

## **Sharon K. Zumbrunn, Ph.D.**

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### **EDUCATION**

**Ph.D.** (Psychological Studies in Education, Specialization: Cognition, Learning, and Development), August 2010, University of Nebraska – Lincoln

**M.A.** (Educational Psychology), December 2007, University of Nebraska – Lincoln

**B.S.** (Elementary Education), May 2004, University of Nebraska – Lincoln

### **ACADEMIC APPOINTMENTS AND OTHER WORK EXPERIENCE**

#### **Employment at the University Level:**

**Associate Professor of Educational Psychology, Foundations of Education,** Virginia Commonwealth University, Richmond, Virginia. 2016 – present.

**Assistant Professor of Educational Psychology, Foundations of Education,** Virginia Commonwealth University, Richmond, Virginia. 2010 – 2016.

#### **Employment at the K-12 Public School Level:**

**Elementary Classroom Teacher,** Lincoln Public Schools, Lincoln, NE: August 2004 – May 2007.

### **LICENSES/CERTIFICATIONS**

Teaching Professional Certificate, Nebraska Department of Education.

### **HONORS AND AWARDS**

Summer Research Fellow, Oxford School of Education, Oxford University, June, 2017.

Recipient, Distinguished Teaching Award, School of Education, Virginia Commonwealth University, May, 2014.

Recipient, Distinguished Junior Faculty Award, School of Education Alumni Council, Virginia Commonwealth University, April, 2011.

Recipient, Virginia Commonwealth School of Education Professional Development Funds Award, February, 2011.

Recipient, University of Nebraska Kappa Delta Educator of the Month Award, November, 2009.

Recipient, UNL Teaching Council Teaching Award, University of Nebraska – Lincoln, February 2009.

## **ACADEMIC FUNDING AND SCHOLARSHIP**

### **External Grants**

*Motivating successful writers: Exploring classroom instruction.* (2020). Institute of Education Sciences. (\$1,675,860.00, under review).  
Role: Principal Investigator

*The pathways to belonging and engagement project: Testing a tailored social belonging intervention at an urban public university.* (2020). Spencer Foundation. (\$49,967.00, funded).  
Role: Principal Investigator

*Curiosity and classrooms: An exploration of curiosity and the development of intellectual virtues in schools.* (2019). John Templeton Foundation Large Grant Program. (\$747,500.00, funded). Jirout, J. (PI), Vitiello, V. (Co-PI).  
Role: Co-Investigator

*RoboCogger™: Using mobile technology to assess and increase student writing metacognition, motivation, and performance.* (2017). Center for Curriculum Redesign. (\$125,000.00, funded).  
Role: Principal Investigator

*Writing teacher beliefs, motivation, and instructional practices and student writing perceptions, motivation, self-regulation, and achievement: A longitudinal investigation.* (2014). American Psychological Association Division 15 Early Career Research Award. (\$7,500.00, funded).  
Role: Principal Investigator

### **Internal Grants**

*The #RepresentedResearch Internship: Creating research by 1st-gen students, for 1st-gen students.* (2021). Virginia Commonwealth University. Big Idea Grant. (\$10,000.00, under review).  
Role: Principal Investigator

*The #RepresentedResearch Internship: Creating research by 1st-gen students, for 1st-gen students.* (2021). Virginia Commonwealth University. REAL Challenge Grant. (\$8,000.00, under review).  
Role: Principal Investigator

*Exploring classroom instructional practice and student motivation.* (2020). Virginia Commonwealth University Foundation. Langschultz Fund. (\$34,000.00, funded).

Role: Principal Investigator

*Strategic Training for Individual and Community Change: Project STICC.* (2018). Virginia Commonwealth University. School of Education Getting Centered Grant Continuation. (\$7,000.00, funded).

Role: Principal Investigator

*Strategic Training for Individual and Community Change: Project STICC.* (2017). Virginia Commonwealth University. School of Education Getting Centered Grant. (\$7,000.00, funded).

Role: Principal Investigator

*Strategic Training for Individual and Community Change: Project STICC.* (2017). Virginia Commonwealth University Foundation. Langschultz Fund. (\$51,000.00, funded).

Role: Principal Investigator

*Toward an understanding of gender differences in writing motivation, self-regulation and performance: Perceptions of teacher and peer support.* (2016). Virginia Commonwealth University Foundation. Langschultz Fund. (\$15,500.00, funded).

Role: Principal Investigator

*Promoting global-minded teaching excellence: VCU School of Education International Teaching Fellows Program.* (2015). Virginia Commonwealth University. School of Education Faculty Excellence Fund. (\$5,000.00, funded).

Role: Principal Investigator

*Understanding and promoting student literacy motivation and self-regulation.* (2015). Virginia Commonwealth University Foundation. Langschultz Fund. (\$15,000.00, funded).

Role: Principal Investigator

*Primary student reading performance and writing motivation, self-regulation, and success: A longitudinal investigation.* (2014). Virginia Commonwealth University Foundation. Langschultz Fund. (\$13,000.00, funded).

Role: Principal Investigator

*Primary student reading performance and writing motivation, self-regulation, and success.* (2013). Virginia Commonwealth University Foundation. Langschultz Fund. (\$13,000.00, funded).

Role: Principal Investigator

*Explaining determinants of elementary, middle, and high school student writing motivation, self-regulation, and success.* (2011). Virginia Commonwealth University. Presidential Research Incentive Program (PRIP). (\$50,000.00, funded).

Role: Principal Investigator

## Refereed Articles

\* indicates student author

Broda, M., Ekholm, E.\*, & **Zumbrunn, S.** (2020). Assessing the predictive nature of teacher and student self-regulation discrepancy in writing. *Frontline Learning Research* 8(4), 52-73. <https://doi.org/10.14786/flr.v8i4.505>

Varier, D.\*, **Zumbrunn, S.**, Conklin, S. B.\*, Stringer, J.\*, Marrs, S.\*, & Furman, J.\* (2020). Getting stuck in writing: Exploring elementary students' writing self-regulation strategies. *Educational Studies*. (Impact Factor: 1.114) <https://doi.org/10.1080/03055698.2020.1729095>

Zumbrunn, S., Broda, M., Varier, D.\*, & Conklin, S.\* (2019). Examining the multidimensional role of self-efficacy for writing on student writing self-regulation and grades in elementary and high school. *British Journal of Educational Psychology*, 90(3), 580-603. (Impact Factor: 2.481; 5 citations) <https://doi.org/10.1111/bjep.12315>

**Zumbrunn, S.**, Marrs, S.\*, Broda, M., Ekholm, E.\*, Jackson, L.\*, & DeBusk-Lane, M.\* (2019). Toward a more complete understanding of writing enjoyment: A mixed methods study of elementary students. *AERA Open*, 5(2), 1–16. (Impact Factor: 1.892) <https://doi.org/10.1177/2332858419850792>

Massaro, V.\*, Rhodes, J., & **Zumbrunn, S.** (2018). Disrupting the university curriculum: Engaging preservice teachers in exploring literacy pedagogies for ELLs through study abroad. *Association of Literacy Educators and Researchers Yearbook* 41.

Ekholm, E.\*, **Zumbrunn, S.**, & De-Busk-Lane, M.\* (2018). Clarifying an elusive construct: A systematic review of writing attitudes. *Educational Psychology Review*, 30(3), 827-856. (Impact Factor: 6.866; 16 citations) <https://doi.org/10.1007/s10648-017-9423-5>

Bradner, M. K., Gary, J. S., Flores, S. K., & **Zumbrunn, S.** (2017). Effective medical student learning in the ambulatory setting: A qualitative study of medical student midpoint feedback. *Family Medicine*, 49(8), 630-635.

Dawes, M., Chen, C., **Zumbrunn, S.**, Mehtaji, M., & Farmer, T. (2017). Teacher attunement to peer-nominated aggressors. *Aggressive Behavior*, 43(3), 263-272. (Impact Factor: 2.469; 17 citations) <https://doi.org/10.1002/ab.21686>

- Zumbrunn, S.**, Ekholm, E.\* , Stringer, J.\* , McKnight, K.\* , & DeBusk-Lane, M.\* (2017). Student experiences with writing: Taking the temperature of the classroom. *The Reading Teacher*, 70(6), 667-677. (Impact Factor: 1.281; 16 citations) <https://doi.org/10.1002/trtr.1574>
- Marrs, S. A.\* , **Zumbrunn, S. K.**, McBride, C.\* , & Stringer, J.\* (2016). Exploring elementary student perceptions of writing feedback. *Journal on Educational Psychology*, 10(1), 23-35. (Impact Factor: 0.765) <https://doi.org/10.26634/jpsy.10.1.7069>
- Zumbrunn, S.** (2016). "They teach their hearts out:" Communicating the importance of writing. *Talking Points*, 27(2), 2-10.
- Zumbrunn, S.**, Marrs, S.\* , & Mewborn, C.\* (2016). Toward a better understanding of student perceptions of writing feedback: A mixed methods study. *Reading and Writing: An Interdisciplinary Journal*, 29(2), 349-370. (Impact Factor: 2.232; 66 citations) <https://doi.org/10.1007/s11145-015-9599-3>
- Ekholm, E.\* , **Zumbrunn, S.**, & Conklin, S.\* (2015). The relation of college student self-efficacy toward writing and writing self-regulation: Writing feedback perceptions as a mediating variable. *Teaching in Higher Education*, 20(2), 197-297. (Impact Factor: 1.715; 76 citations) <https://doi.org/10.1080/13562517.2014.974026>
- Zumbrunn, S.**, Carter, Y. M.\* & Conklin, S.\* (2014). Unpacking the value of writing: Exploring college students' perceptions of writing. *Journal of Research in Education*, 24(2), 18-33.
- Zumbrunn, S.**, McKim, C., Buhs, E., & Hawley, L. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science*, 42(5), 661-684. (Impact Factor: 2.594; 193 citations) <https://doi.org/10.1007/s11251-014-9310-0>
- Zumbrunn, S. K.**, Doll, B., Dooley, K., Le Clair, C., & Wimmer, C.\* (2013). Assessing student perceptions of positive and negative social interactions in specific school settings. *International Journal of School and Educational Psychology*, 1(2), 82-93. (Impact Factor: 1.640; 9 citations) <https://doi.org/10.1080/21683603.2013.803001>
- Zumbrunn, S. K.**, & Bruning, R. (2013). Improving the writing and knowledge of emergent writers: The effects of self-regulated strategy development. *Reading and Writing: An Interdisciplinary Journal*, 26(1), 91-110. (Impact Factor: 2.232; 86 citations) <https://doi.org/10.1007/s11145-012-9384-5>
- Bruning, R., Dempsey, M., Kauffman, D., McKim, C., & **Zumbrunn, S.** (2013). Examining dimensions of self-efficacy for writing. *Journal of Educational*

*Psychology*, 105(1), 25-38. (Impact Factor: 5.178; 297 citations)  
<https://doi.org/10.1037/a0029692>

**Zumbrunn, S. K.**, & Krause, K.\* (2011). Conversations with leaders: Principles of effective writing instruction. *The Reading Teacher*, 65(5), 346-353. (Impact Factor: 1.281; 90 citations) <https://doi.org/10.1002/TRTR.01053>

Igo, L. B., Kiewra, K. A., **Zumbrunn, S. K.**, & Kirschbaum, A. L. (2007). How best to remove the snare from the pair: Construction and cognitive load hypotheses. *Journal of Experimental Education*, 75(2), 130 -144. (Impact Factor: 2.451)  
<https://doi.org/10.3200/JEXE.75.2.130-144>

## Books

**Zumbrunn, S.** (2020). *Why aren't you writing?: Research, real talk, strategies, and shenanigans*. SAGE Publications.

## Book Chapters

**Zumbrunn, S.**, Bae, C., Furman, J.\* , & Sea, M.\* (in press). Understanding psychological needs to guide culturally-responsive instruction for students from under-represented minority backgrounds. In D. K. Meyer, & A. Emery (Eds.), *Teaching motivation for student engagement*. Information Age Publishing.

**Zumbrunn, S.** (in press). Test review of the Youth and Program Strengths Scale. In J. F. Carlson, & K. F. Geisinger (Eds.), *The twenty-first mental measurements yearbook*. Buros Center for Testing.

**Zumbrunn, S.**, & McMillan, J. H. (2020). Mixed methods designs. In J. McMillan, *Educational research: Fundamentals for the consumer (7th Ed)*, Pearson.

Jirout, J. J., Vitiello, V. E., & **Zumbrunn, S. K.** (2018). Curiosity in schools. In G. Gordon (Ed.), *Psychology of emotions, motivations, and actions: The new science of curiosity* (p. 243-265). Nova Science Publishers, Inc. (11 citations)

**Zumbrunn, S.** (2017). Test review of the College Survival and Success Scale. In J. F. Carlson, & K. F. Geisinger (Eds.), *The twentieth mental measurements yearbook*. Buros Center for Testing.

**Zumbrunn, S.**, & McMillan, J. H. (2016). Mixed methods designs. In J. McMillan, *Educational research: Fundamentals for the consumer (6th Ed)*, Pearson.

Doll, B., Jones, K., Champion-Wescott, A., Osborn, A., **Zumbrunn, S.**, Collaro, A., & Chelsie Guerrero, C. (2011). The ClassMaps framework for data-based, classwide classroom management. In M. Bray and T. Kehle (Eds.), *Oxford handbook of school psychology*. Oxford University Press.

## Other Scholarly Publications

**Zumbrunn, S.**, Tadlock, J.\* , & Roberts, E. D.\* (2011). *Self-regulation and motivation: A review of the literature*. Invited paper for the Metropolitan Educational Research Consortium, Richmond, VA. (370 citations)

## Manuscripts Under Review

**Zumbrunn, S.**, Ekholm, E.\* , & Broda, M. (under review). The development of students' writing feedback attitudes in grades 3-7.

Lester, A.\* , Bae, C., Deutsch, N., **Zumbrunn, S.**, & Broda, M. (under review). Afterschool engagement: A mixed methods approach to understanding profiles of youth engagement.

Lester, A.\* , **Zumbrunn, S.**, Bae, C., Broda, M., & Deutsch, N. (under review). Understanding afterschool engagement: Investigating developmental outcomes for adolescents.

Love, S.\* , Hope, S.\* , Yesbeck, D., & **Zumbrunn, S.** (under review). Getting the job: Employment interview preparation for student teachers.

**Zumbrunn, S.**, & Bruning, R. (under review). Evaluating the effectiveness of writing interventions: Motivational outcomes. In F. deSmedt, R. Bouwer, T. Limpo, & S. Graham (Eds.), *Methodological issues in high-quality intervention research in writing*.

## Invited Professional Presentations

Jirout, J., **Zumbrunn, S.**, & Vitello, V. (under review). *Designing for curiosity: Using uncertainty and autonomy support to promote engagement and learning*. Workshop to be presented at the UVA Center for Teaching Excellence in Pedagogy Summit, University of Virginia, Charlottesville, VA.

**Zumbrunn, S.** (2021, March). *Conversation with a motivation researcher*. Virtual presentation on behalf of the Motivation SIG Graduate Student Committee, American Educational Research Association.

**Zumbrunn, S.** (2021, March). *Humanizing the writing process*. Virtual presentation at the Division C Graduate Student Seminar & Division C New Faculty Mentoring Program, American Educational Research Association.

**Zumbrunn, S.** (2021, March). *Why aren't you writing?*. Virtual webinar presentation for the Arts & Sciences Graduate Center, College of William & Mary, Williamsburg, VA.

- Zumbrunn, S.** (2021, January). *Why aren't you writing?*. Virtual webinar presentation for the College of Education Graduate Student Association, University of Nebraska – Lincoln, Lincoln, NE.
- Zumbrunn, S.** (2020, December). *Creatives unstuck*. Virtual webinar presentation for the NBC Universal Theme Parks Creative, Orlando, FL.
- Zumbrunn, S.** (2020, November). *Academic writing month: What do publishing trends mean for academic writers?* Virtual panel presentation for SAGE Publishing.
- Zumbrunn, S.** (2020, October). *Get that pub out the door: Strategies for successful collaborative publishing*. Virtual workshop presented at Penn State University.
- Zumbrunn, S.** (2019, October). *Writing self-efficacy and self-regulation panel*. Webinar presentation for the Motivation Special Interest Group, American Educational Research Association, Washington, DC.
- Zumbrunn, S.** (2019, August). *Clearing obstacles to productivity*. Workshop presented at the University of Virginia Faculty Writing Retreat, Charlottesville, VA.
- Zumbrunn, S.** (2019, July). *Clearing obstacles to productivity*. Workshop presented at the University of Virginia Faculty Writing Retreat, Charlottesville, VA.
- Zumbrunn, S.** (2017, April). *“Balance” in academia*. Panel presentation at the Division C Graduate Student Seminar, American Educational Research Association, Washington, DC.
- Zumbrunn, S., & Perez, A.** (2016, April). *Balancing research, teaching, and service, and still having a life*. Panel presentation at the Division C Graduate Student Seminar, American Educational Research Association, Washington, DC.
- Zumbrunn, S.** (2014, February). *Preparing for the job search*. Panel presentation at the University of Nebraska Cognition, Learning, and Development Student Organization Colloquia, University of Nebraska – Lincoln, Lincoln, NE.
- Zumbrunn, S.** (2013, August). *The dissertation and beyond!* Panel presentation at the Division 15 Graduate Student Seminar, American Psychological Association, Honolulu, HI.

## **Refereed Professional Presentations**

### **Courses**



**Zumbrunn, S.** (May, 2021). *Why aren't you writing? Clearing obstacles to productivity.* Professional development course to be presented at the virtual meeting of the American Educational Research Association.

### **Discussant**

**Zumbrunn, S.** (April, 2021). *Identifying, developing, and sustaining learning environments.* Discussant paper to be presented at the virtual meeting of the American Educational Research Association.

**Zumbrunn, S.** (August, 2019). *Exploring the development of self-efficacy: An interactive, international symposium.* Discussant paper presented at the European Association for Research on Learning and Instruction, Aachen, Germany.

### **Papers Presented**

Hamiel, L.\* & **Zumbrunn, S.** (2021). *Sense of belonging of Black students in STEM majors.* Paper to be presented at the virtual meeting of the American Psychological Association.

Koenka, A., Broda, M., Agger, C. A., Anderman, E. M., Nicolai, K. D., Sjogren, A. L., & **Zumbrunn, S.** (2021). *Science motivation among Black high school students: An intersectional approach.* Paper to be presented at the virtual meeting of the American Psychological Association.

Furman, J.\* & **Zumbrunn, S.**, Kamat, P.\* & Marrs, S., Braxton, D.\* & Ekholm, E., & Broda, M. (April, 2021). *Exploring elementary student writing motivation and success.* Roundtable to be presented at the virtual meeting of the American Educational Research Association.

Lester, A.\* & **Zumbrunn, S.**, Bae, C., Broda, M., & Deutsch, N. (April, 2021). *Understanding engagement in out-of-school contexts.* Paper to be presented at the virtual meeting of the American Educational Research Association.

**Zumbrunn, S.**, Broda, M., Furman, J., Nicolai, K., & Malmberg, L. (April, 2021). *Exploring the longitudinal development of elementary and middle school writing self-efficacy.* Poster to be presented at the virtual meeting of the American Educational Research Association.

Ekholm, E.\* & **Zumbrunn, S.**, & Broda, M. (August, 2020). *Exploring daily writing anxiety in graduate students.* Poster presentation canceled at the American Psychological Association, Washington, DC.

Pandey, T.\* & Senechal, J., & **Zumbrunn, S.** (August, 2020). *Elementary school teachers' pre-service training in culturally-responsive behavior management.*

Poster presented at the meeting of the American Psychological Association, Washington, DC.

Furman, J.\* , **Zumbrunn, S.**, Kamat, P.\* , Marrs, S., Braxton, D.\* , Ekholm, E., & Broda, M. (August, 2020). *Exploring elementary student writing motivation and success*. Poster presentation canceled at the meeting of the American Psychological Association (*featured in the Division 15 Presidential Poster Session*), Washington, DC.

**Zumbrunn, S.** (August, 2020). *The science of (not) writing: Clearing obstacles in productivity*. Workshop canceled at the American Psychological Association, Washington, DC.

Ekholm, E.\* , & **Zumbrunn, S.** (April, 2020). *Investigating relations between writers' emotional experiences and attention regulation: A daily diary study*. Round-table presentation canceled at the American Educational Research Association Annual Meeting, San Francisco, CA.

Furman, J.\* , **Zumbrunn, S.**, & Bae, C. (October, 2019). *Motivation of students in juvenile detention: A brief review of motivation frameworks with adolescents*. Poster presented at the Scholarly Consortium for Innovative Psychology in Education Annual Meeting, Savannah, GA.

Lester, A. M.\* , & **Zumbrunn, S.** (October, 2019). *A new approach to understanding student engagement and differences in afterschool programs*. Poster presented at the Scholarly Consortium for Innovative Psychology in Education Annual Meeting, Savannah, GA.

Marrs, S., **Zumbrunn, S.**, & Ekholm, E.\* (August, 2019). Understanding students' perceptions of writing feedback. Poster presented at the European Association for Research on Learning and Instruction, Aachen, Germany.

**Zumbrunn, S.**, Jirout, J., & Vitiello V. (August, 2019). *The importance of curiosity in the classroom: Methods of studying curiosity across contexts*. Paper presented at the European Association for Research on Learning and Instruction, Aachen, Germany.

Ekholm, E.\* , **Zumbrunn, S.**, Broda, M., & Luther, T. C. (April, 2019). *The development of student writing feedback attitudes in grades 3-7: A latent growth analysis*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

**Zumbrunn, S.**, Broda, M., Ekholm, E.\* , & Luther, T. C. (April, 2019). *RoboCogger™: Using mobile technology to assess and increase student writing metacognition, motivation, and performance*. Paper presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

**Zumbrunn, S.**, Broda, M., Marrs, S., & Ekholm, E.\* (April, 2019). *The complexities and challenges of understanding individual differences and the development of multiple dimensions of writing self-efficacy*. Poster presented at the American Educational Research Association Annual Meeting, Toronto, Canada.

Broda, M., **Zumbrunn, S.**, & Ekholm, E.\* (October, 2018). *Are we grading the “write” stuff? The relationship between teachers’ expectations, students’ self-regulation, and writing achievement*. Paper presented at the Consortium for Research on Educational Assessment and Teaching Effectiveness. Williamsburg, VA.

Jirout, J., Vitiello, V., Evans, T., **Zumbrunn, S.**, & Broda, M. (September, 2018). *Domain-general skills in education: Psychology, education, and neuroscience perspectives*. Symposium presented at the International Mind, Brain and Education Society Conference. Los Angeles, CA.

Lester, A. M.\*, DeBusk-Lane, M.\*, & **Zumbrunn, S.** (August, 2018). *Investigating profiles of students’ writing self-efficacy: A mixed methods approach*. Poster presented at the American Psychological Association (APA) Annual Meeting, San Francisco, CA.

**Zumbrunn, S.**, Marrs, S., Malmberg, L., Ekholm, E.\*, Broda, M., & DeBusk-Lane, M.\* (August, 2018). *Individual differences and the development of multiple dimensions of writing self-efficacy*. Poster presented at the International Conference of the EARLI Special Interest Group on Writing, Antwerp, Belgium.

Jirout, J., Vitiello, V., Cameron, K., & **Zumbrunn, S.** (May, 2018). *Keeping children curious: A study of curiosity-promoting instructional language*. Paper presented at the Jean Piaget Society meeting, Amsterdam, Netherlands.

DeBusk-Lane, M.\*, Lester, A.\*, & **Zumbrunn, S.** (April, 2018). *Understanding profiles of writing self-efficacy through mixed methods analyses*. Poster presented at the American Educational Research Association Annual Meeting, New York, NY.

Ekholm, E.\*, **Zumbrunn, S.**, Hope, S.\*, & Stim, H.\* (April, 2018). *Teachers’ writing beliefs and instructional practices: A mixed methods study*. Poster presented at the American Educational Research Association Annual Meeting, New York, NY.

Marrs, S., Ekholm, E.\*, & **Zumbrunn, S.** (April, 2018). *Exploring profiles of student perceptions of writing feedback*. Poster presented at the American Educational Research Association Annual Meeting, New York, NY.

Bradner, M., Gary, J., **Zumbrunn, S.**, & Flores, S. (February, 2018). *Effective learning in an ambulatory family medicine clerkship: A qualitative study*. Poster presented at the Society of Teachers of Family Medicine Conference, Austin, TX.

- Marrs, S. A.\* , **Zumbrunn, S. K.**, Jackson, L. O.\* , Ekholm, E.\* , DeBusk-Lane, M.\* (August, 2017). *Exploring elementary students' preferences for writing tasks*. Poster presented at the meeting of the American Psychological Association, Washington, D.C.
- Stringer, J.\* , **Zumbrunn, S.**, & Burns, E. (August, 2017). *Measurement of pre-service teacher achievement goals: A mixed-methods approach*. Poster presented at the meeting of the American Psychological Association, Washington, D.C.
- Gnilka, P. B., DeBusk-Lane, M., Moate, R., Rice, K. G., Ashby, J. S., & **Zumbrunn, S. K.** (May, 2017). *Perfectionism and the HEXACO Model of Personality*. Poster presented the Association for Psychological Science Convention, Boston, MA.
- Ekholm, E.\* , **Zumbrunn, S.**, & De-Busk-Lane, M.\* (April, 2017). *Clarifying an elusive construct: A systematic review of writing attitudes*. Round-table presented at the American Educational Research Association Annual Meeting, San Antonio, TX.
- Varier, D.\* , **Zumbrunn, S.**, Conklin, S.\* , Stringer, J.K.\* , & Marrs, S.\* (April, 2017). *Exploring elementary student writing self-regulation strategies: A qualitative inquiry*. Poster presented at the American Educational Research Association Annual Meeting, San Antonio, TX. [Awarded Poster of the Year, AERA Studying and Self-Regulation SIG]
- Zumbrunn, S.**, Marrs, S.\* , Jackson, L.\* , Broda, M., Ekholm, E.\* , & DeBusk-Lane, M.\* (April, 2017). *Student perceptions of teacher and peer enthusiasm for writing, writing attitudes, and writing self-regulation: A mixed methods study*. Paper presented at the meeting of the American Educational Research Association, San Antonio, TX.
- Marrs, S.\* , Jackson, L.\* , Love, S.\* , & **Zumbrunn, S.** (February, 2017). *Measuring students' perceptions of writing feedback*. Poster presented at the international meeting of the Writing Research Across Borders Conference, Bogota, Columbia.
- Zumbrunn, S.**, Broda, M., Conklin, S.\* , Varier, D.\* , Larsen, R., Walsh, M.\* , & Love, S.\* (February, 2017). *Examining the role of self-efficacy for writing on writing achievement and self-regulation*. Paper presented at the international meeting of the Writing Research Across Borders Conference, Bogota, Columbia.
- Love, S.\* , Yesbeck, D., Hope, S.\* , **Zumbrunn, S.** (September, 2016). *Employment interview preparation for student teachers: A model from a liberal arts program*. Poster presented at the meeting of the Virginia Education Research Association, Charlottesville, VA.
- Baker, A.\* , Jones, M., **Zumbrunn, S.**, Stringer, J.\* , Ekholm, E\*., & Walsh, M.\* (2016, August). *The impact of instructional technologies on self-regulated learning: A*

*systematic review of the literature*. Poster presented at the meeting of the American Psychological Association, Denver, CO.

Love, S.\* , Rufer, L.\* , & **Zumbrunn, S.** (2016, August). *Exploring student athlete motivation in academics and athletics*. Poster presented at the meeting of the American Psychological Association, Denver, CO.

Marrs, S. A.\* , Stringer, J.\* , Jackson, L.\* , Baker, A.\* , & **Zumbrunn, S.** (2016, August). *Measuring academic entitlement and its relationship to writing feedback perceptions*. Poster presented at the meeting of the American Psychological Association, Denver, CO.

Stringer, J.\* , DeBusk-Lane, M.\* , **Zumbrunn, S.**, & Walsh, M.\* (2016, August). *Academic self-concept: A qualitative approach*. Poster presented at the meeting of the American Psychological Association, Denver, CO.

**Zumbrunn, S.**, Ekholm, E.\* , Stringer, J.\* , McKnight, K.\* , & DeBusk-Lane, M.\* (2016, August). *Exploring the experience of writing through student drawings*. Poster presented at the meeting of the American Psychological Association, Denver, CO.

Marrs, S. A.\* , **Zumbrunn, S.**, Mewborn, C.\* , Stringer, J.\* , & Love, S.\* (2016, April). *Exploring elementary student perceptions of writing feedback*. Paper presented at the meeting of the American Educational Research Association, Washington, D.C.

**Zumbrunn, S.**, Walsh, M.\* , & Baker, A.\* (2015, April). *Exploring sources of student writing self-efficacy beliefs*. Poster presented at the meeting of the American Educational Research Association, Chicago, IL.

**Zumbrunn, S.**, Carlson-Jaquez, H.\* , Marrs, S. A.\* , & Mewborn, C.\* (2015, April). *Understanding secondary student perceptions of writing feedback*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Rhodes, J., Blackburn, S., & **Zumbrunn, S.** (2014, October). *Building bridges: A look at pre-service educator's lesson planning for English Language Learners*. Roundtable presented at the meeting of the Association of Literacy Educators and Researchers, Delray Beach, FL.

**Zumbrunn, S.**, Goldsmith, J.\* , Carlson-Jaquez, H.\* , Sthreshley, S.\* , & Ekholm, E.\* (2014, April). *Student writing self-regulation: Teacher instructional practices and student writing feedback perceptions as predictive factors*. Poster presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Butz, A., Toland, M., **Zumbrunn, S.**, Danner, F., & Usher, E. (2014, April). *What is the "Magic Number?": A review of response categories in measuring writing self-efficacy*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.

**Zumbrunn, S.** (2014, February). *Perceived writing climate as a predictor of student writing self-efficacy and self-regulation*. Paper presented at the Writing Research across Borders Conference, Paris, France.

**Zumbrunn, S.**, Conklin, S.\* , & Varier, D.\* (2013, April). *Predicting writing motivation: Contributions of grade level, writing climate, and writing discourse*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

**Zumbrunn, S.**, Conklin, S.\* , Varier, D.\* , Turner, A.\* , & Dumke, E.\* (2013, April). *Self-efficacy is only part of the story: The role of feedback perceptions on student writing self-regulation*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Turner, A.\* & **Zumbrunn, S.** (2013, April). *The state of statewide writing assessment*. Poster presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

Tadlock, J.\* , & **Zumbrunn, S.** (2013, February). *Writing attitudes and help-seeking in the college classroom*. Paper presented at the Eastern Educational Research Association Annual Meeting, Sarasota, FL.

**Zumbrunn, S.**, Ekholm, E\*., Conklin, S.\* , & Roberts, D. R.\* (2012, December). *The relation of college student attitudes toward writing and writing self-regulation: Writing feedback perceptions as a mediating variable*. Paper presented at the Literacy Research Association Annual Meeting, San Diego, CA.

Carter, Y.\* , **Zumbrunn, S.**, & Conklin, S.\* (2012, September). *Is writing important? College students' perceptions of the value of writing*. Paper presented at the Virginia Educational Research Association Annual Meeting, Charlottesville, VA.

Bruning, R., Kauffman, D., Haines, C., & **Zumbrunn, S.** (2012, April). *Eighth graders', 11<sup>th</sup> graders', and college students' implicit beliefs about writing, writing affect, and writing performance*. Poster presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia, Canada.

**Zumbrunn, S.**, Tadlock, J.\* , Carter, Y.\* , Herlich, L., & Hooks, S.\* (2012, April). *Writing feedback perceptions, self-efficacy beliefs, and self-regulation aptitudes in the college classroom*. Roundtable presented at the American Educational Research Association Annual Meeting, Vancouver, British Columbia, Canada.

- Tadlock, J\*, & **Zumbrunn, S.** (2012, February). *How writing feedback perceptions relate to pre-service teachers' achievement goals and self-regulation behaviors.* Paper presented at the Eastern Educational Research Association Annual Meeting, Hilton Head, SC.
- Zumbrunn, S.,** & Bruning, R. (2011, December). *Do conversations about writing matter? The relationship between elementary students' writing conversations and writing beliefs, perceptions, and success.* Paper presented at the Literacy Research Association Annual Meeting, Jacksonville, FL.
- Zumbrunn, S.,** & Bruning, R. (2011, December). *Elementary students' writing feedback perceptions, self-efficacy beliefs, and success.* Paper presented at the Literacy Research Association Annual Meeting, Jacksonville, FL.
- Zumbrunn, S.,** Tadlock, J.\*, Carter, Y.\*, Blackburn, S.\*, Hooks, S.\*, Ekholm, E.\*, & Herlich, L.\* (2011, November). *How writing feedback and writing feedback perceptions relate to pre-service teachers' writing motivation and achievement.* Roundtable presented at the Association for Literacy Educators and Researchers, Richmond, VA.
- Zumbrunn, S. K.** (2011, April). *Nurturing young students' writing knowledge and self-regulation: The effects of Self-Regulated Strategy Development (SRSD).* Poster presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Dempsey, M. S., Bruning, R. H., Kauffman, D. F., & **Zumbrunn, S.** (2011, April). *Knowledge-telling, knowledge-transformation: An empirical study of implicit writing beliefs.* Poster presented at the American Educational Research Association Annual Meeting, New Orleans, LA.
- Zumbrunn, S. K.** (2010, December). *Conversations with leading writing authorities: Principles of effective writing instruction.* Paper presented at the Literacy Research Association Annual Meeting, Fort Worth, TX.
- Bruning, R., Dempsey, M., Kauffman, D., & **Zumbrunn, S. K.** (2010, December). *Development of a new measure of writing self-efficacy.* Paper presented at the Literacy Research Association Annual meeting, Fort Worth, TX.
- Zumbrunn, S. K.,** Bruning, R. H. Kauffman, D. F., & Hayes, M. (2010, April). *Explaining determinants of confidence and success in the elementary writing classroom.* Poster presented at the American Educational Research Association Annual Meeting, Denver, CO.
- Zumbrunn, S. K.,** Kauffman, D. F., Hayes, M., & Yilmaz Soylu, M. (2010, April). *How writing achievement goals and self-efficacy relate to college writing goals and*

*grade point averages*. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO.

**Zumbrunn, S. K.**, Kauffman, D. F. & Bruning, R. H. (2009, December). *How writing achievement goals, attitudes, and beliefs relate to hours spent writing and writing grades in college*. Paper presented at the National Reading Conference, Albuquerque, NM.

**Zumbrunn, S. K.**, & Murphy-Yagil, M. (2009, December). *Examining the relationship between writing attitudes and writing performance of struggling young writers*. Paper presented at the National Reading Conference, Albuquerque, NM.

**Zumbrunn, S. K.**, & Murphy-Yagil, M. (2009, December). *Explaining pre-service teachers' writing beliefs and attitudes: A mixed-methods study*. Paper presented at the National Reading Conference, Albuquerque, NM.

Champion, C. A., Doll, B. J., Guerrero, C., Osborn, A. Q., & **Zumbrunn, S. K.** (2009, August). *Construct validity of the Classmaps survey*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.

**Zumbrunn, S. K.**, Doll, B., Petree, K., LeClair, C., & Wimmer, C.\* (2009, August). *Elementary students' perceptions of peer aggression in school subcontexts*. Poster presented at the American Psychological Association Annual Convention, Toronto, Canada.

**Zumbrunn, S. K.**, Haines, C., Shaw, L., Klentz, C., Abrams, M., & Buhs, E. S. (2009, April). *Explaining students' belonging perceptions in the college classroom as related to academic motivation: A mixed method study*. Poster presented at the Society for Research in Child Development Biennial Meeting, Denver, CO.

**Zumbrunn, S.** (2008, March). *Gauging effort in a third grade classroom as a first step toward maximizing student potential: An action research study*. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

Jairam, D., **Zumbrunn, S.**, & Kiewra, L. (2007, October). *Developing volleyball talent: A qualitative investigation of volleyball stars*. Paper presented at the Mid-Western Educational Association Annual Conference, St. Louis, MO.

Igo, L. B., Kiewra, K. A., **Zumbrunn, S. K.**, Kirschbaum, A. L. (2007, April). *Learning confusing word pairs: Rule construction through multimedia presentation*. Paper presented at American Educational Research Association Annual Meeting, Chicago, IL.

## **Campus Talks**



- Zumbrunn, S.** (2021, April). *Build your village: Finding social support for your writing*. Workshop to be presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, March). *Embracing the writing feedback process*. Workshop to be presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2021, February). *Why aren't you writing?*. Workshop presented at VCU Health Behavior and Policy Department, Richmond, VA.
- Zumbrunn, S.** (2021, February). *Fearless writing: Strategies for building confidence*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, December). *Intentional planning with realistic in mind*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, November). *Writing wellness and self-care*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, October). *Faculty – stop it: You're not actually an imposter*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, October). *Writing wellness and self-care*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, October). *Students – stop it: You're not actually an imposter*. Workshop presented at VCU YouF1rst Program, Richmond, VA.
- Zumbrunn, S.** (2020, September). *Intentional planning with realistic in mind*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, June). *Finding your writing mojo and staying motivated*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, June). *Unstuck: Overcoming obstacles to progress*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, May). *Get priorganized! Planning a realistic schedule for your writing*. Workshop presented at Virginia Commonwealth University, Richmond, VA.
- Zumbrunn, S.** (2020, February). *Clearing obstacles to productivity*. Workshop presented to the VCU SOE Faculty Fellows, Richmond, VA.
- Zumbrunn, S.** (2020, January). *Clearing obstacles to productivity*. Workshop presented at the VCU College of Health Professions, Richmond, VA.

**Zumbrunn, S.** (2016, September). *New faculty orientation panel: Teaching*. Panel presentation at the School of Education Faculty Orientation, Virginia Commonwealth University, Richmond, VA.

**Zumbrunn, S.** (2015, September). *Assistant professor panel*. Panel presentation at the School of Education Faculty Orientation, Virginia Commonwealth University, Richmond, VA.

**Zumbrunn, S.** (2013, August). *Preparing to teach at VCU*. Panel presentation at the Center for Teaching Excellence Faculty Orientation, Virginia Commonwealth University, Richmond, VA.

**Zumbrunn, S.** (2012, August). *VCU lessons learned*. Panel presentation at the School of Education Faculty Orientation, Virginia Commonwealth University, Richmond, VA.

**Zumbrunn, S.** (2012, August). *If I knew then what I know now: Sound teaching advice from junior faculty at VCU*. Panel presentation at the Center for Teaching Excellence Faculty Orientation, Virginia Commonwealth University, Richmond, VA.

**Zumbrunn, S.** (2011, March). *Elementary students' writing feedback perceptions, self-efficacy beliefs, and success*. Paper presented at the Metropolitan Educational Research Consortium Annual Conference, Richmond, VA.

Igo, B., Kiewra, K. A., **Sadle (Zumbrunn), S.**, Kirschbaum, A., & Shanahan, E. (2003, March). *How should students study? An unanswered question*. Poster presented at the University of Nebraska Student Research Symposium, Lincoln, NE.

### **K-12 Professional Development Presentations**

**Zumbrunn, S.** & Costner-Holt, A. (2020, February). *Motivation and engagement in the writer's workshop II*. Workshop presented at Chesterfield County Public Schools, Chesterfield, VA.

Costner-Holt, A., & **Zumbrunn, S.** (2020, January). *Motivation and engagement in the writer's workshop I*. Workshop presented at Chesterfield County Public Schools, Chesterfield, VA.

**Zumbrunn, S.**, & Rhodes, J. (2014, March). *Encouraging student self-efficacy in the classroom*. Paper presented at the International School of Florence Professional Development, Florence, Italy.

**Zumbrunn, S.** (2013, October). *Harnessing the power of student self-efficacy: Motivating the unmotivated*. Paper presented at Chesterfield County Public Schools Professional Development, Richmond, VA.

**Zumbrunn, S.** (2013, October). *VCU/CCPS Writing Project: Collaborating with local schools to examine student writing motivation and self-regulation*. Paper presented at the Virginia Association of Test Directors Annual Conference.

**Zumbrunn, S.** (2012, October). *Love, logic, and effective classroom management for young learners*. Paper presented at the Goddard School Professional Development, Richmond, VA.

## **TEACHING**

Advisor, 8, Educational Psychology Ph.D. students, Virginia Commonwealth University.

Instructor, *Educational Studies 890: Dissertation Seminar* graduate seminar, Virginia Commonwealth University.

Instructor, *Graduate Studies 602: Teaching and Learning in Higher Education* graduate seminar, Virginia Commonwealth University.

Instructor, *Educational Studies 621: Motivation in Education* doctoral seminar, Virginia Commonwealth University.

Instructor, *Graduate Studies 601: Preparing Future Faculty: Academic Profession* graduate seminar, Virginia Commonwealth University.

Instructor, *Graduate Studies 602: Teaching, Learning, and Technology in Higher Education* graduate seminar, Virginia Commonwealth University.

Instructor, *Educational Studies 797: Directed Research* doctoral seminar, Virginia Commonwealth University.

Instructor, *Educational Studies 721: Seminar in Social Processes and Education* doctoral seminar, Virginia Commonwealth University.

Instructor, *Educational Studies 651: Mixed Methods Research* doctoral course, Virginia Commonwealth University.

Instructor, *Educational Studies 651: Arts and Literacy: Service-Learning Abroad* undergraduate and graduate course, Virginia Commonwealth University.

Instructor, *Educational Studies 621: Student Writing Strategies, Perceptions, Motivation, and Achievement* doctoral research seminar, Virginia Commonwealth University.

Instructor, *Educational Studies 607: Advanced Educational Psychology* graduate course, Virginia Commonwealth University.

Instructor, *Educational Studies 607: Advanced Educational Psychology Abroad: Italy* graduate course, Virginia Commonwealth University.

Co-Instructor, *Educational Psychology 989: Psychology of Reading* doctoral course, University of Nebraska – Lincoln.

Co-Instructor, *Belonging, Motivation, and Achievement* doctoral research seminar, University of Nebraska – Lincoln.

Instructor, *Educational Psychology 362: Learning & Motivation in the Classroom* undergraduate course, University of Nebraska – Lincoln.

Instructor, *Educational Psychology 250: Child Development* undergraduate course, University of Nebraska – Lincoln.

Student Teacher Supervisor, College of Education and Human Sciences, University of Nebraska, University of Nebraska – Lincoln, 2008 - 2009.

Teacher Supervisor, University of Nebraska – Schmoker Reading Center, University of Nebraska – Lincoln, 2008 - 2009.

### **STUDENT DOCTORAL COMMITTEES – CHAIR**

Jennifer Furman. Educational Psychology Ph.D. track. From knowledge about trauma to classroom application: A mixed methods examination of pre-service teacher perspectives of trauma-informed practice.

Preeti Kamat. Educational Psychology Ph.D. track. Understanding the role of ethnically and culturally diverse adolescents' social contexts in shaping their creative identity development in a regional magnet school.

Ashlee Lester. Educational Psychology Ph.D. track. Disentangling student engagement in after-school programs. May, 2020.

Samantha Hope. Educational Psychology Ph.D. track. Why they stay: Factors contributing to second stage teachers' decisions to remain in the classroom. December, 2019.

Eric Ekholm. Educational Psychology Ph.D. track. Understanding writing emotions via daily diary methods. August, 2019.

Morgan DeBusk-Lane. Educational Psychology Ph.D. track. Development of and measurement of writing self-efficacy. August, 2019.

J.K. Stringer. Educational Psychology Ph.D. track. Student academic self-concept: An exploratory study. Virginia Commonwealth University. August, 2018.

Savanna Love. Educational Psychology Ph.D. track. Examining athletic identity, motivation and performance of DIII student-athletes. Virginia Commonwealth University. May, 2018.

Marcie Walsh. Educational Psychology Ph.D. track. Exploring student writer identity. Virginia Commonwealth University. May, 2018.

Kimberly McKnight. Educational Psychology Ph.D. track. An exploration of the relationships between teachers and their students' families in Best in Class-Elementary. Virginia Commonwealth University. August, 2017.

Andrew Baker. Educational Psychology Ph.D. track. How master teachers conceptualize student engagement: A comparison of theoretical and practical perspectives. Virginia Commonwealth University. May, 2017.

Lisa Jackson. Educational Psychology Ph.D. track. Sense of belonging of Black students in STEM majors: A mixed methods study. Virginia Commonwealth University. December, 2016.

Sarah B. Conklin. Educational Psychology Ph.D. track. High school teacher and administrator perceptions of student health promotion: An exploratory study. Virginia Commonwealth University. August, 2015.

### **STUDENT DOCTORAL COMMITTEES – MEMBER**

Anna Behler. Developmental Psychology Ph.D. program. When empathy only goes so far: Development of a trait parochial empathy scale. Virginia Commonwealth University.

Kristy L. Ferguson. Teaching and Learning Ph.D. concentration. Classroom quality in early childhood classrooms. Virginia Commonwealth University.

Holly Jackson. Curriculum, Culture, and Change Ph.D. concentration. Revealing the human resource development discourse: A mixed methods study of similarities and differences in academic and practitioner language, or labels-in-use. Virginia Commonwealth University.

Sarah Marrs. Research and Evaluation Ph.D. concentration. Student perceptions about writing feedback. Virginia Commonwealth University.

Andrea R. Mohlzon. Developmental Psychology Ph.D. program. Executive functioning of young children. Virginia Commonwealth University.

Lianna Moss. Teaching and Learning Ph.D. concentration. Effective instructional practices for gifted education. Virginia Commonwealth University.

Christina Saunders. Teaching and Learning Ph.D. concentration. Upper elementary reading instruction in the age of accountability. Virginia Commonwealth University.

Lauren Springer. Higher Education Ed.D. Exploring student feedback perceptions and motivations: A qualitative single case study. Grand Canyon University.

Divya Varier. Educational Psychology Ph.D. concentration. A case study examining formative assessment in a postsecondary ESL setting. Virginia Commonwealth University.

Jessica Wright. Special Education Ph.D. concentration. BEST in CLASS: A Mixed Methods Study. Virginia Commonwealth University.

## **PROFESSIONAL SERVICE**

### **Leadership: National / International Service**

Editor, *Newsletter for Educational Psychologists, APA Division 15*, 2020 – present.

Editorial Board, *Contemporary Educational Psychology*, 2014 – present.

Consulting Editor, *Journal of Educational Psychology*, 2014 – present.

Co-Editor, *Newsletter for Educational Psychologists, APA Division 15*, 2019.

Learning Scientist and Board Member, *Gurukul the School*, Ghaziabad, India, 2017 – 2020.

Program Section Co-Chair, *Section 1a (Literacy), AERA Division C*, 2015 – 2018.

Co-Chair, *APA Division 15 Graduate Student Affairs Committee*, 2015 – 2017.

In-Coming Co-Chair, *APA Division 15 Graduate Student Affairs Committee*, 2014 – 2015.

### **National / International Service**

Ad hoc Reviewer, *Learning and Individual Differences*, 2019 – present.

Ad hoc Reviewer, *Review of Educational Research*, 2019 – present.

Ad hoc Reviewer, *British Journal of Educational Psychology*, 2015 – present.

Ad hoc Reviewer, *Learning and Instruction*, 2015 – present.

Ad hoc Reviewer, *Reading and Writing*, 2011 – present.

Ad hoc Reviewer, *Journal of Writing Research*, 2013 – present.

Conference Proposal Reviewer, *APA Division 15*, 2013 – present.

Conference Proposal Reviewer, *AERA Division C*, 2010 – present.

Research Grant Reviewer, *Programme Council for Fundamental Scientific Education Research, Dutch Research Council*, 2021.

Reviewer, *Pintrich Memorial Award, AERA Motivation SIG*, 2021.

Mentor, *APA Division 15 Claire Ellen Weinstein Graduate Student Seminar*, 2020.

Reviewer, *Outstanding Student Poster Award, APA Division 15*, 2020.

Faculty Mentor, *Early Career Committee, AERA Motivation in Education Special Interest Group*, 2020.

Member, *APA Division 15 Webinar Committee*, 2019-2020.

Research Grant Review Panel Member, *Education Research and Development Centers, Institute for Education Sciences*, 2018.

Instructor Consultant, *Pearson Publishing*, 2013 – 2018.

Tenure and Promotion External Reviewer, *College of Education and Human Development, George Mason University*, 2017.

Mentor, *AERA Division C Graduate Student Seminar*, 2016 – 2017.

Mentor, *APA Division 15 Claire Ellen Weinstein Graduate Student Seminar*, 2016.

Mentor, *AERA Division C Graduate Student Seminar*, 2015.

Reviewer, *AERA Division C Graduate Student Research Award Committee*, 2014.

Symposium Chair, Factors affecting motivation for writing and writing success symposium. *Writing Research across Borders Conference*. Paris, France, 2014.

Ad hoc Reviewer, *Journal of Experimental Education*, 2013 – 2014.

Ad hoc Reviewer, *Contemporary Educational Psychology*, 2012 – 2014.

Committee Member, *APA Division 15 Graduate Student Affairs Committee*, 2012 – 2014.

Ad hoc Reviewer, *Journal of Research in Education*, 2012 - 2013.

Conference Proposal Reviewer, *Literacy Research Association*, 2010 – 2013.

Ad hoc Reviewer, *Personal Relationships*, 2012.

Graduate Student Campus Liaison, *American Educational Research Association*, 2008 – 2010.

### **Leadership: University Service**

Faculty Fellow, Office of the Provost, Virginia Commonwealth University, 2020 – present.

Secretary, School of Education Faculty Organization, Virginia Commonwealth University, 2020 – present.

Coordinator, Educational Psychology PhD Track, Virginia Commonwealth University, 2015 – present.

Co-Chair, Promotion and Tenure Peer Review Committee, School of Education, Virginia Commonwealth University, 2020.

Co-Chair, Education Ph.D. Program Review Committee, Virginia Commonwealth University, 2017 – 2020.

Chair, Educational Psychology Search Committee, Virginia Commonwealth University, 2018 – 2019.

Chair, School of Education Research and Professional Development Committee, Virginia Commonwealth University, 2015 – 2016.

Co-Chair, School of Education Research and Professional Development Committee, Virginia Commonwealth University, 2013 – 2015.

Chair, University Graduate Council Internal Review Committee, Virginia Commonwealth University, 2013 – 2014.

Chair, School of Education Research and Professional Development Committee, Virginia Commonwealth University, 2012 – 2013.

### **University Service**



Mentor, You F1st First-Generation College Student Program, Virginia Commonwealth University, 2020 – present.

Mentor, School of Education Holmes Scholar Program, Virginia Commonwealth University, 2020 – present.

Member, VCU Incident Coordination Team (ICT) subcommittee on Academic Continuity, Virginia Commonwealth University, 2020 – present.

Member, Department of Teaching and Learning: Early/Elementary Education Program Group Committee, Virginia Commonwealth University, 2019 – present.

Member, School of Education Ph.D. Policy Board, Virginia Commonwealth University, 2015 – present.

Member, Preparing Future Faculty (PFF) Advisory Board Committee, Virginia Commonwealth University, 2014 – present.

Member, College of Humanities and Sciences Promotion Peer Review Committee, Virginia Commonwealth University, 2020 – 2022.

Mentor, Todd A. Phillips Center for Medical Sciences, Godwin High School, 2020-2021.

Faculty Mentor, Center for Teaching and Learning Excellence, Virginia Commonwealth University, 2019 – 2021.

Member, School of Education Promotion and Tenure Review Committee, Virginia Commonwealth University, 2016 – 2020.

Member, Faculty Annual Review Rubric Committee, School of Education, Virginia Commonwealth University, 2020.

New Faculty Mentor, School of Education, Virginia Commonwealth University, 2019 – 2020.

Faculty Mentor, VCU Center for Cultural Experiences in Prevention (CCEP), Virginia Commonwealth University, 2019 – 2020.

Member, School of Education Third Year Review Committee, Virginia Commonwealth University, 2017– 2018.

Member, School of Education CARC, Virginia Commonwealth University, 2016 – 2017.

Member, School of Education Search Committee for Foundations of Education Department Chair position, Virginia Commonwealth University, 2016 – 2017.

New Faculty Mentor, School of Education, Virginia Commonwealth University, 2015 – 2017.

Faculty Advisor, Association of Aspiring Leaders in Education, School of Education, Virginia Commonwealth University, 2013 – 2016.

Member, School of Education Dean Search Committee, Virginia Commonwealth University, 2015 – 2016.

Faculty Advisor, School of Education Graduate Student Journal, School of Education, Virginia Commonwealth University, 2013 – 2015.

Member, Educational Psychology PhD Track Development, Virginia Commonwealth University, 2010 – 2015.

Member, School of Education Search Committee for Quantitative Methods faculty position, Virginia Commonwealth University, 2014 – 2015.

Faculty Mentor, Center for Teaching and Learning Excellence, Virginia Commonwealth University, 2014 – 2015.

Reviewer, Jessie Hibbs/Marion Waller Scholarships, School of Education, Virginia Commonwealth University, 2015.

Member, School of Education Great Place Initiative Task Force, School of Education, Virginia Commonwealth University, 2013 – 2014.

New Faculty Mentor, Center for Teaching Excellence, Virginia Commonwealth University, 2012 – 2014.

Member, Center for Teaching Excellence Small Grants Review Board, Virginia Commonwealth University, 2012 – 2014.

Member, University Graduate Council, Virginia Commonwealth University, 2011 – 2014.

Member, School of Education Promotion and Tenure Research Task Force, Virginia Commonwealth University, 2013.

Member, Department of Teaching and Learning: Early/Elementary Education Program Group Committee, Virginia Commonwealth University, 2010 – 2013.

Member, Freshman Summer Reading Program Selection Review Committee, Virginia Commonwealth University, 2012 – 2013.

Member, University Graduate Council Policies and Procedures Committee, Virginia Commonwealth University, 2011 – 2013.

Member, School of Education Search Committee for Quantitative Methods faculty position, Virginia Commonwealth University, 2011 – 2012.

Member, School of Education Search Committee for Teacher Leadership faculty position, Virginia Commonwealth University, 2011 – 2012.

Member, School of Education Search Committee for Educational Psychology faculty position, Virginia Commonwealth University, 2011 – 2012.

Member, School of Education Assessment Committee, Virginia Commonwealth University, Virginia Commonwealth University, 2010 – 2011.

Member, School of Education Search Committee for Educational Psychology faculty position, Virginia Commonwealth University, 2010 – 2011.

### **MEMBERSHIPS IN ORGANIZATIONS**

#### **Professional Organizations:**

American Educational Research Association, Division C, Motivation Special Interest Group, Studying and Self-regulation Special Interest Group

American Psychological Association, Division 15

European Association of Learning and Instruction, Emotion and Motivation Special Interest Group

International Society for the Advancement of Writing Research