

# SHARON L. NICHOLS

Curriculum Vitae, Fall 2020

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## EDUCATIONAL BACKGROUND

- 2003 Ph.D. Educational Psychology, University of Arizona, Tucson, AZ  
1997 M. A. Educational Psychology, University of Arizona, Tucson, AZ  
1991 B. A. Psychology, Bucknell University, Lewisburg, PA

## PROFESSIONAL EMPLOYMENT HISTORY

- 2020-present **Department Chair**, Department of Educational Psychology, UTSA, San Antonio, TX.  
2017-present **Professor**, Department of Educational Psychology, UTSA, San Antonio, TX.  
2010-2017 **Associate Professor**, Department of Educational Psychology, UTSA, San Antonio, TX.  
2004-2010 **Assistant Professor**, Department of Educational Psychology, UTSA, San Antonio, TX.  
2003-2004 **Postdoctoral Research Fellow**, Educational Policy Studies Lab, Arizona State University, Tempe, AZ.  
1996-2003 **Research Assistant/Specialist**, Department of Educational Psychology, University of Arizona, Tucson, AZ.

## AWARDS AND HONORS

- 2020 Fellow, American Psychological Association, Division 15  
2009 National Academies of Education/Spencer Postdoctoral Fellowship Award finalist  
2009 Alumni Athlete Achievement Award, Bucknell University, Lewisburg, PA  
2008 Association for Educational Publishers Award for “Best Editorial” for: Nichols, S. L., & Berliner, D. C. (2007, March/April). High-stakes testing and the corruption of America’s schools. *Harvard Education Letter*. Available: <http://www.edletter.orginsights/nichols.shtml>.  
2001 Hall of Fame Inductee, Softball (Pitching), Bucknell University, Lewisburg, PA

## RESEARCH PUBLICATIONS—REFEREED

### Books

- Nichols, S. L., Schutz, P. A. & Bahena, S. (Under contract). *Making sense of research*, Sage Publications  
Nichols, S. L., & Varier, D. (Eds.) (In press). *Teaching on assessment*. Charlotte, NC: Information Age.

Nichols, S. L. (Ed.) (2016). *Educational policies and youth in the 21<sup>st</sup> century: Problems, potential, and progress*. Charlotte, NC: Information Age.

Nichols, S. L., & Berliner, D. C. (2007). *Collateral damage: How high-stakes testing corrupts America's schools*. Cambridge, MA: Harvard Education Press.

*Editorial Adaptation:* Nichols, S. L., & Berliner, D. C. (2007, March/April). High-stakes testing and the corruption of America's schools. *Harvard Education Letter*. Available online: <http://www.edletter.org/insights/nichols.shtml>.

Nichols, S. L., & Good, T. (2004). *America's teenagers—Myths and realities: Media images, schooling, and the social costs of careless indifference*. Mahwah, NJ: Erlbaum.

### **Articles—Peer Reviewed (students in italics)**

Nichols, S. L., & Brewington, S. (2020). Perceptions of accountability: Preservice teachers' beliefs about high-stakes testing and their working environments. *Education Policy Analysis Archives*, 28(30). <https://doi.org/10.14507/epaa.28.4877>

Nichols, S. L. & Castro-Villarreal, F. (2017). Introduction to the special issue: The social (in)justice of labeling in a high-stakes testing era: Implications for teachers and school psychologists. *Teachers College Record*, 119(9). Retrieved July 18, 2017 from: <http://www.tcrecord.org> ID Number: 22007.

Nichols, S. L., Castro-Villarreal, F., & Ramirez A. B. (2017). Response to Intervention: Instructional challenges for teachers in high need contexts. *Teachers College Record*, 119(9). Retrieved July 18, 2017 from: <http://www.tcrecord.org> ID Number: 22041.

Nichols, S. L., & Castro-Villarreal, F. (2016). Introduction and overview to the Yearbook. Accountability practices and special education services: Impact and implications. *Teachers College Record (Yearbook)*, 118(14). Retrieved August 22, 2016 from <http://www.tcrecord.org> ID Number: 21537.

Castro-Villarreal, F., & Nichols, S. L. (2016). Intersections of accountability and special education: The social justice implications of policy and practice. *Teachers College Record (Yearbook)*, 118(14). Retrieved August 22, 2016 from <http://www.tcrecord.org> ID Number: 221540.

Nichols, S. L., Schutz, P., Rodgers, K., & Bilica, K. (2016). Early career teachers' emotion and emerging teacher identities. *Teachers and Teaching: Theory and Practice* 23(4), 406-421. DOI: 10.1080/13540602.2016.1211099.

Nichols, S. L. (2013, Summer). This issue. *Theory into Practice, Special Issue: Educational Policy and the Socialization of Youth for the 21<sup>st</sup> Century*, 52(3).

Nichols, S. L., & Valenzuela, A. (2013, Summer). Educational policy and youth: Effects of policy on practice. *Theory into Practice, Special Issue: Educational Policy and the Socialization of Youth for the 21<sup>st</sup> Century*, 52(3), 152-159.

Nichols, S. L., Glass, G. V, Berliner, D.C. (2012) High-stakes testing and student achievement: Updated analyses with NAEP data. *Education Policy Analysis Archives*, 20 (20) Retrieved September 16, 2012, from <http://epaa.asu.edu/ojs/article/view/1048>

Nichols, S. L. (2008). An exploration of students' belongingness beliefs in one middle school. *Journal of Experimental Education*, 76(2), 145-169.

Nichols, S. L., & Berliner, D. C. (2008). Why has high-stakes testing so easily slipped into contemporary American life? *Phi Delta Kappan*, 89(9), 672-676.

*Reprint* Nichols, S. L., & Berliner, D. C. (2010). Why has high-stakes testing so easily slipped into contemporary life? In S. Williamson (Ed.). *Annual Editions: Assessment and Evaluation, 10/11* (pp. 6-10). NY: Boston.

*Reprint*: Nichols, S. L., & Berliner, D. C. (2008). Why has high-stakes testing so easily slipped into contemporary American life? *Leadership Information*, 7(3), 43-47.

*Reprint*: Nichols, S. L., & Berliner, D. C. (2008). Why has high-stakes testing so easily slipped into contemporary American life? *The Education Digest*, 74(4), 41-47.

Nichols, S.L., & Berliner, D. (2008). Testing the joy out of learning. *Educational Leadership*, 65(6), 14-18.

Nichols, S. L. (2007). High-stakes testing: Does it increase achievement? *Journal of Applied School Psychology*, 23(2), 47-64.

*Reprint*: Nichols, S. L. (2007). High-stakes testing: Does it increase achievement? In L. J. Kruger, & D. Shriberg (Eds.), *High-stakes testing: New challenges and opportunities for school psychology* (pp. 47-64). Binghamton, NY: Haworth Press.

Berliner, D. C., & Nichols, S. L. (2007, March 14). High-stakes testing is putting our nation at risk. *Education Week*, 26(27), 36, 48.

*Reprint*: Berliner, D. C., & Nichols, S. L. (2008). High-stakes testing has a negative impact on learning. In C. Fisanick (Ed.), *Has No Child Left Behind been good for education?* (pp.45-50). NY: Greenhaven Press.

Nichols, S. L. (2006). Teachers' and students' beliefs about student belonging in one middle school. *Elementary School Journal*, 106(3), 255-271.

Nichols, S. L., Glass, G. V., & Berliner, D. C. (2006). High-stakes testing and student achievement: Does accountability pressure increase student learning? *Education Policy Analysis Archives*, 14(1). Retrieved July 20, 2009, from <http://epaa.asu.edu/epaa/v14n1/>.

McCaslin, M., Good, T. L., Nichols, S. L., Zhang, J., Hummel, C., Bozack, A. R., Burross, H., & Garcia-Cuizon, R. (2006). Comprehensive school reform: An observational study of teaching in grades 3 through 5. *Elementary School Journal*, 106(4), 313-333.

Nichols, S. L., & Good, T. (2005, Sept). A small-wins perspective. *The School Administrator*, 8(62), 36-38.

Nichols, S. L., & Good, T. (2004). Inadequate interest and resources for youth. *Teachers College Record*, <http://www.tcrecord.org> ID Number: 11340: Date accessed, July 20, 2009.

Nichols, S.L., & Good, T. (2004, April 14). Why today's young people are viewed so negatively (And why they shouldn't be). *Education Week*, 23(31), 42.

Good, T., & Nichols, S. L. (2001). Expectancy effects in the classroom: A special focus on improving the reading performance of minority students in first-grade classrooms. *Educational Psychologist*, 36(2), 113-126.

Nichols, S. L. (1999). Gay, Lesbian, and Bisexual Youth: Understanding diversity and promoting tolerance in schools. *Elementary School Journal*, 99(5), 505-519.

Good, T., Nichols, S. L., & Sabers, D. (1998). Underestimating youth's commitment to schools and society: Toward a more differentiated view. *Social Psychology of Education, 3*, 1-39.

Nichols, S. L., & Good, T. (1998). Students' perceptions of fairness in school settings: A gender analysis. *Teachers College Record, 100*(2), 369-401.

### **Book Chapters**

Varier, D., & Nichols, S. L. (In press). Introduction: Toward a better understanding of assessment in teaching and teacher preparation. In S. L. Nichols & D. Varier (Eds.), *Teaching on assessment*. Part of 6 volume series by M. Yough, J. S. Vogler, and E. M. Anderman (Eds.). *Theory to practice: Educational psychology for teachers and teaching* (Series). Charlotte, NC: Information Age Publishing.

Nichols, S. L. (In press). Educational policy contexts and the (un)ethical use of data. In E. S. Gummer & E. B. Mandinach (Eds.). *Issues in ethical use of data in education*.

Nichols, S. L. (In progress). Educational Psychology and educational policy: Intersections and new directions. In P. Schutz & K. R. Muis (Eds.), *Handbook of Educational Psychology* (4<sup>th</sup> edition). APA.

Schutz, P. A., Nichols, S. K. & Schwenke, S. (2018). Critical events, emotional episodes, and teacher attributions in development of teacher identities. In P. A. Schutz, J. Y. Hong, & D. I. Cross Francis, (Eds.), *Research on teacher identity: Mapping challenges and innovations* (pp. 49-60). Springer Publishing: New York, NY.

Nichols, S. L. & Svenkerud-Hale, N. (2016). New policies for the 21<sup>st</sup> century. In S. L. Nichols (Ed.), *Educational policies and youth in the 21<sup>st</sup> century: Problem, potential, and progress* (177-192). Charlotte, NC: Information Age.

Nichols, S. L., & Harris, L. R. (2016). Accountability assessment's effects on teachers and schools. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of Human and Social Conditions in Assessment* (pp. 40-56). New York: Routledge.

Nichols, S. L. (2016). High-stakes testing and students' developing motivation: The role of context, class and race. In K. R. Wentzel & G. B. Ramani (Eds.), *Handbook of social influences in school contexts: Social-emotional, motivation, and cognitive outcomes* (pp. 312-328). NY: Taylor & Francis.

Vasquez Heilig, J. & Nichols, S. (2013). A quandary for school leaders: Equity, high-stakes testing and accountability. L. C. Tillman & J. J. Scheurich (Eds.), *Handbook of research on educational leadership for diversity and equity* (pp. 409-435), New York: Routledge.

Nichols, S. L. & Dawson, H. S. (2012). Assessment as a context for student engagement. In S. Christenson, A. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 457-478). Springer.

Nichols, S.L. (2011). Media representations of youth violence. In C. Barter & D. Berridge (Eds.), *Children behaving badly? Exploring peer violence between children and young people* (pp. 167-180). Hoboken, NJ: Blackwell.

Berliner, D. C., & Nichols, S. L. (2009). Changing America's schools for the worse: Some side effects of high-stakes testing. In D. C. Berliner and H. Kupermintz (Eds.), *Fostering change in institutions, environments, and people: A Festschrift in honor of Gavriel Salomon* (pp. 119-148). NY: Taylor & Francis.

- Schutz, P. A., Nichols, S. L., & Rodgers, K. (2009). Using multiple methods approaches. In S. D. Lapan and M. T. Quartaroli, *Research essentials: An introduction to design and practices* (pp. 243-258). San Francisco, CA: Jossey-Bass.
- Nichols, S. L., & Berliner, D. C. (2007). The pressure to cheat in a high-stakes testing environment. In E. M. Anderman & T. Murdock (Eds.), *Psychological perspectives on academic cheating* (pp. 289-312). NY: Elsevier.
- Nichols, S.L., & Good, T. (2000). Education and society, 1900-2000: Selected snapshots of then and now. In T. Good (Ed.), *American education: Yesterday, today, and tomorrow* (pp. 1-52). Ninety-ninth Yearbook of the National Society for the Study of Education. Chicago, IL: University of Chicago Press.

### **National Reports—Peer Reviewed**

- Nichols, S. L. (2016). Review of “Lessons from state performance on NAEP: Why some high-poverty students score better than others.” Boulder, CO: National Education Policy Center. Retrieved February 26, 2016 from <http://nepc.colorado.edu/thinktank/review-CAP-standards>
- Nichols, S.L., Glass, G. V., & Berliner, D. C. (2005, September). *High-stakes testing and student achievement: Problems for the No Child Left Behind Act*. Educational Policy Studies Laboratory: EPSL-0509-105-EPRU. Retrieved September 29, 2005 from, <http://www.asu.edu/educ/epsl/EPRU/documents/EPSL-0509-105-EPRU.pdf>
- Nichols, S. L., & Berliner, D. C. (2005, March). *The inevitable corruption of indicators and educators through high-stakes testing*. EPSL-0503-101-EPRU. Retrieved March 23, 2005 from, <http://www.greatlakescenter.org/pdf/EPSL-0503-101-EPRU.pdf>

### **Encyclopedia Entries**

- Nichols, S. & Brock, B. (In press). School reform policies and the k-12 classroom: Implications for teaching, learning, and motivation. In T. L. Good & M. M. McCaslin (Eds.), Educational Psychology Section; D. Fisher (Ed.), *Routledge Encyclopedia of Education (Online)*. Taylor & Francis: New York. (Link)
- Schutz, P., Nichols, S., & Bahena, S. (2019). [Emotions in social-historical educational contexts](#). In *Oxford Research Encyclopedia of Education*. Oxford University Press. doi: <http://dx.doi.org/10.1093/acrefore/9780190264093.013.893>
- Nichols, S. L. (2015). High-stakes testing. In W. G. Scarlett (Ed.) *The Sage Encyclopedia of Classroom Management* (Vol. 1, pp. 374-376). Los Angeles, CA: Sage.
- Nichols, S. L. (2012, May). Campbell’s law. In J. A. Banks (Ed.), *Encyclopedia of Diversity in Education* (pp. 286-287). Los Angeles, CA: Sage.
- Nichols, S. L. (2009). Adolescence. In E. M. Anderman and L. H. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia* (Vol. 1, pp. 19-24). Farmington Hills, MI: Macmillan Reference, Gale.
- Nichols, S. L. (2009). Brophy, Jere E(dward). In E. M. Anderman and L. H. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia* (Vol. 1, pp. 125-127). Farmington Hills, MI: Macmillan Reference, Gale.
- Nichols, S. L., & Sullivan, J. (2009). Competition. In E. M. Anderman and L. H. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia* (Vol. 1, pp. 230-234). Farmington Hills, MI: Macmillan Reference, Gale.

- Nichols, S. L. (2008). No Child Left Behind: Effects on achievement. In T. Good (Ed.), *21<sup>st</sup> Century Education: A Reference Handbook* (Vol. 2, pp. 374-381). Thousand Oaks, CA: Sage
- Good, T., & Nichols, S.L. (2001). School outcomes: Cognitive function, achievements, social skills, and values. In N. Smelser & P. Baltes (Eds.), *The International Encyclopedia of the Social and Behavioral Sciences* (Vol. 20, pp. 13583-13589). Pergamon, Oxford.

### **Published Book Reviews**

- Nichols, S. L. (2013, September 27). Review of Giroux, H. (2013). Youth in revolt: Reclaiming a democratic future. Boulder, CO: Paradigm Publishers. *Teachers College Record*, <http://www.tcrecord.org> ID number: 17260, Date accessed October 2, 2013.
- Nichols, S. L. (2010, December 21). Review of Farenga, Ness, Johnson & Johnson (2010). *The importance of average: Playing the game of school to increase success and achievement*. Rowman & Littlefield. *Teachers College Record*, <http://www.tcrecord.org> ID Number: 16267, Date accessed, Dec. 22, 2010.
- Nichols, S. L. (2009, June 24). Review of Madaus, G., Russell, M., & Higgins, J. (2009). *The paradoxes of high-stakes testing: How they affect students, their parents, teachers, principals, schools, and society*. Charlotte, Information Age Publishing. *Teachers College Record*, <http://www.tcrecord.org> ID Number: 15685, Date accessed July 13, 2009.
- Nichols, S. L. (2006, May 17). Positive parenting in the Millennium. [Review of the book *Parenting the Millennial generation: Guiding our children born between 1982 and 2000*]. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*, 51 (No. 21), Article 13.
- Nichols, S. L. (2004, June 17). Review of Carnoy, M., Elmore, R., & Siskin, L. S. (Eds.) (2003). *The new accountability: High schools and high-stakes testing*. NY: RoutledgeFalmer. *Education Review*. Available online: <http://edrev.asu.edu/reviews/rev279.htm>

### **Manuscripts In Preparation**

- Nichols, S. L. & Herrick, I. (In preparation). Education policy representation in educational psychology scholarship.
- Nichols, S. L. (In preparation). High stakes testing and teachers: A study of state policy on teacher morale and job satisfaction.

### **CONFERENCE PRESENTATIONS (\*Invited, *Students in italics*)**

#### **Invited Webinar Presentations**

- Nichols, S. (2019). *Policy-informed scholarship: Forging a role for psychological research in educational policy*. Invited webinar for Division 15 (Educational Psychology), APA (March 28)

#### **International-Refereed**

- Nichols, S. L. (2017, September 2). *Preservice teachers' beliefs about high-stakes testing: Implications for policy and practice*. Paper presented at the biennial meetings of the European Association for Research in Learning and Instruction (EARLI), Tampere, Finland.
- \*Nichols, S. L. (2012, May 24). *Educational accountability in the United States: Intended and unintended consequences*. Invited talk part of Foro de Educación. Sponsored by Centro de Estudios de Políticas Públicas y Gobierno de la Universidad de Alcalá, Valencia, Spain.

\*Nichols, S. L. (2012, May 28). *High-stakes testing in the United States: A cautionary tale*. Invited talk given at Universidad Complutense Madrid, Spain.

Nichols, S. L. (2012, October 3). *The failure of educational accountability to work as intended in the United States*. Conference entitled, "Improving Education through Accountability and Evaluation: Lessons from Around the World." Sponsored by INVALSI, University of Maryland, Association for Public Policy Analysis and Management, Rome, Italy.

### **National-Refereed**

Nichols, S. L. (2020, August 7). *Policy-engaged scholarship: Advocating for the relevance of educational psychology to policy*. Part of symposium entitled, "The relevance of educational psychology to education policy: Past lessons to inform the future" presented at the annual meetings of the American Psychological Association (session organizer, presenter, virtual format).

Schutz, P., Nichols, S. L., & Schwenke, S. (2018, April 17). *Critical events, emotional episodes, and teacher attributions in the development of teacher identities*. Presentation part of a symposium presented at the annual meeting of the American Educational Research Association, New York, NY.

Nichols, S. L. (2018, August 9). *Evidence-based change through policy and professional learning: Thoughts from a mid-career academic*. Presentation part of special Presidential Invited Panel presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Nichols, S. L. (2018, August 11). *High-stakes testing: A tragic national policy*. Presentation given at the annual meeting of the American Psychological Association, San Francisco, CA.

Castro-Villarreal, F., Ramirez, A. B., & Nichols, S. L. (2017, April 27). Teachers' thinking and decision-making in RTI and PBIS tiered systems of support. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Schutz, P. A., & Nichols, S. L. (2015, April 19). Pleasant teachers' emotion and their potential influence on emerging teacher identities. Paper part of a symposium, "Just feeling good? Relevance, antecedents, and consequences of teachers' positive emotions. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Schultz, P. A., Nichols, S. L., Bilica, K., & Rodgers, K. (2014, April 7). Early-career mathematics and science teachers' emotion and emerging teacher identities. Paper part of a symposium, "Thriving teachers, thriving students: New directions for promoting teacher effectiveness. Presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Schutz, P. A., Nichols, S. L., Bilica, K., Rodgers, K., McKenzie-Davis, J., & Bigelow, S. (2012, April). *Early career mathematics and science teachers' emotional classroom events and emerging teacher identities*. Paper part of a symposium, "Motivation and emotion in context: Exploring the influence of culture and context on teachers' lives" presented at the annual meeting of the American Educational Research Association, Vancouver, CA.

Nichols, S. L. (2011, August). *Recent developments in how the field of educational psychology has contributed to educational policy debate and implementation*. Paper presented at the annual meeting of the American Psychological Association, Washington, DC.

Nichols, S. L. (2011, April). *Preservice teachers' experiences and beliefs about high-stakes testing: Preliminary implications for policy*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.



- Nichols, S. L. (2011, April). *Perceptions of pressure: Preservice teachers' beliefs about high-stake testing pressures and their working environments*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Nichols, S. L. (2008, August). *Middle school teachers' philosophies of teaching, learning, and student belonging*. Poster presented at the annual meeting of the American Psychological Association, Boston.
- \*Nichols, S. L. (2008, November 19). "This will be on the test...": The distortion and corruption of high-stakes testing accountability. Presentation given as part of the 50<sup>th</sup> anniversary Colloquium Series Sponsored by the Combined Program in Education and Psychology, University of Michigan, Ann Arbor, MI.
- Nichols, S. L., & Berliner, D. C. (2007, April). *The great un-equalizer and demoralizer: Dealing with the negative effects of high-stakes testing for America's youth*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nichols, S.L., Duckworth, K., & Railsback, K. (2007, April). *Middle school teachers' beliefs about student motivation and belonging*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nichols, S., Karcher, M., Glass, G.V., & Berliner, D. C. (2007, April). *High-stakes testing and teachers: A study of state policy on teacher morale and job satisfaction*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nichols, S.L. (2004). *The role of belongingness in students' motivational adaptation to a new school*. Poster presented at the annual meeting for the American Educational Research Association, San Diego, CA.
- Nichols, S. L., & Good, T. (2003, April 25). *Inadequate societal expectations for American youth: Numerous but acutely contradictory*. Paper part of symposium entitled, "Revisiting Self-fulfilling Prophecies in a High Standards/High Stakes Environment" presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nichols, S. L. (2003, April). *Wiping the slate clean: A fresh starts perspective of middle school students' motivational transition to a new school*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nichols, S. L. (2001, August). *Investigation of youth and their motivation in different contexts*. Poster presented at the annual meeting for the American Psychological Association, San Francisco, CA.
- Nichols, S. L., & Good, T. (2000, April). *Education and society, 1900-2000: Selected snapshots of then and now*. Paper part of a symposium presented at the annual meeting of the American Educational Research Association, New Orleans
- Nichols, S. L. (1998, Spring). *Students in the classroom: Engagement and perceptions of fairness*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

### **State/Regional**

- \*Nichols, S. L. (2020, June 26). *Using data wisely. Thoughts for education leaders and decision makers*. Invited address presented to the Virtual Summer Leadership Institute and the Texas Association of School Board Members.
- \*Nichols, S. L. (2015, March 18). *The effects of education policy on classroom contexts*. Invited Talk for the San Antonio Chapter of the Phi Delta Kappan Association. San Antonio, TX.



- Nichols, S. L. (2012, February 29). *What is the impact of testing in public schools?* Invited roundtable presentation at Great Conversations, San Antonio. Honors College, UTSA, San Antonio, TX.
- \*Nichols, S. L. (2009, February 6). *Stifling students' creativity: The academic, social, and motivational costs of high-stakes testing.* Invited Keynote as part of the Creativity Summit: Solutions for Business, Government and Education Conference sponsored by Stephen F. Austin State Univ., Nacogdoches, TX.
- \*Nichols, S.L. (2008, January 16). *Visioning accountability in an era of high-stakes testing.* Invited talk for TX Visioning Institute, Texas Association of School Administrators, Austin, TX.
- Nichols, S. L. (2008, November 11). *The effects of high-stakes testing: Insights (and questions) for school leaders.* Paper presented for school leaders attending monthly meeting at Region 20, San Antonio, TX.
- Nichols, S. L. (2008, September 24). *The problem with narrow educational evaluation systems.* Paper presented at a chapter meeting for the International Society for Performance Improvement. San Antonio, TX.
- Nichols, S. L., Duckworth, K., & Railsback, K. (2007, February). *Teachers' conceptions of their students: What middle school teachers report about the nature, origin, and impact of student motivation and belonging.* Paper presented at the annual meeting of the Southwest Educational Research Assoc, San Antonio, TX.
- Nichols, S.L., Karcher, M., Glass, G. V, & Berliner, D. C. (2007). *The impact of high-stakes testing on teacher morale and job satisfaction.* Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.
- \*Nichols, S.L. (2007, October). *The assessment fraud: How high-stakes testing changes America's school.* Invited Keynote presentation for University of Texas, Brownsville, Brownsville, TX.
- \*Nichols, S.L. (2006). *The assessment sham: The corruption and distortion of education through high-stakes testing.* Keynote presentation for Texas Federation of Teachers, Corpus Christi, TX. [presentation cancelled due to scheduling problems]
- \*Nichols, S.L. (2005, February 8). *The role of No Child Left Behind and high-stakes testing in curriculum development and implementation.* Paper given at the 58<sup>th</sup> Annual Meeting and Trade Show of the Society for Range Management, Fort Worth, TX.
- Nichols, S. L. (2005, November). *Students' beliefs about school fairness and their motivation: An emerging research agenda.* Paper presented at the inaugural conference of the Southwest Consortium for Innovations in Psychology in Education (SCIPIE), Las Vegas, NV.
- Nichols, S.L., & Rodenkirch, D. (1996, October). *An examination of the measurement of intelligence.* Paper presented at the annual meeting of the Arizona Educational Research Organization, Phoenix, AZ.

### **University**

- Nichols, S. L. (2008, November 13). *Middle school beliefs study: How students and teachers talk about motivation and belonging.* Presented at the 4<sup>th</sup> Annual Research Symposium, "Transforming Policies and Pedagogies for P-20 Academic Success" sponsored by ATE and COEHD, UTSA, San Antonio, TX.
- Nichols, S. L. (2006, November 16). *The assessment sham: The corruption and distortion of American education through high-stakes testing.* Paper presented as part of Junior Faculty Brown Bag Series sponsored by the Department of Interdisciplinary Learning and Teaching, UTSA, San Antonio, TX.

Nichols, S.L. (2005, April 1). *Mixed Methods: Regression analyses and qualitative data compiled in portfolios using the Pressure Rating Index*. Paper presented as part of UTSA-sponsored Mixed-Methods Research Design Symposium, San Antonio, TX.

## **PUBLICATIONS—NON-REFEREED**

### **Technical Reports/Manuals**

Nichols, S. L., McCaslin, M., & Good, T. (2005). *Reliability procedures and analysis: Comprehensive school reform classroom observation system (CSRCOS) Technical Report*. Project funded by US Office of Educational Research and Improvement (OERI) (Grant No. R306S000033). Grant awarded to Co-Principal Investigators: Mary McCaslin and Thomas L. Good. University of Arizona, Tucson, AZ.

Nichols, S. L. (2004, January). *Status report*. Mid-term report submitted to the Great Lakes Center for Education Research and Practice. Grant Awarded to principal investigator: David Berliner. Arizona State University, Tempe, AZ.

Nichols, S. L., McCaslin, M., & Good, T. (2003). *CSR classroom observation coding manual*. Project funded by US Office of Educational Research and Improvement (OERI) (Grant No. R306S000033). Grant awarded to Co-Principal Investigators: Mary McCaslin and Thomas L. Good. University of Arizona.

Nichols, S. L., McCaslin, M., & Good, T. (2003). *CSR narrative coding manual*. Project funded by US Office of Educational Research and Improvement (OERI) (Grant No. R306S000033). Grant awarded to Co-Principal Investigators: Mary McCaslin and Thomas L. Good. University of Arizona, Tucson, AZ.

Rodenkirk, D., Horton, J., & Nichols, S. L. (2001). *Pima & Santa Cruz school-to-work partnership, Inc: 2001 Final summative report*.

Good, T., Braden, J., & Nichols, S. L. (1998, March). *Charter schools: Promising alternatives for educational Reform or an Illusionary Panacea?* Report supported by small grant from the Spencer Foundation. Available at <http://www.apa.org/ed/charter.html>.

### **Newspaper Articles/Blogs**

Nichols, S. L. (2016, May 23). *Education research and the media. Spreading the word about good research is a 21<sup>st</sup> century imperative*. APA, Division 15, Psychology Today. Retrieved May 23, 2016 from <https://www.psychologytoday.com/blog/psyched/201605/education-research-and-the-media>

Nichols, S. L. (2015, October 1). The “truthy” lies of our educational problems. *Equity Alliance Blog*. Retrieved January 18, 2016 from <http://www.niusileadscape.org/bl/the-truthy-lies-of-our-educational-problems-by-sharon-l-nichols-ph-d/>

Berliner, D. C., & Nichols, S. L. (2005, March 28). Guest Opinions: Test results untrustworthy. *Tucson Citizen*.

Nichols, S. L., & Good, T. (2004, February 8). Nichols and Good: Teen myths. U.S. youths get bum rap on drugs, sex, work habits. (Op-Ed) *Arizona Daily Star*, p. B9.

## **RESEARCH GRANTS**

### **Funded**

2020, Sum      *CAST COVID-19 Response Collaborative Study*, (Co-PI, Nichols & Villarreal, \$25,000).  
CAST School Network, San Antonio, TX.

- 2019, Fall Faculty Development Leave, UTSA. Granted semester release from teaching and service to work on research.
- 2014, Fall Faculty Development Leave, UTSA. Granted a semester release from teaching and service to work on research.
- 2010-2011 *Early career mathematics and science teachers' emotional classroom events, emotional display rules, and emerging teacher identities.* (Co-PI, Schutz, Bilica, Nichols, & Rodgers, \$,5000), University of Texas at San Antonio, Academy for Teacher Excellence research grant.
- 2009, Fall Faculty Development Leave, UTSA. Granted a semester of release from teaching and service duties to pursue research project examining preservice and in-service teacher attitudes towards teaching and its relationship to high-stakes testing policy.
- 2007, Sp *The unintended consequences of high-stakes testing on schools, teachers, and students.* (PI, \$1137.00), University of Texas at San Antonio, College of Education and Human Development.
- 2006, Sp *Teachers' and students' cultural conceptions of belonging in school settings. Toward a greater understanding of Mexican-American students' motivational beliefs* (PI, \$1,000), University of Texas at San Antonio, College of Education and Human Development.
- 2005, Fall *Teachers' conceptions of students, teaching, and the role of belongingness on learning* (PI, \$1,000), University of Texas at San Antonio, College of Education and Human Development.
- 2005, Fall *Motivation to stay in school: A longitudinal study of Hispanic students' beliefs about the utility of schooling* (PI, \$890.00), Academy for Teacher Excellence, College of Education and Human Development, UTSA.
- Unfunded**
- 2018 *Supporting transformations in efficacy and motivation: Advancing equity among underserved students at an HSI* (Co-PI, \$249,479). Coalition of Urban Serving Universities
- 2015, Fall *Entitlement and boredom: Student motivation in an era of school reform.* Spencer Foundation Mid-Career Grant (PI, \$123,854.00).
- 2009, July *High-stakes testing and its impact on students' developing motivation: The role of context, class, and race.* William T. Grant Scholars Program (PI, \$350,000)

## TEACHING—COURSES TAUGHT

- 2004-present Human Development Across the Lifespan (EdP 5033), UTSA  
 Learning and Development in the Secondary School Adolescent (EdP 3203), UTSA  
 Psychosocial Contexts of Learning (EdP 5053), UTSA  
 Psychological Learning Theories (EdP 5003), UTSA  
 Research Methods (EDU 5003), UTSA  
 Introduction to Statistics (EdP 6103), UTSA  
 Experimental and Quasi Experimental Research Design (EdP 6203), UTSA
- 1999 Learning in the Schools (EdP 310: Co-Instructor), University of Arizona
- 1997-1999 Public Education in America (EdP 195B, TA), University of Arizona  
 Child Development (EdP 301, TA), University of Arizona  
 Learning in the Schools (EdP 310, TA), University of Arizona

## STUDENT SUPERVISION/COMMITTEES

### Doctoral Dissertation Committee Member

Ongoing	Kelly Allen, ELPS, COEHD, UTSA
2020	Benjamin Brock, Temple University, Dissertation entitled, "Educational decision-makers: Investigating their role-identity and action"
2019	Ripsime Bledsoe, ELPS, COEHD, UTSA, Dissertation entitled, "A restorative momentum model of academic success for students returning from academic dismissal: A mixed methods approach"
2015	Anthony Neely, ILT, COEHD, UTSA, Dissertation entitled, "Exploring perceptions of generational relevance in a high school level U.S. history course."
2010	Josephine Serrano Potucek, Hofstra University, Dissertation entitled, "How teachers talk to students about tests: Teachers' perceptions of motivational messages in high-stakes testing."

### Masters Thesis Directed

2020, Sum	Shon Brewington, Thesis entitled "Analyzing the impact of a relevance intervention on perceived cost," MA, EDP, UTSA
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### Masters Thesis Committee Member

2010, Sp	Shawn Settles, Health and Kinesiology, UTSA
2008, Sum	Marissa Rodriguez, Department of Counseling, UTSA
2006, Fall	Nicole Dunson-McCray, Health and Kinesiology, UTSA
2006, Sum	Sandra Doughton, Thesis entitled, "Abstinence-only education: The negative effect on adolescence health and identity development," Sociology, UTSA
2004, Fall	Theresa Tillotson, Exit Essay entitled, "A political perspective of 'No Child Left Behind' Act," Political Science, UTSA
2004, Sp	Caroline Hummel, Thesis entitled, "Political socialization of high school students," Educational Psychology, University of Arizona

### Masters Advisees Graduated

2019, Sp	Evette Flores, EdP
2019, Sp	Roxana Ponce, EdP

### Undergraduate Honors Thesis

2019, Spring	Brianna Diaz, Psychology, (Advisor)
2007, Fall	Candice Griffith, Thesis title, "Which comes first: The class or the test? How high-stakes testing affects high school teachers." UTSA (Committee member)

## PROFESSIONAL SERVICE

### Special Issue Journals, Guest Edited—Peer Reviewed

Nichols, S. L., & Castro-Villarreal, F. (Eds.). (2017). The social (in)justice of labeling in a high-stakes testing era: Implications for teachers and school psychologists. *Teachers College Record*, 119(9).

Nichols, S. L. & Castro-Villarreal, F. (Eds.) (2016). Accountability practices and special education services: Impact and implications. *Teachers College Record (Yearbook)*, 118(14). Retrieved August 22, 2016 from <http://www.tcrecord.org> ID Number: 21537.

Nichols, S. L. (Ed.) (2013). *Theory into Practice Special Issue: Educational Policy and the Socialization of Youth for the 21<sup>st</sup> Century*, 52(3).

### Editorial Boards

2013-present	<i>Teachers College Record</i> (Editorial Board Member)
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2007-present	<i>Educational Policy Analysis Archives</i> (Editorial Board Member)
2019-2020	<i>Frontiers in Education</i>
2018-2020	<i>American Educational Research Journal</i>
2006-2009	<i>Journal of Experimental Education</i> (Consulting Editor)

### **Ad Hoc Reviewer**

	<i>American Educational Research Journal</i> (2005, 2012, 2017)
	<i>American Journal of Education</i> (2011)
	<i>Asia Pacific Education Review</i> (2007)
	<i>Assessment in Education</i> (2020)
	<i>Educational Assessment</i> (2014)
	<i>Educational Psychologist</i> (2004, 2010, 2011, 2020)
	<i>Educational Policy</i> (2007, 2016)
	<i>Journal of Applied Developmental Psychology</i> (2009)
	<i>Journal of Educational Change</i> (2014)
	<i>Journal of Educational Psychology</i> (2008, 2010)
	<i>Journal of Experimental Education</i> (2017)
	<i>Journal of Homosexuality</i> (2011)
	<i>Journal of Teacher Education</i> (2020)
	<i>Policy Studies Journal</i> (2013)
	<i>Teachers College Record</i> (2004, 2007-2012)
	Textbook Reviewer for Pearson. Reviewed Gredler, M. E. (2005). <i>Learning and instruction: Theory into practice</i> (5 <sup>th</sup> ed.). Upper Saddle River, NJ: Pearson (2005)
	American Educational Research Association, Conference Proposal Reviewer (2005-present)
	American Psychological Association, Conference Proposal Reviewer (2009-present)
	Sociological Inquiry (2019)

### **Professional Offices Held/Nominations—National**

2020	Elected Vice President, Division 15 (Educational Psychology), American Psychological Association
2019	Nominated for President, Division 15 (Educational Psychology), American Psychological Association
2019-2020	Chair, Policy Committee, Division 15 (Educational Psychology), American Psychological Association
2017-2019	Co-Chair, Ad Hoc Policy and Practice Committee, Division 15 (Educational Psychology), American Psychological Association
2017-2020	Elected Council Representative, Division 15 (Educational Psychology), American Psychological Association
2014-2015	Program Co-Chair, Division C (section 2b), American Educational Research Association
2010-2013	Elected Treasurer, Division 15 (Educational Psychology) of the American Psychological Association
2005-2010	Chair, Adolescence and Youth Development Special Interest Group (SIG), American Educational Research Association
2007-2009	Affirmative Action Officer, Division C, American Educational Research Association
2008	Nominated for Chair, Motivation in Education SIG, American Educational Research Association
2008	Nominated for Secretary, Division 15, American Psychological Association
2006-2007	Program co-chair for Adolescence SIG for the 2007 annual meeting of the American Educational Research Association

**Service at Professional Meetings—Research**

- Nichols, S. L. (2020, April). *Teaching on assessment: Implications for preparing teachers*. Co-Chair and session organizer at the annual meeting of the American Educational Research Association [online].
- Nichols, S. L. (2019, April 7). *Teacher effectiveness and teacher accountability*. Discussant at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Nichols, S. L. (2019, April 6). *Teaching educational psychology: Varied contexts for teaching and test-taking*. Discussant at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Nichols, S. L. (2019, April 8). *Innovative and promising pedagogy and practices: The social context of motivation*. Chair at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Nichols, S. L. (2019, April 8). *High-stakes testing: Resistance and results*. Discussant at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Nichols, S. (2019, August 8). Exploring the connection of educational psychology research and educational policy. Co-chair/organizer at the annual meeting of the American Psychological Association, Chicago.
- Nichols, S. (2019, August 9). Interactive workshop: How to engage with policy makers and educational policy. Facilitator/Discussant at the annual meeting of the American Psychological Association, Chicago, IL.
- Nichols, S. L. (2018, April 14). *Assessment policy and practice: Examining the (unintended) consequences*. Chair at the annual meeting of the American Educational Research Association, NY, NY.
- Nichols, S. L. (2017, August). *Motivation and emotion*. Chair at the biennial meeting of the European Association for Research on Learning and Instruction (EARLI), Tampere, Finland.
- Nichols, S. L. (2015, April). *Teacher practices and student learning and motivation*. Roundtable Chair at the annual meeting of the American Educational Research Association, Chicago.
- Nichols, S. L. (2014, April). *The role of peers and context in student motivation*. Discussant at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Nichols, S. L. (2011, April). *Predictors and outcomes of student engagement in school classroom learning contexts*. Chair at the annual meeting of the American Educational Research Association, New Orleans.
- Nichols, S. L. (2011, February). *Individual and contextual influences of student motivation on academic outcomes*. Discussant at the annual meeting of the Southwest Educational Research Association, San Antonio.
- Nichols, S. L. (2010, May). *Unusual spaces: Exploring unconventional sites for the study of teaching and learning*. Discussant at the annual meeting of the American Educational Research Association, Denver.
- Nichols, S. L. (2010, May). *Understanding students' sense of belonging in academic contexts*. Discussant at the annual meeting of the American Educational Research Association, Denver.
- Nichols, S. L. (2010, May). *Mental health and academic outcomes among children and adolescents*. Chair at the annual meeting of the American Educational Research Association, Denver.
- Nichols, S. L. (2010, May). *Achievement motivation in adolescence*. Chair at the annual meeting of the American Educational Research Association, Denver.

- Nichols, S. L. (2009, April). Gave introduction for David C. Berliner's Sylvia Scribner Award Address for Division C at the annual meeting of the American Educational Research Association, San Diego, CA.
- Nichols, S. L. (2009, April). *The educational experiences of refugee and immigrant youth*. Chair at the annual meeting of the American Educational Research Association, San Diego, CA.
- Nichols, S. L. (2009, April). *Hidden diversities in the classroom: The role and impact of social class, religion, and sexual orientation in teaching and learning*. Discussant at the annual meeting of the American Educational Research Association, San Diego, CA.
- Nichols, S. L. (2009, April). *Connecting students' relationships with teachers and parents to motivation and achievement*. Discussant at the annual meeting of the American Educational Research Association, San Diego, CA.
- Nichols, S. L. (2008, August). *Advances in motivation research*. Chair at the annual meeting of the American Psychological Association, Boston, MA.
- Nichols, S. L. (2008, August). *Symposium: Psychology of academic integrity: Understanding and preventing student cheating*. Chair at the annual meeting of the American Psychological Association, Boston, MA.
- Nichols, S. L. (2008, March). *Women in Academe: Perspectives on race and gender in university life, promotion and tenure*. Chair at the annual meeting of the American Educational Research Association, New York City, NY.
- Nichols, S. L. (2008, March). *College retention of students of color: Issues and insights*. Chair at the annual meeting of the American Educational Research Association, New York City, NY.
- Nichols, S. L. (2007, October). *Motivation, goals and affect*. Poster Discussant at the biannual meeting of the Southwest Consortium for Innovative Psychology in Education (SCIPIE), Phoenix, AZ.
- Nichols, S. L. (2007, October). *The development of interest in science*. Session Moderator at the biannual meeting of the Southwest Consortium for Innovative Psychology in Education (SCIPIE), Phoenix, AZ.
- Nichols, S. L. (2007, April). *Deconstructing high-stakes measures of educational quality: Evaluating the reporting and uses of state exit exam results*. Discussant at the annual meeting of the American Educational Research Association, Chicago, IL.
- Nichols, S. L. (2006, April). *Psychosocial contexts of adolescence development*. Discussant at the annual meeting of the American Educational Research Association, San Francisco, CA.

**Service at Professional Meetings—Mentorship**

- 2020, April William L. Boyd National Educational Politics Workshop, Mentor, Division L, AERA [online] (Mentees: Tanjin Ashraf; Kathleen Kraus-Zadrozny).
- 2019, August Graduate Student Mentor, Division 15, APA (Mentee: Kelsey Will, Oklahoma State University).
- 2018, April William L. Boyd National Educational Politics Workshop, Mentor, Division L, AERA, New York, NY (Mentee: Sondra Stegenga, University of Oregon, Eugene, Oregon).
- 2017, April William L. Boyd National Educational Politics Workshop, Mentor, Division L, AERA, San Antonio, TX (Mentee: Caitlin Brecklin, University of Wisconsin, Madison).



- 2015, April Graduate Student Mentor, Division C, Graduate Student Seminar. American Educational Research Association, Chicago, IL. (Mentee: Marsh Trenton, NYU).
- 2014, April Graduate Student Mentor, Division C, Graduate Student Seminar. American Educational Research Association, Philadelphia, PA. (Mentee: Alison Koenka, Duke University).
- 2011, Aug Professional Identity Mentor, Division 15, Graduate Student Seminar. American Psychological Association, Washington, DC.
- 2010, Aug. Early Career Mentor, Division 15, “If I knew then what I know now! Lessons for early career psychologists. Participant at the Annual meeting of the American Psychological Association, San Diego, CA.
- 2010, May Graduate Student Mentor, Division C, Graduate Student Seminar, American Educational Research Association, Denver, CO (Mentee: Heather Dawson, Ohio State University, OH).
- 2010, May New Faculty Member Mentor, Division C, New Faculty Mentoring Program (NFMP), American Educational Research Association, Denver, CO (Mentee: Kristi-Cordell McNulty, Angelo State University, TX).
- 2009, April New Faculty Member Mentor, Division C, New Faculty Mentoring Program (NFMP), American Educational Research Association, San Diego, CA.
- 2008, August Professional Identity Mentor, Division 15, Graduate Student Seminar, American Psychological Association, Boston, MA.
- 2001, August Graduate Student Mentor, “If I only knew then what I know now: Lessons from down the road words of wisdom from last year’s graduate student participants.” Participant of the annual meeting of the American Psychological Association, Division 15, San Francisco, CA.

### **Professional Memberships**

- 1997-present *American Educational Research Association* [Division C (Learning and Instruction); Adolescence and Youth Development, Motivation in Education, and Teaching Educational Psychology Special Interest Groups]
- 2000-present *American Psychological Association* [Division 15]
- 2005-2007 *Southwest Consortium for Innovative Psychology in Education*
- 2004-2008 *National Society for the Study of Education*

### **Service, University of Texas at San Antonio**

#### **Department**

- 2013-2020 Chair: EdP Policies and Procedures
- 2013-2020 Member: Travel Committee
- 2010-present Curriculum Leader (EdP 5063: Psychosocial contexts of learning, EdP 3203: Learning in the Secondary School Adolescent)
- 2010-2020 DFRAC
- 2019 DFRAC chair (Dr. Saw third year review, Dr. Guerra promotion to full review)
- 2018-2019 EdP Search Committee (member)
- 2009-2019 Department Curriculum Committee (Learning, Development)
- 2015-2018 Annual Merit Review Committee
- 2013-2016 Member: School Psych Search Committee
- 2010-2013 Ad Hoc Merit Review Committee (Chair, 2012-2013)
- 2004-2009 Adjunct Mentor for undergraduate courses (EdP 3133, 3303)
- 2008-2009 CAAD Marketing and Promotion Committee

2004-2009 Educational Psychology area library liaison  
 2007-2008 Faculty Mentor  
 2007 CACREP Self Study Editor  
 2005-2006 Member: Ad Hoc Merit Committee  
 2004-2005 Member: Educational Psychology Search Committee  
 2004 Member: Educational Psychology School Psychology Program Committee

### **College**

2018-2019 Diversity Access and Equity Advocate (Community and Public Health Search, HKN)  
 2014-2019 College Academic Program and Curriculum Committee (CAPCC) (CAPCC, Chair, 2018-2019)  
 2015-2017 Affirmative Action Representative (ELPS)  
 2012-2014 Affirmative Action Representative (ILT Math Search)  
 2010-2014 Faculty Research Award Committee  
 2007-2010 College Academic Program and Curriculum Committee (CAPCC)  
 2005-2007 Executive Board Member: Child and Adolescent Policy Research Institute  
 2005-2006 Invited by Dean to Faculty Leave Committee  
 2005 Founding member of Child and Adolescent Policy Research Institute  
 2004-2006 EdP representative elected to College Council

### **University**

2013-present LGBTQ Faculty and Staff Committee (Vice Chair, 2013-2014, Chair 2018-)  
 2018-2019 University Grievance Committee  
 2018-2020 Faculty Senate  
 2018-2020 Academic Freedom and Merit Evaluation Sub Committee of Faculty Senate  
 2019 Platicas Conversation LGBTQ community (January 23, Co-Facilitator)  
 2019 Provost Tiger Team  
 2019 Provost Convened Classroom Management committee  
 2019 Speaker, Peer Mentoring training panel  
 2018 Invited speaker for Graduate School Talk, Tips for TAs, January 2018  
 2018 All Scholar Talk (November 15)  
 2017 Invited Speaker for 3 Graduate School Sponsored Talks for TAs (February 22, February 23, November 28).  
 2017 Mentor, Dissertation Writing Camp, Graduate School, UTSA (Spring Break, 2017)  
 2017 Invited Speaker for Family Orientation, Sponsored by University College, August 2017  
 2016-2017 Inquiry and Investigation Committee  
 2015-2017 Office of Instructional Technology (OIT), committee member  
 2015-2016 Quantitative Literacy Program (QLP), standing committee member  
 2014-2016 Graduate Council Member  
 2015-2016 Academic Policy Committee  
 2014-2015 University Parking and Transportation Committee, Chair  
 2012-2014 University Parking and Transportation Committee (Vice Chair, 2013-2014)  
 2013-2014 University Grievance Committee  
 2010-2011 University Grievance Committee  
 2008-2010 Faculty Senate  
 2005-2007 Graduate Faculty Subcommittee  
 2005-2007 Member of university-wide interdisciplinary committee developing a Child and Adolescent Development PhD program proposal  
 2004-2006 Presidential appointee to the Faculty Grievance Committee

### **Service, University of Arizona**

#### **College**

1996-1999 Founding member, Dean's Graduate Student Advisory Group (University of Arizona, College of Education).

**Community**

- 2000-2002 Youth Group Facilitator, Wingspan Community Center, Tucson, AZ.  
 2001-2002 Youth Services Committee Member, Wingspan Community Center, Tucson, AZ.  
 2002, Sp Grant Reviewer, YWCA, Tucson, AZ. Participated on the 2001 small grants selection committee that disseminated grants (ranging from \$500 to \$10,000) to proposals addressing youth prejudice and tolerance.

**PROFESSIONAL DEVELOPMENT**

- 2020 Leadership Institute for Women in Psychology, Sponsored by American Psychological Association.
- 2017 Online SEM Workshop, Dr. Gregory Hancock, University of Maryland (January)
- 2017 Webinar: *Public understanding of science: Key insights and actions for Division 15 members.* Sponsored by Division 15, American Psychological Association (Sept.15, 2017, Gale Sinatra).
- 2016 Webinar: *Keeping educational psychology relevant in the 21<sup>st</sup> century: The case for motivation.* Sponsored by Division 15, American Psychological Association (July 26).
- 2016 Education research advocacy: *Visiting members of Congress in district offices.* Webinar sponsored by the Government Relations office of the American Educational Research Association (July 14).
- 2014 Introduction to hierarchical linear modeling for educational researchers. Professional development course offered as preconference workshop before the annual meetings of the American Educational Research Association, Philadelphia, PA
- 2011, Sum Hybrid Academy. Attended workshop to receive training in online instructional methods. College of Education and Human Development, UTSA, San Antonio, TX.
- 2009, Sp Public communication for Early-Career Education Researchers—Learning the Ropes, AERA. Co-sponsored by AERA, Spencer and the Hechinger Institute on Education and the Media. (Award Amount: \$200.00)
- 2007, Sp Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS) training. Department of Education, National Center for Education Statistics. (Award Amount: Travel)
- 2006, Sp New Faculty Mentorship Program. Division C (Learning and Instruction) of the American Educational Research Association. (Award Amount: \$100.00)

**MISCELLANEOUS AWARDS AND HONORS**

- 2007, 2008 Marquis Who's Who in America  
 1991 Athlete of the Year, Bucknell University, Lewisburg, PA  
 1991 All Patriot League Team, Softball, Bucknell University, Lewisburg, PA  
 1988 All East Coast Conference Team, Softball, Bucknell University, Lewisburg, PA