

## Curriculum Vitae

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### ACADEMIC APPOINTMENTS

- 2019—present    **Associate Professor with Tenure:** Department of Teaching, Learning, & Culture,  
 Department of Educational Psychology,  
 Department of Psychological and Brain Sciences<sup>†</sup>.  
 School of Education and Human Development.  
 Texas A&M University, College Station, TX
- 2014—2019    **Assistant Professor in Educational Psychology:** Learning Sciences and  
 Human Development.  
 College of Education and Human Development.  
 West Virginia University, Morgantown, WV
- 2013—2014    **Assistant Professor in Education Sciences:** School of Education,  
 CSU STEM Center<sup>†</sup>,  
 Department of Psychology<sup>†</sup>.  
 Colorado State University, Fort Collins, CO

<sup>†</sup>Courtesy Appointment

### EDUCATION

2011—2013	<b>Postdoctoral Research Fellow:</b> School of Education & CSU STEM Center. Colorado State University, Fort Collins, CO
2007—2011	<b>Ph.D. in Educational Psychology (Measurement, Evaluation and Assessment),</b> <i>Certificate in Quantitative Research Methods</i> (2010). University of Connecticut, Storrs, CT <b>Dissertation:</b> A comparison of statistical models for multiple treatment groups meta-analysis. (Chair: H. Jane Rogers, Ph.D.)
2004—2007	<b>M.A. in Experimental Psychology</b> California State University San Marcos, CA <b>Thesis:</b> An exploration of translational differential item function in the CESD: An IRT approach. (Chair: Gerardo Gonzales, Ph.D.)
1998	<b>B.A. in Sociology.</b> University of California, Santa Barbara, CA

## GRANTS & CONTRACTS

*Total Grant Funding awarded as PI / DPI / MPI / CoPI: \$10,417,476*

*Total Grant Funding awarded: \$16,583,977*

### Under Review

**Hernandez, P. R. (DPI)**, Alge, D. (MPI), Patterson, M. (MPI), & Tise, J. (Co-I). *Biomedical Engineering Social Networks*, under review at the National Institutes of Health for \$1,815,272 (re-submitted 2023-10).

- **Overall Objectives:** Building on social network and mentoring co-regulation theories, we propose to develop a generalizable model of how peer and mentor social networks can be leveraged to promote diverse students' access to social capital and support for self-regulated learning skills, which in turn facilitate biomedical research career success. We propose to use a longitudinal experimental design to compare short-, medium-, and long-term "Hallmarks of Success" (e.g., well-being, degree conferral) of diverse first year biomedical engineering students. Participating students will be assigned to one-of-three peer-network intervention groups and one-of-two mentor-network intervention groups, and the differential intervention effects for students from historically over- and underrepresented racial/ethnic groups will be assessed.

Luo, W. (PI), Thompson, C. (Co-PI), Baek, E. (Co-PI), Yoon, M. (Co-PI), Kwok, O. (Co-PI), Rambo-Hernandez, K. (Senior Personnel), & **Hernandez, P.R. (Senior Personnel)**. *BCSER: Institute of Longitudinal Research Methods for STEM Education Scholars* (RFP# 22-548), submitted to the National Science Foundation for \$919,033 (2024).

- Longitudinal research is crucial in revealing the developmental process of learning and the long-term outcomes of education. Consideration of changes over time and the causes of those changes adds precision and insight to theories; however, most STEM education research is still based on cross-sectional designs. Longitudinal research presents a range of obstacles to applied researchers. The Institute will offer a 12-month training program to 50 scholars. The training program consists of face-to-face workshops, synchronous online learning, capstone projects, and a summit virtual conference. Participants will be guided by faculty mentors and supported by peers in the learning communities.

### Active

13. Luo, W. (PI), Kwok, O. (Co-PI), & **Hernandez, P.R. (Co-PI)**. *The Needs for Longitudinal Research Methods Training in STEM Education Research*, funded by Texas A&M School of Education and Human Development "R3" program for \$30,000 (2024-2025).

- **Overall Objectives:** The major goals of this project are to (1) illustrate the dearth of high-quality longitudinal research in STEM education, thereby establishing a need for filling this critical gap with a longitudinal training institute; (2) address the methodological challenges that STEM education researchers face in undertaking longitudinal research, thus underscore the institute's potential to empower researchers with the required skills and knowledge; and (3) present preliminary evidence of the training program's impact, offering a blueprint for its full implementation.

12. **Hernandez, P. R. (PI)**. Southeastern Conference (SEC) Faculty Travel Program, funded by the Southeastern Conference and Texas A&M University for \$1,500 (2023-2024).

- Overall Objectives: The major goal of this project is to build new collaboration and scholarship with scholars in the Discipline-Based Education Research community at the University of Georgia, particularly with Dr. Erin Dolan (UGA host).
11. Woodcock, A. (DPI), Schultz, P. W. (MPI), & **Hernandez, P. R. (MPI)**. *Research Experiences and Mentorship as Critical Interventions to Advance Diversity in Biomedical Science* (1R01GM151513-01), funded by the National Institutes of Health for \$1,815,747 (2023-2028).
- Overall Objectives: The major goals of this project are to build on our established longitudinal panel of Black and Hispanic science majors to test the long-term effectiveness of two widely utilized interventions: undergraduate research experience and faculty mentorship. Results will inform best practices for these large scale interventions in training the next generation of diverse biomedical researchers.
  - Graduate Students Funded: Weiqi (Connie) Guo (Ph.D.).
10. Burt, M. (Co-PI #2013318), Clinton, S. (PI #2013312), Estrada, M. (PI #2013326), Fischer, E. V. (PI #2013318), Schanz, S. (PI, #2013323), **Hernandez, P. R. (PI #2013333)**, Patterson, M. (Co-PI #2013333). *Collaborative Research: PROMoting Geoscience Research Education and Success (PROGRESS)*, funded by the National Science Foundation for \$2,997,041 (2020-2025).
- Overall Objectives: Female role models and mentors can play an important role in the lives of female students, especially when choosing and committing to a career path. We aim to diversify the geosciences by scaling-up PROGRESS (PROMoting Geoscience Research Education and Success): a program that supports women through career role modeling as well as informal and peer mentoring.
  - Postdocs Funded: Dr. Joseph Tise, Dr. Linlin Luo.
  - Graduate Students Funded: Qi-yue Zhang (Ph.D.).
9. Estrada, M. (PI), DeerInWater, K. (Co-I), & **Hernandez, P.R. (Co-I)**. *Scaling Up Culturally Affirming Pathways to Biomedical Faculty Careers for Native Scholars* (R01GM138700), funded by the National Institutes of Health for \$1,935,347 (2020-2025).
- Overall Objectives: Building on research regarding the Tripartite Integration Model of Social Influence (TIMSI), Native American culture, and integrative identity, we propose to conduct a longitudinal quasi-experimental study to assess intervention impacts on Native biomedical scholar research career development. This proposed study will advance research in this area by assessing how and when Native scholars integrate into their professional communities and what interventions contribute towards that integration.
  - Postdocs Funded: Dr. Kanoho Hosoda.
  - Graduate Students Funded: Juliet Nyanamba (Ph.D.), Fanyi Yu (Ph.D.).
8. Schultz, P. W. (PI), Woodcock, A. (Co-PI), & **Hernandez, P.R. (Senior Personnel)**. *Becoming a Scientist: A Study of Identity Balance and the Persistence of Hispanic Undergraduate Students in Engineering and Biological Sciences* (#1920786), funded by the National Science Foundation for \$1,151,808 (2019-2024).
- Overall Objectives: The major goal of this project is to test the extent to which establishing balanced identities supports academic persistence and success among underrepresented racial/ethnic minorities on their pathway to a career in STEM.
  - Graduate Students Funded: Rachelle Pedersen (Ph.D.), Blaine Pedersen (Ph.D.).

7. Broderick, N. (MPI), Estrada, M. (DPI), Handelsman, J. E. (MPI), & **Hernandez, P. R. (MPI)**. *Studying Inclusive Mentor Networks to Diversify the Biomedical Workforce* (1 U01 GM132174-01), funded by the National Institutes of Health for \$3,423,913 (2019-2024).

- Overall Objectives: The major goals of this project are to test the effect of a social inclusion intervention on the quality of mentorship and growth of supportive mentor networks among faculty in biomedical careers and students pursuing biomedical degrees.
- Graduate Students Funded: Wenyi (Zoey) Du (Ph.D.).

### Completed

6. Woodcock, A. (PI), Haddad, K. (Co-PI), **Hernandez P. R. (Co-I)**, Mayer, P. (Co-I), & Schultz, P. W. (Co-I). *Families for STEM Success* (U01 GM138437-01), funded by the National Institutes of Health for \$1,130,385 (2020-2023). Total funding includes a \$235,105 supplement.

- Overall Objectives: This project will provide a theory-driven rigorous empirical understanding of how parental education and support can help LatinX biomedical science students achieve academically and balance a strong LatinX identity with an emerging science identity. This parent intervention program could significantly increase the pool of qualified LatinX doctoral program applicants in less than a decade and increase the diversity of the biomedical science workforce by 2040.
- Graduate Students Funded: Katie Fletcher (Ph.D.) Amy (Kwok Hap) Lam (M.S.), Allison Esparza (Ph.D.).

5. Schultz, P. W. (PI), Woodcock, A. (Co-PI), & **Hernandez, P. R. (Co-PI)**. *Developing a Measure of STEM Identity and Balance* (#1745929), funded by the National Science Foundation for \$300,000. (2017-2021).

- Overall Objectives: This project will add to the tools available to researchers to measure STEM-identity, other identities, and identity balance by developing, piloting and testing a new measurement instrument and analytic approach. Approximately 300 STEM majors, from underrepresented groups and from groups traditionally well represented in STEM, will be recruited into the project from three California State University campuses (San Marcos, Long Beach, Northridge). The new measurement tool will allow researchers to better understand STEM identity development and is expected to lead to more effective interventions to increase and broaden participation in STEM.

4. Fisher, E. (PI #1431795), Barnes, R. (PI #1460229), Clinton, S. (P #1431823I), & **Hernandez, P. R. (Co-PI #1431795)**. *Collaborative Research: Improving the recruitment and persistence of women in the Geosciences: Exploring deliberate mentoring approaches aimed at undergraduate students*, funded by the National Science Foundation for \$1,864,673 (2014-2020). Total funding includes a \$147,601 supplement.

- Overall Objectives: Female role models and mentors can play an important role in the lives of female students, especially when choosing and committing to a career path. We aim to develop and test the efficacy the PROGRESS (PRomoting Geoscience Research Education and SuccesS) program: a program that supports women through career role modeling as well as informal and peer mentoring.

- Graduate Students Funded: Jennifer Sayers (M.A.), Kayla Forshee (M.A.), Lisa Donaldson (M.A.), Mostafa Hashemi (M.S.), Wenyi (Zoey) Du (M.S.).
3. Park, C. L (DPI), Williams, M. K. (MPI), Agocha, B. V. (Co-I), **Hernandez, P. R. (Co-I)**. *Self-Regulation Skills as Predictors of URM Student Success in Biomedical Research* (R01-GM107707-01A1), funded by the National Institute of General Medical Sciences for \$1,549,013 (2014-2019).
    - Overall Objectives: This project aims to examine self-regulation, an important, under-recognized and under-researched determinant of URM success. Results will inform more targeted interventions for students across their college careers. In particular, we aim to inform efforts to diversify the biomedical, behavioral, clinical and social sciences workforce, which can will lead to the recruitment of the most talented researchers from all groups; to improve the quality of the educational and training environment; to balance and broaden the perspective in setting research priorities; to improve the ability to recruit subjects from diverse backgrounds into clinical research protocols; and to improve the Nation's capacity to address and eliminate health disparities.
    - Graduate Students Funded: Mostafa Hashemi (M.S.).
  2. Chen, T. (PI), Ben-Hur, A. (Co-PI), Wilusz, C. (Co-PI). *NRT-DESE: Generating, Analyzing, and Understanding Sensory and Sequencing Information--A Trans-Disciplinary Graduate Training Program in Biosensing and Computational Biology*, (#1450032) funded by the National Science Foundation for 2,966,134 (2015-2020).
    - Sub-award to **Hernandez P. R. (External Evaluator)** includes design, implementation, and analysis of the project evaluation (\$50,000).
  1. De Miranda, M. A. (PI) & **Hernandez, P. R. (Co-PI)**. *STEM Capacity Building and Teacher Professional Development Workshop: STEM Integration Level I* submitted to the Cherry Creek School District for \$14,602 (2013).

### Not Funded

6. Luo, W. (PI), Thompson, C. (Co-PI), Baek, E. (Co-PI), Yoon, M. (Co-PI), Kwok, O. (Co-PI), Rambo-Hernandez, K. (Senior Personnel), & **Hernandez, P.R. (Senior Personnel)**. *BCSER: Institute of Longitudinal Research Methods for STEM Education Scholars* (RFP# 22-548), submitted to the National Science Foundation for \$920,661 (2023).
5. **Hernandez, P. R. (DPI)**, Alge, D. (MPI), Patterson, M. (MPI), & Tise, J. (Co-I). *Biomedical Engineering Social Networks* (RFP# PAR-21-269), submitted to the National Institutes of Health for \$1,815,273 (2022).
4. Pedersen, R. (Investigator) & **Hernandez, P. R. (PI)**. *Developmental Mentor Networks for undergraduate Students in STEM* (RFP# Division H Graduate Student Research Grant), submitted to the American Educational Research Association for \$1,500 (2022).
3. Woodcock, A. (DPI), Schultz, P. W. (MPI), & **Hernandez, P. R. (MPI)**. *Research Experiences and Mentorship as Critical Interventions to Advance Diversity in Biomedical Science* (RFP# PAR-21-269), submitted to the National Institutes of Health for \$2,091,792 (2022).
2. Broderick, N. (MPI), Estrada, M. (DPI), Handelsman, J. E. (MPI), & **Hernandez, P. R. (MPI)**. *Study of COVID-19 Impacts on the Diversification of the Biomedical Workforce as an emergency supplement to Studying Inclusive Mentor Networks to Diversify the*

*Biomedical Workforce* (RFP#PA-20-135), submitted to the National Institutes of Health for \$564,459.00 (2020).

1. Woodcock, A. (PI), Haddad, K. (Co-PI), **Hernandez P. R.** (Senior Personnel), Mayer, P. (Senior Personnel), & Schultz, P. W. (Senior Personnel). *Families for STEM Success* (RFP# 19-601), submitted to the National Science Foundation for \$887,174 (2019).

## PUBLICATIONS & PRESENTATION

### Impact

$N = 33$  peer-reviewed journal publications,  $N = 1$  book chapter,  $N = 2$  commissioned reports,  $N = 1$  conference proceeding,  $N = 19$  Keynote, Plenary, or Invited Addresses,  $N = 86$  National / International Symposia, Paper, or Poster presentations (most with students).

- $n = 13$  (39%) journal articles as first, sole, or corresponding author
- $n = 23$  (70%) journal articles coauthored with students/postdocs;
  - $n = 9$  (27%) journal articles with student/postdoc as first-author
  - $n = 14$  (42%) journal articles with students/postdocs as trailing co-author(s)
- Citations<sup>a</sup> = 3,816 | h-index<sup>a</sup> = 19 | i10-index<sup>a</sup> = 21

<sup>a</sup>Google scholar metrics as of 03/21/2024

### NOTES for Scholarship

\* Coauthored with student(s) or postdoc(s) under my supervision. \*\*Corresponding author;  
 †Graduate student or Postdoc; ‡Undergraduate student.

### CRedit (Contributor Roles Taxonomy provided when not the first author)

Conceptualization (Con), Methodology (Meth), Formal analysis (FA), Investigation (Inv), Data Curation (DC), Writing - Original Draft (W-OD), Writing - Review & Editing (W-RE), Visualization (Vis), Supervision (Sup), Funding acquisition (Fund)

### IMPACT

I.F. = Journal Impact Factor via most recent year in Journal Citation Reports of Clarivate,  
 Rank = Journal Impact Factor Quartile and numerical ranking.

### Peer-Reviewed Journal Articles

\*33. †Pedersen, R., Woodcock, A., Schultz, P. W., & **Hernandez, P. R.**\*\* (2024). When perceived similarity overrides demographic similarity: examining influences on STEM students' developmental mentor networks. *International Journal of STEM Education*, 11(1). <https://doi.org/10.1186/s40594-024-00480-9>  
CRedit: Con, Meth, FA, Inv, W-OD, W-RE, Vis.  
IMPACT: I.F. = 6.7, Ranked Q1 (11/269) for "Education & Educational Research" and Q1 (4/43) for "Education, Scientific Disciplines"

\*32. †Tise, J., **Hernandez, P. R.**, & Schultz, P. W. (2023). Mentoring for success: Self-Regulated learning strategies use as a critical link between mentor support and educational attainment. *Contemporary Educational Psychology*, 75. doi:10.1016/j.cedpsych.2023.102233

CRedit: Con, Meth, FA, Inv, W-OD, W-RE, Vis.

IMPACT: I.F. = 10.3, Ranked Q1 (1/60) for “Psychology, Education”

- \*31. †Du, W., †Lee, H., Broderick, N., Cervantes A.C., Estrada, M., Handelsman, J., Maldonado, N., Miller, S., Patterson, M., Sandoval, P., **Hernandez, P. R.\*\***. (2023a). Amplifying similarity to promote college STEM instructor-student mentoring relationship quality: A cluster randomized trial. *Frontiers in Education*. 8:1293885, 1-11. <https://doi.org/10.3389/educ.2023.1293885>  
CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis, Sup, Fund.  
IMPACT: I.F. = 2.3, Ranked Q2 (200/759) for “Education and Educational Research - ESCI”
- \*30. **Hernandez, P. R.**, Patterson, M. S., †Nyanamba, J. M., Adams, A. S., Barnes, R. T., Bloodhart, B., Burt, M., Clinton, S. M., Pollack, I. B., & Fischer, E. V. (2023a). Webs of science: mentor networks influence women's integration into STEM fields. *Frontiers in Ecology and the Environment*, 21(9), 404-410. <https://doi.org/10.1002/fee.2666>  
IMPACT: I.F. = 10.3, Ranked Q1 (6/171) for “Ecology” and Q1 (25/275) “Environmental Sciences”
- \*29. †Du, W., **Hernandez, P. R.**, Adams, A. S., Clinton, S. M., Barnes, R. T., Burt, M., Pollack, I., & Fischer, E. V. (2023b). Promoting sense of belonging and interest in the geosciences among undergraduate women through mentoring. *Mentoring & Tutoring: Partnership in Learning*, 31(4), 446-465. <https://doi.org/10.1080/13611267.2023.2225395>  
CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis, Sup, Fund.  
IMPACT: I.F. = 1.2, Ranked Q3 (452/759) for “Education and Educational Research - ESCI”
- \*28. †Lee, H., **Hernandez, P. R.**, †Tise, J. C., & †Du, W. (2023). How role models can diversify college students in STEM: A social-cognitive perspective. *Theory Into Practice*, 62(3), 232-244. <https://doi.org/10.1080/00405841.2023.2226554>  
CRedit: W-OD, W-RE.  
IMPACT: I.F. = 3.2, Ranked Q2 (83/269) for “Education and Educational Research - SSCI”
- \*27. †Bonilla, A., Schultz, W., Woodcock, A, **Hernandez, P. R.** (2023). Diversifying STEM: Communal goal mismatch predicts student intentions. *Journal of Social Psychology of Education*, 26, 293-308. <https://doi.org/10.1007/s11218-022-09750-2>  
CRedit: W-RE.  
IMPACT: I.F. = 2.9, Ranked Q2 (24/60) for “Psychology, Education”
- \*26. **Hernandez, P. R.**, †Ferguson, C. F., †Pedersen, R., Richards-Babb, M., Quedado, K., & Shook, N. J. (2023b). Research apprenticeship training promotes faculty-student psychological similarity and high-quality mentoring: a longitudinal quasi-experiment. *Mentoring & Tutoring: Partnership in Learning*, 31(1), 163-183. <https://doi.org/10.1080/13611267.2023.2164973>

IMPACT: I.F. = 1.2, Ranked Q3 (452/759) for “Education and Educational Research - ESCI”

- \*25. Saw, G. K., Chang, C., †Lin, S., **Hernandez, P. R.**, & Culbertson, R. (2023) Disparities in mentoring and mental health problems of U.S. college students in science and engineering during the COVID-19 pandemic, *Educational Psychology*, 43:5, 509-530, DOI: 10.1080/01443410.2022.2146055

CRedit: W-RE.

IMPACT: I.F. = 3.2, Ranked Q2 (18/60) for “Psychology, Education”

- \*24. Estrada, M., †Young, G., †Flores, L., **Hernandez, P. R.**, †Hosoda, K. K. & DeerInWater, K. (2022). Culture and quality matter in building effective mentorship relationships with Native STEM scholars. *Bioscience*. <https://doi.org/10.1093/biosci/biac064>

CRedit: FA, W-RE.

IMPACT: I.F. = 10.1, Ranked Q1 (2/92) for “Biology”

- \*23. †Henderson, H., Bloodhart, B., Adams, A., Barnes, R. T., Burt, M., Clinton, S. M., Godfrey, E., Pollack, I., Fischer, E. V., & **Hernandez, P. R.** (2022). Seeking Congruity for Communal and Agentic Goals: A Longitudinal Examination of U.S. College Women’s Persistence in STEM. *Social Psychology of Education*.

<https://doi.org/10.1007/s11218-021-09679-y>

CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis, Sup, Fund.

IMPACT: I.F. = 2.9, Ranked Q2 (24/60) for “Psychology, Education”

- \*22. †Pedersen, R. P., †Ferguson, C. F., Estrada, M., Schultz, P. W., Woodcock, A., **Hernandez, P. R.** (2022). Similarity and contact frequency promote mentorship quality among Hispanic undergraduates in STEM. *CBE—Life Sciences Education*, 21(2), ar27. <https://doi.org/10.1187/cbe.21-10-0305>

CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis, Sup, Fund.

IMPACT: I.F. = 3.7, Ranked Q2 (11/43) for “Education, Scientific Disciplines”

- \*21. †Lee, S. Y., Agocha, V. B., **Hernandez, P. R.**, Park, C. L., Williams, M., & †Carney, L. M. (2022). Coping styles moderate the relationship between perceived discrimination and eating behaviors during the transition to college. *Appetite*, 168, 105699. doi: 10.1016/j.appet.2021.105699

CRedit: FA, W-OD, W-RE, Sup, Fund.

IMPACT: I.F. = 5.4, Ranked Q1 (4/52) for “Behavioral Sciences” and Q2 (24/88) for “Nutrition and Dietetics”

I experienced a gap in productivity in 2021 due to COVID-19-related disruptions. Disruptions due to the pandemic resulted in delayed/disrupted work, as well as major delays in having my work peer-reviewed in journals in a timely manner.

- \*20. Park, C. L., Williams, M. K., **Hernandez, P. R.**, Agocha, V. B., †Lee, S. Y., †Carney, L. M., & †Loomis, D. (2020). Development of emotion regulation across the first two years of college. *Journal of Adolescence*, 84, 230-242. doi: 10.1016/j.adolescence.2020.09.009



CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis, Fund.

IMPACT: I.F. = 3.8, Ranked Q1 (17/77) for “Psychology, Developmental”

- \*19. **Hernandez, P. R.**, Agocha, V. B., †Carney, L. M., Estrada, M., †Lee, S. Y., †Loomis, D., Williams, M., Park, C. L. (2020a). Testing models of reciprocal relations between social influence and integration in STEM across the college years. *PLoS ONE*, 15(9), e0238250. doi:10.1371/journal.pone.0238250

IMPACT: I.F. = 3.7, Ranked Q2 (26/73) for “Multidisciplinary Sciences”

- \*18. **Hernandez, P. R.**, Adams, A., Barnes, R. T., Bloodhart, B., Burt, M., Clinton, S. M., †Du, W., †Henderson, H., Pollack, I., & Fischer, E. V. (2020b). Inspiration, inoculation, and introductions are all critical to successful mentorship for undergraduate women pursuing geoscience careers. *Communications Earth & Environment*, 1, 1-7. doi:10.1038/s43247-020-0005-y

IMPACT: I.F. = 7.9, Ranked Q1 (36/275) for “Environmental Sciences,” Q1 (10/202) for “Geosciences, Multidisciplinary,” and Q1 (10/94) for “Meteorology & Atmospheric Sciences”

- \*17. Park, C. L., Williams, M., **Hernandez, P. R.**, Agocha, V. B., †Carney, L. M., †DePetris, A., & †Lee, S. Y. (2019). Self-regulation and STEM persistence in minority and non-minority students across the first year of college. *Social Psychology of Education*, 22, 91–112. doi:10.1007/s11218-018-9465-7

CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis, Fund.

IMPACT: I.F. = 2.9, Ranked Q2 (24/60) for “Psychology, Education”

- \*16. **Hernandez, P. R.**, Bloodhart, B., Adams, A. S., Barnes, R. T., Burt, M., Clinton, S. M., †Du, W., Godfrey, E., †Henderson, H., Pollack, I., Fischer, E. V. (2018a). Role modeling is a viable retention strategy for undergraduate women in the geosciences. *Geosphere*, 14(6), 2585-2593. doi:10.1130/GES01659.1

IMPACT: I.F. = 2.5, Ranked Q3 (111/202) for “Geosciences, Multidisciplinary”

- \*15. **Hernandez, P. R.**, †Hopkins, P. D., ‡Masters, K., Holland, L., Mei, B. M., Richards-Babb, M., Quedado, K., Shook, N. J. (2018b). Student integration into STEM careers and culture: A longitudinal examination of summer research mentors and project ownership. *CBE-Life Sciences Education*, 17:ar50(3), 1-14. doi:10.1187/cbe.18-02-0022

IMPACT: I.F. = 3.7, Ranked Q2 (11/43) for “Education, Scientific Disciplines”

- \*14. Fischer, E. V., Adams, A. S., Barnes, R. T., †Bloodhart, B., Burt, M., Clinton, S. M., Godfrey, E., Pollack, I., **Hernandez, P. R.** (2018). Welcoming women into the geosciences. *Eos*, 99. doi:10.1029/2018EO095017

CRedit: Con, W-OD, W-RE, Fund.

IMPACT: I.F. = n/a

13. **Hernandez, P. R.**, Woodcock, A., Estrada, M., & Schultz, P. W. (2018c). Undergraduate research experiences broaden diversity in the scientific workforce. *BioScience*. 68(3),

- 204-211. doi:10.1093/biosci/bix163  
IMPACT: I.F. = 10.1, Ranked Q1 (2/92) for “Biology”
12. Estrada, M., **Hernandez, P. R.**, & Schultz, P. W. (2018). A longitudinal study of how quality mentorship and research experience integrate underrepresented minorities into STEM careers. *CBE-Life Sciences Education*. 17(ar9), 1-13. doi:10.1187/cbe.17-04-0066  
CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis.  
IMPACT: I.F. = 3.7, Ranked Q2 (11/43) for “Education, Scientific Disciplines”
- \*11. **Hernandez, P. R.**, †Bloodhart, B., Barnes, R. T., Adams, A. S., Clinton, S. M., Pollack, I., Godfrey, E., Burt, M., Fischer, E. V. (2017). Promoting professional identity, motivation, and persistence: Benefits of an informal mentoring program for female undergraduate students. *PLoS ONE*. 12, e0187531. doi:10.1371/journal.pone.0187531  
IMPACT: I.F. = 3.7, Ranked Q2 (26/73) for “Multidisciplinary Sciences”
10. **Hernandez, P. R.**, Estrada, M., Woodcock, A., & Schultz, P. W. (2016). Protégé perceptions of high mentorship quality depend on shared values more than on demographic match. *Journal of Experimental Education*. 83(3), 450-468. doi: 10.1080/00220973.2016.1246405  
IMPACT: I.F. = 2.2, Ranked Q2 (150/269) for “Education and Educational Research - SSCI” and Q3 (38/60) for “Psychology, Education”
9. Rodenbusch, S., **Hernandez, P. R.**, Simmons, S. L., & Dolan, E. L. (2016). Early engagement in course-based research increases graduation rates and completion of science, engineering, and mathematics degrees. *CBE-Life Sciences Education*. 15, 1-10. doi: 10.1187/cbe.16-03-0117  
CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis.  
IMPACT: I.F. = 3.7, Ranked Q2 (11/43) for “Education, Scientific Disciplines”
8. Woodcock, A., **Hernandez, P. R.**, & Schultz, P. W. (2015). Diversifying science: Intervention programs moderate the effect of stereotype threat on motivation and career choice. *Social Psychological and Personality Science*. 7(2), 184-192. doi:10.1177/1948550615608401  
CRedit: Con, Meth, FA, Inv, DC, W-OD, W-RE, Vis.  
IMPACT: I.F. = 4.7, Ranked Q1 (7/63) for “Psychology, Social”
- \*7. **Hernandez, P. R.**, †Bodin, R., †Elliot, J. W., †Ibrahim, B., Rambo-Hernandez, K. E., Chen, T. W., de Miranda, M. A. (2014). Connecting the STEM dots: Measuring the effect of an integrated engineering design intervention. *International Journal of Technology and Design Education*, 24, 107-120. doi: 10.1007/s10798-013-9241-0  
IMPACT: I.F. = 2.1, Ranked Q3 (158/269) for “Education and Educational Research – SSCI,” Q3 (28/43) for “Education, Scientific Disciplines,” and Q3 (49/90) for “Engineering, Multidisciplinary”
6. Wolgemuth, J. R., Harper, H. **Hernandez, P. R.**, Helmer, J. (2013). Cultural validity of the group reading assessment and diagnostic evaluation level K phonological awareness scale

for Indigenous Australians. *The International Journal of Quantitative Research in Education*, 1, 229-250. doi: 10.1504/IJQRE.2013.057697

CRedit: Meth, FA, DC, W-OD, W-RE, Vis.

IMPACT: I.F. = n/a

- \*5. **Hernandez, P. R.**, Schultz, P. W., Estrada, M., Woodcock, A., & †Chance, R. C. (2013). Sustaining optimal motivation: A longitudinal analysis of interventions to broaden participation of underrepresented students in STEM. *Journal of Educational Psychology*, 105, 89-107. doi: 10.1037/a0029691  
IMPACT: I.F. = 4.9, Ranked Q1 (6/60) for “Psychology, Education”
4. Woodcock, A., **Hernandez, P. R.**, Estrada, M., & Schultz, P. W. (2012). The consequences of chronic stereotype threat: Domain disidentification and attrition (for some). *Journal of Personality and Social Psychology*, 103, 635-646. doi: 10.1037/a0029120  
CRedit: Meth, FA, DC, W-OD, W-RE, Vis.  
IMPACT: I.F. = 7.6, Ranked Q1 (3/63) for “Psychology, Social”
3. Estrada, M., Woodcock, A., **Hernandez, P. R.**, & Schultz, P. W. (2011). Toward a model of social influence that explains minority student integration into the scientific community. *Journal of Educational Psychology*, 203, 206-222. doi: 10.1037/a0020743  
CRedit: Meth, FA, DC, W-OD, W-RE, Vis.  
IMPACT: I.F. = 4.9, Ranked Q1 (6/60) for “Psychology, Education”
2. Schultz, P. W., **Hernandez, P. R.**, Woodcock, A., Estrada, M., Chance, R. C., Aguilar, M., & Serpe, R. T. (2011). Patching the pipeline: Reducing educational disparities in the sciences through minority training programs. *Educational Evaluation and Policy Analysis*, 33, 95-114. doi: 10.3102/0162373710392371  
CRedit: Con, Meth, FA, DC, W-OD, W-RE, Vis.  
IMPACT: I.F. = 3.4, Ranked Q2 (73/269) for “Education and Educational Research - SSCI”
1. Chafouleas, S. M., Kilgus, S. P., & **Hernandez, P. R.** (2009). Using direct behavior rating (DBR) to screen for school social risk: A preliminary comparison of methods in a kindergarten sample. *Assessment for Effective Intervention*, 34, 214-223. doi: 10.1177/1534508409333547  
CRedit: FA, W-OD, W-RE, Vis.  
IMPACT: I.F. = 1.3, Ranked Q3 (402/759) for “Education and Educational Research - ESCI”

### Manuscripts Under Review

- †Bonilla, A., Schultz, W., Woodcock, A., **Hernandez, P. R.** (Under Review). Distal outcomes of communal goal mismatch: A longitudinal study of underrepresented students in STEM.
- †Lee, H., †Du., Z., †Pedersen, R., Adams, A. S., Barnes, R. T., Bloodhart, B., Burt, M., Clinton, S. M., Estrada, M., Pollack, I., Fischer, E. V., **Hernandez, P. R.**\*\* (Invited to Revise and Resubmit) To stay, switch, or leave: A four-year longitudinal study of the situated and stable social influences on women’s STEM major choices.

- †Luo, L., Tise, J., Patterson, M. S., Alge, D. L., & **Hernandez, P. R.\*\*** (Under Review). Birds of a feather self-regulate together.
- Miller, S., Aldana, C.C., †Du, W., †Lee, H., Maldonado, N., †Sandoval, P., Vong, J., †Young, G., Handelsman, J., Broderick, N., **Hernandez, P. R.**, Estrada, M. (Invited to Revise and Resubmit). Tiny Earth CURE improves student persistence in science.
- Schultz, P. W., Dear-Ferguson, S. D., **Hernandez, P. R.**, Bergquist, M., & Nilsson, A. (Invited to Revise and Resubmit) Changing behavior through normative social influence: A meta-analysis. In R. Prislin (Ed.), *Research Handbook on Social Influence*.
- †Young, G. R., Mauss, I. B., Flores, L., Yu, B., Matsui, J., Estrada, M., Schultz, P. W., **Hernandez, P. R.** (Under Review). Subjective well-being: The role of socially integrating into the scientific community.
- †Young, G. R., †Srivastava, A., Estrada, M., Schultz, P. W., & **Hernandez, P. R.** (Under Review). Investigating correlates of African American and Hispanic students' scientific and ethnic identities to understand their pursuit of STEM careers.
- †Yu, F., Nyanamba, J. M., Anderson, B., DeerInWater, K., Estrada, M., Hosoda, K., Maldonado, N., Smith, T., Flores, L., & **Hernandez, P. R.\*\*** (Under Review). Motivating Indigenous Scholars in STEM: Belonging Mediates the Impact of Goal Affordance and Congruity.
- Woodcock, A, †Pedersen, B., **Hernandez, P. R.**, Schultz, W. (Under Review). Balancing stereotypically compatible and incompatible identities.
- Woodcock, A, Hernandez, N., Haddad, K., Ream, A., Killen, A., **Hernandez, P. R.**, (Under Review). Increasing Hispanic STEM Majors' Persistence to Degree: An Initiative to Harness Family Support.

### Manuscripts In-Preparation

- \* Jiang, S., †Fletcher, K., Hadad, K., Woodcock, A., & **Hernandez, P. R.\*\*** (In Preparation) *Engaging families in STEM education*. Pre-registered on the Open Science Framework (OSF.io).
- \* Patterson, M., †Zhang, Q., Hernandez, P. R. (In Preparation). *Explaining network churn in STEM undergraduate women's mentorship networks*.
- \* †Pedersen, R., Woodcock, A., Schultz, P. W., **Hernandez, P. R.\*\*** (In Preparation). *Quality over quantity: Developmental mentor networks promote undergraduate STEM identity, well-being, and persistence*. Pre-registered on the Open Science Framework (OSF.io).

### Book Chapters

- Hernandez, P. R.**, Busenbark, D., Hales, K., & Law, D. (2023). Defining Recruitment, Selection, and Matching Strategies. In N. Dominguez & D. Law (Eds.), *Making Connections: A Handbook for Effective Formal Mentoring Programs in Academia*. Utah State University. <https://uen.pressbooks.pub/makingconnections/>

### Commissioned Papers

- Hernandez, P. R.** (2019). Landscape of assessments of mentoring relationship processes in postsecondary STEM contexts: A synthesis of validity evidence from mentee, mentor, institutional/programmatic perspectives. Commissioned paper for A. Byars-Winston & M. L. Dahlberg (Eds.), *The Science of Effective Mentorship in STEMM*. Washington, DC: The National Academies Press.

Cobb, R. B., Lipscomb, S., Wolgemuth, J., Schulte, T., Veliquette, A., Alwell, M., Bernard, R., **Hernandez, P.**, Holmquist-Johnson, H., Orsi, R., Sample McMeeking, L., Wang, J., and Weinberg, A. (2013). *Improving postsecondary outcomes for transition-age students with disabilities: An evidence review* (NCEE 2013-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

#### Other Non-Refereed Scholarly Products

Estrada, M., **Hernandez, P.**, Handelsman, J., Miller, S., Broderick, N., Patterson, M., Nyanamba, J., Du, Z., Young, G., Maldonado, N., Watson, L., & Sandoval, P. (2020). Tiny Earth PIVOT: Impacts of COVID-19 on Faculty Mentoring and Teaching (Version 1). figshare. <https://doi.org/10.6084/m9.figshare.13564505.v1>

#### Peer Reviewed Conference Proceedings

de Miranda, M. A., **Hernandez, P. R.**, Rambo-Hernandez, K. E. (November, 2014). *How Interdisciplinary Engineering and Technology Design and Making Projects Impact Students and Classrooms for Sustainable STEM Education*. Paper presented at the UNESCO World Conference on Education for Sustainable Development, Okayama, Japan.

#### Keynote, Plenary, or Invited Addresses

19. **Hernandez, P.R.** (April, 2024). Discussant for the symposium titled *Beyond Seeing Success: Exploring Optimal Features of Role Models and Mentors to Broaden STEM Participation*, [Division C Symposium]. American Educational Research Association Annual Conference 2024, Philadelphia, PA.
18. **Hernandez, P.R.** (March, 2024). *Making PROGRESS: Synthesis of efforts and impacts of a mentoring program for women pursuing STEM careers*. Keynote speaker at the annual *Research on Women Symposium*, Texas A&M University, TX.
17. **Hernandez, P.R.** (October, 2023). *Webs of science: The formation and impacts of effective mentorship networks for underrepresented students pursuing STEM careers*. Plenary speaker at the annual *UNM Mentoring Institute Conference*, Albuquerque, NM.
16. **Hernandez, P.R.** (October, 2023). *Webs of science: The formation and impacts of effective mentorship networks for underrepresented students pursuing STEM careers*. Invited speaker at the *2<sup>nd</sup> World Giftedness Center International Conference*, Virtual.
15. **Hernandez, P.R.** (September, 2023). *Webs of science: The formation and impacts of effective mentorship networks for underrepresented students pursuing STEM careers*. Invited speaker at the *Baylor Geoscience Department Seminar*, Waco, TX.
14. **Hernandez, P.R.** (May, 2023). *Webs of science: The formation and impacts of effective mentorship networks for underrepresented students pursuing STEM careers*. Invited speaker at the *2023 International Expert Meeting on Transformative Power of Mentoring for Reaching Excellence in STEMM*. Colorado Springs, CO.
13. **Hernandez, P.R.** (April, 2023). *Webs of Science: Mentor Networks Influence Social Integration into STEM Careers*. Invited speaker for the Society for the Advancement in Biology Education Research (SABER) virtual seminar series. Held online.
12. **Hernandez, P.R.** (April, 2023). *Diversifying Science & Engineering: Effects of STEM Training Programs and Why They Work*. Keynote speaker for the Texas A&M SACNAS

- (Society for Advancement of Chicanos/Hispanics and Native Americans in Science) chapter. College Station, TX.
11. **Hernandez, P.R.** (February, 2023). *Inspiration, Inoculation, & Introductions Are All Critical to Successful Mentorship for Undergraduate Women Pursuing Geoscience Careers*. Invited speaker for the Second Annual UTA College of Education Research Day, Arlington, TX.
  10. **Hernandez, P.R.** (March, 2022). *Social and Motivational Interventions to Broadening Participation in STEM: Theory and Applications*. Invited speaker for The Center for Research on College-Workforce Transitions Spring 2022 Webinar Series, Held Online.
  9. Edgar, P., Hammond, T., Goldberg, D., Kirby, K., **Hernandez, P.R.**, Watson, K., & White, L. (November, 2021). *SCIENCE & APPLICATIONS | Diversifying the Workforce - Teaching, Research & Application*. Invited speaker at the TxGIS Day 2021, Held Online.
  8. **Hernandez, P.R.** & Williams, M. (October, 2018). *Self-Regulation Skills as Predictors of URM Success in Biomedical Research*. Invited speaker at the first Understanding Interventions – SACNAS Workshop, San Antonio, TX.
  7. **Hernandez, P.R.** (October, 2018). *Metrics, Assessment, and Evaluation in Mentorship*. Invited speaker at the session at the National Academies of Sciences, Engineering, and Medicine “Participatory Workshop on Metrics, Models, and Identities in STEM Mentoring Relationships: What Works and Why?” Irvine, CA.
  6. **Hernandez, P. R.**, Williams, M., Agocha, V.B., Carney, L., Depetris, A., George, L., Lee, S., & Park, P. (March, 2018). *Early Research and Mentoring Experiences: A Social Influence Model for Integrating First-Generation Students into STEM*. Co-Plenary address at the Understanding Interventions that Broaden Participation in Science Careers conference, Baltimore, MD.
  5. **Hernandez, P.R.** (October, 2017). *Broadening the diversity of the scientific workforce through undergraduate research experiences*. Invited speaker at the Howard Hughes Medical Institute, Chevy Chase, MD.
  4. **Hernandez, P.R.** (June, 2017). *Measuring Motivational and Other Psychological Factors in URE Participants*. Invited speaker at the session at the National Academies of Sciences, Engineering, and Medicine “Undergraduate Research Experiences for STEM Students: Successes, Challenges, and Opportunities” report launch, Washington, D.C.
  3. Laursen, S. & **Hernandez, P.R.** (February, 2017). *Defining and operationalizing mentoring*. Co-Plenary speaker at the National Academies of Sciences, Engineering, and Medicine “Participatory Workshop on Effective Mentoring in STEM: practice, research, and future directions,” Washington, DC.
  2. **Hernandez, P.R.** (May, 2016). *Do Science Training Programs Work? A 10-year Longitudinal Study of Minority Students Funded through Science Training Programs*. Invited speaker at the open session of the May meeting of the National Advisory General Medical Sciences Council, Bethesda, MD.
  1. **Hernandez, P.R.** (September, 2015). *Using quantitative analysis of effects of interventions to broaden participation*. Invited speaker session at the meeting of the National Academies of Sciences, Engineering, and Medicine committee to study “Strengthening Research Experiences for Undergraduate STEM Students,” Washington D.C.

### **Selected Refereed (National & International) Paper and Poster Presentations**

- \*86. †Du, Z., Luo, W., Hernandez, P.R. (2024, June). *Analyzing Mediation Effects in Multilevel Data with a Count Mediator: A Comparative Simulation Study of Modeling Approaches*. [Poster Presentation]. Modern Modeling Methods Conference 2024, Storrs, CT.
- \*85. †Zhang, Q., Kwok, O., & **Hernandez, P.R.** (2024, April). *Detecting Multivariate Group Mean Differences: Comparing MANOVA and Structural Equation Modeling*. [Roundtable Presentation]. American Educational Research Association Annual Conference 2024, Philadelphia, PA.
- \*84. †Du, Z., Pedersen, R.M., Miller, H., Lee, H., Aldana, C.C., Broderick, N., Handelsman, J., Maldonado, N., Miller, S., Patterson, M., Sandoval, P., Estrada, M., & **Hernandez, P.R.** (2024, April). *Boosting Scientific Community Values: The Impact of Social Inclusion Interventions on Biomedical Instructors*. [Paper Presentation]. American Educational Research Association Annual Conference 2024, Philadelphia, PA.
- \*83. †Tise, J.C., Pedersen, B., Agocha, B., Park, C., Williams, M., & **Hernandez, P.R.** (2024, April). *Self-Regulated Learning Predicts Proportional Hazard of Postsecondary Students Changing STEM Majors*. [Poster Presentation]. American Educational Research Association Annual Conference 2024, Philadelphia, PA.
- \*82. †Pedersen, R.M., **Hernandez, P.R.**, Woodcock, A., & Schultz, P.W. (2024, April). *Quality Over Quantity: Supportive Mentor Networks Promote STEM Identity and Well-Being for STEM Undergraduates*. [Paper Presentation]. American Educational Research Association Annual Conference 2024, Philadelphia, PA.
- \*81. †Zhang, Q. & **Hernandez, P.R.** (2024, April). *Predicting Network Tie Formation in Formal Mentoring: Similarity Matters for Undergraduate Women Students in STEM*. [Symposium Presentation]. American Educational Research Association Annual Conference 2024, Philadelphia, PA.
- \*80. †Yu, F., Yan, R., **Hernandez, P.R.**, Anderson, B., DeerInWater, K., Estrada, M., Hosoda, K. K., Maldonado, N., Smith, T. D., Flores, L. (2024, April). *Promoting STEM career intentions among Native scholars: Role of identity harmony*. [Paper Presentation]. American Educational Research Association Annual Conference 2024, Philadelphia, PA.
- \*79. †Ream, A, **Hernandez, P. R.**, Haddad, K., Killen, A., Hernandez, N., and Woodcock, A. (2023, October). *Longitudinal Evaluation of Parents for STEM Success: Insights from Parental Experiences*. [Poster Presentation]. American Evaluation Association Annual Conference 2023, Indianapolis, IN.
- \*78. †Yu, F., Yan, R., **Hernandez, P. R.**, Anderson, B., DeerInWater, K., Estrada, M., †Hosoda, K., Maldonado, N., Smith, T., & †Watson, L. (2023, August). *Motivating Native Americans in STEM: Role of microaffirmation, STEM Identity and self-efficacy*. [Poster Presentation]. American Psychology Association Annual Conference 2023, Washington, DC.
- \*77. †Du, Z., Luo, W., & **Hernandez, P.R.** (2023, August). *Analyzing nested count data: A simulation study using Poisson multilevel modeling*. [Poster Presentation]. American Psychological Association Annual Conference 2023, Washington, DC.
- \*76. †Zhang, Q., **Hernandez, P. R.**, Patterson, M. (2023, June). *Exploring Network Churn in STEM Undergraduate Women's Mentorship Networks*. [Paper Presentation]. Sunbelt Annual Conference 2023, Portland, OR.
- \*75. †Pedersen, R., Patterson, M., Thomas, S., **Hernandez, P. R.**, (2023, April). *Peer Access Supports Community Values: A Social Network Analysis of Computer Science and*

- Engineering Undergraduates*. [Paper Presentation]. American Educational Research Association Annual Conference 2023, Chicago, IL.
- \*74. †Pedersen, R., **Hernandez, P. R.**, Woodcock, A., Schultz, P. W. (2023, April). *My Mentors are Like Me: Perceived Similarity Predicts Relational Satisfaction within Mentor Networks*. [Paper Presentation]. American Educational Research Association Annual Conference 2023, Chicago, IL.
- \*73. †Nyanamba, J. M., †Yu, F., **Hernandez, P. R.**, Anderson, B., DeerInWater, K., Estrada, M., †Hosoda, K. K., Maldonado, N., Smith, T. D., †Flores, L. (2023, April). *Motivating Native Americans in STEM: Belonging Mediates the Impact of Goal Affordance and Congruity*. [Paper Presentation]. American Educational Research Association Annual Conference 2023, Chicago, IL.
- \*72. †Tise, J., **Hernandez, P. R.**, Schultz, P. W. (2023, April). *Mentoring for Success: Self-Regulated Learning Strategies Use Links Mentor Support and Educational Attainment*. [Paper Presentation]. American Educational Research Association Annual Conference 2023, Chicago, IL.
- \*71. †Du, Z., †Zhang Q., **Hernandez, P.R.**, †Abda, T., †Juarez, N., Patterson, M., Handelsman, J., Broderick, N., Miller, S., Estrada, M., †Young, G., †Sandoval, P., Aldana C.C. Maldonado, N. (2023, April). *Improving Instructor-Student Relationship Quality through Social Inclusion Intervention in Biomedical Sciences*. [Poster Presentation]. American Educational Research Association Annual Conference 2023, Chicago, IL.
- \*70. **Hernandez, P. R.**, Adams, A., Barnes, R. T., Bloodhart, R., Burt, M., Clinton, S. M., †Du, W., †Henderson, H. L., Pollack, I., & Fischer, E. V. (2022, December). *Inspiration, inoculation, and introductions are all critical to successful mentorship for undergraduate women pursuing geoscience careers*. Paper presented at the annual American Geophysical Union Conference 2022, Chicago, IL.
- \*69. **Hernandez, P. R.**, †Nyanamba, J., Patterson, M. (2022, April). *Webs of Science: Developmental Networks Influence Women's Longitudinal Integration into STEM Fields*. [Paper Presentation]. American Educational Research Association Annual Conference 2022, San Diego, CA.
- \*68. †Pedersen, R. M., †Ferguson, C. F., & **Hernandez, P. R.** (2022, April). *Time Matters: The Moderating Role of Contact Frequency on the Mentorship to Career Development Link*. [Paper Presentation]. American Educational Research Association Annual Conference 2022, San Diego, CA.
- \*67. †Pedersen, R.M. & **Hernandez, P.R.** (2022, March). *Relationships of Implicit and Explicit Balanced STEM Identity Moderated by Gender*. [Accepted for Conference Session]. Southwest Educational Research Association Annual Conference 2022, New Orleans, Louisiana.
- \*66. †Pedersen, R. M., †Du, Z., & **Hernandez, P. R.** (2022, January). *Science identity retains women in STEM: A longitudinal social influence study*. [Poster Presentation]. Annual Society for Personality and Social Psychology Conference 2022, San Francisco, CA.
- \*65. †Pedersen, R. M., †Sanneh, N. I., & **Hernandez, P. R.** (2022, February). *Implicit and Explicit Balance Scores Vary as a Function of Gender and STEM Major*. [Paper Presentation]. American Society for Engineering Education CoNECD Conference 2022, New Orleans, LA.
- \*64. †Chen, S., †Nyanamba, J., **Hernandez, P. R.**, & Park, C. (2021, August 12 -14). *Effect of Academic Support and Gender on GPA Outcomes in Underrepresented Minority STEM*



- Students*. [Poster Presentation]. American Psychological Association 2021 convention. Held Online.
- \*63. †Du, W. & **Hernandez, P. R.** (2021, August 12 -14). *Promoting Sense of Belonging and Interest in Geosciences among Undergraduate Women through Mentoring*. [Poster Presentation]. American Psychological Association 2021 convention. Held Online.
- \*62. †Ferguson, C. F., †Pedersen, R. M., & **Hernandez, P. R.** (2021, August 12-14). *Quality of mentorship enhanced by promoting mentor-protégé psychological similarity* [Poster presentation]. American Psychological Association 2021 Convention. Held Online.
61. Saw, G., Chang, C., & **Hernandez, P.R.** (April, 2021). *Disparities in Mentoring Experiences and Academic/Career Outcomes of STEM Undergraduates during the COVID-19 Pandemic*. Paper to be presented at the annual National Association for Research in Science Teaching Conference, Held Online.
- \*60. **Hernandez, P. R.**, Adams, A., Barnes, R. T., Bloodhart, R., Burt, M., Clinton, S. M., †Du, W., Fischer, E. V., †Henderson, H. L., Pollack, I. (December, 2020). *Building optimal support programs: Evidence from a randomized field experiment*. Poster presented at the annual Understanding Interventions that Broaden Participation in Science Conference, Held Online.
- \*59. **Hernandez, P.R.**, Agocha, V. B., †Carney, L., Estrada, M., †Lee, S. Y., †Loomis, D., Williams, M., & Park, C. L. (August, 2020). *Testing models of reciprocal relations between social influence and integration in STEM across the college years*. Poster presented at the annual American Psychological Association Convention, Held Online.
- \*58. †Henderson, H. L., **Hernandez, P. R.**, Bloodhart, B. & Fischer, E. V. (February, 2020). *Communal values and the longitudinal effect on persistence of undergraduate women in STEM*. Paper to be presented at the annual Society for Personality and Social Psychological Convention, New Orleans, LA.
- \*57. Park, C. L., **Hernandez, P.R.**, Williams, M. Agocha, V. B., †Carney, L., & †Lee, S. Y. (May, 2019). *Differences in Coping and Emotion Regulation Styles over Three Years of University*. Paper presented in symposium, Integrating Perspectives on Stress Processes: The Overlapping and Unique Roles of Coping and Emotion Regulation (C. L. Park & P. J. Moore, Chairs), at the Association for Psychological Science Annual Convention, Washington, DC.
- \*56. **Hernandez, P. R.**, Adams, A., Agocha, B., Barnes, R. T., Bloodhart, R., Burt, M., †Carney, L., Clinton, S. M., †Depetris, A., †Du, W., Estrada, M., Godfrey, E., Fischer, E. V., †Henderson, H. L., †Lee, S., Park, C., Pollack, I., Schultz, P. W., Williams, M. (March, 2019). *Clarifying the role of efficacy, identity, and values to optimize interventions to broaden participation in STEM*. Paper presented at the annual Understanding Interventions that Broaden Participation in Science Conference, Baltimore, MD.
- \*55. †Henderson, H. L., **Hernandez, P. R.**, Bloodhart, R., Adams, A., Barnes, R. T., Clinton, S. M., & Fischer, E. V. (March, 2019). *Promoting women's interest in science through mentoring experiences that affirm communal goals*. Poster presented at the annual Understanding Interventions that Broaden Participation in Science Conference, Baltimore, MD.
- \*54. †Du, W., **Hernandez, P. R.** (February, 2019). *Promoting sense of belonging and interest among undergraduate women in STEM*. Poster presented at the annual Eastern Psychological Association Convention, New York, NY.

- \*53. ‡Gondring, A., **Hernandez, P. R.** (February, 2019). *Psychosocial support and professional development among female undergraduate STEM majors*. Poster presented at the annual Eastern Psychological Association Convention, New York, NY.
- \*52. ‡Khan, A., **Hernandez, P. R.** (February, 2019). *The effect of mentorship on women's self-efficacy*. Poster presented at the annual Eastern Psychological Association Convention, New York, NY.
51. Bloodhart, R., **Hernandez, P. R.**, Adams, A., Barnes, R. T., Clinton, S. M., & Fischer, E. V. (February, 2019). *Too Feminine for STEM?: Interference between Gender and Science Identities Impacts Women's Interest in Science*. Paper presented at the annual Society for Personality and Social Psychological Convention, Portland, OR.
- \*50. †Reed, K., Dik, B. J., Bloodhart, R., **Hernandez, P. R.**, †Henderson, H., Godfrey, E., Adams, A., Barnes, R. T., Burt, M., Clinton, S. M., Sample-McMeeking, L., Pollack, I. B., Bowker, C., & Fischer, E. V. (August, 2018). *How Women's Calling for Science Careers Relates to Psychological Predictors Persistence in Science*. Poster presented at the annual American Psychological Association Convention, San Francisco, CA.
- \*49. †Lee, S. Y., Agocha, V. B., Park, C., Williams, M., & **Hernandez, P. R.** (August, 2018). *Discrimination, Health Behaviors, and Physical Health Symptoms: An Examination of Overeating*. Poster presented at the annual American Psychological Association Convention, San Francisco, CA.
- \*48. **Hernandez, P. R.**, ‡Masters, K. L., †Hopkins, P. D., Shook, N. J. (August, 2018). *Scientific role models support undergraduate persistence in STEM through social integration*. Poster presented at the annual American Psychological Association Convention, San Francisco, CA.
- \*47. **Hernandez, P. R.**, Bloodhart, R., Adams, A., Barnes, R. T., Bowker, C., Burt, M., Clinton, S. M., Fischer, E. V., Godfrey, E., †Henderson, H., Pollack, I. B., Sample-McMeeking, L., & Sayers, J. (July, 2018). *Role Modeling is a Viable Retention Strategy for Undergraduate Women in the Geosciences*. Paper presented at the Council on Undergraduate Research Biennial Conference, Arlington, VA.
46. **Hernandez, P. R.**, Woodcock, A., Estrada, M., Schultz, P. W. (July, 2018). *Broadening the scientific workforce through long-term high intensity undergraduate research experiences*. Paper presented at the Council on Undergraduate Research Biennial Conference, Arlington, VA.
- \*45. Agocha, V. B., Depetris, A., Williams, M., †Marfo, N., Park, C., **Hernandez, P. R.**, †Lee, S. Y., †Carney, L., †Printz, D. (2018, May). *When women don't opt out of science: Differential effects of level of belongingness, discrimination, and fixed (entity) mindset*. Poster presented at the 30th Annual Convention of the Association for Psychological Science, San Francisco.
- \*44. Bloodhart, R., **Hernandez, P. R.**, †Henderson, H., Godfrey, E., Adams, A., Barnes, R. T., Burt, M., Clinton, S. M., Sample-McMeeking, L., Pollack, I. B., Bowker, C., & Fischer, E. V. (April, 2018). *Conflict between being a woman and a scientist: Perceptions of interfering roles and identities pose a barrier to college women's interest and persistence in the sciences*. Paper presented at the annual Rocky Mountain Psychological Association Convention, Denver, CO.
- \*43. **Hernandez, P. R.**, Bloodhart, R., Adams, A., Barnes, R. T., Bowker, C., Burt, M., Clinton, S. M., Fischer, E. V., Godfrey, E., †Henderson, H., Pollack, I. B., Sample-McMeeking, L., & †Sayers, J. (March, 2018). *Role Modeling is a Viable Retention Strategy for*

- Undergraduate Women in the Geosciences*. Paper presented at the annual Understanding Interventions that Broaden Participation in Science Careers conference, Baltimore, MD.
- \*42. Godfrey, E., Clinton, S. M., Adams, A., Pollack, I. B., Barnes, R. T., Bloodhart, B., Bowker, C., Burt, M., †Henderson, H., **Hernandez, P. R.**, Maertens, J., Sample-McMeeking, L., †Sayers, J., & Fischer, E. V. (December, 2017). *A Best Practices Approach to Working with Undergraduate Women in the Geosciences*. Poster presented at the annual American Geophysical Union meeting, New Orleans, LA.
41. Fischer, E. V., Adams, A., Barnes, R. T., Bloodhart, R., Burt, M., Clinton, S. M., Godfrey, E., Pollack, I. B., **Hernandez, P. R.** (December, 2017). *A Blueprint for Expanding the Mentoring Networks of Undergraduate Women in the Earth and Environmental Sciences*. Poster presented at the annual American Geophysical Union meeting, New Orleans, LA.
40. Roy, A., **Hernandez, P.R.**, Paguyo, C., Chen, T. (November, 2017). Transforming graduate STEM education: A theory-driven evaluation of the GAUSSI national science foundation research training (NRT) program. Paper to be presented at the annual American Evaluation Association conference in Washington D.C.
- \*39. Bloodhart, R., †Henderson, H., **Hernandez, P. R.**, †Sayers, J., Pollack, I. B., Adams, A., Barnes, R. T., Burt, M., Clinton, S. M., Godfrey, E., Sample-McMeeking, L., Bowker, C., & Fischer, E. V. (August, 2017). *Gender identity moderates the effect of stereotypic beliefs on women's scientific career intentions*. Oral presentation at the annual American Psychological Association Convention, Washington D.C.
- \*38. †Henderson, H., **Hernandez, P. R.**, †Sayers, J., Bloodhart, R., Pollack, I. B., Adams, A., Barnes, R. T., Burt, M., Clinton, S. M., Godfrey, E., Sample-McMeeking, L., Bowker, C., & Fischer, E. V. (August, 2017). *Enhancing female undergrads' science -identity, -values, and -interest through mentoring*. Poster to be presented at the annual American Psychological Association Convention, Washington D.C.
- \*37. **Hernandez, P. R.**, Estrada, M., Woodcock, A., Schultz, P. W. (August, 2017). *Values-similarity promotes longitudinal development of high quality mentorship*. Poster to be presented at the annual American Psychological Association Convention, Washington D.C.
- \*36. Park, C. L., Williams, M., Agocha, V. B., **Hernandez, P. R.**, †George, L., †Depetris, A., †Carney, L. M., & †Lee, S. Y (2017, May). Emotional, Behavioral and Cognitive Self-Regulation Skills Predict Academic Success. In C. L. Park (Chair), *Advances in the Science of Self-Regulation: Mechanisms and Applications*. Symposium at the 29th Annual Convention of the Association for Psychological Science, Boston.
- \*35. ‡Masters, K. L., †Hopkins, P. D., Shook, N. J., & **Hernandez, P. R.** (May, 2017). *Science Identity and Intent to Pursue a Research Career*. Poster presented at the annual Association for Psychological Science conference, Boston, MA.
- \*34. Clinton, S., Adams, A., Barnes, R. T., Bloodhart, R., Bowker, C., Burt, M., M., Godfrey, E., †Henderson, H., **Hernandez, P. R.**, Pollack, I. B., Sample-McMeeking, L., †Sayers, J., & Fischer, E. V. (April, 2017). *PROGRESS (PROMoting Geoscience Research Education and Success): A novel mentoring program for retaining undergraduate women in the geosciences*. Oral presentation at the annual European Geosciences Union General Assembly meeting, Vienna, Austria.

- \*33. **Hernandez, P. R.**, Bloodhart, R., Adams, A., Barnes, R. T., Bowker, C., Burt, M., Clinton, S. M., Fischer, E. V., Godfrey, E., †Henderson, H., Pollack, I. B., Sample-McMeeking, L., & †Sayers, J. (March, 2017). *Effects of a quasi-experimental “Women in Science” mentoring program on science interest and career intentions*. Paper presented at the annual Understanding Interventions that Broaden Participation in Science Careers conference, San Antonio, TX.
- \*32. Williams, M., Agocha, V.B., †Carney, L., †Depetris, A., †George, L., **Hernandez, P. R.**, †Lee, S., & Park, P. (March, 2017). *Self-Regulation Skills as Predictors of URM Student Success Biomedical Research*. Paper presented at the annual Understanding Interventions that Broaden Participation in Science Careers conference, San Antonio, TX.
31. Woodcock, A., **Hernandez, P. R.**, Estrada, M., Schultz, P. W. (March, 2017). *Broadening the scientific workforce through long-term high intensity undergraduate research experiences*. Paper presented at the annual Understanding Interventions that Broaden Participation in Science Careers conference, San Antonio, TX.
30. Fischer, E. V., Adams, A., Barnes, R. T., Bloodhart, R., Burt, M., Clinton, S., Godfrey, E., Pollack, I. B., **Hernandez, P. R.** (January, 2017). *PROGRESS: PROMoting Geoscience Research Education and Success through deliberative mentoring*. Oral presentation at the annual meeting of the American Meteorological Society, Seattle, WA.
- \*29. †Anthenien, A., ‡Jaeger, C., Schultz, P. W., **Hernandez, P. R.** (January, 2017). *The effects of descriptive norms on behavior in field settings: A meta-analytic integration*. Poster presented at the annual Society for Personality and Social Psychology conference, San Antonio, TX.
- \*28. Pollack, I. B., Fischer, E. V., Adams, A., Barnes, R. T., Bloodhart, R., Bowker, C., Burt, M., Clinton, S. M., Godfrey, E., †Henderson, H., **Hernandez, P. R.**, Sample-McMeeking, L., & †Sayers, J., (December, 2016). *Exploring deliberate mentoring approaches aimed at improving the recruitment and persistence of undergraduate women in the geosciences*. Poster presented at the annual American Geophysical Union meeting, San Francisco, CA.
- \*27. Fischer, E. V., Pollack, I. B., Burt, M., Bloodhart, R., Sample-McMeeking, L., Bowker, C., Adams, A., Barnes, R. T., Clinton, S. M., Godfrey, E., **Hernandez, P. R.**, †Henderson, H., & †Sayers, J. (September, 2016). *Exploring deliberate mentoring approaches aimed at improving the recruitment and persistence of undergraduate women in the geosciences*. Poster presented at the annual Geological Society of America meeting, Denver, CO.
- \*26. †Sayers, J., †Henderson, H., Bloodhart, B., Fischer, E. V., Adams, A., Barnes, R. T., Pollack, I. B., Burt, M., Clinton, S. M., Godfrey, E., †Donaldson, L., Sample-McMeeking, L., Bowker, C., & **Hernandez, P. R.** (August, 2016). *Motivational factors for a women in science mentorship program*. Poster presented at the annual American Psychological Association Conference, Denver, CO.
- \*25. †Henderson, H., ‡Kowalski, A., & **Hernandez, P. R.** (April, 2016). *Science efficacy, identity, and values predict the pursuit of science careers*. Poster presented at the annual Eastern Psychological Association conference, New York, NY.
- \*24. ‡Masters, K., †Hopkins, P., Shook, N., & **Hernandez, P. R.** (March, 2016). *Mentor satisfaction and science identity*. Poster presented at the annual Eastern Psychological Association conference, New York, NY.

23. **Hernandez, P. R.**, Woodcock, A., Estrada, M., Schultz, P. W. (February, 2016). *Undergraduate research experiences: A longitudinal assessment*. Paper presented at the annual Understanding Interventions conference, Philadelphia, PA.
- \*22. †Hutchinson, K., †Anthenien, A., Fredrickson, G., **Hernandez, P. R.** (February, 2016). *Public Self-consciousness as a Moderator of Normative Influences on Tailgating Drinking*. Poster presented at the annual Society for Personality and Social Psychology conference, San Diego, CA.
- \*21. †Hernandez, I., †Andreason, C., †Quartucci, S., †Nare, T., Woodcock, A., **Hernandez, P. R.**, Estrada, M., Schultz, P. W. (February, 2016). *Aligning identities to reduce stereotype threat*. Poster presented at the annual Society for Personality and Social Psychology conference, San Diego, CA.
- \*20. Pollack, I. B., Adams, A., Barnes, R. T., Burt, M., Clinton, S. M., Godfrey, E., **Hernandez, P. R.**, Bloodhart, R., †Donaldson, L., †Sayers, J., †Henderson, H., Sample-McMeeking, L., Bowker, C., & Fischer, E. V. (December, 2015). *Exploring deliberate mentoring approaches aimed at improving the recruitment and persistence of undergraduate women in the geosciences*. Poster presented at the annual American Geophysical Union meeting, San Francisco, CA.
19. Feliu-Mojer, M., Fortis-Santiago, Y., Gibbs, K., Guerrero-Medina, G., & **Hernandez, P. R.** (October, 2015). *Identity, Academia, and Community: Research and Implications for Broadening Participation in STEM*. Oral presentation given at the annual Society for Advancing Chicanos/Hispanics and Native Americans in Science conference, National Harbor, MD.
18. Woodcock, A., **Hernandez, P. R.**, Schultz, P. W. (May, 2015). *Diversifying science: Programs weaken the effect of chronic stereotype threat on maladaptive achievement goals*. Paper presented at the annual Understanding Interventions conference, San Diego, CA.
- \*17. †Watson, L. A., †Audish, M. H., †Huerta, M. A., Woodcock, A., Estrada, M., **Hernandez, P. R.**, Schultz, P. W. (February, 2015). *Patching the academic pipeline: Minority training programs impact success and persistence*. Poster presented at the annual Society for Personality and Social Psychology conference, Long Beach, CA.
16. **Hernandez, P. R.**, Estrada, M., Woodcock, A., & Schultz, P. W. (October, 2014). *Mentor qualities that matter: The importance of perceived (not demographic) similarity*. Poster presented at the 7<sup>th</sup> Annual Mentoring conference, Albuquerque, NM.
- \*15. †Grant, A. M., **Hernandez, P. R.**, †Anthenien, A. M., & †Moreno, M.A. (June, 2014). *Social norms and social networking sites: The role of Facebook in predicting alcohol use among first year undergraduate students*. Paper presented at the Annual Research Society on Alcoholism meeting, Bellevue, WA.
- \*14. **Hernandez, P. R.**, Woodcock, A., Estrada, M., †Aguilar, M. A., †Gonzales, B., †Flores, L., †Quartucci, C., & Schultz, P. W. (February, 2014). *Weathering the storm: STEM training programs buffer minority students from the negative outcomes, but not the experience, of stereotype threat*. Poster presented at the Annual Society for Personality and Social Psychology conference, Austin, TX.
- \*13. Estrada, M., **Hernandez, P. R.**, Woodcock, A., †Aguilar, M. A., & Schultz, P. W. (July, 2013). *I can, but I'm not staying! The integration of underrepresented minority students into the sciences*. Paper presented at the Annual American Psychology Association conference, Honolulu, HI.

- \*12. †Deviyanti, D., Cannetto, S., **Hernandez, P. R.** (July, 2013). *Math stereotype-threat among women in math-intensive majors*. Poster presented at the Annual American Psychology Association conference, Honolulu, HI.
11. Wolgemuth, J. R., Harper, H., **Hernandez, P. R.**, & Helmer, J. (April, 2013). *Cross-validation of the GRADE-K for use with Australian Indigenous students: Phonological awareness scale*. Poster presented at the Annual American Educational Research Association conference, San Francisco, CA.
- \*10. †Bodin, R., †Elliott, J. †Salami, M. A., **Hernandez, P. R.**, de Miranda, M. A. (April, 2013). *The Effects of a Complex Classroom Intervention on Students' Perceptions in STEM Courses*. Oral presentation given at the Annual Rocky Mountain Psychology Association, Denver, CO.
- \*9. †Deviyanti, D., Cannetto, S., **Hernandez, P. R.** (April, 2013). *Math stereotype-threat among women in math-intensive majors*. Poster presented at the Annual Rocky Mountain Psychology Association, Denver, CO.
- \*8. †Aguilar, M. A., †Flores, L., Estrada, M., Woodcock, A., **Hernandez, P. R.**, & Schultz, P. W. (January, 2013). *Have a little faith in me: Perceived climate support can sustain intention to pursue a research career for minority training program students with little confidence*. Poster presented at the Annual Society for Personality and Social Psychology Conference, New Orleans, LA.
- \*7. **Hernandez, P. R.**, †Bodin, R., †Elliott, J. W., †Ibrahim, B., Rambo-Hernandez, K. E., & de Miranda, M. A. (December, 2012). *Connecting the STEM dots: Measuring the effect of an integrated engineering design intervention*. Paper presented in invited talk at Aichi University of Education, Kariya-City, Japan.
6. Estrada, M., **Hernandez, P. R.**, Woodcock, A., Schultz, P. W. (2012, June). *I can, I am, I believe and so, I'll stay: Charting underrepresented student integration into the scientific community across time*. Paper to be presented at the 5<sup>th</sup> Annual Understanding Interventions Conference, Baltimore, MD.
- \*5. **Hernandez, P. R.**, †Bodin, R., †Elliot, J. W., †Ibrahim, B., Rambo-Hernandez, K. E., de Miranda, M. A. (2012, May). *Scale development of measuring STEM content connections in students engaged in a long-term integrated engineering design problem*. Paper presented at 2<sup>nd</sup> Annual P-12 Engineering and Design Research Summit, Washington DC.
- \*4. †Aguilar, M., †Fernandez, P., Woodcock, A., **Hernandez, P. R.**, Estrada, M., Schultz, W. P. (2012, January). *A mentor like me: Stereotype threat as a function of ethnic identification strength and mentor ethnicity*. Poster presented at the Annual Society for Personality and Social Psychology Conference, San Diego, CA.
- \*3. †Fernandez, P., †Aguilar, M., Estrada, M., Woodcock, A., **Hernandez, P. R.**, Schultz, W. P. (2012, January). *Feeling good about what you do: The mediating role of self-esteem in academic identity and happiness*. Poster presented at the Annual Society for Personality and Social Psychology Conference, San Diego, CA.
2. **Hernandez, P. R.**, Rogers, H. J., Swaminathan, H., Huedo-Medina, T., Johnson, B. T. (2012, May). *A comparison of statistical models for multiple treatment-groups meta-analysis*. Paper presented at the 2<sup>nd</sup> Annual Modern Modeling Methods Conference, Storrs, CT.

1. Woodcock, A., **Hernandez, P. R.**, Estrada, M., Aguilar, M., Fernandez, P., Schultz, W. P. (2012, January). *Belonging, goal orientation, and retaining minority scientists*. Poster presented at the Annual Society for Personality and Social Psychology Conference, San Diego, CA.

### Non-Refereed (Local) Poster Presentations

- \*15. ‡Dennis, A., †Pedersen, B., **Hernandez, P. R.** (2023, March). *Balanced STEM Identity Project*. [Oral Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.
- \*14. †Pedersen, R., Patterson, M., Thomas, S., **Hernandez, P. R.** (2023, March). *Peer Access Supports Community Values: A Social Network Analysis of Computer Science and Engineering Undergraduates*. [Oral Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.
- \*13. †Pedersen, R., **Hernandez, P. R.**, Woodcock, A., Schultz, P. W. (2023, March). *My Mentors are Like Me: Perceived Similarity Predicts Relational Satisfaction within Mentor Networks*. [Oral Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.  
**\*Received Excellence in Research Award.**
- \*12. †Lam, K. H., ‡Juarez, N., ‡Arredondo, S., ‡Panjala, R., †Guo, W., & **Hernandez, P. R.** (2023, March). *Understanding the STEM pipeline: Competing risk analysis on the likelihood of changing within STEM versus leaving STEM*. [Poster Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.  
**\*Awarded 2<sup>nd</sup>-Place Poster – Graduate Education & Human Development Division.**
- \*11. ‡Abad, T.M., ‡Ho, B., ‡Juarez, N., †Sapia J., †Du, W., †Lee H. & **Hernandez, P. R.** (2023, March). *Influence of student-instructor similarity on biomedical students' persistence and life satisfaction: The mediating role of student self-efficacy*. [Poster Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.
- \*10. ‡Azali K., ‡Martin E., †Zhang, Q., †Tise J. C., †Boynton M., & **Hernandez, P. R.** (2023, March). *The Effect of Mentors on First-Generation Students' Motivation in STEM*. [Poster Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.
- \*9. ‡Juarez, N., †Fletcher, K., & **Hernandez, P. R.** (2022, March). *Red Light... Green Light: Who goes farther in STEM? A survival analysis of the influence of student race on STEM major retention*. [Poster Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.  
**\*Awarded Best Poster – Undergraduate Psychology Division.**
- \*8. ‡Sanneh, N., ‡Kharbat, T., ‡Sriramla, S., †Pedersen, R., & **Hernandez, P. R.** (2022, March). *Does STEM Major Matter?: The Relationship Between Ethnicity and Balanced Identity Scores for Undergraduates*. [Poster Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.
- \*7. ‡Ho., B., ‡Dunn, B., †Du., Z., & **Hernandez, P. R.** (2022, March). *Investigating the relationship between undergraduate students' persistence, mentoring quality and TIMIS psychosocial factors in biomedical sciences*. [Poster Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.

- \*6. ‡Dara, M., Smith, C., †Von Buettner, T. K., †Nyanamba, J. M., & **Hernandez, P. R.** (2022, March). *Effects of Social Support on Native American STEM Students' Life Satisfaction*. [Poster Presentation]. Texas A&M University Student Research Week (<https://srw.tamu.edu/>), College Station, TX.
- \*5. †Du, W., †Zhang, Q., & **Hernandez, P. R.** (2021, March 29-April 2). *Promoting Sense of Belonging and Interest in Geosciences among Undergraduate Women through Mentoring*. [Poster Presentation]. Texas A&M University Student Research Week, College Station, TX. <https://srw.tamu.edu/>, Held Online.
- \*4. †Pedersen, R. M., ‡Avlonitis, M. R., ‡Sanneh, N. I., **Hernandez, P. R.** (2021, March 29-April 2). *Type of STEM Field Moderates Gender Differences in Implicit and Explicit Identity Balance* [Poster presentation]. Texas A&M University Student Research Week, College Station, TX. <https://srw.tamu.edu/>, Held Online.
- \*3. †Sayers, J., †Henderson, H., Bloodhart, B., Fischer, E. V., Adams, A., Barnes, R. T., Pollack, I. B., Burt, M., Clinton, S. M., Godfrey, E., †Donaldson, L., Sample-McMeeking, L., Bowker, C., & **Hernandez, P. R.** (April, 2016). *Motivational factors for a women in science mentorship program*. Poster presented at the first annual WVU CEHS Student Research forum, Morgantown, WV.
- \*2. †Henderson, H., ‡Kowalski, A., & **Hernandez, P. R.** (April, 2016). *Science efficacy, identity, and values predict the pursuit of science careers*. Poster presented at the first annual WVU CEHS Student Research forum, Morgantown, WV.
- \*1. ‡Sherman, M., **Hernandez, P. R.** (April, 2015). *Welcoming scientific communities buffer African American students in STEM from the negative effects of stereotype threat on motivation*. Poster presented at the annual WVU College of Education and Human Resources Student Research Forum, Morgantown, WV.

### Media Coverage

- Chronical of Evidence-Based Mentoring (2023). Empowering Native STEM Scholars: The Role of Culture and Quality in Mentorship. <https://www.evidencebasedmentoring.org/empowering-native-stem-scholars-the-role-of-culture-and-quality-in-mentorship/>
- Voices of Impact (2021). College of Education and Human Development at Texas A&M University. <https://voi.education.tamu.edu/project/paul-hernandez-supporting-women-in-stem/>
- Ash, C., Smith, J., Alderton, G., Zahn, L. M., Ash, C., McCartney, M., Lavine, M. S., Ray, L. B., & Szuromi, P. (2020). Editors' Choice: Three elements to increase diversity by Melissa McCartney. *Science*, 370(6512), 71-72. <https://doi.org/doi:10.1126/science.2020.370.6512.twil>
- Chronical of Evidence-Based Mentoring (2019). Profiles in Mentoring: Dr. Paul Hernandez talks mentoring, measurement, and what we can do to keep people in STEM degrees. <https://www.evidencebasedmentoring.org/profiles-in-mentoring-dr-paul-hernandez-talks-mentoring-measurement-and-what-we-can-do-to-keep-people-in-stem-degrees/>
- CBE Life Sciences Education Workshop Drawing Students into Scientific Careers through Research Role Modeling (2019). <https://www.ascb.org/ascb-meetings/drawing-students-into-scientific-careers-through-research-role-modeling/>



Ash, C., Funk, M., McCartney, M., Szuromi, P., Lavine, M. S., Scanlon, S. T., Vignieri, S., Ray, L. B., & Ash, C. (2018). Editors' Choice: With role models come persistence. *Science*, 362(6421), 1373-1374. <https://doi.org/doi:10.1126/science.2018.362.6421.twil>

## AWARDS & RECOGNITION

### Awards

- Outstanding Mentoring Award (2023). School of Education and Human Development, Texas A&M University, College Station, TX.
- Outstanding Researcher Award (2019). College of Education and Human Services, West Virginia University, Morgantown, WV.
- Co-recipient of the Adolphus Toliver “Tol” Award (2016). Understanding Interventions Conference. In recognition of exemplary work in understanding interventions that broaden participation in science careers.

### Scientific Advisory Board Memberships

- Podowitz-Thomas, S. (PI). *Self-Concept of Neurodivergent Undergraduate Students in STEM* (NSF #2321186), funded by the National Science Foundation for \$349,498 (2023-2026).
- Regular communication and feedback on research and measurement design/implementation.
  - Participate in annual meetings to provide feedback on progress, challenges, and scientific implications of the work.
- Williams, B. (PI), Mejia, A. (PI), and Saw, G. (PI). *Collaborative Research: Culturally Relevant Mentorship for Enhancing STEM Identity and Career Interests* (NSF #s 2221996, 2221995, & 2221994), funded by the National Science Foundation for \$ 458,444 (2022-2025).
- Participate in annual meetings to provide feedback on progress, challenges, and scientific implications of the work.
- Kadandale, P. (PI), Solanki, S. (Co-PI), Wilton, M. (PI). *Collaborative Research: Assessing Peer Mentorship as a Scalable Intervention to Promote the Academic Success and Retention of Diverse Undergraduate Biology Majors* (NSF #s 2142172, 2142521), funded by the National Science Foundation for \$ 600,000 (2022-2025).
- Participate in annual meetings to provide feedback on progress, challenges, and scientific implications of the work.
- Crosby, G. (PI). *BCSER: Exploring Faculty Perception and Self-efficacy in Lab-intensive Online Courses* (#2126023), funded by the National Science Foundation for \$349,948 (2021-2024).
- Feedback on development of measures.
  - Participate in annual meetings to provide feedback on progress, challenges, and scientific implications of the work.
- Grineski, S. (PI), Collins, T (Co-PI), Morales, D. (PI). *Collaborative Research: Effects of mentoring relationship heterogeneity on student outcomes among NSF Research Experiences for Undergraduates (REU) program participants* (NSF #s 2055379 & 2055534), funded by the National Science Foundation for \$ 541,361 (2021-2024).
- Feedback on development of measures.
  - Participate in annual meetings to provide feedback on progress, challenges, and scientific implications of the work.

Atadero, R. (PI), Leutenegger, S. (PI), & Rambo-Hernandez, K. (PI). *Collaborative Research: IUSE-EHR: Cultivating Inclusive Identities of Engineers and Computer Scientists: Expanding Efforts to Infuse Inclusive Excellence in Undergraduate Curricula* (NSF # 1726268, 2033129, 1726088), funded by the National Science Foundation for \$ 2,086,349 (2017-2021).

- Participate in annual meetings to provide feedback on progress, challenges, and scientific implications of the work.

Schmidt, J. A. (PI). *Profiles of Science Engagement: Broadening Participation by Understanding Individual and Contextual Influences* (NSF #1661064), funded by the National Science Foundation for \$ 499,927 (2017-2021).

- Participate in annual meetings to provide feedback on progress, challenges, and scientific implications of the work.

## SCHOLARSHIPS & FELLOWSHIPS

CSU Chancellor's Doctoral Incentive Program Mini-Grant Award, October 2010

Society for Multivariate Experimental Psychology Minority Fellowship, 2010

CSU Chancellor's Doctoral Incentive Program Mini-Grant Award, October 2009

Diversity Fellowship, University of Connecticut, August 2007 – 2011

Research Initiative for Scientific Enhancement' (RISE) Scholar, 2004-2006

California State University System Research Competition (2<sup>nd</sup> Place), 2005

California State University San Marcos Student Research Competition (Finalist), 2005

## TEACHING, ADVISING, & MENTORING

### TEACHING

#### Texas A&M University

Analysis and Reporting for Records of Study (EDCI 609, graduate): Spring 2020

- Student Evaluations: 71% Response rate (10 of 14), Average (median) response to "Overall, I believe this instructor was an effective teacher." was 5 on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) scale.

Experimental Research Design in Educational Settings (EPSY 639 [was EPSY 690 in Fall 2020], graduate): Fall 2020 & 2023

- Fall 2020 Student Evaluations: 100% Response rate (5 of 5), Average (median) response to "The instructor fostered an effective learning environment." was 5 on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) scale.
- Fall 2023 Student Evaluations: 100% Response rate (11 of 11), Average (median) response to "The instructor fostered an effective learning environment." was 5 on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) scale.

Research Methods III (EDCI 688, graduate): Fall 2022

- Student Evaluations: 100% Response rate (5 of 5), Average (median) response to "The instructor fostered an effective learning environment." was 5 on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) scale.

Multivariate Statistical Methods (EPSY 643, graduate): Fall 2021

- Student Evaluations: 92% Response rate (12 of 13), Average (median) response to “The instructor fostered an effective learning environment.” was 5 on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) scale.

### West Virginia University

Advanced Quantitative Research Designs (graduate): spring 2017

Statistical Methods I (graduate): fall 2014

Statistical Methods II (graduate): spring 2016, fall 2016, spring 2017, spring 2018, fall 2018, spring 2019

Structural Equation Modeling (graduate): spring 2018

Survey Research Methods (graduate), fall 2016, 2018

Multivariate Statistical Methods I (graduate): fall 2014, fall 2015, fall 2017

### Colorado State University

Applied Analysis of Variance (graduate): spring 2012, fall 2013

Hierarchical Linear Modeling (graduate): spring 2013

Introduction to Research Methods (graduate): spring 2014

Research Methods in Psychology (undergraduate): fall 2012

## ADVISING

### Postdoctoral Research Fellow

<i>Name</i>	<i>Institution (Project Funding)</i>	<i>Status</i>	<i>Year</i>
Kanoho Hosoda, Ph.D.	UC San Francisco (NIH: R01GM138700)	N/A	2020-
Su Jiang, Ph.D.	TAMU (N/A)	N/A	2021-
Linlin Luo, Ph.D.	TAMU (NSF: 2013333)	N/A	2023-
Hyewon Lee, Ph.D.	TAMU (Start-up funds)	N/A	2022-2023
<i>Current Employment Status</i> : Postdoctoral Research Fellow at the University of California Irvine, Irvine, CA.			
Joseph Tise, Ph.D.	TAMU (NSF: 2013333)	N/A	2021-2023
<i>Current Employment Status</i> : Senior Education Researcher at the Institute for Advancing Computing Education, Peoria, IL.			
Brittany Bloodhart, Ph.D.	Colorado State University (NSF: 1431795)	N/A	2015-2019
<i>Current Employment Status</i> : Associate Professor of Psychology at California State University-San Bernardino			

<b>Ph.D. (Co-)Chair</b>			
<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
Holly Miller	Texas A&M University (Curriculum & Instruction)	Candidate	
Qi-yue Zhang	Texas A&M University (Educational Psychology)	Candidate	
Zoey Du	Texas A&M University (Educational Psychology)	Graduated	2024
<i>Current Employment Status: Senior Psychometrician at OpenHealth</i>			
Rachelle Pedersen	Texas A&M University (Curriculum & Instruction)	Graduated	2024
<i>Current Employment Status: (Fall 2024) Assistant Professor of Engineering Education in the College of Education at Texas Tech University, Lubbock, TX</i>			
Juliet Nyanamba	Texas A&M University (Educational Psychology)	Graduated	2022
<i>Current Employment Status: Postdoctoral Research Fellow at Vanderbilt University, Nashville, TN</i>			
Heather Henderson	West Virginia University (Learning Sciences)	Graduated	2019
<i>Current Employment Status: Assistant Professor of Health Policy, Management, and Leadership in the School of Public Health at West Virginia University, Morgantown, WV</i>			
Devi Deviyanti	Colorado State University (Psychology)	Graduated	2015
<i>Current Employment Status: Research Associate at Community College of Denver, Denver CO</i>			

<b>Ed.D. (Co-)Chair</b>			
<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
<b>Deborah M. Crowley</b>	Texas A&M University (Curriculum & Instruction)	Pre-Candidate	
<b>Tiffany Farmer</b>	Texas A&M University (Curriculum & Instruction)	Pre-Candidate	
<b>Leigh Anne Klawinsky</b>	Texas A&M University (Curriculum & Instruction)	Pre-Candidate	
<b>Cheryl Kerr</b>	Texas A&M University (Curriculum & Instruction)	ABD	<i>Expected Summer 2024</i>
<b>Mari Payne</b>	Texas A&M University (Curriculum & Instruction)	ABD	<i>Expected Spring 2024</i>
<b>Jessica Arellano</b>	Texas A&M University (Curriculum & Instruction)	Graduated	2024
<b>Julia Schneider</b>	Texas A&M University (Curriculum & Instruction)	Graduated	2022

**Ph.D. Committee Member**

<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
<b>Michelle Anderson</b>	Texas A&M University (Educational Psychology)	Pre-Candidate	
<b>Weiqi (Connie) Guo</b>	Texas A&M University (Educational Psychology)	Candidate	
<b>Giannina Mixco</b>	Texas A&M University (Educational Psychology)	ABD	<i>Expected Spring 2025</i>
<b>Israel E. Arevalo</b>	Texas A&M University (Educational Psychology)	ABD	<i>Expected Fall 2024</i>
<b>Emma McWhorter</b>	Texas A&M University (Educational Psychology)	ABD	<i>Expected Fall 2024</i>
<b>Naike Wang</b>	Texas A&M University (Educational Psychology)	ABD	<i>Expected Spring 2024</i>
<b>Polet M. Milian</b>	Texas A&M University (Educational Psychology)	Graduated	2024
<b>Anthony Franzetti</b>	Texas A&M University (Educational Psychology)	Graduated	2023
<b>Abigail Sharer</b>	Texas A&M University (Educational Psychology)	Graduated	2023
<b>Blaine Pedersen</b>	Texas A&M University (Educational Psychology)	Graduated	2023
<b>Haoran Li</b>	Texas A&M University (Educational Psychology)	Graduated	2023
<b>Katherine Fletcher</b>	Texas A&M University (Educational Psychology)	Graduated	2023
<b>Luis Ponte Rodriguez</b>	Texas A&M University (Educational Psychology)	Graduated	2021
<b>Rachelle Henderson</b>	West Virginia University (Physics)	Graduated	2018
<b>Ligia Perez</b>	West Virginia University (Curriculum & Instruction)	Graduated	2017
<b>Christine Weir</b>	West Virginia University (Counseling Psychology)	Graduated	2016

**Ed.D. Committee Member**

<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
<b>Tomas Guerra</b>	Texas A&M University (Curriculum & Instruction)	Candidate	<i>Expected Spring 2024</i>

**M.A/S. (Co-)Chair**

<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
<b>Kwok Hap Lam</b>	Texas A&M University (Educational Psychology)	Graduated	2023

<b>Rachelle Pedersen</b>	Texas A&M University (Curriculum & Instruction)	Graduated	2021
<b>Mostafa Hashemi</b>	West Virginia University (Learning Sciences)	Graduated	2020
<b>Zoey Du</b>	West Virginia University (Learning Sciences)	Graduated	2019

**M.Ed. (Co-)Chair**

<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
<b>Daniela Rimer</b>	Texas A&M University (Curriculum & Instruction)	In Progress	
<b>Savhana McWhirter</b>	Texas A&M University (Curriculum & Instruction)	In Progress	
<b>Casie Horner</b>	Texas A&M University (Curriculum & Instruction)	In Progress	
<b>Brandi Gomez</b>	Texas A&M University (Curriculum & Instruction)	Graduated	2022
<b>Natalie Confer</b>	Texas A&M University (Curriculum & Instruction)	Graduated	2021

**M.A/S. Committee Member**

<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
<b>Mingyue Wang</b>	Texas A&M University (Educational Psychology)	In Progress	
<b>Ruyu Yan</b>	Texas A&M University (Educational Psychology)	Graduated	2023
<b>Thomas Von Buettner</b>	Texas A&M University (Educational Psychology)	Graduated	2022
<b>Qiyue Zhang</b>	Texas A&M University (Educational Psychology)	Graduated	2021
<b>Amber Anthenien</b>	Colorado State University (Psychology)	Graduated	2015

**Undergraduate Honors Thesis Committee Member**

<i>Name</i>	<i>Institution (Department)</i>	<i>Status</i>	<i>Completion Year</i>
<b>Krysta Masters</b>	West Virginia University (Psychology)	Graduated	2017
<b>Katie Spendlow</b>	Colorado State University (Education)	Graduated	2014

## MENTORING AND MENTEE AWARDS

### Mentoring in the Motivation and Learning Lab ([mll.tamu.edu](http://mll.tamu.edu))

#### Postdoctoral

- *Current* – Kanoho Hosoda (2021-present), Dr. Su Jiang (2022-present), Linlin Luo (2023-present).
- *Former* –
  - Dr. Brittany Bloodhart (2015-2019). *Current Employment Status*: Associate Professor of Psychology at California State University-San Bernardino
  - Dr. Hyewon Lee (2022-2023). *Current Employment Status*: Postdoctoral Research Fellow at the University of California Irvine, Irvine, CA.
  - Dr. Joseph Tise (2021-2023). *Current employment status*: Senior Education Researcher at the Institute for Advancing Computing Education, Peoria, IL.

#### Graduate

- *Current* – Zoey (Wenyi) Du (2020-present), Connie (Weiqi) Guo (2022-present), Holly Miller (2022-present), Xiaoyu Yang (2023-present), Fanyi Yu (2022-present), Qi-yue Zhang (2021-present).
- *Former* – Moriah Boynton (2022-2023), Katie Fletcher (2021-2022), Amy (Kwok Hap) Lam (2022-2023), Juliet Nyanamba (2020-2022), Blaine Pedersen (2022-2023), Rachelle Pedersen (2020-2024), Jeremy Sapia (2023), Thomas Von Buettner (2020-2022), Ruyu Yan (2022-2023).
- *Placements* –
  - Dr. Devi Deviyanti (2014-2015). *Current Employment Status*: Research Associate at Community College of Denver
  - Dr. Katie Fletcher (2021-2022). *Current Employment Status*: Research Scientist at The College Board (2023-).
  - Dr. Heather Henderson (2017-2019). *Current Employment Status*: Assistant Professor of Health Policy, Management, and Leadership in the School of Public Health at West Virginia University (2019-).
  - Dr. Juliet Nyanamba (2020-2022). *Current Employment Status*: Postdoctoral research associate at Vanderbilt University.
  - Dr. Blaine Pedersen (2022-2023). *Current Employment Status*: Psychometrician, Northwest Evaluation Association (2024-).
  - Dr. Rachelle Pedersen (2020-2024). *Current Employment Status*: Assistant Professor of Engineering Education in the College of Education at Texas Tech University (Fall 2024).

#### Undergraduate

- *Current* – Kristi Azali (2023-present), Bonnie Ho (2021-present), Elira Martin (2022-present), Samara Shafley (2023-present), Noreen Ezzat (2023-present), Sruti Mohankumar (2023-present).
- *Former* – Therechel Abad (2022-2023), Sofia Arredondo (2023), Michael Avlonitis (2020-2021), Meenakshi Dara (2021-2022), Allison Dennis (2022-2023), Brittany Dunn (2021-2022), Jaiden Elizabeth Goerlitz (2021), Gretchen Hubbard (2020), Josephine Hulkewicz (2020-2021), Natalia Juarez (2021-2023), Mallory Kelly (2022-2023), Tala Kharbat (2021-2022), Richard Monks (2021-2022), Erick Ordonez (2021), Carla Reyes Ortiz (2023), Rishi Panjala (2023), Nyima Sanneh (2020-2022), Caroline Smith (2021-2022), Samiksha Sriramla (2021-2022), Ashaun Teague (2020).

- *Placements* –
  - Michael Avlonitis, B.A. (2020-2021). *Current Employment Status*: MLB Operations Supervisor at Hawk-Eye Innovations Ltd (2021-).
  - Gretchen Hubbard, M.S. (2020). *Current Employment Status*: Academic Advisor III (2024-), Educational/Instructional Technology Masters Student at Johns Hopkins University (2020-2022).
  - Natalia Juarez, B.A. (2021-2023). *Current Employment Status*: Analyst at Deloitte.
  - Tala Kharbat, B.A. (2021-2022). Speech-Language Pathology Masters Student at The University of Texas at Dallas (2022-).
  - Erick Ordonez, B.A. (2021). Analytics Masters Student at Georgia Institute of Technology (2024-).
  - Nyima Sanneh (2020-2022). Patti Grace Smith Fellow (2021), NSF REU (2020).
  - Ashaun Teague, B.A. (2020). *Current Employment Status*: 5<sup>th</sup> Grade ELAR/SS Teacher at Family Faith Academy (2021-).

## Mentee Awards

### Post-doctoral Research Fellow

- Kanoho Hosoda
  - Hosoda, K (PI). The role of multicultural identity integration on well-being and Biomedical Science pathway persistence (1K99GM151640-01), funded by the National Institutes of Health for \$942,470 (2023-2025).
    - Estrada, M. (Senior/Key Personnel, mentor), **Hernandez, P. R. (Senior/Key Personnel, mentor)**, & DeerInWater, K. (Senior/Key Personnel, mentor).

### Graduate Students

- Amy (Kwok Hap) Lam:
  - 2<sup>nd</sup> Place Poster Presentation Winner, TAMU Student Research Week in the Graduate Education and Human Development Division (2023)
- Holly Miller:
  - Thornberry Endowed Fellowship, TAMU CEHD (2024)
- Rachele Pedersen:
  - Strategic Research Award, TAMU SEHD (2023)
  - Susan M. Arseven '75 "Make a Difference" Memorial Award, TAMU Women In Science and Engineering (WISE, 2023)
  - Excellence in Research, Texas A&M Office of the Vice President for Research TAMU Student Research Week (2023)
- Qi-yue Zhang:
  - SEHD Dean's Award (2023)
  - SEHD Research Award (2023)

### Undergraduate Students

- Natalia Juarez:
  - Best Poster at Student Research Week (Psychology Division, 2021)



## SERVICE & PROFESSIONAL DEVELOPMENT

### Professional Organizations (International, National, and Regional)

#### Grant Proposal Review

Department of Homeland Security (DHS)

- Grant reviewer for the Scientific Leadership Awards for Minority Serving Institutions program: 2012 & 2014.

National Institutes of Health (NIH)

- Grant review panel member for the Coordination and Evaluation Center for Workforce Diversity program: 2014.
- Grant review panel member for the F16 Fellowship Study Section: 2023.
- Grant mail reviewer for Early Stage Investigator (ESI) MIRA (R35) grants: 2023.
- Grant review panel member for the Research With Activities Related to Diversity (ReWARD): 2024.

National Science Foundation (NSF)

- Grant review panel member: 2015, 2016, 2017, 2018, 2020(a, b), 2021, 2022, 2023.

Sloan Foundation

- Grant reviewer: 2017.

William T. Grant Foundation

- Grant reviewer: 2021.

#### Federal Advisory Boards

National Aeronautics and Space Administration (NASA)

- Expert Review Panel Member for NASA's Minority University Research and Education Program (MUREP) Aerospace Academy (MAA): 2020.
  - Review and provide advisory feedback on the evaluation of MUREP Grant opportunity.
- Expert Review Panel Member for NASA's Workforce and Career Readiness program: 2022a, 2022b.
  - Review and provide advisory feedback on the NASA Workforce and Career Readiness Process Evaluation.
- Expert Review Panel Member for NASA's K-12 Outcome Assessment: 2023
  - Review and provide advisory feedback on the NASA K-12 Programs Outcomes Evaluation.
- Expert Review Panel Member for NASA's Office of STEM Engagement: 2023a, 2023b, 2023c.
  - Review and provide advisory feedback on the NASA Internship Process Evaluation.

National Institutes of Health (NIH)

- Member of External Scientific Panel for the Diversity of the NIH funded Workforce Initiative: 2014-2015.

#### National Report Reviewer

National Academies of Sciences, Engineering, and Medicine (NASEM)

- Reviewer for *Developing Indicators for Undergraduate STEM Education* report, 2017.

- Reviewer for *Strengthening Research Experiences for Undergraduate STEM Students* report, 2016.

### **External Reviewer for Promotion and Tenure**

University of Wisconsin-Madison, 2021

### **Journal Associate Editor**

Understanding Interventions Journal (2022-present)

CBE—Life Sciences Education (2023-present)

### **Journal Editorial Board**

Journal of Educational Psychology (2014-present)

### **Ad hoc Journal Peer Review**

- BioMed Central Research Notes,
- CBE-Life Sciences Education,
- Chronicle of Mentoring and Tutoring,
- Communications Earth & Environment,
- Cultural Diversity and Ethnic Minority Psychology,
- Educational Administration Quarterly,
- Educational Psychology Review,
- Ethics & Behavior,
- European Journal of Psychology of Education,
- Frontiers in Education,
- Frontiers in Sociology,
- Group-Relations and Intergroup Processes,
- International Journal of STEM Education,
- International Journal of Educational Leadership Preparation,
- Journal of Diversity in Higher Education,
- Journal of Educational Psychology,
- Journal of Educational Research,
- Journal of Psychology: Interdisciplinary and Applied,
- Learning and Individual Differences,
- Mentoring & Tutoring: A Partnership in Learning,
- PLOS ONE,
- Proceedings of the National Academy of Sciences of the United States of America.

### **National Associations / Conferences**

American Educational Research Association (AERA)

- Division C (Learning and Instruction)
  - Annual Convention Proposal Reviewer. 2014 – 2015.
- Division D (Measurement and Research Methodologies)
  - Affirmative Action Committee Chair. 2015 – 2016.
  - Affirmative Action Committee Member. 2013 – 2015.
  - Annual Convention Proposal Reviewer. 2015.

- Mentoring SIG
  - Annual Convention Proposal Reviewer. 2022, 2023
- Motivation SIG
  - Annual Convention Proposal Reviewer. 2023

American Psychological Association (APA) Division 15 (Educational Psychology)

- Annual Convention Proposal Reviewer. 2014, 2018, 2022-2024.

CUREnet

- Contributor to the Next Generation CURE assessment meeting. March, 2016.

Rocky Mountain Psychological Association

- Annual Convention Proposal Reviewer. 2014.

## University, College, or Department

### Texas A&M University

#### *University*

2022 –	Council of Principal Investigators (Representative for the School of Education and Human Development)
2020 –	TAMU Center for Teaching Excellence Faculty Mentoring Academy workshops (Facilitator)
2020 – 2021	TLAC representative to the TAMU Graduate School Task Force
2020	Consultant to the TAMU Task Force to Update Course Evaluation
2019 – 2020	Engineering Education Faculty Keep Moving Forward Task Force.
2019	Trainee at the TAMU Dean of Faculties sponsored <i>Facilitating Entering Mentoring Workshop</i> .

#### *College of Education and Human Development*

2021 –	CEHD College Promotion and Tenure Committee (At Large Member)
2020 –	Peer Mentor for the Service, Teaching, and Research (STaR) Catapult Program
2022	CEHD Dean Search Committee member
2020 – 2021	TLAC Representative to the CEHD Graduate Instruction Council (GIC)
2021	Guest presenter for the EPSY Brown Bag Talk
2020	Guest panelist for CERD Coffee Chat
2020	Member for the Data Manager Search Committee

#### *Department of Teaching, Learning, and Culture*

2024 –	TLAC Process and Procedures Update Committee (Co-Chair: Faculty Mentoring)
2024 –	TLAC A1 Annual Evaluation Committee (Member)
2023 –	TLAC Spousal Hire Assistant Professor Search Committee (Member)
2023 –	TLAC Teacher and Teacher Education Clinical Assistant Professor Search Committee (Member)
2023 –	TLAC Ed.D. Program Steering Committee (Member)
2022 –	TLAC Executive Committee (Member)
2022 –	Chair for the TLAC Multicultural Emphasis area
2020 –	TLAC Graduate Faculty Council Committee (Member)

2021 – 2022	TLAC Multicultural/Latinx Tenure Track Full/Associate Professor Search Committee (Co-Chair)
2020 – 2022	TLAC Multicultural Emphasis area (Assistant Chair)
2020 – 2021	TLAC Early Childhood Education Faculty Search Committee (Member)
2019	CEHD CERD Catapult seed grant application reviewer

### **West Virginia University**

#### ***University***

2017 – 2019	Member of the Faculty Advisory Committee to the Vice President for Research. West Virginia University.
2015 – 2019	Member of the WVU Office of Undergraduate Research Advisory Council. West Virginia University.
2017	Member of the Faculty Award for Distinction in Mentoring Undergraduates in Research selection committee. West Virginia University.
2015	WVU Summer Undergraduate Research Symposium judge. West Virginia University.

#### ***College of Education and Human Services***

2018 – 2019	Member of CEHS Academic Affairs Committee. West Virginia University.
2016 – 2017	CEHS Student Research Forum judge. West Virginia University.
2015	Grant proposal reviewer for CEHS internal grant programs (i.e., the Program Evaluation and Research Center program and the Research Office program).

#### ***Department of Learning Sciences***

2015 – 2017	Member of the Learning Sciences Ph.D. Planning Committee. West Virginia University.
2015 – 2016	Member of Search Committee for Learning Sciences and Human Development, two positions. West Virginia University.
2015 – 2016	Member of Search Committee for Instructional Design and Technology position. West Virginia University.

### **Colorado State University**

#### ***School of Education***

2013 – 2014	Co-chair of the Research Methods Executive Committee for the School of Education. Colorado State University
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## **PROFESSIONAL MEMBERSHIPS**

#### American Education Research Association

- Division C (Learning and Instruction)
- SIG. Motivation in Education
- SIG. Mentorship and Mentoring Practices

#### American Psychological Association

- Division 5 (Evaluation, Measurement, and Statistics)
- Division 15 (Educational Psychology)