

NATALIE D. WILKENS
(née NATALIE D. EGGUM)

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EDUCATION

August 2009

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

December 2006

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

December 2003

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

PROFESSIONAL EXPERIENCE

Administrative Roles

2017-present

Incoming Director of Graduate Studies for the Ph.D. Program in Family and Human Development (position begins Summer 2021), SSFD, Arizona State University

- Receiving training regarding responsibilities, procedures, and resources
- Developing strategic goals to improve students' well-being, the quality and breadth of students' training to adapt to evolving job market, and diversity in the academic pipeline
- Worked with the Director of Graduate Studies to update student evaluation procedures to facilitate graduate students' professional development
- Worked with the Director of Graduate Studies to design faculty and student surveys to evaluate perceptions of the current doctoral curriculum and mentorship model

Academic Positions

2012-present

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

2010-2012

Assistant Research Professor (non-tenure track position with an emphasis on quantitative consultation and teaching statistics), SSFD, Arizona State University

2009-2010

Postdoctoral Research Associate with Dr. Nancy Eisenberg, Department of Psychology, Arizona State University

2004-2009

Graduate Research Assistant/Associate with Dr. Nancy Eisenberg, Department of Psychology, Arizona State University

2002-2003

Undergraduate Research Assistant with Drs. Nancy Eisenberg and Tracy Spinrad, Department of Psychology, Arizona State University

RESEARCH

Research Mission

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

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

Research Notes

- I started publishing as “Natalie D. Eggum-Wilkens” in July of 2013

Scholarly Works Summary Tables

Investigator Metrics - retrieved by a search for “Natalie D. Eggum-Wilkens” on Harzing's Publish or Perish <https://harzing.com/resources/publish-or-perish> using Google Profile function

Metric	Total
Citation Count	3,363
h-index	26
i10-index	38

Summary of Scholarly Works - Quantities

Scholarly Works Category	Total Published and Forthcoming
Peer-Reviewed Empirical Studies	42
Eggum-Wilkens 1 st author	11
Eggum-Wilkens 1 st following student author(s)	6
Peer-Reviewed Literature Reviews	3
Eggum-Wilkens 1 st author	0
Eggum-Wilkens 1 st following student author(s)	0
Invited Book Chapters	6
Eggum-Wilkens 1 st author	0
Eggum-Wilkens 1 st following student author(s)	0
Invited Encyclopedia Articles	0
Eggum-Wilkens 1 st author	0
Eggum-Wilkens 1 st following student author(s)	0
Refereed Conference Paper Presentations	9
Eggum-Wilkens 1 st author	1
Eggum-Wilkens 1 st following student author(s)	1
Refereed Conference Poster Presentations	32
Eggum-Wilkens 1 st author	5
Eggum-Wilkens 1 st following student author(s)	13
Non-refereed Invited Academic Presentations	4
Eggum-Wilkens 1 st author	3
Eggum-Wilkens 1 st following student author(s)	0
Non-refereed Brown Bag Academic Presentations	2
Eggum-Wilkens 1 st author	2
Eggum-Wilkens 1 st following student author(s)	0
Invited Popular Press Articles	2
Eggum-Wilkens 1 st author	2
Eggum-Wilkens 1 st following student author(s)	0

Summary of Scholarly Works - Journal Quality

- The average 5-year Thomson Reuters Impact Factor of the peer-reviewed journals in which my empirical studies and literature reviews appear is **3.636**

Scholarly Works Legend

- The first author has the most responsibility in my discipline
- I denote students with whom I co-authored after becoming a faculty member in August of 2010 using superscript numbers. Students are classified by their education levels during manuscript development (not necessarily education level at date of publication).
 - ¹Postdoctoral research associate who performs research in my lab
 - ²Graduate student who performs research in my lab
 - ³Undergraduate student who performs research in my lab
 - ⁴Postdoctoral research associate from another faculty member's research lab
 - ⁵Graduate student from another faculty member's research lab
 - ⁶Undergraduate student from another faculty member's research lab

Peer-Reviewed Journal Articles – Empirical Studies

Published and Forthcoming (i.e., online, in press, or accepted)

42. ²An, D., **Eggum-Wilkens, N. D.**, Chae, S., Hayford, S. R., Yabiku, S. T., Glick, J. E., & ²Zhang, L. (2018). Adults' conceptualizations of social competence in Nepal and Malawi. *Psychology and Developing Societies*, 30(1), 1-23. doi:10.1177/0971333617747345
41. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018). An exploratory study of Eastern Ugandan adolescents' descriptions of social withdrawal. *Journal of Adolescence*, 67, 153-157. doi:10.1016/j.adolescence.2018.06.011
40. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Unsociability in Chinese adolescents: Cross-informant agreement and relations with social and school adjustment. *Social Development*, 27(3), 555-570. doi:10.1111/sode.12284
39. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Correlates of shyness and unsociability during early adolescence in urban and rural China. *Journal of Early Adolescence*, 38(3), 408-421. doi:10.1177/0272431616670993
38. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²Farago, F. (2017). Karamojong adolescents in Tororo District, Uganda: Life events, adjustment problems, and protective factors. *Journal of Loss & Trauma*, 22(4), 283-296. doi:10.1080/15325024.2017.1284508
37. ⁵Goble, P., **Eggum-Wilkens, N. D.**, ⁵Bryce, C. I., Foster, S. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2017). The transition from preschool through first grade: A transactional model of development. *Journal of Applied Developmental Psychology*, 49, 55-67. doi:10.1016/j.appdev.2017.01.007
36. ²Zhang, L., **Eggum-Wilkens, N. D.**, Eisenberg, N., & Spinrad, T. L. (2017). Children's shyness, peer acceptance, and academic achievement in the early school years. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 63(4), 458-484. doi:10.13110/merrpalmquar1982.63.4.0458

35. ⁵Bishop, N. J., **Eggum-Wilkens, N. D.**, Haas, S. A., & Kronenfeld, J. J. (2016). Estimating the co-development of cognitive decline and physical mobility limitations in older U.S. adults. *Demography*, 53(2), 37-364. doi:10.1007/s13524-016-0458-x
34. **Eggum-Wilkens, N. D.**, ⁵Reichenberg, R. E., Eisenberg, N., & Spinrad, T. L. (2016). Components of effortful control and their relations to children's shyness. *International Journal of Behavioral Development*, 40(6), 544-554. doi:10.1177/0165025415597792
33. ⁵Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2016). Preschool contexts and teacher interactions: Relations with school readiness. *Early Education & Development*, 27(5), 623-641. doi:10.1080/10409289.2016.1111674
32. ⁴Lai, K., Green, S. B., Levy, R., ⁵Reichenberg, R., ⁵Xu, Y., Thompson, M. S., ⁵Yel, N., **Eggum-Wilkens, N. D.**, ⁵Kunze, K. L., & Iida, M. (2016). Assessing model similarity in structural equation modeling. *Structural Equation Modeling: An Multidisciplinary Journal*, 23(4), 491-506. doi:10.1080/10705511.2016.1154464
31. ⁵Edwards, A., Eisenberg, N., Spinrad, T. L., Reiser, M., **Eggum-Wilkens, N. D.**, & Liew, J. (2015). Predicting sympathy and prosocial behavior from young children's dispositional sadness. *Social Development*, 24(1), 76-94. doi:10.1111/sode.12084
30. **Eggum-Wilkens, N. D.**, Lemery-Chalfant, K., Aksan, N., & Goldsmith, H. H. (2015). Self-conscious shyness: Growth during toddlerhood, strong role of genetics, and no prediction from fearful shyness. *Infancy*, 20(2), 160-188. doi:10.1111/infa.12070
29. ⁴Lee, J. E., Husman, J., Scott, A. K., & **Eggum-Wilkens, N. D.** (2015). Stepping stone to future computing-based technology pathways. *Journal of Educational Computing Research*, 52(2), 199-223. doi:10.1177/0735633115571304
28. ⁵Nozadi, S. S., Spinrad, T. L., Eisenberg, N., & **Eggum-Wilkens, N. D.** (2015). Associations of anger and fear to later self-regulation and problem behavior symptoms. *Journal of Applied Developmental Psychology*, 38(May-June), 60-69. doi:10.1016/j.appdev.2015.04.005
27. **Eggum-Wilkens, N. D.**, Fabes, R. A., ⁵Castle, S., ²Zhang, L., Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten school competence. *Early Childhood Research Quarterly*, 29(3), 345-356. doi:10.1016/j.ecresq.2014.04.008
26. **Eggum-Wilkens, N. D.**, Valiente, C., Swanson, J., & Lemery-Chalfant, K. (2014). Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. *Early Childhood Research Quarterly*, 29(1), 85-94. doi:10.1016/j.ecresq.2013.10.002

25. Swanson, J., Valiente, C., Lemery-Chalfant, K., Bradley, R. H., & **Eggum-Wilkens, N. D.** (2014). Longitudinal relations among parents' reactions to children's negative emotions, effortful control, and math achievement in early elementary school. *Child Development, 85*(5), 1932-1947. doi:10.1111/cdev.12260
24. ⁴Taylor, Z. E., Eisenberg, N., ⁵VanSchyndel, S. K., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2014). Children's negative emotions and ego-resiliency: Longitudinal relations with social competence. *Emotion, 14*(2), 397-406. doi:10.1037/a0035079
23. Eisenberg, N., ⁵Edwards, A., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Reiser, M. (2013). Are effortful and reactive control unique constructs in young children? *Developmental Psychology, 49*(11), 2082-2094. doi:10.1037/a0031745
22. Hofer, C., Eisenberg, N., Spinrad, T. L., Morris, A. S., Gershoff, E., Valiente, C., Kupfer, A., & **Eggum, N. D.** (2013). Mother-adolescent conflict: Stability, change, and relations with externalizing and internalizing. *Social Development, 22*(2), 259-279. doi:10.1111/sode.12012
21. ⁵Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Bolnick, R., **Eggum-Wilkens, N. D.**, Smith, C. L., Gaertner, B., Kupfer, A., & Sallquist, J. (2013). Prediction of toddlers' expressive language from maternal sensitivity and toddlers' anger expressions: A developmental perspective. *Infant Behavior and Development, 36*(4), 650-661. doi:10.1016/j.infbeh.2013.06.002
20. ⁴Taylor, Z. E., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & ⁵Sulik, M. J. (2013). The relations of ego-resiliency and emotion socialization to the development of empathy and prosocial behavior across early childhood. *Emotion, 13*(5), 822-831. doi:10.1037/a0032894
19. **Eggum, N. D.**, Eisenberg, N., Reiser, M., Spinrad, T. L., Valiente, C., Sallquist, J., Michalik, N. M., & Liew, J. (2012). Relations over time among children's shyness, emotionality, and internalizing problems. *Social Development, 21*(1), 109-129. doi:10.1111/j.1467-9507.2011.00618.x
18. Eisenberg, N., ⁵Sulik, M. J., Spinrad, T. L., ⁵Edwards, A., **Eggum, N. D.**, Liew, J., Sallquist, J., Popp, T. K., Smith, C. L., & Hart, D. (2012). Differential susceptibility and the early development of aggression: Interactive effects of respiratory sinus arrhythmia and environmental quality. *Developmental Psychology. Special Issue: Beyond Mental Health: An Evolutionary Analysis of Development Under Risky and Supportive Environmental Conditions, 48*(3), 755-768. doi:10.1037/a0026518
17. Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., **Eggum, N. D.**, Reiser, M., ⁵Edwards, A., Iyer, R., Kupfer, A. S., Hofer, C., Smith, C. L., ⁵Hayashi, A., & Gaertner, B. M. (2012). Longitudinal relations among maternal behaviors, effortful control, and young children's committed compliance. *Developmental Psychology, 48*(2), 552-566. doi:10.1037/a0025898

16. ⁵Sulik, M. J., Eisenberg, N., Lemery-Chalfant, K., Spinrad, T. L., ⁵Silva, K. M., **Eggum, N. D.**, ⁴Betkowski, J. A., Kupfer, A., Smith, C. L., Gaertner, B., ⁵Stover, D. A., & Verrelli, B. C. (2012). Interactions between serotonin transporter gene haplotypes and quality of mothers' parenting predict the development of children's noncompliance. *Developmental Psychology. Special Issue: Beyond Mental Health: An Evolutionary Analysis of Development Under Risky and Supportive Environmental Conditions*, 48(3), 740-754. doi:10.1037/a0025938
15. **Eggum, N. D.**, Eisenberg, N., ⁵Kao, K., Spinrad, T. L., Bolnick, R., Hofer, C., Kupfer, A. S., & Fabricius, W. V. (2011). Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *Journal of Positive Psychology. Special Issue: Positive Youth Psychology*, 6(1), 4-16. doi:10.1080/17439760.2010.536776
14. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2011). "Then it will be good": Negative life events and resilience in Ugandan youth. *Journal of Adolescent Research*, 26(6), 766-796. doi:10.1177/0743558410391259

Popular press coverage: Feldman, D. B., & Kravetz, L. D. (2014). *Super Survivors: The surprising link between suffering and success*. New York, NY: Harper Wave.
13. Eisenberg, N., ⁵Castellani, V., ⁵Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011). Trajectories of religious coping from adolescence into early adulthood: Their form and relations to externalizing problems and prosocial behavior. *Journal of Personality*, 79(4), 841-873. doi:10.1111/j.1467-6494.2010.00703.x
12. Ladd, G. W., Kochenderfer-Ladd, B., **Eggum, N. D.**, Kochel, K. P., & McConnell, E. M. (2011). Characterizing and comparing the friendships of anxious-solitary and unsociable preadolescents. *Child Development*, 82(5), 1434-1453. doi:10.1111/j.1467-8624.2011.01632.x

Media coverage (hyperlinks available upon request): *Fox News*, *Science Daily*, *Live Science*, *Yahoo News*, *PsychCentral*, *The Times of India*, and many other websites.
11. Liew, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Haugen, R. G., Kupfer, A., Reiser, M. R., Smith, C. L., Lemery-Chalfant, K., & Baham, M. E. (2011). Physiological regulation and fearfulness as predictors of young children's empathy-related reactions. *Social Development*, 20(1), 111-134. doi:10.1111/j.1467-9507.2010.00575.x

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

9. Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Silva, K., Reiser, M., Hofer, C., Smith, C., Gaertner, B., Kupfer, A., Popp, T., & Michalik, N. (2010). Relations among maternal socialization, effortful control, and maladjustment in early childhood. *Development and Psychopathology. Special Issue: Developmental Cascades – Part 1*, 22(3), 507-525. doi:10.1017/S0954579410000246

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

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

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

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

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

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

2. Sallquist, J. V., Eisenberg, N., Spinrad, T. L., Reiser, M., Hofer, C., Zhou, Q., Liew, J., & **Eggum, N.** (2009). Positive and negative emotionality: Trajectories across six years and relations with social competence. *Emotion*, 9(1), 15-28. doi:10.1037/a0013970
1. Spinrad, T. L., Eisenberg, N., Granger, D. A., **Eggum, N. D.**, Sallquist, J., Haugen, R., Kupfer, A., & Hofer, C. (2009). Individual differences in preschoolers' salivary cortisol and alpha-amylase reactivity: Relations to temperament and maladjustment. *Hormones and Behavior*, 56(1), 133-139. doi:10.1016/j.yhbeh.2009.03.020

Under Editorial Review

1. ²An, D., & **Eggum-Wilkens, N. D.** (under review). *Do cultural orientations moderate the relations between Chinese adolescents' shyness and depressive symptoms? It depends on their academic achievement.* Manuscript under review.

In Revision for Resubmission

2. Santos, C. E., **Eggum-Wilkens, N. D.**, & ⁵Cruz, S. (in revision). *A longitudinal analysis of the moderating role of ethnic-racial identity on the associations between ethnic discrimination from adults outside of school, psychological well-being, and academic engagement among Latina/o youth.* Manuscript in revision.
1. Santos, C. E., **Eggum-Wilkens, N. D.**, ⁵Mastin, K., & ⁵Cruz, S. (in revision). *Ethnic discrimination and performance on standardized tests among Mexican-origin youth: The moderating effects of ethnic identity.* Manuscript in revision.

In Preparation

7. ¹Costa, M., & **Eggum-Wilkens, N. D.** (in preparation). *Household composition and children's socio-emotional development in four low-income countries.* Manuscript in preparation (methods and results partially complete).
6. **Eggum-Wilkens, N. D.**, ²An, D., ²Zhang, L., & ¹Costa, M. (in preparation). *Distinguishability and cross-informant agreement of shyness, unsociability, and social avoidance in early adolescence.* Manuscript in preparation (introduction partially drafted, methods complete, results partially complete, discussion partially drafted).
5. **Eggum-Wilkens, N. D.**, ²Zhang, L., ²An, D., ²Xu, J., & ¹Costa, M. (in preparation). *Social withdrawal subtypes in early adolescence: Associations with peer relationships and friendship.* Manuscript in preparation (introduction partially drafted, methods and results complete, discussion partially drafted).

4. Eisenberg, N., Godwin, J., **Eggum-Wilkens, N. D.**, Lansford, J. E., Deater-Deckard, K., Di Giunta, L., Dodge, K. A., Malone, P. S., Oburu, P., Pastorelli, C., Skinner, A. T., Sorbring, E., Steinberg, L., Tapanya, S., Uribe Tirado, L. M., Alampay, L. P., Al-Hassan, S. M., Bacchini, D., Bornstein, M. H., & Chang, L. (in preparation). *Adolescents' effortful control: Measurement invariance across 8 countries*. Manuscript in preparation (methods and results partially complete).
3. ²Farago, F., **Eggum-Wilkens, N. D.**, & ²Zhang, L. (in preparation). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles*. Manuscript in preparation (introduction and methods completely drafted, results partially complete, discussion partially drafted).
2. Green, S. B., ²An, D., ⁵Ciolek, B., DeLay, D. A., **Eggum-Wilkens, N. D.**, Jager, J., ⁵Hilley, C., Iida, M., Levy, R. J., O'Rourke, H. P., Thompson, M. C., Van Vleet, B. B., ⁴Xia, Y., ⁵Xiao, X., & Zheng, Y. (order of authorship not yet determined; in preparation). *Power analyses for latent growth models*. Manuscript in preparation (introduction nearly complete, our recommendations for the field partially complete, illustrative examples partially complete).
1. ²Xu, J., Bradley, R. H., & **Eggum-Wilkens, N. D.** (in preparation). *Children's friendship quality trajectories: Prediction from attachment and gender*. Manuscript in preparation (introduction, methods, results, and discussion completely drafted).

Peer-Reviewed Journal Articles – Literature Reviews

Published or Forthcoming

3. Eisenberg, N., **Eggum, N. D.**, & Di Giunta, L. (2010). Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review*, 4(1), 143-180. doi:10.1111/j.1751-2409.2010.01020.x
2. Eisenberg, N., Spinrad, T. L., & **Eggum, N. D.** (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, 6, 495-525. doi:10.1146/annurev.clinpsy.121208.131208
1. Eisenberg, N., Valiente, C., & **Eggum, N. D.** (2010). Self-regulation and school readiness. *Early Education & Development. Special Issue: Overlaps between Socio-emotional and Academic Development*, 21(5), 681-698. doi:10.1080/10409289.2010.497451

Invited Book Chapters

Published or Forthcoming

6. Eisenberg, N., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2015). The development of prosocial behavior. In D. A. Schroeder & W. G. Graziano (Eds.), *Oxford handbook of prosocial behavior* (pp. 114-136). New York, NY: Oxford University Press.

5. Eisenberg, N., **Eggum, N. D.**, & Edwards, A. (2010). Empathy-related responding and moral development. In W. F. Arsenio & E. A. Lemerise (Eds.), *Emotions, aggression, and morality in children: Bridging development and psychopathology* (pp. 115-135). Washington, DC: American Psychological Association.
4. Eisenberg, N., **Eggum, N. D.**, Sallquist, J., & Edwards, A. (2010). Relations of self-regulatory/control capacities to maladjustment, social competence, and emotionality. In R. H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 20-46). Malden, MA: Blackwell.
3. Eisenberg, N., & **Eggum, N. D.** (2009). Empathic responding: Sympathy and personal distress. In J. Decety & W. Ickes (Eds.), *The social neuroscience of empathy* (pp. 71-83). Cambridge, MA: MIT Press.
2. Eisenberg, N., & **Eggum, N. D.** (2008). Empathy-related and prosocial responding: Conceptions and correlates during development. In B. A. Sullivan, M. Snyder, & J. L. Sullivan (Eds.), *Cooperation: The political psychology of effective human interaction* (pp. 53-74). Malden, MA: Blackwell.
1. Smith, C. L., Spinrad, T. L., Eisenberg, N., Greving, K., Liew, J., & **Eggum, N. D.** (2007). Anger and anger regulation in infancy. In E. I. Clausen (Ed.), *Anger in psychology* (pp. 107-122). Hauppauge, NY: Nova Science Publishers, Inc.

Refereed Professional Conference Paper Presentations

Presented and Forthcoming

9. ²Safa, M. D., White, R. M. B., Knight, G. P., **Eggum-Wilkens, N. D.**, Pasco, M., Gonzales, N., Tein, J- Y., & Causadias, J. (2018, July). Family contextual effects on bicultural competence development among Mexican-American youth. In Maria D. Safa (Chair), *Development of biculturalism in context*. Paper symposium conducted at the 24th congress of the International Association for Cross-Cultural Research, Guelph, Ontario, Canada.
8. ²Farago, F., **Eggum-Wilkens, N. D.**, & ²Zhang, L. (2017, June). Ugandan adolescents' gender stereotypes and attitudes about women's roles. In Rose G. Grose (Chair), *Gender, power, and justice in the global south*. Paper symposium conducted at the annual meeting of the Society for the Psychological Study of Social Issues, Albuquerque, NM.
7. Glick, J. E., Agadjanian, V., Ghimire, D., Hayford, S., Santos, C., **Wilkens, N.**, & Yabiku, S. (2017, November). Children's well-being in diverse migration contexts: Goals, design, and preliminary findings from the FAMELO project. In Bruno Schoumaker (Chair), *Migration and left-behind families*. Paper symposium conducted at the XXVIII IUSSP International Population Conference, Cape Town, South Africa.

6. Green, S. B., ⁴Lai, K., Levy, R., ⁵Xu, Y., ⁵Yel, N., Thompson, M. S., **Eggum-Wilkens, N. D.**, ⁵Kunze, K. L., Iida, M., & ⁵Reichenberg, R. (2014, April). *Assessing model similarity in structural equation modeling*. Paper symposium conducted at the annual meeting of the American Educational Research Association, Philadelphia, PA.
5. Husman, J., ⁵Vest, A., **Eggum, N. D.**, ⁵Maez, C., & ⁵Nelson, K. G. (2012, August). Persistence when the going gets tough: Perceptions of instrumentality and academic persistence. In Richard A. Walker (Chair), *The role of instrumental motivation at the departmental level, course level, and in job-seeking contexts*. Paper symposium conducted at The International Conference on Motivation, Frankfurt am Main, Germany.
4. Eisenberg, N., ⁵Castellani, V., ⁵Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011, April). Trajectories of religious coping from adolescence into early adulthood: Externalizing problems and prosocial behavior. In Pamela E. King (Chair), *Spirituality and positive youth development among culturally diverse adolescents*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
3. Liew, J., Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., Taylor, A. B., ⁵Edwards, A., **Eggum, N. D.**, & Kupfer, A. (2011, April). Preschoolers' effortful control and their achievement in second grade: Mediation through school adjustment in first grade. In Jeff Liew and Jan N. Hughes (Chairs), *Social and emotional factors in children's academic outcomes*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
2. Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, Silva, K. M., Reiser, M., Hofer, C., Smith, C. L., Gaertner, B., Kupfer, A. S., & Popp, T. (2010, March). Relations among maternal socialization, effortful control, and maladjustment in early childhood. In Rebecca J. Brooker and Kristin A. Buss (Chairs), *Depicting control: Different approaches to studying effortful control in socioemotional development*. Paper symposium conducted at the International Conference on Infant Studies, Baltimore, MD.
1. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2009, April). Ugandan children's negative life events, coping, and adjustment. In **Natalie D. Eggum** (Chair), *Children at risk in East Africa: An analysis of their life events*. Paper symposium conducted at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Refereed Professional Conference Poster Presentations

Presented and Forthcoming

32. ¹Costa, M., & **Eggum-Wilkens, N. D.** (2018, October). *Parental absence, household dynamics, and child development: Evidence from the Young Lives Cohort Study*. Poster session presented at the DEVSEC special topic meeting of the Society for Research in Child Development: Conference on the Use of Secondary and Open Source Data in Developmental Science, Tempe, AZ.

31. ²An, D., & **Eggum-Wilkens, N. D.** (2018, April). *Do cultural orientations moderate the relations between adolescents' social withdrawal and psychological adjustment?* Poster session presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
30. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, April). *Shyness, unsociability, and social avoidance in early adolescence and associations with peer relationships.* Poster session presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
29. ²Xu, J., **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, April). *Shyness, unsociability, and social avoidance in early adolescence and associations with friendship.* Poster session presented at the biennial meeting of the Society for Research on Adolescence, Minneapolis, MN.
28. ²Xu, J., ⁵Kim, E., **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, May). *Eastern Ugandan adolescents' activities with friends and associations with gender.* Poster session presented at the annual convention of the Association for Psychological Science, San Francisco, CA.
27. ²An, D., **Eggum-Wilkens, N. D.**, & García-Pérez, H. (2017, April). *Mexican mothers' conceptualizations of children's social competence and incompetence.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
26. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2017, April). *Chinese adolescents' beliefs and attitudes toward nominated socially withdrawn peers.* Poster session presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
25. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2016, September). *Perceived friendship quality in non-reciprocal and reciprocal very best friend dyads among Chinese adolescents.* Poster session presented at the Developmental Methodology special topic meeting of the Society for Research in Child Development, Whitefish, MT.
24. ²Farago, F., **Eggum-Wilkens, N. D.**, & ³Eckert, K. (2015, December). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles.* Poster session presented at the Institute for Social Science Research Graduate Student Poster competition, Arizona State University, Tempe, AZ.
23. ⁵Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2015, March). *Child-centered and direct instruction approaches to preschool education: Relations with Head Start children's school readiness.* Poster session conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

22. ⁵Goble, P., Martin, C. L., Hanish, L. D., Foster, S. A., **Eggum-Wilkens, N. D.**, & Fabes, R. A. (2015, March). *Free play or guided play? An observational study of preschool play experiences*. Poster session conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
21. ⁵Yi, L., **Eggum-Wilkens, N. D.**, Spinrad, T. L., Lemery-Chalfant, K., & Eisenberg, N. (2015, March). *Baseline respiratory sinus arrhythmia moderated the prediction of maternal parenting to early childhood internalizing trajectory*. Poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
20. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2015, March). *Distinguishing subtypes of social withdrawal in Chinese children: Children's, peers', and teachers' perspectives*. Poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.
19. ²Farago, F., **Eggum-Wilkens, N. D.**, & ³Eckert, K. (2014, October). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles*. Poster symposium presented at the 6th Gender Development Research Conference, San Francisco, CA.
18. ⁵Cortes, K. I., **Eggum, N. D.**, & Kochenderfer-Ladd, B. (2013, April). *Children's perceptions of teachers' responses to bullying: Relational schemas as predictors of seeking teachers' assistance*. Poster symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
17. **Eggum, N. D.** (2013, April). *The Karamojong tribe of Uganda: A mixed-methods analysis of children's negative life events and adjustment*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
16. ⁵Goble, P., Foster, S. A., ⁵Bryce, C. I., Hanish, L. D., **Eggum, N. D.**, Martin, C. L., & Fabes, R. A. (2013, April). *The transition to school: Children's social interaction skills and academic achievement*. Poster symposium conducted at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
15. ⁵Silva, K. M., Spinrad, T., Eisenberg, N., ⁵Edwards, A., & **Eggum, N. D.** (2013, April). *Examining the transactional relations among children's regulation, emotion understanding, and relationship quality with non-parental caregivers*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
14. ²Zhang, L., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2013, April). *Children's shyness, popularity, and academic achievement in the early school years*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

13. ⁵Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, ⁵Huerta, S., ⁵Edwards, A., ⁵Sulik, M. J., & Sallquist, J. (2012, June). *Contributions of toddlers' anger and fear reactivity to later cognitive planning abilities*. Poster session presented at the biennial meeting of the International Conference on Infant Studies, Minneapolis, MN.
12. ⁵Cortes, K. I., Kochenderfer-Ladd, B., **Eggum, N. D.**, & Ladd, G. W. (2012, April). *The relationship between effortful control and peer victimization in early and middle childhood*. Poster session presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
11. ⁵Edwards, A., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Gaertner, B. M. (2011, April). *The factor structure of effortful and reactive control: A longitudinal analysis*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
10. Gaertner, B. M., Spinrad, T. L., Eisenberg, N., Sallquist, J., Hofer, C. M., Kupfer, A., & **Eggum, N. D.** (2011, April). *Household chaos and the development of language across the preschool years: The mediating role of effortful control*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
9. Kochel, K. P., ⁵Sechler, C., **Eggum, N. D.**, & Ladd, G. W. (2011, April). *Longitudinal linkages between depressive symptoms and peer victimization trajectories in preadolescence through early adolescence*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
8. ⁵Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., **Eggum, N. D.**, Kupfer, A., & ⁵Edwards, A. (2011, April). *Children's emotion perception skills: The roles of parenting behaviors and child negative emotionality*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
7. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Edwards, A., **Eggum, N. D.**, Sallquist, J., ⁵Seyed-Nozadi, S., & Kupfer, A. (2011, April). *Effortful control and emotion understanding: Examining transactional paths in early childhood*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
6. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Sulik, M. J., Valiente, C., ⁵Huerta, S., ⁵Edwards, A., **Eggum, N. D.**, Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S., Clancy-Menchetti, J., Landry, S., Swank, P. R., Assel, M. A., & Taylor, H. B. (2011, April). *Relations of effortful control, teacher-child relationship quality, and school engagement in a high-risk sample*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

5. **Eggum, N. D.**, Eisenberg, N., Reiser, M., & Spinrad, T. L. (2009, April). *Latent growth curve trajectories of shyness and emotion in school-aged children*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
4. Sulik, M., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, Hofer, C., Kupfer, A., & Gaertner, B. M. (2009, April). *Vagal suppression: Moderator of the relations between socioeconomic risk and maladjustment and ego resilience in early childhood*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
3. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2008, March). *The relation of infant temperament and toddlers' shyness*. Poster session at the International Conference on Infant Studies, Vancouver, British Columbia, Canada.
2. Edwards, A., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, April). *Observed behavioral inhibition: Relations with reactive and effortful control*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
1. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, April). *The development of shyness: The influence of child temperament and maternal behavior*. Poster session presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Non-Refereed Invited Academic Presentations

4. **Eggum-Wilkens, N. D.** (2018, April). *Progress and initial insights from FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop, Denver, CO.
3. **Eggum-Wilkens, N. D.** (2017, March). *FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop at Arizona State University Downtown Campus, Phoenix, AZ.
2. **Eggum-Wilkens, N. D.** (2017, March). *REALM Augmentation of the Family Migration and Early Life Outcomes Project*. Presentation for Research and Empirical Analysis of Labor Migration (REALM) Annual Workshop at New York University in Abu Dhabi, Abu Dhabi, United Arab Emirates.
1. Valiente, C., Eisenberg, N., & **Eggum, N. D.** (2009, May). *Self-regulation and school readiness*. Presentation at the Department of Counseling and Personnel Services, University of Maryland, College Park, MD.

Non-Refereed Local “Brown Bag” Academic Presentations

2. **Eggum, N. D.** (2012, March). *Change it up with latent growth curve modeling*. Presentation for the Measurement and Statistical Analysis lecture series, SSFD, Arizona State University, Tempe, AZ.
1. **Eggum, N. D.** (2009, December). *Resiliency in Uganda*. Presentation for the Developmental Area of the Department of Psychology, Arizona State University, Tempe, AZ.

Impact

Invited Popular Press Articles

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

*Estimated average magazine readership of 25,000 per issue

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

*Average magazine readership of 50,000 per issue

Minor Media Appearances (e.g., quotes)

1. Quoted in Watson, L. (2012, November). Take the whining out of dining. *Raising Arizona Kids*, 23(9), 29. Electronic version: <http://www.raisingarizonakids.com/2012/11/take-the-whining-out-of-dining/>

*Average magazine readership of 140,000 per issue

Summary of Research Funding Proposals and Awards

	Total
External Proposals	
Number of grant proposal submissions - recorded by ASU's OKED	14
Total amount requested for grant proposals - recorded by ASU's OKED	\$33,529,428
Investigator recognized amount for grant proposals - recorded by ASU's OKED	\$3,274,902
Number of grant proposal submissions - <i>not</i> recorded by ASU's OKED (0% Investigator Recognized Amount [IRA])	3
Total amount for grant proposals - <i>not</i> recorded by ASU's OKED (0% IRA)	\$1,492,695
External Awards	
Number of grants awarded - recorded by ASU's OKED	2
Total amount (requested) for grants awarded - recorded by ASU's OKED	\$6,356,970
Investigator recognized amount for grants awarded - recorded by ASU's OKED	\$360,456
Number of external grants awarded - <i>not</i> recorded by ASU's OKED (0% IRA)	1
Total amounts for grants awarded - <i>not</i> recorded by ASU's OKED (0% IRA)	\$77,796
Internal Awards	
Number of internal funding awards	3
Total awarded amount for internal awards	\$42,768

External Research Funding

External Research Funding Legend

Details provided for each award or proposal are as follows:

Calendar years of funding if applicable (Year of proposal submission or revision submission)

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

Grant title

Investigator name (Project role)

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

Present External Funding

2016-2018 (2015 submitted proposal)

The Institute for Mental Health Research

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

Kathryn Lemery-Chalfant (PI), **Natalie D. Wilkens** (unofficial Co-PI), and Sierra Clifford (Co-PI)

\$20,000 proposed and awarded

2016-2019 (2015 submitted revision)

Brady Education Foundation (Existing Program Evaluation)

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

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

\$289,283 (10% IRA Years 1 and 2; 100% IRA Year 3) proposed and awarded

2016-2018 (2016 submitted proposal)

New York University in Abu Dhabi Corporation - Research and Empirical Analysis of Labor Migrations (REALM) Program (Augmentation or Extension of Existing Project)

Family Migration and Early Life Outcomes FAMELO Project: Migrant Interview Augmentation

Dirgha Ghimire (PI), Scott Yabiku (Consultant), **Natalie D. Wilkens** (Consultant), Sarah Hayford (Consultant), and Jennifer Glick (Consultant)

\$77,796 (0% IRA) proposed and awarded

2015-2020 (2014 submitted revision)

Eunice Kennedy Shriver National Institute of Child Health and Human Development (P01), 1P01HD080659-01A1

Family Migration and Early Life Outcomes (FAMELO)

1) *Program Director*

Jennifer Glick

2) *Data Collection and Management Core*

Scott Yabiku (PI), Flavio Marsiglia (Co-PI - Mexico), Victor Agadjanian (Co-PI - Mozambique), and Dirgha Ghimire (Co-PI - Nepal)

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

Natalie D. Wilkens (Co-I Year 1, PI Years 2-5*), Robert Bradley (PI Year 1, Co-I Years 2-5), and Cecilia Menjivar (Co-I)

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

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

Jennifer Glick (PI) and Carlos Santos (Co-I)

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

Sarah Hayford (PI) and Carlos Santos (Co-I)

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

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

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

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

ASU Now stories about high-quality research in SSFD and the FAMELO project's contributions: <https://asunow.asu.edu/20180130-asu-sanford-school-program-ranked-no-9-world> <https://asunow.asu.edu/20180129-short-interview-natalie-wilkens-phd-asu-sanford-school>

External Proposals under Review

2018 submitted proposal

National Institutes of Health (R01)

The Emergence of Children's Attitudes and Prosocial Behavior

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

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

2018 submitted proposal

National Institutes of Health (R03)

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

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

\$145,816 (15% IRA)

Completed External Funding

2010 was only year of my involvement

National Science Foundation (CAREER Award), BCS-0546096

Social and Emotional Processes Involved in Academic Competence

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

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

Internal Research Funding

Completed Internal Funding

2016-2017

Arizona State University, SSFD (Diversity Science Initiative Seed Grant)

The Emergence of Children's Attitudes and Prosocial Behavior

Tracy Spinrad (PI), Gustavo Carlo (Co), Nancy Eisenberg (Co), Debbie Laible (Co), **Natalie D. Wilkens** (Co)

\$7,315

2013-2014

Arizona State University, College of Liberal Arts and Sciences and SSFD (Seed Funding Mechanism)

Measuring Social Competence in Diverse Migration Contexts

Jennifer Glick (PI), Robert Bradley (Co), **Natalie D. Eggum** (Co), Sarah Hayford (Co), Francisco Lara-Valencia (Co), Scott Yabiku (Co)

\$31,953

2010-2011

Arizona State University, The Gulliot Endowment

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

Natalie D. Eggum (Primary Investigator)

\$3,500

Research Honors, Scholarships, and Awards

Received

2010

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

2009

Student Travel Award (\$300 for professional conference costs), Society for Research in Child Development

2008

Travel Grant (\$230 for professional conference costs), Division of Graduate Studies, Arizona State University

Nominated

2008

Philanthropic Educational Organization Scholar Award

2008

Faculty Women's Association Annual Distinguished Achievement Award for Doctoral Degree Candidates, Arizona State University

TEACHING AND MENTORING

Teaching and Mentoring Mission

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

Teaching Notes

- A summary of students' evaluations of my instruction is available from SSFD
- Peers' qualitative and quantitative assessments of my instruction, video of my teaching, as well as sample teaching materials are available by request

Teaching Legend

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

Teaching Experience

Graduate Courses Instructed

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

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

- Fall 2017: 9 students (plus 1 auditing faculty member, 5 auditing students, 1 non-registered international visiting faculty member, and 1 non-registered international visiting student)
- Spring 2014: 8 students (plus 5 auditing students and 1 non-registered visiting student)

† *Structural Equation Modeling with Longitudinal Data (CDE 591)*, SSFD, Arizona State University

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

- Fall 2015: 6 students (plus 1 auditing faculty member, 1 auditing postdoctoral scholar, and 1 non-registered international visiting student)
- Fall 2013: 5 students (plus 3 auditing students)

† *Longitudinal Methods (CDE 598)*, SSFD, Arizona State University

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

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

Undergraduate Courses Instructed

Social Statistics I (SOC 390), SSFD, Arizona State University

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

- *Fall 2018: 30 students anticipated
- Spring 2015: 29 students
- Spring 2015: 31 students
- Fall 2013: 39 students
- Spring 2013: 32 students
 - Supervised 1 honors enrichment contract project
- Fall 2012: 40 students
 - Supervised 1 honors enrichment contract project

- *Spring 2012: 38 students
 - Supervised 2 honors enrichment contract projects
- *Spring 2011: 39 students

Developmental Psychology (PGS 341), Department of Psychology, Arizona State University

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

- *Fall 2008: 23 students
 - Supervised 2 honors enrichment contract projects

Guest Lectures and Panels

May 22, 2018

Research Careers in Academia Panel Moderator and Participant, Summer Undergraduate Program for Engaging with Research, SSFD, Arizona State University

March 12, 2018

Work-Family Balance Panel Participant, Professional Development (PSY 591), Department of Psychology, Arizona State University

December 2, 2015

Work-Life Balance Panel Participant, Professional Development (FAS 503), SSFD, Arizona State University

March 12, 2015

Work-Life Balance Panel Participant, Professional Development (PSY 591), Department of Psychology, Arizona State University

April 21, 2008

Friendships and Peer Groups, Developmental Psychology (PGS 341), Department of Psychology, Arizona State University

April 18, 2007

Peer Relationships, Developmental Psychology (PGS 341), Department of Psychology, Arizona State University

Teaching Assistantships

Summer 2006

Abnormal Child Psychology (PGS 443), Department of Psychology, Arizona State University

Summer 2005

Social Psychology (PGS 350), Department of Psychology, Arizona State University

Mentoring Notes and Legend

- My role on committees for student milestone projects is to provide substantive expertise as well as guidance in design and data analysis, which often requires substantial time helping students plan, conduct, and interpret data analyses
- Dates of defenses (or “in progress” if they are actively working on milestone but not yet defended), students’ names, and students’ academic units are provided for mentorship on students’ committees
- Employment after graduation is listed for doctoral students who I chaired or co-chaired
- Dates of supervision/mentorship and students’ names are provided for other forms of mentorship
- I do not include supervision of teaching assistants

Mentoring Experience

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

Doctoral Dissertation Chair or Co-Chair, Arizona State University

4. in progress, Danming An (Family and Human Development)
Employment
3. July 2, 2018, Ray E. Reichenberg (Family and Human Development)
*I was officially Ray’s “co-chair” for administrative purposes, but functioned like a regular committee member
Employment
2. April 6, 2018, Rebecca Berger (Family and Human Development)
Postdoctoral fellowship with Professor Brenda Jones-Harden at University of Maryland
1. October 31, 2016, Linlin Zhang (Family and Human Development)
*I was officially Linlin’s “co-chair” because I had not yet chaired a thesis, but I functioned as her sole dissertation advisor
Postdoctoral fellowship with Professor Tina Malti at University of Toronto

Comprehensive Examination Chair or Co-Chair, Arizona State University

3. in progress, Jingyi Xu (Family and Human Development)
2. November 27, 2017, Danming An (Family and Human Development)
1. March 16, 2015, Linlin Zhang (Family and Human Development)

Undergraduate Student Honors Thesis Director, Arizona State University

1. April 2, 2018, Helen Mitiku (Biochemistry)

Committee Memberships (Non-Chaired) for Student Milestones

Doctoral Dissertation Committee Member, Arizona State University

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

Comprehensive Examination Committee Member, Arizona State University

10. in progress, Eunjung Kim (Family and Human Development)
9. in progress, Sonya Xinyue Xiao (Family and Human Development)
8. April 19, 2018, Danielle Seay (Family and Human Development)
7. July 24, 2017, Ray E. Reichenberg (Family and Human Development)
6. June 14, 2017, Maria Dalal Safa Pernet (Family and Human Development)
5. April 12, 2017, Rebecca Berger (Family and Human Development)
4. July 1, 2015, Khaerannisa Cortes (Family and Human Development)
3. August 25, 2014, Naomi C. Z. Andrews (Family and Human Development)
2. September 16, 2013, Sue A. Rodríguez (Family and Human Development)
1. July 19, 2012, Priscilla M. Goble (Family and Human Development)

Empirical Portfolio/Master's Thesis Committee Member, Arizona State University

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

Undergraduate Student Honors Thesis Second Reader, Arizona State University

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

Undergraduate Student Honors Thesis Third Reader, Arizona State University

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

Mentoring of Students' Research and Professional Development

Primary Postdoctoral Fellow Mentor, SSFD, Arizona State University

1. Fall 2016-present, Megan Costa

Supervisor for Paid Graduate Student Research Assistants, SSFD, Arizona State University

6. Fall 2018-present, Brandon Clifford
5. Summer 2018-present, Jingyi Xu
4. Fall 2016-present, Maria Dalal Safa Pernet
3. Fall 2014-present, Danming An
2. Fall 2011-Fall 2016, Linlin Zhang
1. Spring 2011, Andrea Vest

Supervisor for Volunteer Graduate Student Research Assistants, SSFD, Arizona State University

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

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

1. Spring 2018-present, Sunomi Regmi

Supervisor for Undergraduate Supervised Research Experience (FAS 390/499), SSFD, Arizona State University

15. Spring 2018, Ashley Valley
14. Fall 2017, Helen Mitiku
13. Fall 2015, Lindsey Gorry
12. Spring 2015, Allison Dean
11. Spring 2015, Ashley England
10. Spring 2015, Caitlyn Giamarino
9. Spring 2015-Fall 2015, Joseph Muhlenkamp
8. Fall 2014, Abbey Pellino
7. Spring 2014-Fall 2014, Kari Eckert
6. Fall 2012-Spring 2013, Hafsa Ibrahim
5. Fall 2011-Spring 2012, Casiana Pascariu
4. Spring 2011-Fall 2011, Mrwah Ahmad
3. Spring 2011-Fall 2011, Brittany Walton
2. Spring 2011, Bianca Finocchiaro
1. Spring 2011, Camille Sitto

Supervisor for Volunteer Post-Undergraduate Research Assistants, SSFD, Arizona State University

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

Supervisor for Volunteer Undergraduate Student Research Assistants, SSFD, Arizona State University

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

Mentoring of Graduate Students' Teaching-Related Activities

Supervisor for Graduate Student Worker, SSFD, Arizona State University

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

General Mentoring

Faculty Mentor for Undergraduate Student, President Barack Obama Scholars Program, Arizona State University

1. Fall 2010-Spring 2011, Rosalva Santiago

Teaching and Mentoring Honors, Scholarships, and Awards

Received

2015-2016

Centennial Professorship Award (\$10,000), Associated Students of Arizona State University

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

2015

College Marshal, College of Liberal Arts and Sciences, Arizona State University

The College recognizes one faculty member who has recently received special recognition to serve as College Marshal, and carry the College's gonfalon during the Undergraduate Commencement procession.

2013-2014

College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences (\$1,830), Arizona State University

This award recognizes quality teaching in the College of Liberal Arts and Sciences (CLAS) and was established in memory of Zebulon Pearce who graduated from Territorial Normal School at Tempe (now ASU) with teacher's credentials in 1899. It is the highest recognition of excellence of teaching in the College. Nomination was open to faculty of all ranks in CLAS.

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

Nominated

2017-2018

College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences, Arizona State University

2017

#BadassWomenofASU Campaign, Womyn's Coalition and HERstory Month Planning Committee, Arizona State University

2014-2015

Centennial Professorship Award, Associated Students of Arizona State University

2013-2014

Faculty Women's Association Outstanding Faculty Mentor Award, Arizona State University

SERVICE

Service Mission

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

Service to the University

Statistical Advising, Arizona State University

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

- 2018 – in progress
- 2017 – 26 hours
- 2016 – 20 hours
- 2015 – 12 hours
- 2014 – 41 hours
- 2013 – 21 hours
- 2012 – 61 hours

Service to the College

Committee Member, College of Liberal Arts and Sciences

Data Science Steering Committee

- Fall 2018-present

Service to the Academic Unit

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

Assistant Professors

- Spring 2018-present – providing professional development materials; shared teaching materials for *Social Statistics (SOC 390)*; and advised regarding instruction, struggling students in the classroom and research laboratory, publication strategies, promotion and tenure; and in progress

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

Faculty Mentoring Committee

- Spring 2018-present – developing and implementing a formal mechanism for mentoring of tenure-track and non-tenure track faculty to support professional development and success; and in progress

Tenure-Track Personnel Committee

- Fall 2018-Spring 2019 – in progress
- Fall 2017-Spring 2018 – reviewed 1 case for promotion to Associate Research Professor, and performed annual reviews for 26 tenure-track faculty members to evaluate performance, identify strengths and weaknesses, and provide strategies for improvement in research, instruction, and service

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

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

Diversity and Inclusion Science Initiative Undergraduate Research Mentoring Committee

- Fall 2018-Spring 2019 – in progress
- Fall 2016-Summer 2018 – planned and piloted an intensive summer research program (Summer Undergraduate Program for Engaging with Research [SUPER]) for undergraduate students who are traditionally underrepresented in the social sciences that exposes them to research and diversity-related issues, provides hands-on research experience which culminates with research poster presentations, and facilitates the development of career goals; outlined curriculum and contributed to teaching materials; designed application process; reviewed 11 applicants’ materials and selected the inaugural (Summer 2018) cohort of 6 fellows; and identified potential panelists

Assistant Professor Children’s Social Networks Search Committee

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

Speaker Series Committee

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

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

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

Undergraduate Programs Committee

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

Assistant Professor Innovative Methodology Search Committee

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

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

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

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

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

Planning Committee for Measurement and Statistical Analysis (MASA)

- Summer 2018-present – implemented strategies to increase our visibility inside and outside of ASU to promote our training program and recruit high-caliber graduate students (e.g., revised MASA website, commissioned a graphic mark and letterhead, in progress)
- Spring 2018-Summer 2018 – modernized, increased the rigor of, and expanded the curriculum and requirements for the introductory statistical sequence for SSFD’s Ph.D. program; revised curriculum and requirements for the MASA specialization to capitalize on the evolving strengths of SSFD’s faculty and meet the needs of FHD students and faculty; and I led administrative aspects of these endeavors (revision of the specialization description for the Graduate Handbook, creation of internal specialization paperwork, and course change paperwork for the Graduate College)
- Fall 2013-Spring 2014 – revised curriculum and requirements for the MASA specialization to reflect the strengths of SSFD’s faculty
- Fall 2010-Spring 2011 – discussed, conceptualized, and created courses for a new specialization (the MASA specialization) in which Ph.D. students focus their course work on required and elective courses in measurement and statistics

Committee Member, Department of Psychology

Psychology Colloquium Series Committee (Graduate Student Representative)

- Fall 2008-Spring 2009 – identified potential speakers and planned a series of colloquiums for the academic year aimed at educating students and faculty members on cutting-edge research outside of the Department of Psychology

Developmental Psychology Graduate Recruitment and Admissions – Graduate Student Committee

- Fall 2007-Spring 2008 – created individuals’ on-campus schedules and off-campus activities; coordinated housing and transportation; arranged meals for graduate student recruitment weekend; provided feedback to committee regarding applicants to aid in the selection of a competent and promising cohort of students

Professional Development Series Planning Committee

- Fall 2007-Spring 2008 – generated a list of professional development topics based on students’ needs and career goals; identified and recruited faculty to instruct each topic; and coordinated a series of teaching sessions aimed at the professional development of Developmental Psychology Ph.D. students

Service to the Profession

Professional Association Committee Member

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

- 2016 – Evaluated and ranked the quality of 9 publications of early career researchers that were nominated for the award

Grant Reviewer

United States-Israel Binational Science Foundation

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

Israel Science Foundation

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

Book Proposal and Sample Chapter Reviewer

2012

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

2012

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

Professional Conference Proposal Reviewer

Society for Research in Child Development's Developmental Methods Conference

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

Editorial Board Member for Academic Journals

Consulting Editor, *Developmental Psychology*

- 2018 – in progress
- 2017 – 9 manuscript reviews
- 2016 – 6 manuscript reviews

Ad hoc Reviewer for Academic Journals

- *Child Development* (8 reviews)
- *Child Development Perspectives* (4 reviews)
- *Cognition and Emotion* (1 review)
- *Development and Psychopathology* (2 reviews)
- *Developmental Psychology* (1 review)
- *Early Childhood Research Quarterly* (2 reviews)
- *Early Education & Development* (2 reviews)
- *Emotion* (3 reviews)
- *Infancy* (3 reviews)
- *Infant and Child Development* (1 review)
- *Infant Behavior and Development* (1 review)
- *International Journal of Behavioral Development* (1 review)
- *International Perspectives in Psychology: Research, Practice, & Consultation* (1 review)
- *Journal of Abnormal Child Psychology* (2 reviews)
- *Journal of Adolescence* (2 reviews)
- *Journal of Adolescent Research* (1 review)
- *Journal of Applied Developmental Psychology* (2 reviews)
- *Journal of Child and Family Studies* (1 review)
- *Journal of Clinical Child and Adolescent Psychology* (2 reviews)
- *Journal of Experimental Child Psychology* (1 review)
- *Journal of Genetic Psychology* (3 reviews)
- *Journal of Research on Adolescence* (1 review)
- *Journal of Social and Personal Relationships* (1 review)
- *Journal of Special Education and Rehabilitation* (2 reviews)
- *Learning and Individual Differences* (1 review)
- *Merrill-Palmer Quarterly* (2 reviews)
- *Motivation and Emotion* (2 reviews)
- *Psychological Assessment* (1 review)
- *Sex Roles* (2 reviews)
- *Social Development* (20 reviews)

Service to the Local and International Community

International Community Presentations

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

Invited Local Community Presentations

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

Other Service Activities

2006-2009

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

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

2003-present

Hope 4 Kids International (Kenya; Uganda; Namibia)

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

2003

Mental Health Association of Arizona (Scottsdale, AZ)

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

PROFESSIONAL ASSOCIATION MEMBERSHIPS

American Psychological Association
Division 5 – Evaluation, Measurement, and Statistics
Division 7 – Developmental Psychology

Arizona State University Faculty Women's Association

International Society for the Study of Behavioural Development

Society for Research in Child Development

Society for Research on Adolescence

PROFESSIONAL DEVELOPMENT ACTIVITIES

July 13, 2018
Canvas (Learning Management System) Introduction Training, ASU's University Technology Office, Arizona State University, Tempe, AZ

February 22, 2018
Leadership and Collaboration across the Disciplines, Faculty Women's Association Leadership Summit, Arizona State University, Tempe, AZ

February 15, 2018
The Yellow Brick Road to Leadership, Commission on the Status of Women Leadership Series, Arizona State University, Tempe, AZ

September 11, 2017
Diversity & Recruitment Training and Certification for Faculty and Academic Personnel Searches, Office of the University Provost, Arizona State University, Tempe, AZ

April 20, 2017
Intensive Longitudinal Data Analysis Using Mplus – Instructed by Bengt Muthén, Tihomir Asparouhov, and Ellen Hamaker, 2-hour webinar

March 24, 2017
Teaching Statistics and Quantitative Methods into the 21st Century, Peabody College Vanderbilt University, APA Division 5, and Society for Multivariate Experimental Psychology, 1-day web conference

March 20, 2017
Rules for Communicating Technical Material and Working with Lay Audience, Workshop by Roy Levy, Arizona State University, Tempe, AZ

August 26, 2016

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

February 16, 2016

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

December 4-6, 2013

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

May 14-18, 2012

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

October 20, 2011

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

September 8-9, 2011

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

June 28-July 1, 2011

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

May 24, 2011

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

May 25-26, 2011

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

June 21-25, 2010

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

February 24, 2010

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

Fall 2006

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

2004-2009

Professional Development Series, Developmental Psychology, Arizona State University, Tempe, AZ

RELATED PROFESSIONAL EXPERIENCE

2003-2004

Mental Health Association of Arizona, *Advocacy Specialist*

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