

Robert W. Roeser

Curriculum Vitae

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Department of Psychology
Portland State University
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Portland, OR 97207-0751

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Website: www.robertroeser.com

Professional Positions

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| Education Coordinator, Mind and Life Institute, Boulder, CO | 2009 to present |
| Associate Professor of Psychology, Portland State University | 2008 to present |
| Senior Program Coordinator, Mind and Life Institute, Boulder, CO | 2007 to 2009 |
| Associate Professor (Research), Department of Child Development, Tufts University | 2005 to 2008 |
| United States Fulbright Scholar in India, Maharashtra Institute of Technology | 2005 |
| Visiting Scholar, Department of Applied Psychology, New York University | 2004 |
| Visiting Scholar, Department of Pedagogy, University of Amsterdam | 1999 |
| Assistant Professor of Education, Stanford University | 1996 - 2004 |

Educational History

University of Michigan - Ann Arbor, Michigan

Dissertation: *Unfolding and enfolding youth: Studies in middle school experience, academic motivation, and psychological adjustment during early adolescence*

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| Degrees: | Ph.D., Education and Psychology | 1996 |
| | M.S.W., Clinical Social Work | 1995 |
| | M.A., Developmental Psychology | 1993 |

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| Honors: | American Psychological Association Division 15 Dissertation Award | 1999 |
| | Society for Research on Adolescence Dissertation Award | 1998 |
| | Educational Studies Dissertation Award, U of M | 1996 |
| | Burke Aaron Hinsdale Scholar, School of Education, U of M | 1996 |
| | Honors on Qualifying Examination | 1993 |
| | Robert S. Fox Memorial Award | 1993 |
| | Clifford Woody Memorial Scholarship | 1993 |

Holy Names College - Oakland, California

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|---------|-------------------------------|-----------|
| Degree: | M.A., Religion and Psychology | 1992 |
| Honors: | ICCS Scholarship | 1991-1992 |

Cornell University - Ithaca, New York

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|---------|--|-----------|
| Degree: | B.A., Psychology | 1989 |
| Honors: | Phi Beta Kappa | 1989 |
| | Graduated with Distinction in All Subjects | 1989 |
| | Psi Chi Psychology Honor Society | 1989 |
| | New York State Regents Scholarship | 1985-1989 |

Research Interests

Adolescence. School as a context of human development. Self and identity. Motivation to learn. Culture, immigration and globalization in adolescent development. Positive youth development. Teachers' professional identity development. Religion and spirituality. Contemplative education. Mindfulness.

Teaching Interests

Adolescent development. Human motivation. Contemplative psychology and education. Globalization and identity development. Developmental science for educators. Schooling and development. Mindfulness.

PEER-REVIEWED JOURNAL ARTICLES***Published (by year)***

- Pintrich, P., **Roeser, R.W.**, & De Groot, E.V. (1994). Classroom experience and middle school students' motivation and self-regulation. *Journal of Early Adolescence, 14*, 139-161.
- Eccles, J.S., Flanagan, C., Lord, S.E., Midgley, C., **Roeser, R.W.**, & Yee, D. (1996). Schools, families, and early adolescents: What are we doing wrong and what can we do instead? *Developmental and Behavioral Pediatrics, 17*, 267-276.
- Roeser, R.W.**, Midgley, C.M., & Urdan, T.C. (1996). Perceptions of the school psychological environment and early adolescents' psychological and behavioral functioning in school: The mediating role of goals and belonging. *Journal of Educational Psychology, 88*, 408-422.
- Roeser, R.W.**, & Midgley, C.M. (1997). Teachers' views of aspects of student mental health. *Elementary School Journal, 98*, 115-133.
- Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L., Urdan, T., Anderman, L. H., Anderman, E., & **Roeser, R.** (1998). The development and validation of scales assessing students' achievement goal orientations. *Contemporary Educational Psychology, 23*, 113-131.
- Roeser, R.W.** (1998). On schooling and mental health: Introduction to the special issue. *Educational Psychologist, 33*, 129-133.
- Roeser, R.W.**, & Eccles, J.S. (1998). Adolescents' perceptions of middle school: Relation to longitudinal changes in academic and psychological adjustment. *Journal of Research on Adolescence, 88*, 123-158.
- Roeser, R.W.**, Eccles, J.S., & Sameroff, A.J. (1998). Academic and emotional functioning in early adolescence: Longitudinal relations, patterns, and prediction by experience in middle school. *Development and Psychopathology, 10*, 321-352.
- Roeser, R.W.**, Eccles, J.S. & Strobel, K. (1998). Linking the study of schooling and mental health: Selected issues and empirical illustrations at the level of the individual. *Educational Psychologist, 33*, 153-176.
- Stein, K.F., **Roeser, R.W.**, Markus, H.R. (1998). Self-schemas and possible selves as predictors and outcomes of risky behaviors in adolescents. *Nursing Research, 47*, 96-106.
- Roeser, R.W.**, Eccles, J.S., & Freedman-Doan, C. (1999). Academic and emotional functioning in middle adolescence: Patterns, progressions, and routes from childhood. *Journal of Adolescent Research, 14*, 135-174.
- Roeser, R.W.**, Eccles, J.S., & Sameroff, A.J. (2000). School as a context of social-emotional development: A summary of research findings. *Elementary School Journal, 100*, 443-471.
- Anderman, E.M., Eccles, J.S., Yoon, K.S., **Roeser, R.**, Wigfield, A., & Blumenfeld, P. (2001). Learning to value mathematics and reading: Relations to mastery and performance-oriented instructional practices. *Contemporary Educational Psychology, 26*, 76-95.
- Roeser, R.W.** (2001). To cultivate the positive: Introduction to the special issue on schooling and mental health issues. *Journal of School Psychology, 39*, 99-110.
- Roeser, R.W.**, Vanderwolf, K., & Strobel, K.R. (2001). On the relation between social-emotional and school functioning during early adolescence: Preliminary findings from Dutch and American samples. *Journal of School Psychology, 39*, 111-139.
- Tyson, J, **Roeser, R.W.**, Eccles, J.S., & Sameroff, A.J. (2001). Persistence and Desistence over Time: Ecological Correlates of Conduct Disorder. *Aggressive Behavior, 27*, 255.
- Gehlbach, H. & **Roeser, R.** (2002). The middle way to motivating middle school students: Avoiding false dichotomies. *Middle School Journal, 33*, 39-46.

PEER-REVIEWED JOURNAL ARTICLES (continued)

Published (by year)

- Haydel, A. & **Roeser, R.W.** (2002). On motivation, ability, and the perceived situation in science test performance: A person-centered approach with high school students. *Educational Assessment, 8*, 163-189.
- Roeser, R.W.** (2002). Bringing a “whole adolescent” perspective to secondary teacher education: A case study of the use of an adolescent case study. *Teaching Education, 13*, 155-178.
- Lau, S. & **Roeser, R.W.** (2002). Cognitive abilities and motivational processes in high school students’ situational engagement and achievement in science. *Educational Assessment, 8*, 139-162.
- Roeser, R.W.**, Strobel, K.R., Quihuis, G. (2002). Studying early adolescents’ academic motivation, social-emotional functioning, and engagement in learning: Variable- and person-centered approaches. *Anxiety, Stress, and Coping, 15*, 345-368 .
- Roeser, R.W.**, Shavelson, R.J., Kupermintz, H., Lau, S., Ayala, C., Haydel, A., Schultz, S., Gallagher, L., & Quihuis, G. (2002). The concept of aptitude and multidimensional validity revisited. *Educational Assessment, 8*, 191-205.
- Shavelson, R.J., **Roeser, R.W.**, Kupermintz, H., Lau, S., Ayala, C., Haydel, A., Schultz, S., Gallagher, L., & Quihuis, G. (2002). Richard E. Snow’s remaking of the concept of aptitude and multidimensional test validity: Introduction to the special issue. *Educational Assessment, 8*, 77-99.
- Roeser, R.W.**, & Peck, S. C. (2003). Patterns and pathways of educational achievement across adolescence: A holistic-developmental perspective. In W. Damon (Series Ed.) & S. C. Peck & R. W. Roeser (Vol. Eds.), *New Directions for Child and Adolescent Development: Vol. 101. Person-centered approaches to studying development in context* (pp. 39-62). San Francisco: Jossey-Bass.
- Roeser, R.W.** (2006). On the study of educational and occupational life-paths in psychology: Commentary on the special issue. *Educational Research and Evaluation, 12*, 409-421.
- Norris, S.A., **Roeser, R.W.**, Richter, L.M., Ginsburg, C., Lewin, N., Taole, E., Fleetwood, S.A. & van der Wolf, K. (2008). South African-ness Among Adolescents: The emergence of a collective identity with the Birth to Twenty Cohort Study. *Journal of Early Adolescence, 28*, 51-69.
- Peck, S., **Roeser, R.W.**, Zarrett, N.R. & Eccles, J.S. (2008). Exploring the role of extracurricular activity involvement in the educational resilience of vulnerable adolescents: Pattern- and variable-centered approaches. *Journal of Social Issues, 64*, 135-156.
- Roeser, R.W.**, Galloway, M., Casey-Cannon, S., Watson, C., Keller, L. & Tan, E. (2008). Identity representations in patterns of school achievement and well-being among early adolescent girls: Variable- and person-centered approaches. *Journal of Early Adolescence, 28*, 115-152.
- Lau, S. & **Roeser, R.W.**, (2008). Cognitive abilities and motivational processes in science achievement and engagement: A person-centered analysis. *Learning and Individual Differences, 18*, 497-504.
- Roeser, R.W.** & Peck, S.C. (2009). An education in awareness: Self, motivation and self-regulation in contemplative perspective. *Educational Psychologist, 44*, 119-136.
- Abo-Zena, M.M., Warren, A.E.A., Issac, S.S., Du, D. Lerner, R.M., Phelps, E. & **Roeser, R.W.** (2009). Methodological note: on using personal digital assistants (PDAs) for survey administration in the study of youth development. *Journal of Youth Development, 4*, 1-9.

Submitted

Mind and Life Educational Research Network¹ (submitted). *Contemplative practices and mental training: Prospects for American education.*

¹ Mind and Life Education Research Network Members include, in alphabetical order: Richard J. Davidson, John Dunne, Jacquelyne S. Eccles, Adam Engle, Mark Greenberg, Patricia Jennings, Amishi Jha, Thupten Jinpa, Linda Lantieri, David Meyer, Robert W. Roeser, David Vago

EDITED BOOKS

- Schonert-Reichl, K. & **Roeser, R.W.** (Eds.) (in preparation). *The handbook of research on mindfulness in education*. New York: Springer.
- Vanderwolf, K., Everaert, H. & **Roeser, R.W.** (Eds.) (in preparation). *Teacher stress in global perspective: The role of difficult students in 8 countries: Volume 6 - Research on stress and coping in education series*. Charlotte, NC: Information Age Publishing.
- Lerner, R.M, **Roeser, R.W.** & Phelps, E. (Eds.) (2008). *Positive youth development and spirituality: From theory to research*. West Conshohocken, PA: Templeton Foundation Press.

BOOK CHAPTERS

- Eccles, J.S., Lord, S., & **Roeser, R.W.** (1996). Round holes, square pegs, rocky roads, and sore feet: A discussion of stage-environment fit theory applied to families and school. In D. Cicchetti & S.L. Toth (Eds.), *Rochester Symposium on Developmental Psychopathology, Volume VII: Adolescence: Opportunities and Challenges* (pp. 47-92). Rochester, NY: University of Rochester Press.
- Eccles, J.S., Lord, S., & **Roeser, R.W.**, Barber, B., & Hernandez-Jozefowicz, D. (1997). The association of school transitions in early adolescence with developmental trajectories through high school. In J. Schulenberg, J. Maggs, & K. Hurrelmann (Eds.), *Health risks and developmental transitions during adolescence* (pp. 283-320). New York: Cambridge University Press.
- Eccles, J. S., **Roeser, R.** Wigfield, A., & Freedman-Doan, C. (1999). Academic and motivational pathways through middle childhood. In L. Balter and C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (pp.287-317). New York: Taylor & Francis.
- Eccles, J.S. & **Roeser, R.W.** (1999). School and community influences on human development. In M.H. Boorstein & M.E. Lamb (Eds.), *Developmental Psychology: An Advanced Textbook. Fourth Edition* (pp. 503-554). Hillsdale, NJ: Erlbaum.
- Roeser, R.W.**, & Eccles, J.S., (2000). Schooling and Mental Health. A.J. Sameroff, M. Lewis, & S.M. Miller (Eds.), *Handbook of Developmental Psychopathology, Second Edition* (135-156). New York: Plenum.
- Roeser, R.W.**, & Lau, S. (2002). On academic identity formation in middle school settings during early adolescence: A motivational-contextual perspective. In T. M. Brinthaup & R.P. Lipka (Eds.), *Understanding early adolescent self and identity: Applications and interventions* (pp. 91-131). Albany, New York: State University of New York Press.
- Roeser, R.W.**, Marachi, R., & Gelbach, H. (2002). A goal theory perspective on teachers' professional identities and the contexts of teaching. In C.M. Midgley (Ed.), *Goals, goal structures, and patterns of adaptive learning* (pp. 205-241). New Jersey: Erlbaum.
- Roeser, R.W.** & Galloway, M.G. (2002). Studying motivation to learn in early adolescence: A holistic perspective. In T. Urda & F. Pajares (Eds.), *Academic motivation of adolescents: Adolescence and Education, Volume II* (pp. 331-372). Greenwich, CT: Information Age Publishing.
- Roeser, R.W.** (2002). Cultivating habits of heart and mind: Toward a balanced approach to educational reform in the 21st Century. *Thinking Qualities Initiative, Conference Proceedings 2001-2002*. Kowloon Tong, Hong Kong: Hong Kong Baptist University Printing Press.
- Eccles, J.S. & **Roeser, R.W.** (2003). Schools as developmental contexts. In G. Adams & M.D. Berzonsky (Eds.), *Blackwell Handbook of Adolescence* (pp. 129-148). Malden, MA: Blackwell Publishing.

BOOK CHAPTERS (CONTINUED)

- Roeser, R.W.** (2004). Competing schools of thought in achievement goal theory? In M.L. Maehr & P.R. Pintrich (Eds.), *Advances in Motivation and Achievement, Volume 13: Motivating Students, Improving Schools* (pp. 265-299). New York: Elsevier.
- Roeser, R.W.** (2005). Stage-environment Fit Theory. In C.B. Fisher & R.M. Lerner (Eds.), *Encyclopedia of Applied Developmental Science, Volume 2* (pp. 1055-1059). Thousand Oaks, CA: Sage.
- Roeser, R.W.** (2005). An introduction to Hindu India's contemplative spiritual views on human motivation, selfhood, and development. In M.L. Maehr & S.A. Karabenick (Eds.), *Advances in Motivation and Achievement, Volume 14: Religion and motivation*. (pp. 297-345). New York: Elsevier.
- Eccles, J. S., **Roeser, R.** Vida, M. Fredricks, J. & Wigfield, A. (2006). Motivational and achievement pathways through middle childhood. In L. Balter and C. S. Tamis-Lemonda (Eds.), *Child psychology: A handbook of contemporary issues, 2nd Edition* (pp. 325-356). New York: Taylor & Francis.
- Roeser, R.W.**, Peck, S.C. & Nasir, N.S. (2006). Self and identity processes in school motivation, learning, and achievement. In P.A. Alexander & P.H. Winne, (Eds.). *Handbook of educational psychology, 2nd edition* (pp. 391-424). Mahwah, NJ: Lawrence Erlbaum.
- Wigfield, A. , Eccles, J.S., Schiefele, U., **Roeser, R.W.**, & Kean, P.D. (2006). Development of achievement motivation. In W. Damon & R.M. Lerner (Series Eds.) & N. Eisenberg (Volume Ed.), *Handbook of Child Psychology, 6th Edition, Vol. 3, Social, Emotional and Personality Development* (pp. 933–1002). New York: Wiley.
- Roeser, R.W.**, Issac, S., Abo-Zena, M. & Brittain, A. (2008). Self and identity processes in positive youth development and spirituality. R.M. Lerner, R.W. Roeser & E. Phelps (Eds.), *Positive Youth Development and Spirituality: From theory to research* (pp. 74-105). West Conshohocken, PA: Templeton Foundation Press.
- Wigfield, A., Eccles, J.S., **Roeser, R.W.**, & Schiefele, U. (2008). Development of achievement motivation. In W. Damon & R.M. Lerner (Eds.), *Developmental Psychology: An Advanced Coursebook*. New York: Wiley.
- Eccles, J.S. & **Roeser, R.W.** (2009). Schools, academic motivation, and Stage-Environment Fit. In R.M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology, 3rd Edition* (pp. 404-427). Hoboken, NJ: Wiley.
- King, P.D. & **Roeser, R.W.** (2009). Religion and spirituality in adolescent development. In R.M. Lerner & L. Steinberg (Eds.), *Handbook of Adolescent Psychology, 3rd Edition* (pp. 435-478). Hoboken, NJ: Wiley.
- Roeser, R.W.**, Urdan, T. C. & Stephens, J.M. (2009). School as a context of motivation and development. In K.R. Wentzel & A. Wigfield, (Eds.), *Handbook of Motivation at School* (pp. 381-410). New York: Routledge.
- Submitted Chapters**
- Eccles, J.S. & **Roeser, R.W.** (in press). School and community influences on human development. In M.H. Boorstein & M.E. Lamb (Eds.), *Developmental Psychology: An Advanced Textbook. Sixth Edition*. Hillsdale, NJ: Erlbaum.
- Feldman, D.H., Abo-Zena, M.M., Warren, A.E.A., & **Roeser, R.W.** (in press). When faith fits and when it does not: Three cases of conversion during emerging adulthood. To appear in R.M. Lerner & A.E.A. Warren (Eds.), *Research perspectives and future possibilities in the study of positive youth development and spirituality*.
- Mariano, J.M., **Roeser, R.W.**, Greathouse, P.T. & Koshy, S.S.I. (in press). Religious adolescents' views of spirituality and success. To appear in R.M. Lerner & A.E.A. Warren (Eds.), *Research perspectives and future possibilities in the study of positive youth development and spirituality*.
- Urry, H.L., **Roeser, R.W.**, Lazar, S.W., & Poey, A.P (in press). Prefrontal cortical activation during emotion regulation: Linking religious/spiritual practices with well-being. To appear in R.M. Lerner & A.E.A. Warren (Eds.) *Research perspectives and future possibilities in the study of positive youth development and spirituality*.

Submitted Chapters (continued)

Suarze-Orozco, C., Singh, S., Abo-Zena, M., Du, D. & Roeser, R.W. (in press). The role of religion & worship communities in the positive development of immigrant youth. To appear in R.M. Lerner & A.E.A. Warren (Eds.), *Research perspectives and future possibilities in the study of positive youth development and spirituality*.

Invited Talks

Roeser, R.W., Lerner, R.M., Phelps, E., Urry, H., Lazar, S., Issac, S.S., Abo-Zena, M., Alberts, A.E., & Du, D. (2007, March). The role of spiritual development in growth of purpose, generosity, and psychological health in adolescence. Invited presentation to the Fourth Biennial SRCD Pre-conference on Religious and Spiritual Development, *Society for Research in Child Development (SRCD) Biennial Meeting*, Boston, MA.

Roeser, R.W. (1997, April). *How can we know the dancer from the dance? Some different ways of looking at adolescent development*. Invited Address for the Adolescence Special Interest Group presented at the annual meeting of the American Educational Research Association, Chicago.

Roeser, R.W. (1999, April). *On the role of schooling in adolescent development*. Invited address for the Division 15 Dissertation Award at the annual meeting of the American Psychological Association, Boston.

Roeser, R.W. (2000, April). *On motivation and mental health in the classroom: Toward a pedagogy of the "whole child."* Invited address for the University of Houston Educational Psychology Student Conference, Houston.

Roeser, R.W. (2002, June). *Cultivating habits of heart and mind: Toward a balanced approach to educational reform in the 21st Century*. Keynote address presented at the annual Thinking Qualities Initiative Conference. Hong Kong Baptist University, Hong Kong.

CONFERENCE PAPERS (BY YEAR AND AUTHOR)

2010

Mariano, J.M., **Roeser, R.W.**, Greathouse, P.T. & Koshy, S.S.I. (2010, January). What it means to be successful and what it means to be spiritual: View of religious adolescents in the North Eastern United States. *Eighth Annual Hawaii International Conference on Education*, Oahu, Hawaii.

Roeser, R.W., Schonert-Reichl, K., Cullen, M.M., Jha, A., Oberle, E., Thomson, K., Taylor, C. & Best, M. (2010, April). Testing the efficacy and effectiveness of a mindfulness-based professional development program for teachers: A randomized waitlist control study. *Annual Meeting of the American Educational Research Association, Denver, CO*.

2009

Du, D., **Roeser, R.W.**, Issac, S.S., Warren, A.E.A., Abo-Zena, M.M., Phelps, E. & Lerner, R.M. (2009, April). *Religious involvement and positive outcomes in immigrant youth: religious identity, social support, and peers as mediators*. Poster presented at the biennial meeting of the Society for Research in Child Development (SRCD), Denver, CO.

Roeser, R.W., Cullen, M.M., Schonert-Reichl, K., & Jha, A. (2009, November). Assessing the acceptability and feasibility of the SMART-in-Education program. *Paper presented at the Mindfulness in Education Conference*, Oakland, CA.

2008

Abo-Zena, M.M., **Roeser, R.W.**, Issac, S.S., Alberts, A.E., Du, D., Phelps, E. & Lerner, R.M. (March, 2008). *Religious Identity Development among Religious Majority and Minority Youth in the United States*. Poster presented at the Society for Research on Identity Formation, Chicago, Illinois

Abo-Zena, M.M., **Roeser, R.W.**, Juang, L., Issac, S. & Du, D. 2008, April). On the relations of ethnic identity, religious/spiritual identity, and psychological well-being among immigrant adolescents. Paper presented as part of a symposium (R.W. Roeser, Organizer): *On the role of spirituality and religion in the lives of immigrant youth and their families* at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

2008

- Roeser, R.W.**, Lerner, R.M., Jensen, L.A. & Alberts, A. (2008, April). Exploring the role of spirituality and religious involvement in patterns of social contribution among immigrant youth. Paper presented as part of a symposium (R.W. Roeser, Organizer). *On the role of spirituality and religion in the lives of immigrant youth and their families* at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Roeser, R.W.** & Lerner, R.M. (2008, January). *Youth Spiritual Identities in a Pluralistic World*. Paper presented in a symposium on Spirituality in Pluralistic World (Organizer: G. Roehlkepartain) at the World Congress on Psychology and Spirituality, Delhi, India.
- Urry, H.L., **Roeser, R.W.**, Lazar, S.W., Poey, A.P., Phelps, E. & Lerner, R.M. (2008). *Neural Circuits for Regulating Pleasant and Unpleasant Emotion: Beyond Reappraisal*. Submitted to 14th annual meeting of the Organization for Human Brain Mapping, Melbourne, Australia.

2007

- Abo-Zena, M.M., **Roeser, R.W.**, Issac, S.S., & Lerner, R.M. (2007, October). On religion in the development of immigrant youth: A descriptive and functional analysis. Poster to be presented at the *On New Shores: Understanding Immigrant Children* conference at the University of Guelph, Guelph, Ontario.
- Issac, S.S., **Roeser, R.W.**, Abo-Zena, M.M., & Lerner, R.M. (2007, August). Understanding the influence of positive and negative models in adolescent spiritual development. Poster to be presented at the *European Conference on Developmental Psychology*, Jena, Germany.
- Issac, S.S., **Roeser, R.W.**, & Rao, M.A. (2007, March). Conceptualizations of religion and spirituality among Indian adolescents. Paper presented in symposium (R.W. Roeser, Organizer). Youth-centered views of religion, spirituality, and related concepts. Symposium presented at the biennial meeting of the *Society for Research in Child Development* (SRCD), Boston, MA.
- Roeser, R.W.**, Issac, S. Abo-Zena, M., Goldstein, P. Phelps, E., Urry, H. Du, D., Lazar, S., Ofrat, S. Sharon I., Alberts, A., Poey, A., & Lerner, R.M. (2007, October). Notes on the substance and functions of religion/spirituality in human development during the second decade of life. Paper presented at annual meeting of the *Society for the Study of Human Development*, College Station, PA.
- Roeser, R.W.**, Lerner, R.M., Phelps, E., Urry, H., Lazar, S., Issac, S.S., Abo-Zena, M., Alberts, A.E., & Du, D. (2007, March). The role of spiritual development in growth of purpose, generosity, and psychological health in adolescence. Invited presentation to the Fourth Biennial SRCD Pre-conference on Religious and Spiritual Development, *Society for Research in Child Development* (SRCD) Biennial Meeting, Boston, MA.
- Roeser, R.W.** (2007, October). *Contemplative education in Indian secondary schools*. Invited presentation to Mind Life Educational Research Network, Wellesley, MA.

2006

- Rao, M.A. **Roeser, R.W.**, Hastak, Y., Gonsalves, A., Shah, M. & Berry, R., (2006, February). *On the relation between adolescents' emerging cultural identities and anticipated life choices*. Paper presented at the annual conference of the Indian Academy of Applied Psychology, Chennai, Tamil Nadu.
- Roeser, R.W.**, Berry, R., Hastak, Y., Shah, M., Rao, M.A., Gonsalves, A. & Bhatewara, S. (2006, April). *Exploring the varieties of moral and spiritual education in India: Implications for adolescents' spiritual development*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Roeser, R.W.**, Rao, M.A., Berry, R., Gonsalves, A., Hastak, Y., Shah, M., & Bhatewara, S. (2006, March). *The moderm and the mango tree: Assessing adolescents' identity development in India*. Paper presented at the biennial meeting of the Society for Research on Adolescence, San Francisco.
- Roeser, R.W.**, Rao, M.A., Shah, M., Hastak, Y., Gonsalves, A. & Berry, R. (2006, March). *A return to the varieties of religious experience: Research notes from India*. Paper presented as part of a symposium "Theoretical issues in the study of adolescent spiritual development" at the biennial meeting of the Society for Research on Adolescence, San Francisco.

2005

FULBRIGHT IN INDIA

2004

Roeser, R.W. & Rodriguez, R. (2004, April). *On academic motivation, achievement, and the diversity of selfways in school during early adolescence*. Paper presented at the annual meeting of American Educational Research Association, San Diego, CA.

Roeser, R.W. (2004, July). *The diversity of selfways in school during adolescence project*. Paper presented at the annual meeting of William T. Grant Faculty Scholars Program, Vail, CO.

Roeser, R.W. & Peck, S. C. (2004, October). *Developmental notes on self, emotion, and learning: A tribute to the mentorship and memory of Paul R. Pintrich*. In S. A. Karabenick (Chair), *Motivation and socio-emotional Processes*. Symposium conducted at the University of Michigan, Combined Program in Education and Psychology Tribute to Paul R. Pintrich, Ann Arbor, MI.

2003

Eccles, J.S., Peck, S.C., **Roeser, R.W.**, & Davis-Kean, P. (2003, August). *Pattern-centered study of the effects of family, peer, and school contexts on adolescent mental health development*. Symposium paper presented at the European Association for Research on Adolescence, Milan, Italy.

Cotner, T. & **Roeser, R.W.** (2003, April). *Linking the formal and informal dimensions of life in high school art classes to students' art-related motivation, performance, and choice*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Roeser, R.W., Galloway, M.G., Watson, C.M., Tan, E., Casey-Cannon, S., & Keller, L. (2003, March). *Studying configurations of self esteem and scholastic competence among subgroups of early adolescent females*. Paper presented at the biennial meeting of the Society for Research on Child Development, Tampa, FL.

Roeser, R.W., Lowe, A., Sattler, R., Gehlbach, H., & Strobel, K.R. (2003, April). *On identity and motivation to learn among Latino adolescents: Patterns, dynamics, and relation to educational outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Stephens, J. & **Roeser, R.W.** (2003, April). *Quantity of motivation and qualities of classrooms: A person-centered comparative analysis of cheating in high school*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

2002

Roeser, R.W. (2002, August). *On purpose and practice: Some contemplative Eastern reflections on the work of Carol Midgley*. Paper presented as part of a symposium at the annual meeting of the American Psychological Association, Chicago. (Last minute fill-in for Eric Anderman, University of Kentucky).

Roeser, R.W., Galloway, M., Heusdens, W., De Boer, M, Van der wolf, K. (2002, April). *Exploring hierarchies of motives in high school students: A study of motivation to learn across three cultures*. Paper presented as part of a symposium at the Biennial Meeting of the Society for Research on Adolescence, New Orleans, LA.

Gelbhab, H. & **Roeser, R.W.** (2002, April). *In search of motivational insurance: Assessing multiple outcomes in social studies classrooms*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

2001

- Gehlbach, H. **Roeser, R.W.**, Perez, W. (2001, April). *Studying person x environment configurations of goals*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Haydel, A., **Roeser, R.W.** & Stanford Aptitude Project (2001, April). *Understanding links between students' motivational patterns, perceptions of, and performance on different types of science assessments*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle, WA.
- Kupermintz, H. & **Roeser, R.W.**, & Stanford Aptitude Project (2001, April). *Another look at cognitive abilities and motivational processes in high school science achievement*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle.
- Lau, S., **Roeser, R.W.**, Kupermintz, H. & Stanford Aptitude Project. (2001, April). *Cognitive abilities and motivational processes in high school students' science engagement and achievement*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle.
- Roeser, R.W.**, Galloway, M., Watson, C.M., Casey-Cannon, S., & Keller, L. (2001). *Exploring academic resilience and relational status among early adolescent females*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Roeser, R.W.** (2001, April). *The adolescent case: Bringing a 'whole adolescent' perspective to secondary teacher education*. Paper presented as part of a symposium at the annual meeting of the American Educational Research Association, Seattle.
- Roeser, R.W.**, Peck, S.C., Eccles, J.S., & Sameroff, A.J. (2001, April). *Studying adolescents' educational trajectories, in context, over time: Problems and promises of pattern-centered techniques*. Paper presented as part of a symposium at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

2000

- Galloway, M., **Roeser, R.W.**, & Eccles, J.S. (2000, April). *Social and academic motivation among young showing different patterns of adjustment during the high school transition*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Roeser, R.W.** & Peck, S. (2000, April). *On life space configurations in the prediction of adolescents' educational attainments and mental health*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.
- Vanderwolf, K. & **Roeser, R.W.** (2000, September). *Comparisons of Russian, American, and Dutch adolescents' self-reports of social-emotional and school functioning*. Paper presented at the annual meeting of the European Conference on Educational Research, Edinburgh, Scotland.
- Galloway, M., **Roeser, R.W.**, & Eccles, J.S. (2000, April). *Perceived adult social support among adolescents demonstrating different patterns of academic and social-emotional functioning*. Paper presented at the Biennial Meeting of the Society for Research Adolescence, Chicago, IL.

1999

- Roeser, R.W.** & Peck, S. (1999, April). *Pathways of academic and emotional functioning from 7th to 11th grade: Personality and school contextual predictors*. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Albuquerque, NM.
- Roeser, R.W.** (1999, April). *On the role of schooling in adolescent development*. Invited address for the Division 15 Dissertation Award. Paper presented at the annual meeting of the American Psychological Association, Boston.

1999

Roeser, R.W., Lau, S. & Midgley, C.M. (1999, April). *On studying academic motivation and mental health in early adolescents: Individual and contextual-level processes*. Paper presented as part of a symposium at the Biennial Meeting of the European Association for Research on Learning and Instruction, Gotenburg, Sweden.

1998

Roeser, R.W. (1998, February). *School as a context of adolescents' social-emotional development*. Paper presented as part of a symposium at the Biennial Meeting of the Society for Research on Adolescence, San Diego.

Roeser, R.W. & Quihuis, G. (1998, April). *Assessing motivational patterns in the middle school classroom: Relation to academic helplessness, academic mastery, and mental health*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Roeser, R.W., Quihuis, G., Strobel, K., & Lopez, D. (1998, February). *"Chance Life Events" in adolescence: A preliminary discussion*. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, San Diego.

Strobel, K.S. & **Roeser, R.W.** (1998, April). *Patterns of motivation and mental health in middle school: Relation to academic and emotional regulation strategies*. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Wigfield, A., Eccles, J.S., & **Roeser, R.W.** (1998, August). *Relations of young children's ability-related beliefs to their subjective task values and performance*. Paper presented at the International Congress of Applied Psychology, San Francisco.

1997

Roeser, R.W. (1997, March). *Interweaving lines of development? Assessing adolescents' school and psychological functioning across the middle school years*. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Washington, D.C.

Roeser, R.W. (1997, April). *How can we know the dancer from the dance? Some different ways of looking at adolescent development*. Invited Address for the Adolescence Special Interest Group presented at the annual meeting of the American Educational Research Association, Chicago.

Roeser, R.W. (1997, October). *Research on transitions into and out of middle school*. Paper presented at Conference on Key Transitional Events sponsored by the National Institute on the Education of At-Risk Students of the Office of Educational Research and Improvement, Washington DC.

Roeser, R.W. & Eccles, J.S. (1997, April). *Locating and assessing "middle school experience:" The relation of school risk and protective factors to changes in adolescents' school and psychological functioning*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Roeser, R.W. & Eccles, J.S. (1997, October). *Academic functioning and mental health in middle adolescence: Patterns, progressions, and routes from childhood*. Paper presented at the 3rd Brigham Young University Conference on Youth and Families, Sundance, UT.

Roeser, R.W., Wong, C., & Eccles, J.S. (1997, March). *Differential treatment by race and ability in middle school and change in African- and European-American youths' adjustment*. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Washington, D.C.

1996

- Anderman, E., **Roeser, R.W.**, Blumenfeld, P., & Eccles, J.S. (1996, April). *Classroom influences on the valuing of reading*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Fredricks, J.A., **Roeser, R.W.**, & Eccles, J.S., Blumenfeld, P. (1996, April). *A longitudinal study of classroom experience and changes in academic motivation during elementary school: An analysis of classroom typologies and student outcomes*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Roeser, R.W.**, & Midgley, C. (1996, April). *A preliminary sketch of issues involving student mental health during elementary school: View from the teacher's desk*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Stein, K.F., **Roeser, R.W.**, & Markus, H.R. (1996, April). *Cognitions of the self as regulators of adolescent alcohol misuse*. Paper presented at the annual meeting of the Midwest Nursing Research Society.
- Wood, S., **Roeser, R.W.**, & Linnenbrink, L. (1996, April). *Towards a further understanding of school goal structures: Subjective and objective measures*. Paper presented at the annual meeting of the American Educational Research Association, New York.

1995

- Anderman, E., Yoon, K.S., **Roeser, R.**, & Blumenfeld, P. (1995, March). *Learning to value mathematics: Individual differences and classroom effects*. Paper presented at the bi-annual meeting of the Society for Research on Child Development, Indianapolis.
- Bigler, K., Anderman, E.A., & **Roeser, R.W.** (1995, April). *HLM analyses of students' perceptions of classroom climate*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Roeser, R.W.**, Eccles, J.S., Yates, B., Lord, S.E., Harold, R., Wigfield, A., & Blumenfeld, P. (1995, August). *School adjustment and psychological well-being from childhood to early adolescence: A longitudinal investigation*. Paper presented at the annual meeting of the American Psychological Association, New York.
- Roeser, R.W.**, Patrick, H., Yoon, K., Anderman, E., & Eccles, J.E. (1995, April). *A longitudinal study of patterns of parent involvement across the elementary school years: Teacher and parent reports*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

1995

- Stein, K.F., Markus, H.R., & **Roeser, R.W.** (1995, April). *Self-schemas during adolescence: A discussion of different approaches to assessing cognitions of the self*. Paper presented at the annual meeting of the Midwest Nursing Research Society, Kansas City, KS.

1994

- Roeser, R.W.**, Lord, S.L., & Eccles, J.S. (1994, February). *A portrait of academic alienation during adolescence: Parent and student indicators*. Paper presented at the Society for Research on Adolescence, San Diego.
- Roeser, R.W.**, Midgley, C.M., & Maehr, M.L. (1994, February). *Unfolding and enfolding youth: A cross-sectional study of student well-being across the elementary and middle school years*. Paper presented at the Society for Research on Adolescence, San Diego.
- Roeser, R.W.**, Urdan, T., & Midgley, C.M. (1994, April). *Meaning, motivation and mental health: A study of middle school culture*. Paper presented at the annual meeting of the American Educational Research Association.

1993

- Aberbach, A., & **Roeser, R.** (1993, April). *Motivational influences on fifth graders' help-seeking strategy use in math classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Anderman, E., **Roeser, R.**, Blumenfeld, P., Eccles, J.S., Harold, R.D., & Wigfield, A. (1993, August). *Perceptions of mathematics classroom climate: A multi-level study*. Paper presented at the annual meeting of the American Psychological Association, Toronto.
- Roeser, R.**, Aberbach, A., & Anderman, E. (1993, April). *Teacher characteristics and their effects on within year changes in student motivation*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Roeser, R.**, Blumenfeld, P., Eccles, J., Wigfield, A., Harold, R. (1993, August). *Classroom experience and change in student motivation in the upper elementary years*. Paper presented at the annual meeting of the American Psychological Association, Toronto.
- Urduan, T., & **Roeser, R.W.** (1993, April). *The relations among adolescents' social cognitions, affect, and academic self-schemas*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Urduan, T., & **Roeser, R.W.**, & Midgley, C.M. (1993, August). *Student misconduct and motivation in adolescence*. Paper presented at the annual meeting of the American Psychological Association, Toronto.

1992

- Pintrich, P., **Roeser, R.W.** & De Groot, E.V. (1992, April). *Classroom experience and middle school students' motivation and self-regulation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Roeser, R.**, Park, S.H., & Anderman, E. (1992, April). *Goal orientation, cognitive strategy use, and academic performance in the core subjects*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

OTHER MANUSCRIPTS

- Midgley, C., Maehr, M.L., Buck-Collopy, R., & **Roeser, R.W.** (1994). *Enhancing the motivation and learning of underachieving students: A school-wide approach*. Final Report to the U.S. Department of Education Secretary's Fund for Innovation in Education Program. Grant No. R215A00430.
- Roeser, R.W.**, Eccles, J.S., Harold, R., Blumenfeld, P., Patrick, H., Yoon, K., Anderman, E.M., & Wigfield, A. (1995). *A Longitudinal study of Parent Involvement in School Across the Elementary Years: Teacher and Parent Reports*. Unpublished manuscript. University of Michigan.
- Roeser, R.W.** & Gonzalez, R. (1997). *Research on transitions into and out of the middle school years*. Working paper for the National Institute on the Education of At-Risk Students of the Office of Educational Research and Improvement, Washington DC.
- Roeser, R.W.**, Lopez, J.D., Strobel, K.R., & Compian, L. (1998). *Final Report: San Francisco School Volunteers One-on-One Tutoring Study*. Unpublished Manuscript, Stanford University.
- Roeser, R.W.** (2009). *Educating world citizens for the 21st century: Educators, scientists and contemplative dialogue on cultivating a healthy mind, brain and heart*. Unpublished conference program, Mind and Life Institute, Boulder, CO.

Participation in the Organization of Scholarly Meetings 2008 - present

October 2009

**Mind and Life 19, Educating World Citizens for the 21st Century:
Educators, Scientists, and Contemplatives Dialogue on Cultivating a Healthy Mind, Brain and Heart**
(Constitution Hall, Washington DC with HH Dalai Lama and Mind and Life Institute)

June 2009

**Mind and Life Summer Research Institute:
Scientific and Contemplative Perspectives on Self**
(Garrison Institute, Garrison, NY with Mind and Life Institute)

April 2009

**Mind and Life 18, Attention, Memory and the Mind:
A Synergy of Psychological, Neuroscientific and Contemplative Perspectives**
(Dharmasala, India with HH Dalai Lama and Mind and Life Institute)

October 2008 (meeting cancelled)

**Mind and Life, The Self, Mental Causation and Free Will:
Exchanges Between Science and Buddhism on the Human Mind**
(Berlin, Germany with HH Dalai Lama and Mind and Life Institute)

June 2008

**Mind and Life Summer Research Institute:
Scientific and Contemplative Perspectives on Attention and Emotion Regulation**
(Garrison Institute, Garrison, NY with Mind and Life Institute)

April 2008

**Mind and Life 17, Investigating the Mind-Body Connection:
The Science and Clinical Applications of Meditation**
(Mayo Clinic, Rochester, MN with HH Dalai Lama and Mind and Life Institute)

April 2008

Spirituality and Positive Youth Development, Tufts University, April 2008
(Tufts University with Richard M. Lerner)

Community Presentations

| | |
|--|------------------|
| Colloquium - Developmental Psychology Colloquia | 1996 |
| Discussant - Stanford Center on Adolescence | 1996 |
| Lecture - Human Biology Course on Adolescence | 1996-2004 |
| Colloquium - Stanford Center on Adolescence | 1997 |
| Talks to local PTAs in San Francisco Bay Area | 1998, 2001, 2002 |
| Lecture - SUSE Undergraduate Honor's Program | 1999-2004 |
| In-service-- Adolescent Counseling Services, Palo Alto, CA | 1998 |
| Colloquium SUSE Alumni Association Forum on School Violence | 1999 |
| Chair- Lucille Packard Foundation Conference on Pre-Teens | 2001 |
| Colloquium - Stanford Center on Adolescence | 2001 |
| Colloquium - SUSE Alumni Association Forum on Youth Development | 2002 |
| Conference talk - Stanford University Conference on Youth Purpose | 2003 |
| Colloquium - New York University Department of Applied Psychology | 2004 |
| Colloquium - University of Pune, Psychology Department | 2005 |
| Community talk - Rotary Club, Kalyanagar, India | 2005 |
| Community talk - Rotary Club, Pune, India | 2005 |
| Colloquium - Boston College School of Education | 2006 |
| Community talk - Al Noor Muslim Academy | 2007 |
| Collaborative for Academic, Social and Emotional Learning, Chicago, IL | 2009 |
| Association for Mindfulness in Education, Oakland, CA | 2009 |
| Center for Mindfulness, University of Massachusetts, Worcester | 2010 |

Mentoring of Undergraduate and Graduate Students

Current doctoral advisees (primary advisor)

Carlson, Bryant Applied Developmental Science (PhD –Portland State University)

Current doctoral advisees (secondary advisor)

Taylor, Cynthia Applied Developmental Science (PhD –Portland State University)

Current doctoral committee member

Pitzer, Jennifer Applied Developmental Science (PhD –Portland State University)

Escribano, Lorraine Applied Developmental Science (PhD –Portland State University)

Current advisees / research assistants

Haimovitz, Kyla Psychology (BA –Reed College)

Crane, Ayesha Social Work (MSW –Portland State University)

Mills, Kate Psychology (BA –Portland State University)

Croskey, Adrienne Psychology (BA –Portland State University)

Previous doctoral advisees (primary advisor)

Strobel, Karen Education & Psychology (PhD – Stanford University)

Quihuis, Gisell Education & Psychology (PhD – Stanford University)

Haydel, Angela Education & Psychology (PhD – Stanford University)

Galloway, Mollie Education & Psychology (PhD – Stanford University)

Gehlbach, Hunter Education & Psychology (PhD – Stanford University)

Lau, Shun Education & Psychology (PhD – Stanford University)

Stephens, Jason Education & Psychology (PhD – Stanford University)

Previous doctoral advisees (second advisor)

Rodriquez, Rita Education & Psychology (PhD – Stanford University)

Gonzalez, Rosemary Education & Psychology (PhD – Stanford University)

Previous doctoral committee member

Avila, Salvador Education (PhD – Stanford University)

Ayala, Carlos Education (PhD – Stanford University)

Casey-Cannon, Shannon Education & Psychology (PhD – Stanford University)

Gallagher, Larry Education & Psychology (PhD – Stanford University)

Haynie, Kathy Education & Psychology (PhD – Stanford University)

Henderlong, Jennifer Psychology (PhD – Stanford University)

Huard, Ruth Education & Psychology (PhD – Stanford University)

Intrator, Sam Education (PhD – Stanford University)

Jackson, Doug Education & Psychology (PhD – Stanford University)

Laird, Jennifer Sociology (PhD – Stanford University)

Li, Min Education (PhD – Stanford University)

Lin, I-Chun Sociology (PhD – Stanford University)

Lopez, Derek Education & Psychology (PhD – Stanford University)

Maximovitch, Teresa Education & Psychology (PhD – Stanford University)

Moore, Melanie Education & Psychology (PhD – Stanford University)

Nhuan, Vi Education & Psychology (PhD – Stanford University)

Sheila Henderson Education & Psychology (PhD – Stanford University)

Former informal advisees

De Boer, Miriam Pedagogics (MA – University of Amsterdam)

Heusdens, Wenja Pedagogics (MA – University of Amsterdam)

Mentoring of Undergraduate and Graduate Students

Previous undergraduate advisees

| | | |
|--------------------------|-------------------|----------------------------|
| McGuire, Lindsay Kellogg | Human Biology | (BA – Stanford University) |
| Reese, Maria Elena | Human Biology | (BA – Stanford University) |
| Tang, Nicole | Religious studies | (BA – Stanford University) |
| Withers, Callie | Human Biology | (BA – Stanford University) |

Previous master's thesis advisees

| | | |
|-------------------|-----------|----------------------------|
| Keller, Laura | Education | (MA – Stanford University) |
| McKinnon, Hillary | Education | (MA – Stanford University) |
| Wolf, Michael | Education | (MA – Stanford University) |

Previous undergraduate honor's thesis advisees

| | | |
|------------------|-------------------------|-----------------------|
| Bangser, Jill | Education honors thesis | (Stanford University) |
| Huang, Susan S. | Education honors thesis | (Stanford University) |
| King, Sara Grace | Education honors thesis | (Stanford University) |
| Zermeno, Crystal | Education honors thesis | (Stanford University) |

Courses Taught

| | |
|------------|---|
| PSY313 | Psychology and Religion (undergraduates) |
| ED137 | Human motivation East and West (experiential seminar for sophomores) |
| ED240 | Adolescent development for prospective secondary school teachers (teacher education program students only) |
| ED343 | Achievement motivation in school-aged children (undergraduates, master's, doctoral students) |
| ED345 | Adolescent development and schooling (undergraduates, master's, doctoral students) |
| ED350 | Supervised research training (doctoral students only) |
| ED431 | School and community-based counseling psychology (doctoral students only) |
| ED461 | Schooling and mental health issues (doctoral students only) |
| PSY461/561 | Adolescent and emerging adulthood development (undergraduate and graduate students) |
| PSY410/510 | Contemplative education and psychology (undergraduate and graduate students) |
| PSY515/615 | Advanced Applied Developmental Seminar (graduate students) |

Funded Research Grants

Impact Foundation - \$11,000 (2009-2010)

This funding buys out teaching time at Portland State University.

Fetzer Institute - \$38,000 (2009)

"Healthy Teacher Study"

See below

Mind and Life Educational Research Network - \$50,000 (2009)

"Healthy Teacher Study"

The goal of this project is to conduct a pilot, randomized controlled trial on the feasibility and outcomes of a mindfulness-based teacher professional development program for primary and secondary school teachers in the city of Vancouver, British Columbia, Canada. The program under investigation aims to cultivate skills and dispositions that are useful to teachers in managing job-related stress and in creating mindful and caring classroom environments conducive to academic learning, social-emotional learning, and civic responsibility. The specific aims of this pilot study are to assess (1) the feasibility of program implementation; (2) the appropriateness of content, methods, materials, media, and instruments; and (3) the immediate and 3-month follow-up psychological, biological and behavioral impacts of the program on teachers compared to waitlist controls. We also aim to assess whether the students of the teachers in the different conditions of the study report differences in the social, emotional and moral climate of their classrooms immediately after program completion.

Portland State University Research Stimulus Grant - \$5,000 (2009)

"Mind-the-Music: Music-based Mindfulness for Adolescents and Emerging Adults"

This funding is supporting the development of a research grant to NIDA to study the effects of mindfulness training on stress, coping, and substance use and abuse during the transition into and through the post-high school years.

Impact Foundation - \$11,000 (2008-2009)

This funding buys out teaching time at Portland State University.

William J. Fulbright Research Scholar Award - \$40,000 (India – 2005)

"Holistic education for youth in the 21st century: An examination of contemporary Indian schools in the classic traditions"

This research was designed to identify new phenomena associated with teaching and learning in contemporary educational institutions in India that integrate classical Indian contemplative practices such as yoga and meditation as part of their everyday school curriculum.

William T. Grant Foundation – Faculty Scholars Award - \$300,000 (2001-2006).

"The diversity of selfways and educational pathways during adolescence study"

This research examined the relations between adolescents' school experiences, motivation to learn and student identities, and achievement before and after the transition to high school. This work was conducted with immigrant Latino/a, native-born Latino/a and European-American adolescents in the San Francisco Bay Area.

San Francisco School Volunteers Evaluation Grant - \$10,000 (Fall, 1997)

"School volunteers and elementary school children's academic readiness study"

This evaluation research examined the impact of community volunteers in the classroom on elementary school children's motivation and readiness to learn.

Funded Research Grants (continued)

Stanford-Carnegie Adolescent Center Grant - \$5,000 (Spring, 1997)

“Motivation to learn and Mental health (M&M) during adolescence study”

This research examined the school-related motivational and cognitive/self-regulatory processes related to learning in clinically-referred and non-referred adolescents.

Stanford School of Education Innovation Fund Grant - \$5,000 (Autumn, 1996)

“High school environments and student motivation study”

This research examined the impact of features of the high school learning environment on the motivation and well-being of adolescents.

Professional Awards

- 1998 Hershel Thornburg Dissertation Award,
Society for Research on Adolescence
- 1998 Division 15 (Educational Psychology) Dissertation Award,
American Psychological Association
- 1999 Student-nominated Excellence in Teaching Award
School of Education, Stanford University

Membership in Professional Organizations

American Psychological Association
Society for Research on Adolescence
Society for Research on Child Development
American Educational Research Association
Association for Transpersonal Psychology
Fulbright Alumni Association
Scientific Advisor, Search Institute Center for Spiritual Development
Member, Mind and Life Educational Research Network (MLERN)
Member, Mind and Life Program and Research Fellows
New York Academy of Sciences