

NATALIE D. EGGUM

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EDUCATION

August 2009

Ph.D., Developmental Psychology, Arizona State University
Dissertation title: *Children's shyness: Relations with negative emotion, effortful control, and social outcomes*
Co-Chairs: Nancy Eisenberg and Tracy L. Spinrad
Committee: Gary W. Ladd, Kathryn Lemery-Chalfant, and Mark Reiser

December 2006

M.A., Psychology, Arizona State University
Thesis title: *Development of shyness: Influence of child temperament and maternal behavior*
Chair: Nancy Eisenberg
Committee: Tracy L. Spinrad, Kathryn Lemery-Chalfant, and Mark Reiser

December 2003

B.A., Psychology, Arizona State University
Summa Cum Laude

PROFESSIONAL EXPERIENCE

Academic Positions

2019-present

Associate Professor (with tenure), SSFD, ASU

2012-2019

Assistant Professor (tenure-track position with an emphasis on longitudinal methods and children's social-emotional development), SSFD, ASU

2010-2012

Assistant Research Professor (non-tenure track position with an emphasis on quantitative consultation and teaching quantitative methods), SSFD, ASU

2009-2010

Postdoctoral Fellow with Dr. Nancy Eisenberg, Department of Psychology, ASU

2004-2009

Graduate Research Assistant/Associate with Dr. Nancy Eisenberg, Department of Psychology, ASU

2002-2003

Undergraduate Research Assistant with Drs. Nancy Eisenberg and Tracy Spinrad, Department of Psychology, ASU

Administrative Roles

Fall 2021-present

Coordinator for SSFD Methodology, SSFD, ASU

- Lead a group of SSFD faculty interested in quantitative methods to set and accomplish our agenda for undergraduate- and graduate-level methods training
- Manage schedules for, and advertisement of, our quantitative-methods courses
- Build web presence
- Facilitate graduate student recruitment
- Manage budget
- Direct a faculty committee modernizing the curriculum for the quantitative methods course sequence for doctoral students
- Supervise *the Specialization in Quantitative Methodology* for doctoral students in SSFD
 - Collaborate with the Director of Graduate Studies to generate and update student-facing communications
 - Approve students' completion of specialization requirements
- Organize 2-day quantitative education workshop (i.e., sample-size planning) for graduate students and faculty

Academic Affiliations

2012-present

International Research Affiliate with the Institute for Social and Environmental Research – Nepal (<https://isernepal.org.np/>)

RESEARCH

Research Mission

The mission of my substantive research is to provide insight into individual (e.g., genetics, temperament), social (e.g., family, peers, caregivers, teachers), and cultural factors that shape children's and adolescents' social, psychological, and school adjustment internationally. I am especially interested in the nature, development, causes, and consequences of social competence (e.g., social skills, effortful control, empathy, prosocial behavior), social withdrawal (e.g., shyness, unsociability, social avoidance), psychological adjustment problems (e.g., aggression, delinquency, depression, anxiety), and school adjustment (e.g., engagement, achievement).

My methodological interests involve latent variable modeling of longitudinal data. I engage in research collaborations as a methodologist, which occasionally involve research topics that are tangential to my primary interests.

Scholarly Works Summary Tables

Investigator Metrics - retrieved by a profile search for "Natalie D. Eggum" on Google Scholar

Metric	Total
Citation Count	6,309
h-index	37
i10-index	49

Summary of Scholarly Works - Quantities

Scholarly Works Category	Total Published and Forthcoming
Peer-Reviewed Empirical Studies	53
Peer-Reviewed Literature Reviews	3
Invited Book Chapters	6
Peer-Reviewed Encyclopedia Articles	1
Refereed Conference Paper Presentations	14
Refereed Conference Poster Presentations	42
Invited Academic Panel Discussion	1
Invited Academic Presentations	7
Non-refereed Speaker Series Academic Presentations	4
Invited Popular Press Articles	2

Summary of Scholarly Works - Journal Quality

The average 5-year Thomson Reuters/Clarivate Impact Factor of the peer-reviewed journals in which my empirical studies and literature reviews appear is **3.570**.

Scholarly Works Legend

- The first author has the most responsibility in my discipline
- I denote students with whom I co-authored after becoming a faculty member in August of 2010 using superscript numbers. Students are classified by their education levels during data or manuscript development (not necessarily education level at date of publication).
 - ¹Postdoctoral fellow who performs research in my lab
 - ²Graduate student who performs research in my lab
 - ³Undergraduate student who performs research in my lab
 - ⁴Postdoctoral fellow from another faculty member's research lab
 - ⁵Graduate student from another faculty member's research lab
 - ⁶Undergraduate student from another faculty member's research lab
- IF = the journal's Impact Factor from Clarivate Analytics' Journal Citation Reports module during the year of the manuscript's publication (5-year IF in parentheses)
 - Exception: if the IF is not yet available for the manuscript's year of publication, the most recent IF is reported
 - N/A = recent IF not available
- Rank = the journal's rank from Journal Citation Reports module during the year of the manuscript's publication
 - Exception: if the journal's rank for the manuscript's year of publication is not yet available, the most recent rank is reported
- Role = my estimated percentage of the total effort for the publication, as well as a qualitative description of my contributions to the research above-and-beyond feedback on the writing, organization, and editing of the manuscript (which I provided for all the manuscripts) and above-and-beyond feedback on the substantive content (e.g., theory; which I provided for the vast majority of the manuscripts)

Peer-Reviewed Journal Articles – Empirical Studies

53. ⁵Axxe, E., Hayford, S. R., & **Eggum, N. D.** (early view). Family and non-family roles as predictors of subjective adulthood among youth in three low-income agricultural settings. *Journal of Research on Adolescence*. <http://doi.org/10.1111/jora.12731>

IF: 3.260 (5-year 3.565), 24/78 in Developmental Psychology, Role (10%): PI on the study, developed parenting measures, and contributed a developmental perspective to the manuscript

52. ²Clifford, B. N., **Eggum, N. D.**, ²An, D., Clifford, S., & Lemery-Chalfant, K. (early view). Withdrawn and acting out?: Early adolescents' social avoidance and externalizing problems. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12642>

IF: 3.260 (5-year 3.565), 24/78 in Developmental Psychology, Role (50%): Conceptualized the research questions, study, and data collection; co-crafted theoretical arguments; performed majority of data analysis (multiple-group structural equation modeling); and closely supervised and contributed to the writing and revisions

51. **Eggum, N. D.**, ²Zhang, L., ²An, D., ²Xu, J., ²Clifford, B. N., & ¹Costa, M. (early view). Social withdrawal subtypes during early adolescence: Associations with peer relationships and aggression. *Journal of Early Adolescence*. <https://doi.org/10.1177/02724316221088750>

IF: 2.771 (5-year 3.172), 33/78 in Developmental Psychology, Role (80%): Generated research questions; designed the study and measures; recruited participants and personally collected data at two schools in the US; created analytic plan; conducted all statistical analyses (structural equation models with moderated moderation); and conceptualized and wrote the majority of the manuscript

50. Faragó, F., ²Xu, J., **Eggum-Wilkens, N. D.**, Zhang, L., An, D., ⁵Kim, E., & ⁵Adams, E. (early view). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. *Youth & Society*, 1-32. <https://doi.org/10.1177/0044118X21998717>

IF: 2.923 (5-year 3.745), Rank: 15/44 in Social Issues, Role (30%): Designed the study and measures; recruited participants and personally collected data at three schools in Uganda; and supervised coding of qualitative data

49. ²An, D., & **Eggum-Wilkens, N. D.** (2021). Situation-specific shyness among Chinese adolescents: Measurement and associations with adjustment. *Journal of Applied Developmental Psychology*, 74, 101278. <https://doi.org/10.1016/j.appdev.2021.101278>

IF: 2.412 (5-year 3.587), Rank: 38/78 in Developmental Psychology, Role (30%): Worked closely with first author to conceptualize the research questions, study, and plan data collection; co-crafted theoretical arguments; supervised data analysis (structural equation modeling with complex measurement structure); and closely supervised and contributed to the writing

48. ²Faragó, F., **Eggum-Wilkens, N. D.**, & ²Zhang, L. (2021). Ugandan adolescents' descriptive gender stereotypes about domestic and recreational activities, and attitudes about women. *Youth & Society*, 53(5), 723-744. <https://doi.org/10.1177/0044118X19887075>

IF: 2.923 (5-year 3.745), Rank: 15/44 in Social Issues, Role (40%): Designed the study and measures; recruited participants and personally collected data at three schools in Uganda; supervised coding of qualitative data; and directed the data analysis

47. Faragó, F., **Eggum-Wilkens, N. D.**, & Zhang, L. (2021). Ugandan adolescents' gender stereotype knowledge about jobs. *Vulnerable Children and Youth Studies*, 16(2), 113-122. <https://doi.org/10.1080/17450128.2020.1830213>

IF: N/A (5-year N/A), Rank: N/A, Role (30%): Designed the study and measures; recruited participants and personally collected data at three schools in Uganda; and supervised coding of qualitative data

46. ⁵Xu, X., Spinrad, T. L., Eisenberg, N., & **Eggum-Wilkens, N. D.** (2021). Longitudinal transactional relations among young children's defiance, committed compliance, and maternal assertive control. *Infancy*, 26(5), 686-704. <https://doi.org/10.1111/infa.12416>

IF: 2.052 (5-year 2.907), Rank: 56/78 in Developmental Psychology, Role (10%): Worked with first author to generate data analytic plan (longitudinal structural equation model with categorical and continuous data); and supervised data collection in the lab
45. **Eggum-Wilkens, N. D.**, ²An, D., ²Zhang, L., & ¹Costa, M. (2020). Co-occurrence of and cross-informant agreement on shyness, unsociability, and social avoidance during early adolescence. *Social Development*, 29, 73-88. <https://doi.org/10.1111/sode.12398>

IF: 2.269 (5-year 3.115), Rank: 46/78 in Developmental Psychology, Role (80%): Formed research questions; designed the study and measures; recruited participants and personally collected data at two schools in the US; created analytic plan; conducted all statistical analyses; and conceptualized and wrote the majority of the manuscript
44. ²Xu, J., **Eggum-Wilkens, N. D.**, & Bradley, R. H. (2020). Children's friendship quality trajectories from middle childhood to early adolescence and prediction from sex. *Journal of Social and Personal Relationships*, 37(6), 1843-1851. <https://doi.org/10.1177/0265407520910784>

IF: 3.039 (5-year 3.176), Rank: 13/46 in Family Studies, Role (45%): Mentored first author's conceptualization of research question, taught student analytic technique to address question, and guided analyses (latent growth modeling with time-invariant covariates and moderation); and designed revision strategies
43. ²An, D., & **Eggum-Wilkens, N. D.** (2019). Do cultural orientations moderate the relations between Chinese adolescents' shyness and depressive symptoms? It depends on their academic achievement. *Social Development*, 28(4), 908-926. <https://doi.org/10.1111/sode.12365>

IF: 1.552 (5-year 2.239), Rank: 50/77 in Developmental Psychology, Role (35%): Worked closely with first author to conceptualize the research questions, study, and plan data collection; co-crafted theoretical arguments; directed data analytic plan and data analysis (longitudinal path models with moderation); and closely supervised and contributed to the writing
42. ²An, D., **Eggum-Wilkens, N. D.**, Chae, S., Hayford, S. R., Yabiku, S. T., Glick, J. E., & ²Zhang, L. (2018). Adults' conceptualizations of social competence in Nepal and Malawi. *Psychology and Developing Societies*, 30(1), 1-23. <https://doi.org/10.1177/0971333617747345>

IF: N/A (5-year N/A), Rank: Not ranked, Role (40%): Developed research questions, new interview measures, and coding scheme for qualitative data; supervised data coding and data analysis; and supervised and contributed to writing of the manuscript

41. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018). An exploratory study of Eastern Ugandan adolescents' descriptions of social withdrawal. *Journal of Adolescence*, 67, 153-157. <https://doi.org/10.1016/j.adolescence.2018.06.011>

IF: 2.350 (5-year 2.938), Rank: 24/74 in Developmental Psychology, Role (80%): Formed research questions; designed the study and measures; recruited participants and personally collected data at three schools in Uganda; supervised coding of qualitative data; analyzed qualitative data; and wrote the majority of the manuscript

40. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Correlates of shyness and unsociability during early adolescence in urban and rural China. *Journal of Early Adolescence*, 38(3), 408-421. <https://doi.org/10.1177/0272431616670993>

IF: 1.750 (5-year 2.242), Rank: 48/74 in Developmental Psychology, Role (30%): Worked closely with first author to conceptualize the study and plan data collection; and supervised and contributed to writing of the manuscript and the data analysis (path analysis)

39. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Unsociability in Chinese adolescents: Cross-informant agreement and relations with social and school adjustment. *Social Development*, 27(3), 555-570. <https://doi.org/10.1111/sode.12284>

IF: 1.806 (5-year 2.538), Rank: 46/74 in Developmental Psychology, Role (25%): Worked closely with first author to conceptualize the study and plan data collection; and supervised data analysis and writing of the manuscript

38. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²Faragó, F. (2017). Karamojong adolescents in Tororo District, Uganda: Life events, adjustment problems, and protective factors. *Journal of Loss & Trauma*, 22(4), 283-296. <https://doi.org/10.1080/15325024.2017.1284508>

IF: 0.789 (5-year 1.057), Rank: 59/64 in Social Psychology, Role (90%): Identified gap in the literature; formed research questions; designed the study and measures; independently recruited participants and conducted in-person interviews in Uganda; supervised coding of qualitative data; conducted qualitative and quantitative analyses; and wrote the majority of the manuscript

37. ⁵Goble, P., **Eggum-Wilkens, N. D.**, ⁵Bryce, C. I., Foster, S. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2017). The transition from preschool through first grade: A transactional model of development. *Journal of Applied Developmental Psychology*, 49, 55-67. <https://doi.org/10.1016/j.appdev.2017.01.007>

IF: 2.310 (5-year 2.636), Rank: 25/73 in Developmental Psychology, Role (20%): Mentored first author with regard to analytic plan and data analysis (path-analysis panel model with mediation) and interpretation of results; performed initial analyses (confirmatory factor analyses, null model computation); and guided manuscript revision strategies with regard to substantive theory and analysis

36. ²Zhang, L., **Eggum-Wilkens, N. D.**, Eisenberg, N., & Spinrad, T. L. (2017). Children's shyness, peer acceptance, and academic achievement in the early school years. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 63(4), 458-484. <https://doi.org/10.13110/merrpalmquar1982.63.4.0458>

IF: 1.231 (5-year 1.705), Rank: 61/73 in Developmental Psychology, Role (35%): Identified the research questions; worked closely with first author to conceptualize, write, and refine the manuscript; supervised data analysis (longitudinal structural equation model with mediation); and supervised data collection in the lab

35. ⁵Bishop, N. J., **Eggum-Wilkens, N. D.**, Haas, S. A., & Kronenfeld, J. J. (2016). Estimating the co-development of cognitive decline and physical mobility limitations in older U.S. adults. *Demography*, 53(2), 37-364. <https://doi.org/10.1007/s13524-016-0458-x>

IF: 2.802 (5-year 3.577), Rank: 2/26 in Demography, Role (15%): Provided the first author mentorship regarding a cutting-edge data analytic strategy to address the research question (multiple-group parallel-process latent growth models with "missing not at random" data), and generated responses to the reviews

34. **Eggum-Wilkens, N. D.**, ⁵Reichenberg, R. E., Eisenberg, N., & Spinrad, T. L. (2016). Components of effortful control and their relations to children's shyness. *International Journal of Behavioral Development*, 40(6), 544-554. <https://doi.org/10.1177/0165025415597792>

IF: 1.850 (5-year 2.058), Rank: 34/70 in Developmental Psychology, Role (70%): Identified the gap in the literature, developed the research questions, directed the second-author's preliminary data analysis, conducted major analyses (latent growth models with covariates), supervised data collection in the lab, and wrote the majority of the manuscript

33. ⁵Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2016). Preschool contexts and teacher interactions: Relations with school readiness. *Early Education & Development*, 27(5), 623-641. <https://doi.org/10.1080/10409289.2016.1111674>

IF: 1.279 (5-year 1.710), Rank: 34/58 in Educational Psychology, Role (5%): Mentored first author with regard to data analysis (structural equation modeling); and provided guidance regarding construct measurement and interpretation of results

32. ⁴Lai, K., Green, S. B., Levy, R., ⁵Reichenberg, R., ⁵Xu, Y., Thompson, M. S., ⁵Yel, N., **Eggum-Wilkens, N. D.**, ⁵Kunze, K. L., & Iida, M. (2016). Assessing model similarity in structural equation modeling. *Structural Equation Modeling: An Multidisciplinary Journal*, 23(4), 491-506. <https://doi.org/10.1080/10705511.2016.1154464>

IF: 3.097 (5-year 6.214), Rank: 9/100 in Mathematics-Interdisciplinary Applications, Role (5%): Participated in weekly discussions about the development of novel statistical indices and the manuscript conceptualization; and drafted a small piece of the introduction

31. ⁵Edwards, A., Eisenberg, N., Spinrad, T. L., Reiser, M., **Eggum-Wilkens, N. D.**, & Liew, J. (2015). Predicting sympathy and prosocial behavior from young children's dispositional sadness. *Social Development*, 24(1), 76-94. <https://doi.org/10.1111/sode.12084>

IF: 1.800 (5-year 2.596), Rank 31/69 in Developmental Psychology, Role (5%): Helped guide the first author's data analyses (path analysis panel models), and collected data

30. **Eggum-Wilkens, N. D.**, Lemery-Chalfant, K., Aksan, N., & Goldsmith, H. H. (2015). Self-conscious shyness: Growth during toddlerhood, strong role of genetics, and no prediction from fearful shyness. *Infancy*, 20(2), 160-188. <https://doi.org/10.1111/inf.12070>

IF: 2.241 (5-year 2.470), Rank: 24/69 in Developmental Psychology, Role (70%): Identified gap in the literature, formulated research questions, attended workshop to learn data analytic skills to address the research questions (dyadic models), conducted the majority of the data analyses (latent growth model analyses with twin data), and wrote the majority of the manuscript

29. ⁴Lee, J. E., Husman, J., Scott, A. K., & **Eggum-Wilkens, N. D.** (2015). Stepping stone to future computing-based technology pathways. *Journal of Educational Computing Research*, 52(2), 199-223. <https://doi.org/10.1177/0735633115571304>

IF: 0.644 (5-year 0.920), Rank: 175/235 in Education and Education Research, Role (10%): Mentored the first author with regard to the data analytic plan, data analyses, and statistical and substantive interpretation of results (latent growth models)

28. ⁵Nozadi, S. S., Spinrad, T. L., Eisenberg, N., & **Eggum-Wilkens, N. D.** (2015). Associations of anger and fear to later self-regulation and problem behavior symptoms. *Journal of Applied Developmental Psychology*, 38(May-June), 60-69. <https://doi.org/10.1016/j.appdev.2015.04.005>

IF: 1.400 (5-year 2.345), Rank: 44/69 in Developmental Psychology, Role (8%): Provided extensive feedback on data analytic strategy (longitudinal mediation analyses) and interpretation of results; and supervised data collection in the lab

27. **Eggum-Wilkens, N. D.**, Fabes, R. A., ⁵Castle, S., ²Zhang, L., Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten school competence. *Early Childhood Research Quarterly*, 29(3), 345-356. <https://doi.org/10.1016/j.ecresq.2014.04.008>

IF: 1.671 (5-year 2.784), Rank: 38/68 in Developmental Psychology, Role (70%): Co-developed research questions with second author, proposed data analytic plan, analyzed the data (latent growth modeling with covariates and a distal outcome), and wrote the majority of the manuscript

26. **Eggum-Wilkens, N. D.**, Valiente, C., Swanson, J., & Lemery-Chalfant, K. (2014). Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. *Early Childhood Research Quarterly*, 29(1), 85-94. <https://doi.org/10.1016/j.ecresq.2013.10.002>

IF: 1.671 (5-year 2.784), Rank: 38/68 in Developmental Psychology, Role (70%): Proposed the research question and data analytic plan; analyzed the data (longitudinal structural equation model with mediation); and wrote the majority of the manuscript

25. Swanson, J., Valiente, C., Lemery-Chalfant, K., Bradley, R. H., & **Eggum-Wilkens, N. D.** (2014). Longitudinal relations among parents' reactions to children's negative emotions, effortful control, and math achievement in early elementary school. *Child Development*, 85(5), 1932-1947. <https://doi.org/10.1111/cdev.12260>

IF: 4.061 (5-year 6.253), Rank: 5/68 in Developmental Psychology, Role (10%): Contributed a unique and rarely applied analytic skill that was a key to the manuscript's acceptance (longitudinal fixed-effects structural equation models); generated the analytic strategy; directed and co-wrote the results section; worked closely with the first author regarding the statistical and substantive interpretation of the results; and assisted with responses to reviews

24. ⁴Taylor, Z. E., Eisenberg, N., ⁵VanSchyndel, S. K., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2014). Children's negative emotions and ego-resiliency: Longitudinal relations with social competence. *Emotion*, 14(2), 397-406. <https://doi.org/10.1037/a0035079>

IF: 3.383 (5-year 4.404), Rank: 11/86 in Experimental Psychology, Role (10%): Advised the first author's data analyses and interpretation (latent growth models with covariates and distal outcomes); prepared data for analysis; and supervised data collection in the lab

23. Eisenberg, N., ⁵Edwards, A., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Reiser, M. (2013). Are effortful and reactive control unique constructs in young children? *Developmental Psychology*, 49(11), 2082-2094. <https://doi.org/10.1037/a0031745>

IF: 3.782 (5-year 5.163), Rank: 7/65 in Developmental Psychology, Role (8%): Provided advice regarding the data analytic strategy; mentored the second author in conducting and interpreting the data analyses (i.e., factor analysis, longitudinal measurement invariance); supplemented the responses to reviews; collected data in the early years of project; and supervised data collection in the lab in later years of project

22. Hofer, C., Eisenberg, N., Spinrad, T. L., Morris, A. S., Gershoff, E., Valiente, C., Kupfer, A., & **Eggum, N. D.** (2013). Mother-adolescent conflict: Stability, change, and relations with externalizing and internalizing. *Social Development*, 22(2), 259-279. <https://doi.org/10.1111/sode.12012>

IF: 1.382 (5-year 2.393), Rank: 43/65 in Developmental Psychology, Role (3%): Coded observational parent-child interaction data

21. ⁵Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Bolnick, R., **Eggum-Wilkens, N. D.**, Smith, C. L., Gaertner, B., Kupfer, A., & Sallquist, J. (2013). Prediction of toddlers' expressive language from maternal sensitivity and toddlers' anger expressions: A developmental perspective. *Infant Behavior and Development*, 36(4), 650-661. <https://doi.org/10.1016/j.infbeh.2013.06.002>

IF: 1.485 (5-year 2.203), Rank: 41/65 in Developmental Psychology, Role (5%): Mentored the first author with regard to the data analytic strategy and data analysis (longitudinal path models); and coded observed data

20. ⁴Taylor, Z. E., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & ⁵Sulik, M. J. (2013). The relations of ego-resiliency and emotion socialization to the development of empathy and prosocial behavior across early childhood. *Emotion*, 13(5), 822-831. <https://doi.org/10.1037/a0032894>

IF: 3.371 (5-year 4.785), Rank: 13/84 in Experimental Psychology, Role (10%): Contributed to the data analytic strategy; advised the first author's data analyses and interpretation (latent growth models with covariates and distal outcomes); and supervised data collection in the lab for later years of project

19. **Eggum, N. D.**, Eisenberg, N., Reiser, M., Spinrad, T. L., Valiente, C., Sallquist, J., Michalik, N. M., & Liew, J. (2012). Relations over time among children's shyness, emotionality, and internalizing problems. *Social Development*, 21(1), 109-129. <https://doi.org/10.1111/j.1467-9507.2011.00618.x>

IF: 2.045 (5-year 2.731), Rank: 25/65 in Developmental Psychology, Role (85%): Created the research questions and data analytic strategy; analyzed the data (longitudinal path-analysis models with mediation); and conceptualized and wrote the majority of the manuscript

18. Eisenberg, N., ⁵Sulik, M. J., Spinrad, T. L., ⁵Edwards, A., **Eggum, N. D.**, Liew, J., Sallquist, J., Popp, T. K., Smith, C. L., & Hart, D. (2012). Differential susceptibility and the early development of aggression: Interactive effects of respiratory sinus arrhythmia and environmental quality. *Developmental Psychology*, 48(3), 755-768. <https://doi.org/10.1037/a0026518>

IF: 2.976 (5-year 4.696), Rank: 13/65 in Developmental Psychology, Role (10%): Analyzed and prepared psychophysiological data; collected data in the early years of project; and supervised data collection in the lab in later years of project

17. Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., **Eggum, N. D.**, Reiser, M., ⁵Edwards, A., Iyer, R., Kupfer, A. S., Hofer, C., Smith, C. L., ⁵Hayashi, A., & Gaertner, B. M. (2012). Longitudinal relations among maternal behaviors, effortful control, and young children's committed compliance. *Developmental Psychology*, 48(2), 552-566. <https://doi.org/10.1037/a0025898>

IF: 2.976 (5-year 4.696), Rank: 13/65 in Developmental Psychology, Role (8%): Contributed a novel, cutting-edge analytic skill to address the research question (longitudinal fixed- and random-effects structural equation models); assisted in writing the results section; supervised data collection in the lab; and coded observational data

16. ⁵Sulik, M. J., Eisenberg, N., Lemery-Chalfant, K., Spinrad, T. L., ⁵Silva, K. M., **Eggum, N. D.**, ⁴Betkowski, J. A., Kupfer, A., Smith, C. L., Gaertner, B., ⁵Stover, D. A., & Verrelli, B. C. (2012). Interactions between serotonin transporter gene haplotypes and quality of mothers' parenting predict the development of children's noncompliance. *Developmental Psychology*, 48(3), 740-754. <https://doi.org/10.1037/a0025938>

IF: 2.976 (5-year 4.696), Rank: 13/65 in Developmental Psychology, Role (8%): Led the preliminary data analyses, prepared the longitudinal data set for analyses (including extensive data reduction), collected data in the early years of project, and supervised data collection in the lab in later years of project

15. **Eggum, N. D.**, Eisenberg, N., ⁵Kao, K., Spinrad, T. L., Bolnick, R., Hofer, C., Kupfer, A. S., & Fabricius, W. V. (2011). Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *Journal of Positive Psychology*, 6(1), 4-16. <https://doi.org/10.1080/17439760.2010.536776>

IF: 1.674 (5-year N/A), Rank: 36/126 in Multidisciplinary Psychology, Role (70%): Co-conceptualized research questions with second author, created data analytic strategy, supervised third-author's preliminary data analyses, conducted major data analyses (longitudinal regression analyses with moderation), wrote the majority of the manuscript, and supervised data collection in the lab

14. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2011). "Then it will be good": Negative life events and resilience in Ugandan youth. *Journal of Adolescent Research*, 26(6), 766-796. <https://doi.org/10.1177/0743558410391259>

IF: 0.873 (5-year 1.833), Rank: 56/68 in Developmental Psychology, Role (90%): Identified gaps in the literature; formed research questions; crafted the study and measures to address these questions; remotely coordinated pilot data collection; trained interviewers, recruited participants, and supervised data collection in-person in Uganda; transcribed qualitative data; conducted qualitative and quantitative analyses; and wrote the majority of the manuscript

Popular press coverage: Feldman, D. B., & Kravetz, L. D. (2014). *Super Survivors: The surprising link between suffering and success*. New York, NY: Harper Wave.

13. Eisenberg, N., ⁵Castellani, V., ⁵Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011). Trajectories of religious coping from adolescence into early adulthood: Their form and relations to externalizing problems and prosocial behavior. *Journal of Personality*, 79(4), 841-873. <https://doi.org/10.1111/j.1467-6494.2010.00703.x>

IF: 2.440 (5-year 3.419), Rank: 7/59 in Social Psychology, Role (10%): Taught second- and third-authors advanced data analytic skill (latent class growth analyses); and directed major data analyses and results interpretation

12. Ladd, G. W., Kochenderfer-Ladd, B., **Eggum, N. D.**, Kochel, K. P., & McConnell, E. M. (2011). Characterizing and comparing the friendships of anxious-solitary and unsociable preadolescents. *Child Development*, 82(5), 1434-1453. <https://doi.org/10.1111/j.1467-8624.2011.01632.x>

IF: 4.718 (5-year 5.700), Rank: 4/68 in Developmental Psychology, Role (15%): Contributed theoretical arguments and an analysis of the literature that were central to this novel investigation; and co-wrote sections of the introduction and discussion with the first author

Media coverage (hyperlinks available upon request): *Fox News*, *Science Daily*, *Live Science*, *Yahoo News*, *PsychCentral*, *The Times of India*, and many other websites.

11. Liew, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Haugen, R. G., Kupfer, A., Reiser, M. R., Smith, C. L., Lemery-Chalfant, K., & Baham, M. E. (2011). Physiological regulation and fearfulness as predictors of young children's empathy-related reactions. *Social Development*, 20(1), 111-134. <https://doi.org/10.1111/j.1467-9507.2010.00575.x>

IF: 1.562 (5-year 2.425), Rank: 38/68 in Developmental Psychology, Role (8%): Provided assistance with the interpretation and theoretical discussion of results; and prepared physiological data

10. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Sulik, M. J., Valiente, C., ⁵Huerta, S., ⁵Edwards, A., **Eggum, N. D.**, Kupfer, A. S., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P. R., Assel, M. A., Taylor, H. B., & School Readiness Consortium (2011). Relations of children's effortful control and teacher-child relationship quality to school attitudes in a low-income sample. *Early Education & Development*, 22(3), 434-460. <https://doi.org/10.1080/10409289.2011.578046>

IF: 0.838 (5-year N/A), Rank: 35/51 in Educational Psychology, Role: (3%) Advised first author on data analyses (longitudinal structural equation model with mediation), and supervised coding of observational data

9. Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Silva, K., Reiser, M., Hofer, C., Smith, C., Gaertner, B., Kupfer, A., Popp, T., & Michalik, N. (2010). Relations among maternal socialization, effortful control, and maladjustment in early childhood. *Development and Psychopathology*, 22(3), 507-525. <https://doi.org/10.1017/S0954579410000246>

IF: 4.961 (5-year 6.910), Rank: 4/66 in Developmental Psychology, Role (8%): Assisted first author with data analyses (longitudinal structural equation models) and interpretation; and collected data

8. Eisenberg, N., Vidmar, M., Spinrad, T. L., **Eggum, N. D.**, Edwards, A., Gaertner, B., & Kupfer, A. (2010). Mothers' teaching strategies and children's effortful control: A longitudinal study. *Developmental Psychology*, 46(5), 1294-1308. <https://doi.org/10.1037/a0020236>

IF: 3.412 (5-year 4.784), Rank: 11/66 in Developmental Psychology, Role (10%): Taught second-author student data analytic skill to address the research question (longitudinal structural equation modeling); mentored second-author student's analysis of data; co-wrote the literature review and methods sections; assisted with responses to reviews; and collected data

7. Sallquist, J., Eisenberg, N., Spinrad, T. L., Gaertner, B. M., **Eggum, N. D.**, & Zhou, N. (2010). Mothers' and children's positive emotion: Relations and trajectories across four years. *Social Development*, 19(4), 799-821. <https://doi.org/10.1111/j.1467-9507.2009.00565.x>

IF: 1.717 (5-year 2.282), Rank: 24/66 in Developmental Psychology, Role (5%): Advised first-author student on data analysis (latent growth models), collected data in early years of project, and supervised data collection in later years of project

6. Sulik, M. J., Huerta, S., Zerr, A. A., Eisenberg, N., Spinrad, T. L., Valiente, C., Di Giunta, L., Piña, A. A., **Eggum, N. D.**, Sallquist, J., Edwards, A., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P., Assel, M., & Taylor, H. (2010). The factor structure of effortful control and measurement invariance across ethnicity and sex in a high-risk sample. *Journal of Psychopathology and Behavioral Assessment*, 32(1), 8-22. <https://doi.org/10.1007/s10862-009-9164-y>

IF: 1.403 (5-year 1.814), Rank: 57/104 in Clinical Psychology, Role (3%): Advised first-author student on data analysis (measurement invariance), and supervised coding of observational data

5. **Eggum, N. D.**, Eisenberg, N., Spinrad, T. L., Reiser, M., Gaertner, B. M., Sallquist, J., & Smith, C. L. (2009). Development of shyness: Relations with children's fearfulness, sex, and maternal behavior. *Infancy*, 14(3), 325-345. <https://doi.org/10.1080/15250000902839971>

IF: 1.377 (5-year 2.359), Rank: 34/59 in Developmental Psychology, Role (70%): Identified gap in the literature, conducted data analyses to address research question (longitudinal regression analyses with three-way interactions), and wrote the majority of the manuscript

4. **Eggum, N. D.**, Eisenberg, N., Spinrad, T. L., Valiente, C., Edwards, A., Kupfer, A. S., & Reiser, M. (2009). Predictors of withdrawal: Possible precursors of Avoidant Personality Disorder. *Development and Psychopathology*, 21(3), 815-838. <https://doi.org/10.1017/S0954579409000443>

IF: 4.949 (5-year 7.094), Rank: 4/59 in Developmental Psychology, Role (70%): Learned two data analytic strategies to address the questions (latent class growth analysis and logistic regressions), and wrote the majority of the manuscript

3. Sallquist, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & Gaertner, B. M. (2009). Assessment of preschoolers' positive empathy: Concurrent and longitudinal relations with positive emotion, social competence, and sympathy. *Journal of Positive Psychology*, 4(3), 222-232. <https://doi.org/10.1080/17439760902819444>

IF: N/A (5-year N/A), Rank: not yet ranked, Role (2%): Supervised data collection

2. Sallquist, J. V., Eisenberg, N., Spinrad, T. L., Reiser, M., Hofer, C., Zhou, Q., Liew, J., & **Eggum, N.** (2009). Positive and negative emotionality: Trajectories across six years and relations with social competence. *Emotion*, 9(1), 15-28. <https://doi.org/10.1037/a0013970>

IF: 3.726 (5-year 4.877), Rank: 10/74 in Experimental Psychology, Role (5%): Taught first-author student data analytic skill to address research question (parallel-process latent growth models), and facilitated results interpretation

1. Spinrad, T. L., Eisenberg, N., Granger, D. A., **Eggum, N. D.**, Sallquist, J., Haugen, R., Kupfer, A., & Hofer, C. (2009). Individual differences in preschoolers' salivary cortisol and alpha-amylase reactivity: Relations to temperament and maladjustment. *Hormones and Behavior*, 56(1), 133-139. <https://doi.org/10.1016/j.yhbeh.2009.03.020>

IF: 3.770 (5-year 4.142), Rank: 11/49 in Behavioral Sciences, Role (2%): Supervised data collection in the lab

Peer-Reviewed Journal Articles – Literature Reviews

3. Eisenberg, N., **Eggum, N. D.**, & Di Giunta, L. (2010). Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review*, 4(1), 143-180. <https://doi.org/10.1111/j.1751-2409.2010.01020.x>

IF: N/A (5-year N/A), Rank: Not yet ranked, Role (33%): Co-conceptualized the outline of the review with the first author; reviewed the literature and wrote sections on empathic responding and intergroup relations; and assisted with responses to the reviews

2. Eisenberg, N., Spinrad, T. L., & **Eggum, N. D.** (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, 6, 495-525. <https://doi.org/10.1146/annurev.clinpsy.121208.131208>

IF: 9.743 (5-year 11.837), Rank 2/152 in Clinical Psychology, Role (33%): Synthesized and critiqued a large and complex body of literature; wrote sections about emotion-regulation and internalizing and about emotion-regulation interventions; and performed a major literature search to identify relevant articles for all authors

1. Eisenberg, N., Valiente, C., & **Eggum, N. D.** (2010). Self-regulation and school readiness. *Early Education & Development*, 21(5), 681-698. <https://doi.org/10.1080/10409289.2010.497451>

IF: 0.814 (5-year N/A), Rank: 81/98 in Educational Psychology, Role (33%): Conceptualized and wrote sections about effortful control and adjustment

Invited Book Chapters

6. Eisenberg, N., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2015). The development of prosocial behavior. In D. A. Schroeder & W. G. Graziano (Eds.), *Oxford handbook of prosocial behavior* (pp. 114-136). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195399813.001.0001>

Role (33%): Co-conceptualized the outline of the chapter; and synthesized and critiqued the literature to write sections about prosocial development, correlates of individual differences in prosocial behavior, and interventions for prosocial behavior

5. Eisenberg, N., **Eggum, N. D.**, & Edwards, A. (2010). Empathy-related responding and moral development. In W. F. Arsenio & E. A. Lemerise (Eds.), *Emotions, aggression, and morality in children: Bridging development and psychopathology* (pp. 115-135). American Psychological Association. <https://doi.org/10.1037/12129-000>

Role (33%): Co-conceptualized the outline of the chapter; reviewed and synthesized the literature to write sections about empathic responding and externalizing behavior and about empathic responding and psychopathy

4. Eisenberg, N., **Eggum, N. D.**, Sallquist, J., & Edwards, A. (2010). Relations of self-regulatory/control capacities to maladjustment, social competence, and emotionality. In R. H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 20-46). Blackwell. <https://doi.org/10.1002/9781444318111>

Role (30%): Co-conceptualized the outline of the chapter; synthesized and critiqued the literature to write sections about self-regulation and internalizing behavior/shyness; and contributed ideas for future directions

3. Eisenberg, N., & **Eggum, N. D.** (2009). Empathic responding: Sympathy and personal distress. In J. Decety & W. Ickes (Eds.), *The social neuroscience of empathy* (pp. 71-83). MIT Press. <https://doi.org/10.7551/mitpress/9780262012973.001.0001>

Role (40%): Learned a new literature (neuroscience perspective of empathy) to write sections about the neurological bases of empathy and regulation; summarized Eisenberg's body of work and theory of empathy; and identified relevant articles in the literature

2. Eisenberg, N., & **Eggum, N. D.** (2008). Empathy-related and prosocial responding: Conceptions and correlates during development. In B. A. Sullivan, M. Snyder, & J. L. Sullivan (Eds.), *Cooperation: The political psychology of effective human interaction* (pp. 53-74). Blackwell.

Role (40%): Learned a new literature (social psychology perspective of empathy) to write sections on prejudice and aggression; and wrote sections reviewing the literature about perspective taking and empathy, moral reasoning, and emotion understanding

1. Smith, C. L., Spinrad, T. L., Eisenberg, N., Greving, K., Liew, J., & **Eggum, N. D.** (2007). Anger and anger regulation in infancy. In E. I. Clausen (Ed.), *Anger in psychology* (pp. 107-122). Nova Science Publishers, Inc.

Role (3%): Coded observational data

Peer-Reviewed Encyclopedia Articles

Published or Forthcoming

1. **Eggum-Wilkens, N. D.**, Zhang, L., & ²An, D., & ²Clifford, B. N. (forthcoming). Shyness in school. In T. L. Spinrad & J. Liew (Eds.), Social and emotional learning section; D. Fisher (Ed.), *Routledge encyclopedia of education (online)*. New York, NY: Taylor & Francis.

Role (50%): Created the outline of the article; synthesized and critiqued the literature to write sections about the conceptualization of children's shyness, causes of shyness, and parts of the section on how to help shy children; supervised development of sections about shyness prevalence, related constructs, associated outcomes at school, and intervention; and performed revisions for entire article

Refereed Professional Conference Paper Presentations

14. Faragó, F., ²Xu, J., **Eggum-Wilkens, N. D.**, Zhang, L., An, D., ⁵Kim, E., & ⁵Adams, E. (2021, April 7-9). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. In Sonya X. Xiao (Chair), *Gender today: Advances in the gendered nature of children's and adolescents' peer relationships* [Symposium]. Biennial meeting of the Society for Research in Child Development, Minneapolis, MN, United States.
13. ⁵Axxe, E., Hayford, S., & **Eggum-Wilkens, N. D.** (2020, August 8-11). An exploration of subjective ages of adulthood in Mexico, Mozambique, and Nepal. In Richard A. Settersten (Chair), *Age matters: Explorations of age categories in social life* [Symposium]. Virtual engagement event held in place of the annual meeting of the American Sociological Association.
12. **Eggum-Wilkens, N.**, ²An, D., Ghimire, D., Glick, J., Yabiku, S., Hayford, S., ²Safa, M., ²Xu, J., ²Clifford, B., & Bradley, R. (2020, June 21-25). Migration, parent-child relationships, and children's social competence in Nepal. In Linlin Zhang (Chair), *Social-emotional development in contexts of family migration* [Symposium]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
*This conference was canceled due to COVID-19.
11. Nuño-Gutiérrez, B. L., Glick, J. E., ⁵Miller, S., Yabiku, S., Hayford, S., ⁵Alcaraz, M., **Eggum-Wilkens, N. D.**, Bradley, R. H., ²An, D., ²Safa, M. D., Marsiglia F., & Alderson, G. (2019, April 10-13). Niños, familias y migración: The Family Migration and Early Life Outcomes Project in Jalisco. In Fernando Riosmena (Chair), *Wellbeing of Mexican-origin children on both sides of the U.S./Mexico border* [Symposium]. Annual meeting of the Population Association of America, Austin, Texas, United States.
10. **Eggum-Wilkens, N. D.**, ²An, D., Clifford, S., & Lemery-Chalfant, K. (2019, March 21-23). Shyness, unsociability, and social avoidance in adolescence and associations with peer, psychological, and school adjustment. In **Natalie D. Eggum-Wilkens** (Chair), *Novel investigations of social withdrawal variations and associations with socio-emotional adjustment during adolescence* [Symposium]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
9. ²Safa, M. D., White, R. M. B., Knight, G. P., **Eggum-Wilkens, N. D.**, Pasco, M., Gonzales, N., Tein, J- Y., & Causadias, J. (2018, July 1-5). Family contextual effects on bicultural competence development among Mexican-American youth. In Maria D. Safa (Chair), *Development of biculturalism in context* [Symposium]. The 24th congress of the International Association for Cross-Cultural Research, Guelph, Ontario, Canada.

8. Glick, J. E., Agadjanian, V., Ghimire, D., Hayford, S., Santos, C., **Wilkens, N.**, & Yabiku, S. (2017, October 29-November 3). Children's well-being in diverse migration contexts: Goals, design, and preliminary findings from the FAMELO project. In Bruno Schoumaker (Chair), *Migration and left-behind families* [Symposium]. The XXVIII IUSSP International Population Conference, Cape Town, South Africa.
7. ²Faragó, F., **Eggum-Wilkens, N. D.**, & ²Zhang, L. (2017, June 23-25). Ugandan adolescents' gender stereotypes and attitudes about women's roles. In Rose G. Grose (Chair), *Gender, power, and justice in the global south* [Symposium]. Annual meeting of the Society for the Psychological Study of Social Issues, Albuquerque, NM, United States.
6. Green, S. B., ⁴Lai, K., Levy, R., ⁵Xu, Y., ⁵Yel, N., Thompson, M. S., **Eggum-Wilkens, N. D.**, ⁵Kunze, K. L., Iida, M., & ⁵Reichenberg, R. (2014, April 3-7). *Assessing model similarity in structural equation modeling* [Symposium]. Annual meeting of the American Educational Research Association, Philadelphia, PA, United States.
5. Husman, J., ⁵Vest, A., **Eggum, N. D.**, ⁵Maez, C., & ⁵Nelson, K. G. (2012, August 28-30). Persistence when the going gets tough: Perceptions of instrumentality and academic persistence. In Richard A. Walker (Chair), *The role of instrumental motivation at the departmental level, course level, and in job-seeking contexts* [Symposium]. The International Conference on Motivation, Frankfurt am Main, Germany.
4. Eisenberg, N., ⁵Castellani, V., ⁵Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011, March 31-April 2). Trajectories of religious coping from adolescence into early adulthood: Externalizing problems and prosocial behavior. In Pamela E. King (Chair), *Spirituality and positive youth development among culturally diverse adolescents* [Symposium]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
3. Liew, J., Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., Taylor, A. B., ⁵Edwards, A., **Eggum, N. D.**, & Kupfer, A. (2011, March 31-April 2). Preschoolers' effortful control and their achievement in second grade: Mediation through school adjustment in first grade. In Jeff Liew and Jan N. Hughes (Chairs), *Social and emotional factors in children's academic outcomes* [Symposium]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
2. Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, Silva, K. M., Reiser, M., Hofer, C., Smith, C. L., Gaertner, B., Kupfer, A. S., & Popp, T. (2010, March). Relations among maternal socialization, effortful control, and maladjustment in early childhood. In Rebecca J. Brooker and Kristin A. Buss (Chairs), *Depicting control: Different approaches to studying effortful control in socioemotional development* [Symposium]. The XVII International Conference on Infant Studies, Baltimore, MD, United States.

1. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2009, April 2-4). Ugandan children's negative life events, coping, and adjustment. In **Natalie D. Eggum** (Chair), *Children at risk in East Africa: An analysis of their life events* [Symposium]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.

Refereed Professional Conference Poster Presentations

42. Taylor, M., Pratt, M. E., & **Eggum-Wilkens, N. D.** (2020, June 22-24). *Examining features of quality in a public library enhanced storytime program* [Poster presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA, United States.
*This conference was canceled due to COVID-19.
41. Taylor, M., Pratt, M. E., **Eggum-Wilkens, N. D.**, & ⁵Gal-Szabo, D. E. (2020, June 22-24). *Supporting school readiness: Promoting family engagement in public libraries* [Poster presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA, United States.
*This conference was canceled due to COVID-19.
40. ²Clifford, B. N., **Eggum-Wilkens, N. D.**, ²An, D., ²Xu, J., Bradley, R. H., ²Safa, M. D., Ghimire, D. J., & Nuño-Gutiérrez, B. L. (2020, June 21-25). *Familial migration, and children's social competence and adjustment problems in Mexico* [Poster presentation]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
*This conference was canceled due to COVID-19.
39. ²Xu, J., & **Eggum-Wilkens, N. D.** (2020, June 21-25). *Maternal and paternal punishment and Chinese children's friendship quality* [Poster presentation]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
*This conference was canceled due to COVID-19.
38. ²Xu, J., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., ²Safa, M. D., Glick, J. E., Yabiku, S. T., Hayford, S. R., Ghimire, D. J., Nuño-Gutiérrez, B. L., Muanamoha, R., & ²Clifford, B. N. (2020, June 21-25). *Adults' positive socialization behaviors for adolescents in Nepal, Mexico, and Mozambique* [Poster presentation]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
*This conference was canceled due to COVID-19.
37. ²Clifford, B. N., **Eggum-Wilkens, N. D.**, ²An, D., Clifford, S., & Lemery-Chalfant, K. (2020, March 19-21). *Shyness, unsociability, and social avoidance in adolescence and associations with externalizing behavior* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, San Diego, CA, United States.
*This conference was canceled due to COVID-19.

36. ⁵Kim, E., **Eggum-Wilkens, N. D.**, Shiota, M. N., Bradley, R. H., & Thompson, M. S. (2019, June 10-11). *Conceptual and methodological issues in children's delay of gratification* [Poster presentation]. Conference of the Society for Qualitative Inquiry in Psychology, Boston, MA, United States.
35. ²An, D., Clifford, S., **Eggum-Wilkens, N. D.**, & Lemery-Chalfant, K. (2019, March 21-23). *Early adolescents' dispositional and situational shyness: Relations with adjustment* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
34. ²Clifford, B., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., ²Safa, M. D., Glick, J. E., Ghimire, D. J., Nuño-Gutiérrez, B. L., & Muanamoha, R. (2019, March 21-23). *Adults' perceptions of children's adjustment problems in Nepal, Mexico, and Mozambique* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
33. ²Safa, M. D., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., Glick, J. E., Nuño-Gutiérrez, B. L., & Ghimire, D. J. (2019, March 21-23). *Familial migration and children's social competence in Mexico and Nepal - A pilot study* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
32. ²Xu, J., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., ²Safa, M. D., Glick, J. E., Ghimire, D. J., Nuño-Gutiérrez, B. L., & Muanamoha, R. (2019, March 21-23). *Adults' perceptions of socialization of children in Nepal, Mexico, and Mozambique* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
31. ¹Costa, M., & **Eggum-Wilkens, N. D.** (2018, October 4-6). *Parental absence, household dynamics, and child wellbeing: Evidence from the Young Lives study* [Poster presentation]. DEVSEC special topic meeting of the Society for Research in Child Development: Conference on the Use of Secondary and Open Source Data in Developmental Science, Tempe, AZ, United States.
30. ²Xu, J., ⁵Kim, E., **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, May 24-27). *Eastern Ugandan adolescents' activities with friends and associations with gender* [Poster presentation]. The 30th convention of the Association for Psychological Science, San Francisco, CA, United States.
29. ²An, D., & **Eggum-Wilkens, N. D.** (2018, April 12-14). *Do cultural orientations moderate the relations between adolescents' social withdrawal and psychological adjustment?* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.

28. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, April 12-14). *Shyness, unsociability, and social avoidance in early adolescence and associations with peer relationships* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
27. ²Xu, J., **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, April 12-14). *Shyness, unsociability, and social avoidance in early adolescence and associations with friendship* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
26. ²An, D., **Eggum-Wilkens, N. D.**, & García-Pérez, H. (2017, April 6-8). *Mexican mothers' conceptualizations of children's social competence and incompetence* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Austin, TX, United States.
25. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2017, April 6-8). *Chinese adolescents' beliefs and attitudes toward nominated socially withdrawn peers* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Austin, TX, United States.
24. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2016, September 22-24). *Perceived friendship quality in non-reciprocal and reciprocal very best friend dyads among Chinese adolescents* [Poster presentation]. The 3rd biennial Developmental Methodology conference, Whitefish, MT, United States.
23. ⁵Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2015, March 19-21). *Child-centered and direct instruction approaches to preschool education: Relations with Head Start children's school readiness* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
22. ⁵Goble, P., Martin, C. L., Hanish, L. D., Foster, S. A., **Eggum-Wilkens, N. D.**, & Fabes, R. A. (2015, March 19-21). *Free play or guided play? An observational study of preschool play experiences* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
21. ⁵Yi, L., **Eggum-Wilkens, N. D.**, Spinrad, T. L., Lemery-Chalfant, K., & Eisenberg, N. (2015, March 19-21). *Baseline respiratory sinus arrhythmia moderated the prediction of maternal parenting to early childhood internalizing trajectory* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
20. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2015, March 19-21). *Distinguishing subtypes of social withdrawal in Chinese children: Children's, peers', and teachers' perspectives* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.

19. ²Faragó, F., **Eggum-Wilkens, N. D.**, & ³Eckert, K. (2014, October 23-24). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles* [Poster presentation]. The 6th Gender Development Research Conference, San Francisco, CA, United States.
18. ⁵Cortes, K. I., **Eggum, N. D.**, & Kochenderfer-Ladd, B. (2013, April 18-20). *Children's perceptions of teachers' responses to bullying: Relational schemas as predictors of seeking teachers' assistance* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
17. **Eggum, N. D.** (2013, April 18-20). *The Karamojong tribe of Uganda: A mixed-methods analysis of children's negative life events and adjustment* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
16. ⁵Goble, P., Foster, S. A., ⁵Bryce, C. I., Hanish, L. D., **Eggum, N. D.**, Martin, C. L., & Fabes, R. A. (2013, April 18-20). *The transition to school: Children's social interaction skills and academic achievement* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
15. ⁵Silva, K. M., Spinrad, T., Eisenberg, N., ⁵Edwards, A., & **Eggum, N. D.** (2013, April 18-20). *Examining the transactional relations among children's regulation, emotion understanding, and relationship quality with non-parental caregivers* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
14. ²Zhang, L., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2013, April 18-20). *Children's shyness, popularity, and academic achievement in the early school years* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
13. ⁵Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, ⁵Huerta, S., ⁵Edwards, A., ⁵Sulik, M. J., & Sallquist, J. (2012, June 7-9). *Contributions of toddlers' anger and fear reactivity to later cognitive planning abilities* [Poster presentation]. The XVIII International Conference on Infant Studies, Minneapolis, MN, United States.
12. ⁵Cortes, K. I., Kochenderfer-Ladd, B., **Eggum, N. D.**, & Ladd, G. W. (2012, April 13-17). *The relationship between effortful control and peer victimization in early and middle childhood* [Poster presentation]. Annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
11. ⁵Edwards, A., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Gaertner, B. M. (2011, March 31-April 2). *The factor structure of effortful and reactive control: A longitudinal analysis* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

10. Gaertner, B. M., Spinrad, T. L., Eisenberg, N., Sallquist, J., Hofer, C. M., Kupfer, A., & **Eggum, N. D.** (2011, March 31-April 2). *Household chaos and the development of language across the preschool years: The mediating role of effortful control* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
9. Kochel, K. P., ⁵Sechler, C., **Eggum, N. D.**, & Ladd, G. W. (2011, March 31-April 2). *Longitudinal linkages between depressive symptoms and peer victimization trajectories in preadolescence through early adolescence* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
8. ⁵Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., **Eggum, N. D.**, Kupfer, A., & ⁵Edwards, A. (2011, March 31-April 2). *Children's emotion perception skills: The roles of parenting behaviors and child negative emotionality* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
7. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Edwards, A., **Eggum, N. D.**, Sallquist, J., ⁵Seyed-Nozadi, S., & Kupfer, A. (2011, March 31-April 2). *Effortful control and emotion understanding: Examining transactional paths in early childhood* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
6. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Sulik, M. J., Valiente, C., ⁵Huerta, S., ⁵Edwards, A., **Eggum, N. D.**, Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S., Clancy-Menchetti, J., Landry, S., Swank, P. R., Assel, M. A., & Taylor, H. B. (2011, March 31-April 2). *Relations of effortful control, teacher-child relationship quality, and school engagement in a high-risk sample* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
5. **Eggum, N. D.**, Eisenberg, N., Reiser, M., & Spinrad, T. L. (2009, April 2-4). *Latent growth curve trajectories of shyness and emotion in school-aged children* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.
4. Sulik, M., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, Hofer, C., Kupfer, A., & Gaertner, B. M. (2009, April 2-4). *Vagal suppression: Moderator of the relations between socioeconomic risk and maladjustment and ego resilience in early childhood* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.
3. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2008, March 27-30). *The relation of infant temperament and toddlers' shyness* [Poster presentation]. The XVI International Conference on Infant Studies, Vancouver, British Columbia, Canada.

2. Edwards, A., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, March 29-April 1). *Observed behavioral inhibition: Relations with reactive and effortful control* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Boston, MA, United States.
1. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, March 29-April 1). *The development of shyness: The influence of child temperament and maternal behavior* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Boston, MA, United States.

Invited Academic Panel Discussion

1. **Eggum-Wilkens, N. D.** (2019, December 6-7). *Socialization and culture*. A moderated panel discussion for Innovations and Future Directions for Socioemotional and Prosocial Development Conference, Arizona State University, Tempe, AZ.

Invited Academic Presentations

7. **Eggum, N. D.**, ²An, D., ²Lee, Y. -L., ²Xu, J., ²Safa, M. D., ²Clifford, B. N., & Bradley, R. H. (2022, May 19). *The structure of children's and adolescents' social competence in Mexico, Mozambique, and Nepal*. Presentation for Annual FAMELO Team Workshop at The Pennsylvania State University, State College, PA.
6. **Eggum-Wilkens, N. D.**, ²An, D., ²Safa, M. D., ²Xu, J., ²Clifford, B. N., & Bradley, R. H. (2019, May 12). *Preliminary results from FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for senior research staff at the Institute for Social and Environmental Research, Fulbari, Nepal.
5. **Eggum-Wilkens, N. D.**, ²An, D., ²Safa, M. D., ²Xu, J., ²Clifford, B. N., & Bradley, R. H. (2019, May 6-7). *Progress and future plans for FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop at Arizona State University Downtown Campus, Phoenix, AZ.
4. **Eggum-Wilkens, N. D.** (2018, April 23-24). *Progress and initial insights from FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop, Denver, CO.
3. **Eggum-Wilkens, N. D.** (2017, March 9-10). *FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop at Arizona State University Downtown Campus, Phoenix, AZ.
2. **Eggum-Wilkens, N. D.** (2017, March 12-13). *REALM Augmentation of the Family Migration and Early Life Outcomes Project*. Presentation for Research and Empirical Analysis of Labor Migration (REALM) Annual Workshop at New York University in Abu Dhabi, Abu Dhabi, United Arab Emirates.

1. Valiente, C., Eisenberg, N., & **Eggum, N. D.** (2009, May). *Self-regulation and school readiness*. Presentation at the Department of Counseling and Personnel Services, University of Maryland, College Park, MD.

Non-Refereed Local Speaker Series Academic Presentations

4. **Eggum-Wilkens, N. D.** (2019, November 20). *Promoting student engagement and improving instructor effectiveness*. Brief presentation for the Research and Teaching Nuggets series, SSFD, Arizona State University, Tempe, AZ.
3. **Eggum-Wilkens, N. D.** (2019, September 12). *Using the “Opportunities to Learn” framework to improve Introduction to Social Statistics*. Presentation for instructors of Introduction to Social Statistics (SOC 390), SSFD, Arizona State University, Tempe, AZ.
*Attendees were given access to SOC 390 course materials for their use.
2. **Eggum, N. D.** (2012, March 7). *Change it up with latent growth curve modeling*. Presentation for the Measurement and Statistical Analysis lecture series, SSFD, Arizona State University, Tempe, AZ.
1. **Eggum, N. D.** (2009, December). *Resiliency in Uganda*. Presentation for the Developmental Area of the Department of Psychology, Arizona State University, Tempe, AZ.

Public Engagement and Impact

Initiatives

Summer 2018-Summer 2019

The Children's Equity Project (CEP) – A first-of-its-kind multi-university initiative focused on designing and carrying out a cohesive and comprehensive national equity agenda across early childhood research, policy, and practice. The CEP focuses on conducting original research, working with the broader scholar community to translate equity-focused research, developing new practice-based tools and interventions where there are gaps, and working with states and communities to implement policies that result in more equitable early childhood systems. The CEP is housed at the T. Denny School of Social and Family Dynamics at Arizona State University. It is led in partnership with other institutions of higher education.

<https://thesanfordschool.asu.edu/cep>

- Contributed expertise in children's socio-emotional development and peer relationships, as well as in data collection, management, and analyses
- Met with CEP partners from Georgetown, Yale, Bank Street College, Vanderbilt, and NORC at the University of Chicago at ASU DC to strategize the initiative's projects, training, resources, branding, and organizational structure
- Co-developed the Amerispeak national survey study to assess families' experiences with inequities in the early childhood systems and to inform the initiative's agenda – contributed to survey-item development
- Co-developed the *Family Voices* multi-site focus group study to assess families' experiences with inequities in the early childhood systems and to inform our initiative's agenda – contributed to the protocols and measures for 5 affinity groups (families with children with disabilities, Latinx families, Black families, families from Tribal Communities, families providing foster care); lead the IRB applications; developed data collection and management training materials and trained site partners in data collection procedures; contributed to the recruitment strategy

Invited Articles for the Public

2. **Eggum-Wilkens, N. D.** (2013, Summer). Feature article: "I wish I could just go talk to them": Shyness and its correlates. *Mental Notes Magazine*, 7(2), 5-7.

*Estimated average magazine readership of 25,000 per issue

1. **Eggum, N.** (2010, July/August). Feature article: Early childhood wins. *Children's Ministry Magazine*, 20(3), 92-99. <http://childrensministry.com/articles/early-childhood-wins?p=1>

*Average magazine readership of 50,000 per issue

Minor Media Appearances (e.g., quotes)

2. Quoted in Espiritu, A. (2022, April). Working “alone”: How togetherness helps us focus. *Work in Progress* (an online magazine about work culture from Dropbox).
<https://blog.dropbox.com/topics/work-culture/working--alone---how-togetherness-motivates-focus>
1. Quoted in Watson, L. (2012, November). Take the whining out of dining. *Raising Arizona Kids*, 23(9), 29. <http://www.raisingarizonakids.com/2012/11/take-the-whining-out-of-dining/>

*Average magazine readership of 140,000 per issue

Summary of Research Funding Proposals and Awards

	Total
External Proposals	
Number of grant proposal submissions	21
Total amount requested for grant proposals	\$40,922,106
Investigator recognized amount for grant proposals	\$10,458,932
External Awards	
Number of grants awarded	4
Total amount (requested) for grants awarded	\$9,735,997
Investigator recognized amount for grants awarded	\$3,921,339
Internal Awards	
Number of internal funding awards	4
Total awarded amount for internal awards	\$49,278

External Research Funding**External Research Funding Legend**

Details provided for each award or proposal are as follows:

Calendar years of funding if applicable (Year of original submission or of resubmission)

Grant title

Funding agency (Mechanism *if applicable*), Grant number *if applicable*

Investigator name (Project role; University if not at Arizona State University)

Total award or proposal amount (% Investigator Recognized Amount [IRA])

*Note that many of my grants are complex with subcontracts to multiple institutions. Thus, project personnel at a subcontracted institution may be Co-I on the research project but be designated as PI at their institution. I have listed PI and Co-I according to the research project designation. Similarly, personnel may have different IRAs on the overall project and at their institution. IRAs listed here are Eggum's at Arizona State University.

Present External Funding

2021-2026 (2020 resubmission)

Family Context, Socialization, and Children's Socio-emotional Development

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

R01HD101527-01A1

Natalie D. Eggum (PI), Dirgha J. Ghimire (Co-I at University of Michigan), Jennifer E. Glick (Co-I at The Pennsylvania State University), and Scott Yabiku (Co-I at The Pennsylvania State University)

\$3,332,302 (100% IRA) proposed

\$2,689,411 (100% IRA) awarded

Role in proposal: Revised original study design and grant application to highlight strengths and address weaknesses raised by reviewers (improved impact score from a 44 [35th percentile] to a 20 [10th percentile]); analyzed FAMELO Time 1 and Recontact Questionnaire data from Nepal for preliminary studies; revised budget; drafted all pieces of the application; and coordinated and led meetings with interdisciplinary team of co-investigators at two subaward sites

Role in project: Lead an interdisciplinary, multi-university, and international research team; designed research questions, study design, and data analytic plan; developed project timeline and make needed (e.g., COVID-related) adjustments; plan and manage budget; oversee two subcontracts (Pennsylvania State University and University of Michigan) and international data collection vendor; supervise research assistant team at ASU; recruit and train personnel; lead writing, translation, piloting, and psychometric analysis for new questionnaire measures; write progress reports for funder; and in progress

2015-2022 (2014 resubmission)

Family Migration and Early Life Outcomes (FAMELO)

Eunice Kennedy Shriver National Institute of Child Health and Human Development (P01),
P01HD080659

1) *Program Director*

Jennifer E. Glick (The Pennsylvania State University)

2) *Data Collection and Management Core*

Scott Yabiku (PI at The Pennsylvania State University), Flavio Marsiglia (Co-I - Mexico), Victor Agadjanian (Co-I – Mozambique at University of California, Los Angeles), and Dirgha J. Ghimire (Co-I – Nepal at University of Michigan)

3) Project 1 (of 3 interrelated research projects): *Family Migration Context and Socio-emotional Competence*

Natalie D. Wilkens (Co-I Year 1, PI Years 2-5* and no-cost extension years), Robert H. Bradley (PI Year 1, Co-I Years 2-5), and Cecilia Menjivar (Co-I at University of California, Los Angeles)

* ASU's OKED record does not indicate my PI status, likely due to the complex manner in which funding is spread across subcontracts at many universities, but I am PI for Project 1 for Years 2-5

4) Project 2: *Family Migration Context, Aspirations, and Children's Schooling*

Jennifer E. Glick (PI at The Pennsylvania State University) and Carlos Santos (Co-I at University of California, Los Angeles)

5) Project 3: *Family Migration Context and Adolescent Family Formation*

Sarah Hayford (PI at The Ohio State University) and Carlos Santos (Co-I at the University of California, Los Angeles)

\$6,067,687 (9% IRA) proposed

\$4,800,000 (10% IRA Year 1; 30% IRA Years 2-5) awarded

Role in proposal: Developed unique specific aims; co-wrote the theoretical model and hypotheses; synthesized relevant background literature; located potential measures to address the aims; contributed expertise in children's socio-emotional development and experience collecting data internationally; analyzed pilot data to improve measures in the proposal revision; and led the proposal revision

Role in overall FAMELO Program (aspects affecting all three research projects of the program): Served on 7-person internal advisory committee and contributed to decisions regarding research design, sampling, and measures shared by all three projects; helped facilitate local IRB and ethics approvals in Mexico, Nepal, and Mozambique; led development of training plans, training videos, and written training guides for the focus groups and pilot studies for each site; tested programming of pilot and longitudinal questionnaire measures on tablets; co-designed and supervised development of online data documentation (codebook) for longitudinal data set; supervised and contributed to extensive data preparation and data reduction projects; assisted with project PR to facilitate public use of the data; and in progress

Role in Project 1: Managed ASU IRB approvals for Nepal and Mozambique; led development of all data collection protocols and measures; devised data coding scheme and analysis strategy for focus-group data; supervised or executed data analysis for quantitative pilot-study data; communicated with subcontractors in Nepal, Mexico, and Mozambique about successes/challenges in the field during data collection of pilot studies; developed and revised (following back-translations from Nepali, Spanish, Changana, and Portuguese) culturally appropriate parent- and child-reported social competence and adjustment measures for use in the longitudinal study using focus-group and pilot data; lead a team of graduate and undergraduate students who assisted me in data coding and cleaning, extensive factor analytic work, composite creation, and creation of data and codebook training videos; leading or supervising manuscripts resulting from projects; and in progress

Project website: <https://famelo.netlify.com/>

ASU News story about project: <https://asunews.asu.edu/20150916-family-migration-research>

The State Press story about project: <http://www.statepress.com/article/2015/10/asu-migration-study-impacts-children>

ASU Now stories about high-quality research in SSFD and the FAMELO project's contributions: <https://asunow.asu.edu/20180130-asu-sanford-school-program-ranked-no-9-world>

<https://asunow.asu.edu/20180129-short-interview-natalie-wilkens-phd-asus-sanford-school>

Completed External Funding

2016-2020 (2015 resubmission)

Enhancing Child Development through a University-Library Partnership: Evaluation of Books Can... ©

Brady Education Foundation (Existing Program Evaluation)

Michelle Taylor (PI Years 1 and 2; Co-I at California State University, Long Beach Year 3), Megan Pratt (Co-PI Years 1 and 2; Co-I at Oregon State University Year 3), **Natalie D. Wilkens** (Co-PI Years 1 and 2; PI Year 3 and Year of no-cost extension), and Richard Fabes (Co-PI Years 1 and 2)

\$289,283 (10% IRA Years 1 and 2; 100% IRA Year 3 and Year of no-cost extension) proposed and awarded

Role in proposal: Assisted in the design of the study's structure and measures; and assisted with power analyses

Role in project: Consulted regarding observational data coding of child and parent behaviors; advised data management and cleaning procedures; generated analytic plan for specific aims; conducted statistical analyses to test intervention effects on parenting; managed year 3 budget and no-cost extension; oversight of two subcontracts; contributed to and submitted progress reports and human subjects approvals; contributed to presentations and publications based on the data; and co-developed "1-pager" communication explaining study results and practice recommendations to our library partners

*Note: the change in roles and IRA is due to the original PI and a Co-I leaving ASU after Year 2 and a subsequent restructuring of the project

2016-2019 (2016 submitted original proposal)

Family Migration and Early Life Outcomes FAMELO Project: Migrant Interview Augmentation
New York University in Abu Dhabi Corporation - Research and Empirical Analysis of Labor Migrations (REALM) Program (Augmentation or Extension of Existing Project)

Dirgha J. Ghimire (PI at the University of Michigan), Scott Yabiku (Consultant at The Pennsylvania State University), **Natalie D. Wilkens** (Consultant), Sarah Hayford (Consultant at The Ohio State University), and Jennifer E. Glick (Consultant at The Pennsylvania State University)

\$77,796 (0% IRA – thus, not recorded by ASU's OKED) proposed and awarded

Role in proposal: Generated hypotheses and theory regarding migrant-child relationships and children's socio-emotional outcomes; and proposed statistical models to address research aims

Role in project: Represented our research group at a workshop with other REALM-funding recipients to discuss project goals and collaboration opportunities; contributed to sampling decisions; created migrant-reported measures of migrant-child relationships and social support; co-created phone interview measures; and provided progress reports to the funders

2010 was only year of my involvement

Social and Emotional Processes Involved in Academic Competence

National Science Foundation (CAREER Award), BCS-0546096

Carlos Valiente (PI) and **Natalie D. Eggum** (Statistical Consultant)

\$410,405 (0% IRA – thus, not recorded by ASU's OKED)

Role in proposal: None

Role in project: Performed longitudinal structural equation modeling and latent growth curve analyses

External Proposals Not Funded

2020 submitted original proposal

Dynamics of Family Migration, Changing Rural Livelihoods and Early Life Outcomes

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

Jennifer E. Glick (PI at The Pennsylvania State University), Scott Yabiku (Co-I at The

Pennsylvania State University), Guangqing Chi (Co-I at The Pennsylvania State University),

Kamilya Kelgenbaeva (Co-I at International University of Kyrgyzstan), **Natalie D. Wilkens**

(Co-I), and Sarah Hayford (Co-I at The Ohio State University)

\$2,802,384 (100% IRA for ASU subcontract [\$445,013]) proposed

Role in proposal: Provided substantive feedback on specific aims and developed hypotheses, wrote sections of the research strategy, preliminary findings, and data analytic plan; and developed ASU subcontract and budget

2019 submitted original proposal

Do Ethiopian Children's Temperament, Adjustment, and School Engagement Relate to Changes in Their Academic Achievement?

Spencer Foundation (Research Grant on Education: Small)

Carlos Valiente (PI), and **Natalie D. Wilkens** (Co-I)

\$49,992 (15% IRA)

Role in proposal: Assisted PI with approach to revise a grant proposal to meet the goals of Spencer Foundation; and provided feedback on the application

2019 submitted original proposal

Family Migration Context, Socialization, and Children's Socio-emotional Development in Nepal
Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

Natalie D. Wilkens (PI), Dirgha J. Ghimire (Co-I at The University of Michigan), Jennifer E. Glick (Co-I at The Pennsylvania State University), and Scott Yabiku (Co-I at The Pennsylvania State University)

\$3,231,577 (100% IRA) proposed

Role in proposal: Designed study that will collect data for two additional time points at the Nepal site for the original FAMELO study; developed novel specific aims; led revision and expansion of FAMELO's theoretical model and hypotheses development; synthesized relevant background literature; traveled to Nepal for discussions with families about migration's impact on families and to obtain feedback on new measures and father reporters; analyzed FAMELO Time 1 data from Nepal for preliminary studies; prepared budget; drafted all pieces of the application; and coordinated and led meetings with interdisciplinary team of co-investigators at two subaward sites

2019 resubmission

The Relations between Ethiopian Children's Temperament, Socio-emotional Adjustment, School Engagement, and Academic Achievement

National Institutes of Health (R03)

Carlos Valiente (PI), and **Natalie D. Wilkens** (Co-I)

\$157,000 (15% IRA)

Role in proposal: Assisted PI with approach to respond to reviews and revise the analytic plan; and provided feedback on the research strategy

2018 original submission

The Relations between Ethiopian Children's Temperament, Socio-emotional Adjustment, School Engagement, and Academic Achievement

National Institutes of Health (R03)

Carlos Valiente (PI), and **Natalie D. Wilkens** (Co-I)

\$145,816 (15% IRA)

Role in proposal: Co-developed specific aims with PI; created arguments for significance and innovation; generated data analytic plan and conducted power analyses; and contributed to and revised multiple drafts of all pieces of the application

2018 original submission

The Emergence of Children's Attitudes and Prosocial Behavior

National Institutes of Health (R01)

Tracy L. Spinrad (PI), Nancy Eisenberg (Co-I), **Natalie D. Wilkens** (Co-I), and Michael Varnum (Co-I)

\$3,566,155 (10% IRA)

Role in proposal: Co-developed analytic plan with PI; generated theoretical ideas regarding children's identity development and prosocial extensivity toward racial ingroup and outgroup members; and provided feedback on study design and hypotheses

2015 original submission

The Emergence of Children's Attitudes and Prosocial Tendencies Toward Outgroup Members

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

Tracy L. Spinrad (PI), Nancy Eisenberg (Co-I), **Natalie D. Wilkens** (Co-I), and Doug Granger (Co-I)

\$2,691,137 (15% IRA)

Role in proposal: Co-developed analytic plan with PI; and provided feedback on study design and hypotheses

2015 original submission

Collaborative Research: The Emergence of Children's Attitudes and Prosocial Tendencies toward Outgroup Members

National Science Foundation (PD 08-1698)

Tracy L. Spinrad (PI), Nancy Eisenberg (Co-PI), and **Natalie D. Wilkens** (Co-PI)

\$355,370 (15% IRA)

Role in proposal: Developed analytic plan; and provided feedback on study design and hypotheses

2015 resubmission

Kindergarten Classroom Composition: Exploring Links between Classroom-Level Competence and Academic and Social-Emotional Functioning

Institute of Education Sciences (Goal 1 Exploration Proposal)

Richard Fabes (Co-PI), Tashia Abry (Co-PI), **Natalie D. Wilkens** (Co-I), and Mary Anne Duggan (Co-I)

\$1,399,925 (20% IRA)

Role in proposal: Assisted in revising the structure of data collection; provided expertise in children's self-regulation and school-related development; updated major pieces of the research plan pertaining to sample-size planning and data analysis; and provided substantive and quantitative feedback on all proposal components

2015 original submission

Enhancing Child Development through a University-Library Partnership: Evaluation of Books Can... ©

Brady Education Foundation (Existing Program Evaluation)

Michelle Taylor (PI), Megan Pratt (Co-PI), **Natalie D. Wilkens** (Co-PI), and Richard Fabes (Co-PI)

\$276,281 (10% IRA)

Role in proposal: Assisted in the design of the study's structure and measures; and assisted with power analyses

2015 original submission

Future Orientation: A Potential Pathway through which Socioeconomic Status Influences Educational, Vocational, and Health Outcomes

William T. Grant Foundation (W. T. Grant Scholars)

Sarah Lindstrom (PI) and **Natalie D. Wilkens** (Statistical Consultant)

\$349,999 (0% IRA – thus, not recorded by ASU's OKED)

Role in proposal: Assisted in the creation of the analytic plan

2014 original submission

Kindergarten Classroom Composition: Exploring Links between Classroom-Level Competence and Academic and Social-Emotional Functioning

Institute of Education Sciences (Goal 1 Exploration Proposal)

Tashia Abry (PI), Robert Bradley (Co-I), Richard Fabes (Co-I), **Natalie D. Wilkens** (Co-I), and Jodi Swanson (Co-I)

\$1,599,974 (10% IRA)

Role in proposal: Assisted in planning the structure of data collection; provided expertise in children's self-regulation and academic-related development; obtained education in newly available statistical modeling techniques to address the research aims (i.e., multilevel structural equation modeling); wrote major pieces of the research plan pertaining to sample-size planning and data analysis; and provided substantive and quantitative feedback on all proposal components

2013 revision

Family Migration and Early Life Outcomes (FAMELO)

Eunice Kennedy Shriver National Institute of Child Health and Human Development (P01)

Jennifer Glick (Program Director/Administrator)

Project 1 (of 3 interrelated research projects): *Family Migration Context and Socio-emotional Competence*

Robert Bradley (PI) and **Natalie D. Wilkens** (Co-I)

\$5,345,118 (10% IRA)

Role in proposal: Revised previously submitted proposal

2013 original submission

Family Migration and Early Life Outcomes (FAMELO)

Eunice Kennedy Shriver National Institute of Child Health and Human Development (P01)

Jennifer Glick (Program Director/Administrator)

Project 1 (of 3 interrelated research projects): *Family Migration Context and Socio-emotional Competence*

Robert Bradley (PI) and **Natalie D. Wilkens** (Co-I)

\$5,453,234 (10% IRA)

Role in proposal: Developed unique specific aims; co-wrote the theoretical model and hypotheses; synthesized relevant background literature; located potential measures to address the aims; contributed expertise in children's socio-emotional development and experience collecting data internationally; led the writing of the approach section

2011 original submission

Predictors of Regulation and Adjustment in Children of Mexican Origin

National Science Foundation (PD 08-1698)

Tracy L. Spinrad (PI), Nancy Eisenberg (PI), Armando Piña (Co-PI), **Natalie D. Eggum** (Co-PI), and Mark Reiser (Co-PI)

\$645,131 (5% IRA)

Role in proposal: Participated in planning meetings, and provided feedback

2010 original submission

Expertise Reconsidered: Enriching Models of Expertise through the Integration of Motivation and Emotion

National Science Foundation (Program Announcement 10-586)

Jenefer Husman (PI), Sarah Brem (Co-I), and **Natalie D. Eggum** (Statistical Analyst)

\$1,064,900 (0% IRA – thus, not recorded by ASU's OKED)

Role in proposal: Contributed to the analytic plan

2010 resubmission

Predictors of Regulation and Adjustment in Children of Mexican Origin

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

Tracy L. Spinrad (PI), Nancy Eisenberg (PI), Nancy Gonzalez (Co-PI), Armando Piña (Co-PI),

Natalie D. Eggum (Co-PI), Brian Verrelli (Co-PI), and Mark Reiser (Co-PI)

\$3,260,123 (5% IRA)

Role in proposal: Provided general feedback on revisions

2009 original submission

Predictors of Regulation and Adjustment in Children of Mexican Origin

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

Tracy L. Spinrad (PI), Nancy Eisenberg (PI), Armando Piña (Co-PI), **Natalie D. Eggum** (Co-

PI), Brian Verrelli (Co-PI), and Mark Reiser (Co-PI)

\$2,434,194 (5% IRA)

Role in proposal: Participated in planning meetings; assisted with identification and documentation of measures; and provided general feedback

Internal Research Funding

Completed Internal Funding

2018-2020

Social Withdrawal, Anxiety, and Depression (Twin SAD): Genetic and Environmental Risk

ASU, SSFD (Faculty Facilitation Award Seed Grant)

Natalie D. Wilkens (PI), Kathryn Lemery-Chalfant (Co)

\$6,510

Role in project: Used funding to supplement funding from The Institute for Mental Health Research (PI: Lemery-Chalfant) for data collection. Revised the initial research questions; co-created study design to address research questions; created new measures of social withdrawal; directed online data collection for the pilot study with singletons (Mturk/Qualtrics) and for the primary study with twins (Qualtrics); created social media account to facilitate recruitment; supervising implementation of recruitment (including Facebook and Multiples of America advertisements), participant management, data management, cleaning; supervising or conducting analyses; and dissemination of findings

2016-2017

The Emergence of Children's Attitudes and Prosocial Behavior

ASU, SSFD (Diversity Science Initiative Seed Grant)

Tracy Spinrad (PI), Gustavo Carlo (Co at University of Missouri), Nancy Eisenberg (Co),

Deborah Laible (Co at Lehigh University), **Natalie D. Wilkens** (Co)

\$7,315

Role in project: Consulted regarding focus group planning; and advised research group on analytic strategy and statistical analyses

2013-2014

Measuring Social Competence in Diverse Migration Contexts

ASU, The College of Liberal Arts and Sciences and SSFD (Seed Funding Mechanism)

Jennifer Glick (PI), Robert Bradley (Co), **Natalie D. Eggum** (Co), Sarah Hayford (Co),

Francisco Lara-Valencia (Co), Scott Yabiku (Co)

\$31,953

Role in project: Prepared focus-group and qualitative interview measures for pilot data collection in Mexico, Nepal, and Malawi; utilized pilot data to refine the social competence measures included in, and bolster the preliminary analyses section of, the external grant proposal which was funded; and led analyses of data for publication

2010-2011

Adjustment and Children of the Karamojong Tribe (ACKT), and Gender, Relationships, and Social Participation (GRASP)

ASU, The Gulliot Endowment

Natalie D. Eggum (Primary Investigator)

\$3,500

Role in project: Led the development of two studies; coordinated study logistics; personally collected data in Uganda; managed a team of graduate and undergraduate students who performed data entry, coding, and cleaning; and led or directed manuscripts resulting from projects

Research Honors, Scholarships, and Awards

2021

Invited Session Leader

Chat with the Leaders Event - "Lunch with the Leaders" provides a forum for students to interact with senior scholars who have central roles in the field of child development and the Society for Research in Child Development

2010

Selected Participant and Travel Stipend Recipient (airfare and lodging for workshop)

The Child Development and Behavior Branch of the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) 2-day workshop, *Executive Function in Preschool Children: Current Knowledge and Research Opportunities*, Bethesda, MD

2009

Student Travel Award (\$300 for professional conference costs)

Society for Research in Child Development

2008

Travel Grant (\$230 for professional conference costs)

Division of Graduate Studies, ASU

TEACHING AND MENTORING

Teaching and Mentoring Mission

The mission of my teaching and mentoring activities is to prepare undergraduate students, graduate students, and emerging scholars from diverse backgrounds and perspectives for success in social science careers; as well as to facilitate students' and scholars' understanding of quantitative methods to perform research and enable wise consumption of information in the "real world."

Teaching Legend

- † indicates a new course that did not exist in my academic unit until I created it
- * indicates that I developed new course materials (syllabus, lectures, in-class activities, assessments, rubrics) for an existing course, and I shared these materials with other instructors teaching the course

Teaching Experience

Graduate Courses Instructed

† *Latent Growth and Mixture Models with Longitudinal Data (CDE 598)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size (i.e., < 20) format, I emphasize practical applications of latent growth models from a structural equation modeling perspective, as well as growth mixture models. In addition to discussing concepts related to longitudinal methods and design, students learn how to model longitudinal data with *Mplus* software (e.g., single-variable latent growth models with time-invariant or time-varying covariates and distal outcomes, parallel process latent growth models, multiple-variable latent growth models, latent class growth and growth mixture models with covariates and distal outcomes), interpret output, and report results of analyses. Students are evaluated based on concept question sets, application assignments, a final project written assignment, and a final project presentation.

3. Fall 2020: 13 students (plus 3 auditing students) – *the course was taught simultaneously as in-person and synchronous-online formats due to COVID-19*

2. Fall 2017: 9 students (plus 1 auditing faculty member, 5 auditing students, 1 nonregistered international visiting faculty member, and 1 non-registered international visiting student)

1. Spring 2014: 8 students (plus 5 auditing students and 1 nonregistered visiting student)

† *Structural Equation Modeling with Longitudinal Data (CDE 591)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size format (i.e., < 20), I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to clean and prepare data for analysis, model longitudinal data with *Mplus* software (e.g., traditional, fixed-effect, random-effect, and random-intercept cross-lagged panel models; measurement invariance testing; multiple-group modeling; longitudinal mediation; latent state-trait models), interpret output, and report analyses results. Students are evaluated based on concept question sets, application assignments, a final project written assignment, and a final project presentation.

4. Fall 2021: 3 students
3. Fall 2019: 13 students (plus 1 auditing postdoctoral fellow, and 2 auditing students)
2. Fall 2015: 6 students (plus 1 auditing faculty member, 1 auditing postdoctoral fellow, and 1 nonregistered international visiting student)
1. Fall 2013: 5 students (plus 3 auditing students)

† *Longitudinal Methods (CDE 598)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size format (i.e., < 20), I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to prepare data for analysis, model longitudinal data with *Mplus* software (e.g., panel models with observed and latent variables, measurement invariance testing, latent growth models with time-invariant covariates), interpret output, and report analyses results. Students are evaluated based on homework assignments and a final project written assignment.

1. Fall 2011: 11 students (plus 2 nonregistered students)
 - After Fall 2011, I split the content into two courses and expanded the content (listed above)

Undergraduate Courses Instructed

* *Social Statistics I (SOC 390)*, SSFD, ASU

Description: This is a 3-credit hour, undergraduate-level, introduction-to-statistics course that is required for many majors. In an in-person, small-class-size format (i.e., ≤ 40), I teach basic data analysis concepts and procedures used by researchers in the social sciences. We review ways of describing data (“descriptive statistics”) and focus on methods of testing hypotheses (“inferential statistics”; e.g., z-test, t-test, correlation, analysis of variance). Students learn how to perform statistical calculations by hand and how to execute and interpret results with statistical software (SPSS). Students are evaluated based on concept question sets, application assignments, in-class participation, and exams.

11. Spring 2022: 9 students

10. Spring 2021: 24 students – *the course was taught simultaneously as in-person and synchronous-online formats due to COVID-19*

9. Fall 2020: 19 students – *the course was taught simultaneously as in-person and synchronous-online formats due to COVID-19*

8. Fall 2018: 22 students

7. Spring 2015: 29 students

6. Spring 2015: 31 students

5. Fall 2013: 39 students

4. Spring 2013: 32 students

- Supervised 1 honors enrichment contract project

3. Fall 2012: 40 students

- Supervised 1 honors enrichment contract project

2. Spring 2012: 38 students

- Supervised 2 honors enrichment contract projects

1. Spring 2011: 39 students

* *Developmental Psychology (PGS 341)*, Department of Psychology, ASU

Description: This is a 3-credit hour, undergraduate-level, upper-division, elective course. In an in-person, small-class-size format (i.e., < 30), I introduce students to human development as described by psychological principles, theory, and research. I emphasize children’s social, emotional, and cognitive development. Students are evaluated based on exams and three writing assignments.

1. Fall 2008: 23 students

- Supervised 2 honors enrichment contract projects

Guest Lectures and Panel Participation for Undergraduate- and Graduate-Level Courses

October 21, 2020

Guest Speaker: Challenges Experienced by Children in Low-income Countries

Discovery Seminar: Exploring the Global Learning Crisis (LIA 194), The College of Liberal Arts and Sciences, ASU

September 30, 2020

Work-Life Balance Panel Participant

Professional Development (FAS 503), SSFD, ASU

March 12, 2018

Work-Family Balance Panel Participant

Professional Development (PSY 591), Department of Psychology, ASU

December 2, 2015

Work-Life Balance Panel Participant

Professional Development (FAS 503), SSFD, ASU

March 12, 2015

Work-Life Balance Panel Participant

Professional Development (PSY 591), Department of Psychology, ASU

April 21, 2008

Guest Lecture: Friendships and Peer Groups

Developmental Psychology (PGS 341), Department of Psychology, ASU

April 18, 2007

Guest Lecture: Peer Relationships

Developmental Psychology (PGS 341), Department of Psychology, ASU

Mentoring Notes and Legend

- My role on committees for student milestone projects is to provide substantive expertise as well as guidance in design and data analysis, which often requires substantial time helping students plan, conduct, and interpret data analyses
- Dates of defenses (or “in progress” if they are actively working on milestone but not yet defended), students’ names, and students’ academic units are provided for mentorship on students’ committees
- Employment after graduation is listed for doctoral students who I chaired or co-chaired
- Dates of supervision/mentorship and students’ names are provided for other forms of mentorship
- Graduate students and postdoctoral fellows whom I mentor in research engage in
 - weekly, 45-to 60-minute, one-on-one meetings with me about development of professional goals; RA task assignments; progress on RA tasks and professional goals; time-management and emotional support; and development of scholarly products
 - weekly, full (including undergraduate and high school students [if applicable]) lab, email updates from me about our research projects’ priorities, progress, and products; student milestone accomplishments; and inspiration and tips
- I do not include supervision of teaching assistants

Mentoring Experience

Mentoring of Faculty Members, T. Denny Sanford School of Social and Family Dynamics

Formal Mentoring of Assistant or Associate Professors

- Spring 2019-Summer 2020 – Dr. Megan Costa – met in person once or twice per semester to discuss professional development, goals, and progress; checked on progress and wellbeing several times per semester via email or phone; provided professional development materials; advised regarding promotion & tenure procedure and application materials, time management, and organization and efficiency; and provided recommendations for project commitments and priorities

Informal Mentoring of Assistant Professors

- Spring 2019-present – Dr. Connor Sheehan – providing professional development materials; shared teaching materials for *Social Statistics (SOC 390)*; provided feedback on third-year review materials; and advised regarding instruction and promotion & tenure; and in progress
- Spring 2018-present – Dr. Holly O’Rourke – providing professional development materials; shared teaching materials for *Social Statistics (SOC 390)*; provided feedback on third-year review materials; provided feedback on promotion & tenure materials, and advised regarding instruction, struggling students in the classroom and research laboratory, publication strategies, promotion & tenure, and organization and efficiency; and in progress

Chaired, Co-Chaired, or Directed Committees for Student Milestones

Doctoral Dissertation Chair or Co-Chair, ASU

7. in progress, Yen-Lin “Joyce” Lee (Family and Human Development)
6. in progress, Brandon Clifford (Family and Human Development)
5. April 14, 2021, Jingyi Xu (Family and Human Development)
 - Postdoctoral fellowship with Dr. Yao Zheng (Assistant Professor in the Faculty of Arts’ Department of Psychology at University of Alberta, Canada)
4. July 11, 2019, Danming An (Family and Human Development)
 - Postdoctoral fellowship with Dr. Grazyna Kochanska (Stuit Professor of Developmental Psychological and Brain Sciences at University of Iowa)
 - Assistant Professor at Lehigh University (Bethlehem, Pennsylvania)
3. July 2, 2018, Ray E. Reichenberg (Family and Human Development)
 - *I was officially Ray’s “co-chair” for administrative purposes, but I functioned like a regular committee member
 - Postdoctoral fellowship with Dr. William Dardick (Assistant Professor of Educational Research at George Washington University)
 - Research Assistant Professor at University of Nebraska, Lincoln
 - Director of Psychometrics and Behavioral Research at Southern New Hampshire University
2. April 6, 2018, Rebecca Berger (Family and Human Development)
 - Postdoctoral fellowship with Dr. Brenda Jones-Harden (Professor of Human Development & Quantitative Methodology at University of Maryland)
 - Research Scientist at NORC University of Chicago
1. October 31, 2016, Linlin Zhang (Family and Human Development)
 - *I was officially Linlin’s “co-chair” because I had not yet chaired a thesis, but I functioned as her sole dissertation advisor
 - Postdoctoral fellowship with Dr. Tina Malti (Professor of Psychology at University of Toronto, Canada)
 - Lecturer (equivalent to Assistant Professor) at Capital Normal University (Beijing, China)

Comprehensive Examination Chair or Co-Chair, ASU

5. March 2, 2022, Yen-Lin “Joyce” Lee (Family and Human Development)
4. August 6, 2021, Brandon Clifford (Family and Human Development)
3. January 8, 2020, Jingyi Xu (Family and Human Development)
2. November 27, 2017, Danming An (Family and Human Development)
1. March 16, 2015, Linlin Zhang (Family and Human Development)

Undergraduate Student Honors Thesis Director, ASU

2. in progress, Ananyaa Mahajan (Psychology)
1. April 2, 2018, Helen Mitiku (Biochemistry)

Committee Memberships (Non-Chaired) for Student Milestones

Doctoral Dissertation External Examiner

1. January 11, 2021, Will Hipson (Psychology, Carleton University, Canada)

Doctoral Dissertation Committee Member, ASU

10. in progress, Juyoung Kim (Family and Human Development)
9. June 5, 2019, Beatriz de Diego-Lázaro (Department of Speech and Hearing Sciences)
8. April 8, 2019, Maria Dalal Safa Pernet (Family and Human Development)
7. April 5, 2019, Danielle Seay (Family and Human Development)
6. July 13, 2017, Katherine Cheng (Family and Human Development)
5. June 24, 2014, Priscilla M. Goble (Family and Human Development)
4. March 31, 2014, Alicia Moss DiDonato (Family and Human Development)
3. April 9, 2012, Kimberly S. Burrola (Family and Human Development)
2. March 8, 2012, Bridget Granville Seeley (Educational Psychology)
1. June 1, 2011, Nicholas Bishop (Sociology)

Comprehensive Examination Committee Member, ASU

13. May 15, 2022, Juyoung Kim (Family and Human Development)
12. January 7, 2021, Longfeng Li (Family and Human Development)
11. December 12, 2019, Xiaoye Xu (Family and Human Development)
10. February 22, 2019, Eunjung Kim (Family and Human Development)
9. October 23, 2018, Sonya Xinyue Xiao (Family and Human Development)
8. April 19, 2018, Danielle Seay (Family and Human Development)
7. July 24, 2017, Ray E. Reichenberg (Family and Human Development)
6. June 14, 2017, Maria Dalal Safa Pernet (Family and Human Development)
5. April 12, 2017, Rebecca Berger (Family and Human Development)
4. July 1, 2015, Khaerannisa Cortes (Family and Human Development)
3. August 25, 2014, Naomi C. Z. Andrews (Family and Human Development)
2. September 16, 2013, Sue A. Rodríguez (Family and Human Development)
1. July 19, 2012, Priscilla M. Goble (Family and Human Development)

Empirical Portfolio/Master's Thesis Committee Member, ASU

5. in progress, Claudia Vega (Family and Human Development)
4. August 14, 2014, Yi Li (Psychology)
3. April 2, 2013, Khaerannisa Cortes (Family and Human Development)
2. October 4, 2011, Sara Seyed-Nozadi (Family and Human Development)
1. June 22, 2011, Idean Ettekal (Family and Human Development)

Undergraduate Student Honors Thesis Second Reader, ASU

2. April 18, 2018, Lindsey Gorry (Sociology)
1. April 3, 2013, Lauren Aboud (English)

Undergraduate Student Honors Thesis Third Reader, ASU

3. March 27, 2013, Katherine Travis (Psychology)
2. April 6, 2011, Khaerannisa Cortes (Family and Human Development)
1. April 23, 2010, Tessa Frederick (Psychology)

Mentoring of Students' Research and Professional Development

Primary Mentor for Postdoctoral Fellow, SSFD, ASU

1. Fall 2016-Winter 2018, Dr. Megan Costa

Supervisor/Co-Supervisor for Paid Graduate Student Research Assistant, SSFD, ASU

7. Summer 2021-present, Yen-Lin "Joyce" Lee
6. Fall 2018-Spring 2020 and Summer 2021-Spring 2022, Brandon Clifford
5. Summer 2018-Spring 2020, Jingyi Xu
4. Fall 2016-Spring 2019, Maria Dalal Safa Pernet
3. Fall 2014-Summer 2019, Danming An
2. Fall 2011-Fall 2016, Linlin Zhang
1. Spring 2011, Andrea Vest

Supervisor for Volunteer Graduate Student Research Assistant, SSFD, ASU

3. Fall 2017-Spring 2018, Jingyi Xu
2. Fall 2017-Spring 2018, Kimberly Mulder
1. Fall 2012-Spring 2016, Flóra Faragó

Mentor for Graduate Student in the Preparing Future Faculty (PFF) Program, SSFD, ASU

1. Fall 2021, Qingyu Jiang (University of Nebraska-Lincoln)

Supervisor for Paid Undergraduate Supervised Research funded via the Barrett Honors College Bidstrup Foundation's Undergraduate Fellows Program, SSFD, ASU

1. Spring 2018-Summer 2018, Sunomi Regmi

Supervisor for Undergraduate Supervised Research Experience (FAS 390/499), SSFD, ASU

18. Fall 2021, Ananyaa Mahajan
17. Fall 2019, Jessica Guido
16. Fall 2019, Nathan Tesman
15. Spring 2018, Ashley Valley
14. Fall 2017, Helen Mitiku
13. Fall 2015, Lindsey Gorry
12. Spring 2015, Allison Dean
11. Spring 2015, Ashley England
10. Spring 2015, Caitlyn Giamarino
9. Spring 2015-Fall 2015, Joseph Muhlenkamp
8. Fall 2014, Abbey Pellino
7. Spring 2014-Fall 2014, Kari Eckert
6. Fall 2012-Spring 2013, Hafsa Ibrahim
5. Fall 2011-Spring 2012, Casiana Pascariu

4. Spring 2011-Fall 2011, Mrwah Ahmad
3. Spring 2011-Fall 2011, Brittany Walton
2. Spring 2011, Bianca Finocchiaro
1. Spring 2011, Camille Sitto

Supervisor for Volunteer Post-Undergraduate Research Assistant, SSFD, ASU

2. Fall 2013-Spring 2014, Hafsa Ibrahim
1. Fall 2013-Spring 2014, Aubrey Utter

Supervisor for Volunteer Undergraduate Student Research Assistant, SSFD, ASU

3. Fall 2017, Taylor Ryan
2. Spring 2016-Fall 2017, Lindsey Gorry
1. Spring 2016-Fall 2017, Joseph Muhlenkamp

Supervisor for High School Senior Research Project Intern, SSFD, ASU

1. Spring 2019, Jessica Guido (BASIS Peoria High School)

Mentoring of Graduate Students' Teaching-Related Activities

Supervisor for Graduate Student Worker, SSFD, ASU

1. Summer 2017, Ray E. Reichenberg - Co-developed course content and assessments

General Mentoring

Faculty Mentor for Undergraduate Student, President Barack Obama Scholars Program, ASU

1. Fall 2010-Spring 2011, Rosalva Santiago

Teaching and Mentoring Honors, Scholarships, and Awards

The 2015-2016 Centennial Professorship Award (\$10,000) - This award from the Associated Students of Arizona State University is aimed at recognizing engaged scholarship, emerging leadership, dedication to community service, and demonstration of student-centered practices. The award is an honor to the selected faculty, as well as a great benefit for their students because it provides further resources and opportunities for their students. Nomination was open to junior faculty throughout Arizona State University. I used \$5,000 of this award to fund a half-time graduate student for 8 weeks to help me assess and improve teaching materials for Social Statistics I (SOC 390). We completely revised lectures and in-class content, as well as created new assessments of students' learning. We improved content coverage, cognitive process expectations, and instructional practices based on the *Opportunities to Learn* framework. Our work was shared with faculty members teaching the course.

The Spring 2015 College Marshal - The College of Liberal Arts and Sciences recognizes one faculty member who has recently received special recognition to serve as College Marshal, and carry the College's gonfalon during the Arizona State University Undergraduate Commencement procession.

The 2013-2014 The College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences (\$1,830) - This award recognizes quality teaching in the College of Liberal Arts and Sciences at Arizona State University and was established in memory of Zebulon Pearce who graduated from Territorial Normal School at Tempe (now ASU) with teacher's credentials in 1899. It is the highest recognition of excellence of teaching in the College. Nomination was open to faculty of all ranks in The College.

ASU News story about award: <https://asunews.asu.edu/20140421-zebulon-pearce-distinguished-teaching-awards>

SERVICE

Service Mission

The mission of my service activities is to facilitate diverse emerging scholars' exposure to, preparation for, and success in social science careers, as well as to improve students' and scholars' understanding and application of longitudinal quantitative methods.

Service to the Profession

Professional Association Committee Member

Outstanding Mentor Award Committee, Society of Research on Adolescence

- 2019 – Developed review criteria; and evaluated and ranked the quality of 26 award nominees

Early Career Outstanding Paper Committee, American Psychological Association, Division 7 (Developmental Psychology)

- 2016 – Evaluated and ranked the quality of 9 publications of early career nominees

Editorial Board Member for Academic Journals

Consulting Editor, *Developmental Psychology*

- 2022 – 1 manuscript review and in progress
- 2021 – 2 manuscript reviews
- 2020 – 3 manuscript reviews
- 2019 – 11 manuscript reviews
- 2018 – 5 manuscript reviews
- 2017 – 9 manuscript reviews
- 2016 – 6 manuscript reviews

Ad hoc Reviewer for Academic Journals

1. *British Educational Research Journal* (1 review)
2. *Child Development* (15 reviews)
3. *Child Development Perspectives* (5 reviews)
4. *Cognition and Emotion* (1 review)
5. *Development and Psychopathology* (2 reviews)
6. *Developmental Psychobiology* (2 reviews)
7. *Developmental Psychology* (1 review)
8. *Early Childhood Research Quarterly* (2 reviews)
9. *Early Education & Development* (2 reviews)
10. *Emotion* (3 reviews)
11. *Infancy* (3 reviews)
12. *Infant and Child Development* (1 review)
13. *Infant Behavior and Development* (1 review)
14. *International Journal of Behavioral Development* (2 reviews)

15. *International Perspectives in Psychology: Research, Practice, & Consultation* (1 review)
16. *Journal of Abnormal Child Psychology* (2 reviews)
17. *Journal of Adolescence* (2 reviews)
18. *Journal of Adolescent Research* (1 review)
19. *Journal of Applied Developmental Psychology* (3 reviews)
20. *Journal of Child and Family Studies* (4 reviews)
21. *Journal of Clinical Child and Adolescent Psychology* (2 reviews)
22. *Journal of Experimental Child Psychology* (2 reviews)
23. *Journal of Genetic Psychology* (3 reviews)
24. *Journal of Research on Adolescence* (2 reviews)
25. *Journal of Social and Personal Relationships* (1 review)
26. *Journal of Special Education and Rehabilitation* (2 reviews)
27. *Learning and Individual Differences* (1 review)
28. *Merrill-Palmer Quarterly* (2 reviews)
29. *Motivation and Emotion* (2 reviews)
30. *Psychological Assessment* (1 review)
31. *Sex Roles* (2 reviews)
32. *Social Development* (22 reviews)

Book Proposal and Sample Chapter Reviewer

2012

Finch, W. H., Jr., & French, B. F. (2015). *Latent variable modeling with R*. New York, NY: Routledge

2012

Newsom, J. T. (2015). *Longitudinal structural equation modeling: A comprehensive introduction*. New York, NY: Routledge

Grant Reviewer

Czech Science Foundation

- 2020 – assessed the scientific quality of funding application and the quality of the applicant as an external expert for 1 grant proposal

Netherlands Organisation for Scientific Research-Social Sciences and Humanities Board

- 2020 – assessed the scientific quality of funding application and the quality of the applicant as an external expert for 1 grant proposal

United States-Israel Binational Science Foundation

- 2016 – evaluated the merit, importance, strengths and weaknesses, and investigator suitability for 1 grant proposal

Israel Science Foundation

- 2014 – evaluated the originality and innovation, importance, methodological adequacy, and investigator suitability for 1 grant proposal

Professional Conference Proposal Reviewer

Society for Research in Child Development's Developmental Methods Conference

- 2011 – evaluated and made acceptance recommendations for 8 conference proposals

Service to the University

Panelist, ASU

March 10, 2021

ASU Graduate Student Networking Event (72 attendees)

Faculty representative for STEM discipline work in academic settings at networking event co-hosted by Graduate & Professional Student Association, Career & Professional Development Services, and The Graduate College

July 20, 2020

Launching a Career in the Great Recession (\approx 100 attendees)

Inaugural Event for the Career Navigators Programming Initiative for ASU doctoral students, Graduate College, ASU

Story about panel on *ASU's The Graduate Insider*:

<https://graduate.asu.edu/blog/professional-development-and-events/grad15-4-tips-for-finding-a-job-during-a-recession-for-graduate-students>

Statistical Advising, ASU

Providing instruction and advice regarding analytic strategies, model specification, estimation trouble-shooting, and results interpretation to support the research of ASU's faculty and students from academic units across the university.

- 2022 – in progress
- 2021 – 5 hours
- 2020 – 2 hours
- 2019 – 11 hours
- 2018 – 22 hours
- 2017 – 26 hours
- 2016 – 20 hours
- 2015 – 12 hours
- 2014 – 41 hours
- 2013 – 21 hours
- 2012 – 61 hours

Service to the College

Committee Member, The College of Liberal Arts and Sciences

Data Science Steering Committee

- Fall 2020-present – revised the BS degree behavioral sciences track for on-campus/immersion modality to reflect current course offerings, identified course offering needs to expand degree to online modality, discussed annual management of the program, and generated descriptions of the track for academic advisors
- Fall 2018 – developed a proposal for an interdisciplinary BS degree in Data Science for undergraduates from the natural and social sciences; and co-created the behavioral sciences track proposal

Service to the Academic Unit

Panels

May 19, 2021

Panel Participant for Research on Childhood Discussion

Summer Undergraduate Program for Engaging with Research, SSFD, ASU

March 31, 2021

Panel Participant for Promotion & Tenure Experience and Advice Workshop

Junior Faculty, SSFD, ASU

May 22, 2018

Panel Moderator and Participant for Research Careers in Academia Discussion

Summer Undergraduate Program for Engaging with Research, SSFD, ASU

Committee Member, T. Denny Sanford School of Social and Family Dynamics (SSFD)

Postdoctoral Research Fellows for the Children's Equity Project (CEP) Search Committee

- Spring 2019 – discussed the roles and responsibilities for the position(s) and desired structure of fellow-faculty working relationships; reviewed 26 applicants' materials, drafted interview questions; interviewed 7 candidates; and made hiring decisions for 2 positions aimed at supporting and advancing the Children's Equity Project Initiative in research and policy landscapes

Faculty Mentoring Committee

- Spring 2018 – developed and implemented a formal mechanism for mentoring of tenure-track and non-tenure track faculty to foster professional development, successful promotion, a positive culture of support, and greater community impact; created mentoring program's policies and procedures and program expectations proposals; solicited and responded to faculty feedback about the proposals; and created a survey to facilitate mentor-mentee match based on needs and strengths

Tenure-Track Personnel Committee

- Fall 2018-Spring 2019 – performed annual reviews for 27 tenure-track faculty members to evaluate performance, identify strengths and opportunities for growth, and provide strategies for improvement in research, instruction, and service; I expanded and improved the template I created during my first year on the committee (see below); and worked with a subcommittee to set short-term goals and craft a long-term vision for committee
- Fall 2017-Spring 2018 – reviewed 1 case for promotion to Associate Research Professor; performed annual reviews for 26 tenure-track faculty members to evaluate performance, identify strengths and opportunities for growth, and provide strategies for improvement in research, instruction, and service; and I created a new template document for personnel committee members to facilitate understanding of the annual review process and improve efficiency of reviews

Postdoctoral Research Fellow for the Diversity and Inclusion Science Initiative Search Committee

- Fall 2017-Spring 2018 – reviewed 30 applicants' materials; and made hiring recommendations to the Director for a position aimed at supporting and advancing SSFD's Diversity and Inclusion Science Initiative

Diversity and Inclusion Science Initiative (DISI) Undergraduate Research Mentoring Committee

- Fall 2019 – updated application
- Fall 2018-Spring 2019 – helped revise the Summer Undergraduate Program for Engaging with Research (SUPER) curriculum and application materials based on inaugural cohort results (see below); identified, recruited, and supported a potential applicant from my class; reviewed 11 applicants' materials and selected the Summer 2019 SUPER cohort of 6 fellows; and reviewed 4 applicants' materials for the DISI Undergraduate Research Fellowship (a program, distinct from SUPER, that provides financial support for students to work on an independent research project) and selected 2 recipients
- Fall 2016-Summer 2018 – planned and piloted an intensive summer research program (Summer Undergraduate Program for Engaging with Research [SUPER]) for undergraduate students who are traditionally underrepresented in the social sciences that exposes them to research and diversity-related issues, provides hands-on research experience which culminates with research poster presentations, and facilitates the development of career goals; outlined curriculum and contributed to teaching materials; designed application process; reviewed 11 applicants' materials and selected the inaugural (Summer 2018) cohort of 6 fellows; and identified potential panelists (academic and non-academic) to participate in fellows' training

ASU Now story about SUPER: <https://asunow.asu.edu/20181009-beyond-undergrad-putting-graduate-school-reach-underrepresented-students>

Assistant Professor Children's Social Networks Search Committee

- Fall 2015 – reviewed 7 applicants' materials, interviewed 2 candidates, and made hiring recommendations to Director for a position aimed at strengthening SSFD's quantitative expertise in social networks

Speaker Series Committee

- Spring 2015-Fall 2015 – generated a list of potential speakers and selected a speaker to inspire faculty and increase SSFD’s visibility

Graduate Committee for the Ph.D. Program in Family and Human Development (FHD)

- Spring 2021– performed mid-program reviews for pre- and post-masters graduate students
- Fall 2016-Spring 2017 – created a formal evaluation process for teaching and research assistants to identify students’ strengths and opportunities for growth, facilitate student-supervisor communication, and inform future student-hiring decisions; ranked 3 applicants for first-generation student awards to support diversity in the academic pipeline; reviewed 47 graduate applicants’ materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program
- Fall 2015-Spring 2016 – modified program evaluation methods to gather additional information on students’ skill acquisition based on our Ph.D. program assessment report; selected 2 fellowship candidates from 3 applicants to support students’ dissertation completion; planned and implemented new strategies for the recruitment and admissions procedures to improve the caliber of graduate students; ranked 5 applicants for first-generation student awards to support diversity in the academic pipeline; reviewed 34 graduate applicants’ materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program
- Fall 2014-Spring 2015 – reviewed 39 graduate applicants’ materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program
- Fall 2013-Spring 2014 – created annual graduate student evaluations to identify students’ strengths and weaknesses, facilitate student-supervisor communication, and foster students’ professional development and goal-setting behaviors; reviewed 31 graduate applicants’ materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program

Undergraduate Programs Committee

- Fall 2012-Spring 2013 – reviewed 21 scholarship applicants’ materials and selected recipients to financially support undergraduate students; reviewed and ranked 4 honors theses for awards to acknowledge students’ work and incentivize faculty to chair honors theses

Assistant Professor Innovative Methodology Search Committee

- Fall 2012-Spring 2012 – reviewed 40 applicants’ materials, interviewed 4 candidates, and made hiring recommendations to Director for a position aimed at improving SSFD’s expertise in innovative quantitative methods

Postdoctoral Research Fellow for the Measurement and Statistical Analysis Specialization Search Committee

- Spring 2012 – conceptualized position’s roles and responsibilities; reviewed 14 applicants’ materials, interviewed 2 candidates, and made hiring decision for a position aimed at supporting SSFD’s methodological research and instructing innovative advanced graduate courses in quantitative methods

Professional Development Conference for Undergraduates Interested in Graduate Training in Family and Child Sciences

- Fall 2011 – reviewed 46 applicants’ materials and selected students for conference attendance; served on a panel regarding doctoral training to educate prospective students in successful admission to graduate school; and identified potential recruits for the SSFD’s FHD graduate program

Planning Committee for SSFD Quantitative Methodology (formerly Measurement and Statistical Analysis)

- Spring 2021-present – discussed revisions to requirements for Quantitative Methods specialization to allow students greater flexibility for tailoring coursework to their needs, planned course schedules, in progress
- Fall 2019 – generated and implemented ideas to support diversity in the quantitative methods pipeline; discussed ways to promote a diverse and inclusive community in quantitative methodology within SSFD; co-wrote job ad for postdoctoral research fellow; and made decisions regarding curriculum requirements
- Summer 2018-Spring 2019 – implemented strategies to improve our visibility inside and outside of ASU to promote our doctoral training and recruit high-caliber graduate students (e.g., we revised website, created an electronic advertisement, commissioned a graphic mark and letterhead)
- Spring 2018-Summer 2018 – modernized, increased the rigor of, and expanded the curriculum and requirements for the introductory statistical sequence for SSFD’s Ph.D. program; revised curriculum and requirements for the specialization to capitalize on the evolving strengths of SSFD’s faculty and meet the needs of FHD students and faculty; and I led administrative aspects of these endeavors (revision of the specialization description for the Graduate Handbook, creation of internal specialization paperwork, and course change paperwork for the Graduate College)
- Fall 2013-Spring 2014 – revised curriculum and requirements for the specialization to reflect the strengths of SSFD’s faculty
- Fall 2010-Spring 2011 – discussed, conceptualized, and created courses for a new specialization in which Ph.D. students focus their course work on required and elective courses in measurement and statistics

Service to the Local and International Community

International Community Presentations

3. **Eggum, N. D.** (2009, July). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members, Tororo, Uganda.
2. **Eggum, N. D.** (2008, June). *Resiliency in Uganda*. Presentation for True Vine Team Ministries staff and Smile Africa Ministries staff, Tororo, Uganda.
1. **Eggum, N. D.** (2008, June). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members and staff, Tororo, Uganda.

Invited Local Community Presentations

3. **Eggum-Wilkens, N. D.** (2014, February). *Uganda: The people, issues, and socio-emotional research in The Pearl of Africa*. A series of three guest lectures for students at Pinnacle High School, Phoenix, AZ.
2. **Eggum, N. D.** (2012, May). *The career path of a social scientist*. Presentation for students at Littleton Elementary School, Avondale, AZ.
1. **Eggum, N. D.** (2007, June). *Practical parenting*. Presentation for staff and residents of La Mesita Homeless Shelter, Mesa, Arizona.

Other Service Activities

2020-present

Psychology Student-Mentor Connection, Department of Psychology, Arizona State University (Tempe, AZ)

- Serve as an ASU Psychology Alumni mentor for current students in Psychology at ASU

2013

Pasadena Neighborhood Association (Phoenix, AZ)

- Assisted in writing a grant proposal funded by the City of Phoenix to obtain equipment for crime prevention and graffiti removal

2006-2009

United Methodist Outreach Ministries New Day Center (Phoenix, AZ)

- Read to children at homeless shelter through the Read-to-Me Program to promote children's literacy and social support
- Participated in activities for shelter residents (e.g., back-to-school block party) to provide material support and encouragement to children
- Coordinated holiday donations to provide gifts for shelter residents

2003-present

Hope 4 Kids International (Kenya; Uganda; Namibia)

- Provide support for Ugandan orphans' boarding school, healthcare, and food
- Sponsored hospital and prison outreach program serving East Uganda
- Delivered medical supplies, clothing, and food to Ugandan hospitals and villages
- Remodeled housing for Namibian orphans
- Donated curriculum, educational materials, and textbooks to Ugandan schools
- Developed educational materials regarding HIV/AIDS, abuse, parenting, and child development for True Vine Team Ministries and the Early Child Development Program

2003

Mental Health Association of Arizona (Scottsdale, AZ)

- Developed strategies for recruiting and retaining volunteers for programs aimed at supporting mental health of AZ residents
- Conducted statistical analyses to document effectiveness of the Suicide Prevention Program
- Replied to queries for the Information and Referral Department to support the mental health needs of callers
- Assisted staff during monthly events to educate and provide social support to individuals with mental illness

PROFESSIONAL ASSOCIATION MEMBERSHIPS

American Psychological Association

Division 5 – Quantitative and Qualitative Methods (formerly Evaluation, Measurement, and Statistics)

Division 7 – Developmental Psychology

Arizona State University Faculty Women's Association

Heterodox Academy (HxA)

International Society for the Study of Behavioural Development

Society for Research in Child Development

Society for Research on Adolescence

PROFESSIONAL DEVELOPMENT ACTIVITIES

May 27, 2021

The Alignment Method for Multiple Group Confirmatory Factor Analyses in Mplus: Applications for Cross-cultural Research – Webinar instructed by W. Andrew Rothberg

May 18, 2021

Artificial Intelligence Foundations: Machine Learning, LinkedIn Learning

May 10, 2021

Tableau Essential Training, LinkedIn Learning

May 4, 2021

SQL Essential Training, LinkedIn Learning

May 3, 2021

Learning Python, LinkedIn Learning

April 28 and 29, 2021

Presenting Data Effectively: A 4-step Data Visualization Process – Webinar instructed by Stephanie Evergreen and sponsored by USAID Research Technical Assistance Center

Fall 2019-present

Formal Faculty Mentoring by Prof. Laura Hanish, T. Denny Sanford School of Social and Family Dynamics, ASU, Tempe, AZ

July 13, 2018

Canvas (Learning Management System) Introduction Training – Webinar instructed by ASU's University Technology Office, ASU, Tempe, AZ

February 22, 2018

Leadership and Collaboration across the Disciplines, Faculty Women's Association Leadership Summit, ASU, Tempe, AZ

February 15, 2018

The Yellow Brick Road to Leadership, Commission on the Status of Women Leadership Series, ASU, Tempe, AZ

September 11, 2017

Diversity & Recruitment Training and Certification for Faculty and Academic Personnel Searches, Office of the University Provost, ASU, Tempe, AZ

April 20, 2017

Intensive Longitudinal Data Analysis Using Mplus – Webinar instructed by Bengt Muthén, Tihomir Asparouhov, and Ellen Hamaker, Mplus

March 24, 2017

Teaching Statistics and Quantitative Methods into the 21st Century – 1-day web conference sponsored by Peabody College Vanderbilt University, APA Division 5, and Society for Multivariate Experimental Psychology

March 20, 2017

Rules for Communicating Technical Material and Working with Lay Audience – Instructed by Roy Levy, ASU, Tempe, AZ

August 26, 2016

Kids at Hope - Module 1 Training (a strategic, cultural framework designed to engage entire communities to support success for all children, no exceptions), 3.5-hour online course

February 16, 2016

Academic Motherhood Workshop, sponsored by the ASU Center for Indian Education, Office of Inclusion and Community Engagement, the ASU Faculty Women's Association, and the ASU Commission on the Status of Women, ASU, Tempe, AZ

December 4-6, 2013

Introduction to Finite Mixture Models Workshop – Instructed by Jeffrey R. Harring, The Center for Integrated Latent Variable Research at the University of Maryland, College Park, MD

May 14-18, 2012

Models for Continuous and Limited Dependent Variables Using R Workshop – Instructed by Rodolfo Espino, ASU, Tempe, AZ

October 20, 2011

Negotiations: Women Don't Ask but They Should, Faculty Women's Association, ASU, Tempe, AZ

September 8-9, 2011

Selected participant for *Summer Institute on Innovative Methods: The Multiphase Optimization Strategy* (MOST - a framework for optimizing and evaluating multi-component behavioral interventions for prevention or treatment) – Instructed by Linda Collins and sponsored by The Pennsylvania State University's Methodology Center and the National Institute on Drug Abuse, Bethesda, MD

June 28-July 1, 2011

Modeling Diary Data with Hierarchical Linear Models Workshop – Instructed by Jean-Philippe Laurenceau and Niall Bolger, University of Massachusetts, Amherst, MA

May 24, 2011

Bayesian Analysis Using Mplus Workshop – Instructed by Bengt Muthén and Tihomir Asparouhov, University of Connecticut, Storrs, CT

May 25-26, 2011

Modern Modeling Methods Conference, University of Connecticut, Storrs, CT

June 21-25, 2010

Dyadic Data Analysis Workshop – Instructed by David A. Kenny and Tessa V. West, University of Connecticut, Storrs, CT

February 24, 2010

Panel Discussion: Balancing Life in Academia with Personal Relationships and Family, Faculty Women's Association, ASU, Tempe, AZ

Fall 2006

Grant Writing/Professional Development Course (PSY 591), Department of Psychology, ASU, Tempe, AZ

2004-2009

Professional Development Workshop Series, Developmental Psychology, ASU, Tempe, AZ

GRADUATE-LEVEL COURSEWORK IN QUANTITATIVE METHODS

†Indicates that course was audited. If course was not audited, an “A” was earned.

1. Intermediate Statistics (e.g., ANOVA), D. MacKinnon
 2. Multiple Regression (e.g., multiple predictors, moderation, assumptions, diagnostics), L. Aiken
 3. Analysis of Multivariate Data (e.g., factor analysis, MANOVA), L. Aiken
 4. Structural Equation Modeling (e.g., CFA, multiple-group models, invariance), R. Millsap
 5. Psychometric Methods (e.g., reliability and validity), R. Millsap
 6. Multi-level Modeling (e.g., growth models, random intercept and coefficient models), C. Enders
 7. Advanced Structural Equation Modeling and Longitudinal Modeling (e.g., cross-lagged panel models, transition models), M. Reiser
 8. Advanced Longitudinal Methods and Categorical Models (e.g., logistic regression, mixed models), M. Reiser
 9. Longitudinal Growth Modeling (e.g., growth curve, parallel process, 3-level models), C. Enders†
 10. Missing Data (e.g., assumptions, estimation, multiple imputation), C. Enders†
 11. Introduction to Statistical Mediation Analysis (e.g., multiple, sequential, longitudinal mediation), D. MacKinnon†
 12. Latent Class Modeling (e.g., classical latent class analysis, latent transition analysis), C. Geiser†
 13. Machine Learning in Psychology (e.g., unstructured and structured data, classification methods [logistic regression, naïve Bayes, k-nearest neighbors, support vector machines, classification trees, ensemble methods], regression methods [multivariate adaptive regression splines, regression trees], unsupervised methods [cluster analysis, finite mixture models), K. Grimm †
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RELATED PROFESSIONAL EXPERIENCE

2003-2004

Mental Health Association of Arizona, *Advocacy Specialist*

- Educated state legislators and mental health service consumers about mental health issues
- Implemented Voter Empowerment Campaign strategies to encourage registration and voting
- Coordinated and attended Mental Health Insurance Parity Coalition meetings aimed at improving mental health insurance through legislation
- Researched and developed position papers pertaining to mental health legislation
- Served on and executed directives of Public Policy Committee
- Attended conferences pertaining to clinical treatment and juvenile justice
- Participated in meetings for Protecting Arizona’s Families Coalition (PAFCO) and Arizona Bridge to Independent Living (ABIL) aimed at advocating for legislation to fund social programs