

JOSEPH ROBINSON CIMPIAN

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EMPLOYMENT

- 2016 – present Associate Professor of Economics and Education Policy, New York University
- 2015 – 2016 Associate Professor and College of Education Distinguished Scholar, University of Illinois at Urbana-Champaign
- 2009 – 2015 Assistant Professor, University of Illinois at Urbana-Champaign
- 2005 – 2008 Research Assistant to Professor Sean Reardon, Stanford University
- 2001 – 2004 Research Associate, American Institutes for Research, Palo Alto, CA
- 2000 – 2001 Teacher, Elementary School, East Palo Alto, CA (Teach For America)

EDUCATION

- Ph.D. Stanford University (Economics of Education), 2009
Advisors: Sean Reardon & Susanna Loeb
Dissertation title: Essays on the effectiveness of policies and practices for reducing cognitive gaps between linguistic groups and socioeconomic groups
** awarded a Spencer Foundation Dissertation Fellowship*
- M.A. Stanford University (Economics), 2009
- M.A. Stanford University (Social Sciences in Education), 2005
- B.S. Cornell University (Industrial & Labor Relations), 2000

RESEARCH AND TEACHING INTERESTS

social, psychological, and institutional factors affecting equity and access, particularly concerning sexual minorities, women, and language minorities; the use and development of novel and rigorous methods to study equity and policy; policy analysis; causal inference

PUBLICATIONS

** indicates students and advisees during research and writing*

Edited Volumes

Co-editor of special issue of *Educational Researcher* on LGBTQ youths and research methodologies. Slated for publication in early 2017.

Journal Articles

- Cimpian, J. R., Thompson, K. D., & *Makowski, M. (in press; invited). Evaluating English learner reclassification policy effects across districts. Centennial Issue of the *American Educational Research Journal*. DOI: 10.3102/0002831216635796
- Cimpian, J. R., Lubienski, S. T., *Timmer, J., *Makowski, M. B., *Miller, E. K. (in press). Have gender gaps in math closed? Achievement, teacher perceptions, and student behaviors across two ECLS-K cohorts. *AERA Open*. doi:10.1177/2332858416673617
- Porter, K., Reardon, S. F., Unlu, F., Bloom, H., & Cimpian, J. R. (in press). Estimating causal effects of education interventions using a two-rating regression discontinuity design. *Journal of Research on Educational Effectiveness*.
- Robinson-Cimpian, J. P., & Thompson, K. D. (2016). The effects of changing test-based policies for reclassifying English learners. *Journal of Policy Analysis and Management*, 35(2), 279–305.
- Robinson-Cimpian, J. P., Thompson, K. D., & Umansky, I. M. (2016; invited). Research and policy considerations for English learner equity. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 129–137.
- Robinson-Cimpian, J. P. (2014). Inaccurate estimation of disparities due to mischievous responders: Several solutions to assess conclusions. *Educational Researcher*, 43(4), 171–185.
- Robinson-Cimpian, J. P., Lubienski, S. T., *Ganley, C. M., & *Copur-Gencturk, Y. (2014). Teachers' perceptions of students' mathematics proficiency may exacerbate early gender gaps in achievement. *Developmental Psychology*, 50(4), 1262–1281. [target article]
- Robinson-Cimpian, J. P., Lubienski, S. T., *Ganley, C. M., & *Copur-Gencturk, Y. (2014; invited). Are schools shortchanging boys or girls? The answer rests on methods and assumptions: Reply to Card (2014) and Penner (2014). *Developmental Psychology*, 50(6), 1840–1844. [reply]
- Robinson, J. P., & Espelage, D. L. (2013). Peer victimization and sexual risk differences between lesbian, gay, bisexual, transgender or questioning and nontransgender heterosexual youths in grades 7–12. *American Journal of Public Health*, 103(10), 1810–1819.
- Robinson, J. P., Espelage, D. L., & Rivers, I. (2013). Developmental trends in peer victimization and emotional distress in LGB and heterosexual youth. *Pediatrics*, 131(3), 423–430.
- Lubienski, S. T., Robinson, J. P., *Crane, C., & *Ganley, C. M. (2013). Girls' and boys' mathematics achievement, affect and experiences: Findings from ECLS-K. *Journal for Research in Mathematics Education*, 44(4), 634–645.

Robinson, J. P., & Espelage, D. L. (2012). Bullying explains only part of LGBTQ–heterosexual risk disparities: Implications for policy and practice. *Educational Researcher*, 41(8), 309–319.

Reardon, S. F., & Robinson, J. P. (2012). Regression discontinuity designs with multiple rating-score variables. *Journal of Research on Educational Effectiveness*, 5(1), 83–104.

Robinson, J. P., & Espelage, D. L. (2011). Inequities in educational and psychological outcomes between LGBTQ and straight students in middle and high school. *Educational Researcher*, 40(7), 315–330.

Robinson, J. P. (2011). Evaluating criteria for English learner reclassification: A causal-effects approach using a binding-score regression discontinuity design with instrumental variables. *Educational Evaluation and Policy Analysis*, 33(3), 267–292.

Robinson, J. P., & Lubienski, S. T. (2011). The development of gender achievement gaps in mathematics and reading during elementary and middle school: Examining direct cognitive assessments and teacher ratings. *American Educational Research Journal*, 48(2), 268–302.

Robinson, J. P. (2010). The effects of test translation on young English learners' mathematics performance. *Educational Researcher*, 39(8), 582–590.

Reardon, S. F., Cheadle, J. C., & Robinson, J. P. (2009). The effects of Catholic school attendance on reading and math achievement in kindergarten through fifth grade. *Journal of Research on Educational Effectiveness*, 2(1), 45–87.

Robinson, J. P. (2008). Evidence of a differential effect of ability grouping in kindergarten and first grade on the reading achievement growth of language-minority Hispanics. *Educational Evaluation and Policy Analysis*, 30(2), 141–180.

Strunk, K. O., & Robinson, J. P. (2006). Oh, won't you stay: A multilevel analysis of the difficulties in retaining qualified teachers. *Peabody Journal of Education*, 81(4), 65–94.

Taylor, L. L., Chambers, J. G., & Robinson, J. P. (2004). A new geographic cost of education index for Alaska: Old approaches with some new twists. *Journal of Education Finance*, 30(1), 51–78.

Book Chapters

Reardon, S. F., & Robinson-Cimpian, J. P., & *Weathers, E. S. (2015; invited). Patterns and trends in racial/ethnic and socioeconomic academic achievement gaps. In Helen F. Ladd & Margaret E. Goertz (Eds.), *Handbook of Research in Education Finance and Policy* (2nd Ed.). New York: Routledge.

Robinson-Cimpian, J. P. (2014; invited). Labor-market outcome differences between monolingual and bilingual Hispanics. In Rebecca M. Callahan & Patricia C. Gándara (Eds.), *The Bilingual Advantage: Language, Literacy, and the Labor Market* (pp. 81–111). Clevedon, Bristol, UK: Multilingual Matters.

Robinson, J. P. (2014; invited). Causal inference and comparative analysis with large-scale assessment data. In Leslie Rutkowski, Matthias von Davier, & David Rutkowski (Eds.), *Handbook of International Large-Scale Assessment: Background, Technical Issues, and Methods of Data Analysis* (pp. 521–545). New York: Chapman & Hall (a division of Taylor & Francis).

Reardon, S. F., & Robinson, J. P. (2008; invited). Patterns and trends in racial/ethnic and socioeconomic academic achievement gaps. In Helen F. Ladd & Edward B. Fiske (Eds.), *Handbook of Research in Education Finance and Policy* (pp. 499–518). New York: Routledge.

Reviews

Robinson-Cimpian, J. P. (2015). *Review of “The effects of test-based retention on student outcomes over time: Regression discontinuity evidence from Florida.”* Boulder, CO: National Education Policy Center.

Manuscripts Under Review

Cimpian, J. R. (revision under review). Classification errors and bias regarding research on sexual minority youths. Revision under review for a special issue of *Educational Researcher*.

*Ganley, C. M., *George-Jackson, C. E., Cimpian, J. R., & *Makowski, M. (revision under review). Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation. Revision under review at the *American Educational Research Journal*.

Conference Presentations and Posters (since 2007 only)

Robinson-Cimpian, J. P. (2016; invited). Panel member for opening plenary session (Panel: *Centennial Plenary Session*) at the annual conference of the American Educational Research Association, Washington, DC.

Robinson-Cimpian, J. P. (2016; invited). Panel member for an invited session of the Social Justice Action Committee (Panel: *The definition of “English learner” as a matter of social justice for policymaking*) at the annual conference of the American Educational Research Association, Washington, DC.

Robinson-Cimpian, J. P., & Thompson, K. D. (2015). *The effects of changing a threshold-based policy for reclassifying English Learners: A difference-in-regression-discontinuities approach*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

Robinson-Cimpian, J. P. (2015). *The extreme deviance of LGBTQ youths may be a misconception*. Paper presented in an invited session of the Social Justice Action Committee at the annual conference of the American Educational Research Association, Chicago, IL.

Robinson-Cimpian, J. P. (2015). *Labor-market outcome differences between monolingual*

and bilingual Hispanics. Paper presented in an invited session at the annual conference of the American Educational Research Association, Chicago, IL.

Robinson-Cimpian, J. P., & *Makowski, M. (2015). *One threshold or many? Understanding moderators of reclassification effects to inform policy decisions*. Paper presented at the annual conference of the Association for Education Finance and Policy, Washington, DC.

Robinson-Cimpian, J. P., & Thompson, K. D. (2014, November 4). *The effects of changing a threshold-based policy for reclassifying English Learners: A difference-in-regression-discontinuities approach*. Paper presented at the annual conference of the Association for Public Policy Analysis and Management, Albuquerque, NM.

Robinson-Cimpian, J. P., & Thompson, K. D. (2014, April 4). *The effects of changing a threshold-based policy for reclassifying English Learners: A difference-in-regression-discontinuities approach*. Poster presented at the NAEd/Spencer, AERA, and IES Fellows “Excellence in education research: Early career scholars and their work” poster session at the annual conference of the American Educational Research Association, Philadelphia, PA.

Robinson-Cimpian, J. P., *Ganley, C. M., *George-Jackson, C. E., & *Makowski, M. (2014, April 4). *Breaking the STEM/non-STEM dichotomy: Analyzing individual- and major-level traits in men and women’s choice of college major*. Paper presented at the annual conference of the American Educational Research Association, Philadelphia, PA.

Robinson-Cimpian, J. P., Thompson, K. D., Umansky, I. M., Linquanti, R., Hakuta, K., & Gándara, P. (2014, March 15). *The effects of changing a threshold-based policy for reclassifying English Learners: A difference-in-regression-discontinuities approach*. Paper presented at the annual conference of the Association for Education Finance and Policy, San Antonio, TX.

Robinson-Cimpian, J. P. (2014, March 15). *Inaccurate estimation of disparities due to mischievous responders: Several solutions to assess conclusions*. Paper presented at the annual conference of the Association for Education Finance and Policy, San Antonio, TX.

Robinson-Cimpian, J. P. (2014, March 13). *Peer effects in schools*. Discussant in session at the annual conference of the Association for Education Finance and Policy, San Antonio, TX.

Robinson-Cimpian, J. P., Lubienski, S. T., *Ganley, C. M., & *Copur-Gencturk, Y. (2014, February 13). *Teachers’ perceptions of students’ mathematics proficiency may exacerbate early gender gaps in achievement*. Paper presented at the annual conference of the Society for Personality and Social Psychology, Austin, TX.

Robinson, J. P., Espelage, D. L., & Rivers, I. (2013, April 30). *Does it get better? Developmental trends in peer victimization and mental health in LGB and heterosexual youth—Results from a nationally representative prospective cohort study*. Paper

presented at the annual conference of the American Educational Research Association, San Francisco, CA.

Robinson, J. P., & Espelage, D. L. (2013, April 30). *To what extent does bullying explain LGBTQ–heterosexual risk disparities?* Paper presented at the annual conference of the American Educational Research Association, San Francisco, CA.

Robinson, J. P., Espelage, D. L., & Rivers, I. (2013, April 19). *Does it get better? Developmental trends in peer victimization and mental health in LGB and heterosexual youth—Results from a nationally representative prospective cohort study.* Paper presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.

Robinson, J. P., & Espelage, D. L. (2013, April 19). *To what extent does bullying explain LGBTQ–heterosexual risk disparities?* Paper presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.

Robinson, J. P., Lubienski, S. T., *Ganley, C. M., & *Copur-Gencturk, Y. (2013, April 18). *Teachers’ perceptions of students’ mathematics proficiency may exacerbate early gender gaps in achievement.* Paper presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.

Robinson, J. P. (2013, April 18). *Considering “coming out”: The process and consequences of LGBT youths’ LGBT identity disclosure.* Discussant at the biennial conference of the Society for Research in Child Development, Seattle, WA.

Reardon, S. F., Porter, K. E., Bloom, H., Robinson, J. P., Unlu, F., Weiss, M., Zhu, P. (2012, November 10). *Estimation methods for multiple regression discontinuity designs.* Paper presented at the annual conference of the Association for Public Policy Analysis and Management, Baltimore, MD.

Robinson, J. P. (2012, April 16). (Invited professional development session, organizer/presenter) *Causal inferences using quasi-experimental designs: Methods and applications.* Session presented at the annual conference of the American Educational Research Association, Vancouver, BC.

Robinson, J. P. (2012, April 15). *Evaluating criteria for English learner reclassification: How do we know if the chosen reclassification policy is appropriate?* Paper presented at the annual conference of the American Educational Research Association, Vancouver, BC.

Robinson, J. P., Lubienski, S. T., & *Copur-Gencturk, Y. (2012, April 14). *Gender-biased perceptions fuel early mathematics gender gap.* Paper presented at the annual conference of the American Educational Research Association, Vancouver, BC.

Robinson, J. P. (2012, February 24). *Evaluating the effects of educational policy on outcomes for English learners.* Invited paper presented at the Equity and Opportunity Research Symposium, Tempe, AZ.

Robinson, J. P. (2011, October 14). *Challenges of working with large-scale datasets for making causal inferences*. Talk at the fall conference of the AERA Grants Board, Washington, DC.

Robinson, J. P., Lubienski, S. T., & *Copur, Y. (2011, September 9). *The effects of teachers' gender-stereotypical expectations on the development of the math achievement gap*. Poster at the fall conference of the Society for Research on Educational Effectiveness, Washington, DC.

Robinson, J. P., Lubienski, S. T., & *Copur, Y. (2011, March 24). *Teacher expectations and the early development of gender gaps in math*. Paper presented at the annual conference of the Association for Education Finance and Policy, Seattle, WA.

Bloom, H., Reardon, S. F., Robinson, J. P., Somers, M.-A., Unlu, F., & Weiss, M. (2010, November 6). *Regression discontinuity designs with multiple rating-score variables*. Paper presented at the annual conference of the Association for Public Policy Analysis and Management, Boston, MA.

Lubienski, S. T., *Crane, C., & Robinson, J. P. (2010, June 28). *Gender and mathematics experiences, achievement, and affect: A study of ECLS-K data*. Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.

Robinson, J. P. (2010, May 4). *Effects of native-language assessment accommodations in mathematics for kindergarten and first-grade English learners*. Paper presented at the annual conference of the American Educational Research Association, Denver, CO.

Lubienski, S. T., Robinson, J. P., & *Crane, C. (2010, April 20). *U.S. gender differences at home and school: Parenting practices, teacher assessments, and mathematics achievement*. Panel at the National Council of Teachers of Mathematics, San Diego, CA.

Robinson, J. P. (2010, March 19). *Despite state policies, test translations help students demonstrate mathematics skills*. Paper presented at the American Education Finance Association, Richmond, VA.

Robinson, J. P. (2009, November 5). *Effects of native-language assessment accommodations in mathematics for kindergarten and first-grade English learners*. Paper presented at Association for Public Policy Analysis and Management, Washington, DC.

Lubienski, S. T., *Crane, C., & Robinson, J. P. (2009, June 8). *Are parents and teachers short-changing girls? A study of ECLS-K mathematics data*. Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.

Lubienski, S. T., & Robinson, J. P. (2009, April 14). *Who is shortchanged in elementary school? A longitudinal study of mathematics and reading gender gaps in ECLS-K*. Paper presented at the annual conference of the American Educational Research Association, San Diego, CA.

Robinson, J. P., & Reardon, S. F. (2009, March 2). *Multiple regression discontinuity design: Implementation issues and empirical examples from education*. Paper presented

at the Society for Research on Educational Effectiveness, Alexandria, VA.

Robinson, J. P. (2008, May 3). *Should we maintain the current standards for reclassification? A quasi-experimental analysis*. Paper presented at the Language Minority Research Institute, Sacramento, CA.

Robinson, J. P. (2008, April 12). *Does reclassification help English learners? Causal analysis using a regression discontinuity design*. Paper presented at the annual conference of the American Education Finance Association, Denver, CO.

Reardon, S. F., Cheadle, J. C., & Robinson, J. P. (2008, March 3). *The effect of Catholic schooling on math and reading development in kindergarten through fifth grade*. Paper presented at the Society for Research on Educational Effectiveness, Alexandria, VA.

Robinson, J. P. (2007, April 13). *How changes in the racial composition of elderly and youth affect school revenue*. Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

Robinson, J. P. (2007, March 23). *How changes in the racial composition of elderly and youth affect school revenue*. Paper presented at the annual conference of the American Education Finance Association, Baltimore, MD.

INVITED TALKS (NON-JOB MARKET)

AERA Centennial Plenary (2016)

U.S. Congressional briefing on English Learners and the Every Student Succeeds Act (2016)

Stanford University, *Center for Education Policy and Analysis* (scheduled: 2016)

University of Texas at Austin, *Population Research Center* (2016)

New York University, *Education* (2015)

University of Arkansas, *Department of Education Reform* (2015)

University of Illinois at Urbana-Champaign, *Psychology: Clinical/Community Division* (2015)

University of Chicago, *Committee on Education* (2014)

University of Oregon, *Educational Methodology, Policy, and Leadership* (2014)

University of Illinois at Urbana-Champaign, *Psychology: Social Development Consortium* (2013)

University of Illinois at Urbana-Champaign, *Psychology: Developmental Division* (2012)

University of California–Los Angeles, *Education* (2012)

Arizona State University, *Transborder Studies* (2012)

AERA Grants Board (2011)

University of Illinois at Urbana-Champaign, *Psychology: Quantitative Division* (2009)

TEACHING EXPERIENCE

University of Illinois at Urbana-Champaign

Quasi-experimental Design*** (Spring 2009, 2011, 2012, 2013, 2016)

Advanced Seminar in Quantitative Methods* (Fall 2009 – Spring 2015)

Statistical Inference in Education* (Fall 2009, 2010, 2011, 2012, 2015)

Educational Statistics (Spring 2010)

* named to UIUC's "List of Teachers Ranked as Excellent by Their Students"

** named to UIUC's "List of Teachers Ranked as Outstanding by Their Students" (top 10% in course rating and instructor rating)

Stanford University

Statistical Analysis in Educational Research: Regression (teaching assistant; Winter 2006, 2007, 2008)

Causal Inference in Quantitative Educational and Social Science Research (course assistant; Spring 2007)

Teach for America

Elementary school teacher (4th Gr.), East Palo Alto, CA (2000 – 2001)

Professional development workshops

AERA Statistical Institute (presented a 3-day workshop in May 2012, May 2013, May 2016; invited by AERA leadership)

Causal Inference, AERA conference (presented a half-day workshop in April 2012; invited by AERA leadership)

AWARDS

National Academy of Education/Spencer Foundation Postdoctoral Fellowship (2013)

Hardie Fellow, University of Illinois (2013)

Best Paper by a Junior Faculty Member, University of Illinois Social and Behavioral Research Council (2013)

Outstanding Reviewer, *Educational Evaluation and Policy Analysis* (2013)

Outstanding Reviewer, *Educational Researcher* (2012)

Outstanding Reviewer, *American Educational Research Journal* (section on Social and Institutional Analysis) (2011)

Outstanding Reviewer, *Educational Evaluation and Policy Analysis* (2011)

University of Illinois "List of Teachers Ranked as Excellent by Their Students" (2009 – 2013)

Spencer Foundation Exemplary Dissertation Award (finalist) (2010)

Spencer Foundation Dissertation Fellowship (2008 – 2009 Cohort) (2008)

Stanford University Entering Doctoral Student Fellowship (2005)

CRESST/NCES Graduate Research Fellowship (language-minority students) (2004)

Cornell University Undergraduate Research Fellowship (labor economics) (1999)

Dean's List (1996 – 2000)

Accepted to National Golden Key Honor Society (1998)

Cornell Tradition Fellowship (1998)

GRANTS (AWARDED ONLY)

Principal Investigator (NYU subaward; 2016 – 2020). National Science Foundation. *Understanding and improving learning from online mathematics classroom videos*. \$209,414.

Principal Investigator (2014 – 2016). National Academy of Education/Spencer Foundation Postdoctoral Fellowship. *One or many thresholds? Understanding moderators of English Learner reclassification effects to inform policy decisions*. \$55,000.

Principal Investigator (2013 – 2014). University of Illinois Hardie Fellowship. *Examining variability in the effects of English Learner reclassification*. \$20,000.

Principal Investigator (2009 – 2011). American Educational Research Association Grants Board Research Grant (funded jointly by the National Science Foundation and the National Center for Education Statistics). *Effects of native-language assessment accommodations in mathematics for kindergarten and first-grade English learners*. \$35,000.

Principal Investigator (2008 – 2009). Spencer Foundation Dissertation Fellow. *Does reclassification help English learners? A quasi-experimental analysis using regression discontinuity*. \$25,000.

Principal Investigator (2004 – 2005). National Center for Research on Evaluation, Standards, and Student Testing (CRESST), Language Minority Children Analysis Project (LMCAP). *Ability grouping in kindergarten and first-grade language-minority students*. \$11,000.

Co-Principal Investigator (2012 – 2015). Illinois State Board of Education (ISBE). *Illinois Collaborative for Education Policy Research*. \$487,700.

Co-Principal Investigator (2010 – 2016). Institute of Education Sciences (IES). *UIUC Postdoctoral research training program in mathematics education*. \$655,000.

Co-Principal Investigator (2010 – 2012). National Institutes of Health (NIH). *Age differences in resource allocation during reading*. \$150,000.

Key Personnel (2015 – 2019). National Science Foundation (NSF). *SBP: The roots of female underrepresentation in STEM and beyond: Exploring the development of gender stereotypes about intelligence*. \$1,309,768.

Key Personnel (2008 – 2010). Institute of Education Sciences (IES). *A longitudinal study of gender and mathematics using ECLS-K data*. \$314,367.

Consultant (2014 – 2017). Institute of Education Sciences (IES). *Oregon English Learner Alliance*.

Consultant (2012 – 2014). Committee for Children. *Second Step: Kindergarten to grade 5*.
Consultant (2010 – 2014). Institute of Education Sciences (IES). *Regression discontinuity with multiple rating scores*.

PROFESSIONAL SERVICE

Editorial Boards

American Educational Research Journal (section on Social and Institutional Analysis) (2011 – 2013)
American Educational Research Journal (section on Teaching, Learning, and Human Development) (2013 – present)
Developmental Psychology (2014 – present)
Educational Evaluation and Policy Analysis (2011 – 2012, 2016 – present)
Educational Researcher (2015 – present)
Journal of Education Finance (2013 – present)
Research and Practice for Persons with Severe Disabilities (Statistical Consultant; 2015 – present)

Journals, Ad hoc Reviewer

American Educational Research Journal (section on Social and Institutional Analysis)
American Educational Research Journal (section on Teaching, Learning, and Human Development)
American Journal of Evaluation
American Sociological Review
Child Abuse and Neglect
Developmental Psychology
Economic Inquiry
Educational Evaluation and Policy Analysis
Educational Measurement: Issues and Practice
Educational Researcher
International Journal of Educational Research
Journal of Adolescent Health
Journal of Education Finance
Journal of Educational Psychology
Journal of Gerontology: Psychological Sciences
Journal of Homosexuality
Journal of Policy Analysis and Management
Journal of Public Economics

Journal of Research on Educational Effectiveness

Journal of Teacher Education

Language Policy

Pediatrics

Review of Educational Research

Sociology of Education

Conference Review Panels

AERA Conference, Division L: Educational Policy and Politics

AERA Undergraduate Research Workshop

Center for Culturally Responsive Evaluation and Assessment (CREA) Conference

Society for Research in Child Development (SRCD) Conference: Education Section

Society for Research on Educational Effectiveness (SREE) Conference

Grant Review Panels

National Institutes of Health (NIH) Review Panel, National Institute of General Medical Sciences

National Science Foundation (NSF) Review Panel, Division of Research on Learning

National Science Foundation (NSF) Review Panel, CAREER

PROFESSIONAL MEMBERSHIP (CURRENT AND RECENT)

American Educational Research Association (AERA)

Association for Education Finance and Policy (AEFP)

Association for Public Policy Analysis and Management (APPAM)

Society for Research in Child Development (SRCD)

Society for Research on Educational Effectiveness (SREE)

SERVICE TO UNIVERSITY, COLLEGE, AND DEPARTMENT

University

Dean's Five-Year Review Committee (2016)

Chancellor's and Provost's Committee on Lesbian, Gay, Bisexual, and Transgender (LGBT) Concerns (2012 – 2014)

Provost's Pre-tenure Faculty Advisory Group (2014)

Campus Research Board proposal reviewer (2010, 2011, 2013, 2015)

Campus Charitable Fund Drive department representative (2011)

College

Steinhardt/Wagner Economics of Education Search Committee (2016 – 2017)

Steinhardt Sociology of Education Assistant/Associate Search Committee (2016 – 2017)

Diversity, Equity, and Multicultural Education Committee (2015 – 2016)
Recommendation Committee for Dean’s Distinguished Speaker Series (2013 – 2015)
College of Education Faculty Secretary (2013 – 2015)
College of Education Committee on Awards (2012 – 2013)
College of Education Committee on Research (2012 – 2013, 2014 – 2015)
College of Education Committee on Doctoral Research Methodological Preparation (2012 – 2013)
Quantitative Research Specialization Committee (2009 – 2012)

Department

Department of Educational Psychology Executive Committee (2012 – 2014, 2015 – 2016)
Evaluation Assistant Professor Search Committee (2011 – 2012)
QUERIES Chair (Summer 2010, Fall 2011, 2015 – 2016)
QUERIES Admissions Chair (2010 – 2011)

OTHER SERVICE

LGBTQ Research Methodology Seminar and Conference

Co-coordinator of yearlong seminar (bi-weekly meetings throughout the Fall 2012 and Spring 2013 semesters) on research methodologies for studying topics relevant to LGBTQ individuals. The yearlong project culminated in an interdisciplinary conference on research methods for LGBTQ studies, emphasizing projects conducted by graduate students and early-career scholars.

Social Justice Action Committee for AERA (2013 – 2016)

This committee, of which I was a member, focuses on the promotion of education research on equity and diversity. The committee organizes several equity-focused symposia for the annual AERA spring research conference and acts as the coordinating umbrella for social justice issues. As a member of this committee, I served on the selection committee for the 2015 AERA Brown Lecture.

Scholars and Advocates for Gender Equity in Education Committee for AERA (2016 – 2019)

MEDIA COVERAGE OF RESEARCH

ABC News, The Associated Press, The Atlantic, Business Week, CBS News, Chicago Sun-Times, Chicago Tribune, China Post, CNN, Denver Post, Detroit News, Education Week, Fox News, Fox News Radio, Globe and Mail (Canada), The Guardian (UK), Health Day, Houston Chronicle, Huffington Post, The Independent (UK), JAMA News, Japan Times, Med Page Today, Minneapolis Star Tribune, NBC News, New York Daily News, New York Post, New York Times, NPR, Pittsburg Post-Gazette, Politico, Radio MD, Reuters, Sacramento Bee, Salon, San Francisco Chronicle, San Jose Mercury News, Seattle Times, Tampa Bay Times, Time, USA Today, US News and World Report, Vancouver Sun (Canada), Washington Post