

**SHARON L. NICHOLS**  
Curriculum Vita, January 2008

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UNIVERSITY OF TEXAS AT SAN ANTONIO  
College of Education and Human Development  
501 West Durango Blvd, DB Room 4.342, San Antonio, TX 78209  
Phone: 210.458.2035, Fax: 210.458.2605  
E-mail: Sharon.Nichols@utsa.edu

**A. ACADEMIC TRAINING**

- 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.

**B. SUMMARY OF WORK EXPERIENCE**

- 2004-present **Assistant Professor**, Department of Counseling, Educational Psychology, and Adult and Higher Education, University of Texas at San Antonio

**1. Research**

- 2003-2004 **Postdoctoral Research Fellow**, Educational Policy Studies Lab, Arizona State University, Tempe, AZ. Responsible for conceptualizing and managing large-scale research investigating the impact of high-stakes testing on student learning across 25 states. Played major role in conceptualizing state-level differentiation in accountability implementation, contacting state departments of education to obtain up-to-date information on statewide accountability practices, and managing and analyzing data set. Yielded two major reports and a co-authored book. Supervisors: Drs. David C. Berliner and Gene V Glass.
- 2002-2003 **Research Specialist**, Department of Educational Psychology, University of Arizona, Tucson, AZ. Worked as project manager on federal grant to investigate Comprehensive School Reform in Arizona. Responsible for establishing initial and follow-up contact with schools, organizing school visitations, helping with data collection, and overseeing special projects with other graduate students. Job provided valuable experience with many aspects of large-scale research. Supervisors: Drs. Mary McCaslin and Tom Good.
- 2002 **Research Assistant**, Chapin Center for Children, University of Chicago. Helped collect data in Tucson area for nationally-funded project to investigate the impact of public libraries as partners with community agencies to enrich youth development. Responsible for contacting and interviewing study participants, and transcribing and summarizing for PIs. Supervisors: Julie Spielberger and Sam Whalen.

## 1. Work Experience, Research (Cont'd)

- 2000-2001     **Assistant Program Evaluator**, School-to-Work project, Tucson, AZ. Worked as an assistant to the primary evaluator of the federal school-to-work program in Tucson. Responsible for data entry and analysis as well as the write up of interview data. Participated in writing the initial rough draft version of final report that was subsequently submitted to the federal government agency responsible for future school-to-work funding decisions.
- 1996-2002     **Research Assistant/Associate**, Department of Educational Psychology, University of Arizona, Tucson, AZ. Research assistant/associate on a variety of projects examining youth development. Learned data entry, data analysis, how to conduct individual and group level interviews and gained valuable writing and publication experience.

## 2. Teaching

- 1999            Co-Instructor, EdP 310: Learning in the Schools, University of AZ, Tucson, AZ.  
 1999            Teaching Assistant, EdP 195B: Public Education in America, University of AZ.  
 1999            Teaching Assistant, EdP 301: Child Development, University of AZ.  
 1997-1998     Teaching Assistant, EdP 310: Learning in the Schools, University of AZ.

## 3. Counseling

- 1991-1992     **Family Aide**, Family Therapy Center, Williamsport, Pennsylvania.  
 1990/1991     **Mental Health Worker**, Family Therapy Center, Williamsport, Pennsylvania.

## C. PUBLICATIONS—REFEREED

### 1. Articles (\*Invited submission)

- Nichols, S. L. (In press). An exploration of students' belongingness beliefs in one middle school. *Journal of Experimental Education*.
- Nichols, S., & Berliner, D. C. (In press). Why has high-stakes testing so easily slipped into contemporary American life? *Phi Delta Kappan*.
- \*Nichols, S. & Berliner, D. (In press). Testing the joy out of learning. *Educational Leadership*.
- \*Nichols, S. L. (2007). High-stakes testing: Does it increase achievement? *Journal of Applied School Psychology, 23*(2), 47-64.
- REPRINT: Nichols, S. (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.

## 1. Articles (Cont'd)

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 [date] 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 145 teachers in grades 3 to 5. *Elementary School Journal*, 106(4), 313-333.

\*Nichols, S. L. & Good, T. (2005, September). 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* (online). Available: <http://www.tcrecord.org/Content.asp?ContentID=11340>

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

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

## 2. Book Chapters

Nichols, S. L. (In press). No Child Left Behind: Effects on achievement. In Good, T., (Ed.), *21<sup>st</sup> Century Education: A reference handbook*. Thousand Oaks, CA: Sage

Berliner, D. C. & Nichols, S. L. (In press). Changing America's Schools for the Worse: Some Side Effects of High-Stakes Testing. In D. C. Berliner and H. Kupermintz (Eds.), *Changing institutions, environments, and people: A Festschrift in Honor of Gavriel Salomon*. New York: Taylor & Francis.

## 2. Book Chapters (Cont'd)

Nichols, S. L., & Sullivan, J. (In press). Competition. In E. M. Anderman and L. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Macmillan

Schutz, P. A., Nichols, S. L. & Rodgers, K. (In press). Using multimethod approaches. In S. D. Lapan and M. T. Quartaroli, *Research essentials: An introduction to design and practices*, Jossey-Bass

Nichols, S., & Berliner, D. C. (2007). The pressure to cheat in a high-stakes testing environment. In E. Anderman & T. Murdock (Eds.), *Psychological Perspectives on Academic Cheating* (pp. 289-312). NY: Elsevier.

Good, T., & Nichols, S. (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.

Nichols, S., & 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.

## 3. Books

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

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

## 4. Published Book Reviews

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. Retrieved [May 17, 2006], from the *PsycCRITIQUES* database.

Nichols, S. (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>

## 5. Manuscripts in Preparation

Nichols, S. L. (In progress). Jere Brophy. In E. M. Anderman and L. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Macmillan

## 5. Manuscripts in Preparation (Cont'd)

Nichols, S. L. (In progress). Adolescence. In E. M. Anderman and L. Anderman (Eds.), *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Macmillan

Nichols, S., Glass, G. V., & Berliner, D. C. (In preparation). High-Stakes testing and student achievement: Updated analyses with 2005 and 2007 NAEP

Nichols, S., Karcher, M., Glass, G., & Berliner, D. (In preparation). High-stakes testing and teachers: A study of state policy on teacher morale and job satisfaction

Nichols, S. (In preparation). Middle school teachers' beliefs about motivation, belonging, and student achievement.

Nichols, S. (In preparation). Policy makers still don't understand students: The problem of problem representation revisited. Manuscript being prepared for submission to *Educational Researcher*.

## D. CONFERENCE PRESENTATIONS

### 1. National—Refereed (\*Invited)

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 meetings of the American Educational Research Association, Chicago, IL.

Nichols, S., Duckworth, K., & Railsback, K. (2007, April). *Middle school teachers' beliefs about student motivation and belonging*. Paper presented at the Annual Meetings 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 Meetings of the American Educational Research Association, Chicago, IL.

\*Nichols, S. (2005, February 8). *The role of No Child Left Behind and high-stakes testing in curriculum development and implementation*. Presentation given at the 58<sup>th</sup> Annual Meeting and Trade Show of the Society for Range Management, Fort Worth, TX.

Nichols, S. (2004). *The role of belongingness in students' motivational adaptation to a new school*. Paper presented at the Annual Meetings for the American Educational Research Association, San Diego, CA.

Nichols, S., & 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 Meetings of the American Educational Research Association, Chicago, IL.

## 1. Conference Presentations (National, Cont'd)

- Nichols, S., & Good, T. (2000, April). *Education and society, 1900-2000: Selected Snapshots of then and now*. Paper part of a symposium presented at the Annual Meetings of the American Educational Research Association, New Orleans (Given by Tom Good).
- Nichols, S. (2003, April). *Wiping the slate clean: A fresh starts perspective of middle school students' motivational transition to a new school*. Paper presented at the Annual Meetings for the American Educational Research Association, Chicago, IL.
- Nichols, S. (2001, August). *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 at the Annual Meetings of the American Psychological Association, Division 15, San Francisco, CA.
- Nichols, S. (2001, August). *Investigation of youth and their motivation in different contexts*. Paper presented at the Annual Meetings for the American Psychological Association, San Francisco, CA.
- Nichols, S. (1998, Spring). *Students in the classroom: Engagement and perceptions of fairness*. Paper presented at the American Educational Research Association, San Diego, CA.

## 2. State/Regional—Refereed

- \*Nichols, S. (2008, January 16). *Visioning accountability in an era of high-stakes testing*. Invited talk presented to members of the Visioning Institute, Austin, TX.
- \*Nichols, S. (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., 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 Meetings of the Southwest Educational Research Association, San Antonio, TX.
- Nichols, S., 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 Meetings of the Southwest Educational Research Association, San Antonio, TX
- \*Nichols, S. (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. (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.

## 2. Conference Presentations (State/Regional, Cont'd)

Nichols, S., & Rodenkirch, D. (1996, October). *An examination of the measurement of intelligence*. Paper presented at the Annual Meetings of the Arizona Educational Research Organization, Phoenix, AZ.

## 3. University

Nichols, S. (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.

Nichols, S. (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.

## E. PUBLICATIONS—NON-REFEREED

### 1. Technical Reports/Manuals

Nichols, S., Glass, G. V., & Berliner, D. C. (2005, September). *High-Stakes Testing and Student Achievement: Problems for the No Child Left Behind Act*. EPSL-0509-105-EPRU. Retrieved September 29, 2005 from, <http://www.asu.edu/educ/epsl/EPRU/documents/EPSL-0509-105-EPRU.pdf>

Nichols, S. & 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>

Nichols, S., 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., 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, Tucson, AZ.

Nichols, S. (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., 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.

## 1. Technical Reports/Manuals (cont'd)

Rodenkirk, D., Horton, J., & Nichols, S. (2001). *Pima & Santa Cruz School-to-Work Partnership, Inc: 2001 Final Summative Report*.

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

Nichols, S. (1998, February). *Desert Hills Golf Club: Membership Survey Report*. Contracted report for Desert Hills Golf Club members.

## 2. Media Publications

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

Nichols, S., & 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.

## F. CREATIVE ACTIVITIES AND CREATIVE WORKS

Not applicable

## G. PROFESSIONAL SERVICE

### 1. Editorship or Editorial Board Member of Journals

#### a. Board Member

07-09 *Educational Policy Analysis Archives*

#### b. Consulting Editor

06-08 *Journal of Experimental Education*

#### c. Occasional Reviewer

2007 *Asia Pacific Education Review*  
*Teachers College Record* (2)  
*Educational Policy*

2006 Textbook Reviewer for Pearson. Reviewed Gredler, M. E. (2005). *Learning and instruction: Theory into practice* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson  
*American Educational Research Association* proposals submitted for Annual Meetings  
*Southwest Educational Research Association* proposals submitted for Annual Meetings

2005 *American Educational Research Journal*  
*American Educational Research Association* proposals submitted for Annual Meetings

2004 *Teachers College Record*,  
*Educational Psychologist*

## 2. Professional Service, National

### d. Service for Professional Meetings

Nichols, S. L. (2007, October). *Motivation, goals and affect*. Poster Discussant at the Biannual Meetings of the Southwest Consortium for Innovative Psychology in Education (SCIPIE), Phoenix, AZ: United States.

Nichols, S. L. (2007, October). *The development of interest in science*. Session Moderator at the Biannual Meetings of the Southwest Consortium for Innovative Psychology in Education (SCIPIE), Phoenix, AZ: United States.

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: United States.

Nichols, S. L. (2006, April). *Psychosocial contexts of adolescence development*. Session Discussant at the annual meeting of the American Educational Research Association, San Francisco, CA, United States.

### e. Professional Memberships

*American Educational Research Association* [Division C, Adolescent Special Interest Group (SIG), Motivation SIG, Teaching Educational Psychology SIG]

*American Psychological Association* [Division 15]

*Southwest Consortium for Innovative Psychology in Education*

*National Society for the Study of Education*

## 3. Professional Service, UTSA

### a. Department Service

2007-2008	Faculty Mentor
2007	CACREP Self Study Editor
2005-present	Member: CEPAAHE Library Committee
2004-present	Adjunct Mentor for undergraduate courses (EdP 3133, 3303)
2005-2006	Member: Ad Hoc Merit Committee
2004-2005	Educational Psychology area library liaison
2004-2005	Member: Educational Psychology Search Committee
2004	Member: Educational Psychology School Psychology Program Development Committee

### b. College Service

2007-present	College Academic Program and Curriculum Committee (CAPACC)
2005-2006	Invited by Dean to Faculty Leave Committee
2004-2006	Educational Psychology Program area representative elected to College Council

### c. University

2005-present	Executive Board Member of the Child and Adolescent Policy Research Institute (CAPRI)
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**c. University (Cont'd)**

- 2005-2007 Member of University-wide interdisciplinary committee developing a Child and Adolescent Development PhD program proposal
- 2005-2007 Member: Graduate Faculty Subcommittee
- 2004-2006 Member: Appointed to two-year term as Presidential appointee to the Faculty Grievance Committee
- 2005 Founding member of committee to establish UTSA Child and Adolescent and Policy Research Institute (CAPRI)

**4. Professional Service, University of Arizona, Tucson, AZ****a. College**

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

**b. Community**

- 2000-2002 Youth Group Facilitator, Wingspan Community Center, Tucson, AZ.
- 2000-2002 Youth Services Committee Member, Wingspan Community Center, Tucson, AZ.
- Spring 2002 Grant Reviewer, YWCA, Tucson, AZ. Participated on the 2001 small grants selection committee that disseminated grants ranging from \$500 to \$1,000 (up to \$10,000) to proposals addressing youth prejudice and tolerance.

**H. SPECIAL RECOGNITION, HONORS, AND OUTSTANDING ACHIEVEMENT****1. Awards and Nominations**

- 2008 Nominated for Chair, Motivation Special Interest Group, American Educational Research Association,
- 2008 Nominated for Secretary, Division 15, American Psychological Association,
- 2007 Nominated for Presidential Distinguished Achievement Award for Research (tenure track), COEHD, UTSA.

**2. Professional Offices Held—National**

- 2007 Appointed to serve as Affirmative Action Officer, Division C, American Educational Research Association (2007-2009).
- 2006 Program chair for Adolescence SIG for the 2007 annual meetings of the American Educational Research Association (2006-2007).
- 2005 Elected Co-Chair of Adolescence SIG, American Educational Research Association (2005-present).
- 1998 Appointed to a national committee to develop an initial member attitude survey for the American Educational Research Association. Reported to governance leaders.

### 3. Reviews of Work (Honors, Cont'd)

Fairtest review of Nichols, S., & Berliner, D. C. "Collateral Damage; How high-stakes testing corrupts America's schools." Retrieved April 25, 2007 from <http://www.fairtest.org/examarts/2007%20April/CollateralDamage.html>

Natriello, G. (2007, March 14). Review of Nichols, S., & Berliner, D. C. "Collateral Damage; How high-stakes testing corrupts America's schools." Retrieved March 20, 2007 from <http://www.tcrecord.org> ID Number: 13828

Ohanian, S. (2007, May 2). Review of Nichols, S., & Berliner, D. C. "Collateral Damage; How high-stakes testing corrupts America's schools." Retrieved May 2, 2007 from <http://edrev.asu/reviews/rev561.htm>

Raby, R. (2004). Review of Nichols, S., & Good, T. L. "America's teenagers—myths and realities: Media images, schooling, and the social costs of careless indifference." *Teachers College Record*, 106(12), p. 2361-2363. <http://www.tcrecord.org> ID Number: 11365, Date Accessed: 11/27/2007

## I. FUNDING

### 1. Funded Research Grants

Spring, 2006

Awarded college-wide mini grant (\$1,000.00) to analyze data for a research project entitled, "Teachers' conceptions of students, teaching, and the role of belongingness on learning." Funds supported analysis of existing data set and led to proposal entitled, "Middle school teachers' beliefs about student belonging and motivation" submitted to American Educational Research Association annual meetings (Spring, 2006). COEHD, UTSA.

Fall 2005

Awarded mini-grant (\$1,000.00) from college-based Academy for Teacher Excellence to initiate research on student motivation.

Fall 2005

Awarded college-wide mini grant (\$890.00) to analyze teacher interview data.

### 2. Professional Development Awards

Spring, 2007

Selected to participate in training offered by the Department of Education, National Center for Education Statistics. Training centered on how to navigate the federally funded survey Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS). All Travel expenses

Spring, 2006

Selected to participate in New Faculty Mentorship Program sponsored by Division C of the American Educational Research Association. Participants met at national conference site in San Francisco, CA to discuss research interests career planning. The Award provided an opportunity to connect with a national mentor with similar research interests. Received \$100.00 stipend.

### **3. Scholarships**

Summer 2000

One of 15 graduate students chosen nationwide to participate in the Graduate Student Research Seminar at the Annual Meetings of the American Psychological Association, Washington, DC. Seminar participation included 3-day workshop, conference fees, and \$100.00 stipend.

1999 – 2001

Scholarship Recipient, Department of Educational Psychology, University of Arizona. \$1,000 stipend for each academic semester.

1996 – 2001

Scholarship Recipient, Department of Educational Psychology, University of Arizona. Graduate Tuition Scholarship (GTS) for out-of-state tuition waiver for each academic semester.

1999 – 2000

Scholarship Recipient, Department of Educational Psychology, University of Arizona. Graduate Registration Scholarships (GRS) for in-state tuition waiver for the academic year.

Fall, 1996

Scholarship Recipient. Scholarship Recipient, Department of Educational Psychology, University of Arizona. Graduate Registration Scholarships (GRS) for in-state tuition waiver for the academic semester.

### **4. Travel Awards**

Spring 2002

Awarded \$215.00 from the College of Education, University of Arizona to support attendance at the annual meetings of the American Psychological Association, San Francisco, CA.

Spring 2001

Awarded \$200.00 from the College of Education, University of Arizona to support attendance at the Annual Meetings of The American Educational Research Association, Seattle, WA.

Spring, 2000

Awarded \$300.00 from the College of Education, University of Arizona to support a presentation at the Annual Meetings of the American Educational Research Association, New Orleans.

Spring, 1998

Awarded \$250.00 from the College of Education, University of Arizona to support presentation at the Annual Meetings of the American Educational Research Association, San Diego, CA.

## **J. SUPERVISION OF STUDENT RESEARCH**

### **1. Master's Committees Completed**

Fall 2006

Nicole Dunson-McCray, Health and Kinesiology, UTSA.

### **Master's Committees Completed (Cont'd)**

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| Summer 2006 | Sandra Doughton, Thesis entitled, "Abstinence-only education: The negative effect on adolescence health and identity development," Sociology, UTSA. |
| Fall 2004   | Theresa Tillotson, Exit Essay entitled, "A political perspective of 'No Child Left Behind' Act," Political Science, UTSA.                           |
| Spring 2004 | Caroline Hummel, Thesis entitled, "Political socialization of high school students," Educational Psychology, University of Arizona.                 |

### **2. Undergraduate Honors Thesis**

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| Fall 2007 | Candice Griffith, Thesis title, "Which comes first: The class or the test? How high-stakes testing affects high school teachers, UTSA |
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### **K. MISCELLANEOUS AWARDS AND HONORS**

- Marquis Who's Who in America, 2007, 2008
- Hall of Fame Inductee, Softball, Bucknell University, Lewisburg, PA, 2001
- Athlete of the Year, Bucknell University, Lewisburg, PA, 1991
- All Patriot League Team, Softball, Bucknell University, Lewisburg, PA, 1991
- All East Coast Conference Team, Softball, Bucknell University, Lewisburg, PA, 1988