

Curriculum Vitae

Ting-Lan Ma

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Work Address: Edgewood College  
School of Education  
1000, Edgewood Drive, Madison, WI 53704  
Email: tma@edgewood.edu

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## Formal Education

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- 2014      **Ph.D. in Educational Psychology**  
Human Development Program, Department of Educational Psychology,  
University of Wisconsin-Madison, Madison, WI  
Dissertation: *A Cross-Cultural Comparison of Students' Responses upon  
Witnessing and Experiencing Peer Victimization in School: A Mixed-Method  
Study.*  
Ph.D. Committee: Amy Bellmore, Brad Brown, David Kaplan, Erica Halverson,  
Stephen Small  
**Minor: Prevention Science**
- 2009      **Master of Science in Educational Psychology**  
University of Wisconsin-Madison, Madison, WI  
Thesis: *Peer Victimization and Perceived Parental Psychological and Firm  
Control: A Longitudinal Examination of the Reciprocal Influences, and the  
Mediation Process.*  
Committee Chair: Amy Bellmore
- 2006      **Bachelor of Counseling Psychology**  
National Changhua University of Education, Taiwan
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## Academic Position

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- 2015-Present    **Assistant Professor**  
School of Education  
Edgewood College, Madison, WI
- 2017-2019    **Assistant Project Researcher**  
School of Education  
University of Irvine—California  
Supervisor: Dr. Sandra Simpkins
- 2014-2015    **Instructor** in Theories of Human Development, Educational Psychology  
University of Wisconsin-Madison
- 2013-2014    **Project Assistant**, Nursing & Industrial Engineering

University of Wisconsin-Madison

2008-2013 **Project Assistant & Teaching Assistant**, Educational Psychology  
University of Wisconsin-Madison

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## Honors & Awards

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2015-2018 **Faculty Mini-Grant**, Edgewood College  
2012–2014 **Ph.D. Study Abroad Fellowship**, Minister of Education, Taiwan  
2010-2014 **Graduate Travel Award**, University of Wisconsin-Madison  
2013 **Dissertator Fellow**, European Society for Research on Adolescence/  
Society for Research on Adolescence (EARA/SRA) Summer School funded  
by the Jacob Foundation  
2012-2014 **Vilas Dissertator Award**, University of Wisconsin-Madison  
2011 – 2012 **O’Shea Fellowship**, University of Wisconsin-Madison, Department of  
Educational Psychology  
2006 – 2007 **National Young Scholar Fellowship**, National Science Council, Taiwan  
2003 – 2006 **Academic Scholarship**, National Changhua University of Education,  
Taiwan.  
2003-2006 **College Student Academic and Conduct Scholarship**. Minister of  
Taichung, Taichung, Taiwan

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## Peer-Reviewed Journal Publications

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Notes:

Student Contributions: Student and postdoctoral authors are written in italics.

†Paper included undergraduate student authors.

Ma’s Contribution: <sup>a</sup>Conceptualized the paper and was the lead writer on the paper.

<sup>b</sup>Conceptualized the paper with students or postdoctoral scholars and took a lead writing role on the paper.

<sup>c</sup>Helped conceptualize the paper and was a secondary writer on the paper.

<sup>c</sup>Yang, C. Y., *Chen, M.*, & **Ma, T. L.** (In Press). School-wide Emotional Learning and Bullying Victimization: The Moderating roles of school Climate Across Elementary, Middle, and High School. *Journal of School Psychology*.

<sup>a</sup>**Ma, T. L.** & Chan, H. Y. (In Press). The latent Profiles of Coping with Peer Victimization in Early Adolescence: Links to Psychosocial Maladjustment and the Role of Social Bonding. *International Journal of Bullying Prevention*.

<sup>c</sup>Ye. B., *Li, L.*, **Ma, T.-L.**, Sheen. D., Gao. L., Liu. M., & Wang. X. (2020). The Effect of Shyness on Life Satisfaction Among Chinese College Students: The Mediating Role of Core Self-Evaluation and the Moderation Role of Meaning in Life. *Current Psychology*.

- <sup>a</sup>**Ma, T. L., Jiang, S., Simpkins, S. D., Vandell, D., & Zarrett, N. (2020).** Brief Report: Patterns of Children's Prosocial Behaviors in Middle Childhood Predicting Peer Relations During Early Adolescence. *Journal of Adolescence*, 78, 1-8.
- <sup>a</sup>**Ma, T. L., Meter, D., Li, Y. & Chen, W. T. (2019).** The socio-ecological predictors of defending behaviors in school bullying across childhood and adolescence: A meta-analytic review. *Psychological Bulletin*, 145(9), 891-928.
- <sup>a</sup>**Ma, T. L., Simpkins, S., & Puente, K. (2019).** Latinx and White adolescents' reasons behind organized activity participation: The connections with cultural orientations, psychological engagement, and activity experiences. *Applied Developmental Science*, 1-15.
- <sup>a</sup>**Ma, T. L. (2019).** Adolescents' willingness to help with peer victimization in Taiwan: The role of individual and situation-specific characteristics. *International Journal of Psychology*, 1-9.
- <sup>b</sup>**Meter, D., Ma, T. L., & Ehrenreich, S. E. (2019).** Telling, comforting, and retaliating: The role of moral disengagement and perception of harm in defending victims of peer victimization. *International Journal of Bullying Prevention*. 1(2), 124-135.
- <sup>a</sup>**Ma, T. L., Chow, C. M. & Chen, W. T (2018).** Coping Strategies Moderate School-based Peer Victimization and Adolescent Depression and Loneliness: When Are Adaptive Coping Strategies Maladaptive? *Journal of School Psychology*, 70, 89-104.
- <sup>a</sup>**Ma, T. L., Chen, W. T. (2017).** The benefits of being defended: Perceived bystander participant roles and victim's emotional and psychological adjustments. *Journal of School Violence*. 1-15.
- <sup>a</sup>**Ma, T. L., & Bellmore, A. D. (2016).** Early Adolescents' Responses Upon Witnessing Peer Victimization: A Cross-Culture Comparison Between Students in Taiwan and the United States. *International Journal of Developmental Science*. 33-42.
- <sup>a</sup>**Ma, T. L., & Bellmore, A. D. (2015).** Connection or Independence: Cross-Cultural Comparisons of Adolescents' Coping with Peer Victimization Using Mixed-Methods. *Journal of Cross-Cultural Psychology*. 47(1), 109-130.
- <sup>a</sup>**Ma, T. L., & Bellmore, A. D. (2012).** Peer Victimization and Parental Psychological Control in Adolescence. *Journal of Abnormal Child Psychology*. 40, 413-424.
- <sup>b†</sup>**Bellmore, A. D., Ma, T. L., & You, J. I., & M. Hughes. (2012).** A Two-Method Investigation of Sixth Graders' Responses upon Witnessing Peer Victimization in School. *Journal of Adolescence*. 35, 1265-1276.
- <sup>c</sup>**Bellmore, A. D., Nishina, A., You, J. & Ma, T. L. (2012).** School Context Protective Factors against Peer Ethnic Discrimination across the High School. *American Journal of Community Psychology*. 49, 98-111.

<sup>c</sup>Simpkins, S. D., Tulagan, N., Lee, G., **Ma, T. L.**, Zarrett, N., Vandell, D. (Revised & Resubmitted). Youth's Developing Work Habits from Middle Childhood to Early Adolescence: Cascading Effects for Academic Outcomes in Adolescence and Early Adulthood. *Developmental Psychology*.

<sup>c</sup>Gulseven, Z., **Ma, T. L.**, Zarrett, N., Puente, K., Simpkins, S. D., & Vandell, D. (Revised & Resubmitted). Are the Parallel Developmental Trajectories of Cooperation and Self-Control in Middle Childhood Predicted by Sensitive and Stimulating Parenting in Early Childhood? *Developmental Psychology*.

<sup>a</sup>**Ma, T. L.**, Yu, M., Soto-Lara, S., & Simpkins, S. (Revised & Resubmitted). Latinx adolescents' perceived peer leader discrimination in the after-school organized activities. *Cultural diversity and ethnic minority journal*.

<sup>a</sup>**Ma, T. L.**, Zarrett, N., Yu, M., Puente, K., Liu, Y., Simpkins, S. D., & Vandell, D. (Under Review). Profiles of children's characters and its longitudinal associations with academic and social functioning. *Developmental Psychology*.

<sup>b</sup>Chan, H. Y., **Ma, T. L.**, & Saw, G. (Under Review). High school course-completion patterns and pathways and linkages to college attendance in Texas: A latent transition modeling approach. *American Journal of Education*.

<sup>b</sup>Ye, B., Cheng, K., **Ma, T. L.**, Liu, M., & Wang X. (Under Review). Effects of Academic Self-Efficacy on Academic Burnout among Chinese Adolescents: The Mediating Role of Resilience and the Moderating Role of Stressful Life Events. *International Journal of Educational Psychology*.

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## Manuscript in Preparation

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<sup>b</sup>Liu, Y., **Ma, T. L.**, Simpkins, S. D. (In Preparation). Patterns of adolescents' motivational beliefs and engagement in organized activities: Examining the role of social support.

<sup>a</sup>**Ma, T. L.**, Gulseven, Z., Zarrett, N., Simpkins, S. D., & Vandell, D. (In Preparation). The developmental trajectories of children's patterns of characters and social, psychological, and school function in late adolescence and early adulthood.

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## Invited Publication

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Spence, M., **Ma, T.L.** Tseng, A. & Nguyen, A. (2019). Project for the Advancement of Gifted and Exceptional students. In Markelz, A., Bennett, K. & Driver, M. (Eds.), *TED 2019 Conference Proceedings: Unmask Your Potential* (pp 14-17). Teacher Education Division of the Council for Exceptional Children, New Orleans, LA.

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## Conference Presentations

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Notes:

Student Contributions: Student and postdoctoral authors are written in italics.

- Simpkins, S. D. *Tulagan, N. Lee, G., Ma, T. L., Zarrett, N., Vandell, D.* (2020, March). Youth's Developing Work Habits from Middle Childhood to Early Adolescence: Cascading Effects for Academic Outcomes in Adolescence and Early Adulthood. In T. Ma (Chair). *Changes and Stability of Adolescent Character Virtues: The Longitudinal Links to Social-Emotional and Academic Functioning*. Paper symposium to be presented to the biennial meeting of the Society for Research on Adolescence, San Diego, CA.
- Ma, T. L.,** Zarrett, N., *Yu, M., Puente, K, Liu, Y.,* Simpkins, S. D., & Vandell, D. (2020, March). The stability and changes of patterns across youth character virtues during the transition from preadolescence to adolescence. In T. Ma (Chair). *Changes and Stability of Adolescent Character Virtues: The Longitudinal Links to Social-Emotional and Academic Functioning*. Paper symposium to be presented submitted to the biennial meeting of the Society for Research on Adolescence, San Diego, CA.
- Ma, T. L.,** *Liu, Y.,* & Simpkins, S. D. (2020, March). Patterns of adolescents' motivational beliefs and engagement in organized activities: Examining the role of social support. Poster to be presented to the Society for Research in Society for Research on Adolescence, San Diego, CA.
- Spence, M. **Ma, T.L.** Tseng, A. & Nguyen, A. (2019, November). Project for the Advancement of Gifted and Exceptional students. Papers to be presented in the conference of Teacher Education Division, New Orleans, LA.
- Ma, T.-L.** & Simpkins, S. (2019, May). Profiles of School Belongingness and Parental Involvement: The link to Youth's Academic Resilience to Math & Science. In H. Chan (Chair). *Ecological Factors of Math/Science Motivational Beliefs, Resilience to Challenges, and College Aspiration for Freshmen: A Person-Centered Approach*. Paper symposium presented at 31st Association of Psychological Science Annual Convention. Washington, DC.
- Ma, T. L.,** *Jiang, S.,* Simpkins, S. D., Vandell, D., & Zarrett, N. (2019, March). Profiles of children's prosocial behaviors and its longitudinal associations with peer aggression, bullying, and victimization. Poster submitted to the Society for Research in Child Development Biennial Meeting, Baltimore, MA.
- Bellmore, A., Grimm, R., Nylund-Gibson, K., & **Ma, T. L.** (2019 March). Is high school peer victimization a predictor of workplace victimization in emerging adulthood? Insights from growth mixture modeling. Poster to be presented at the International Convention of Psychological Science, Paris, France.
- Jiang, S.,* **Ma, T. L.,** Simpkins, S. D., Vandell, D., & Zarrett, N. (2019, March). Comparing Profiles of Mother Rated and Teacher Rated Prosocial Behaviors: The Role of Gender and Ethnicity. Poster to be presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MA.

- Ma, T. L. & Simpkins, S.** (2018, July) Parental and teacher support in Latino high school youth' science Pursuit. Gender and STEM conference. Symposium Talk. Eugene, OR.
- Ma, T. L. & Simpkins, S.** (2018, April) Latino adolescents' reasons for organized activity participation: The association to cultural orientations and activity types. Poster to be presented at the biennial meeting of the Society for Research on Adolescence, Minniapolis, MN.
- Ma, T. L., Meter, D., Li, Y. & Chen, W. T.** (2018, April). The socio-ecological predictors of defending behaviors in school bullying across childhood and adolescence: A meta-analytic review. Poster to be presented at the biennial meeting of the Society for Research on Adolescence, Minniapolis, MN.
- Ma. T. L. & Chen, W. T.** (2017, April). The benefits of being defended: Perceived bystander participant roles and victim's emotional and psychological adjustments. Poster to be presented at the biennial meeting of the Society for Research on Child Development, Austin, TX.
- Chen, W. T. & Ma. T. L.* (2017, April). Bystander participant roles and their emotional responses in Peer victimization situations. Poster to be presented at the biennial meeting of the Society for Research on Child Development, Austin, TX.
- Ma, T. L. & Bellmore, A.** (2015, March). The examination of measurement invariance of a coping strategy scale between Taiwan and United States early adolescents facing peer victimization. Poster to be presented at the biennial meeting of the Society for Research on Child Development, Philadelphia PA.
- Ma, T. L., & Bellmore, A.** (2014a, March). A cross-culture comparison between Taiwan and United States early adolescents' reasoning about and coping with peer victimization. In K. Visconti (Chair). *New Directions in Research on Coping with Peer Victimization*. Paper to be presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Ma, T. L., & Bellmore, A.** (2014b, March). A cross-culture comparison between Taiwan and United States early adolescents' responses upon witnessing peer victimization. Poster to be presented at the biennial meeting of the Society for Research on Adolescence, Austin, TX.
- Ma, T. L. & Bellmore, A.** (2012, March). Real-Life Experiences of Six-Graders? Responses upon Witnessing Peer Victimization in School. Poster to be presented at the biennial meeting of the Society for Research on Adolescence, Vancouver, Canada.
- Ma, T. L. & Bellmore, A.** (2011, April). Standing By Versus Standing Up For Victims of Peer Victimization. Poster to be presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.

Bellmore, A., Nishina, A., You, J. & **Ma, T. L.** (2011, April). Peer Ethnic Discrimination across the High School Years. Poster to be presented at the biennial meeting of the Society for Research on Adolescence, Montreal, Canada.

**Ma, T. L.** & Bellmore, A. (2010, March). Child effects of peer victimization on parental psychological control: The mediating role of problem behavior. Poster to be presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

**Ma, T. L.**, Bellmore, A., & Cillessen, A. H. N. (2009, April). Do adolescents' peer victimization and aggression experiences predict their perceptions of parental control? Poster submitted to the biennial meeting of the Society for Research on Child Development, Denver, CO.

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## Competitive Fellowships, Scholarships, and Other Funding

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### Fellowships

2012–2014 **Ph.D. Study Abroad Fellowship**, Minister of Education, Taiwan (\$32,000)  
 2011-2012 **O'Shea Fellowship**, University of Wisconsin-Madison (\$60,000)  
 2006-2007 **National Young Scholar Fellowship**, National Science Council, Taiwan (\$1,600)

### Scholarships

2013 **Dissertator Award**. European Society of Research on Adolescence Summer School (\$3,000)  
 2003-2006 **Academic Scholarship**, National Changhua University of Education, Taiwan  
 2003-2006 **College Student Academic and Conduct Scholarship**. Minister of Taichung, Taichung, Taiwan

### Travel Award

2015-2017 **Faculty Mini-Grant** (\$1,000)  
 2013-2014 **Vilas Conference Presentation Award**, University of Wisconsin-Madison (\$600)  
 2012-2013 **Vilas Dissertator Travel Grant**, University of Wisconsin-Madison (\$600)  
 2012-2013 **Graduate Travel Grant**, Ed-Psych Department. UW-Madison (\$300)  
 2011-2012 **Graduate Travel Grant**, Ed-Psych Department. UW-Madison (\$350)  
 2010-2011 **Graduate Travel Grant**, Ed-Psych Department. UW-Madison (\$300)  
 2009-2010 **Graduate Travel Grant**, Ed-Psych Department. UW-Madison (\$300)

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## Previous Research Experience

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Aug 2018-June 2019 **Assistant Project Researcher**

University of California Irvine, School of Education

*Project Investigator:* Dr. Sandra Simpkins, Dr. Debra L. Vendell, Dr.

Nicole Zarrett; Funded by Templeton Grant Foundation

*Project: Title:* Enduring Character Virtues: How After-School Organized Activities Support Character Development from Childhood through Young Adulthood

Sept 2013 – April 2014 **Project Assistant**

University of Wisconsin-Madison, Department of Nursing

*Project Investigator:* Patricia Brennan, Ph.D.

*Project Title:* vizHOME: A context-based health information needs assessment strategy.

Sept 2010 – May 2011 **Project Assistant**

University of Wisconsin – Madison, Department of Educational Psychology

*Project Investigator:* Amy, D. Bellmore, Ph.D.

*Project Title:* Life in Middle School Study: Coping Responses of Victims and the Role of Peer Witnesses.

Sept 2008 - May 2009 **Project Assistant**

University of Wisconsin – Madison, Department of Educational Psychology

*Project Investigator:* Amy, D. Bellmore, Ph.D.

*Project Title:* Life in Middle School Study: Coping Responses of Victims and the Role of Peer Witnesses.

2006 – 2007

**Principal Investigator**

National Science Council, Taiwan

*Supervisor:* Kuo-Jen Guo, Ph. D.

*Project Title:* The Perceptions of School Principals for the Supply and Demand of School Counselors in Middle and High Schools in Taiwan

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## Teaching Experience and Evaluation

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(The boldfaced number following the course list is the evaluation score/total score)

2015-Present Edgewood College, Doctoral Program in Educational Leadership

**ED852 Consumer of Education Research (online)**

(Doctoral level: Fall 2019)

**ED801 Introduction to Research (online & on-ground)**

(Doctoral level: Spring 2015, **4.88/5**; Spring, 2016, **4/5**; Spring 2017, **4.67/5**; Spring 2018, **4.88/5**; Spring 2019, **4.7/5**)

*“Dr. Ma demonstrated tremendous patience with our cohort as many of us struggled with both the content and the pace of the course. She also was very sensitive of the needs and challenges of working adult students”*

*“She is knowledgeable and responsive. So beneficial and supportive!”*

*“Dr. Ma planned each class with a lot of thought and creativity -- experiential activities to apply research methods were really helpful!”*

*“Dr. Ma is close to perfect, as an ethical person and as an empowering instructor!”*

*“This is by far the most organized course I have seen since I was in the program; the material was extremely challenging, but she gave great support to carry us through”*

**ED830 Research Design and Methods (online & on-ground)**

(Doctoral level: Summer 2015, **4.6/5**; Summer 2016, **4.88/5**; Summer 2017, **4.83/5**; Summer 2018, **4.91/5**, Summer 2019, **4.7/5**)

*“Dr. Ma is extremely knowledgeable and provides quality feedback on our writing.”*

*“Dr. Ma is always responsive and clear in addressing questions or concerns.”*

**ED910A Basic Statistics in Educational Field (online)**

(Doctoral level: Fall 2017, **4.3/5**; Spring 2020)

*“Dr. Ma is amazing. Very thoughtful and patient when working with students. She has excellent examples and always makes sure that students understand before she moves on. She has great activities that allow you to apply the concepts to your actual work, and also provides great examples that you can refer to when needing more information.”*

**ED920 Dissertation Writing (online & on-ground)**

(Graduate: Fall 2016, **4.5/5**, Fall 2017, **4.5/5**)

*“She listens. She's authentic. She really cares, provides a solid knowledge base and encouragement.”*

*“I appreciate immediate and constructive feedback. She is a kind person and is there to help us and it shows in how she presents herself. I know I can go to her with questions about my research and she will be there to help out.”*

**ED790 Program Assessment and Transition (on-ground)**

(Graduate: Spring 2015, Winter 2015, Winter 2016, Winter 2017)

(This is a teach-taught course where the individual instructor rating is not available)

2009-2014

University of Wisconsin-Madison, Department of Educational Psychology  
Ed Psych 725: Theories and Issues in Human Development (on-ground;  
Master level: Fall 2014, **3.8/5**)

*“The instructor gave helpful example, and was friendly and approachable; the material was organized well and very clear; the video aids were very helpful”*

Ed Psych 320: Human Development in Infancy and Childhood (on-ground) (Undergraduate level: Fall 2012, **4.1/5**; Summer 2012, **4.3/5**; Summer 2011, **3.7/5**; Summer 2010, **3.6/5**)

(Teaching Assistant: Spring 2010, Fall 2009. Supervisor: Joyce Hemphill, Ph.D)

*“Very clear teaching style, I appreciated that she went into just enough detail and all the course subjects moved at a very good pace”*

*“She did an excellent job of simple yet good examples of the different psychological theories and phenomena”*

*“The professor consistently made appropriate use of class time and was always very organized”*

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## **Professional Leadership**

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2014-Present Director. Madison Chinese Picture Book Library. Madison, WI

2010-2012 President. Taiwanese Puppet Troupe at Madison, WI

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## **Institutional Service & Community Involvement**

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2019-2021 Grant Evaluator. California Lutheran University.  
Research Project: *Project for the Advancement of Gifted and Exceptional Students (PAGES)*.  
P.I.: Melissa Spence, Ph.D.

2014-Present Committee Member. Institution Review Board, Edgewood College, Madison, WI

2013 Nov. Bully Film and Discussion Panel. Madison Public Library. Madison, WI

2012 Aug. Discussion Leader, Rotary Ethics Symposium. International Rotary Organization  
Session Topic: Ethics in dating and friendship.

2009-2010 Survey Consultant & Survey Analyst, GSA for Safe Schools, Madison, Wisconsin  
Consulting Reference: Dr. Nara Cox, Professor of Curriculum & Instruction, University of Wisconsin—Madison.  
Consulting Description: Help developing a survey to examine the perceived school safety of Sexual minority students in high & middle school in Wisconsin.

2008-2009 Language Tutor, Greater University Tutoring Service (GUTS), University of Wisconsin—Madison.

2005-2006 School Counselor, Ching-Cheng High School, Changhua, Taiwan.

2005-2006 School Counselor, Dacun Shiang Middle School, Changhua, Taiwan.

2002-2004 Academic Tutor, Halfway Children’s House, Taichung, Taiwan.

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## **Student Advising**

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**Ed. D. Students**

Bianca Sola-Perkins (2015-2018 May, Graduated)  
Claudia Mosley (2015-2018)  
Hamad Alghamdi (2015-2017 May, Graduated)  
Jennifer Henifl (2016-2017 December, Graduated)  
Maryam Awadh (2016-2018 Fall, Graduated)  
Julie Dresen (2017-2018 Summer, Graduated)  
Kristen Finnel (2017-2018 May, Graduated)  
Robin Gore (2018-2019 May, Graduated)  
Jill Mussett (2018-2019 May, Graduated)  
Louise Paskey (2018-Present)  
Yee Lee Vue (2018-Present)  
Celeste Luzzio (2019-2020 May, Graduated)  
Hicham Elmajdi (2019-2020 May, Graduated)  
Kasey Hoffman (2019-2020 May, Graduated)

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## **Professional Association Memberships**

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Society for Research in Child Development  
Society for Research in Adolescence  
American Education Research Association

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## **Editorial and Review Activity**

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Ad-hoc reviewer: **Journals**

Journal of Research on Adolescence (2-3 times a year)  
Journal of School Violence (3-4 times a year)  
Journal of Early Adolescence (2-3 times a year)  
Journal of Educational Psychology  
Psychological Bulletin  
Journal of Adolescence  
International Journal of Developmental Science  
International Journal of Educational Psychology  
Journal of Cross-Cultural Psychology

### **Conferences**

Society of Research on Adolescence-Biennial Meeting (2015)  
Society of Research on Child Development-Biennial Meeting (2016)  
Stem and Gender Conference (2017)  
Society of Research on Adolescence-Biennial Meeting (2019)

## Professional References

**Dr. Deborah L. Vandell** (UC Irvine Mentor)

Professor  
School of Education  
University of California Irvine  
3200 Education Bldg, Irvine, CA 92697  
(949) 824-7840  
[dvandell@uci.edu](mailto:dvandell@uci.edu)

**Dr. Sandra D. Simpkins** (UC Irvine Mentor)

Professor  
School of Education  
University of California Irvine  
3200 Education Bldg, Irvine, CA 92697  
(949) 824-3202  
[simpkins@uci.edu](mailto:simpkins@uci.edu)

**Dr. Amy D. Bellmore** (Graduate Advisor)

Professor  
Department of Educational Psychology  
University of Wisconsin-Madison  
1025 W Johnson St, Madison, WI 53706  
(608) 263-3883  
[abellmore@wisc.edu](mailto:abellmore@wisc.edu)

**Dr. Bradford B. Brown** (Dissertation Committee)

Professor  
Department of Educational Psychology  
University of Wisconsin-Madison  
1025 W Johnson St, Madison, WI 53706  
(608) 262-0838  
[bbbrown@wisc.edu](mailto:bbbrown@wisc.edu)