

CURRICULUM VITAE**Elizabeth J. Pope, Ph.D.**

University of Arizona

Department of Educational Psychology

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Education

2014

The University of Arizona, College of Education

Ph.D. in Educational Psychology with a minor in Special Education

Dissertation: "The Relationship Between Academic

Performance and Elementary Student and Teacher Attitudes

Towards Departmentalizing"

Major Advisor: Mary McCaslin, Ph.D.

Minor Advisor: John Umbreit, Ph.D.

2005

University of South Florida

B.A. Honors in Elementary Education

Areas of Concentration: K-6 general education

Employment

2020-present

Associate Professor of Practice, Educational Psychology, The University of Arizona

2014-2020

Assistant Professor of Practice, Educational Psychology, The University of Arizona

Honors and Awards**University of Arizona:**

Spring 2023 Five Star Faculty Award Nominee

Spring 2023 Sabbatical/professional development leave

Fall 2020 College of Education Honors Convocation Faculty Speaker Nominee

University of Arizona, College of Education:

2012 Dissertation Fellowship Award

2011 – 2012 Miller Mary F. & Maude Scholarship

2008 – 2013 Graduate College Fellowship

2011 Erasmus Scholarship

Scholarly Activities**Funded Grants**

- 2021-2023 Co-PI. *Impact of COVID-19 Disruptions on Education and Child Well-Being*. National Science Foundation RAPID. (PI: Sallie Marston, Co-PI Moses Thompson). (\$175,070).
- 2020-2023 Principal Investigator. *Understanding Student and Faculty Experiences at HSIs During COVID-19*. National Science Foundation RAPID. (Co-PIs: Marla Franco and Monica Erbacher). (\$200,000).

Grant Submissions (under review)

- 2025 Principal Investigator. *MCA- Examining the impact of school gardens on students' well-being and interest in STEM across time*. National Science Foundation Mid-Career Advancement. (Partner: Sallie Marston). (\$226,055).

Grant Submissions (not funded)

- 2024 Principal Investigator. *Examining the impact of school gardens on middle school students' well-being and STEM interest*. The University of Arizona Research, Innovation, and Impact- Mid-Career Faculty Seed Grant (\$15,000).
- 2024 Collaborator. *An International Comparative Study on School Gardening Programs in Early Childhood Education*. Fund for the Promotion of Joint International Research of KAKENHI. (PI: Chiharu Obata, Okayama Prefectural University)
- 2023 Co-PI. *Exploring the predictive value of ECE cultural responsiveness to promote BIPOC preschoolers' mastery motivation and family well-being in Southern AZ*. Brady Education Foundation (PI: Katherine Cheng). (\$348,000).
- 2022 Co-PI. *Planting Seeds of Success: Cultivating Mental Health and Well-being through Garden-based School Counseling*. A for Arizona. (PI: Moses Thompson, Co-PIs: Sallie Marston, Renae Mayes, Amanda Tashjian, Lia Falco). (\$269,811).

Publications

Chapters in Scholarly Books:

- Pope, E. J.**, *Dotzler, K. A., Burross, H. L., & Schutz, P. A. (2024). Considerations and importance of generational changes for teaching, in Smith, C. M., Fong, C. J., & Carney, R. N. (Eds.) *Teaching Human Development for Educators, Theory to Practice: Educational Psychology for Teachers and Teaching* (pp. 165-182). Information Age Publishing.
- Schutz, P., **Pope, E. J.**, Burross, H. L., & *Rolloff, T. A. (2022). Developing autonomy, competence, and relatedness at the annex. in Fives, H. & Barnes, N. (Eds.), *Educational Psychology and Transformational Classrooms: Research and Theory Meets Teaching and Learning* (pp.107-114). Routledge.
- Freiberg, E. J.**, (2015). Student and teacher relationships. in G. Scarlett. (Ed.), *Classroom Management: An A-Z Guide*. Sage.

Refereed Journal Articles:

- Pope, E. J.**, *Rodriguez, V., *Ledezma, P., & Franco, M. (in press). Increasing access to STEM: Lessons learned about what worked in lab courses during COVID-19. *Journal of Ethnographic and Qualitative Research*.
- *Khalid, M., & **Pope, E. J.**, (2023). Early childhood teachers' experiences during the COVID-19 pandemic. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-023-01558-9>
- Pope, E. J.**, Erbacher, M. K., & *Pierce, L. (2023). Narcissistic or overwhelmed by emotions? Divergent pathways to academic entitlement. *Curriculum and Teaching Dialogue*, 25(1), 263-281.
- Pope, E. J.**, Marston, S., Thompson, M., & Larson, S. (2023). How learning gardens foster well-being and development through the promotion of purposeful play in early childhood and beyond. *Theory into Practice*, 62(2), 193-204. <https://doi.org/10.1080/00405841.2023.2202137>
- Franco, M., Erbacher, M., & **Pope, E. J.** (2023). COVID-19 and Hispanic serving institutions: students' perceptions, attitudes, and emotions surrounding online spaces and supports, *Journal of Student Affairs Research and Practice*, 60(1), 49-65. <https://doi.org/10.1080/19496591.2022.2144741>
- Burross, H. L., Olson, A. M., & **Pope, E.** (2017). Preservice teachers' perceptions of working with learners who struggle. *Teacher Education and Practice*, 30(1), 98-114.
- Wood, M. B., Olson, A. M., **Freiberg, E. J.**, & Vega, R. I. (2013). Fractions as subtraction: An activity-oriented perspective from elementary children. *School Science and Mathematics*, 113(8), 390-399. <https://doi.org/10.1111/ssm.12040>

Manuscripts Under Review:

- Pope, E. J.**, Marston, S., Thompson, M., *Khalid, M., & Larson, S. (under review). Cultivating autonomy, competence, and relatedness through school garden learning following the Covid-19 quarantine. *Children Youth and Environments*.

*Khalid, M., Cheng, K. C., Friesen, R., Cimetta, A. D., **Pope, E. J.**, (under review). Undergraduate Students' Emotions, Belongingness, and Self-Efficacy in STEM Programs. *Journal of Research in Science Teaching*.

Thompson, M., Johnson, K., Marston, S. A., & **Pope, E. J.** (revise and resubmit status). How school gardens can support school counselors: A case study. *Professional School Counseling*.

Manuscripts In Preparation:

Pope, E. J., Franco, M., Burross, H. L., *Dotzler, K., *Roloff, T., & Jaimez, S. (2025). *Resilience and strengths: Recommendations for institutional changes to prevent burnout based on faculty experiences and cultural capital during COVID-19*. [Manuscript in preparation]. Department of Educational Psychology, The University of Arizona.

Other Media Publications:

Korchmaros, J. D., Brinley, C., Marston, S. A., & **Pope, E. J.** (2024). School garden workshop program evaluation 2023. <https://doi.org/10.35542/osf.io/t7xr8>

Pope, E. J., Thompson, M., & Marston, S. (2023, February 6). Social emotional growth in school gardens. *Emerging Research and Practice in SEL*.
<https://aeraselsig.wordpress.com/2023/02/06/social-emotional-growth-in-school-gardens/>

Conference Proceedings

Invited Speaker:

2023 Critical Questions in Education Conference, Invited Panel Member, Public Square Discussion, "Challenges and Dilemmas Facing Teachers: How Teachers See Themselves and Their Tasks and How They Are Perceived by Others", February 27, 2023.

Upcoming Presentations:

*li, R., & Pope, E. J., (2025, August). *Stress, Academic Performance, and Self-Efficacy: A Mediation Study in Underrepresented Students*. student research poster presented at American Psychological Association Annual Convention, Denver, CO.

Presentations:

Thompson, M. S. & **Pope, E.J.** (2025, February). *Enacting the ASCA Model in School Gardens*. research presented at Arizona School Counselors Association Annual Meeting, Phoenix, AZ.

Marston, S. A., **Pope, E. J.**, Thompson, M. S., *Khalid, M. K. (2024, August). *School gardens as spaces of community-engaged research, learning and social justice*. research presented at the International Geographical Congress, Dublin, Ireland.

Pope, E. J., Franco, M., *Rodriguez, V., & *Ledezma, P. (2024, April). *Increasing access to STEM: Lessons learned about what worked in lab courses during COVID-19*. poster presented at Western Psychological Association Annual Meeting, San Francisco, CA.

Pope, E. J., *Shelton, A., & Thompson, M. (2024, March). *Cultivating autonomy, competence, and relatedness in school gardens*. research presented at Growing School Gardens Summit, San Diego, CA.

Pope, E. J., Marston, S. A., & Thompson, M. (2023, November). *How learning gardens foster well-being and development in early childhood and beyond*. International Webinar on Cognitive and Behavioral Neurosciences.

*Khalid, M., **Pope, E.**, Erbacher M., & Franco, M. (2023, April). *Undergraduate students emotional and mental well-being during the COVID-19 pandemic*, student led research presented at Western Psychological Association Annual Meeting, Riverside, CA.

*AbLatif, F., **Pope, E.**, Erbacher, M., & Franco, M. (2023, April). *Achievement emotions among graduate students during the COVID-19 pandemic*, student led research presented at Western Psychological Association Annual Meeting, Riverside, CA.

Marston, S. A., Larson, S., **Pope, E.**, & Thompson, M. (2023, March). *Anatomy of a university-school district partnership*, research presented at American Association of Geographers Annual Meeting, Denver, CO.

- Pope, E.,** & Thompson, M. (2023, February). *School gardens as transformative spaces: From theory into practice*, research presented at Critical Questions in Education Conference, San Diego, CA.
- Marston, S., Thompson, M., Larson, S., & **Pope, E.** (2022, August). *Do school gardens cultivate resilience? "Binding, mending and assembling interdisciplinary approaches for recovery"* research presented at 2022 Royal Geography Society with the Institute of British Geographers International Conference.
- *Khalid, M., *Rolloff, T., Erbacher, M. K., **Pope, E. J.**, & Franco, M.A. (2022, March). *Self-compassion in undergraduate students during the COVID-19 pandemic*, student led poster presented 2022 Teaching, Learning, & Sociocultural Studies Graduate Student Colloquy, Tucson, AZ.
- Thompson M., Marston, S.A., **Pope, E.**, & Larson, S. (2022, January) *Teaching and learning resilience through school gardens*, research presented at the 7th IAFOR (International Education Forum), International Conference on Education, Honolulu, HI.
- Schutz, P., **Pope, E. J.**, Burross, H. L., & *Rolloff, T. A. (2021, August). *Growth and learning at the annex*. "Educational Psychology & Transformational Classrooms: Research & Theory Meets Teaching & Learning" Symposium, 2021 APA Annual Convention Division 15.
- Franco, M., Erbacher M., & **Pope, E.** (2021, March). *Arizona Hispanic serving institutions: A study on student & faculty experiences during COVID-19*, research presented at Alliance for Hispanic Serving Institution Educators Annual Conference.
- Pope, E. J.**, Erbacher, M. K., & *Pierce, L. (2020, February). *Narcissistic or overwhelmed by emotions? Divergent pathways to academic entitlement*, Poster presented at the annual meeting of the Conference on Academic Research in Education, Las Vegas, NV.
- Burross, H., Olson, A., & **Freiberg, E. J.** (2014, August). *Preservice teachers' perceptions of working with learners who struggle*. Paper presented the American Psychological Association Annual Convention, Washington, D.C.
- Olson, A. M., Koestler, C., Vriesema, C. C., Hojnacki, Z., **Freiberg, E.**, Soboleves'ka, G., & Davidson, J. (2013, November). *The development of Algebra Ready learning blocks: Creation of an online teacher professional development program*. Biannual Conference of the Southwest Consortium for Innovative Psychology in Education (SCIPIE), Tucson, AZ.
- Olson, A. M., **Freiberg, E. J.**, Wood, M., Orduno, Jesus, & Pierce, L. (2011, October). *What Is a fraction? Children's examples and understanding*. Paper presented at the annual meeting of Arizona Educational Research Organization, Tucson, AZ.
- Freiberg, E. J.** (2011, October). *The effective teaching checklist: Improving student time on task through effective teaching feedback*. Paper presentation at the annual meeting of Teacher Educators for Children with Behavioral Disorders, Tempe, AZ.
- Freiberg, E. J.** (2011, March). *Preparing students for success? Examining and comparing content in math texts with state, and national standards*. Poster presented at the 2011 Teaching, Learning, & Sociocultural Studies Graduate Student Colloquy, Tucson, AZ.
- Freiberg, E. J.** (2010, October). *Preparing students for success? Examining and comparing content in math texts with state, and national standards*. Paper presented at the annual meeting of Arizona Educational Research Organization, Tempe, AZ.

Campus Talks

- 2023 "Theory to Practice: Innovative Practices for Healthy Learning and Development", The University of Arizona, Online, Distance, and Continuing Education (ODCE), May 25, 2023.
- 2023 "Social Emotional Learning for Math Educators", Secondary Math Teaching Practicum, The University of Arizona, Department of Mathematics, March 29, 2023.
- 2023 "Pathways to Well-being; Centering Lived Experiences to Improve Learning and Development". San Jose State University, Department of Child and Adolescent Development, March 9, 2023.
- 2023 "Online Spaces at HSIs", University of Arizona Futures in Digital Learning Office of Digital Learning Podcast, February 21, 2023. https://soundcloud.com/user-669368828/march-2023-student-and-instructor-perceptions-at-hsis-during-covid-19?utm_source=clipboard&utm_medium=text&utm_campaign=social_sharing

- 2020 “Social Emotional Learning; An Overview”, Professional Preparation Board Meeting, University of Arizona College of Education, November 11, 2020.
- 2020 “Social Emotional Learning; An Overview”, Social Emotional Learning Webinar, Tucson Regional Educator Collaborative, May 19, 2020
- 2019 “Narcissistic or Overwhelmed by Emotions? Divergent Pathways to Academic Entitlement”, Graduate School Isn’t That Scary College of Education Research Symposium, The University of Arizona, Tucson, AZ- October 23, 2019.
- 2017 “Learning Theories and Teaching Strategies”, Study Tour- Teacher Education Program Nanjing University, China, The University of Arizona, Tucson AZ- October 5, 2017.
- 2016 “How to Talk with University Faculty”, Freshman Success Course, The University of Arizona, Tucson, AZ- October 28, 2016.

Ongoing Research:

Impact of COVID-19 Disruptions on Education and Child Well-Being

Current research examining the impact of school gardens on fourth grade students’ well-being, resilience, and ability to cope with trauma experienced because of COVID-19. Building on previous research of Marston and Thompson, this quasi-experimental, mixed methods project highlights the role of socio-spatial theories in geographic science as mediators to social-emotional development and well-being among children in schools.

Understanding Student and Faculty Experiences at HSIs During COVID-19

In response to COVID-19, higher education institutions moved to online formats, presenting faculty and students with numerous challenges and revealing inequities in resources and opportunities. Students are struggling with persistent stress, perceived lack of control, and motivational issues from relocation, family demands, financial insecurity, and online instruction. Faculty are using new teaching methods, and report anxiety and concern over lack of student access to technology. This project will identify impacts of institutional and instructional responses to COVID-19 at HSIs on student and faculty attitudes (e.g., motivation, belonging), emotions, and perceptions. Results will indicate institutional and instructional strategies, supports, and communication that are most versus least effective, informing recovery from this pandemic and future planning to mitigate inequities in learning opportunities and institutional resources at 2- and 4-year HSIs.

Previous Research:

Student Experiences with Failure

Research including a quantitative study examining pathways that lead to behaviors associated with Academic Entitlement and a qualitative study examining how students experience failure in academic settings. Combined these studies serve the larger purpose of informing potential interventions to assist students in the development of healthy coping strategies that will lead to greater academic success and improved attitudes and behaviors.

Teacher Preparation Program Evaluation and First-Year Practices/First-Year Observation Project (FYTOP),

Research exploring how preservice teachers view and interpret student perspectives and experiences in schools and classrooms. The project is designed to explore how the perceptions of preservice teachers change throughout their coursework and with continued experience in elementary school classrooms. Findings have been used to modify course content in the Educational Psychology courses that are part of the elementary education program.

Teaching Experience

Instructor

Adolescent Development	EDP/HDFS 403	(Spring 2025)
Practicum	EDP 694	(Fall 2023)
Motivation and Development in Learning	EDP 502	(Fall 2021, Fall 2022)
College Teaching	EDP 693C	(Fall 2021- Fall 2022)
Learning Theory in Education	EDP 510	(Summer 2021, 2022)
(online, Chandler and Tucson campus)		
Seminal Readings, Educational Psychology	EDP 505	(Spring 2021, 2022, Fall 2023,

Conversations in Educational Psychology	EDP 695	2025)
Learning Theory in Education (online, Chandler campus)	EDP 510	(Fall 2020, 2021) (Summer 2020)
Educational Tests and Measurements (online, Chandler campus)	EDP 558	(Summer 2020)
Psychological Measurement in Education (in-person and online formats)	EDP 358	(Fall 2011-present)
Child and Adolescent Development (in-person and online formats)	EDP 301	(Spring 2012-present)

Teaching Assistant/Co-Instructor

Learning Theory in Education, Co-Instructor	(Summer 2014-2019)
Educational Tests and Measurements, Co-Instructor	(Summer 2014-2015, 2017-2022)
Statistical Methods in Education	(Summer 2015, Summer 2017)
Special Education Internship- Student Teaching Supervisor	(Spring 2012)
Evolution and Human Development	(Fall 2011)
Current Issues in the Psychology of Gender	(Fall 2010-Spring 2011)
Psychological Measurement in Education	(Fall 2009)

Elementary School Teaching

2006-2009	Special Education Resource Instructor K-5, L.M. Prince Elementary, Tucson, AZ
2006	Classroom Teacher – Grade 5, Sandy Lane Elementary, Clearwater, FL

Contributions to Instructional Innovations and Collaborations:

Teaching workshops attended/Certifications:

2023	Quality Matters- QM Update Seventh Edition (RU)
2020	Quality Matters- Accelerated K-12 Reviewer Course for Higher Education (AK12RHE), Fifth Edition
2020	Peer Reviewer Certification (PRD) Quality Matters
2019	Independent Applying of the QM Rubric (APPQMR): (Statewide Systems)
2015	Teaching: Collaborative Learning Mini-Course

Development of Online and Other Course Materials:

2025	<i>Seminal Readings in Educational Psychology</i> (online version for Educational Psychology Graduate Programs) Redesigned Seminal Readings in Educational Psychology course for abbreviated term to be offered online. Redesigned weekly reading/discussion assignments for online format, redesigned final paper assignment with additional structure and scaffolding for additional clarity in an asynchronous online setting.
2018-2024	<i>Psychological Measurements in Education</i> (online version for Educational Psychology Undergraduate Minor) Developing an interactive online version of the Psychological Measurements in Education course that will appeal to a broader audience and connect with/build upon other courses within the Educational Psychology minor. Responsibilities include learning and utilizing Adobe Captivate and Captivate Draft to storyboard and design content using Instructional Design methodologies (such as ADDIE, Backwards Design, and Rapid Design) ensuring that the course development is based in research based, best practices.
2015-2016	<i>Child Development</i> , UA Online Assisted in the development of an interactive, online version of the EDP 301 course. Aided in storyboarding scope and sequence of the content, gathered resources and materials for inclusion in the course, presenting/ recording lectures, collaborating with other faculty and university staff to fit the course content into the desired format for UA Online.

Advising:

2024-present	Justin Begay, Educational Psychology, Ph.D. program
2023-present	Jane Figueroa Peras, Educational Psychology, Ph.D. program
2022-present	Maham Kahlid, Educational Psychology, Ph.D. program
2021-present	Katrina Dotzler, Educational Psychology Ph.D. program
2021-present	Andrew Shelton, Educational Psychology Ph.D. program
2018-present	Chang-ting Dai, Educational Psychology Ph.D. program
2024	Travis Dean, Educational Psychology, Ph.D. program
2022-2024	Travis Dean, Educational Psychology, MA program
2021-2023	Sabina Iturralde, Educational Psychology Ph.D. program (MA in passing)
2020-2023	Michelle Higgins, Educational Psychology Ph.D. program
2020-2022	Maham Kahlid, Educational Psychology MA program
2019-2022	Junzhe Yang, Educational Psychology, MA program
2018-2020	Margaret Medina, Educational Psychology Ph.D. program
2018-2020	Raina Williams, Educational Psychology MA program
2016-2018	Chanting Dai, Educational Psychology MA program

Minor Advising:

2022-2024	Sandra O. Camacho Thiffault, Educational Leadership and Policy PhD program
2022-2023	Jacqueline Mullins, Teaching Learning, & Sociocultural Studies PhD program

McNair Achievement Program Advising:

2023-2024	Justin Begay, McNair Scholar Faculty Research Advisor- Summer Research Internship Supervisor
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Participation in Honors Program:

2024-2025	Pauline Kousoulas, Undergraduate Honors Thesis Advisor
2019	Cameron Kessner, Undergraduate Honors Thesis Advisor

Independent Studies Directed and In Progress:

2025	Independent study- Dissertation research, Andrew Shelton
2025	Independent study- Honor's Thesis research, Grace Zauner
2024-present	Independent study- Dissertation research, Maham Khalid
Fall 2024	Independent research- student research project, Justin Begay
2024-2025	Independent study- Honor's Thesis research, Pauline Kousoulas
2023-2024	Independent study- Master's Thesis research, Travis Dean
2023	Independent research, student research project Travis Dean
2023	Independent research, student research project, Andrew Shelton
2021-2023	Independent study- Dissertation research, Michelle Higgins
2020-present	Independent study- Dissertation research, Changting Dai
2022-2023	Independent study- Master's Thesis research, Sabina Iturralde
Fall 2022	Independent research- student research project, Maham Khalid
Fall 2022	Independent research- student research project, Katrina Dotzler
Fall 2022	Independent research- student research project, Morgan Demaree
2021-2022	Independent study- Master's Thesis research, Maham Kahlid
2020-2022	Independent study- Master's Thesis research, Junzhe Yang
2020	Independent study- Master's Thesis research, Raina Williams
2020	Independent Study- ABLE Lab Website, Raina Williams
2019	Independent study- Honor's Thesis research, Cameron Kessner
2019	Independent study- Department International Student Brochure, Changting Dai
2018	Independent study- Master's Thesis research, Chang-ting Dai

Theses Directed:

2024	Travis Dean, Educational Psychology MA Thesis: "Assessing the Needs of Educational Psychology Graduate Students: Perceived Autonomy Support and Basic Psychological Needs"
2022	Maham Khalid, Educational Psychology MA Thesis: "Early Childhood Teachers' Experiences During the COVID-19 Pandemic"

2022	Junzhe Yang, Educational Psychology MA Thesis: "Whether Different Learning Environments Influence Students' Learning Motivation"
2020	Raina Williams, Educational Psychology MA Thesis: "Special Education Teacher Experiences and Efficacy During a Pandemic (COVID-19)"
2018	Chang-ting Dai, Educational Psychology MA Thesis: "Parenting Styles, Contentiousness, and Academic Performance in College Students"

Service on Other Student, Thesis, Dissertation Committees:

2025	Master's Report Committee, Xinjie Wang
2024- present	Comprehensive Exam Committee (Advisor/Chair), Andrew Shelton
2024- present	Dissertation Committee (Advisor/Chair), Maham Khalid
2023- present	Comprehensive Exam Committee Member, Sara Knepper
2023- present	Dissertation Committee Member, Cristin Phibbs
2023-2024	Master's Thesis (Advisor/Chair), Travis Dean
2023-2024	Master's Report Committee Member, Carlos Moreno
2023-2024	Comprehensive Exam Committee Member, Cristin Phibbs
2023- present	Comprehensive Exam Committee Member, Victoria Rodriguez
2023- present	Comprehensive Exam Committee (Advisor/Chair), Katrina Dotzler
2023-2024	Comprehensive Exam Committee (Advisor/Chair), Maham Khalid
2022- 2023	Master's Thesis (Advisor/Chair), Sabina Iturralde
2023-2024	Dissertation Committee Member, Faqryza Ab Latif
2023- 2024	Dissertation Committee Member, Ang Li
2023-present	Comprehensive Exam Committee Member, Ran Li
2023	Master's Thesis Committee Member, Danielle Flink
2023	Comprehensive Exam Committee Member, William (Haydon) Ekstrom
2022-2023	Master's Report Committee Member, Yao Liu
2022-2024	Dissertation Committee Member, Becky Perez
2022	Comprehensive Exam Committee Member, Faqryza Ab Latif
2022	Dissertation Committee Member, Daisy Di
2022-2023	Comprehensive Exam Committee Member, Becky Perez
2022	Master's Thesis Committee Member, Melinda Willet
2022	Master's Thesis (Advisor/Chair), Maham Khalid
2022-2023	Master's Thesis (Advisor/Chair), Junzhe Yang
2020- 2024	Comprehensive Exam Committee (Advisor/Chair), Changting Dai
2020	Master's Thesis Committee Member, Priscila Ledezma
2020	Master's Thesis Committee Member, Faqryza Ab Latif
2020	Dissertation Committee Member, Sarah Grace
2020	Comprehensive Exam Committee (Advisor/Chair), Margaret Medina
2020	Master's Thesis (Advisor/Chair), Raina Williams
2018	Dissertation Committee Member, Marylyn Valencia
2015-2018	Comprehensive Exam Committee Member, Marylyn Valencia
2018	Master's Thesis Committee Member, Becky Perez
2018	Master's Thesis (Advisor/Chair), Chang-ting Dai
2015	Master's Thesis Member, Laure Pierce
2015- 2015	Dissertation Committee Member, Ashley Anderson
2014- 2015	Comprehensive Exam Committee Member, Ashley Anderson

Service/Outreach

Local/State/National:

2024-present	National Resilience Community of Practice
2021-presesnt	Pima County Behavioral Health Coalition
2020-2021	College of Education Educational Policy Center

2018-present College of Education Professional Preparation Board Member
 2016 “Technical Reviewer” for the 2015 draft of Arizona’s College and Career Readiness Standards for Mathematics and English Language Arts with emphasis on developmental appropriateness for standards in grades K-3

Departmental Committees:

2019-2022 Department Peer Review Committee, Annual Evaluations
 2020 Departmental Career Track Promotion Review Committee, Chair
 2018-2019 Department of Educational Psychology Unit and Vision Development
 2014- 2015 Department of Educational Psychology Search Committee Member

College Committees:

2020-2021 College of Education Diversity Committee, Co-chair
 2019 Global Teaching Initiative Minor Planning Committee Member
 2019 Faculty Learning Community- Issues in Gender
 2018-2020 College of Education Diversity Committee Member
 2018-2019 College of Education Diversity and Inclusion Strategic Plan Subcommittee Member
 2015-2018 College of Education College Council Member

University Service:

2025 University Fellows Selection Committee, Education and Social Science
 2024 External Reviewer, Practice- track Faculty Promotion- College of Agriculture, Life, and Environmental Sciences
 2021 External Reviewer, Practice- track Faculty Promotion- College of Agriculture and Life Sciences

Service to the Field:

2024 External Reviewer, Teaching- track Faculty Promotion- Department of Educational Studies, University of California, San Diego
 2021 Quality Matters Course Review, Subject Matter Expert Theories of Personality and Counseling

Additional Duties:

2018-2022 Department Taskstream Assessment and Evaluation Representative (composition and entering departmental information related to program outcomes, measurement & assessment, and progress monitoring)

Memberships

2022-present Western Psychological Association (WPA)
 2020-present American Educational Research Association (AERA)
 2020-present American Psychological Association (APA)
 2018-2020 Association for Psychological Sciences (APS)
 2010-2014 American Educational Research Association (AERA)
 2010 – 2011 Arizona Educational Research Organization (AERO)

Ad hoc Reviewer

School Science and Mathematics
Education and Treatment of Children
Handbook of Educational Psychology, 4th edition
Irish Educational Studies
The Open Psychology Journal
Environmental and Social Psychology

*Teachers College Record***List of Collaborators and their Organizational Affiliations****List of collaborators on grants and publications from last five years:**

- Burross, Heidi L.*, The University of Arizona, Department of Educational Psychology (2023, co-author, 2020-2022 chapter co-author, 2017, article co-author)
- Cheng, Katherine*, The University of Arizona, Department of Educational Psychology (2023 Co-PI grant application)
- Dotzler, Katrina*, Doctoral Student, The University of Arizona, Department of Educational Psychology (2022 chapter co-author, 2023 co-author)
- Erbacher, Monica K.*, The University of Arizona, Department of Educational Psychology (2020 Co-PI NSF RAPID Grant proposal/project; 2019, paper/symposia proposal co-author)
- Franco, Marla A.*, The University of Arizona, Assistant Vice Provost, Hispanic Serving Institution (HSI) Initiatives-Faculty Affiliate, Center for the Study of Higher Education (2020 Co-PI NSF RAPID Grant proposal/project)
- Khalid, Maham*, Master's Student, The University of Arizona, Department of Educational Psychology (2022 poster presentation co-author)
- Larson, Scott*, The University of Arizona, Community and School Garden Center, (2021 NSF RAPID postdoctoral consultant, manuscript/presentation co-author/co-presenter)
- Ledezma, Priscila*, Doctoral Student, The University of Arizona, Department of Educational Psychology (2023, co-author)
- Marston, Sallie*, The University of Arizona, School of Geography and Development (2021 NSF RAPID Grant project, manuscript/presentation co-author/co-presenter)
- Mora, Bernadette*, Intuit. (2015-2017 FYTOP collaborator)
- Pierce, Lauren*, Northern State University, Educational Psychology (2019-2022, poster and manuscript co-author)
- McCaslin, Mary*, The University of Arizona, Department of Educational Psychology (2014, grant proposal co-author)
- Olson, Amy M.*, Duquesne University, Educational Foundations and Leadership (2017, article co-author)
- Rodriguez, Victoria* Doctoral Student, The University of Arizona, Department of Educational Psychology (2023, co-author)
- Roloff, Taylor*, Doctoral Student, The University of Arizona, Department of Educational Psychology (2022, chapter co-author, poster presentation co-author)
- Schutz, Paul*, The University of Arizona, Department of Educational Psychology (2020-2022 chapter co-author)
- Smith, Eric D.* The University of Arizona, Department of Educational Psychology (2020 faculty associate RAPID Grant proposal/project)
- Thompson, Moses*, The University of Arizona, Director- Community and School Garden Program (2021 NSF RAPID Grant project, manuscript/presentation co-author/co-presenter)
- Vriesema, Christine C.*, University of Wisconsin, Eau Claire, Department of Psychology (2015-2018 FYTOP collaborator)