health for Infant Family Practice
- Advanced Observation and Reflection Seminar
- Infant Mental Health and Early Intervention
- Risk and Variation in Child Development
- Infant/Family Assessment and Observation
- Child Development
- Advanced Topics in Child Development
- Human Development in the Social Environment
- School Social Work
- Internship

Presentations:


Weigand, B. E. (2011) Case studies in infant mental health, Infant Toddler Mental Health Coalition, Tempe, AZ.


VITA

Name: Robert F. Weigand
Home Address: 8390 So. Mill Avenue, Tempe, Arizona 85284
Office Address: School of Social and Family Dynamics
               Arizona State University
               Tempe, Arizona 85287-3701
Telephone:   (Home)  (480) 491-8187
               (Office)  (480) 965-4442
Email: Robert.Weigand@asu.edu

Education:  B.S., cum laude, Psychology, University of Scranton, 1974
            M.S., Child Development and Family Studies, Purdue University, August
            1976 (Major Fields: child development, early childhood education)

Work Experience:

2012-     Director, Child Development Laboratory and Cowden Distinguished Principal
          Lecturer in Family and Human Development.  T. Denny Sanford School of
          Social and Family Dynamics, Arizona State University.

2002-     2012  Director, Child Development Laboratory and Cowden Distinguished
          Senior Lecturer in Family and Human Development.  School of Social and
          Family Dynamics, Arizona State University.

2002-2007 Co-Director, Harris Infant and Early Childhood Mental Health Training
          Institute.  Department of Family and Human Development, Arizona State
          University and Southwest Human Development.

1990- 2002  Director, Child Laboratory Programs.  College of Liberal Arts and Sciences,
            Arizona State University.

2000-     2002  Child Development Training Coordinator for Maricopa County and
          Northern Arizona, Arizona Early Intervention Programs (AzEIP) Standards of
          Practice Training.

1995-2000 Child Development Consultant, Morrison Institute for Public Policy,
            Arizona State University.

1982-1990 Early Education Specialist/Lecturer, Institute of Child Development,
            University of Minnesota.

1987-88  Coordinator/Counselor, University of Minnesota Summer Camp.  The camp
          was part of the Mother-Infant Project, a longitudinal research project under
          the direction of L. Alan Sroufe. Responsibilities included coordinating daily
          camp activities for 10-12 year-old children and supervising a staff of six
graduate students.

1977-82 Instructor/Head Teacher, Department of Child Development and Family Studies, Purdue University.

1979-81 Parent Education Coordinator, Purdue Child Development Laboratories.

**Professional Memberships**

International Society on Early Intervention  
Infant-Toddler Mental Health Coalition of Arizona  
World Association for Infant Mental Health

**Professional Endorsement**

Infant-Mental Health Mentor, Michigan Association for Infant Mental Health and Infant – Toddler Mental Health Coalition of Arizona

**University Courses Taught**

Child Development for Infant-Family Practice  
Cultural Competence for Infant-Family Practice  
Applied Research Methods for Infant-Family Practice  
Infant Mental Health and Early Intervention  
Child Development for Early Intervention  
Advanced Topics in Early Childhood Intervention  
Early Childhood Intervention  
Introduction to Directed Child Study  
Directed Child Study  
Early Childhood Leadership Training Seminar  
Theory and Practice in Child Development  
Child Development Practicum  
Child Development and Family Studies Internship Seminar  
Preschool Development and Interaction  
Introduction to Child Development  
Play in Early Childhood Education  
Curriculum and Guidance in Early Childhood Education  
Child Development Associate Credential Training Program  
Emotion in Attitude Development  
Cognitive and Creative Development in Early Childhood  
Practicum in Early Childhood Education  
Student Teaching Seminar

**Professional Service**

Infant-Toddler Mental Health Coalition of Arizona: Institute Planning Committee, 2014-.
Infant-Toddler Mental Health Coalition of Arizona Endorsement Committee. Member, 2008-.


ZERO TO THREE, National Center for Infants, Toddlers & Families: Expert Reviewer and contributing writer, From Baby to Big Kid: How Your Child Grows from ZERO TO THREE. 2008

ZERO TO THREE, National Center for Infants, Toddlers & Families: Consultant for Parenting Resources, 2008.

Infant-Toddler Mental Health Coalition of Arizona: Co-leader, Emergent Mentors Training Program, 2008-.


Prevent Child Abuse Arizona: Training Consultant for Best for Babies: Infants and Toddlers in Foster Care, 2008-

Conference Papers/Presentations & Publications


Weigand, R.F. (2009). The Importance of the Adult-child Relationship in the


Weigand, R.F. & Norman-Murch, T. (2004). Supervision as a vehicle for supporting staff development: We all believe in it, but how can we do it effectively? Paper presented at the Zero to Three Nineteenth National Training Institute, Sacramento, CA.


Weigand, R.F. & Norman-Murch, T. (2003). Supervision as a vehicle for supporting staff development: We all believe in it, but how can we do it effectively? Paper presented at the Zero to Three Eighteenth National Training Institute, New Orleans, LA.


Institute, Washington, DC.


Weigand, R. F. (1989). Showdowns, shootouts and tantrums: Opportunities to help children develop social competence. Paper presented at the meetings of the National Association for the Education of Young Children, Atlanta, GA.


Weigand, R. F. (1986) Helping toddlers develop prosocial skills and attitudes. Paper presented at the annual meetings of the Minnesota Association for the Education of Young Children, Minneapolis, MN.


teachers become teaching professionals. Paper presented at the annual meetings of the Midwest Association for the Education of Young Children, Indianapolis, IN.


Weigand, R. F. (1979) Enhancing prosocial skills in the preschool classroom. Paper presented at the annual meetings of the Indiana Association for the Education of Young Children, Indianapolis, IN.
Lisa Grey Whitaker

T. Denny Sanford School of Social and Family Dynamics                          Phone: (480) 965-4704
Arizona State University                                                        Fax: (480) 965-6779
Box 873701                                                                     Email: Lisa.Whitaker@asu.edu
Tempe, AZ 85287-3701

COURSES TAUGHT

- Introductory Sociology
- Social Problems
- Sociology of Work; Work and the Workplace
- Social Change
- History of Social Thought
- Online Teaching Practicum (Graduate Workshop)
- Sociology of Crime
- Sociology of Law
- Social Psychology (in Spanish/Mexico)
- English as a Second Language (in Spanish/Mexico)

EXPERIENCE

School of Social and Family Dynamics, Arizona State University
Faculty Associate → Instructor → Lecturer 2001 - present

Teaching Activities:

- Prepare and teach in-person and online SOC courses at all undergraduate levels
- Develop students’ critical-thinking skills via their written analyses of course materials and discussion of same with classmates through online Discussion Forums
- Hone students’ writing skills via numerous written assignments with detailed feedback on grammar, punctuation, sentence structure, etc.
- In SOC/FAS 324, teach students how to market themselves effectively when seeking their first professional job after college by teaching them resume-building, interviewing, salary negotiation, etc. skills
- Developed and co-teach graduate seminar, “Online Teaching Practicum”

Mentoring Activities:

- Mentor Barrett Honors college students completing special projects for honors credit in my courses (Fall 2013 - present)
- Act as faculty mentor/supervisor of 15-20 undergraduates per semester who work as TAs in Blackboard and Learning Studio courses, via the Sanford School's SOC/FAS 499 course (2008 - present)
- Provided training to online teaching faculty on how to recruit, train and then oversee the work of undergraduates who act as TAs in Sanford School courses (Spring 2012)
- Trained online-teaching faculty how to recruit, select, instruct, oversee and grade the work of undergraduate students who act as TAs in their online courses (Spring 2011)
- Advise faculty campus-wide on composition of syllabi for online courses (2010-present)
- Trained all new SSFD Online Lecturers to teach in Learning Studio (December 2010 - 2012) for ASU Online courses
- Trained new SSFD “graders” to work as TAs in Learning Studio courses (December 2010 - 2012)
- Created How-To manual, “Learning Studio Basics,” to facilitate new instructors’ grasp of the Learning Studio platform, Fall 2010
Service Activities:
- Member, First Year Forward Initiative/Philosophy Committee (CLAS initiative, 2014 - present)
- Member, Dialogue Project Committee (CLAS initiative, 2014 - present)
- Presiding Officer, CLAS Senate (Fall 2013 - Spring 2014)
- Member, University Senate (Fall 2012 – present)
- Co-Founder and co-faculty sponsor of student organization, Sanford Social Impact Club (Fall 2013 – present)
- Member, University Services and Facilities Committee (Fall 2012 – present)
- Chair/Membership, CLAS Student Affairs and Grievances Committee (Fall 2010 – Spring 2013)
- Member, Provost’s Committee on Excellence in Online Teaching and Learning (2011 – 2013)
- Member, Ad Hoc Committee on Promotion of Sanford School Lecturers (Fall 2011)
- Chair, 2011 Online Lecturer Search Committee (Summer 2011)
- Member, SSFD Personnel Committee (Fall 2010 – present)
- Member, Online Lecturer Search Committee (Fall 2010)
- Member, I Instructor Search Committee (Spring 2010)
- Participation in CLAS out-of-state Freshmen Recruitment event (February 2009)
- Member, Undergraduate Committee (2008-2009)
- Faculty Sponsor, Alpha Kappa Delta (2008 – present)
- For CLAS, created and taught Learning Community seminar, “Overcoming Differences: Stereotypes, Stigma and Sameness;” promoting respect for, appreciation of diversity. (Fall 2008)

Workshops Attended:
- Diversity and Recruitment, presented by ASU Human Resources (October 2010)
- Overview of Learning Studio, presented by ASU Online Programs (November 2010)

Publications:
- *Getting Started in Sociology* (a reader for SOC 101 students), fourth edition 2010
- *Social Problems* (a reader for SOC 241 students), 2009

Recognition:
- Nominated for CLAS Outstanding Lecturer award (annually, 2008 – 2012)
- Most Inspirational Faculty Member Award from Intercollegiate Athletics (2008-2010)
- Nominated for Centennial Professorship award (2008)
- Certificates/Letters of appreciation from Career Services, Barrett Honors College for work with their students (2006-7).
- Nominated by students to participate in “Last Lecture Series” (2006)
- Office of Student Affairs award for being “...a leader, mentor, and a person who has contributed in a significant way to the success of ASU students...” (2004)

Departments of Social and Behavioral Sciences, Chandler-Gilbert and Mesa Community Colleges
Adjunct faculty 6/2000 - 12/2002
Taught Introductory Sociology to classes of 20-40 students

Universidad Internacional; Cuernavaca, Mexico 6/1999 - 6/2000
Adjunct faculty
Taught (in Spanish) Sociology, Social Psychology and ESL courses; received award for recognition by students as being one of the three best instructors on campus
COMMUNITY INVOLVEMENT

Chandler Regional Medical Center, Chandler, AZ 2013 – 2014
Volunteer one morning per week in “Surgery Waiting” area;
Provide information to family members re: what is going on with
patients/loved ones during pre-op and post-op phases

College of Liberal Arts and Sciences, ASU 2011 – 2012
Thanksgiving Food Basket preparation – collected sufficient donations
to complete baskets for three families

United Food Bank 2010 – 2012
Donate canned, etc. foods semi-annually

Habitat for Humanity 2007 – 2010
Participate in HFH “Build Days;” building houses for families

National Alliance for the Mentally Ill (NAMI) 2001 – 2012
Participate in fundraising activities

Arizona State Hospital 1985 – 1986
Member, ASH Advisory Board; representing Maricopa County Superior Court; helped create and
implement policies to improve quality of patient care

Arizona State Hospital, Adult Education Division 1971 – 1973
Taught basic survival skills to “dual-diagnosis” (psychotic + IQs in 35-50 range) patients

ACADEMIC TRAINING

PHD Sociology, Stanford University, Stanford, California 1979

MA Sociology, Stanford University, Stanford, California 1975

BA Sociology, Arizona State University, Tempe, Arizona 1974
Rebecca M. B. White, PhD, MPH

Arizona State University
T. Denny Sanford School of Social and Family Dynamics
PO Box 873701, Tempe, AZ 85287-3701
rebecca.white@asu.edu
480.965-0511 (voice) 480.965-6779 (fax)

ACADEMIC DEGREES

PhD Arizona State University  Family & Human Development  2008
MPH University of Arizona  Community Health  2003
BS Old Dominion University  Human Services Counseling  2000
AAS New River Community College  General Studies  2000

POSITIONS

Co-Director, Latino Resilience Enterprise, T. Denny Sanford School of Social and Family Dynamics, College of Liberal Arts & Sciences, Arizona State University, Tempe  2013 –
Assistant Professor, T. Denny Sanford School of Social and Family Dynamics, College of Liberal Arts & Sciences, Arizona State University, Tempe  2010 – 2013
Assistant Professor, School of Health Management and Policy, W. P. Carey School of Business, Arizona State University, Tempe  2008 – 2010

RESEARCH

PUBLICATIONS

ARTICLES IN REFEREED JOURNALS


---

1 Student/post doc names are in italics. The first author is the leader and has done the major work on the project. Remaining authors are listed in order of descending contribution.


EDITED BOOK CHAPTERS


Baldwin, M. B., & White, R. M. B. (2010). Workplace accommodations that work for persons with mental illness. In K. Williams-Whitt & D. G. Taras (Eds.), *Perspectives on Disability and Accommodation*, National Institute of Disability Management and Research, Victoria, BC.
INVITED ENCYCLOPEDIA ENTRIES


MANUSCRIPTS UNDER REVIEW/REVISIONS AT REFEREED JOURNALS


MANUSCRIPTS IN PREPARATION


PRESENTATIONS

INVITED PRESENTATIONS AT NATIONAL/INTERNATIONAL CONFERENCES


INVITED DISCUSSANT OF REFEREED SESSIONS AT NATIONAL/INTERNATIONAL CONFERENCES


Poster presented at the Pediatric Academic Society Annual Meeting, Washington, DC.


**ALL SPONSORED RESEARCH ACTIVITY**

**EXTERNALLY FUNDED RESEARCH**


**INTERNALLY FUNDED RESEARCH**


**EXTERNAL FUNDING PENDING**


**OTHER RESEARCH GRANT ACTIVITY**


Gonzales, N. A (Co-PI, 40%), Lemery-Chalfant, K. (Co-PI, 35%); **White, R. M. B.** (Co-I, 10%); Tein, J-Y (Co-I, 10%); & Knight, G. P. (Co-I 5%). *Culture, Context, and Mexican American Mental Health*. R01 submitted to NIDA ($3.8M) July 2013. Scored and revised.

**White, R. M. B.** (PI, 85%), Simpkins, S. (Co-I, 10%), & Iida, M. (Co-I, 5%). *Neighborhood Ethnic Context and Mexican American Youth Health-Related Outcomes*. R03 submitted to NICHD ($146K) February
2013. Scored and revised.

**TEACHING EXPERIENCE**

**COURSES TAUGHT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 531 – Family Theories</td>
<td>Fall 2012, 2013, 2014</td>
</tr>
<tr>
<td>HSM 584 – Internship</td>
<td>Spring 2010, 2011</td>
</tr>
<tr>
<td>HSM 575 – Health Policy Management &amp; Evaluation</td>
<td>Spring, 2009, 2010</td>
</tr>
<tr>
<td>HSM 561 – Biostatistics</td>
<td>Fall 2008, 2009</td>
</tr>
</tbody>
</table>

**ENDORSED GRADUATE FACULTY MEMBER**

- Family & Human Development PhD program
- Psychology PhD program

**GRADUATE MENTORING – DOCTORAL LEVEL**

**DISSERTATION COMMITTEE MEMBER**

- Casey Sechler, Family & Human Development
- Michaeline Jensen, Clinical Psychology (proposed Fall 2014)
- Danyel A. Vargas Moosmann, PhD Family & Human Development

**COMPREHENSIVE EXAM COMMITTEE MEMBER**

- Casey Sechler, Family & Human Development
- Chara Price, Family & Human Development
- Michaeline Jensen, Clinical Psychology
- Danyel Vargas, Family & Human Development

**GRADUATE MENTORING – MASTER’S LEVEL**

**MASTER’S CHAIR**

- Michelle C. Pasco, MS Family & Human Development (anticipated)
- Elizabeth Burleson, MS Family & Human Development (anticipated)
Mahdi Ali, MHSM, School of Health Management and Policy 2012
Ralph Moreno, MHSM, School of Health Management and Policy 2012
Megan Mulcahy, MHSM, School of Health Management and Policy 2012
Amy Ma, MHSM, School of Health Management and Policy 2012
Lauren Mazurski, MHSM, School of Health Management and Policy 2012
Miguel Cruz, School of Health Management and Policy 2012
Nicholas Vasquez, MD, MHSM, School of Health Management and Policy 2011
Emily Oake, MHSM, School of Health Management and Policy 2011
Sean McGinty, MHSM, School of Health Management and Policy 2011
Deepika Sidhu, MHSM, School of Health Management and Policy 2010
Ellen Wienecke, MHSM, School of Health Management and Policy 2009

MASTER’S THESIS COMMITTEE MEMBER
Elizabeth Harvey, MS Family & Human Development 2014

UNDERGRADUATE MENTORING

HONORS THESIS COMMITTEE CHAIR
Brinley Suppes, BS Communications, Minor in Sociology 2013
Kamber Maine, BS Family & Human Development, Community Action Research Experiences (CARE) Program Graduate 2013
Danith Ieng, BS Family & Human Development 2012

UNDERGRADUATE RESEARCH ASSISTANTS IN MY LAB
Luis Lopez, BS Psychology 2014

SERVICE

PROFESSIONAL SERVICE – SCHOLARLY REVIEW

EDITORIAL BOARD MEMBERSHIPS
Adolescent Research Review 2015 –
Developmental Psychology 2014 –
Journal of Youth and Adolescence 2013 –

AD HOC REVIEWER
Journal of Abnormal Psychology 2014 –
Developmental Review 2014 –
Journal of Adolescent Health 2013 –
Social Science Research 2013 –
Journal of Abnormal Child Psychology 2012 –
Journal of Marriage and Family 2011 –
Journal of Research on Adolescence 2011 –
Child Development Perspectives 2010 –
Journal of Community Psychology 2009 –
Developmental Psychology 2010 – 2013
Journal of Youth and Adolescence 2008 – 2013

CONFERENCE ABSTRACT REVIEWER

Society for Research in Child Development Biennial Meeting 2012, 2014
Society for Research on Adolescence Biennial Meeting 2011
American Public Health Association Annual Conference 2006 – 2009

GRANT PROPOSAL REVIEWER

William T. Grant Foundation 2014 –
Early Career Reviewer Program, Center for Scientific Review, National Institutes of Health 2014 –
Catholic Healthcare West Community Benefits Program, Community Grants Program 2005

PROFESSIONAL MEMBERSHIPS

Member, Society for Research on Child Development 2006 –
Member, Society for Research on Adolescence 2005 –
Member, National Council on Family Relations 2005 –
Member, American Public Health Association 2003 – 2007

PROFESSIONAL SERVICE – LEADERSHIP & MENTORSHIP

Senior Mentor, Frances Degen Horowitz Millennium Scholars Program, Society for Research in Child Development 2013 – 2019
Mentor, Doctoral Student Reviewer Program, Society for Research in Child Development Meeting 2012
Elected Section Councilor, Mental Health Section of the American Public Health Association 2005 – 2007

UNIVERSITY AND DEPARTMENT SERVICE

Member, Graduate Program Committee, Sanford School 2014 –
Member, Assistant Professor Search Committee, Sanford School 2014 –
Co-Director, The Latino Resilience Enterprise 2013 –
Member, Executive Committee, *La Familia Project*, Prevention Research Center 2012 –
Member, Prevention Research Center Training Program Faculty 2011 –
Member, Assistant Professor Search Committee, Sanford School 2013 – 2014
Member, Personnel Committee, Sanford School 2011 – 2013
Member, Undergraduate Professional Development Faculty Research Round Robin, Sanford School 2010 – 2011
Member, Undergraduate Professional Development Selection Committee, Sanford School 2010 – 2011
Member, Master’s Program Committee, W. P. Carey School 2009 – 2010
Faculty Advisor, Graduate Student Association, School of Health Management and Policy 2008 – 2010

**RECOGNITIONS, HONORS, AND AWARDS**

William T. Grant Foundation Scholar 2014 – 2019
Best Research Article by a New Professional 2012, Finalist, Men in Families Focus Group 2013, National Council of Family Relations
President’s Medal for Social Embeddedness, Office of the President, Arizona State University 2005
Natalie D. Wilkens  
(née Natalie D. Eggum)

Updated: November 29, 2014

Arizona State University | T. Denny Sanford School of Social and Family Dynamics | College of Liberal Arts and Sciences  
P.O. Box 873701 | Tempe, Arizona 85287-3701  
E-mail: Natalie.Wilkens@asu.edu  
Laboratory Website: https://thesanfordschool.asu.edu/eclipse  
Office Phone (480) 727-6899 | Fax (480) 965-6779

Education

Ph.D., Developmental Psychology, Arizona State University, August 2009  
Dissertation title: *Children’s shyness: Relations with negative emotion, effortful control, and social outcomes.*  
Co-Chairs: Nancy Eisenberg and Tracy L. Spinrad  
Committee: Gary W. Ladd, Kathryn Lemery-Chalfant, and Mark Reiser

M.A., Psychology, Arizona State University, December 2006  
Chair: Nancy Eisenberg  
Committee: Tracy L. Spinrad, Kathryn Lemery-Chalfant, and Mark Reiser

B.A., Psychology, Arizona State University, December 2003  
Summa Cum Laude

Professional Experience

*Assistant Professor,* T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2012–present  
*Faculty Affiliate,* Center for Population Dynamics (CePoD), 2012–present  
*Faculty Affiliate,* Measurement and Statistical Analysis (MASA), 2010–present

*Assistant Research Professor,* T. Denny Sanford School of Social and Family Dynamics, Arizona State University, 2010–2012

*Postdoctoral Research Associate* with Dr. Nancy Eisenberg, Department of Psychology, Arizona State University, 2009–2010

*Graduate Research Assistant/Associate* with Dr. Nancy Eisenberg, Department of Psychology, Arizona State University, 2004–2009

*Undergraduate Research Assistant* with Drs. Nancy Eisenberg and Tracy Spinrad, Department of Psychology, Arizona State University, 2002–2003

Information Regarding Works

- Started publishing as Natalie D. Eggum-Wilkens July of 2013. Publish or Perish searches should type
“N Eggum” OR “N Eggum-Wilkens” in the Author’s Name query box.

- H index = 15 (Publish or Perish [Harzing, 2007])
- Citations = 810 total, 101.25 per year, and 19.29 per paper (Publish or Perish [Harzing, 2007])
- The first author has the most responsibility in our discipline
- *Italicized* authors represent undergraduate, graduate, or postdoctoral research associates with whom I co-authored after becoming a faculty member (Assistant Research Professor) in August of 2010
- IF = the journal’s most recent Thomson Reuters Impact Factor at the time of publication

**Works Published**

*Peer-Reviewed Journal Articles – Empirical Studies*


IF: 2.831


IF: 1.382

doi:10.1016/j.ecresq.2014.04.008

IF: 2.058


IF: 2.058

doi:10.1111/cdev.12260

IF: 4.235


IF: 3.371


IF: 2.976
IF: 2.045

IF: 1.752

IF: 3.269

IF: 1.717

IF: 3.412

IF: 3.412

IF: 3.412

IF: 1.674


IF: 1.377

IF: 4.949

IF not available

IF: 3.726

IF: 3.770

Peer-Reviewed Journal Articles – Literature Reviews

IF not available

IF: 9.743

IF: .814

Invited Book Chapters


*Invited Popular Press Articles*


*Estimated average magazine readership of 25,000 per issue


*Average magazine readership of 50,000 per issue*

*Works Forthcoming*

*Peer-Reviewed Journal Articles – Empirical Studies*


*Invited Book Chapters*


*Works under Editorial Review*

*Peer-Reviewed Journal Articles – Empirical Studies*


**Works in Preparation**

*Peer-Reviewed Journal Articles – Empirical Studies*


**Information Regarding Presentations**

- The first author has the most responsibility in our discipline
- *Italicized* authors represent undergraduate, graduate, or postdoctoral research associates with whom I co-authored after becoming a faculty member in August of 2010

**Presentations**

*Refereed Professional Conference Presentations*


Refereed Professional Conference Posters


Canada.


**Invited Academic Presentations**

Valiente, C., Eisenberg, N., & **Eggum, N. D.** (2009, May). *Self-regulation and school readiness.* Presentation at the Department of Counseling and Personnel Services, University of Maryland, College Park, MD.

**Invited Local Academic Presentations**

**Eggum, N. D.** (2012, March). *Change it up with latent growth curve modeling.* Presentation for the Measurement and Statistical Analysis lecture series, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ.


**Invited International Community Presentations**


**Invited Local Community Presentations**

Eggum, N. D. (2012, May). *The career path of a social scientist*. Presentation for students at Littleton Elementary School, Avondale, AZ.


Media

*Minor Media Appearances (e.g., quotes)*


*Average magazine readership of 140,000 per issue*

External Research Funding

*External Funding Summary Table*

<table>
<thead>
<tr>
<th>Under Review</th>
<th>Proposal Title (Agency)</th>
<th>Total Proposal Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Migration Context and Early Life Outcomes (NIH)</td>
<td>$6,028,311</td>
<td></td>
</tr>
<tr>
<td>Kindergarten Classroom Composition: Exploring Links between Classroom-Level Competence and Children’s Academic and Social-Emotional Functioning (IES)</td>
<td>$1,599,974</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Funded</th>
<th>Proposal Title (Agency)</th>
<th>Total Proposal Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictors of regulation and adjustment in children of Mexican origin (NSF)</td>
<td>$645,131</td>
<td></td>
</tr>
<tr>
<td>Expertise reconsidered: Enriching models of expertise through the integration of motivation and emotion (NSF)</td>
<td>$1,064,900</td>
<td></td>
</tr>
<tr>
<td>Predictors of regulation and adjustment in children of Mexican origin (NIH)</td>
<td>$3,260,123</td>
<td></td>
</tr>
</tbody>
</table>

*Proposals under Review*

2014, Institute of Education Sciences (Goal 1 Exploration Proposal), *Kindergarten Classroom Composition: Exploring Links between Classroom-Level Competence and Academic and Social-Emotional Functioning*. Tashia Abry (PI; 20% Years 1-4), Jodi Swanson (Co-PI; 20% Years 1-4), Richard Fabes (Co-PI; 10% Years 1-4), Natalie D. Wilkens (Co-I, 7.5% Years 1 and 2; 15.8% Years 3 and 4), Robert Bradley (Co-I; 8% Years 1-4)

2014, National Institutes of Health (P01), *Family Migration Context and Early Life Outcomes*. Jennifer Glick (Program Director/Administrator)
R01 – Project 1 (of 3 projects): *Family Migration Context and Socio-emotional Competence.* Robert Bradley (PI; 7.5% Years 1-5), **Natalie D. Wilkens** (Co-I, 15% Years 1-5), and Cecilia Menjivar (Co-I; 7.5% Years 1-5)

**Proposals Not Funded**

2011, National Science Foundation (PD 08-1698)  
*Predictors of regulation and adjustment in children of Mexican origin.* Tracy L. Spinrad (PI; 8.3% Years 1-3), Nancy Eisenberg (PI; 4.2% Years 1-3), Armando Piña (Co-PI; 4.2% Years 1-3), **Natalie D. Eggum** (Co-PI; 2% Years 2 and 3), and Mark Reiser (Co-PI; 2% Years 2 and 3)

2010, National Science Foundation (Program Announcement 10-586)  
*Expertise reconsidered: Enriching models of expertise through the integration of motivation and emotion.* Jenefer Husman (PI), Sarah Brem (Co-I), and **Natalie D. Eggum** (Statistical Analyst; 8.3% for Years 1, 2, and 3)

2010, National Institutes of Health (R01)  
*Predictors of regulation and adjustment in children of Mexican origin.* Tracy L. Spinrad (PI; 25% Years 1-5), Nancy Eisenberg (PI; 16.7% Years 1-5), Armando Piña (Co-PI; 12.5% Years 1-5), **Natalie D. Eggum** (Co-PI; 8.3% Years 1-5), Brian Verrelli (Co-PI; 8.3% Years 1-5), and Mark Reiser (Co-PI; 8.3% Years 1-5)

**Internal Research Funding**

**Completed Funding**

2013-2014, Arizona State University, College of Liberal Arts and Sciences and the T. Denny Sanford School of Social and Family Dynamics (Seed Funding Mechanism), $31,953  
Funded data collection for pilot study: *Measuring social competence in diverse migration contexts.* Jennifer Glick (PI), Robert Bradley (Co), **Natalie D. Eggum** (Co), Sarah Hayford (Co), Francisco Lara-Valencia (Co), Scott Yabiku (Co)

2010, Arizona State University, The Gulliot Endowment, $3,500  
Partially funded for data collection of two studies in Uganda: *Adjustment and children of the Karamojong tribe (ACKT)* and *Gender, relationships, and social participation (GRASP)*  
**Natalie D. Eggum** (Primary Investigator) and Julie Sallquist (Co-Investigator)

**Statistical Consulting**

Carlos Valiente (PI), *Social and emotional processes involved in academic competence* (CAREER: National Science Foundation), T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Fall 2010-Fall 2012

Jenefer E. Husman (PI), *Connecting with the future: Supporting identity and career development in post-secondary science and engineering* (CAREER: National Science Foundation), T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Fall 2010-Fall 2011

**Quantitative Skills**
Graduate-Level Coursework in Quantitative Methods

†Indicates that course was audited. If course was not audited, an “A” was earned.

- Intermediate statistics (e.g., ANOVA), D. MacKinnon
- Multiple regression (e.g., multiple predictors, moderation, assumptions, diagnostics), L. Aiken
- Analysis of multivariate data (e.g., factor analysis, MANOVA), L. Aiken
- Structural equation modeling (e.g., CFA, multiple-group models, invariance), R. Millsap
- Psychometric methods (e.g., reliability and validity), R. Millsap
- Multi-level modeling (e.g., growth models, random intercept and coefficient models), C. Enders
- Advanced structural equation modeling and longitudinal modeling I (e.g., cross-lagged panel models, transition models), M. Reiser
- Advanced longitudinal methods and categorical models (e.g., logistic regression, mixed models), M. Reiser
- Longitudinal growth modeling (e.g., growth curve, parallel process, 3-level models), C. Enders†
- Missing data (e.g., assumptions, estimation, multiple imputation), C. Enders†
- Introduction to statistical mediation analysis (e.g., multiple, sequential, longitudinal mediation), D. MacKinnon†
- Latent class modeling (e.g., classical latent class analysis, latent transition analysis), C. Geiser†

Additional Professional Development Training in Quantitative Methods and Design

Introduction to Finite Mixture Models – Instructed by Jeffrey R. Harring, The Center for Integrated Latent Variable Research at the University of Maryland, College Park, MD, December 4-6, 2013


Selected participant for the 16th Annual Summer Institute on Innovative Methods: The Multiphase Optimization Strategy (MOST—a framework for optimizing and evaluating multi-component behavioral interventions for prevention or treatment) – Instructed by Linda Collins and sponsored by The Pennsylvania State University’s Methodology Center and the National Institute on Drug Abuse, Bethesda, MD, September 8-9, 2011

Modeling Diary Data with Hierarchical Linear Models Workshop – Instructed by Jean-Philippe Laurenceau and Niall Bolger, University of Massachusetts, Amherst, MA, June 28-July 1, 2011

Bayesian Analysis Using Mplus Workshop – Instructed by Bengt Muthén and Tihomir Asparouhov, University of Connecticut, Storrs, CT, May 24, 2011


Dyadic Data Analysis Workshop – Instructed by David A. Kenny and Tessa V. West, University of Connecticut, Storrs, CT, June 21-25, 2010

Statistical Programs

Information Regarding Teaching

- Summary of student evaluation of instruction is available from the T. Denny Sanford School of Social and Family Dynamics.
- † Denotes new course developed (i.e., course did not exist until I created it)

Teaching Experience

Graduate Courses Instructed

† T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Latent Growth and Mixture Models with Longitudinal Data (CDE 598).* Description: In an in-person, small-class-size format, I emphasize practical applications of latent growth models from a structural equation modeling perspective, as well as growth mixture models. In addition to discussing concepts related to longitudinal methods and design, students learn how to model longitudinal data with *Mplus* software (e.g., single-variable latent growth models with time-invariant or time-varying covariates and distal outcomes, parallel process latent growth models, multiple-variable latent growth models, latent class growth and growth mixture models with covariates and distal outcomes), interpret output, and report results of analyses. Students are evaluated based on homework assignments, a final project written assignment, and a final project presentation.
- Spring 2014: 8 students (plus 6 non-registered, auditing students)

† T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Structural Equation Modeling with Longitudinal Data (CDE 591).* Description: In an in-person, small-class-size format, I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to prepare data for analysis, model longitudinal data with *Mplus* software (e.g., panel models with observed and latent variables, measurement invariance testing, multiple-group modeling, longitudinal mediation), interpret output, and report analyses results. Students are evaluated based on homework assignments, a final project written assignment, and a final project presentation.
- Fall 2013: 7 students

† T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Longitudinal Methods (CDE 598).* Description: In an in-person, small-class-size format, I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to prepare data for analysis, model longitudinal data with *Mplus* software (e.g., panel models with observed and latent variables, measurement invariance testing, latent growth models with time-invariant covariates), interpret output, and report analyses results. Students are evaluated based on homework assignments and a final project written assignment.
- Fall 2011: 11 students (plus 2 non-registered students)

Undergraduate Courses Instructed

T. Denny Sanford School of Social and Family Dynamics, Arizona State University, *Social Statistics I (SOC 390).* Description: I cover basic data analysis concepts and procedures used by researchers in the social sciences. We review ways of describing data (“descriptive statistics”) and focus on methods of testing hypotheses (“inferential statistics”). Students learn how to perform statistical calculations by hand
and how to execute and interpret results with statistical software. Students are evaluated based on homework assignments, in-class participation, and exams.

- Fall 2013: 39 students
- Spring 2013: 32 students
  - Supervised 1 honors enrichment contract project
- Fall 2012: 40 students
  - Supervised 1 honors enrichment contract project
- Spring 2012: 38 students
  - Supervised 2 honors enrichment contract projects
- Spring 2011: 39 students

Department of Psychology, Arizona State University, *Developmental Psychology (PGS 341)*. Description: In an in-person, small-class-size format, I introduce students to human development as described by psychological principles, theory, and research. I emphasize children’s social, emotional, and cognitive development. Students are evaluated based on exams and three writing assignments.

- Fall 2008: 23 students
  - Supervised 2 honors enrichment contract projects

**Teaching Assistantships**

Department of Psychology, Arizona State University, *Abnormal Child Psychology (PGS 443)*, Summer 2006

Department of Psychology, Arizona State University, *Social Psychology (PGS 350)*, Summer 2005

**Guest Lectures**

Psychology Department, Arizona State University, *Friendships and Peer Groups* for Developmental Psychology (PGS 341), April 21, 2008

Psychology Department, Arizona State University, *Peer Relationships* for Developmental Psychology (PGS 341), April 18, 2007

**Supervisory Experience**

*Graduate Student Mentoring - Research*

Supervisor for Volunteer Research Assistant, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- Flora Farago, Fall 2012–present

Primary Advisor and Supervisor for Research Assistant, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- Danming An, Fall 2014–present
- Linlin Zhang, Fall 2011–present

Co-Supervisor for Research Assistant, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
- Andrea Vest, Spring 2011
Mentoring of Post-Undergraduate Volunteers

Supervisor for Volunteer Research Assistants, T. Denny Sanford School of Social and Family Dynamics, Arizona State University
• Hafsa Ibrahim – Fall 2013-Spring 2014
• Aubrey Utter – Fall 2013-Spring 2014

Undergraduate Student Mentoring

Supervisor for Supervised Research Experience (FAS 390/499), T. Denny Sanford School of Social and Family Dynamics, Arizona State University
• Abbey Pellino – Fall 2014
• Kari Eckert – Spring 2014-Fall 2014
• Hafsa Ibrahim – Fall 2012-Spring 2013
• Casiana Pascariu – Fall 2011-Spring 2012
• Mrwah Ahmad – Spring 2011-Fall 2011
• Brittany Walton – Spring 2011-Fall 2011
• Bianca Finocchiaro – Spring 2011
• Camille Sitto – Spring 2011

Faculty Mentor for Rosalva Santiago, President Barack Obama Scholars Program, Arizona State University, Fall 2010-Spring 2011

Information Regarding Student Committees

• My typical role is to provide guidance in design and data analysis, which often requires substantial time helping students plan, conduct, and interpret data analyses

Student Committees

Doctoral Dissertation Committee Member, Arizona State University
• Priscilla M. Goble (Family and Human Development), defended June 24, 2014
• Alicia Moss DiDonato (Family and Human Development), defended March 31, 2014
• Kimberly S. Burrola (Family and Human Development), defended April 9, 2012
• Bridget Granville Seeley (Educational Psychology), defended March 8, 2012
• Nicholas Bishop (Sociology), defended June 1, 2011

Comprehensive Examination Co-Chair, Arizona State University
• Linlin Zhang (Family and Human Development), in progress

Comprehensive Examination Committee Member, Arizona State University
• Naomi C. Z. Andrews (Family and Human Development), defended August 25, 2014
• Sue A. Rodríguez (Family and Human Development), defended September 16, 2013
• Priscilla M. Goble (Family and Human Development), defended July 19, 2012

Master’s Thesis Committee Member, Arizona State University
• Yi Li (Psychology), defended August 14, 2014
• Khaerannisa Cortes (Family and Human Development), defended April 2, 2013
• Sara Seyed-Nozadi (Family and Human Development), defended October 4, 2011
• Idean Ettekal (Family and Human Development), defended June 22, 2011

Undergraduate Student Honors Thesis Second Reader, Arizona State University
• Hasana Abdul-Quadir (Family and Human Development), in progress
• Lauren Aboud (English), defended April 3, 2013

Undergraduate Student Honors Thesis Third Reader, Arizona State University
• Katherine Travis (Psychology), defended March 27, 2013
• Khaerannisa Cortes (Family and Human Development), defended April 6, 2011
• Tessa Frederick (Psychology), defended April 23, 2010

Honors, Scholarships, and Awards

Recipient, College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences, Arizona State University, 2014

Nominee, Faculty Women’s Association Outstanding Faculty Mentor Award, Arizona State University, 2014

Selected Participant and Travel Stipend Recipient, The Child Development and Behavior Branch of the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) workshop, Executive Function in Preschool Children: Current Knowledge and Research Opportunities, Bethesda, MD, June 8-9, 2010

Student Travel Award, Society for Research in Child Development, 2009

Nominee, Philanthropic Educational Organization Scholar Award, 2008

Nominee, Faculty Women’s Association Annual Distinguished Achievement Award for Doctoral Degree Candidates, Arizona State University, 2008

Travel Grant, Division of Graduate Studies, Arizona State University, 2008

Service

Service to the School or Department

Committee Member, Graduate Committee (Program in Family and Human Development), T. Denny Sanford School of Social and Family Dynamics, Fall 2013-Spring 2014

Committee Member, Undergraduate Programs Committee, T. Denny Sanford School of Social and Family Dynamics, Fall 2012-Spring 2013

Committee Member, Assistant Professor Innovative Methodology Search Committee, T. Denny Sanford School of Social and Family Dynamics, Fall 2012-Spring 2012

Search Committee Member, Postdoctoral Research Fellow for the Measurement and Statistical Analysis
Specialization, T. Denny Sanford School of Social and Family Dynamics, Spring 2012

Selection Committee Member and Panel Member, Professional Development Conference for Undergraduates Interested in Graduate Training in Family and Child Sciences, T. Denny Sanford School of Social and Family Dynamics, Fall 2011

Planning Committee for the Measurement and Statistical Analysis Specialization, T. Denny Sanford School of Social and Family Dynamics, Fall 2010-present

Graduate Student Representative, Psychology Colloquium Series Committee, 2008-2009

Graduate Student Representative, Developmental Psychology Graduate Recruitment and Admissions Committee, and Professional Development Series Planning Committee, 2007-2008

Service to the Profession

Grant Reviewer

• *Israel Science Foundation*, 1 review since 2014

Conference Proposal Reviewer

• Society for Research in Child Development’s Developmental Methods Conference, 2011

Ad hoc Reviewer

• *Child Development*, 8 reviews since 2008
• *Child Development Perspectives*, 4 reviews since 2008
• *Cognition and Emotion*, 1 review since 2010
• *Developmental Psychology*, 1 review since 2011
• *Early Education and Development*, 1 review since 2012
• *Emotion*, 1 review since 2013
• *Infant and Child Development*, 1 review since 2013
• *Infant Behavior and Development*, 1 review since 2011
• *International Journal of Behavioral Development*, 1 review since 2010
• *International Perspectives in Psychology: Research, Practice, & Consultation*, 1 review since 2012
• *Journal of Adolescence*, 2 reviews since 2012
• *Journal of Applied Developmental Psychology*, 2 reviews since 2010
• *Journal of Child and Family Studies*, 1 review since 2011
• *Journal of Clinical Child and Adolescent Psychology*, 2 reviews since 2013
• *Journal of Experimental Child Psychology*, 1 reviews since 2010
• *Journal of Genetic Psychology*, 3 reviews since 2008
• *Journal of Research on Adolescence*, 1 review since 2013
• *Learning and Individual Differences*, 1 review since 2012
• *Merrill-Palmer Quarterly*, 2 reviews since 2012
• *Motivation and Emotion*, 2 reviews since 2012
• *Psychological Assessment*, 1 review since 2012
• *Sex Roles*, 2 reviews since 2012
• *Social Development*, 12 reviews since 2007

Service to the Local and International Community
Pasadena Neighborhood Association, 2013 (Phoenix, AZ)
• Assisted in writing a grant proposal funded by the City of Phoenix to obtain equipment for crime prevention and graffiti removal

Hope 4 Kids International, 2003-present (Kenya; Uganda; Namibia)
• Provide support for Ugandan orphans’ boarding school, healthcare, and food
• Sponsor hospital and prison outreach program serving East Uganda
• Deliver medical supplies, clothing, and food to Ugandan hospitals and villages
• Remodeled hostels housing Namibian orphans
• Donate curriculum, educational materials, and textbooks to Ugandan schools
• Coordinated partnership with Makerere University to provide psychological services to Ugandan orphans
• Developed educational materials regarding HIV/AIDS, abuse, parenting, and child development for True Vine Team Ministries and the Early Child Development Program

United Methodist Outreach Ministries New Day Center, 2006-2009 (Phoenix, AZ)
• Read to children at homeless shelter through the Read-to-Me Program
• Participated in activities for shelter residents (e.g., back-to-school block party)
• Coordinated Eisenberg/Spinrad laboratory holiday donations for shelter residents

Mental Health Association of Arizona, 2003 (Scottsdale, AZ)
• Developed strategies for recruiting and retaining volunteers
• Conducted statistical analyses for the Suicide Prevention Program
• Replied to queries for the Information and Referral Department
• Assisted staff during monthly events held for individuals with mental illness

Professional Memberships

Arizona State University Faculty Women’s Association

American Psychological Association (Division 5 – Evaluation, Measurement, and Statistics; Division 7 – Developmental Psychology)

International Society on Infant Studies

Society for Research in Child Development

Professional Development Activities

Faculty Women’s Association, Workshop: Preparing Your Portfolio for Review, Arizona State University, Tempe, AZ, March 5, 2014

Faculty Women’s Association, Workshop: Preparing for Third Year Review, Arizona State University, Tempe, AZ, October 28, 2013

College of Liberal Arts and Sciences, Promotion and Tenure Workshop, Arizona State University, Tempe, AZ, February 22, 2013
Faculty Women’s Association, Panel Discussion: Promotion and Tenure, Arizona State University, Tempe, AZ, January 30, 2013

Faculty Women’s Association, Negotiations: Women Don’t Ask but They Should, Arizona State University, Tempe, AZ, October 20, 2011

Faculty Women’s Association, Panel Discussion: Balancing Life in Academia with Personal Relationships and Family, Arizona State University, Tempe, AZ, February 24, 2010

Developmental Psychology, Professional Development Series, Arizona State University, Tempe, AZ, 2004-2009

Department of Psychology, Grant Writing/Professional Development Course (PSY 591), Arizona State University, Tempe, AZ, Fall 2006

**Related Professional Experience**

- Reviewed book proposal and sample chapter for a book on latent variable modeling
- Reviewed book proposal and sample chapter for a book on longitudinal structural models

Hope 4 Kids International, *Assistant to the Founding President*, 2004
- Managed Ugandan Orphan Sponsorship Program
- Wrote and distributed press releases
- Maintained financial database

Mental Health Association of Arizona, *Advocacy Specialist*, 2003-2004
- Educated AZ legislators and mental health service consumers in mental health issues
- Implemented Voter Empowerment Campaign strategies
- Coordinated and attended Mental Health Insurance Parity Coalition meetings
- Researched and developed position papers pertaining to mental health legislation
- Served on and executed directives of Public Policy Committee
- Attended conferences pertaining to clinical treatment and juvenile justice
- Participated in advocacy meetings for Protecting Arizona’s Families Coalition and Arizona’s Bridge to Independent Living
Scott T. Yabiku

T. Denny Sanford School of Social and Family Dynamics & Center for Population Dynamics
Arizona State University
Tempe, AZ 85287-3701

scott.yabiku@asu.edu
(480) 965-3943 (voice)
(480) 965-6779 (fax)
www.yabiku.org

EDUCATION

2002  Ph.D.  University of Michigan, Sociology
1997  M.A.  Penn State University, Sociology and Demography
1995  B.A.  University of Chicago, Sociology

PROFESSIONAL EXPERIENCE

2008-present  Associate Professor, Arizona State University, T. Denny Sanford School of Social and Family Dynamics
2002-2008  Assistant Professor, Arizona State University, T. Denny Sanford School of Social and Family Dynamics

RESEARCH

Active Research Support

2012-2017  CNH: Feedbacks Between Human Community Dynamics and Socioecological Vulnerability in a Biodiversity Hotspot. BCS-1211498. Scott Yabiku (Role: Principal Investigator. I envisioned this international project, assembled the multidisciplinary team that represents 4 institutions, and secured funding after 2 proposal submissions. I have overall responsibility for the entire project.), with Sharon Hall, Abigail York, Dirgha Ghimire, Li An, Jennifer Glick, and Sean Murphy. National Science Foundation, Dynamics of Coupled Natural and Human Systems Program, $1,449,521 total costs.

2013-2015  Innovation in the Measurement of Community Contextual Features. R21HD073758. Scott Yabiku (Role: Principal Investigator. I envisioned this international project, assembled the multidisciplinary team, and secured funding after 2 proposal submissions. I have overall responsibility for the entire project.), with Jennifer Glick, Dirgha Ghimire, and Elizabeth Wentz. National Institute of Child Health and Human Development, $430,853 total costs.

2007-2017  Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency. P20MD002316. Scott Yabiku (Role: Co-Investigator. I contributed methodology expertise, and during the grant I have published papers and served as the Director of the Research Education and Training Core), with Flavio Marsiglia (Project Director) and others. National Institute on Minority Health and Health Disparities,
$7,052,398 total costs (years 1-5), and renewal $6,300,000 total costs (years 6-10).

**Completed Research Support**

2008-2011  School Characteristics and Marriage Timing. R03HD057357. Scott Yabiku (Role: **Principal Investigator**. I had responsibility for all aspects of this project). National Institute of Child Health and Human Development, $142,015 total costs.

2007-2013  PIRE Collaborative Research and Training in Social Context, Population Processes, and Environmental Change. OISE-0729709. Scott Yabiku (Role: **Co-Principal Investigator**. I led training (undergraduate and graduate student) activities at ASU and research fieldwork in Nepal for the ASU component of this project, which was a $300,000 subcontract of the total costs), with William Axinn (Principal Investigator), Jianguo Liu, Lisa Pearce, and Li An. National Science Foundation, $2,498,646 total costs.

2009-2012  Family Migration Context, Development and Early School Outcomes. R21HD058141. Scott Yabiku (Role: **Co-Investigator**. I contributed methodology expertise and published papers), with Jennifer E. Glick (Principal Investigator) and Laura Hanish. National Institute of Child Health and Human Development, $404,810 total costs.

2008-2013  Childbearing Dynamics in a Setting of High HIV Prevalence and Massive ART Rollout. R01HD058365. Scott Yabiku (Role: **Co-Investigator**. I contributed methodology expertise, analyzed data, and published papers), with Victor Agadjanian (Principal Investigator) and Cecilia Menjivar. National Institute of Child Health and Human Development, $1,635,660 total costs.

2004-2011  Central Arizona-Phoenix LTER: Phase 2. DEB-0423704. Scott Yabiku (Role: **Senior Personnel**. I led the social science component of the North Desert Village site. This was a true experimental design on occupied housing units to test how different landscape treatments affect individuals' environmental values and preferences), with Daniel Childers (Principal Investigator), and others. National Science Foundation, $5,461,835 total costs.

2006-2010  Religious Organizations and HIV/AIDS Prevention and Care. R01HD05175. Scott Yabiku (Role: **Co-Investigator**. I contributed methodology expertise, analyzed data, and published papers), with Victor Agadjanian (Principal Investigator) and Cecilia Menjivar. National Institute of Child Health and Human Development, $1,033,236 total costs.

2006-2008  Men's Migration and Women's HIV/AIDS risks. R21HD048257. Scott Yabiku (Role: **Co-Investigator**. I contributed methodology expertise, analyzed data, and published papers), with Victor Agadjanian (Principal Investigator) and Cecilia

Refereed Articles (* indicates student authors)


**Book Chapters**


**Work in Progress**


**Conference Presentations**


Yabiku, Scott T. and *Seung Yong Han. 2010. “Neighborhood Toxic Emissions, Migration and Mobility.” Poster presented at the annual meeting of the Population Association of America, April 15-17, Dallas, TX.

Glick, Jennifer E. Glick, Scott T. Yabiku, and Steven A. Haas. 2010. “A Moving Paradox: A Binational Comparison of Residential Mobility and Health.” Paper presented at the annual meeting of the Population Association of America, April 15-17, Dallas, TX.


Scott T. Yabiku, page 12


TEACHING AND MENTORSHIP

Undergraduate Teaching

SOC391/FAS361 Sociological Research Methods

Graduate Teaching

SOC505 Applied Regression Analysis
SOC507 Categorical Data Analysis
SOC509 Event History Analysis

Junior Faculty Mentorship

2013-2014  Mentor for Noe Crespo, ASU School of Nutrition and Health Promotion, for the Southwest Interdisciplinary Research Center Early Career Faculty Fellowship in Health Disparities Research

2012-2013  Mentor for David Becerra, ASU School of Social Work, for the Southwest Interdisciplinary Research Center Early Career Faculty Fellowship in Health Disparities Research

Student Committees

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Position</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Seung Yong Han</td>
<td>Chair</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2013</td>
<td>Sam Yoo</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2012</td>
<td>Rebha Sabharwal</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2012</td>
<td>Rebecca Diddams</td>
<td>Member</td>
<td>B.A., Honors Thesis</td>
</tr>
<tr>
<td>2012</td>
<td>Nicole Weller</td>
<td>Chair</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2011</td>
<td>Kelli Williams</td>
<td>Member</td>
<td>M.A.</td>
</tr>
<tr>
<td>2011</td>
<td>Boaventura Cau</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2011</td>
<td>Gloria Yim</td>
<td>Member</td>
<td>M.A.</td>
</tr>
<tr>
<td>2011</td>
<td>Arusyak Sevoyan</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2011</td>
<td>Aurelia De La Rosa Aceves</td>
<td>Member</td>
<td>M.A.</td>
</tr>
<tr>
<td>2010</td>
<td>Ben VanderMeer</td>
<td>Member</td>
<td>M.A.</td>
</tr>
<tr>
<td>2009</td>
<td>Littisha Bates</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2008</td>
<td>Premchand Dommaraju</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2008</td>
<td>Winfred Avogo</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>2007</td>
<td>Betty Brown</td>
<td>Member</td>
<td>Ph.D.</td>
</tr>
</tbody>
</table>
2007  Lan Nguyen Member M.A.
2007  Tanya Nieri Member Ph.D.
2006  Littisha Scott Member M.A.
2006  Li Zhu Member M.A.
2006  Frances Charnicki Member B.A., Honors Thesis
2006  Wei Zeng Chair M.A.
2005  Paul Holley Member Ph.D.
2005  Benjamin Lewin Member Ph.D.
2005  Richard Fey Member Ph.D.
2005  Bryndl Hohmann-Marriott Member Ph.D.
2005  Qigui Chang Member Ph.D.
2004  Yun Zhou Member M.A.
2003  Stacey D. Ruf Member Ph.D.

ADMINISTRATION

2014-present  Research Education and Training Core Director, Southwest Interdisciplinary Research Center
2013-present  Associate Director, Center for Population Dynamics
2008-present  Executive Council, Southwest Interdisciplinary Research Center
2012-2014  Graduate Committee, School of Social and Family Dynamics
2013  Chair, Postdoc Search Committee, Center for Population Dynamics
2010-2012  Personnel Committee, School of Social and Family Dynamics
2009-2010  Assistant Professor Search Committee, School of Social and Family Dynamics
2009-2010  Graduate Committee, School of Social and Family Dynamics
2007  Summer Grant Selection Committee, Central Arizona-Phoenix LTER
2006-2008  Graduate Committee, School of Social and Family Dynamics
2005-2007  Assistant Professor Search Committee, School of Social and Family Dynamics
2005  Personnel/Bylaws Subcommittee, School of Social and Family Dynamics
2005-2006  Committee of Review, Department of Sociology
2005  University Senate, Arizona State University
2003-2005  Personnel Committee, Department of Sociology
2003-2004  Colloquium Committee, Department of Sociology

SERVICE

National Institutes of Health

2013  Social Science and Population Studies (SSPS) study section, ad hoc member
2012  Social Science and Population Studies (SSPS) study section, ad hoc member

National Science Foundation

2014  Coupled Natural and Human (CNH) Systems Program, review panelist
2013  Coupled Natural and Human (CNH) Systems Program, review panelist
2012  Geography and Spatial Sciences (GSS) Program, ad hoc reviewer
Population Association of America

2011  Session Organizer for “Measurement and Methods in Population and Environment Research” at annual meeting
2007  Session Organizer and Chair for “Union Formation” at annual meeting

Pacific Sociological Association

2009  Session Organizer for “Population and the Environment” at annual meeting

Professional Journals

Editorial Board

Journal of Marriage and the Family (2006-present)

Occasional reviewer:


HONORS AND AWARDS

2013  Outstanding Poster Award, Population Association of America annual meeting, May 1-3, New Orleans, LA.
2013  Selection by ASU Intercollegiate Athletics to be a Guest Coach of a Swim meet for supporting student-athletes in the classroom
2012  Scientific Leadership Award, Southwest Interdisciplinary Research Center
2010  Outstanding Poster Award, Population Association of America annual meeting, April 15-17, Dallas, TX.
2009  Nominee, ASU Professor of the Year
2007  Mentorship Appreciation Award, Arizona State University Preparing Future Faculty Program
2004  Selection by ASU Intercollegiate Athletics to be a Guest Coach of a Sun Devil Football game for supporting student-athletes in the classroom
2004  Outstanding Poster Award, Population Association of America annual meeting, April 1-3, Boston, MA.
2003  Recognition by ASU Office of Student Affairs for contributing to the quality of student life.
2003  Outstanding Poster Award, Population Association of America annual meeting, May 1-3, Minneapolis, MN.
2002 National Council on Family Relations Reuben Hill Award for best family research paper, joint with William G. Axinn
ACADEMIC APPOINTMENTS

Associate Professor (tenure-track). Joint appointment. *Asian Pacific American Studies (School of Social Transformation) and School of Social and Family Dynamics*. Arizona State University. Tempe, Arizona. 8/2012-Present

Visiting Professor. *Counseling Program, Department of Psychology* Ewha Woman’s University. Seoul, South Korea. 8/2013-8/2014

Assistant Professor (tenure-track). Joint appointment. *Asian Pacific American Studies (School of Social Transformation) and School of Social and Family Dynamics*. Arizona State University. Tempe, Arizona. 8/2006-8/2012

Affiliate Faculty. *Counseling and Counseling Psychology, School of Letters and Sciences*. Arizona State University. Tempe, Arizona. 8/2006-Present

Affiliate Faculty. *Department of Psychology*. Arizona State University. Tempe, Arizona. 3/2007-Present


EDUCATION

University of Minnesota, Twin Cities, Minnesota
Ph.D., (graduated August '06)
  Major: Psychology (Advisor: Richard M. Lee, Ph.D.)
  Specialization: Counseling Psychology (APA Accredited)
  Supporting Program: Quantitative Methods

University of Miami, Coral Gables, Florida
Bachelor of Science, (graduated May '99)
  Major: Psychology
  Minor: Biology

HONORS AND AWARDS

- SERD Outstanding Contribution to Scholarship on Race and Ethnicity Award (Section on Ethnic and Racial Diversity, Division 17 Counseling, American Psychological Association) 2010-2011
Psychological Association).

- Early Career Award (Asian American Psychological Association). 2011
- 2009 RETC Travel Award (Southwest Interdisciplinary Research Center). 5/2009
  Attended Mapping Arizona Communities Workshop: An Introduction to GIS & Community Analysis [$500].
- 2008 Travel Award to attend the 20th Biennial International Society for the Study of Behavioural Development (ISSBD) Meeting in Wurzburg, Germany [$650]. 7/2008
- 2008 Selected Early Career Faculty Affiliate Training Program (Southwest Interdisciplinary Research Center) [$3,000]. 8/2008
- 2008 Challenge Child Project Travel Award (School of Social and Family Dynamics). 7/2008
  Attended APA Advanced Training Institute's Geographic Information Systems for Behavioral Research in UC, Santa Barbara [$2,000].
- Joan Dallum Graduate Student Research Award (American College Personnel Assoc.). 2005
- Graduate Tuition Fellowship (University of Minnesota). 2003-2006
- Lloyd Lofquist/Rene Dawis Travel Grant (University of Minnesota). 2003
- Travel grant and Certificate of Completion in the workshop “Emergency and Disaster Mental Health Services for Refugees” (Minnesota Women in Psychology). 2003
- Harold A. Korn Award (University of Minnesota). 2001
- Recognition of Excellence Award (Korean American Coalition). 2000
- Travel grant to attend the 20th Annual Korean American Leadership Conference (Korean American Scholarship Foundation). 2000

RESEARCH

Research Interest
- Social Justice and Multicultural Counseling
- Racial Stereotypes and Racism
- Racial and Ethnic Identity Development
- Ecology of Culture-specific Stressors and Mental Health

Peer-Reviewed Journal Publications
Note: *denotes empirical study; † denotes student authors; First author conceptualized the study and was the lead writer on the paper.


*Jackson, K., Yoo, H.C., Guevarra Jr., R. & Harrington, B. † (2012). Role of identity


--Three Study Investigation


--Three Study Investigation


Invited Book Chapters and Articles


Other Journal Articles, Popular Press, and Monographs


Manuscripts Under Review

Manuscripts in Preparation

*Yoo, H.C., Jackson, K., Guevarra Jr., R., Miller, M., & Harrington, B. † (in progress). Construction and initial validation of the Multiracial Experiences Measure.


Grant Activity
Co-investigator (Received, 3/1/11—Principal Investigator: Janel Benson, Ph.D., Colgate University). The
Implications of Maturational Timing and Racial Stressors on the Mental Health of Racial Minority Young Adults. Picker Interdisciplinary Science Institute Grant, 3/2010 to 3/2013, Budget Received: $124,810.


Principal Investigator (Received 10/24/08). Construction and Initial Development of the Multiracial Experience Project, ASU Southwest Interdisciplinary Research Center Seed Funding, 10/2008 to 12/2009, Amount Awarded: $2200.


**Peer-Reviewed Conference Presentations**


Park, S. † & Yoo, H.C. (2009, August). Does White Racial Attitudes Relate to Racism Against Asian Americans?
Poster session presented at the annual meeting of the Asian American Psychological Association, Toronto, Canada.


Lee, R.M. & Yoo, H.C. (2002, August). Cultural socialization in international adoption: Preliminary data from the
IAP. Poster session presented at the annual meeting of the American Psychological Association, Washington, DC.


**TEACHING**

**Teaching Philosophy**
It is clear that our classrooms are becoming more and more culturally diverse each semester. To ignore this diversity is to overlook unique experiences of our students creating an environment and a curriculum that is devoid of any real-life application. My teaching philosophy is founded in multicultural pedagogy. It is a student-focused approach where respect and knowledge of differences in cultural background are infused into every step of the teaching process from creating the syllabus to assessing the students’ performances. Knowledge is actively constructed, discovered, transformed, and applied by the students. I believe my role, as the instructor, is to create both an atmosphere and a curriculum that works toward students achieving their full potential and understanding (if not appreciating) cultural differences through collaboration rather than competition. I believe the ways in which I prepare for a course, teach the course, and assess my students’ performances meet these goals.

**Courses Taught**

**Undergraduate**
- Instructor, PGS 101: *Introduction to Psychology*. Ewha Woman’s University. 2013-2014
- Instructor, APA 394: *Race & Child Development*. Arizona State University. 2009-Present
- Instructor, APA 200: *Introduction to Asian Pacific American Studies—Online Hybrid*, Arizona State University. 2008-Present
- Instructor, APA 360: *Asian American Psychology*. Arizona State University. 2006-Present
- Guest Lecture, APA 360: *Multiracial Experience*. Arizona State University. 2006
- Guest Lecture, *Educational Psychology*. Utah State University. 2005
- Section Leader, *Introduction to Cross-cultural Psychology*. University of Minnesota. 2002

**Graduate**
- Guest Lecture, *Developmental Psychology*. Arizona State University. 2006
- Supervisor/Section Leader, *Psychological Assessment*. University of Minnesota. 2005
- Supervisor/Section Leader, *Counseling Interviewing and Intervention*. University of Minnesota. 2003
- Guest Lecture, *Counseling Interviewing and Intervention*. University of Minnesota. 2003

**Teaching Training**

Hyung Chol Yoo
University). Workshop focused on issues and solutions of how race, class, gender, and sexual orientation effects roles of authority, cultural representation, and developing community.

- **Workshop Attendee, Online Teaching: Intermediate** (Online Programs, College of Liberal Arts Science, Arizona State University). Intermediate workshop training on different tools and strategies related to more effectively teach online courses.

- **Workshop Attendee, Faculties of Color in Higher Education** (Graduate School Diversity Office, University of Minnesota). One-day workshop focused on challenges and resources available to faculties of color regarding hiring practice, fitting into your department’s culture, publishing in peer-reviewed journals, and getting tenure.

- **Student, Three-credit course Grad 8101: Teaching in Higher Education** (University of Minnesota). Semester course focused on developing responsive, skilled, and reflective teachers. Model variety of active learning strategies and facilitate discussions addressing educational theory and practice. Develop teaching portfolio, including teaching philosophy, teaching techniques, and using assessments to evaluate students’ performances.

- **Workshop Attendee, Preparing Future Faculty Retreat** (University of Minnesota). One-day workshop focused on improving teaching skills, including use of technology.

- **Workshop Attendee, Good Writing for Good Scholarship: A Writing Workshop for Graduate Students of Color.** (Community of Scholars Program, University of Minnesota). Improving writing skills specific to writing grants and for peer-review journal publications.

### Student Advising

#### Graduate

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Degree/Year</th>
<th>First Job Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liang Liao</td>
<td>Ph.D. Final Member</td>
<td></td>
<td>Current Student</td>
</tr>
<tr>
<td>Roberto Villegas-Gold</td>
<td>Chair/Advisor</td>
<td>Ph.D., 2012</td>
<td>Current Student</td>
</tr>
<tr>
<td>Melinda Gonzales-Backen</td>
<td>Ph.D. Final Member</td>
<td>Ph.D., 2012</td>
<td>Assistant Professor, College of Human Sciences, Florida State University</td>
</tr>
<tr>
<td>Kim Burrola</td>
<td>Advisor</td>
<td>Ph.D., 2012</td>
<td>Postdoctoral, Seattle Children’s Hospital</td>
</tr>
<tr>
<td>Freda Liu</td>
<td>Ph.D. Final Member</td>
<td>Ph.D., 2011</td>
<td>Director of Scholarships, ASU</td>
</tr>
<tr>
<td>Carol Takao</td>
<td>Ph.D. Final Member</td>
<td>Ph.D., 2010</td>
<td>Assistant Professor, Psychology and Anthropology, U of Texas-Pan American</td>
</tr>
<tr>
<td>Edna Alfaro</td>
<td>Ph.D. Final Member</td>
<td>Ph.D., 2009</td>
<td></td>
</tr>
<tr>
<td>Ling-Chuan Liu</td>
<td>Ph.D. Prelim Member</td>
<td></td>
<td>Former Student</td>
</tr>
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</table>

#### Undergraduate

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Degree/Year</th>
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<tbody>
<tr>
<td>Christina Lam</td>
<td>Advisor</td>
<td>B.A. Philosophy, 2012</td>
</tr>
<tr>
<td>Taihei Fukumoto</td>
<td>Honor’s Member</td>
<td>B.A. Sociology and Political Science, 2011</td>
</tr>
<tr>
<td>Blair Harrington</td>
<td>Honor’s Member</td>
<td>B.A. Sociology and Political Science, 2011</td>
</tr>
<tr>
<td>Pansy Yip</td>
<td>Honor’s Advisor</td>
<td>B.S. Child Development, 2011</td>
</tr>
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</table>

*Recipient of the Y.F. Wu Research Grant*
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Degree</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>Suzie Jeon</td>
<td>Honor's Advisor</td>
<td>B.S. Psychology, 2010</td>
<td></td>
</tr>
<tr>
<td>*Recipient of the Y.F. Wu Research Grant</td>
<td></td>
<td></td>
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<tr>
<td>Iris Pak</td>
<td>Advisor</td>
<td>B.S. Psychology, 2010</td>
<td></td>
</tr>
<tr>
<td>Sarah Park</td>
<td>Advisor</td>
<td>B.S. Child Development, 2009</td>
<td></td>
</tr>
<tr>
<td>*Recipient of the Y.F. Wu Research Grant</td>
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<tr>
<td>Nicole Bruno</td>
<td>Advisor</td>
<td>B.S. Psychology, 2008</td>
<td></td>
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<tr>
<td>Jesse Sadoff</td>
<td>Advisor</td>
<td>B.S. Psychology, 2008</td>
<td></td>
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<tr>
<td>Ruben Ramirez</td>
<td>Advisor</td>
<td>B.S. Psychology, 2007</td>
<td></td>
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<tr>
<td>Rachael Hanks</td>
<td>Advisor</td>
<td>B.A. Psychology, 2007</td>
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</tbody>
</table>

**SERVICE**

**University Services**

- Member, *Faculty Search Committee*, School of Social Transformation, Arizona State University. 1/2015
- Member, *Faculty Search Committee*, Sanford School of Social and Family Dynamics, Arizona State University. 9/2014
- Member, *Asian Pacific American Studies Faculty Honors Advisor*, School of Social Transformation, Arizona State University. 8/2014-Present
- Member, *SST Undergraduate Curriculum Committee*, School of Social Transformation, Arizona State University. 8/2014-Present
- Member, *SST Third Year Review Committee*, School of Social Transformation, Arizona State University. 2012-2013
- Member, *SST Research Committee*, School of Social Transformation, Arizona State University. 2012-2013
- Member, *SST Graduate Program Committee Taskforce*, School of Social Transformation, Arizona State University. 2011-2013
- Member, *SST Grant Review Committee*, School of Social Transformation, Arizona State University. 8/2010-12/2010
- Faculty Selection Committee Member, *Dean’s Undergraduate Research in the Social Sciences Scholarship and the Sheldon Davidson Family Research Scholarship*, College of Liberal Arts and Sciences, Arizona State University. 4/2010-4/2011
- Faculty Advisor, *Dragon Boat Club*, Arizona State University. 8/2009-8/2010
- Chair, Member, *Wu Scholarship Committee*, Asian Pacific American, Studies, Arizona State University. 1/2009-1/2010
- Faculty Advisor, *Vietnamese Student Association*, Arizona State University. 8/2008-8/2010
• Faculty Mentor, *Summer Research Experience Program for Underrepresented Undergraduates Interested in Studying At-Risk Youth*, School of Social and Family Dynamics, Arizona State University. 6/2008-8/2008

• Member, *SSFD Undergraduate Committee*, School of Social and Family Dynamics, Arizona State University. 8/2007-8/2008

• Senate Member for APAS, *CLAS Senate Committee*, College of Liberal Arts and Science, Arizona State University. 8/2007-8/2009

• Member, *Family and Human Development Program Undergraduate Committee*, School of Social and Family Dynamics, Arizona State University. 8/2006-8/2007

• Member, *Wu Scholarship Committee*, Asian Pacific American, Studies, Arizona State University. 1/2008-1/2009

**Professional Services**

• Awards Committee Member, 2015 APA-APF Okura Mental Health Leadership Foundation Fellowship. 11/2014

• Elected Board of Director, Asian American Psychological Association. 8/2014-8/2016


• Poster Judge, *2012 AAPA Poster Session*, Asian American Psychological Association Conference (Orlando, FL). 8/2012


• Student Volunteer, *Asian American Psychological Association Conference* (Toronto, Canada). 2003

**Outreach/Community Services**

Hyung Chol Yoo                                         Page 11                                         1/9/2014
• Scholarship Committee Member, *Japanese American Citizen’s League Scholarship*. 2007/2008
  Arizona Chapter of the Japanese American Citizen's League (Phoenix, AZ).

• Workshop Facilitator, *Emergency and Disaster Mental Health Services for Refugees*. Minnesota Women in Psychology (Minneapolis, MN). 2003

  Facilitated discussion on cultural socialization experiences with group of Korean transracial Adoptee adults.

• Camp Program Director, *Camp Choson: Korean Adoptee Camp* (St. Croix, Wisconsin). 2001-2003
  Developed curriculum and supervised camp programs and counselors. Weekend workshop also developed and facilitated focusing on transracial adoptee identity development and use of basic counseling skills for the camp counselors.


**Invited Presentations**

• Invited Speaker, *Transform your Tuesday Talk Series, School of Social Transformation*, (Tempe, AZ) 11/2014
  **Presented talk, “Psychology of Racism.”

• Keynote Speaker, *Korean Counseling Psychological Association Conference*, (Seoul, South Korea). 3/2014

• Invited Speaker, Ewha Woman’s University (Seoul, S. Korea). 11/2013
  **Presented talk, “Internalization of the Model Minority Myth and Mental Health.”

• Invited Speaker, Phoenix School of Law (Phoenix, AZ). 1/2013
  **Presented talk, “Deconstructing and Implications of the Model Minority Myth.”

• Invited Speaker, Department of Management at Inje University (Busan, South Korea). 3/2012
  **Presented talk, “Diversity in the Workplace.”

• Panel Speaker, *Bullying: A Discussion about Youth and Anti-Gay Violence*. (School of Transformation, ASU, Tempe, AZ) 11/2010
  **Presented talk, “Bullying and Well-being of LGBT Youth”

  **Presented talk, “Pressure to Succeed: Internalization of the Model Minority Myth and Psychological Distress Amongst Asian Americans”

  **Discussed construction, psychological implications, and individual coping strategies with race and racism.
• Invited Speaker, National Association for Rights Protection and Advocacy 2009 Annual Rights
  Conference (NARPA, Phoenix, AZ).
  **Collaborated with activist/film maker, Pearl J. Park, in developing a workshop/presentation on impact of the model minority myth on mental health and social policies.

• Invited Speaker, PSA Cultural Competency Forum (PSA Behavioral Health Agency, Tempe, AZ).
  **Presented talk, “When and how is racial identity a protective factor against specific cultural stressors such as racism towards Asian Americans?”

• Media Interview, Asian Americans: Myth of the Model Minority (Horizonte, PBS, Tempe, AZ).
  **Participated as a guest speaker for the public television show Horizonte with host, Jose Cardenas, discussing issues of the model minority myth affecting the AAPI community in Arizona. http://www.azpbs.org/horizonte/detailvid.php?id=531

• Invited Speaker/Mentor, Asian Leadership Enrichment Assertiveness Development Summer 6/2007-Present
  Academy (Multicultural Student Center, ASU, Tempe, AZ).
  **Facilitated summer workshop and presentation on racial stressors and coping strategies with Asian American high school students.

• Invited Speaker, Link@ASU Summer Program (Multicultural Student Center, ASU, Tempe, AZ).
  **Facilitated workshop and presentation on racism, racial stereotypes, and coping for incoming college students of color.

• Invited Speaker, Unraveling the Model Minority Myth: Facts, Fictions, and Implications 3/2009
  (Sponsored by City of Phoenix, Pacific Rim Advisory Council, Phoenix, AZ).
  **Discussed the psychological implications of the model minority myth.

• Invited Speaker, Race Matters: Asian Americans in the Work Place (Sponsored by Asian American Professional Association, Dial Corporation, Scottsdale, AZ).
  **Presented effects of stereotypes and racism faced by Asian Americans in the workplace.

• Invited Speaker, Healing Racism Project (Sponsored by City of Phoenix, ASU, Maricopa County, and MCCCD, Phoenix, AZ).
  **Presented racial identity model at this community racism 2-hr workshop.

  (Southwest Interdisciplinary Research Consortium, Phoenix, AZ.)

  (ASU Counseling Psychology Program, Tempe, AZ.)

• Keynote Speaker, 2006 ASU Fall Asian Convocation (ASU, Tempe, AZ.)
  12/2006

• Panel Speaker, Preparing Future Faculty Breakfast Speaker Series (School of Social and Family 12/2006
  Dynamics, Program in Family and Human Development and the Division of Educational Leadership and Policy Studies, ASU, Tempe, AZ).

• Invited Speaker, *Working with Asian American Clients* (Metropolitan Community Mental Health Center, Minneapolis, MN.) 2005

• Invited Speaker, *The Value of Racial Identity in Counseling* (Metropolitan Community Mental Health Center, Minneapolis, MN.) 2004

• Invited Speaker, *Surviving Graduate School for Incoming Students of Color* (Symposium conducted by the School of Public Health. University of Minnesota, Minneapolis, MN.) 2003

• Invited Speaker, *Higher Education in the United States* (Sangju University, Sangju, South Korea.) 2002


• Panel Speaker, *Exploring Occupations of Health Science*. Targeting freshmen of color. (Sponsored by the Multicultural Center for Academic Programs and Research. University of Minnesota, Minneapolis, MN.) 2001

**Editorial Activities**

**Editorial Review Board**

• Consulting Editor, *Journal of Counseling Psychology* 2011-Present

• Consulting Editor, *Asian American Journal of Psychology* 2014-Present

• Consulting Editor, *Cultural Diversity and Ethnic Minority Psychology* 2011-2014

**Ad-Hoc Editorial Review Board**

• Ad Hoc Reviewer, *Journal of Health and Social Behavior* 2014-Present

• Ad Hoc Reviewer, *Journal of Adolescent Research* 2014-Present

• Ad Hoc Reviewer, *Journal of Immigrant and Minority Health* 2011-Present

• Ad Hoc Reviewer, *Du Bois Review: Social Science Research on Race* 2010-Present

• Ad Hoc Reviewer, *Asian American Journal of Psychology* 2010-Present

• Ad Hoc Reviewer, *Epidemiologic Reviews* 2009-Present

• Ad Hoc Reviewer, *The Counseling Psychologist* 2006-Present

• Ad Hoc Reviewer, *Journal of Counseling Psychology* 2006-2011

• Ad Hoc Reviewer, *Cultural Diversity and Ethnic Minority Psychology* 2006-2011; 2014-Present

• Ad Hoc Reviewer, *Journal of Health Care for the Poor and Underserved* 2009-Present

• Ad Hoc Reviewer, *American Journal of Epidemiology* 2009-Present

• Ad Hoc Reviewer, *Journal of Social Work Values and Ethics* 2009-Present
Professional Affiliations

Psychology Related
• Member, *American Psychological Association*. 2001-Present
• Member/Student Affiliate, *Division 45 (Study of Ethnic Minority)*, American Psychological Association. 2001-Present
• Member, Student Affiliate, *Division 17 (Counseling Psychology)*, American Psychological Association. 2000-Present
• Member/Student Affiliate, *Asian American Psychological Association*. 1999-Present
• Member, *Western Psychological Association*. 2009-2011
• Member, *Korean American Psychology Network*. 1999-2006
• Student Affiliate, *Society for Personality and Social Psychology*. 2002-2006
• Member, *Minnesota Korean Graduate Student Association*. 2001-2006

Community Related
• Counselor/Committee Member of Program Development, *Camp Choson Korean Adoptee Culture Camp*. 2001-2003
• Program Liaison, *Graduate Student Liaison Committee*. 2001-2002

CLINICAL

Clinical Experiences
• Pre-doctoral Intern. *Counseling Center* (Utah State University). 2005-2006
  Diverse caseload for individual therapy working with college students. Cofacilitated the DBT group. Assessed for learning disability using battery of assessments. Assisted in the organization, training, and program development of the undergraduate Reach Peers Program. Conducted program evaluation of Multicultural Student Services and Counseling Center addressing needs for students of color. Supervised advanced practicum trainees and peers. Served as consultant and liaison to the Multicultural Student Services.

• Practicum Intern. *Boynton Mental Health Clinic* (Minneapolis, MN). 2004-2005
  Diverse caseload for individual therapy working with primarily graduate international students. Worked with multi-disciplinary team of psychologist, psychiatrist, and social workers.

  Primarily worked with Asian Americans in individual and group therapy. Cofacilitated group with clients with severe and persistent mental illnesses.

• Practicum Intern. *Vocational Assessment Clinic* (Minneapolis, MN). 2003-2004
  Delivered assessment-based vocational counseling to adult workers from the Twin Cities area.

  Diverse caseload for individual therapy working with college students struggling with identity, anxiety, depression, and multicultural issues.
Diverse caseload for individual therapy working with college students struggling with college adjustment, anxiety, depression, identity development, and vocational concerns. Strong focus on the use of vocational and personality assessments.