

Katherine C. Cheng
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Professional Experience

University of Arizona Assistant Professor, Department of Educational Psychology Assistant Research Professor, Department of Educational Psychology	Tucson, AZ 2023–present 2020–2023
California State University San Marcos Assistant Professor, Department of Human Development	San Marcos, CA 2019–2020
University of Nebraska–Lincoln Postdoctoral Research Associate	Lincoln, NE 2017–2019

Education

Ph.D. Family & Human Development, Arizona State University Specialization: Measurement and Statistical Analysis (MASA) Dissertation Committee: Jenefer Husman (chair), Kathryn Lemery-Chalfant, Douglas Granger, Natalie Eggum, Reinhard Pekrun (date of defense 07.13.2017, date of conferral 08.09.2017)	2017
M.A. Psychology, New York University Concentration: Developmental & Social Psychology Thesis Advisor: Harriet Oster	2011
B.Sc. Psychology, National Taiwan University	2008
Non-degree: Exchange Program, University of British Columbia	2006–2007

Peer-reviewed Publications (*indicates student authors. †indicates post-docs)

- Knoche, L.L., Boise, C.E., Sheridan, S.M., & **Cheng, K.C.** (2023). Promoting expressive language skills for preschool children with developmental concerns: Effects of a parent-educator partnership intervention. *The Elementary School Journal*. *Advanced Online Publication*. <https://www.journals.uchicago.edu/doi/10.1086/723786>
- Findley, J., Cimetta, A., Burross., H. L., **Cheng, K. C.**, Charles, M., Balser, C., *Li, R., Robertson, C. (2023). JD-Next: A valid and reliable tool to predict diverse students' success in law school. *Journal of Empirical Legal Studies*. 1–32. <https://doi.org/10.1111/jels.12342>
- Graham, M. C., Jacobson, K., DeRosia, N., **Cheng, K. C.**, & Smith, M. (2022). “That shocked me”: Physiological arousal when confronting implicit gender/STEM Biases. *International Journal of Gender, Science and Technology*, 14(2), 149–168. Retrieved from <https://genderandset.open.ac.uk/index.php/genderandset/article/view/1184>
- Cheng, K. C.**, Witte, A. L., Wheeler, L. A., Sheridan, S. M., Gormley, M. J., *Chen, D., & †Eastberg, S. R. A. (2022). Examining long-term intervention effects to promote teacher problem-solving and communication skills in the rural context. *School Psychology*. *Advanced Online Publication*. <https://doi.org/10.1037/spq0000512>

Kim, S., **Cheng, K. C.**, Patell, S., Alsikafi, N. F., Breyer, B. N., Broghammer, J. A., ... & Buckley, J. C. (2022). Minimizing antibiotics use in urethral reconstruction. *Journal of Urology*. <https://doi.org/10.1097/JU.0000000000002487>

*Schumacher, R. E., *Bass, H., **Cheng, K. C.**, Wheeler, L. A., Sheridan, S. M., & Witte, A. L. (2021). The role of target behaviors in enhancing the efficacy of conjoint behavioral consultation. *School Psychology Review*. Online Access. <https://doi.org/10.1080/2372966X.2021.1938210>

Kim, S., **Cheng, K. C.**, Patell, S., Alsikafi, N. F., Breyer, B. N., Broghammer, J. A., ... & Buckley, J. C. (2021). Antibiotic stewardship and postoperative infections in urethroplasties. *Urology*, 152, 142-147. <https://doi.org/10.1016/j.urology.2020.10.065>

Gormley, M., Sheridan, S. M., *Dizona, P. J., Witte, A. L., Wheeler, L. A., *Angell, S. R., & **Cheng, K. C.** (2020). Conjoint behavioral consultation for students exhibiting symptoms of ADHD: Effects at post-treatment and one-year follow-up. *School Mental Health*, 12(1) 53-66. <https://doi.org/10.1007/s12310-019-09342-0>

†Moen, A. L., Sheridan, S. M., *Schumacher, R. E., & **Cheng, K. C.** (2019). Early childhood student-teacher relationships: What is the role of classroom climate for children who are disadvantaged? *Early Childhood Education Journal*, 47(3), 331-341. <https://doi.org/10.1007/s10643-019-00931-x>

Heddy, B. C., Nelson, K. G., Husman, J., **Cheng, K. C.**, *Goldman, J. A., & *Chancey, J. B. (2019). Exploring the predictive relationship between perceived instrumentality, interest and transformative experiences in online engineering courses. *Educational Psychology*, 1-16. <https://doi.org/10.1080/01443410.2019.1600662>

Sheridan, S. M., Knoche, L. L., *Boise, C. E., †Moen, A. L., Lester, H., Pope Edwards, C., *Meisinger, R. E., **Cheng, K.** (2019). Supporting preschool children with developmental concerns: Effects of the Getting Ready intervention on school-based social skills and relationships. *Early Childhood Research Quarterly*, 48(3), 303-316. <https://doi.org/10.1016/j.ecresq.2019.03.008>

Husman, J., **Cheng, K. C.**, Puruhito, K., & Fishman, E. J. (2015). Understanding engineering students' stress and emotions during an introductory engineering course. In 2015 ASEE Annual Conference & Exposition. *American Society for Engineering Education*. doi:10.18260/p.24958

Other/Non Peer-reviewed Publications

Cheng, K., Findley, J., Cimetta, A., Burross, H. L., *Charles, M., *Balsler, C., *Li, R., & Robertson, C. T. (2021). JD-Next: A randomized experiment of an online scalable program to prepare diverse students for law school. *Arizona Legal Studies Discussion Paper No. 21-11*. <http://dx.doi.org/10.2139/ssrn.3845577>

Findley, J., Cimetta, A., Burross, H. L., **Cheng, K.**, *Charles, M., *Balsler, C., *Li, R., & Robertson, C. T. (2021). JD-Next: A valid and reliable tool to predict diverse students' success in law school. *Arizona Legal Studies Discussion Paper No. 21-10*. <http://dx.doi.org/10.2139/ssrn.3845533>

Publications in Preparation

Cheng, K. C., Findley, J., Cimetta, A., Burross, H. L., Charles, M., Balsler, C., *Li, R., Robertson, C. (under review). JD-Next: A randomized experiment of an online scalable program to prepare diverse students for law school. *Journal of Legal Education*.

†Friesen, R. S., **Cheng, K. C.**, Cimetta, A. D., Marx, R. W., Cutshaw, C. A., & Yaden, D. B. (in preparation). Environmental factors predicting preschool children's secure exploration. [Revise & Resubmit]

Cheng, K. C., Husman, J., Pekrun, R., & Granger, D. A. Joint importance of emotion regulation and future time perspective value: Predicting university students' well-being represented by diurnal cortisol patterns. *Manuscript close to submission*.

Cheng, K. C., †Moen, A. L., Sheridan, S. M., Boise, C. E., Knoche, L., & *Friesen, R. S. (in preparation). Improving preschool learning behaviors with classroom climate support for children with disadvantage. *Manuscript close to submission. [Revise & Resubmit]*

Moen, A. L., Boise, C. E., Sheridan, S. M., & **Cheng, K. C.** (in preparation). Collaborative early childhood home visiting: Examining the role of educator self-efficacy.

Refereed Conference Presentations (Papers)

Graham, M. C., **Cheng, K. C.**, Husman, J., *Hokama, M., *Jean, K., *Kendrick-Perez, A. E., *Bates, L. *Examining stress and emotions in university students as they explore or experience racism: Methods and theory*. Submitted as interactive paper session at the 2023 biennial Southwest Consortium for Innovative Psychology in Education, Portland, OR.

*Friesen, R. S., **Cheng, K. C.**, Cimetta, A. D., Marx, R. W., Cutshaw, C. A., & Yaden, D. B. (2022, April). *Environmental factors predicting preschool children's secure exploration mediated by parenting practices*. Presented in paper session "The role of child, families, and communities in early childhood education" for the American Education Research Association, San Diego, CA (Division C).

Cheng, K. C., Reid, A. J., & Plunkett, S. (2020, March). *Harsh family climate predictive of maladaptation in Latinx emerging adults: Mediated by emotion dysregulation*. Paper accepted for presentation at the Society for Research in Adolescence Biennial Meeting, San Diego, CA. [Meeting cancelled due to COVID-19]

Cheng, K. C., Witte, A. L., Wheeler, L. A., *Eastberg, S. R. A., Sheridan, S. M., & *Dizona, P. (2019, April). *Promoting teacher problem-solving and communication skills in the rural context: An experimental test*. Paper presented at the American Education Research Association, Toronto, Canada (Division C).

Knoche, L. L., Sheridan, S. M., **Cheng, K. C.**, *Boise, C. E., & †Moen, A. L. (2018, June). Parent engagement and children's learning: Effects of a parent-educator partnership intervention. In B. Harden (Chair), *Early Childhood Home-Based Interventions with Rural Low-Income Families*. Paper symposium presented at the National Research Conference on Early Childhood, Washington, D. C.

Cheng, K. C. (2017, October). *Applying salivary bioscience to educational research*. Presented in interactive paper session "Electrodermal activity and salivary biomarkers for educational psychology research" led by Husman, J. at the biennial Southwest Consortium for Innovative Psychology in Education, Las Vegas, NV.

Cheng, K. C., Husman, J. E., & Pekrun, R. (2017, August). *Diurnal cortisol patterns, motivational and socio-emotional regulation in university students*. Paper presented at the 17th Biennial European Association for Research on Learning and Instruction Conference, Tampere, Finland.

Husman, J. E., Villanueva, I., & **Cheng, K. C.** (2017, August). *A motivated look into students' affective response to an authentic examination experience*. Paper presented at the 17th Biennial European Association for Research on Learning and Instruction Conference, Tampere, Finland (SIG 8).

Nelson, K., Husman, J. E., **Cheng, K. C.**, & Harackiewicz, J. M. (2017, June). *I want to be an engineer, why should I study biology: Using future time perspective to understand students' beliefs about foundational courses*. Paper presented at the 124th American Society for Engineering Education Annual Conference and Exposition, Columbus, OH.

Cheng, K. C., Husman, J. E., & Pekrun, R. (2017, April). *Assessing university students' exam stress and individual differences via diurnal cortisol sampling*. Paper presented at the American Education Research Association, San Antonio, TX (Division C).

Cheng, K. C., Husman, J. E., Iida, M., *Barnes, M. E., & *Espino, K. (2016, April). *Hopelessness and physiological stress dysregulation indicated by diurnal cortisol patterns in college students*. Paper presented at the American Education Research Association, Washington D. C. (Division C).

Husman, J. E., **Cheng, K. C.**, Puruhito, K., & Fishman, E. J. (2015, June). *Understanding engineering students' stress and emotions during an introductory engineering course*. Paper presented at the 122nd American Society for Engineering Education Annual Conference and Exposition, Seattle, WA.

Refereed Conference Presentations (Posters)

*Fengler, K., **Cheng, K. C.**, †Scherr, J. (2022, August). *The associations between cognitive reappraisal and perceived quality of life*. Division 15 poster presented at the 2022 Annual American Psychological Association Meeting, Minneapolis, MN.

*Hamden, A., **Cheng, K. C.**, & Husman, J. *Predicting engineering students' self-efficacy: Exploring gender and emotions*. (2021, October). Presented at the Graduate Student Poster Session, the 2021 biennial Southwest Consortium for Innovative Psychology in Education (Virtual).

*Medina, M., Cimetta, A., Yaden, D., **Cheng, K.**, Cutshaw, C., & Marx, R. *The role of older siblings and a child's literacy and language development*. (2021, August). Division 15 Presidential Poster presented at the 2021 Annual American Psychological Association Virtual Meeting.

Cheng, K. C., & *Smith, B. D. (2021, April). *Future-oriented motivation and emotion regulation jointly predicting end-of-semester acculturative stress in students with cumulative disadvantage*. Poster presented at the American Education Research Association 2021 Virtual Annual Meeting (Division C).

Cheng, K. C., Iida, M., Husman, J., & Pekrun, R. (2019, February). *Lovebirds in post-secondary education: Associations between students' romantic relationships, learning-related emotions, and diurnal cortisol slopes*. Poster presented at the 2019 Society for Personality and Social Psychology Annual Convention, Portland, OR.

Gormley, M. J., Sheridan, S. M., *Dizona, P., Witte, A., Wheeler, L., *Angell, S., & **Cheng, K.** (2018, August). *Conjoint Behavioral Consultation: Does ADHD Status Moderate Child Outcomes?* Poster presented at the meeting of the American Psychological Association, San Francisco, CA.

*Meisinger, R. E., Sheridan, S. M., Knoche, L. L., *Boise, C. E., **Cheng, K.**, *Kerby, H. M., & Moen, A. L. (2018, August). *The effects of the Getting Ready intervention on the home learning environment*. Poster presented at the 126th Annual American Psychological Association Convention, San Francisco, CA. [Blue Ribbon Award for top student poster]

*Boise, C. E., Knoche, L. L., **Cheng, K.**, & Marvin, C. A. (2018, June). *Profiles of early educators' strategy use during home visits: Predicting parent engagement*. Poster presented at the National Research Conference on Early Childhood, Washington, D. C.

Sheridan, S. M., Knoche, L. L., *Boise, C., Moen, A. L., Lester, H., *Meisinger, R. E., & **Cheng, K.** (2018, January). *Getting ready for children starting behind: Effects of a relationship-based intervention*. Poster presented at the Institute of Education Sciences Annual Principal Investigators Meeting, Washington, D. C.

Husman, J. E., **Cheng, K. C.**, Nelson, K. G., & *Hecht, C. (2017, August). *Intervening to promote engineering student success in technical, non-major, required barrier courses*. Poster presented at the 17th Biennial European Association for Research on Learning and Instruction Conference, Aug 29–Sep 2, Tampere, Finland (SIG 8).

Husman, J. E., **Cheng, K. C.**, *Barnes, M. E., & *Espino, K. (2016, April). *Managing emotions when it counts: Stress, academic achievement emotions, and perceptions of instrumentality*. Poster presented at the American Education Research Association, Washington D. C.

Cheng, K., Spinrad, T. L., & Eisenberg, N. (2015, March). *Environmental stress, cortisol, and the moderating role of effortful control in young children*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Cheng, K., Husman, J., Fishman, E., *Barnes, M. E., & Pekrun, R. (2015, Feb). *Expanding*

control-value theory: Relations between thinking about the future, positive emotions and biological markers of stress. Poster presented at the Society for Personality and Social Psychology Annual Convention in Long Beach, California.

- Cheng, K. C., Husman, J., & Shell, D. E.** (2014, June). *The associations between post-secondary engineering students' future-oriented motivation and their creativity in academic settings.* Poster presented at the biennial International Conference on Motivation, Helsinki, Finland.
- Cheng, K. C., Husman, J., & Pekrun, R.** (2013, November). *An interdisciplinary take on the associations between future time perspective, academic achievement emotions, and salivary cortisol in post-secondary students: A proposed study.* Poster presented at the biennial Southwest Consortium for Innovative Psychology in Education, Tuscon, AZ.
- Cheng, K., Lane, S. P., Jackson, G. L., Stadler, G., Bolger, N., & Shrout, P. E.** (2012, May). *Representing diurnal cortisol patterns in college students: Separating trait and state variation.* Poster presented at the annual convention of the Association for Psychological Science, Chicago, IL.

Invited Talks

- Cheng, K.** (2023, April). Guest speaker, *Experience Sharing: Professional Teaching Journey*, EDP 693c: College Teaching, University of Arizona.
- Cheng, K.** (2020, September). Guest speaker, *Experience Sharing: Academic Job Search 101*, EDP 695: Conversations in Educational Psychology, University of Arizona.
- Cheng, K.** (2019, January). *Fundamentals of cluster-randomized trials: Purpose, methods, and standards.* Developmental and Learning Science Brown Bag Series, Department of Educational Psychology, College of Education and Human Sciences, University of Nebraska-Lincoln, Lincoln, NE.
- Cheng, K.** (2017, October). *Future time perspective, socio-emotional regulation, and diurnal cortisol patterns in post-secondary engineering students: An application of categorical data analysis.* Quantitative, Qualitative, & Psychometric Methods Research Seminar, Nebraska Academy for Methodology, Analytics & Psychometrics, University of Nebraska-Lincoln, Lincoln, NE.
- Cheng, K.** (2014, July). Guest Lecture, *Improving skills on literature reviews*, for the Sanford Honors Undergraduate Research Experience: Professional Development Series, Arizona State University, AZ.
- Cheng, K. C.** (2014, June). *Understanding relations between academic emotions, self-and-emotion regulation, and diurnal cortisol patterns: implications of engineering students' future orientation to their well-being.* Dissertation proposal presented at the Doctoral Summer School of the International Conference on Motivation, Helsinki, Finland.
- Cheng, K.** (2013, March). Guest Lecture, *Independent- & dependent-samples t-tests*, SOC 390: Social Statistics I, the T. D. Sanford School of Social and Family Dynamics, Arizona State University, AZ.

Research Experience

- 2020 – present **Principal Investigator.** The Biomarkers for Social/Psychological Health & Education Retention Explorer's (The BioSPHERES) Project. (CSUSM/UA).
- 2020 – 2021 **Co-PI/Quantitative Analyst.** JD-EAP (Exposure, Assessment, Preparation) Program and JD-NEXT. Dr. Christopher Robertson (PI, College of Law, UA/Boston University). Funded by AccessLex Institute.
- 2017 – 2019 **Postdoctoral Fellow.** Center for Research on Children, Youth, Families and Schools (CYFS): Providing methodological and analytic support to longitudinal educational intervention projects focused on parent-child relationships, teacher-parent relationships, teacher development, and children's learning and optimal outcomes between pre-k to fifth grade; assisting

manuscripts and conference proposal preparation, data management, and online data system construction and organization; grant writing (incorporation of salivary bioscience) and IRB submission. Drs. Lisa Knoche & Susan Sheridan. IES Grant Numbers R324A120153 & R324A100115.

- 2013 – 2016 **Graduate Research Associate.** Cognition, Emotions, and Motivation Lab & Quantum Energy and Sustainable Solar Technology (QESST): Engineering Research Center. Arizona State University. Co-funded by NSF and Department of Energy. Undergrad and graduate research assistant supervision; program evaluation, project coordination, IRB submissions, IRB modifications, data collection, managing and analyzing data; internal funding proposal writing; serving as co-author on presentations and manuscripts. Drs. Jenefer Husman, Christiana Honsberg, & Stuart Bowden.
- 2012 – 2013 **Research Affiliate.** Peers' Everyday Emotions and Relationships at School (PEERS) Research Lab. Arizona State University. Analyzing and establishing reliability in RAs' observational classroom data in kindergarteners; supervision of undergraduate research assistants. Drs. Nancy Eisenberg, Tracy Spirad, & Carlos Valiente.
- 2010 – 2012 **Research Assistant.** Couples Research Laboratories. New York University & Columbia University. Data collection and management of self-reports and physiological measures of university students (including diurnal cortisol, skin conductance and ECG measures). Drs. Patrick Shrout & Niall Bolger.
- 2010 – 2011 **Research Assistant.** Emotion Development (Baby FACS) Lab. New York University. Infant emotions and bodily behavior video coding and analyses. Dr. Harriet Oster.
- 2008 – 2009 **Research Assistant (full-time).** Child Psychiatry Division, Department of Psychiatry. National Taiwan University Hospital & College of Medicine. ADHD family data collection, neuropsychological assessments, and data entry; adult ADHD survey collection in heroin addicts; bibliography building, and manuscript preparation. Funded by the National Science Council (NSC96-2628-B-069-MY3), Taiwan. Dr. Susan Shur-fen Gao.
- 2007 – 2008 **Undergraduate Research Assistant.** Department of Psychology and Neurobiology & Cognitive Science Center. National Taiwan University. Training in behavioral neuroscience techniques (e.g., brain sectioning, staining, and image analysis in rodents). Dr. Wen-Sung Lai.

Teaching Experience (Instructor of Record)

- 2023, Fall **Instructor.** *Research (Independent Study; EDP 900)*, Department of Educational Psychology, University of Arizona.
- 2022-23, Spring **Instructor.** *Research in Education (EDP 340)*, Department of Educational Psychology, University of Arizona.
- 2022-23, Fall **Instructor.** *Statistical Methods in Education (EDP 541)*, Department of Educational Psychology, University of Arizona.
- 2022, Fall **Instructor.** *Independent Study (EDP 699)*, Department of Educational Psychology, University of Arizona.
- 2022, Fall **Instructor.** *Multivariate Methods in Educational Research (EDP 646a)*, Department of Educational Psychology, University of Arizona.
- 2021, Fall **Instructor.** *Educational Psychology and Human Development (EDP 301)*, Department of Educational Psychology, University of Arizona. (Live Online)
- 2021, Spring **Instructor.** *Research in Education (EDP 340)*, Department of Educational Psychology, University of Arizona. (Flex-in-person; Online)

- 2020-2021, Fall **Instructor.** *Statistical Methods in Education (EDP 541)*, Department of Educational Psychology, University of Arizona. (Live Online; Flex-in-person)
- 2020, Summer **Instructor.** *Research Methods for Human Development (HD 230)*, Department of Human Development, California State University San Marcos. (Online)
- 2020, Spring **Instructor.** *Human Development in Adolescence (HD 303)*, Department of Human Development, California State University San Marcos (two sections).
- 2019, Fall **Instructor.** *Human Development in Adolescence (HD 303)*, Department of Human Development, California State University San Marcos (two sections).
- 2016, Summer **Instructor.** *Aging and the Life Span (CDE 418)*, the School of Social & Family Dynamics, Arizona State University. (Online)
- 2015, Fall **Instructor.** *Social Statistics I (SOC 390)*, the School of Social & Family Dynamics, Arizona State University.
- 2015, Summer **Instructor.** *Human Development (CDE 232)*, the School of Social & Family Dynamics, Arizona State University. (Online)
- 2011 – 2012 **Adjunct Instructor.** *Personality*, the Department of Psychology, New York University for Fall 2011 and Spring 2012 semesters.

Teaching Experience (Assistantships)

- 2017, Spring **Graduate Teaching Associate.** *Topic: Perspectives on Marriage & Family Relationships (FAS 598) and Social Statistics (CDE 501)*, the School of Social & Family Dynamics, Arizona State University.
- 2016, Fall **Graduate Teaching Associate.** *Research Methods (FAS 361) and Technology and Society (SOC 334)*, the School of Social & Family Dynamics, Arizona State University.
- 2013, Spring **Graduate Teaching Associate.** *Social Statistics I (SOC 390) and Marriage and Family Relationships (FAS 331)*, the School of Social & Family Dynamics, Arizona State University.
- 2012, Fall **Graduate Teaching Associate.** *Introduction to Parenting (FAS 301)*, the School of Social & Family Dynamics, Arizona State University.
- 2011, Spring **Teaching Assistant.** *Personality*, the Department of Psychology, New York University.
- 2010, Fall **Teaching Assistant.** *Psychology of Addiction*, the Department of Psychology, New York University.

Teaching Experience (Other)

- 2011 **Tutor.** *Statistics and Experimental Design in Psychology and General Mathematics*, Paul McGhee Tutoring Service, New York University. Spring and Summer.

Advising (University of Arizona)

- Master's Thesis Committee Member:** Maham Khalid (Ed Psych, defended 04.13.2022)
- Master's Thesis Committee Member:** Melinda Willett (Ed Psych, defended 08.18.2022)
- Master's Thesis Committee Member:** Faqryza Ab Latif (Ed Psych, defended 05.11.2021)
- Doctoral COMPS Committee Member:** Faqryza Ab Latif (Ed Psych, defended 12.15.2022)
- Doctoral COMPS Committee Member:** Rebecca Friesen (Ed Psych, defended 12.08.2021)
- Doctoral COMPS Committee Member:** Sergio Castro (Ed Psych, proposal*2 10.10.2022)
- Doctoral COMPS Committee Member:** Miad Bahashwan (Ed Psych, proposal 01.30.2023)

Doctoral COMPS Committee Chair: Katrina Jean (Ed Psych, proposal 05.06.2023)

Doctoral COMPS Committee Member: Maham Khalid (Ed Psych, proposal 06.16.2023)

Doctoral Dissertation Committee Member: Margaret Medina (Ed Psych, defended 6.10.2021)

Doctoral Dissertation Committee Member: Rebecca Friesen (Ed Psych, defended 12.06.2022)

Doctoral Dissertation Committee Member: Faqryza Ab Latif (Ed Psych, proposal 05.09.2023)

Mentoring

2022 Summer-**Undergrad Research Scholar Mentee:** Adriana Kendrick-Perez (UA)

2022 Spring- **Graduate Research Assistant Mentees:** Katrina Fengler, Megan Hokama (UA)

2021 Fall **Graduate Teaching Assistant Mentee:** Taylor Roloff (UA)

2021 Spring **Graduate Research Assistant Mentees:** Margaret Medina, Ran Li (UA)

2020 Fall **Graduate Teaching Assistant Mentee:** Sergio Castro (UA)

2020(CSUSM)**Undergraduate Research Assistant Mentees:** Bryanna Smith, Amber Bonanno

2019 Fall **Undergraduate Teaching Assistant Mentee:** Stephanie Truong (CSUSM)

Research Grants (External)

Pending Parent and Early Childhood Educator Partnership (PEP). Foundation for Child Development, 2023 Young Scholars Program. Role: PI. (\$225,000.00).

2021-2023 Examining the Relation between Pre-service Teachers' Implicit Racial Biases and Cortisol Response. Spencer Foundation. Role: Co-PI. (\$49,939) (PI: Matthew Graham). *Funded (Spencer #202100256)*.

2017-2020 Collaborative Research: EHR Core: Exploring the Emotional and Motivational Lives of Undergraduate Engineering Students. National Science Foundation. Role: Co-writer, Collaborator (\$269,130) (PI: Jenefer Husman). *Funded (NSF DUE-1661117)*.

Unfunded Enhancing Emotion and Motivational Development in the University to Support Well-being and Retention in Diverse University Students. American Psychological Association, Division 15, Early Career Research Grant. Role: PI. (\$5,999.70). *Resubmitted*.

Unfunded The Impact of Pandemic-caused Changes in Schooling on the Social and Emotional Development of US Children and Adolescents: A Longitudinal Study. National Science Foundation. Role: Co-PI. (\$499,022) (PI: Sheri Bauman, Co-PI: Jina Yoon).

Unfunded The Impact of Pandemic-caused Changes in Schooling on the Social and Emotional Development of US Children and Adolescents. National Science Foundation. Role Co-PI. (\$262,859) (PI: Sheri Bauman, Co-PI: Jina Yoon).

Unfunded Biological and Psychosocial Indicators of Early Childhood Educators' Well-being: A Mixed-Methods Study (Project BAPSIE). Spencer Foundation. Role: Principal Investigator (\$49,996) (CO-PI: Lisa Knoche).

Research Grants (Internal)

2019 Synchrony of Salivary Biomarkers in Teachers and Parents of Infants/Toddlers through a Relationship-based Intervention (Project SOS). University of Nebraska Core Facility Grant. Role: Co-Principal Investigator (\$5,000) (PI: Lisa Knoche). *Funded*.

Fellowships & Awards

- 2021-22 Summer Research Stipend, College of Education, University of Arizona, \$5000/year
- 2019 Postdoctoral Travel Grant Award, University of Nebraska-Lincoln, \$750
- 2018 IES Summer Research Training Institute: Cluster-Randomized Trials, Northwestern University, Evanston IL (two-week workshop fully funded)
- 2017 Doctoral Student First Author Travel Award, Sanford School of Social & Family Dynamics, ASU, \$500
- 2017 Graduate and Professional Student Association: Travel Grant, ASU, \$950
- 2016 Summer Teaching Fellowship, Sanford School of Social & Family Dynamics, ASU
- 2016 Graduate and Professional Student Association: Travel Grant, ASU, \$950
- 2015 Summer Teaching Fellowship, Sanford School of Social & Family Dynamics, ASU
- 2015 Graduate Student Award, Family and Human Development Graduate Student Association, T. Denny Sanford School of Social & Family Dynamics, ASU
- 2015 Graduate and Professional Student Association: Travel Grant, ASU, \$950
- 2014 Graduate Student Award, Family and Human Development Graduate Student Association, T. Denny Sanford School of Social & Family Dynamics, ASU
- 2014 Graduate and Professional Student Association: Travel Grant, ASU, \$950
- 2014 Graduate College Travel Award, ASU, \$350
- 2006 Scholarship for Exceptional Undergraduate Students to Study Abroad, provided by the Ministry of Education, Taiwan

Measurement & Statistical Analysis Coursework

	<u>Course Number</u>	<u>Instructor</u>
Multiple Regression/Correlation Methods	EDP 552 (ASU)	Samuel Green
Special Topics: Advanced Regression Models	FAS 598 (ASU)	Masumi Iida
Exploratory & Confirmatory Factor Analysis	CDE 591 (ASU)	Marilyn Thompson
Analysis of Multivariate Data	PSY 532 (ASU)	Leona Aiken
Structural Equation Modeling	PSY 533 (ASU)	Roger Millsap
Psychometric Methods	PSY 534 (ASU)	Roger Millsap
Longitudinal Growth Modeling	PSY 537 (ASU)	Kevin Grimm
Multilevel Models in Psychological Research	PSY 539 (ASU)	Craig Enders
Statistical Methods in Prevention Research	PSY 536* (ASU)	David MacKinnon
Statistical Mediation Analysis	PSY 543 (ASU)	David MacKinnon
Qualitative Approaches to Educational Research	EDPS 900K*(UNL)	Wayne Babchuck
Mixed Methods Research	EDPS 936* (UNL)	Michelle Howell-Smith

(*audited class)

Service

American Psychological Association Division 15 (Educational Psychology)

- Incoming Program Co-chair for the 2024 APA Convention for Div 15 (2023-2024)
- Committee Member for the Development of Early Career Educational Psychologists (2022 - present)

Department of Educational Psychology, College of Education, University of Arizona

- Faculty Annual Review Peer Review Committee (for 2022)
- Faculty Search Committee Member (2021 - 2022)

Diversity Committee, College of Education, University of Arizona

- Committee Member (2021 - present)
- Mini-grant subcommittee reviewer (2022 - present)

University Fellows Program, University of Arizona

- Selection Committee Member (2021 - 2022)

American Psychological Association Annual Meeting

- Division 15 (Ed Psych) Abstract Reviewer (2021 – 2022)

Book chapter reviewer (2020)

- Chapter 5: Emotions and Emotion Regulation, In Schutz, P. & Muis, K. (Eds), Handbook of Educational Psychology (4th ed.). American Psychological Association, Div15.

Letters of Recommendation

- Alia Hamden (Rochester Institute of Technology, NY, Postdoc Researcher in Physics Education, *position acquired*)
- Megan Hokama (AERA Annual Meeting Graduate Student Assistance Fund, 2023, *pending*)
- Adriana Kendrick-Perez (Outstanding Senior Graduate of the Psychology Department, College of Science, UA, 2022, *awarded*)
- Yisong (Anna) Wang (UA, Boys & Girls Club, 2022)
- Cory Bendele (UA, grad schools, 2022)
- Margaret Medina (Enrollment Management Coordinator, NAU, 2021, *accepted*)
- Kirstin Barnett (CSUSM; MPH programs, 2021)
- Daniela Cardoso (CSUSM MPH program, 2020, *accepted*)
- Cynthia Renteria Zazueta (AVID Day Camp Instructor, 2020)

Ad Hoc Reviewer for Peer-reviewed Journals

- Early Child Development and Care (April, 2023 – present)
- International Journal of Gender, Science, and Technology (May, 2022 – present)
- Journal of Engineering Education (October, 2014 – present)

Faculty Mentor Program, California State University San Marcos

- Mentor for first-generation undergraduate students (2019 – 2020)

Southern California Conferences for Undergraduate Research, 2019

- Reviewer (October, 2019)

University of Nebraska-Lincoln Postdoc Advisory Council

- Chair (September, 2018 – June, 2019)
- Vice Chair (July, 2018 – August, 2018)
- Secretary (January, 2018 – June, 2018)
- Member (August, 2017 – December, 2017)

Diversity and Inclusion Sciences Initiative, Sanford School of Social & Family Dynamics, ASU

- Graduate Conference Committee Founding Member (August, 2016 – May, 2017)

Graduate and Professional Student Association, ASU

- Travel Grant Reviewer (September, 2013– May, 2017)
- Graduate Research Grant Reviewer (September, 2014– May, 2015)
- Jump Start Research Grant Reviewer (September, 2014– May, 2015)

Family & Human Development Graduate Student Association, ASU

- Vice President (June, 2015 – May, 2016)
- Secretary (June, 2014 – May, 2015)
- Brownbag Committee Chair (August, 2013 – May, 2014)
- Lecturer Search Committee, Sanford School of Social & Family Dynamics, ASU
- Graduate Student Representative (May, 2014 – October, 2014)

QESST Education & Outreach Program

- QESST Student Leadership Council Member (August, 2013 – May, 2016)
- Outreach Volunteer: K–12 STEM Education (August, 2013 – May, 2016)
- Outreach Volunteer: ASU Open Door Events (August, 2013 – May, 2016)

Professional Development

2021 NIH Workshop Series: Planning and Writing Successful NIH Grant Proposals
2020 Teaching & Learning Online Workshop Series, CSUSM

2019-2020 New Faculty Institute, CSUSM
2018 Write Winning Grant Proposals seminar, UNL
2018 Social Network Analysis Workshop, Social and Behavioral Sciences Research Consortium, UNL (Dr. Jeffrey Smith)
2018 MAXQDA Workshop, Social and Behavioral Sciences Research Consortium, UNL (Dr. Timothy Gueterman)

Professional Organizations/Affiliations

American Educational Research Association (Division C)
European Association for Research in Learning and Instruction (SIG 8)
Society for Personality and Social Psychology
Society for Research on Adolescence
Society for Research in Child Development
Southwest Consortium for Innovative Psychology in Education
American Psychological Association (Division 15)

Computer Skills

Microsoft Office: proficient in Word, Excel, Powerpoint, Outlook, Onenote
Statistical Software: proficient in SAS, SPSS, Mplus, MAXQDA, HLM, and R
Online Survey Systems: Qualtrics, SurveyMonkey, RedCap
Online Learning Management Systems: BlackBoard, Canvas, Moodle, D2L
Other: Adobe Acrobat Pro DC, Windows OS, MAC OS, Zoom

Language Skills

Fluent: English, Mandarin Chinese
Basic: Spanish, French, Taiwanese

Other

US Citizen Birthplace: Seattle, WA