

**Carol Ann Wong**  
Associate Professor  
School of Education  
University of Delaware

**Home**

8 Natalie Lane  
Newark, DE 19713

**Office**

103D Willard Hall  
School of Education  
University of Delaware  
Newark, DE 19716  
FAX: 302-831-4110  
Email: cawong@udel.edu

**ACADEMIC DEGREES**

- 1989 University of California, Irvine  
B.A., Psychology  
Minor in Management
- 1997 University of Michigan, Ann Arbor  
Ph.D., Education and Psychology
- Dissertation: The risks and protective factors of the context of racial stigma on African American and White early adolescents' development

**EMPLOYMENT HISTORY**

- 9/1997- 12/1999 Postdoctoral Fellow  
Stanford Center on Adolescence  
Stanford University
- 2/2000-8/2006 Assistant Professor  
School of Education  
University of Delaware
- 9/2006-Present Associate Professor  
School of Education  
University of Delaware

**HONORS AND AWARDS**

- 1993 Predoctoral Summer Research Fellowship  
Educational Testing Service
- 1997 Amelia Bickmiller Award for Outstanding Contributions  
in Educational Psychology  
School of Education  
University of Michigan

2000 Hershel Thornburg Outstanding Dissertation Award  
Society for Research on Adolescence

### GRANTS

1999-2000 Individual National Research Service Award  
National Institute of Child Health and Human Development  
National Institute of Health

2000-2001 General University Research Grant  
University of Delaware

2012-present Project: Collaborative for diversifying teacher education  
Collaborators: Jill Flynn, Rosalie Rolon Dow, Hannah Kim, Lynn Worden  
Funded by President's Diversity Initiative (\$10,000)  
University of Delaware

2012-2013 Project: Diversity Recruitment and retention of potential Social Studies teachers  
from Southern Delaware  
Collaborators: Barry Joyce & Hannah Kim  
Funded by Center for Secondary Education (\$1500)  
University of Delaware

2012-2013 Project: Social Studies Education Case Study Program: Collaboration with AVID,  
ASPIRE, and School of Education to recruit students from underrepresented  
backgrounds  
Collaborators: Barry Joyce & Hannah Kim  
Funded by Center for Secondary Education (\$1500)  
University of Delaware

2012-present Project: Success through Education Conference  
Collaborators: Barry Joyce & Hannah Kim  
Funded by Center for Secondary Education and the College of Arts & Sciences  
(\$30,000)  
University of Delaware

### COMMUNITY ENGAGED SCHOLARSHIP<sup>1</sup>

**Success through Education Research Project** (Collaborators: Barry Joyce & Hannah Kim; Fall 2012 & Spring 2013). The purpose of this community engaged project is to enhance diversity recruitment efforts by improving the academic and social supports for prospective teacher education students who are underrepresented, low-income, or potential first-generation college students. This project intends

---

<sup>1</sup> "At one level, the scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers and to our cities ... [U]ltimately, the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge ... the universe of human discourse and enriching the quality of life for us all." Ernest L. Boyer (The Scholarship of Engagement, Journal of Public Service & Outreach, Vol. 1, No. 1, 1996, pp. 19-20)

to initiate the creation of a “pipeline,” whereby Delaware youth from historically underrepresented populations would enroll in UD’s teacher education programs, which in turn, would increase the diversity of teachers in our local schools. Ultimately, these graduates would become vital partners in our recruitment efforts to continue to attract prospective teachers who are from historically underrepresented populations. In order to achieve these goals, this project aims to develop community partnerships with high schools. The project proposes a collaboration with high-school teachers and UD students to develop a “Success through Education Conference,” in which high-school students, especially those interested in education, and their mentor teachers will participate in a combination of activities that will introduce them to UD’s campus community and culture, enhance their college awareness and readiness, help them explore different careers in education, and provide opportunities to meet with faculty from different academic subjects.

**Diversity Recruitment and Retention of Potential Social Studies Teachers from Southern Delaware** (Collaborators: Barry Joyce & Hannah Kim; Spring 2012). In this community engaged scholarship project, we sought to provide descriptive data on what Southern Delaware schools are doing to prepare their students for college. We were specifically interested in what they are doing to prepare students from low-income and ethnic minority background as well as those who are potential first-generation to attend college. We wanted to address the following research questions: How are students in Southern Delaware being prepared for college work? How well does the curriculum match the skills and knowledge necessary for getting admitted to UD and for being successful at UD? We began by interviewing administrators and advisors from three high schools in Sussex County (Sussex Central, Seaford, & Indian River) to establish this project as a collaborative endeavor and to identify specific high-school courses that would prepare high-school students for gaining admissions to UD. It was important to us that the schools felt that they had a voice in the research project. Second, we conducted and recorded focus group meetings with selected social studies and English teachers from these high schools. We asked questions to determine the extent that college readiness skills and knowledge (e.g., critical reasoning, problem-solving, study skills, writing, etc.) were taught. We also asked the teachers how they were preparing students for college. We conducted 2 focus group interviews at each school; one group will include the English teachers and the other group will include the social studies teachers. Third, we conducted and recorded focus group meetings with selected students who have an interest in attending UD. We asked the high-school administrators, counselors, and teachers to nominate students who are from low-income and/or ethnic minority background as well as those who are potential first-generation college students. They were asked about coursework and skills they perceive necessary to get into and succeed in college. They also were asked about their perceptions of what their teachers and school programs are doing to prepare them for college. They were asked about their interest in social studies and in teaching as a future profession. We conducted 2-3 focus group interviews at each school.

**Social Studies Education Case Study Program: Collaboration with AVID, ASPIRE, and School of Education to Recruit Students from Underrepresented Backgrounds (Collaborators: Barry Joyce & Hannah Kim; Fall 2012)** We examined the Social Studies Education Program’s collaborative case study project, which takes place in the social studies methods course each fall. The program brings together Social Studies Education methods students, middle and high school students participating in the Advancement Via Individual Determination (AVID) program, and ASPIRE students. This project focused on the following research questions: How can the Social Studies Education Case Study Program improve its efforts to recruit students from underrepresented backgrounds to apply to the University

of Delaware? How can the Social Studies Education Case Study Program improve its efforts to influence students' beliefs about college, academic and career aspirations, and knowledge about college and college preparation? Each year, the Social Studies Education methods students create a series of case study lessons based on topics that incorporate each of the social studies disciplines. A key component of their projects is to teach these lessons to middle and high school students, who provide an authentic audience and assessment of the lessons. This program not only benefits our students, but it also provides middle and high school students a window into the university classroom. All of the middle and high school students are participants in the local AVID programs. For the past two years, we have hosted approximately 200 AVID students in the social studies education methods course. The pre-college students also toured the campus and participated in an interactive session with ASPIRE undergrads who are teacher education majors, many from underrepresented groups. The AVID students participate in an ASPIRE program that focuses on outreach that incorporates their experiences and provides guidance for students who may face challenges in preparing for competitive college enrollment. We conducted 9 focus group interviews, 3 focus groups from 3 AVID schools. Participating students were asked about their goals and aspirations for college. They were asked about coursework, skills they perceive necessary to get into and succeed in college. They were asked about their interest in social studies and in teaching as a future profession.

**Collaborative for Diversifying Teacher Education: Research Project** (Jill Flynn, Rosalie Rolon Dow, Eugene Matusov, Hannah Kim, Lynn Worden; Fall 2012 & Spring 2013). This is a community engaged scholarship project that used a mixed-method design. The purposes of the study were: (1) to explore how teacher education programs at the University of Delaware (UD) understand and address the demographic imperative challenge and (2) to identify strengths and weaknesses in our recruitment and retention of students from groups that are historically underrepresented in terms of access to and successful completion of teacher education programs. As a diverse group of teacher education faculty members from across the UD community, we conducted interviews, focus groups, surveys, and institutional data analysis during the 2012-2013 academic year. The data revealed that the graduation gap between low-income and non low-income teacher education students was twice that of the overall University of Delaware student population. The study also showed that teacher education students worried about teacher salaries, the financial costs of an undergraduate education, and the extra burden of teacher education fees, such as those for teacher certification exams. Other results indicated that participants were not aware of campus resources and had concerns about the public perceptions of teaching and UD's racial environment. Findings suggest that improving the campus climate, advocating for the teaching profession as a whole, and centrally coordinating and supporting outreach and support efforts are essential steps in addressing the demographic imperative at the University of Delaware.

**Evaluation Research Study on AVID Tutorials** (Collaborators: Nancy Lavigne & Christina School District; Ongoing). There is considerable evidence that AVID programs are successful in many schools, but there is limited evidence that the AVID programs have had such influence in Delaware schools. The challenge is to change the Delaware public school culture so that it is more aligned with the AVID program culture. Program infidelity is a significant hindrance to the impact that AVID has on student learning. Through their journal reflections and oral stories, the EDUC413 students provide evidence about the schools' lack of implementation fidelity. In addition, I have also created a survey to collect systematic data about what is taking place in the AVID programs. I have shared these data with the schools. Based on these data as well as internal data sources, the schools have made adjustments to their AVID

programs. For example, at one school, one of the AVID teacher was removed from teaching AVID program because very little of his “instruction” was aligned with the AVID program. Furthermore, I have collected data that show my students are having a significant on the students. The data also shows that UD students are provided opportunities to teach high-school students how to learn. In summary, through a series of purposeful sequence of activities, my scholarly expertise as a learning scientist is partnered with the practical expertise of high school educators, in order to develop a public good, improvement in the AVID program and more college-ready high-school graduates, that is publicly valued.

### **An analysis of pre-service and in-service teacher’s conceptual understanding of world history**

(Collaborators: Barry Joyce & Hannah Kim). We conducted a study that examined undergraduates’ and graduate students’ perceptions of the 10 most important events or ideas in world history. This study collected data from three groups of undergraduate and graduate students at the University of Delaware: (1) undergraduates who are taking required world history courses; (2) social studies education majors who are taking their social studies methods course and completing their student teaching; and (3) current high school and middle school teachers who are in a graduate program in world history. All participants were asked to provide a fixed number of events or ideas essential to understanding world history. They were asked to provide themes that would connect these ideas and events over the scope of world history. One objective of this study was to examine the differences in these understandings between undergraduates and graduate students. The second objective was to understand different groups’ conceptualizations of world history in order to make changes to the teaching of world history. Currently, we are in the process of coding the data.

## **TRADITIONAL MAINSTREAM SCHOLARSHIP: PUBLICATIONS**

### **Peer-Reviewed Chapter in Edited Book**

Shelton, J. N., Yip, T, Eccles, J. S., Chatman, C. M., Fuligni, A. J., & Wong, C. (2005). Ethnic identity as a buffer of psychological adjustment to stress. In G. Downey, C. Dweck, D. Ruble & J. Eccles (Eds.), *Social Identity, coping, and life tasks*. New York, NY: Russell Sage Foundation.

Flynn, J. E. and (in alphabetical order) Bieler, D., Kim, H., Rolon Dow, R., Wong, C.A. & Worden, L. (2014). In C. Sleeter, L.V. Neal, & K. Kumashiro (Eds.), *Addressing the demographic imperative: Recruiting, preparing, and retaining a diverse and highly effective teaching force*. London, UK: Routledge.

### **Juried Journal Articles**

Dornbusch, S.M., Glasgow, K., Laird, J. & Wong, C.A. (2001). The relation of family and school attachment to adolescent deviance in diverse groups and communities. *Journal of Adolescent Research*, 16, 396-422.

Eccles, J.S., Wong, C.A., & Peck, S.C. (2006). Ethnicity as a social context for the development of African-American adolescents • *Journal of School Psychology*, 44, 407-426.

Wong, C. A., Eccles, J. S., & Sameroff, A. J. (2003). Ethnic discrimination and ethnic identification: The influence on African Americans' school and socio-emotional adjustment. *Journal of Personality*, 71, 1197-1232.

Wong, C.A. & Paris, S. (2000). Students' beliefs about different types of tests. *Issues in Education*, 6(1/2), 47-66.

Wong, C.A. & Rowley, S.J. (2001). The schooling of ethnic minority children: Commentary. *Educational Psychologist*, 36, 57-66.

**White Paper:**

Flynn, J. E. and (in alphabetical order) Bieler, D., Kim, H., Rolon Dow, R., Wong, C.A. & Worden, L. (2013). *Recruiting and retaining students from underrepresented groups in University of Delaware teacher preparation programs* (White Paper). Newark, DE: University of Delaware.

**Unpublished Manuscript**

Klein, J. & Wong, C. A. How does expectancy-value theory help explain education attainment of students in rural communities?

Wong, C.A. & Eccles. J.S. How do parental racial socialization practices affect academic and ethnic identity of African American adolescents?

**GRANT PROPOSAL (UNFUNDED)**

Lavigne, N.C. & Wong, C. A. Scientific Fact or Myth?: A Project-Based Learning Approach to Healthy People 2020. Grant proposal submitted to National Institute for Child Health and Development. (unfunded)

**PAPERS PRESENTED AT PROFESSIONAL CONFERENCES**

Wong, C. A., Taylor, E., & Eccles, J. E. (1996, March). The effects of peer influences and negative peer orientation on African American and European American students' values and achievement. Paper presented at poster session at the Biannual Meeting of the Society for Research on Adolescence, Boston, Massachusetts.

Taylor, E., Wong, C. A., & Eccles, J. E. (1996, March). Gender differences in the effects of peer influences and negative peer orientation on African American and European American students' values and achievement. Paper presented at poster session at the Biannual Meeting of the Society for Research on Adolescence, Boston, Massachusetts.

Wong, C. A. & Eccles, J. E. (1996, April). The effects of racial discrimination on African American students' motivation and school achievement. Paper presented at paper session at the Annual Meeting of the American Educational Researchers Association, New York, New York.

Wong, C. A. & Eccles, J. E. (1997, March). Do perceptions of racial discrimination affect African American and European American early adolescents' motivation? Paper presented at poster session at the Annual Meeting of the American Educational Researchers Association, Chicago, Illinois.

Wong, C. A. & Eccles. (1997, April). What does it mean to be an African American or European American growing up in a multi-ethnic community? Paper presented at poster session at the Biannual Meeting of the Society for Research on Child Development, Washington, D.C.

Wong, C. A., Taylor, E. (1998, February). The context of peers in the lives of African American and White adolescents. Paper presented at paper symposium at the Biannual Meeting of the Society for Research on Adolescence, San Diego, California.

Wong, C. A., Eccles, J. E., & Sameroff, A. J. (1998, August). Social psychological context of ethnicity for White and African American adolescents. Paper presented at American Psychological Association conference, San Francisco, California.

Wong, C.A. (1999, August). Served as invited panelist on Division 15's (Educational Psychology) discussion panel on Ethnicity and Schooling at Annual Meeting of American Psychological Association, Washington, D.C.

Wong, C. A., Eccles, J. E., & Sameroff, A.J. (1999, April). Adolescents' experiences of ethnic discrimination in junior high school and high school: Influences on psychological adjustment. Paper presented at paper symposium at the Biannual Meeting of the Society for Research on Child Development, Albuquerque, New Mexico.

Laird, J., Crosnoe, R., Wong, C.A., & Dornbusch, S. M. (1999, April). Family and school contexts, susceptibility to negative peer influences, and adolescent deviance. Paper presented at poster symposium at the Biannual Meeting of the Society for Research on Child Development, Albuquerque, New Mexico.

Wong, C.A. & Dornbusch, S. (2000, April). Adolescent engagement in school and problem behaviors: The role of perceived teacher caring. Presented paper at paper session at the Annual Meeting of American Education Research Association, New Orleans, Louisiana.

Wong, C.A. (2001, April). Served as chair of paper session (Parenting Matters: Exploration of Parental Effects) at the Annual Meeting of American Education Research Association, Seattle, Washington.

Wong, C.A. & Dornbusch, S. (2001, April). The influence of perceived teacher caring on adolescent academic motivation and problem behaviors. Presented paper at Biannual Meeting of the Society for Research on Child Development, Minneapolis, Minnesota.

Wong, C.A. & Eccles, J.S. (2003, April). The Influence of Family Racial Socialization Practices on the Psychological Development of African American Adolescents. Presented paper at poster session at the Annual Meeting of American Education Research Association, Chicago, IL.

Wong, C.A. & Eccles, J.S. (2004, April). A Longitudinal Study of African American Peers' Role in the "Acting White" Phenomenon. Presented paper at paper session at the Annual Meeting of American Education Research Association, San Diego, CA.

Klein, J. & Wong, C.A. (2005, April). How Does Expectancy-Value Theory Help Explain Educational Attainment of Students in Rural Communities? A Longitudinal Study Presented paper at poster session at the Annual Meeting of American Education Research Association, Montreal, Canada.

Delpeche, H. & Wong, C.A. (2012, April). Relations of Achievement Goal Orientation and Perceived Classroom Goal Structure to Self-Reported Use of Reading Strategies. Presented paper at poster session at the Annual Meeting of American Education Research Association, Vancouver, Canada.

Bieler, D.A. and (in alphabetical order) Flynn, J.E., Kim, H., Rolon Dow, R., Wong, C.A. & Worden, L. (2014). Addressing the Demographic Imperative: A Public Scholarship Project to Recruit and Retain Diverse Teacher Candidates. Paper presented at round table session at the Annual Meeting of American Education Research Association, Philadelphia, PA.

Joyce, B.A., Kim, H., & Wong, C.A. (2014). An analysis of pre-service and in-service teacher's conceptual understanding of world history. Poster presented at the Hawaii International Conference on Education, Honolulu, HI.

Joyce, B.A., Kim, H., Wong, C.A., & Salemink, M. (2015). Re-imagining history: Analyzing student and instructor conceptual understanding of world history. Paper presented at the World History Association Conference, Savannah, GA.

## TEACHING EXPERIENCE

### Faculty Teaching Experience

**EDUC 600: Teacher as Researcher.** One goal of this course is to provide teachers strategies, tools and resources to help them make informed, research based decisions about instruction, practice and student needs. A second goal of this course is to help develop collaborative strategies to be used by teachers within Professional Learning Communities to bridge the gap between theory and practice. A third goal is to assist teachers and administrators in initiating research on classroom problems related to teacher and student learning, student behaviors, instructional practices, and assessment of student learning and achievement .

**EDUC 627: Models of Instruction.** EDUC 627 is a course designed for Masters of Instruction and other graduate students to study the theory and practical application of alternative models of instruction as well as the relationship of these models to instructional standards, goals, and objectives of various contents and educational settings. It is the intent of this course to help teachers and other school professionals to reflect on and broaden the scope of their own practice and refine their thinking as they gain an understanding of multiple instructional models and as a result, become "smarter" about improving the teaching and learning process.

**EDUC 613: Adolescent Development and Educational Psychology:** Typically, I teach 1 section per a year with approximately 10 graduate students. This course includes 18 hours of field placement in the high school. This course examines topics in adolescent development, learning theories, achievement motivation, effective instruction (e.g., collaborative learning, active teaching, constructivist practices), assessment, and classroom management. There is a heavy emphasis in the course on applying the content to analyzing the field placement experience as well as understanding "problems in secondary education" and issues related to high school reform.

**EDUC 413: Adolescent Development and Educational Psychology:** This is one of three required pre-methods courses for all secondary education majors. Typically, I teach 2-3 sections per a year with approximately 30 undergraduates. This course includes 18 hours of field placement in the high school. This course examines topics in adolescent development, learning theories, achievement



motivation, effective instruction (e.g., collaborative learning, teacher-centered methods, constructivist practices), assessment, and classroom management. There is a heavy emphasis in the course on applying the content to analyzing the field placement experience as well as understanding “problems in secondary education” and issues related to high school reform.

**EDUC 413/613: Social Aspects of Educational Psychology:** This is one of three required pre-methods courses for all secondary education majors. Typically, I teach 2 sections per a semester with approximately 45 undergraduates and 4 graduate students in each section. This course includes 18 hours of field placement in the high school. This course examines topics in effective instruction (e.g., collaborative learning, active teaching, social constructivist practices, classroom management) as well as adolescent development. There is a heavy emphasis on the course on applying the content to analyzing the field placement experience.

**EDUC 419: Diversity in Secondary Education:** This is one of three required pre-methods courses for all secondary education majors. I have taught this course once; I was asked to teach this course at the last minute because a faculty member left the department without providing sufficient notice. This course includes 18 hours of field placement in the middle school. This course examines topics related to multicultural education and diversity. I teach the course with a psychological and developmental lens, meaning that I use the developmental and social psychological research on phenomena, such stigma, prejudice, bias, and stereotypes to frame the course.

**EDUC805: Proseminar.** This is an introduction into educational research seminar for all first-year doctoral students, who represented diverse specializations, such as Science Education to Research Methodology and Evaluation. Doug Archbald and I co-taught this course, in which we surveyed different topics and research methods from different areas of educational research that relies on quantitative methods.

**EDUC867: Seminar in Human Development.** In this specialization seminar, the focus was on “Schooling of Ethnic Minorities.” This course looked at the research on ethnic minorities in educational and developmental psychology. It focused on methodological issues and examined different topics related to schooling of ethnic minorities, including racial socialization, ethnic identity, discrimination and prejudice.

**EDUC804: Foundations of Learning Sciences.** The contributions of different theoretical perspectives and research paradigms that characterize the interdisciplinary Learning Sciences field are addressed. Research on learning and thinking in different content areas, cultures, and contexts and the practical and pedagogical implications of evidence-based claims about how people learn are explored

### Undergraduate and Graduate Teaching Experience

**Undergraduate Teaching Assistant, Psychology Department, University of California, Irvine.** Facilitated discussion for course on "Asian American Psychology."

**Graduate Student Teaching Assistant, Psychology Department, University of Michigan, Ann Arbor.** Facilitated discussion via computer conferencing for 150 students for course on "Marriage and Family."

**Graduate Student Teaching Assistant, Psychology Department, University of Michigan, Ann Arbor.** Taught, facilitated discussions, wrote exam questions, planned learning activities, and graded exams for course on "Introduction to Physiological and Comparative Psychology."

**Graduate Student Teaching Assistant, Psychology Department, University of Michigan, Ann Arbor.** Taught, facilitated discussions, wrote exam questions, planned learning activities, and graded exams in a course that focused on the biological approach to studying Introductory Psychology.

**Graduate Student Instructor, Psychology Department, University of Michigan, Ann Arbor.**

Independent instructor responsible for all aspects of instruction, including developing syllabus and lectures, planning and conducting learning activities, and grading papers (including an APA research paper) and exams for Introductory Psychology.

**Graduate Student Instructor, Psychology Department, University of Michigan, Ann Arbor.**

Responsible for teaching 30% of course, Developmental Psychology; taught, facilitated discussions, wrote exam questions, planned learning activities, and graded exams and research papers.

**Graduate Student Instructor, School of Education, University of Michigan, Ann Arbor.**

Was independent instructor and was responsible for every aspect of instruction, including developing syllabus, selecting textbook and coursepack reading, designing assessment; taught secondary education students about Educational Psychology and Human Development.

## **PROFESSIONAL AND COMMUNITY SERVICE**

### **University of Michigan Service**

- Program representative to Rackham Graduate Students Forum
- Target of Opportunity (program for recruitment of minority faculty) committee member for Combined Program and Education
- Graduate admission committee for Combined Program in Education and Psychology
- Combined Program in Education and Psychology colloquium planning committee member

### **University of Delaware Service**

- Asian American Pacific Islander Caucus (AAPIC) (2009-present)
- Faculty Welfare Committee (2011-)
- ASPIRE Advisory Board (2009-present)
- Aspiring Teacher Program Team member (2008-2010)
- Search Committee Co-Chair, Senior Scholar in Educational Equity (2007-2008)
- Promotion and Tenure Committee (2007-2008)
- Coordinator for Ed Psych courses (EDUC413) for Secondary Education (2000 - present)
- Committee for Graduate Studies Education (2000 – 2002; 2008-2009)
- Committee for Undergraduate Studies Education (2005-2007)
- Committee for Secondary Education Coordinators and Instructors (2000 - present)
- Education Graduate Association Advisor (2000 - May, 2001)
- New Castle County Vertical Model Clinical Faculty Search Committee member (June, 2000 - August, 2000)
- Multicultural Education Search Committee Co-Chair (2000-2001)
- Educational/Developmental Psychology Search Committee (2001-2002)
- Cognition Development, & Instruction Admissions application committee (2002-present)
- Cognition Development, & Instruction, Coordinator (2006-2009)
- Cognition Development, & Instruction Qualifying Exam Committee (2002-2005)
- HDFFS Search Committee Member (2012-2013)
- Social Studies Education Committee (2002-present)
- Doctoral Core Committee (2003-2004)
- Executive Committee (2003-2005)
- Ed Leadership and Educational Policy Search Committee (2013-2016)

- College Diversity Planning Committee (2016-)

### **Community Service**

- Conducted workshops on issues of diversity for incoming high school students (Summer 1994-Summer 1995)
- Academic Leadership Initiative's workshops for middle and high-school students (2008-2010)
- Advancement Via Individual Determination (AVID) support for high schools in Christina School District (2008-present)

### **Service for professional organizations and national foundations**

- Consultant to Ford Foundation on Youth Leadership Development Initiative (2000-2001?)
- Society for Research on Adolescence Award Committee (2001-2002)
- AERA Division E Affirmative Action Committee

### **Ad-Hoc Reviewer for Journals**

- Child Development
- Social Psychology Quarterly
- Educational Psychologist
- Journal of Adolescence Research
- Journal of Research on Adolescence
- Merrill Palmer Quarterly
- Journal of Experimental Education

### **Reviewer (conference proposals)**

- American Education Research Association (Division E: Human Development & Counseling & Motivation Special Interest Group)
- American Psychological Association (Division 15: Educational Psychology)
- Society for Research on Adolescence
- Society for Research on Child Development

### **Professional Memberships**

American Education Research Association  
Society for Research on Child Development