

Carolyn Elizabeth (Henry) Barber
Associate Dean and Professor
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Personal Information:

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Education:

2007	Human Development, Specialization in Educational Psychology University of Maryland, College Park, MD	Ph.D.
2006	Educational Measurement, Statistics, and Evaluation University of Maryland, College Park, MD	M.A.
2003	Psychology and Sociology (Double Major), Music Minor, with General Honors Certificate, Program in Social Inequality/Sociology Department Honors Johns Hopkins University, Baltimore, MD	B.A.

Professional Work Experience (Post-Doctoral):

2023-present	Associate Dean School of Education, Social Work and Psychological Sciences University of Missouri-Kansas City, Kansas City, MO
2019-present	Professor (tenured) Department (Division) of Educational Leadership, Policy, and Foundations, School of Education, Social Work, and Psychological Sciences (School of Education until July 2022) University of Missouri-Kansas City, Kansas City, MO
2020-2023	Interim Dean Ewing Marion Kauffman/Missouri Endowed Faculty Chair of Teacher Education School of Education, Social Work and Psychological Sciences (School of Education until July 2022) University of Missouri-Kansas City, Kansas City, MO
2019-2020	Associate Dean
2017-2019	Associate Dean of Faculty Affairs School of Education University of Missouri-Kansas City, Kansas City, MO

2013-2019 Associate Professor (tenured)
2007-2013 Assistant Professor
Division of Counseling and Educational Psychology, School of Education
University of Missouri-Kansas City, Kansas City, MO

Special and Visiting Positions:

2016 (April-June) Visiting Research Scholar, Centre for Citizenship and Democracy
Faculty of Social Sciences
University of Leuven (Katholieke Universiteit de Leuven), Belgium

2015-2019 Special Member of the Graduate Faculty in Sociology
Graduate School
University of Maryland, College Park, MD

2011 (June) Visiting Research Scholar, Youth and Society (YeS) Center
Faculty of Humanities and Social Sciences
Örebro University, Sweden

Administrative Experience:**2023-present Associate Dean, School of Education, Social Work and Psychological Sciences, University of Missouri, Kansas City**

- Provide leadership for curriculum, assessment and accreditation in the School of Education, Social Work, and Psychological Sciences, including unit-wide oversight of curriculum development, assessment and accreditation activities (including supervision of assessment staff), and representation to campus curriculum, assessment, and academic policy groups. Serve as unit leadership and coordinator for the Council for the Accreditation of Educator Preparation (CAEP) and provide support to faculty and program/department leadership as needed for other national accreditations (CSWE, MPCAC, and APA).
- Coordinate SESWPS teaching in UMKC Essentials (General Education).
- Direct the inter-departmental Ph.D. program in Education
- Serve as the graduate officer and unit contact for graduate student recruitment. Coordinate grant programs targeted at graduate students (e.g., the SESWPS Graduate Student Travel Grant Match Program).

Committee Memberships: UMKC Academic Policy Taskforce (including working groups on credit for prior learning and course-level differentiation), Council of Graduate Officers, University Assessment Committee, Information Services Advisory Council, UM System Taskforce on Transfer Improvements (Fall 2024: Psychology and Elementary Education subcommittees)

Major Accomplishments (to date and ongoing):

- Led an accreditation review by the Council for the Accreditation of Educational Preparation (CAEP), involving initial licensure programs (undergraduate and graduate level) and advanced licensure programs for principal preparation (graduate level).

- Represented unit graduate officers in the development of the School of Graduate Studies Strategic Plan.
- Led the development of a Ph.D. program in Education (outgrowth of the UMKC Interdisciplinary Ph.D. program), consisting of emphasis areas in curriculum and instruction; educational leadership, policy and foundations; and music education.
- Worked across SESWPS licensure programs to ensure compliance with federal regulations regarding disclosures of inter-state transferability.
- In collaboration with campus offices and academic program coordinators, facilitating the creation of new graduate recruitment and orientation materials and the updating of program websites with an eye toward recruitment.
- Overseeing the transition of graduate student benchmark and petition processing to electronic forms, ensuring alignment between program procedures and School of Graduate Studies expectations.

**2022-2023 Interim Dean, School of Education, Social Work, and Psychological Sciences
University of Missouri, Kansas City**

- Pursued mission and provided vision for academic unit of approx. 1100 students (57% undergraduate/43% graduate), 42 full-time faculty, and 70 full-time staff (including center staff).
- Served as the chief academic and administrative officer in the school.
- Supervised department chairs (5), center/institute directors (4, including directors of early childhood development center and regional professional development center), interim associate dean, senior executive assistant, and the director of student services.
- Oversaw a budget of \$11 million (\$6.8 million of unrestricted operations/general revenue)

Committees: Dean's Council, Administrative Council, Information Services Advisory Council

Major Accomplishments:

- Facilitated dean's office activities relevant to unit re-structuring, including marketing, alumni relations, and reviewing and updating academic and administrative policies to improve equity across the unit/in response to campus initiatives. Created a new student governance association representing all of SESWPS.
- Provided oversight to the merging and reorganization of departments and programs within the academic unit (notably, the creation of the Department of Psychology and Counseling), including reallocating of space.
- Worked with UMKC Foundation staff and other unit personnel to secure new gifts for faculty development, scholarships/other forms of student support, and academic programming.
- Used gifts to create new support opportunities for graduate students (SESWPS graduate student travel grant program) and faculty (Beth Noble Summer Stipend program)
- Facilitated the appointment of one endowed chair and one endowed professor in relation to the re-purposing of endowed chairships completed as Interim Dean of the SOE.
- Appointed five new tenure-track faculty members, three ranked non-tenure track faculty members (one teaching, one clinical, and one professional practice), and two visiting assistant professors.

2020-2022 Interim Dean, School of Education, University of Missouri, Kansas City

- Pursued mission and provided vision for academic unit of approx. 575 students (approx. 37% undergraduate/63% graduate), 28 full-time faculty, and 55 full-time staff (including center staff).
- Served as the chief academic and administrative officer in the school.
- Supervised division chairs (3), center/institute directors (4, including directors of early childhood development center and regional professional development center), interim associate dean, senior executive assistant, and the director of student services.
- Oversaw a budget of \$8 million (\$4.2 million of unrestricted operations/general revenue).

Committees: Academic/Dean's Council, Administrative Council, Information Services Advisory Council, Differential Tuition Finance Committee (2022)

Major Accomplishments:

- Led the School (including the Berkley Child and Family Development Center and Community Counseling and Assessment Services) through COVID-19 response, including the return to campus after a period of all-remote operations and complying with applicable vaccination and masking mandates.
- Coordinated efforts across the school to engage in campus re-investment and re-structuring initiatives (UMKC Forward). Conducted academic program reviews as a member of the Dean's Council. Facilitated dean's office activities relevant to unit re-structuring, including the merging and reorganization of departments and programs within the academic unit.
- Worked with UMKC Foundation staff and other unit personnel to secure new gifts for faculty development, scholarships, academic programming, and awards for practicing educators.
- Used gifts to create a new faculty professional development funding program (the Beth Noble fund).
- Finalized the re-purposing of two endowed chair positions as requested by funders to better meet strategic priorities in the unit.
- In collaboration with division chairs and faculty, established a new licensure pathway for middle/secondary education teacher candidates (education minor and 4+1 pathway to the Master of Arts in Teaching) and created a new emphasis area for special education licensure in the elementary education major.
- In collaboration with other academic units, executed a memorandum of understanding to support dual credit credentialing for high school teachers earning Master of Arts degrees in curriculum and instruction.
- In collaboration with faculty and unit administration, transitioned a principal pipeline program (KC-PLUS/UMKC-PLUS) from an external partnership program to one solely owned and run by UMKC.
- Restructured student services office after the transition to centralized advising and restructured leadership in teacher education to better meet unit needs. Conducted successful internal searches for Chair of the Department of Teacher Education and Curriculum Studies and Director of Teacher Education.
- Appointed two new tenure-track faculty members, three ranked non-tenure track faculty members (two teaching and one professional practice), and one visiting assistant professor.

**2017-2020 Associate Dean of Faculty Affairs (2017-2019)/Associate Dean (2019-20),
School of Education, University of Missouri-Kansas City**
(note: working title changed to acknowledge broader scope of position)

- Oversaw faculty affairs for the School of Education, including promotion and tenure (including tenure-track progress reviews), annual review, post-tenure review, orientation and mentorship, and credentialing. Serve as the academic promotion and tenure coordinator and as the academic myVITA coordinator.
- Provided leadership for assessment and accreditation activities in the School of Education, including oversight of assessment and accreditation activities (including supervision of assessment staff and, in 2017-18, field placement staff), representation to campus academic affairs, and service as the liaison to UMKC Instructional Design and Technology (campus e-learning). Served as CAEP unit leadership and coordinator.
- Served as the graduate officer. Supported SOE graduate programs in developing policy and procedure, and in reviewing student petitions and appeals. Provided unit oversight for graduate curriculum development.

Committee Memberships: UMKC Academic Innovation Council—Planning Subcommittee, UMKC Academic Policy Taskforce, University Assessment Committee, School of Education Assessment Committee (ex-officio), School of Education Strategic Planning Advisory Committee (co-chair, 2018-2020), Search Committee for the Associate Vice Provost of Academic Innovation (2018), UMKC Forward Team A, Academic Review Committee, Subcommittee on Social and Behavioral Sciences (2020)

Major Accomplishments:

- Successfully coordinated the promotion of six tenure-line faculty. Oversaw the internal review process for two promotions to Associate Professor with Tenure (awarded 2018), the portfolio preparation/external reviewer process for one promotion to Associate Professor with Tenure and one promotion to Professor (awarded 2021), and the entire process (portfolio preparation and external review through internal review) for two promotions to Professor (awarded 2020).
- Successfully coordinated the expedited review of one new hire appointed at the rank of Professor with tenure.
- Onboarded one new tenure-track assistant professor, one new full professor, one assistant teaching professor, and two visiting assistant professors.
- Facilitated mentorship pairings in alignment with the school's faculty mentorship policy for three tenure-track assistant professors.
- In collaboration with dean's office staff and HR business partners, created and refined workflows to facilitate the review of academic credentials for all new hires. In collaboration with faculty governance, created new workflows to facilitate the review of applications for doctoral, graduate, and adjunct graduate faculty.
- Launched a new system for student evaluations of teaching (embedded into RooEval), requiring the development of a new evaluation survey in collaboration with unit faculty governance.
- Transitioned faculty annual review and post-tenure review processes into the myVita system (Data180).

- Worked with the School of Education Writing Group to create new opportunities in support of faculty scholarship (e.g., writing retreats hosted at the Diastole Scholars' Center)
- Coordinated activities in successful pursuit of CAEP accreditation for initial programs at the undergraduate and graduate levels including organizing the written response to formative feedback on the self-study, coordinating logistics for the site visit, and constructing follow-up responses.
- Co-chaired the School of Education's strategic planning committee, working in an advisory capacity to the unit dean.

Published and Unpublished Manuscripts:

+invited and editor-reviewed; *peer-reviewed. Student collaborators are underlined, with ^ signifying undergraduate students. Postdoctoral researchers are italicized.

Journal Articles:

35. *Bellino, M., **Barber, C.**, Ortiz-Guerro, M., Paulsen, R., & Cruz Moreno, C., (In press). The right to truth: Students' proximity to conflict, classroom climate and opportunities for teaching about conflict and peace in Bogotá, Colombia. *Comparative Education Review*.
34. ***Barber, C.**, & Ross, J. (2020). Profiles of adolescents' civic attitudes in sixteen countries: Examining cross-cohort changes from 1999 to 2009. *Research in Comparative and International Education*, 15(2), 79-96. <https://doi.org/10.1177/1745499920910583>
33. *Maurissen, L., **Barber, C.**, & Claes, E. (2020). Classroom discussions and political tolerance towards immigrants: The importance of mutual respect and responsiveness. *Acta Politica*. 55(3), 242-266. <https://doi.org/10.1057/s41269-018-0114-0>
32. *Marszalek, J., **Barber, C.**, & Nilsson, J. (2019). A cognitive diagnostic analysis of the Social Issues Advocacy Scale (SIAS). *Educational Psychology: An International Journal of Experimental Educational Psychology*, 39(6), 839-858. <https://doi.org/10.1080/01443410.2019.1585516>
31. ***Barber, C.**, & Ross, J. (2018). Cross-cohort changes in adolescents' civic attitudes from 1999 to 2009: An analysis of sixteen countries. *Child Indicators Research*, 11(2), 681-703. <https://doi.org/10.1007/s12187-017-9452-0>
30. *Knowles, R. T., Torney-Purta, J., & **Barber, C.** (2018). Enhancing citizenship learning with international comparative research: Analyses of IEA Civic Education datasets. *Citizenship Teaching and Learning*, 13(1), 7-30. https://doi.org/10.1386/ctl.13.1.7_1
29. *Maurissen, L., Claes, E., & **Barber, C.** (2018). Deliberation in citizenship education: How the school context contributes to the development of an open classroom climate. *Social Psychology of Education*, 21(4), 951-972. <https://doi.org/10.1007/s11218-018-9449-7>
28. *Munck, I., **Barber, C.**, & Torney-Purta, J. (2018). Measurement invariance in comparing attitudes towards immigrants among youth across Europe in 1999 and 2009: The Alignment Method applied to IEA CIVED and ICCS. *Sociological Methods and Research*, 47(4), 687-728. <https://doi.org/10.1177/0049124117729691>

27. *Marszalek, J., **Barber, C.**, & Nilsson, J. (2017). Development and validation of the Social Issues Advocacy Scale-2. *Social Justice Research*, 30(2), 117-144.
<https://doi.org/10.1007/s11211-017-0284-3>
26. ***Barber, C.**, Sweetwood, S. O., & King, M. (2015). Creating classroom-level measures of citizenship education climate. *Learning Environments Research*, 18, 197-216.
<https://doi.org/10.1007/s10984-015-9180-7>
25. ***Barber, C.**, Torney-Purta, J., Wilkenfeld, B., & Ross, J. (2015). Immigrant and native-born adolescents' civic knowledge and attitudes in Sweden and the United States: Emergent citizenship in developmental niches. *Research in Comparative and International Education*, 10(1), 23-47. <https://doi.org/10.1177/1745499914567818>
24. ***Barber, C.**, & Wasson, J. W. (2015). A comparison of adolescents' friendship networks by advanced coursework participation status. *Gifted Child Quarterly*, 59(1), 23-37.
<https://doi.org/10.1177/0016986214559639>
23. *Drake, J. R., Murdock, N. L., Marszalek, J., & **Barber, C. E.** (2015). Differentiation of Self Inventory—Short Form: Development and preliminary validation. *Contemporary Family Therapy*, 27, 101-112. <https://doi.org/10.1007/s10591-015-9329>
22. *Wei, M., Zhou, Y., **Barber, C.**, & den Brok, P. (2015). Chinese students' perceptions of teacher-student interpersonal behavior and implications. *System: An International Journal of Educational Technology and Applied Linguistics*, 55, 134-144.
<https://doi.org/10.1016/j.system.2015.08.007>
21. *Dugan, J. W., Weatherly, R. A., Girod, D. A., **Barber, C. E.**, & Tsue, T. T. (2014). A longitudinal study of emotional intelligence training for otolaryngology residents and faculty. *Journal of the American Medical Association: Otolaryngology/Head and Neck Surgery*, 140(8), 720-726. <https://doi.org/10.1001/jamaoto.2014.1169>
20. *Howarter, A. D., Bennett, K. K., **Barber, C. E.**, Gessner, S. N., & Clark, J. M. (2014). Exercise self-efficacy and symptoms of depression after cardiac rehabilitation: Predicting changes over time using a piecewise growth analysis. *Journal of Cardiovascular Nursing*, 29(2), 168-177. <https://doi.org/10.1097/JCN.0b013e318282c8d6>
19. ***Barber, C.**, Fennelly, K., & Torney-Purta, J. (2013). Nationalism and support for immigrants' rights among adolescents in 25 countries. *Applied Developmental Science*, 17(2), 60-75. <https://doi.org/10.1080/10888691.2013.774870>
18. ***Barber, C.**, Mueller, C. T., & Ogata, S. (2013). Volunteerism as purpose: Examining the long-term predictors of continued community engagement. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 33(3), 307-326.
<https://doi.org/10.1080/01443410.2013.772775>
17. *Lavelle, E., Vuk, J., & **Barber, C.** (2013). Twelve tips for getting started using mixed methods in medical education research. *Medical Teacher*, 35(4), 272-276.
<https://doi.org/10.3109/0142159X.2013.759645>
16. *McCarther, S. M., Davis, D. M., Nilsson, J., Marszalek, J., & **Barber, C.** (2013). Social justice advocacy competency: A step on the journey to develop an analytic instrument to pinpoint development and build capacity for 21st century school leaders. *National FORUM for Applied Educational Research Journal*, 26(1-2), 94-100.

15. ***Barber, C.**, & Torney-Purta, J. (2012). Comparing attitudes in the 1999 and 2009 IEA Civic and Citizenship Education Studies: Opportunities and limitations illustrated in five countries. *Journal of Social Science Education (Journal für sozialwissenschaftliche Studien und ihre Didaktik)*, 11(1), 47-63. <https://doi.org/10.4119/UNIBI/jsse-v11-i1-1191>
14. ***Zhang, T.**, Torney-Purta, J., & **Barber, C.** (2012). Students' conceptual knowledge and process skills in civic education: Identification of profiles and classroom correlates. *Theory and Research in Social Education*, 40(1), 1-34. <https://doi.org/10.1080/00933104.2012.649467>
13. ***Barber, C.**, & **Mueller, C. T.** (2011). Social and self perceptions of adolescents identified as gifted, learning-disabled, and twice-exceptional. *Roeper Review*, 33(2), 109-120. <https://doi.org/10.1080/02783193.2011.554158>
12. *Hoskins, B., **Barber, C.**, van Nijlen, D., & Villalba, E. (2011). Comparing civic competence among European youth: Composite and domain-specific indicators using IEA Civic Education Study data. *Comparative Education Review*, 55(1), 82-110. <https://doi.org/10.1086/656620>
11. *Marszalek, J. M., **Barber, C.**, **Kohlhart, J.**, & Holmes, C. B. (2011). Sample size in psychological research in the past 30 years. *Perceptual and Motor Skills*, 112(1), 331-348. <https://doi.org/10.2466/03.11.PMS.112.2.331-348>
10. +Torney-Purta, J., & **Barber, C.** (2011). Fostering young people's support for participatory human rights through their developmental niches. *American Journal of Orthopsychiatry*, 81(4), 473-481. <https://doi.org/10.1111/j.1939-0025.2011.01113.x>
9. *Chin, K., & **Barber, C. E.** (2010). A multi-dimensional exploration of teachers' beliefs about teaching civic education in Australia, England, and the United States. *Theory and Research in Social Education*, 38(3), 395-427. <https://doi.org/10.1080/00933104.2010.10473432>
8. ***Barber, C.**, & Torney-Purta, J. (2008). The relation of high-achieving adolescents' social perceptions and motivation to teachers' nominations for advanced programs. *Journal of Advanced Academics*, 19(3), 412-433. <https://doi.org/10.4219/jaa-2008-813>
7. *Torney-Purta, J., **Barber, C.**, Wilkenfeld, B., & Homana, G. (2008). Profiles of civic life skills among adolescents: tailoring indicators for audiences of researchers, policymakers, and the public. *Child Indicators Research*, 1(1), 86-106. <https://doi.org/10.1007/s12187-007-9006-y>
6. *Torney-Purta, J., Wilkenfeld, B., & **Barber, C.** (2008). How adolescents in twenty-seven countries understand, support, and practice human rights. *Journal of Social Issues*, 64(4), 857-880. (Special issue: Young people's perspectives on children's rights.) <https://doi.org/10.111/j.1540-4560.2008.00592.x>
5. *Torney-Purta, J., **Barber, C. H.**, & Wilkenfeld, B. (2007). Latino adolescents' civic development in the United States: research results from the IEA Civic Education Study. *Journal of Youth and Adolescence*, 36(3), 111-126. <https://doi.org/10.1007/s10964-006-9121-y>

4. +Torney-Purta, J., **Barber, C.**, & Wilkenfeld, B. (2006). Differences in the civic knowledge and attitudes of U.S. adolescents by immigrant status and Hispanic background. *Prospects (a UNESCO journal)*, 36(3), 343-354. <https://doi.org/10.1007/s11125-006-0015-2>
3. +Torney-Purta, J., & **Barber, C.** (2005). Democratic school participation and civic participation among European adolescents: analysis of data from the IEA Civic Education Study. *Journal of Social Science Education (Journal für sozialwissenschaftliche Studien und ihre Didaktik)*, 4. (Special issue: The European Year of Citizenship through Education). <https://doi.org/10.4119/UNIBI/jsse-v4-i3-992>
2. *Torney-Purta, J., Richardson, W., & **Barber, C. H.** (2005). Teachers' experience and sense of confidence in relation to students' civic understanding and engagement across countries. *International Journal of Citizenship and Teacher Education (now Citizenship Teaching and Learning)*, 1(1), 32-57. http://www.citized.info/pdf/ejournal/vol_1_no_1.pdf
1. +Torney-Purta, J., **Barber, C. H.**, & Richardson, W. (2004). Trust in government-related institutions and political engagement among adolescents in six countries. *Acta Politica*, 39(4), 380-406. (Special issue: Youth, politics, and socialization) <https://doi.org/10.1057/palgrave.ap.5500080>

Book Chapters (Edited Volume) and Encyclopedia Articles:

6. +**Barber, C.**, & Torney-Purta, J. (2023). International Association for the Evaluation of Educational Achievement (IEA): Civic Education Study of 1999. In F. Maggino (Ed.), *Encyclopedia of quality of life and well-being research* (2nd ed., pp. 3591-3597). Springer, Cham. (ISBN: 978-3-031-17298-4)
Online ISBN: 978-3-031-17299-1; https://dx.doi.org/10.1007/978-3-319-69909-7_393-2
5. +**Barber, C.** (2021). Joining an international community of practice: Reflections on the IEA Civic Education Studies. In B. Malak-Minkiewicz & J. Torney-Purta (Eds.), *The influence of IEA Civic and Citizenship Education Studies: Practice, policy and research across countries and regions* (pp. 195-203). Springer, Cham. https://doi.org/10.1007/978-3-030-71102-3_17
4. ***Barber, C.**, Clark, C., & Torney-Purta, J. (2021). Learning environments and school/classroom climate as supports for civic reasoning, discourse, and engagement. In C. Lee, G. White and D. Dong (Eds.). *Educating for civic reasoning and discourse* (pp. 273-318). National Academies Press. <https://doi.org/10.31094/2021/2>
3. +**Barber, C.**, & Torney-Purta, J. (2014). International Association for the Evaluation of Educational Achievement (IEA): Civic Education Study of 1999. In A. Michalos (Ed.), *Encyclopedia of quality of life and well-being research* (pp. 3315-3321). Springer, Dordrecht. (ISBN: 978-94-007-0752-8)
Online version: ISBN 978-94-007-0753-5; <https://doi.org/10.1007/978-94-007-0753-5>

2. ***Barber, C.**, & Torney-Purta, J. (2009). Gender differences in political attitudes and efficacy as influenced by national and school contexts: Analysis from the IEA Civic Education Study. In D. Baker & A. Wiseman (Eds.), *Gender, equality, and education from international perspectives*. (International Perspectives on Education and Society, Volume 10, p. 357-394). Emerald Group Publishing. (ISBN: 978-1-84855-094-0) Reissued in paperback, 2012.
Online version: ISBN 978-1-84855-095-7
1. +**Barber, C.** (2008). Gender identity. In E. Anderman (Ed.), *The psychology of classroom learning* (p. 428-430). MacMillan Press.

Edited Conference Proceedings:

4. Torney-Purta, J., Malak-Minkiewicz, B., & **Barber, C.** (2017). Cross-national inequalities in preparation for democratic participation: The process and findings of the IEA Civic Education Study. In W. No, A. Brennan, & D. Schugurensky (Eds.), *By the People: Participatory democracy, civic engagement, and citizenship education* (pp. 297-306). Participatory Governance Initiative, Arizona State University.
3. **Barber, C.** (2007). Teachers' classroom practices in relation to students' civic engagement in three countries. In *Proceedings of the IRC-2006: Vol. 2. CivEd, PIRLS, and SITES* (pp. 233-248). IEA. https://www.iea.nl/sites/default/files/2019-04/IRC2006_Proceedings_Vol2.pdf
2. Homana, G., & **Barber, C.** (2007). School climate for citizenship education: a comparative study of England and the United States. In *Proceedings of the IRC-2006: Vol. 2. CivEd, PIRLS, and SITES* (pp. 115-130). IEA. https://www.iea.nl/sites/default/files/2019-04/IRC2006_Proceedings_Vol2.pdf
1. **Barber, C. H.** (2004). A cross-national analysis of the relation of educational trust to expected educational attainment. In: C. Papanastasiou (Series Ed.), *Proceedings of the IRC-2004: Vol 4. CivEd-SITES* (pp. 87-104). University of Cyprus Press.
https://www.iea.nl/sites/default/files/2019-03/IRC2004_Henry-Barber.pdf

Research-Based Contributions to Edited Newsletters:

3. Murdock, N., Marszalek, J., & **Barber, C.** (2011). A TEG [Teaching Enhancement Grant] incorporated contextual learning opportunities into coursework: Did it impact learning? *FaCET (Faculty Center for Excellence in Teaching)*.
2. **Barber, C.** (2009). Thinking big: Using national databases in gifted education research. *SIGNificance: The Newsletter of the AERA Research on Giftedness and Talent SIG*.
1. Torney-Purta, J., & **Barber, C.** (2006, Winter). Adolescents' attitudes toward social issues and civic engagement. *American Psychological Association Children, Youth, and Families Newsletter*.

Working Papers and Technical Reports:

15. **Barber, C.**, Murdock, T., & Spears, J. (2016). *Math Matters: Examining the predictive validity of high school mathematics assessments in the state of Kansas, Classes of 2008-2011*. (Progress Report prepared for the National Science Foundation.) University of Missouri—Kansas City.
14. **Barber, C.**, & **Ross, J.** (2016). *Arts participation as a form of voluntary association membership: A unique predictor of adolescents' civic behaviors and attitudes*. (Final Report prepared for the National Endowment for the Arts). University of Missouri—Kansas City. <https://www.arts.gov/sites/default/files/Research-Art-Works-UMKC.pdf>
Featured on NEA Blog: <https://www.arts.gov/art-works/2018/taking-note-spring-round-research-grant-products>
13. **Barber, C.**, **Bajaj, A.**, Murdock, T., **Krycak, R.**, **Mueller, C.**, **Grotewiel, M.**, & **Cale, N.** (2012). *North Kansas City Schools: High School Class of 2008-2010*. (Transitions Study Report.) Kansas City Area Educational Research Consortium.
12. **Bajaj, A.**, Murdock, T., **Barber, C.**, **Mueller, C.**, **Grotewiel, M.**, **Krycak, R.**, & **Cale, N.** (2012). *Olathe Unified School District 233: High School Class of 2006-2010*. (Transitions Study Report.) Kansas City Area Educational Research Consortium.
11. Murdock, T., **Grotewiel, M.**, **Bajaj, A.**, Spears, J., & **Barber, C.** (2012). *Math Matters: Transition of Olathe High Schools' 2008-2009 graduating classes to Johnson County Community College*. (Progress Report prepared for the National Science Foundation). Kansas City Area Educational Research Consortium.
10. Taylor Knight, L.A., **Barber, C.**, Murdock, T., **Bajaj, A.**, & **Kennedy, E.** (2012). *An evaluation of KC STEM Alliance Programs 2011-2012*. (Year 2 Evaluation.) Kansas City Area Educational Research Consortium.
9. **Barber, C.**, Murdock, T., Beck, B., **Krycak, R.**, & Taylor Knight, L. A. (2011) *Methods of evaluating Kansas City Area Project Lead the Way and FIRST Robotics for the KC-STEM Alliance* (Report #1 Prepared for the KC-STEM Alliance). Kansas City Area Educational Research Consortium.
8. Murdock, T., **Barber, C.**, **Bajaj, A.**, **Grotewiel, M. M.**, Spears, J., Ehlert, M., Parsons, E., Frazelle, S., & Taylor Knight, L.A. (2011). *State assessments and the transition to higher education in the Kansas City metropolitan region*. (Report #2 for REL Central at McREL.) Kansas City Area Educational Research Consortium.
7. Murdock, T., **Barber, C.**, **Mueller, C.**, & **Ogata, S.** (2010). *Olathe Unified School District graduates, 2002-2008*. (KC-AERC funded project.) Kansas City Area Educational Research Consortium.
6. Hoskins, B., Villalba, E., Van Nijlen, D., & **Barber, C.** (2008). *Measuring civic competence in Europe: a composite indicator based on IEA Civic Education Study 1999 for 14-year-olds in school*. (JRC Scientific and Technical Reports.) Office for Official Publications of the European Communities. (ISBN: 978-92-79-08344-0)
<http://publications.jrc.ec.europa.eu/repository/handle/JRC42904>

5. Homana, G., **Barber, C.**, & Torney-Purta, J. (2006). *Assessing school citizenship education climate: implications for the social studies*. (CIRCLE Working paper #48). Center for Information and Research on Civic Learning and Engagement, University of Maryland, College Park. https://circle.tufts.edu/sites/default/files/2019-12/WP48_SchoolCitizenshipImplicationsfortheSocialStudies_2006.pdf
4. Homana, G., **Barber, C.**, & Torney-Purta, J. (2005). *Citizenship education school climate self-assessment*. National Center on Learning and Citizenship, Education Commission of the States.
3. Husfeldt, V., **Barber, C.**, & Torney-Purta, J. (2005). *Students' social attitudes and expected political participation: New scales in the enhanced database of the IEA Civic Education Study*. (CEDARS Report). University of Maryland, College Park. Available: <http://terpconnect.umd.edu/~jtpurta/Original%20Documents/CEDARS%20new%20scale%20report.pdf>
2. Torney-Purta, J., & **Barber, C.** (2004). *Democratic school participation and civic attitudes among European adolescents: analysis of data from the IEA Civic Education Study*. Council of Europe.
1. Torney-Purta, J., Richardson, W., & **Barber, C. H.** (2004). *Trust in government-related institutions and civic engagement among adolescents: analysis of five countries from the IEA Civic Education Study* (CIRCLE Working paper #17). Center for Information and Research on Civic Learning and Engagement, University of Maryland, College Park. https://circle.tufts.edu/sites/default/files/2019-12/WP17_TrustinGovtRelatedInstitutions_2004.pdf

Research Briefs:

4. Torney-Purta, J., **Barber, C. H.**, & Richardson, W. (2005). *How teachers' preparation relates to students' civic knowledge and engagement in the United States: Analysis from the IEA Civic Education Study*. (CIRCLE Fact Sheet). Center for Information and Research on Civic Learning and Engagement, University of Maryland, College Park. http://circle.tufts.edu/sites/default/files/2019-12/FS_TeachersPreparationStudentsCivicKnowledge_2007.pdf
3. Amadeo, J., Torney-Purta, J., & **Barber, C. H.** (2004). *Attention to media and trust in media sources: Analysis of data from the IEA Civic Education Study* (CIRCLE Fact Sheet). Center for Information and Research on Civic Learning and Engagement, University of Maryland, College Park. http://circle.tufts.edu/sites/default/files/2019-12/FS_AttentionTrustinMediaSources_2004.pdf
2. Torney-Purta, J., & **Barber, C. H.** (2004). *Strengths and weaknesses in U.S. students' civic knowledge and skills: Analysis from the IEA Civic Education Study* (CIRCLE Fact Sheet). Center for Information and Research on Civic Learning and Engagement, University of Maryland, College Park. http://circle.tufts.edu/sites/default/files/2019-12/FS_StrengthsWeaknessesinUSStudentsKnowledgeSkills_2007.pdf

1. Torney-Purta, J., Richardson, W., & **Barber, C. H.** (2004). *Adolescents' trust and civic participation in the United States: Analysis of data from the IEA Civic Education Study* (CIRCLE Fact Sheet). Center for Information and Research on Civic Learning and Engagement, University of Maryland, College Park.
http://circle.tufts.edu/sites/default/files/2019-12/FS_TrustandCivicParticipationUS_2004.pdf

Manuscripts under Review

- Langrehr, K. J., Greenwalt, S., & **Barber, C.** (2025). The dyadic link between color-evasiveness and racial-ethnic socialization among Black-White interracial couples. Manuscript submitted for publication. (Initial submission).

Conference and Professional Presentations (Since promotion to Professor in 2019):

+ invited; * peer-reviewed abstract; ~ presenting author. Student collaborators are underlined.

National and International Symposia and Paper Presentations (out of 88 total):

(Includes chairships, participants, and discussants in panels/symposia):

- ~*Ross, J., & **Barber, C.** (2024, April). *Academic and community antecedents of civic participation of Black youth in Chicago neighborhoods, 1997-2001*. [Paper presentation]. American Educational Research Association, Philadelphia, PA.
<https://doi.org/10.3102/2107347>
- *Bellino, M., Ortiz Guerrero, M., Paulson, J., **Barber, C.**, & Cruz Moreno, C. (2024, March). *Navigating the risks of retraumatization: Addressing Colombia's armed conflict, peace, and justice in Bogotá schools*. [Paper presentation]. Comparative and International Education Society, Miami, FL.
- ~*Clark, C., **Barber, C.**, & Torney-Purta, J. (2022, April). Opening classrooms and shuttering minds: The challenges of learning environments amid hostile legislation. In C. Clark (chair), *Civic reasoning and discourse in a post-pandemic world* [Symposium]. American Educational Research Association annual conference, San Diego, CA.
- ~+Torney-Purta, J., **Barber, C.**, Garcia, A., Mirra, N., & McGrew, S. (2020, November). Learning environments and school/classroom climates; Discourse and reasoning in the digital age. In C. Lee (chair), *Civic reasoning and discourse* [Plenary session]. National Academy of Education's annual meeting and fellows retreat.
- ~***Barber, C.**, Maher, M., Marx, D., & Strekalova-Hughes, E. (2020, October). *A seat at the table: Historical perspectives on the development of an interdisciplinary writing group* [Paper presentation]. Organization of Educational Historians annual conference.
- ~+**Barber, C.**, & Clark, C. (2020, March). *Learning environments and school/classroom climate as supports for civic reasoning, discourse, and engagement* [Paper presentation]. National Academy of Education's Civic Reasoning and Discourse Project, Washington, DC.

National and International Poster Presentations (out of 50 total):

- *Langrehr, K., Greenwalt, S., & **Barber, C.** (2024, August). *The link between colorblind racial attitudes and racial-ethnic socialization among Black-White interracial couples: Preliminary results* [Virtual poster presentation]. American Psychological Association annual conference, Seattle, WA.
- ~***Barber, C.**, Strekalova-Hughes, E., Minahan, L., & Colado, M. (2024, May). *Who gets to be creative? A critical content analysis of creativity research in early childhood*. [Poster presentation]. Society for Research in Child Development's Anti-Racist Developmental Science Summit, Panama City, Panama.
- ~*Sianko, N., Kunkel, D., **Barber, C.**, Gran, B., & Beinenson, D. (2023, March). *Profiles of children's views on decision-making in everyday life: A comparative analysis of 29 countries*. [Poster presentation]. Society for Research in Child Development biennial conference, Salt Lake City, UT.
- *Minahan, L., **Barber, C.**, Colado, M., & Strekalova-Hughes, E. (2022, September). *Review of research on creativity development: From realities toward hope for culturally sustaining creative education*. [Poster presentation]. Society for Research in Child Development's Special Topic Meeting: Toward a Holistic Developmental Science: Catalyzing Multi-Sector Transdisciplinary Collaborations to Understand and Support Human Development, St. Louis, MO.
- *Chong, W. W., & **Barber, C.** (2020, August). *The stress-buffering effects of social support and self-compassion on subjective well-being on Asian Americans: Generational differences* [Poster presentation]. American Psychological Association annual conference.
- *Sherman, K., **Barber, C.**, Brown, C., Langrehr, K., & Marszalek, J. (2020, August). *Development and assessment of the Adoptee Experiences of Microaggressions Scale (AEEMS)* [Poster presentation]. American Psychological Association annual conference.

Regional/Local Presentations (out of 9 total):

- McDonald, C., Maher, M., **Barber, C.**, & Jordan, B. (2023, February). *Debunking the myths of students on academic probation*. [Presentation]. National Academic Advising Association Region 7 (South Central) Conference, Oklahoma City, OK.
- ~**Barber, C.** (2023, January). *Student voice and leadership*. [Didactic Presentation]. Show-Me ECHO [Extension for Community Health Outcomes]: Creating Positive Classroom Climates—High School.
- McDonald, C., Maher, M., & **Barber, C.** (2022, September). *Exploring the factors that facilitate academic recovery*. [Presentation]. Missouri Academic Advising Association, Kansas City, MO.
- ~**Barber, C.** (2022, May). *Student voice and leadership*. [Didactic Presentation]. Show-Me ECHO [Extension for Community Health Outcomes]: Creating Positive Classroom Climates—High School.

University Presentations and Colloquia:

- 2024 ~UMKC Educational Leadership, Policy and Foundations Department Spotlight on Excellence Series (Barber) [Presentation]

- 2021 ~UMKC Urban Education Research Center Staff Retreat (Barber) [Presentation]
 2019 ~UMKC General Education 2.0 Showcases (Barber, Leiter, Strekalova-Hughes, & Ward) [Presentation]

Grants/Monetary Awards Received (Post-Doctoral):

** peer-reviewed; # competitively awarded*

External Grants and Contracts:

- 2019-2020 Commissioned paper writer, Civic Discourse and Reasoning Project, William and Flora Hewlett Foundation grant awarded to the National Academy of Education, for *Learning Environments and School/Classroom Climate as Supports for Civic Reasoning, Discourse, and Engagement*. With Christopher Clark, Northeastern State University, co-author. \$2500.
- 2015-2016 #* Principal Investigator, National Endowment for the Arts Research: Art Works, for *Arts Participation as a Form of Voluntary Association Membership: A Unique Predictor of Adolescents' Civic Behaviors and Attitudes* (Grant #15-3800-7020), \$15,000
- 2014-2015 #*Principal Investigator, Spencer Foundation New Civics Initiative, for *Cross-Cohort Changes in Civic Attitudes from 1999-2009: Measurement, Contextual Predictors, and Participatory Outcomes*, \$43,276.
- 2012-2014 #Principal Investigator. AERA Grants Program Research Grant, for *Examining the Social Context of Advanced Placement Participation*, \$30,000.
- 2011-2013 #*Investigator, National Science Foundation, Research on Evaluation and Education in Science and Engineering, for *Math Matters: Transition from K-12 to Postsecondary Education* (Award #1109799). Jacqueline Spears, Kansas State University, PI; Tamera Murdock, UMKC, Co-PI. \$249,622. [Total subcontract to UMKC = \$128,781; Paid for one course release in summers 2012-2014.]
- 2011-2012 Co-Principal Investigator, subcontract. Kansas City STEM Alliance contract awarded to the University of Kansas Foundation, for *Evaluation of KC-STEM Alliance Programs*. Tamera Murdock, subcontract PI. \$30,430.
- 2011 Expert, subcontract. Swedish Research Council Grant awarded to the Youth and Society (YeS) Project at Örebro University (Sweden), for *Promoting Empirical Analyses of Young People's Support and Tolerance for Social Justice in the Nordic/Baltic Countries: A Data Workshop*. \$5000.
- 2011 Evaluator, Kauffman Foundation grant awarded to the University of Missouri—Kansas City, for *Establishment of the Kansas City STEM Alliance*. [Paid for 10% of academic year salary.]
- 2011 Collaborator, subcontract. Mid Continent Research on Evaluation and Learning contract awarded to the University of Kansas Foundation, for *Transitions: State Assessment Predictive Qualities for College Performance*. \$17,534. [Paid for \$1713 of academic year salary.]

- 2009-2013 Investigator, subcontract. Kauffman Foundation grant awarded to the University of Kansas Foundation, for *Establishing the Kansas City Area School Research Consortium: Transition to College Pilot Study*. With Tamera Murdock, subcontract PI. Total amount across subcontracts = \$360,540 [Paid for 10% of academic year salary 2009-2010 and 2010-2011; one course release each in summer 2010 and 2011; 5% academic year salary in 2012; one course release summer 2013.]
- 2008-2009 #Principal Investigator, Stanford Center on Adolescence Youth Purpose Research Award, for *Volunteerism as Purpose: Examining the Predictors of Long-Term Community Service Involvement*. \$9,797

Internal Grants and Contracts:

- 2021-2023 Expert/Hub Team Member, Missouri Telehealth Network, for *Show-Me ECHO [Extension for Community Healthcare Outcomes]: Creating Positive Classroom Climates—High School*. [Pays for 2.5% of base salary in 2021-2022 and 2022-2023]
- 2019 #University of Missouri System Affordable and Open Educational Resources Grant. \$1250.
- 2017 Collaborator, UMKC Institute for Human Development, for *Kansas City Urban Youth Partnership*. \$4510.
- 2016-2017 Course Developer, UMKC Online Course and Program Development Fund, for *Online Graduate Certificate Program—College Teaching and Career Preparation*. With Jennifer Friend (Principal Course Developer), Michelle Maher, and Candace Schlein. \$30,000. [6.67% of effort]
- 2015-2016 #*Principal Investigator, UMKC School of Education Dean's Small Grants Program, for *Bully Victimization and Civic Engagement: An Analysis of a Local Student Population*. \$680.
- 2012-2013 #*UMKC School of Education Dean's Small Grants Program, for *A Look Inside: Developing Diagnostic Tools for the Assessment of Social Justice*, With Donna Davis, Jacob Marszalek, S. Marie McCarther, and Johanna Nilsson. \$20,000. [Equal contributors: 20% of effort]
- 2009-2010 #*University of Missouri, Kansas City Teaching Enhancement Grant, for *Improving Contextual Learning Opportunities for Counseling Psychology Students' Learning about Assessment*. With Nancy Murdock and Jacob Marszalek. \$1000. [Equal contributors: 33% of effort]
- 2009 #*Principal Investigator, University of Missouri, Kansas City Faculty Research Grant, for *Creating Classroom-Level Measures of Citizenship Education Climate*. \$7000.
- 2007-2008 Methodologist, subcontract. University of Minnesota Grant-in-Aid awarded to Katherine Fennelly (UMN Faculty), for *Attitudes toward Immigrants on the Part of Adolescents: Analysis of Data from the IEA Civic Education Study*, \$1925.

Honors and Awards (Post-Doctoral):

- 2023 Honorary Alumni, University of Missouri, Kansas City
- 2017 Nominee, Outstanding Faculty Member, UMKC School of Education

- 2016 Outstanding Reviewer, *Journal of Applied Developmental Psychology*
- 2015 Nominee, Outstanding Faculty Member, UMKC School of Education
- 2015 Best Poster, Johnson County Community College Simulation Conference
- 2013 Promotion and Tenure Faculty Exemplar, University of Missouri-Kansas City
- 2011 Outstanding Young [Early-Career] Scholar Alumni Award, School of Education, University of Maryland College Park
- 2008 Dick Wolf Memorial Award for Best research with IEA data, International Association for the Evaluation of Educational Achievement

Teaching and Advising Experience (Post-Doctoral):

* *Course Developed*; + *Course Significantly Revised*; ^ *Course Taught Online/Asynchronous*; % *Course Taught Online/Synchronous*; # *Course Taught Face-to-Face*

Courses at the University of Missouri—Kansas City (first and most recent offering of course listed):

Courses Taught—Developmental and Educational Psychology:

- EDRP 5502 Advanced Educational Psychology^: Fall 2012-Spring 2015
- EDRP 5512 Adolescent Development and the School#: Fall 2007-Fall 2019
- EDRP 5513 Life Span Human Development#: Summer 2017- Fall 2018
- EDRP 5639 Educational Psychology: Focus on Teaching in Higher Education (formerly Focus on College Teaching) ^: Summer 2010-Summer 2025
- TE 420/5420 Adolescent Development#: Fall 2007-Spring 2024

Courses Taught—Statistics and Research Methodology:

- EDRP 5508 Principles and Methods of Research%: Summer 2024-Summer 2025
- EDRP 5555 Statistical Methods II#: Fall 2024
- EDRP 5608 Introduction to Graduate Research#: Spring 2009-Fall 2025
- EDRP 5611 Quantitative Analysis III: Introduction to Latent Trait and Multilevel Models+ #: Spring 2011-Spring 2013. (50% effort; co-taught with Jacob Marszalek)
- EDRP 5612 Applied Quantitative Research in Education*#: Spring 2013-Spring 2019
- EDRP 5613 Hierarchical Linear Modeling*#: Fall 2009-Spring 2014 (as Special Topics: EDRP 5589HL); Spring 2018

Independent Study and Practicum Coordination:

- CPCE 5589 Individual Studies: Summer 2012; Fall 2016 (represents independent study with one doctoral student each semester on quantitative and mixed-methods research)
- CPCE 5690 Special Problems: recurring Summer 2009-Fall 2017 (represents work on pre-dissertation research projects directed)
- CPCE 5699 Research and Dissertation: recurring Fall 2011-Fall 2021 (represents work on dissertations chaired)
- EDRP 5640 Apprenticeship in College Teaching: recurring Summer 2010-Spring 2019 (represents coordination of the Division of Counseling and Educational Psychology's Teaching Practicum)
- EDUL 5696 Dissertation in Administration and Community Leadership: Spring 2021-Spring 2025 (represents work on dissertations chaired)

Guest Lectures:

- 2022 “Cultural Exchange with Kurashiki City College” [Facilitator]. Seminar-Early Childhood (TE 486)
- 2021 “Campus Leadership: The Role of Deans.” Organization and Administration of Higher Education (EDUL 5550).
- 2017 “Research Ethics.” Principles and Methods of Research (EDRP 5508).
- 2016 “Introduction to Multilevel Models and Structural Equation Models.” Research in Counseling Psychology (CPCE 5615)
- 2015 “Consulting.” Seminar in Counseling (CPCE 5590).
- 2014-2017 “Finding and Getting Grants.” Introduction to Counseling Psychology (CPCE 5600).
- 2013-14; 18 “Multilevel Modeling in Counseling Psychology Research.” Research in Counseling Psychology (CPCE 5615).
- 2013 “Logistic Regression.” Quantitative Analysis II (EDRP 5606/PSYC 5517).
- 2012 “Surveys: A Brief Introduction.” Environmental Sustainability (ENVS 332CZ/UPD 332 CZ).
- 2010-2013 “Research Ethics and Grantwriting.” Introduction to Counseling Psychology (CPCE 5600).
- 2009 “Introduction to Hierarchical Linear Models.” Research in Counseling Psychology (CPCE 5615).
- 2008 “Research Ethics and Literature Reviews.” Introduction to Counseling Psychology (CPCE 5600)
- 2007 “Descriptive Statistics.” Principles and Methods of Research (EDRP 5508).
- 2007 “Grantwriting.” Introduction to Counseling Psychology: (CPCE 5600)

Doctoral Advising and Dissertation Chairships:**Advisor/Chair:**

- In Progress Shumaila Malik, Education Ph.D. (Educational Leadership, Policy and Foundations).
- 2025 Lazell Williams, Education Ed.D. (PK-12 Educational Administration).
Dissertation: *A comparison of principal mentoring experiences by race, gender, and ethnicity*
- 2024 Kimberly Greene, Education Ph.D. (Educational Leadership, Policy and Foundations). Dissertation: *Analyzing academic performance among community college dual enrollment students: A comparison of online and face-to-face courses*
- 2021 Jessica Ross, Counseling Psychology Ph.D. (Counseling & Guidance MA, 2016).
Dissertation: *Who you are, where you go, and who you know: A study of civic participation of youth in Chicago neighborhoods*
- 2020 Wen Wen Chong, Counseling Psychology Ph.D. (Counseling & Guidance MA, 2017). Dissertation: *The stress buffering roles of social support and self-compassion on Asian immigrants' and Asian Americans' perceived discrimination and subjective well-being.*
- 2020 Keara Sherman, Counseling Psychology Ph.D. Dissertation: *Development and assessment of the Adoptee Experiences of Microaggressions Scale (AEMS).*

- 2018 Shavern Browne, Counseling Psychology Ph.D. (Counseling & Guidance MA, 2015). Dissertation: *Black Caribbeans' post-migration wellbeing: Are religiosity and social support enough to protect against acculturative stress?* [with Kimberly Langrehr, co-chair]
- 2018 Jennifer Schaafsma, Counseling Psychology Ph.D. (Counseling & Guidance MA, 2015). Dissertation: *Compassion fatigue and satisfaction: The stress-buffering effects of mindfulness and self-compassion for mental health professionals.*
- 2015 Jillian Woodford Wasson, Counseling Psychology Ph.D. Dissertation: *Predicting the STEM outcomes of academically qualified women: A longitudinal examination of Social Cognitive Career Theory.*
- 2014 Sachiko Ogata Sweetwood, Counseling Psychology Ph.D. (Counseling & Guidance MA, 2012). Dissertation: *Racial identification fluidity and psychological health outcomes from adolescence to young adulthood.*
- 2013 Makini King, Counseling Psychology Ph.D. (Counseling & Guidance MA, 2011). Dissertation: *The relationship between African American high school students' desire to attend college, their perceived likelihood to attend college, and actual college enrollment.*

Co-Disciplinary Advisor or Co-Chair:

- 2023 Cynthia McDonald, Interdisciplinary Ph.D. (Educational Leadership, Policy, and Foundations/Curriculum and Instruction). Dissertation: *Exploring the lived experiences of students who have overcome academic probation.*
- 2017 Sarah Elise Williams (Oehring), Counseling Psychology Ph.D. Dissertation: *An analysis of gender bias in the Personality Assessment Inventory in a sample of military veterans of the United States.*
- 2013 Erin Moore, Interdisciplinary Ph.D. (Psychology/Curriculum and Instruction). Dissertation: *Exploring college students' relationship with God as a potential mediator between religious behaviors and sexual and alcohol risk behavior*

Student Committee Memberships:

UMKC Clinical Psychology Ph.D.	2 completed
UMKC Counseling Psychology Ph.D.	20 completed
UMKC Education Ed.D.	1 completed
UMKC Education PhD	1 in progress
UMKC Interdisciplinary Ph.D.	9 completed
UMKC Nursing Ph.D.	2 completed; 1 in progress
UMKC Psychology M.A.	1 completed
The Education University of Hong Kong, Education Ed.D.	1 completed
University of Maryland, Sociology Ph.D.	1 completed
University of Leuven (Belgium), Political Science Ph.D.	1 completed

Other Advising and Mentorship Experience:

- 2016 Supervising Instructor for EDRP 5640 (Teaching Practicum)
- 2013-2014 UMKC SEARCH (Students Engaged in Artistic and Academic Research) undergraduate research mentor

- 2008-2014 Faculty reviewer, Predissertation Research Projects, UMKC Counseling Psychology.
- 2007-2013 Co-facilitator, University of Missouri Kansas City Adolescent Development in Education Research Team (With Dr. Tamera Murdock and Dr. Jacob Marszalek)
- Recurring Supervised graduate student instruction in the UMKC Division of Counseling and Educational Psychology (2015-2017; 2012-13, 2008-09)

National Awards Received by Students for Mentored Projects (students at UMKC unless otherwise specified):

- 2015 Donald Super Fellowship, American Psychological Association Division 17 (Society for Counseling Psychology), to Jillian Woodford Wasson (chaired doctoral dissertation)
- 2014 Best Graduate Student Poster, American Psychological Association Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race), to Shavern Browne (directed doctoral pre-dissertation)
- 2012 Third Place, Doctoral Research-In-Progress, National Association for Gifted Children's Research and Evaluation Division Graduate Student Research Gala, to Jillian Woodford Wasson, UMKC (directed doctoral pre-dissertation)
- 2010 Graduate Student Scholarship Award, American Educational Research Association Research in Social Studies Education SIG, to Ting Zhang, University of Maryland (collaborative research project with graduate student lead author)

Professional Service and Review Activities (Since Promotion to Professor in 2019):

See under "Administrative Experience" for committee service tied to administrative positions.

Editorial Boards:

- 2019-present *Journal of Applied Developmental Psychology*
- 2017-present *Contemporary Educational Psychology*
- 2016-present *Educational Psychologist*
- 2011-present *Journal of Experimental Education*

Service to the Discipline (National and International Level):

- 2025 External Evaluator for promotion to Professor with Tenure, Educator Preparation and Leadership, public urban doctoral university/high research activity
- 2022 Reviewer, new book series prospectus, Routledge Publishers
- 2022 External Evaluator for promotion to Associate Professor with tenure, Education and Human Development, public doctoral university/very high research activity
- 2021 External Evaluator for promotion to Associate Professor with tenure, Sociology, Anthropology, and Criminal Justice, public doctoral university/very high research activity
- 2021 Reviewer, new journal proposal, SAGE Publishers
- 2021 Reviewer, funding proposal, Swiss National Science Foundation

Faculty Service to the Campus (UMKC) and the University of Missouri System:

- 2024 Panelist, UMKC Professional Career Escalators-Education Cohort Session
- 2024 Reviewer, Chancellor's Award for Exceptional Leadership

2023-present	SESWPS representative, Undergraduate Curriculum Council
2023	Judge, UMKC School of Graduate Studies Community of Scholars Symposium (3-minute thesis final round and poster presentation competition)
2023	Judge, UM System's Youth Development Collaborative Research Pitch Competition
2021-2022	Evaluator, five-year renewal of Endowed Professorship, University of Missouri System
2020	Reviewer, UMKC School of Graduate Studies MacQuarrie Fellowship
2018-2019	Chair, General Education 2.0 Curriculum Development Subcommittee on Critical Thinking in the Social/Behavioral Sciences

Faculty Service to the School of Education (UMKC SOE)/School of Education, Social Work and Psychological Sciences (UMKC SESWPS):

2025	ELPF representative, SESWPS Promotion and Tenure Committee (mid-probationary period review committee)
2024	Panelist, "Summer Bridge Program: Professor's Panel." Sponsored by the UMKC Institute for Urban Education
2023-present	Member, Selection Committee, Kansas City Regional Teacher of the Year (sponsored by the Kansas City Regional Professional Development Center)

Service to SOE Divisions/SESWPS Departments:

2023-2025	Member, ELPF Department Visioning Team
2023	Member, Promotion and Tenure Committee (committee of full professors), Department of Psychology and Counseling
Recurring	ELPF Department Coursework Area Coordinator for Educational Research and Psychology (2019-2020, 2023-present)

Service to the Community (Relevant to Position at UMKC):

2021-2023	Expert Team Member, Show-ME ECHO (Extension for Community Healthcare Outcomes) in Cultivating Positive Classroom Climates—High School
2014-2021	Multilevel modeling consultant to Philip Klever, LCSW

Consultancies (Post-Doctoral):

2010-2014	Consultant, Clinical Competency Enhancement in Post-Graduate Medical Education: Tracking Changes in Otolaryngology- Head and Neck Surgery Resident Performance on Tests of Communication Skills, Leadership, and Emotional Intelligence. University of Kansas Medical Center, Kansas City, KS.
2010-2014	Multilevel modeling consultant, Mid-America Head Start Coaching Research Study, Kansas City, MO.

Professional Memberships (active within the past 5 years):

American Educational Research Association
American Psychological Association

Major Professional Development Activities:

2023	Faculty Certification in Online Teaching, University of Missouri System
2022	Certificate in Data Analytics, UMKC TalentLink
2018-2019	Supervisory Development Series, University of Missouri-Kansas City
2011, 2016	Faculty Certification in Online Teaching, University of Missouri-Kansas City
2008-2009	New Faculty Teaching Scholars Program, University of Missouri System
2008	New Faculty Mentoring Program, Division E, American Educational Research Association
2007	Completed the University Teaching and Learning Program, Center for Teaching Excellence, University of Maryland (Transcript Notation)