

## JILL VICTORIA HAMM

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### EDUCATION

1996	Ph.D.	Educational Psychology	University of Wisconsin-Madison
1993	M.S.	Educational Psychology	University of Wisconsin-Madison
1989	B.A.	Psychology ( <i>cum laude</i> , with Honors)	Wake Forest University

### PROFESSIONAL EXPERIENCES

2014 –	<b>Professor</b> , School of Education, University of North Carolina at Chapel Hill
2009 –	<b>Director</b> , Social Development Intervention Research Program, Center for Developmental Science, University of North Carolina at Chapel Hill
2006 – 2014	<b>Associate Professor</b> , School of Education, University of North Carolina at Chapel Hill
1999 – 2005	<b>Assistant Professor</b> , School of Education, University of North Carolina at Chapel Hill
1998 – 1999	<b>Postdoctoral Fellow</b> , Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign
1997 – 1999	<b>Visiting Assistant Professor</b> , Department of Educational Psychology, University of Illinois at Urbana-Champaign
1996 – 1997	<b>Assistant Professor</b> (tenure-track), Department of Psychology, Illinois State University, Normal, Illinois

### PUBLICATIONS

#### Peer Reviewed Journal Articles

Chen, C.C., Hamm, J.V., Farmer, T.W., Lambert, K., & Mehtaji, M. (in press). Students with exceptionalities' involvement in peer victimization across 5<sup>th</sup> and 6<sup>th</sup> grades. *Remedial and Special Education*.

Norwalk, K.E., Hamm, J.V., & Farmer, T.W. (in press). Improving the social context of early adolescence through teacher attunement to victimization: Effects on school belonging.

*Journal of Early Adolescence.*

Farmer, T.W., Chen, C.C., Hamm, J.V., Moates, M.M., Mehtaji, M., Lee, D., & Huneke, M.R. (in press). Supporting teachers' management of middle school social dynamics: The scouting report process. *Intervention in School and Clinic.*

Hoffman, A.S., Hamm, J.V., & Farmer, T.W. (2015). Teacher attunement: Supporting children's peer experiences in early elementary classrooms. *Journal of Applied Developmental Psychology, 39*, 14-23.

Day, K.M., Hamm, J.V., & Farmer, T.W. (2014). Students' social integration and perceptions of the middle school transition. *Journal of Educational and Developmental Psychology, 4(1)*, doi:10.5539/jedp.v4n1p10

Hamm, J.V., Dadisman, K., Day, K.M., Agger, C., & Farmer, T.W. (2014). The move to middle school: Parent expectations and early adolescents' adjustment in rural communities. *Journal of Educational and Developmental Psychology, 4(1)*. doi:10.5539/jedp.v4n1p46

Hamm, J.V., Farmer, T.W., Lambert, K., & Gravelle, M. (2014). Enhancing peer cultures of effort and achievement in early adolescence: Benefits of the SEALS program. *Developmental Psychology, 50*, 216-228.

Hume, K., Boyd, B., Hamm, J., & Kucharczyk, S. (2014). Supporting independence in adolescents on the autism spectrum. *Remedial and Special Education, 35*, 38-49. doi: 10.1177/0741932513514617

Motoca, L.M., Farmer, T.W., Hamm, J.V., Byun, S-Y., Lee, D., Brooks, D.S., Rucker, N., & Moohr, M. (2014, 14 February). Directed consultation, the SEALS model, and teachers' classroom management. *Journal of Emotional and Behavioral Disorders, 22*, 119-129. doi:10.1177/1063426614521299

Farmer, T. W., Hamm, J.V., Hall, C. M., Murray, R. A., Lee, D., Sutherland, K. S., & Lane, K. L. (2013). Conceptual foundations and components of a contextual intervention to promote student engagement during early adolescence: The SEALS model. *Journal of Educational and Psychological Consulting, 23*, 115-139.

Hamm, J.V., Lambert, K., Agger, C.A., & Farmer, T.W. (2013). Promotive peer contexts of schooling adjustment for rural African American early adolescents. *American Journal of Orthopsychiatry, 83*, 278-288.

Farmer, T.W., Lane, K.L., Lee, D., Hamm, J.V., & Lambert, K.L. (2012). The social functions of antisocial behavior: Considerations for school violence prevention strategies for students with disabilities. *Behavioral Disorders, 37*, 147-162.

Farmer, T.W., Petrin, R., Brooks, D.S., Hamm, J.V., Lambert, K., & Gravelle, M. (2012).

Bullying involvement and the school adjustment of rural students with and without disabilities. *Journal of Emotional and Behavioral Disorders*, 20, 19-27.

Faircloth, B.S. & Hamm, J. V. (2011). The dynamic reality of adolescents' peer relations and sense of belonging. *Merrill Palmer Quarterly*. 57, 48-72.

Farmer, T.W., Hamm, J.V., Leung, M-C., & Lambert, K.L. (2011). Early adolescent peer ecologies: Bullying in schools that do and do not have a transition during the middle grades. *Journal of Youth & Adolescence*, 40, 1106-1117.

Farmer, T.W., Lines, M.M., & Hamm, J.V. (2011). Revealing the invisible hand: The role of teachers in children's peer experiences. (Introduction to the special issue). *Journal of Applied Developmental Psychology*, 32(5). 247-256.

Hamm, J.V., Farmer, T.W., Dadisman, K., & Gravelle, M. (2011). Teachers' knowledge of classroom social dynamics and students' perceptions of the classroom social ecology following the transition into middle school. *Journal of Applied Developmental Psychology*, 32(5), 267-277.

Hamm, J.V., Schmid, L., Farmer, T.W., & Locke, B.L. (2011). The influences of descriptive and injunctive norms on rural American early adolescents' academic adjustment. *Journal of Early Adolescence*, 31, 41-73.

Perry, M., McConney, M., Flevares, L., Mingle, L., & Hamm, J.V. (2011). Engaging first graders to participate as students of mathematics. *Theory into Practice*, 50, pp. 293-317.

Farmer, T.W., Hall, C.M., Petrin, R., Hamm, J.V., & Dadisman, K. (2010). Evaluating the impact of a multicomponent intervention model on teachers' awareness of social networks at the beginning of middle school in rural communities. *School Psychology Quarterly*, 25, 94-106.

Farmer, T.W., Hamm, J.V., Petrin, R.A., Robertson, D.R., Murray, R.A., Meece, J., & Brooks, D.S. (2010). Supporting early adolescent learning and social strengths: Promoting productive contexts for students at-risk for EBD during the transition to middle school. *Exceptionalities*, 18, 94-106.

Farmer, T.W., Hall, C.M., Petrin, R., & Hamm, J.V. (2010). Bullying involvement and the school adjustment of rural students with and without disabilities. *Journal of Emotional and Behavioral Disorders*, first published on December 21, 2010 (online first).

Hamm, J.V., Farmer, T.W., Robertson, D.R., Dadisman, K., Meece, J.L., & Song, S.Y. (2010). Effects of a developmentally-based intervention with teachers, on Native American and White early adolescents in rural schools. *Journal of Experimental Education*, 78(3), 1-26.

Brown, B.B., Herman, M.R., Hamm, J.V., & Heck, D.J (2008) Ethnicity and image: Peer group affiliations of ethnic minority youth. *Child Development*, 79, 528-545.

Akos, P., Hamm, J.V., Mack, S., & Dunaway, M. (2007). Utilizing the developmental influence of peers in middle school groups. *The Journal for Specialists in Group Work*, 32, 51-60.

Hamm, J.V. & Faircloth, B.S. (2005). The peer ecology of mathematics classroom belonging. *Journal of Early Adolescence*, 25, 345-366.

Hamm, J.V., Brown, B.B., & Heck, D.J. (2005). Bridging the ethnic divide: Student and school characteristics in African American, Asian American, European American, and Latino adolescents' cross-ethnic friend nomination. *Journal of Research on Adolescence*, 15(1), 21-46.

Faircloth, B.S. & Hamm, J.V. (2005). Student perceptions of school experiences and their academic success. *Journal of Youth and Adolescence*, 34, 293-309

Hamm, J.V. & Perry, M.P. (2002). Learning mathematics in first grade: On whose authority? *Journal of Educational Psychology*, 94, 126-137.

Hamm, J.V. (2001). Barriers and bridges to positive cross-race peer relations: African American and White parents' socialization beliefs and practices. *Youth & Society*, 33, 62-98.

Hamm, J.V. & Coleman, H.L.K. (2001). Adolescents' strategies for coping with cultural diversity: Variability and youth outcomes. *Journal of Youth and Adolescence*, 30, 281-303.

Hamm, J.V. (2000). Do birds of a feather flock together? Individual, contextual, and relationship bases for African American, Asian American, and European American adolescents' selection of similar friends. *Developmental Psychology*, 36(2), 209-219.

Pierce, K., Hamm, J.V., & Vandell, D.L. (1999). Experiences in after-school programs and children's adjustment in first-grade classrooms. *Child Development*, 70, 756-767.

### **Handbook, Book, and Monograph Chapters**

Farmer, T.W. & Hamm, J.V. (in press). Promoting supportive contexts and individual strengths for minority youth in low-resource rural communities: Directed consultation and the scouting report approach. To appear in L. Crockett and G. Carlo (Eds.), *Rural Ethnic Minority Youth and Families in the United States: Theory, Research, and Applications*. New York: Springer.

Hamm, J.V. & Hoffman, A. (in press). Teachers' influence on students' peer relationships and peer ecologies. In K. Wentzel and G. Ramani (Eds.), *Handbook of Social Influences on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts*. New York: Taylor & Francis.

Hamm, J.V., Hoffman, A. & Farmer, T.W. (2012). Peer cultures of academic success in adolescence: Why they matter and what teachers can do to promote them. In A. Ryan & G. Ladd

(Eds.), *Peer relationships and adjustment at school* (pp. 219-250). New York: Information Age Publishing.

Hamm, J.V. & Zhang, L. (2010). The schooling context of adolescents' peer relations. In J. Meece & J. Eccles (Eds.), *The handbook of schools and schooling effects on development* (pp. 518-554). Mahwah NJ: LEA.

Hamm, J.V. & Faircloth, B.S. (2005). The role of adolescents' close friendships in school belonging. In Way, N. & Hamm, J.V. (Eds.), *The meanings and experiences of friendship in adolescence, New Directions in Child and Adolescent Development Monograph Series no. 107*. San Francisco: Jossey Bass.

Way, N. & Hamm, J.V. (2005). Editors' notes. In Way, N. & Hamm, J.V. (Eds.), *The meanings and experiences of friendship in adolescence, New Directions in Child and Adolescent Development Monograph Series no. 107*, pp. 1-5. San Francisco: Jossey Bass.

Hamm, J.V. (1998). Negotiating the maze: Adolescents' cross-ethnic peer relations in ethnically diverse schools. In L. Meyer, M. Grenot-Scheyer, B. Harry, H.S. Park, & I. Schwartz (Eds.), *Making friends: The influences of culture and development* (pp. 241-260). New York: Paul Brookes.

#### **Edited Volumes and Special Issues**

Estell, D., Farmer, T.W., & Hamm, J.V. (2011). Rural adolescents: Developmental challenges and adaptation. *Journal of Youth and Adolescence*, 40(9).

Farmer, T.W., Lines, M., & Hamm, J.V. (2011). Teachers and classroom social dynamics. *Journal of Applied Developmental Psychology*, 32(5).

Way, N. & Hamm, J.V. (2005). *The meanings and experiences of friendship in adolescence, New Directions in Child and Adolescent Development Monograph Series no. 107*. San Francisco: Jossey Bass.

#### **UNDER REVIEW**

Dawes, M., Chen, C-C., Zumbrunn, S. K., Mehtaji, M., Farmer, T. W., & Hamm, J. V. (under review). Teacher attunement to peer-nominated aggressors. Submitted to *Journal of School Psychology*.

Farmer, T. W., Hamm, J. V., Dawes, M., Hoffman, A. S., Brooks, D. S., Norwalk, K., & Huneke, M. (under review). Extending the invisible hand: Promoting supportive classroom social contexts for students with challenging behavior. Submitted to *Remedial and Special Education*.

Malley, K.D., Hamm, J.V., Harris, M.V., & Farmer, T.W. (under review). Assessing early adolescents' transition experiences: Validation of the Survey of Adaptational Tasks-Middle

School-Revised. Submitted to *Journal of Early Adolescence*.

### **FUNDED EXTERNAL GRANTS**

- 2014 – 2019 National Science Foundation (\$771,540 to Hamm; total award \$1.5 mil)  
*Collaborative Research: PEARL: Peers Engaged as Resources in Learning*  
Hamm, PI; Daniel J. Heck, PI of collaborative award.
- 2014 – 2017 Institute for Education Sciences, (\$1.5 million; \$459,367 to Hamm, subcontract)  
*SEALS II*  
Hamm, Co-PI, with Thomas W. Farmer, PI; David Lee, Co-PI
- 2014 – 2016 Spencer Foundation (\$49,991) *Promoting Positive Peer cultures and Student Adjustment during the Middle School Transition through Teacher Management of Social Status*  
Hamm, Co-PI, with Kate Norwalk, PI
- 2012 - 2015 William T. Grant Foundation (\$529,641). *Project NTACT: Networks of Teachers Affect Children in Transition*.  
Hamm, Principal Investigator, with S. Y. Byun, Co-PI
- 2011 – 2014 Institute for Education Sciences (\$4 million; \$1.6 mil to Hamm, subcontract).  
*Supporting Early Adolescents' Learning and Social Success*  
Hamm, Co-PI, with Thomas W. Farmer, PI; David Lee, Co-PI
- 2006 – 2011 Institute for Education Sciences (part of National Research Center for Rural Education Support). *Rural Early Adolescent Learning*.  
Hamm, Co-PI, with Thomas W. Farmer, PI.
- 2006 – 2009 Spencer Foundation (\$300,000). *Correlates and Consequences of Growth in Mathematics Conceptual Understanding During Middle and High School*.  
Hamm, Principal Investigator, with Co-PIs Carol Malloy and Judith Meece.
- 2001– 2005 National Science Foundation (\$1.2 million). *A Developmental and Contextual Perspective on Identity and Learning in Reform-Oriented Mathematics Classrooms*.  
Hamm, Co-PI, with Carol Malloy, PI, and Judith Meece, Co-PI.
- 1999– 2001 Spencer Foundation Small Grant (\$35,000). *Learning to Become Mathematicians: Are We Bridging the Gender Gap?*  
Hamm, Co-PI, with Michelle Perry, PI
- 1997 *Individual and Contextual Influences on Adolescents' Coping with Cultural Diversity*,  
Hamm, Principal Investigator.  
Society for the Psychological Study of Social Issues (SPSSI – APA Division 9), \$870

### CONFERENCE PRESENTATIONS

Heck, D.J. & Hamm, J.V. (2015, November). Promoting effective small group learning in the middle grades. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, East Lansing, MI.

Chin, C.C., Hamm, J.V., Farmer, T.W., Lambert, K., & Mehtaji, M. (2015, April). *Students' with exceptionalities' involvement in victimization across 5<sup>th</sup> and 6<sup>th</sup> grades*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Hamm, J.V., Farmer, T.W., & Lee, D. (2015, March). *Measures to Guide Professional Development to Promote Supportive Middle School Contexts: Directed Consultation, Scouting Reports, and Teachers' Professional Networks*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.

Norwalk, K. E., Hamm, J. V., & Farmer, T. W. (2015, March). *Improving the school context of early adolescence through teacher attunement to victimization: Effects on school belonging*. In Henrike Boor-Klip & A. C. Cillessen (Chairs), *Classroom Social Climate in Adolescence: Peers and Teachers*. Symposium conducted at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Hamm, J.V. & Farmer, T. W. (2011, March). *Enhancing the effects of teacher attunement to student peer group affiliations on the school social-affective context: Promotive effects of the SEALS intervention*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.

Hamm, J. V. & Farmer, T. W. (2011, April). *Improving the social-affective context of achievement in rural schools: The influence of the SEALS program*. Paper presented at the biennial meetings of the Society for Research on Child Development, Montreal, QC.

Schmid, L., & Hamm, J. V. (2011, April). *Peer group stability across the middle school transition: Academic correlates of stability and change*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Schmid, L., & Hamm, J. V. (2011, March). *Peer group stability and adjustment outcomes across the transition to middle school*. Poster presented at the biennial meeting of the Society for Research in Child Development Meeting, Montreal, Canada.

Hamm, J.V., Dadisman, K., & Robertson, D. (2008, March). *Project REAL: Intervention Effects on Social, Behavioral, and Academic Adjustment in Rural Early Adolescents*. Paper presented at the National Rural Education Association Research Symposium, San Antonio.

Hamm, J. V. & Schaefer, V. (2007). *The move to middle: How academic and affective*

*experiences relate to rural adolescents' transition to middle school.* Poster presented at the biennial meeting of the Society for Research on Child Development, Boston, MA, April 2007.

Hamm, J.V. , Mallory, C., & Meece, J. (2006, April). *The social context of mathematics education reform.* Symposium paper presented at the annual meetings of the Research Pre-Session of the National Council of Teachers of Mathematics, St. Louis.

Faircloth, B.S. & Hamm, J.V. (2006, March). *The dynamic nature of adolescent peer networks and sense of classroom belonging.* Poster presented at the biennial meetings of the Society for Research on Adolescence, San Francisco.

Hamm, J.V., Faircloth, B.S., & Mackinnon-Tucker, D. (2003, March). *The complex contours of adolescent belonging: Personal and peer perspectives.* Paper presented at the biennial meeting of the Society for Research on Adolescence, Baltimore.

Hamm, J.V., Brown, B.B., & Dyson, O. (2001, April). *Concordance in self- and peer-perceived crowd affiliation for adolescents in ethnically diverse high schools.* Paper presented at the biennial meeting of the Society for Research on Child Development, Minneapolis.

Faircloth, B.S. & Hamm, J.V. (2000, April). *Student perceptions of school experiences and their academic success.* Poster presented at the annual meetings of the American Educational Research Association, New Orleans.

Hamm, J.V. & Perry, M.P. (2000, April). *Learning mathematics in first grade: On whose authority?* Poster presented at the annual meetings of the American Educational Research Association, New Orleans.

Hamm, J.V. (1999, April). *African American and White parents' socialization of adolescents' cross-ethnic peer relations.* Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, N.M.

Hamm, J.V. & Brown, B.B. (1997, April). *Parental socialization of adolescents' cross-race relationships.* Symposium paper presented in N. Darling (Chair), Family Values: Preparing Adolescents for the World Ahead, at the biennial meeting of the Society for Research in Child Development, Washington.

Vandell, D.L., & Pierce, K.M., & Hamm, J.V. (1997, April). *Experiences in after-school programs and children's adjustment at school and at home.* Symposium poster presented in N.L. Marshall & S. Friedman (Chairs), The impact of school-aged children's after-school experiences on their socio-emotional development, at the biennial meeting of the Society for Research in Child Development, Washington, D.C.

Hamm, J.V. & Coleman, H.L.K. (1997, March). *Adolescents' strategies for coping with cultural diversity: Variability and versatility.* Paper presented in K. Gordon (Chair), Factors



Affecting the School Adjustment of African American and European American Adolescents, at the annual meeting of the American Educational Research Association, Chicago.

Brown, B.B., Hamm, J.V., & Meyerson, P.M. (1996, March). *Encouragement, empowerment, entrenchment: Ethnic differences in approaches to parental involvement with adolescents' peer relationships*. Symposium paper presented in B. Brown (Chair), Buzz off or butt in? Parental Involvement in Adolescent Peer Relations, at the biennial meeting of the Society for Research on Adolescence, Boston.

Hamm, J.V. (1995, March). *The influences of ethnicity on African-American and Hispanic-American adolescents' school experiences: A qualitative analysis*. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

Pierce, K.M., Hamm, J.V., Sisco, C., & Gmeinder, K. (1995, March). *A comparison of formal after-school program types*. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.

Hamm, J.V. (1994, April). *A multi-ethnic perspective on peer relations*. Paper presented by invitation at the Working Conference on Social Relationships of Children and Youth With and Without Diverse Abilities, Syracuse University, Syracuse, NY.

Hamm, J.V. (1994, February). *African-American, Asian-American, European-American and Hispanic-American Adolescents' best friendships in ethnically diverse high schools*. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Diego.

Hamm, J.V. (1993, March). *African-American, Asian-American, and Hispanic-American adolescents' perceived crowd affiliations in multi-ethnic high schools*. Poster presented at the biennial meeting of the Society for Research in Child Development, New Orleans.

Hamm, J.V. (1992, March). *Black-white and beyond: Patterns and predictors of cross-ethnic friendship choices of adolescents in multi-ethnic high schools*. Poster presented at the fourth biennial meeting of the Society for Research on Adolescence, Washington, D.C.

## **TEACHING**

**2009-2012** Program Coordinator, Carolina Middle Grades Program

### **Courses Taught at UNC-CH**

Educational Psychology, Measurement and Evaluation: *Theories and Issues in Human Development; Doctoral Seminars in Adolescent Development; Educational Psychology; Schooling Transitions*

Teacher Education: Adolescent Development; Families, Schools, and Communities; Educational Psychology for middle grades (B.A.) and secondary grades (M.A.T.) licensure

## **DISSERTATIONS CHAIRED/ADVISED (MILESTONES COMPLETED; CURRENT STATUS)**

Kathleen M.D. Malley (graduated, 2014; post-doctoral fellow, UNC-CH)

Lorrie Schmid (graduated, 2014; Manager of Data Infrastructure, Education and Human Development Social Science Research Institute, Duke University)

Claire dela Varre (graduated, 2012; private practice)

Abigail Hoffman (graduated, 2012; Research Associate, UNC-CH)

Laurie Ray (graduated, 2011; Clinical Associate Professor, School of Allied Health, UNC-CH)

Rinnel Atherton (graduated, 2010) (Assistant Professor, Winona State University)

Kathryn Murray (graduated, 2010) (postdoctoral fellow, UNC-Greensboro)

Lei Zhang (graduated, 2010) (researcher, private research company)

Phillip Icard (graduated, 2007) (researcher/clinician, private company)

Beverly S. Faircloth (graduated, 2005) (Associate Professor, UNC-G)

Keonya Booker (graduated, 2003) (Associate Professor, Spelman University)

## **MASTER'S THESES CHAIRED/ADVISED (COMPLETED)**

Lindsay Goldberg (graduated, 2012)

Lorrie Schmid (graduated, 2009)

Bryan Hutchens (graduated, 2008)

Coretta Mallery (graduated, 2006)

Emily Cook (graduated, 2004)

## **FACULTY MENTOR**

2014-2015 William T. Grant Foundation, Faculty Scholars Mentor (Scholar: Dr. Joanna Lee Williams)

2013-2015 Carolina Consortium for Human Development, Center for Developmental

- Science, University of North Carolina at Chapel Hill (Fellow: Dr. Kate Norwalk)
- 2005-2011 School of Education Advisor to Pre-Tenure Faculty (appointed by Dean)
- 2004-2006 Carolina Postdoctoral Program for Faculty Diversity, Office of the Vice Chancellor for Research and Development, University of North Carolina at Chapel Hill ( Fellow: Dr. Keren Zuniga)
- 2001 Minority Undergraduate Research Apprenticeship Program, University of North Carolina at Chapel Hill (Student: Omari Dyson)

### **PROFESSIONAL SERVICE**

#### **Selection/Review Committees for National Organizations**

- 2012-2014 Spencer Foundation Small Grant Reviewer
- 2008-2011 Spencer Foundation Dissertation Fellowship Selection Committee
- 2009-2010 Search Committee for Editor of *Journal of Research on Adolescence*

#### **Editorial Experiences**

- 2013 – present **Editorial Board**, *Journal of Applied Developmental Psychology*
- 2009 – 2013 **Associate Editor**, *Journal of Applied Developmental Psychology*
- 2011 – present **Editorial Board**, *Journal of Educational Psychology*
- 2004 – present **Editorial Board**, *Journal of Adolescent Research*
- 1996 - 2006 **Editorial Board**, *Journal of Youth and Adolescence*

#### **Ad Hoc Reviewer**

*Child Development, Journal of Educational Psychology, Social Development, Journal of Adolescent Research, Journal of Adolescence, Journal of Early Adolescence, Journal of Research on Mathematics Education, International Journal of Behavior Development*  
*William T. Grant Foundation (Major Grants competition; Faculty Scholars Program)*

#### **Conference Reviewer**

- 2002 Peer Relations Panel program chair, biennial meeting of the Society for Research on Adolescence
- 1998- present Conference submission reviewer, Society for Research on Adolescence

#### **University of North Carolina at Chapel Hill Service**

- 2010-11 Member, Search Committee for Director, Center for Developmental

Science

2002-03 Member, Search Committee for Dean of School of Education

**School of Education Service**

2013 Committee Member, Special Hire for Applied Developmental Psychology and Special Education

2011 – 2013 Faculty Executive Committee, Associate Professor Representative (Elected)

2010 – 2011 Chair, Doctoral Affairs Committee (PhD and EdD)

2007– 2010 Chair, Graduate Faculty for PhD in Education

2005 – 2011 Junior Faculty Mentor

2012 – 2013 Member, Committee for Special Opportunity Hire

2010 - 2011 Member, Special Education Open-Rank Search Committee

2008-2010 Member, Frank A. Daniels, Jr. Distinguished Professorship in Mathematics Education Search Committee

2007 Chair, Science Education Search Committee

2006 Member, Special Education Search Committee

2005 Chair, Cognition and Learning Search Committee

2004 Member, Literacy Education Search Committee

2002 Member, Mathematics Education Search Committee

2001 Member, Special Education Search Committee

2001 Member, Search Committee for Director of Alumni Relations

1999-2004 Faculty Representative, School of Education Alumni Council

2004-2006 Assistant Professor Representative, Faculty/Staff Advisory Council

2000-2008 Travel Funds Committee