Tiffany A. Whittaker
Professor
The University of Texas at Austin
Department of Educational Psychology
1912 Speedway, STE 5.708, Mail Code: D5800
Austin, TX 78712
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EDUCATION

Ph.D. May, 2003   Educational Psychology [Quantitative Methods]
                       University of Texas at Austin

M.S.   May, 1998   Psychology
                       University of Texas at San Antonio

B.A.   December, 1995 Psychology/Criminal Justice
                       University of Texas at San Antonio

PROFESSIONAL EXPERIENCE

8/23 to present   Chair, Department of Educational Psychology, University of Texas
                       at Austin

8/22 to present   Professor, Department of Educational Psychology, University of
                       Texas at Austin

8/22 to 7/23   Interim Chair, Department of Educational Psychology, University
                       of Texas at Austin

9/13 to 8/22   Associate Professor, Department of Educational Psychology,
                       University of Texas at Austin

8/21-7/22   Graduate Advisor, Department of Educational Psychology,
                       University of Texas at Austin

9/13-8/17   Area Chair, Quantitative Methods Program, Department of
8/19-7/21   Educational Psychology, University of Texas at Austin

8/06-8/13   Assistant Professor, Department of Educational Psychology,
                       University of Texas at Austin

9/03-7/06   Assistant Professor, Department of Educational, School, &
                       Counseling Psychology, University of Missouri-Columbia

ARTICLES (*italics denote a student co-author*)

Wash, A., Moczygemba, L. R., Brown, C. M., Crismon, M. L., & **Whittaker, T. A.** (in press). A narrative review of the well-being and burnout of U.S. community pharmacists. *Journal of the American Pharmacists Association*.

Muenks, K., *Miller, J. E., Schuetze, B. A*., & **Whittaker, T. A.** (in press). Is cost separate from or part of subjective task value? An empirical examination of expectancy-value versus expectancy-value-cost perspectives. *Contemporary Educational Psychology*.

Kang, H-A., Sales, A., & **Whittaker, T. A.** (in press). Flow with an intelligent tutor: A latent variable modeling approach to tracking flow during artificial tutoring. *Behavior Research Methods*.

Giani, M. S., *Krawietz, C. E.* & **Whittaker, T. A.** (2023). The Role of Student Beliefs in Dual-Enrollment Courses. *Research in Higher Education, 64*(8), 1113–1142.

Bibriescas, N., & **Whittaker T. A.** (2023). Detecting latent classes through mediation in regression mixture models. *Structural Equation Modeling, 30*(3), 449-457.

Lee, S., & **Whittaker, T. A.** (2023). Parallel process latent growth modeling with multivariate confounders/suppressors. *Structural Equation Modeling, 30*(2), 284–295.

Lee, S., *Lee, K.*, & **Whittaker, T. A.** (2023). Application of associative discrete-time survival analysis using latent transition specification. *Structural Equation Modeling, 30*(5), 831–842.

Jeans, M. R., Ghaddar, R., Vandyousefi, S., Landry, M. J., Gray, M. J., Leidy, H. J., **Whittaker, T. A.**, Bray, M. S., & Davis, J. N. (2022). Distinct racial and ethnic metabolism syndrome characteristics: A comparative assessment in low-income children 7-10 years of age. *Pediatric Obesity, 17*(10), 1-14.

Lee, S., & **Whittaker, T. A**. (2022). Comparison of three approaches to class enumeration in growth mixture modeling when time structures are variant across latent classes. *Structural Equation Modeling, 29*(1), 23-35.

Lee, J., & **Whittaker, T. A.** (2021). The impact of item parceling on structural parameter invariance in multi-group structural equation modeling. *Structural Equation Modeling, 28*(5), 684-698.

Whittaker, T. A., & *Miller, J. E.* (2021). Exploring the enumeration accuracy of cross-validation indices in latent class analysis. *Structural Equation Modeling, 28*(3), 376-390.

Rowles, L. S., **Whittaker, T.**, Ward, P. M., Araiza, I., Kirisits, M. J., Lawler, D. F., & Saleh, N. B. (2020). A structural equation model to decipher relationships among water, sanitation, and health in *Colonias*-type unincorporated communities. *Environmental Science and Technology, 54*(24), 16017-16027.

Pituch, K. A., *Joshi, M., Cain, M. E.*, **Whittaker, T. A.**, Chang, W., Park, R., & McDougall, G. J. (2020). The performance of multivariate methods for two-group comparisons with small samples and incomplete data. *Multivariate Behavioral Research, 55*(5), 704-721.

Whittaker, T. A. (2020). The comparison of latent variable propensity score models to traditional propensity score models under conditions of covariate unreliability. *Multivariate Behavioral Research, 55*(4), 625-646.

Sanchez, D., **Whittaker, T. A.**, & Crosnoe, R. (2020). Preliminary findings of the links between gender role attitudes and sexual behaviors in Mexican American early adolescent boys. *Psychology of Men & Masculinity, 21*(1), 1-12.

Price, L. R., *Gonzalez, D. P.*, & **Whittaker, T. A.** (2019). Performance of nonrecursive latent variable models under misspecification. *Structural Equation Modeling, 26*(1), 12-23.

Lee, K., & **Whittaker, T. A.** (2018). Statistical power of the multiple domain latent growth model for detecting group differences. *Structural Equation Modeling, 25*(5), 700-714.

Sanchez, D., **Whittaker, T. A.**, *Hamilton, E., & Arango, S.* (2017). Familial ethnic socialization, gender role attitudes, and ethnic identity development in Mexican-origin adolescents. *Cultural Diversity & Ethnic Minority Psychology, 23*(3), 335-347.

Neff, K. D., **Whittaker, T. A.**, & Karl, A. (2017). Examining the factor structure of the Self-Compassion Scale in four distinct populations: Is the use of a total scale score justified? *Journal of Personality Assessment, 99*(6), 596-607.

Boyle, L. H., **Whittaker, T. A.**, *Eyal, M.*, & McCarthy, C. J. (2017). What really happens in group research? Results of a content analysis of recent quantitative research in JSGW. *The Journal for Specialists in Group Work, 42*(3), 243-252.

McCarthy, C. J., **Whittaker, T. A.**, *Boyle, L. H., & Eyal, M.* (2017). Quantitative approaches to group research: Suggestions for best practices. *The Journal for Specialists in Group Work, 42*(1), 3-16.

Whittaker, T. A., & Khojasteh, J. (2017). Detecting appropriate trajectories of growth in latent growth model comparisons: The performance of information-based criteria. *Journal of Experimental Education, 85*(2), 215-230.

Pituch, K. A., **Whittaker, T. A.**, & Chang, W. (2016). Multivariate models for normal and binary responses in intervention studies. *American Journal of Evaluation, 37*(2), 270-286.

Whittaker, T. A., & Worthington, R. L. (2016). Item response theory in scale development research: A critical analysis. *The Counseling Psychologist, 44*(2), 216-225.

Sanchez, D., **Whittaker, T. A.**, & *Hamilton, E*. (2016). Perceived discrimination, peer influence and sexual behaviors in Mexican American preadolescent boys and girls: An examination of gender differences. *Journal of Youth and Adolescence, 45*(5)*,* 928-944*.*

Sanchez, D., **Whittaker, T. A.**, *Hamilton, E., & Zayas, L*. (2016). Perceived discrimination and sexual precursor behaviors in Mexican American preadolescent girls: The role of psychological distress, sexual attitudes and marianismo beliefs cultural Diversity and Ethnic Minority Psychology. *Cultural Diversity & Ethnic Minority Psychology, 22*(3), 395-407*.*

Whittaker, T. A., Pituch, K. A., & McDougall, G. J. (2014). Latent growth modeling with domain-specific outcomes comprised of mixed response types in intervention studies. *Journal of Consulting and Clinical Psychology, 82*(5), 746-759.

Whittaker, T. A., Beretvas, S. N., & Falbo, T. (2014). Dyadic curve-of-factors model: An introduction and illustration of a model for longitudinal non-exchangeable dyadic data*. Structural Equation Modeling, 21*(1), 303-313.

Whittaker, T. A., & Khojasteh, J. (2013). A comparison of methods to detect invariant reference indicators in structural equation modelling. *International Journal of Quantitative Research in Education, 1*(4), 426-443.

Whittaker, T. A., *Chang, W.*, & Dodd, B. G. (2013). The impact of varied discrimination parameters on mixed-format item response theory (IRT) model selection. *Educational and Psychological Measurement, 73*(3), 471-490.

Whittaker, T. A. (2013). The impact of noninvariant intercepts in latent means models. *Structural Equation Modeling, 20*(1), 108-130.

Wang, D., **Whittaker, T. A.**, & Beretvas, S. N. (2012). The impact of violating factor scaling method assumptions on latent mean difference testing in structured means models. *Journal of Modern Applied Statistical Methods, 11*(1), 24-41.

Whittaker, T. A., *Chang, W.*, & Dodd, B. G. (2012). The performance of IRT model selection methods with mixed-format tests. *Applied Psychological Measurement, 36*(3), 159-180.

Whittaker, T. A. (2012). Using the modification index and standardized expected parameter change for model modification. *Journal of Experimental Education, 80*(1), 26-44.

Whittaker, T. A., Williams, N. J., & Dodd, B. G. (2011). Do examinees understand score reports for alternate methods of scoring computer based tests (CBTs)? *Educational Assessment, 16*(2), 69-89.

Rochlen, A. B., *McKelley, R. C.*, & **Whittaker, T. A.** (2010). Stay-at-home fathers' reasons for entering the role and stigma experiences: A preliminary report. *Psychology of Men & Masculinity, 11*(4)*,* 279-285.

Whittaker, T. A., & Furlow, C. F. (2009). The comparison of model selection criteria when selecting among competing hierarchical linear models. *Journal of Modern Applied Statistical Methods, 8*(1), 173-193.

Stichter, J., Lewis, T. J., **Whittaker, T.**, *Richter, M.*, *Johnson, N.*, & *Trussell, R.* (2009). Assessing teacher use of opportunities to respond and effective classroom management strategies: Comparisons among high- and low-risk elementary schools. *Journal of Positive Behavior Interventions, 11*(2), 68-81.

Cole, J. S., Bergin, D. A., & **Whittaker, T. A.** (2008). Predicting student achievement for low stakes tests with effort and task value. *Contemporary Educational Psychology, 33*(4), 609-624.

Lembke, E. S., Foegen, A., **Whittaker, T. A.**, & *Hampton, D.* (2008). Establishing technically adequate measures of progress in early numeracy. *Assessment for Effective Intervention, 33*(4), 206-214.

Rew, L., *Grady, M.*, **Whittaker, T. A.**, & *Bowman, K.* (2008). Interaction of duration of homelessness and gender on adolescent sexual health indicators. *Journal of Nursing Scholarship, 40*(2), 109-115.

Furlow, C. F., Fouladi, R. T., Gagné, P., & **Whittaker, T. A.** (2007). A Monte Carlo study of the impact of missing data and differential item functioning on theta estimates from two polytomous Rasch family models. *Journal of Applied Measurement, 8*(4), 388-403.

Worthington, R. W., & **Whittaker, T. A.** (2006). Scale development research: A content analysis and recommendations for best practices. *The Counseling Psychologist, 34*(6), 806-838.

Whittaker, T. A., & Stapleton, L. M. (2006). The performance of cross-validation indices used to select among competing covariance structure models under multivariate nonnormality conditions. *Multivariate Behavioral Research, 41*(3), 295-335.

Espinosa, L., Laffey, J. M., **Whittaker, T.**, & *Sheng, Y.* (2006). Technology in the home and the achievement of young children: Findings from the early childhood longitudinal study. *Early Education and Development, 17*(3), 421-441.

Pituch, K. A., **Whittaker, T. A.**, & Stapleton, L. M. (2005). A Comparison of Methods to Test for Mediation in Multisite Experiments. *Multivariate Behavioral Research, 40,* 1-23.

Summers, J. J., Waigandt, A., & **Whittaker, T. A.** (2005). A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics class. *Innovative Higher Education, 29*(3), 233-250.

Rew, L., **Whittaker, T. A.**, Taylor-Seehafer, M., & Smith, L. R. (2005). Sexual health risks and protective resources in gay, lesbian, bisexual, and heterosexual homeless youth. *Journal for Specialists in Pediatric Nursing, (10)*1, 11-19.

Harris, P. M., Gingerich, R., & **Whittaker, T. A.** (2004). The "effectiveness" of differential supervision. *Crime and Delinquency, 50*(2), 235-271.

Whittaker, T. A., Fitzpatrick, S. J., Williams, N. J., & Dodd, B. G. (2003). IRTGEN: A SAS macro program to generate known trait scores and item responses for commonly used item response theory models. *Applied Psychological Measurement, 27*(4), 299-300.

Robinson, D. H., **Whittaker, T. A.**, Williams, N. J., & Beretvas, S. N. (2003). It's not effect sizes so much as comments about their magnitude that mislead readers. *Journal of Experimental Education, 72,* 51-64.

Whittaker, T. A., Fouladi, R. T., & Williams, N. J. (2002). Determining predictor importance in multiple regression under varied correlational and distributional conditions. *Journal of Modern Applied Statistical Methods*, *1*(2), 354-366.

BOOKS

Whittaker, T. A., & Schumacker, R. E. (2022). *A Beginner's Guide to Structural Equation Modeling: Fifth Edition.* New York, NY: Routledge.

BOOK CHAPTERS

Whittaker, T. A. (2016). Structural Equation Modeling. In K. Pituch, *Applied Multivariate Statistics for the Social Sciences (6th ed.)*, pp. 639-746. New York, NY: Routledge.

Beretvas, S. N., **Whittaker, T. A.**, & *Stafford, R. E.* (2015). Statistical Modeling Methods for Classroom Management Research. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of Classroom Management (2nd ed.)* (pp. 519-537). New York, NY: Routledge.

BOOK REVIEWS

Whittaker, T. A. (2011). Review of "A Beginner's Guide to Structural Equation Modeling (3rd ed.)." *Structural Equation Modeling, 18*(4), 694-701.

CONFERENCE PRESENTATIONS

Whittaker, T. A., Kang, H-A., *Lee, S.*, & Sales, A. (2023, April). *Bayesian and Maximum Likelihood Estimation in Fully Latent Principal Stratification.* Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, Il.

Miller, J. E., & **Whittaker, T. A.** (2023, April). *Propensity Score Modeling in the Presence of Measurement Non-Invariance*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Il.

Whittaker, T. A., *Lee, J., Dedrick, D., & Muñoz, C.* (2022, April). *Meta-analysis of Monte Carlo Simulations Examining Class Enumeration Accuracy with Mixture Models*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Bibriescas, N., & **Whittaker, T. A.** (2021, April). *Detecting Latent Classes through Mediation in Regression Mixture Models*. Paper presented at the at the annual meeting of the American Educational Research Association, Virtual Meeting.

Gonzalez, D. P., & **Whittaker, T. A.** (2021, April). *The Single Indicator Approach When Measures do not Follow a Common Factor Model and When Tau-Equivalence is Violated*. Poster presented at the at the annual meeting of the American Educational Research Association, Virtual Meeting.

Miller, J. E., & **Whittaker, T. A.** (2021, April). *Latent Transition Analysis: Auxiliary Variable Methods and Misspecification*. Paper presented at the at the annual meeting of the American Educational Research Association, Virtual Meeting.

Whittaker, T. A., *Miller, J., E.*, & *Bibriescas, N.* (2021, April). *Growth Mixture Class Enumeration Accuracy Under Conditions of Longitudinal Noninvariance*. Paper presented at the at the annual meeting of the American Educational Research Association, Virtual Meeting.

Chen, M., & **Whittaker, T. A.** (2020, April). *Assessing Mediation in a Multilevel Structural Equation Modeling Framework for the 2-1-1 and 1-1-1 Design* [Roundtable Session]. AERA Annual Meeting, San Francisco, CA (Conference Canceled).

Gonzalez, D. P., & **Whittaker, T. A.** (2020, April). *An Evaluation of Second-Order Latent Growth Models for Nonlinear Growth Trajectories* [Paper Session]. AERA Annual Meeting, San Francisco, CA (Conference Canceled).

Lee, S., & **Whittaker, T. A.** (2020, April). *Comparison of Three Approaches to Class Enumeration in Growth Mixture Modeling When Time Structures Are Variant Across Latent Classes* [Poster Session]. AERA Annual Meeting, San Francisco, CA (Conference Canceled).

Whittaker, T. A., & *Miller, J. E.* (2020, April). *The Enumeration Accuracy of Cross-Validation Indices in Latent Class Analysis* [Roundtable Session]. AERA Annual Meeting, San Francisco, CA (Conference Canceled).

Whittaker, T. A., & *Cappelli, P.* (2019, April). *The Impact of Ignoring the Treatment-Mediator Interaction When Using Traditional Regression-Based Methods to Test the Indirect*

Effect. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON.

Lee, K., & **Whittaker, T. A.** (2018, April). *Comparison of Statistical Power from Multivariate and Univariate Latent Growth Models with Missing Data*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Runyon, C., & **Whittaker, T. A.** (2017, April). *The Effects of Cluster Bias in Multilevel Structural Equation Modeling*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Lee, K., & **Whittaker, T. A.** (2017, April*). Statistical Power of the Multiple-Domain Latent Growth Model for Detecting Group Differences*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Boyle, L. H., *Eyal, M.*, **Whittaker, T. A.**, & McCarthy, C. J. (2017, April). *Quantitative Approaches to Group Research in the Counseling Field: Content Analysis and Best Practice Recommendations*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Whittaker, T. A., & Khojasteh, J. (2015, April). *Detecting appropriate trajectories of growth in latent growth models: The performance of information-based criteria*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Whittaker, T. A., *Chang, W., Bunuan, R.*, & *Stafford, R.* (2014, April). *The impact of time and age heterogeneity on latent growth model estimates*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Whittaker, T. A., *Chang, W.*, & Dodd, B. G. (2012, April). *The performance of IRT model selection methods with mixed-format tests*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.

Lopez, M., & **Whittaker, T. A.** (2012, April). *The estimation of latent variable interactions: A comparison of three currently available methods*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, BC, Canada.

Whittaker, T. A. (2011, April). *The impact of noninvariant intercepts in multiple-indicator multiple-cause (MIMIC) models*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Wang, D., **Whittaker, T. A.**, & Beretvas, S. N. (2011, April). *Comparing latent means using reference variable strategy: A Monte Carlo study*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Stapleton, L. M., & **Whittaker, T. A.** (2008, March). *Using confirmatory factor analysis to obtain item response theory model estimates and test, item, and person diagnostics for scale development*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Whittaker, T. A., & Marcoulides, G. A. (2007, April). *Model specification searches using cross-validation indices*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Il.

Whittaker, T. A., & Furlow, C. F. (2007, February). *A Comparison of Modified Model Selection Criteria in Hierarchical Linear Modeling*. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.

Whittaker, T. A., & Beretvas, S. N. (2006, April). *A model for longitudinal dyadic data: A comparison using HLM versus SEM*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Whittaker, T. A., & Furlow, C. F. (2006, April). *A comparison of model selection criteria for hierarchical linear modeling*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Furlow, C. F., & **Whittaker, T. A.** (2006, February). *The Comparison of model selection criteria when selecting among hierarchical linear models under missing data conditions*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, TX.

Whittaker, T. A. (2005, April). *Comparison of the LM and Wald statistics in specification searches*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Williams, N. J., **Whittaker, T. A.**, Dodd, B. D., Chun, H., & Taff, K. (2005, April). *Do examinees understand score reports for alternate methods of scoring computer based tests (CBTs)?* Poster presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Whittaker, T. A., & Furlow, C. F. (2005, February). *The comparison of model selection criteria when selecting among nested hierarchical linear models*. Paper presented at the annual meeting of the Southwest Educational Research Association, New Orleans, Louisiana.

Furlow, C. F., Fouladi, R. T., & **Whittaker, T. A.** (2004, August). *Missing data and DIF items' impact on item response theory*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.

Pituch, K. A., **Whittaker, T. A.**, & Stapleton, L. M. (2004, April). *A comparison of methods to test for mediation in multisite experiments*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

Whittaker, T. A., & Stapleton, L. M. (2004, April). *The performance of cross-validation indices used to select non-nested covariance structure models under multivariate nonnormality conditions.* Paper presented at the annual meeting of the American Educational Research Association, San Diego, California.

Whittaker, T. A., Fouladi, R. T., & Furlow, C. F. (2003, August). *A comparison of Rasch item and person parameter estimation recovery under missing data conditions within item response theory and hierarchical linear modeling frameworks*. Paper presented at the Joint Statistical Meetings, San Francisco, California.

Furlow, C. F., Fouladi, R. T., & **Whittaker, T. A.** (2003, August). *The impact of missing data and procedures for handling missing data using an item response theory framework.* Paper presented at the Joint Statistical Meetings, San Francisco, California.

Whittaker, T. A., & Stapleton, L. M. (2003, April). *The performance of cross-validation indices used to select competing covariance structure models under multivariate nonnormality conditions*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Whittaker, T. A., & Fouladi, R. T. (2003, April). *The application of ridge regression within the context of determining predictor importance under nonnormality and multicollinearity conditions*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Whittaker, T. A., & Fouladi, R. T. (2003, February). *The meaning of predictor 'importance' in multiple regression models: Common and unfortunate misuses of the term.* Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, Texas.

Beretvas, S. N., & **Whittaker, T. A.** (2002, April). *Consistency of bookmark standard setting outcomes: Bookmark difficulty locations and proficiency levels*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Williams, N. J., Fouladi, R. T., & **Whittaker, T. A.** (2002, April). *Ridge regression under conditions of multivariate normality and nonnormality*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana.

Whittaker, T. A. (2002, February). *Some effects of including effect size information*. Paper presented at the annual meeting of the Southwest Educational Research Association, Austin, Texas.

Whittaker, T. A., Williams, N. J., & Fouladi, R. T. (2001, August). *Determining predictor importance in multiple regression under multicollinearity and nonnormality conditions*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, California.

FUNDING

Sponsored Research Funding – Candidate PI / co-PI / co-I with project entered into the university's Research Management System (RMS)

<u>**Current**</u>

Sponsor and Funding Mechanism: Institute of Education Sciences, Statistical and Research Methodology in Education (R305D210036)
UT Austin Account Number: 26180281
PI and Affiliation: Tiffany A. Whittaker, UT Austin
Role: PI
Project Title: Fully Latent Principal Stratification: A New Framework for Big, Complex Implementation Data from Education RCTs
Project/Funding Period: 9/1/2021-8/31/2024
Co-PIs, Affiliation, and Relative Effort: Hyeon-Ah Kang, UT Austin (16.67% calendar year time each year); Adam Sales, Worcester Polytechnic Institute (WPI; subaward PI: 20.83% calendar year time each year).
Funding Amounts: Total Funding Amount =$891,911.00
Year 1 Total Amount = $293,917.00; (Year 1 subaward with WPI = $128,884.00);
Year 2 Total Amount = $295,103.00; (Year 2 subaward with WPI = $132,519.00);
Year 3 Total Amount = $302,891.00; (Year 3 subaward with WPI = $136,264.00).

Sponsor and Funding Mechanism: National Institutes of Health (NIH R01; R01MD014145-01)
UT Austin Account Number: 26168116
PI and Affiliation: Erin Rodriguez, UT Austin
Role: Co-I
Project Title: A Coping Skills Intervention for low-SES Latino Families of Children with Asthma
Project/Funding Period: 9/1/2020-8/31/2025
Co-PIs, Affiliation, and Relative Effort: Sarah Kate Bearman, UT Austin (6% calendar year time each year); Sharon Horner, UT Austin (6% calendar year time each year); Elizabeth Matsui, UT Austin (6% calendar year time each year); Tiffany Whittaker, UT Austin (Years 1-4: 3% calendar year time; Year 5: 6% calendar year time).
Funding Amounts: Total Amount = $3,419,706;
Year 1 Total Amount = $715,095.00;
Year 2 Total Amount = $668,228.00;
Year 3 Total Amount = $699,098.00;
Year 4 Total Amount = $701,692.00;
Year 5 Total Amount = $635,593.00.

Completed

Sponsor and Funding Mechanism: National Institutes of Health (NIH R03; 1R03HD087648)
UT Austin Account Number: 26161128
PI and Affiliation: Erin Rodriguez, UT Austin
Role: Co-I
Project Title: Bilingualism and Resilience in Latino Youth
Project Period: 6/1/2016-5/31/2020
Project Funding Period: 6/1//2016-5/31/2018
Co-PIs, Affiliation, and Relative Effort: Tiffany Whittaker, UT Austin (Years 1-2: 4.13% calendar year time).
Funding Amounts: Total Amount = $150,386.00;
Year 1 Total Amount = $77,039.00;
Year 2 Total Amount = $73,347.00.

Sponsor and Funding Mechanism: National Institutes of Health (NIH R03; R03HD086600-02)
UT Austin Account Number: 26161149
PI and Affiliation: Delida Sanchez, UT Austin
Role: Co-I
Project Title: Risk Behaviors in Preadolescent Boys
Project Period: 12/15/2016-11/30/2019
Project Funding Period: 12/15/2016-11/30/2018
Co-PIs, Affiliation, and Relative Effort: Robert Crosnoe, UT Austin (8.33% calendar year time per year); Tiffany Whittaker, UT Austin (Year 1: 3.75% calendar year time; Year 2: 4.13% calendar year time).
Funding Amounts: Total Amount = $153,237.00;
Year 1 Total Amount = $75,876.00;
Year 2 Total Amount = $77,361.00.

Sponsor and Funding Mechanism: American Educational Research Association (UTA12-001231)
UT Austin Account Number: 26397051
PI and Affiliation: Tiffany Whittaker, UT Austin
Role: PI
Project Title: The impact of different centering and time-coding strategies on univariate and multivariate latent growth model estimates with interindividual heterogeneity
Project/Funding Period: 1/15/2013-1/14/2014
Co-PIs, Affiliation, and Relative Effort: N/A
Funding Amounts: Total Amount = $20,000.00.

SERVICE

Invited Presentations

7/2010	I presented a talk entitled, "Intermediate Latent Variable Modeling," during the Summer Methodology Series for the Meadows Center for Preventing Educational Risk, University of Texas at Austin
7/2009	I presented a talk entitled, "Latent Variable Modeling," during the Summer Methodology Series for the Meadows Center for Preventing Educational Risk, University of Texas at Austin
2/2008	I presented a talk entitled, "Structural Equation Modeling in Healthcare Research," to the International Society of Pharmacoeconomics and Outcomes Research group affiliated with the College of Pharmacy, University of Texas at Austin

Teaching

2008-2019; 2021	Instructor of a four-day workshop on Structural Equation Modeling for the Summer Statistics Institute hosted by the Department of Statistics and Data Sciences at The University of Texas at Austin each spring

Editorial Review Boards

2023-present	*Journal of Experimental Education*
2019-present	S*tructural Equation Modeling* journal
2019-2021	*AERA Open* journal
2005-2011	*Journal of Counseling Psychology*

Ad-Hoc Reviewer

Cultural Diversity and Ethnic Minority Psychology
Journal of Experimental Education
International Journal of Alzheimer's Disease
Journal of Modern Applied Statistical Methods
Journal of Research on Educational Effectiveness
Journal of Personality and Social Psychology
Psychological Methods
Gifted Child Quarterly
Journal of Counseling Psychology
Journal of Diversity in Higher Education
Educational Psychology Review
Multivariate Behavioral Research
Educational and Psychological Measurement
Applied Psychological Measurement
Journal of Advanced Academics
Journal of Educational Psychology
Structural Equation Modeling
American Educational Research Journal

Conference Proposal Reviewer

2015   Member of the Multilevel Modeling Special Interest Group's Review Panel for the 2016 AERA conference.

2012   Member of the Division D - Section 2 (Quantitative Methods and Statistical Theory) Review Panel for the 2013 AERA conference

2012   Member of the Structural Equation Modeling Special Interest Group's Review Panel for the 2013 AERA conference

2010   Member of the Multilevel Modeling Special Interest Group's Review Panel for the 2011 AERA conference

2009   Member of the Educational Statistician Special Interest Group's Review Panel for the 2010 AERA conference

2009   Member of the Division D - Section 2 (Quantitative Methods and Statistical Theory) Review Panel for the 2010 AERA conference

2009   Reviewed proposals for the American Educational Research Association (AERA) Division D In-Progress Research Gala

Chair/Discussant at a Conference

2011   Chaired a Measurement and Research Methodology - Division D paper session at the 2011 annual meeting of the American Educational Research Association

2010   Chaired a Measurement and Research Methodology - Division D paper session at the 2010 annual meeting of the American Educational Research Association

2010   Discussant of an Educational Statisticians Special Interest Group paper session at the 2010 annual meeting of the American Educational Research Association

Textbook Reviewer

2009   Invited to review third edition of Rex Kline's "*Principles and Practice of Structural Equation Modeling*" for Guilford Press as paid reviewer.

2009   Invited to review a proposed text entitled "*Modeling within-Person Variation and Change*" for Taylor & Francis as a paid reviewer.

2009   Invited to review a proposed text entitled "*Longitudinal Data Analysis for the Behavioral Sciences using R*" for Taylor & Francis as a paid reviewer.

Elected Program Chair/Co-Chair

2022   Chair for the Structural Equation Modeling Special Interest Group (SIG) of the American Educational Research Association (AERA)

2021   Co-Chair for the Structural Equation Modeling Special Interest Group (SIG) of the American Educational Research Association (AERA)

2010   Chair for the Structural Equation Modeling Special Interest Group (SIG) of the American Educational Research Association (AERA)

2009   Co-Chair for the Structural Equation Modeling Special Interest Group (SIG) of the American Educational Research Association (AERA)

Departmental

10/2022-2/2023   Member of the Assistant Professor Merit Review Committee

10/2020-3/2021;   Member of the Professional Track Faculty Merit Review

10/2021-3/2022	Committee
9/2020-1/2021	Chair of the Search Committee for an open rank, tenure-track faculty position in the Quantitative Methods program in the Department of Educational Psychology
4/2020-5/2020	Chair of the Consultative Committee for the appointment of a Department Chair in the Department of Educational Psychology
9/2019-3/2020	Chair of the Search Committee for two open rank, tenure-track faculty positions in the Quantitative Methods program in the Department of Educational Psychology
10/2019-2/2020	Member of the Educational Psychology Assistant Faculty Merit Review Committee
10/2018-3/2019	Chair of the Educational Psychology Assistant Faculty Merit Review Committee
9/2017-5/2018	Supervised a graduate student teaching a section of the lower division EDP 308 course, entitled "Statistical Reasoning and Literacy"
9/2015- 5/2018	Member of the EDP Undergraduate Minor Committee
10/2015-3/2016	Chair of the EDP Assistant Faculty Review Committee
9/2015-8/2016	Chair of the EDP Standing Committee on Academic Policies
1/2015-2/2015	Chair of the Outstanding Dissertation Award and the Fruchter's Dissertation Award Committee
10/2014-3/2015	Member of the EDP Assistant Faculty Review Committee
9/2014-8/2015	Member of the EDP Standing Committee on Student Evaluations
9/2014-8/2021	Vice-Chair and Member of the Executive Committee, Graduate Studies Committee
9/2013-8/2017; 8/2019-8/2021	Member of the EDP Fellowship Committee
1/2013-2/2013; 1/2014-2/2014	Member of the Outstanding Dissertation Award and the Fruchter's Dissertation Award Committee
2/2009	Member of the Teaching Awards Nominating Committee for the Educational Psychology Department

College

5/2022	Consultative Committee for the appointment of Associate Dean for Academic Affairs
2/2015-5/2016	Teaching mentor for junior EDP tenure track faculty member as part of the COE Peer Review/Observation Pilot Project Entitled, "Transforming Peer Review: Promoting Teaching and Learning through Collaborative Reflection and Mentoring."
9/2014	Served on COE Graduate Committee on Research in Education (G-CORE) panel about "Applying For Jobs"
8/2014-5/2016	Member of the COE Research Award Committee (FRA, SRA, SGP, Graduate Student Research Award)
Fall/2014	Member of the Search Committee for one full-time Research Assistant Professor to help lead the new COE's Statistics,

	Measurement, And Research design Techniques in Educational Research (*SMARTER*) consulting office
Fall/2014	Member of the Search Committee for one full-time Postdoctoral Fellow to help with consulting the new COE's Statistics, Measurement, And Research design Techniques in Educational Research (*SMARTER*) consulting office
1/2014	Served on COE Graduate Committee on Research in Education (G-CORE) panel about "Getting Started on Educational Research" (simulation research topic)
10/2013-10/2014	Member of the COE Quantitative Course Committee

University

2018-present	Member of the Harrington Graduate Fellow Selection Committee
5/2019-12/2019	Member of the Student Feedback on Teaching Task Force created by the Educational Policy Committee, a standing committee of the Faculty Council
4/2007	Panel Member for the Graduate School's Professional Development & Community Engagement program entitled, "What's it Really Like Being an Assistant Professor?"
2007-2010	Faculty Fellow Program Member, Brackenridge/Roberts/Prather Residence Halls

National

2020-2021	Member of the IES Education Systems and Broad Reform One Scientific Review Panel
2016-2020	Member of the IES Reading, Writing, and Language Development Education Research Scientific Review Panel
8/2022	External Reviewer for Promotion and Tenure to Associate Professor Level from Assistant Professor Level, Department of Psychology, University of South Carolina
8/2022	External Reviewer for Promotion and Tenure to Associate Professor Level from Assistant Professor Level, Department of Psychology, University of Massachusetts Lowell
11/2019	External Reviewer for Promotion and Tenure to Associate Professor Level from Assistant Professor Level, School of Education Foundations, Leadership, and Aviation, Oklahoma State University
8/2014	External Reviewer for Promotion and Tenure to Associate Professor Level from Assistant Professor Level, Department of Educational and Counseling Psychology, Counseling, and College Student Personnel, University of Louisville

HONORS AND OTHER EVIDENCE OF MERIT OR RECOGNITION

2022-2023	Fellow, Margie Gurley Seay Centennial Professorship in Education
2018-2022	Judy Spence Tate Fellowship for Excellence, College of Education, the University of Texas at Austin
Spring 2020	Participant in the University of Texas Executive Management and Leadership Program
2017-2018	Margie Gurley Seay Centennial Professorship in Education, College of Education, the University of Texas at Austin
2017-2018	Dean's Fellowship, College of Education, the University of Texas at Austin
7/31/2017-8/11/2017	Competitively selected to attend the National Center for Education Research (NCER) in the Institute of Education Sciences (IES) of the U.S. Department of Education two-week Summer Research Training Institute on Quasi-Experimental Designs
2015-2016	Excellence in Teaching Award, Department of Educational Psychology, the University of Texas at Austin
2015-2016	Fellow in the H. E. Hartfelder/the Southland Corporation Regents Chair in Human Resource Development, College of Education, the University of Texas at Austin
2014-2015	Fellow in the Elizabeth Glenadine Gibb Teaching Fellowship in Education, College of Education, the University of Texas at Austin
Spring 2012	Special Research Grant, the University of Texas at Austin
Summer 2011	Summer Research Assignment, the University of Texas at Austin
2011-2012	Dean's Fellowship, College of Education, the University of Texas at Austin

PROFESSIONAL MEMBERSHIPS

2002-present	American Educational Research Association (AERA)
2002-present	Measurement and Research Methodology – AERA Division D
2007-present	Educational Statisticians Special Interest Group – AERA
2006-present	Multilevel Modeling Special Interest Group – AERA
2003-present	Structural Equation Modeling Special Interest Group – AERA
2002-2003	National Council on Measurement in Education
2002-2007	Southwest Educational Research Association
2003-2004	American Statistical Association
2001-2002	American Psychological Association