

CHUNYAN YANG

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**Last updated July 1st, 2019*

EDUCATION

- 2015 **Ph.D. Education with a specialization in School Psychology**
University of Delaware, Newark, DE
Dissertation: *Multilevel associations between bullying victimization, school engagement, and social-emotional learning*
Committee Chair: Dr. George G. Bear
- 2014 **Ed.S. School Psychology**
University of Delaware, Newark, DE
- 2011 **M.A. School Psychology**
University of Delaware, Newark, DE
- 2008 **MSc Research Methods in Psychology**
University of Bristol, Bristol, U.K.
Thesis: *Chinese Children's Trust in Testimony*
Committee Chair: Dr. Norman Freeman
- 2006 **B.S. Chemistry (Teacher Education Track)**
Central China Normal University, Wuhan, P.R. China

PROFESSIONAL EXPERIENCE

- 2019-Present **Assistant Professor**
Graduate School of Education
University of California, Berkeley
- 2016-2019 **Assistant Professor**
Department of Counseling, Clinical, and School Psychology
University of California, Santa Barbara
- 2014 - 2016 **School Psychologist**
Poudre School District, Fort Collins, CO
- 2013-2014 **School Psychology Intern**
Christina School District, Newark, DE
- 2008-2013 **Graduate Research Fellow** (2012-2013)
Instructor (2011-2012)
Graduate Assistant (2008-2011)
College of Education and Human Development, University of Delaware

AWARDS, HONORS, AND FELLOWSHIPS

- 2019 Early Career Award, Society for the Study of School Psychology
- 2019 2019 Trainers of School Psychologists Association Junior Faculty Pearson Award
- 2018 Center for Health Equity Research Institute Distinguished Fellow, California State University, Long Beach
- 2017 Psychology Summer Institute Selected Participant, Minority Fellowship Program, American Psychological Association

2017	Early Career Scholar, School Psychology Research Collaboration Conference, Society for the Study of School Psychology
2016	Outstanding Dissertation Award, American Psychological Association - Division 16: School Psychology
2013-2014	Frank Murray Award, College of Education and Human Development, University of Delaware
2012-2013	The Pearl and Oscar Bregman Award, College of Education and Human Development, University of Delaware
2011	Women of Promise, University of Delaware
2009	Paper Presentation Award, Annual Marion H. Steele Symposium, University of Delaware
2008	Exceptional Research Thesis Award, University of Bristol
2006	Excellent Graduate Award, Central China Normal University
2006	Excellent Teaching Internship Team Member, Central China Normal University
2003-2005	Outstanding Student Scholarship, Central China Normal University
2003- 2005	Outstanding "Tri-A" Student Award, Central China Normal University
2004	Excellent Youth Volunteer in Community Service, Central China Normal University

CREDENTIALS AND LICENSE ELIGIBILITY

- National Certification of School Psychologist (Since 2014)
- Certified School Psychologist in Colorado (2014-2017)

PUBLICATIONS (* graduate student advisee)

Peer-reviewed Journal Articles

- Pan, Y., **Yang, C.**, Liu, C, Liu, G., & Chan, M*. (tentatively accepted). A Moderated Mediation Model of Peer Victimization and Problem Behaviors: The Roles of Self-esteem and Parental Attachment among Chinese Early Adolescents. *Child Development*.
- Yang, C.**, Sharkey, J.D., Chen, C.*, Jimerson, S. (2019). Teacher-home communication and bullying victimization: Does parents' perception of fairness of rules matter? *School Psychology Review*.
- Xie, J., Liu, J., Wei, Yu., **Yang, C.**, Bear, G. G. & Wang, W. (accepted). Validation of the Chinese Version of Delaware Positive, Punitive, and Social-Emotional Learning (SEL) Techniques Scale - Teacher. *Chinese Journal of Clinical Psychology*.
- Xie, J., Lin, X., Qin, F., **Yang, C.**, & Bear, G. G. (accepted). Validation of the Chinese Version of Delaware Positive, Punitive, and Social-Emotional Learning (SEL) Techniques Scale - Student. *Chinese Journal of Clinical Psychology*.
- Yang, C.**, Fredrick S. S., Nickerson, A., Jenkins L., & Xie, J. (2019). Initial development and validation of Multidimensional Teacher Victimization Scale. *School Psychology Quarterly*.
- Yang, C.**, Jenkins L., Fredrick S. S., Chen, C*, Xie, J., & Nickerson, A. (2018). Teacher victimization by students in China: A multilevel analysis. *Aggressive Behavior*. (Published online on 12/18/2018)
- Xie, J., Peng, Z.*, Zhu, Z., **Yang, C.**, & Bear, G.G. Chinese Version of Delaware School Climate Scale – Teacher/Staff. *Chinese Journal of Clinical Psychology*. 26 (5). 891- 996.
- Yang, C.**, Sharkey, J. D., Reed, L., Chen, C*, & Dowdy, E. (2018). Bullying victimization and student engagement in Elementary, Middle, and High Schools: Moderating role of school climate. *School Psychology Quarterly*.33, 54-64. Doi: 10.1037/spq0000250 **(Top 10 most downloaded journal article from APA journals in 2018)**

- Yang, C.,** Bear, G. G. & May, H. (2018). The association between social-emotional learning approach and student engagement across elementary, middle, and high schools. *School Psychology Review*. 47. pp. 45-61. doi: 10.17105/SPR-2017-0003
- Wagle, R.* , Dowdy, E., **Yang, C.**, Palikara, O., Castro, S., & Nylund-Gibson, K. (2018). Preliminary Investigation of the Psychological Sense of School Membership Scale with Primary School Students in a Cross-Cultural Context. *School Psychology International*. (Published online on 10/4/2018)
- Bear, G. G., **Yang, C.**, Chen, D. * , He, X., Xie, J., & Huang, X. (2018). Differences in school climate and student engagement in China and the United States. *School Psychology Quarterly*, 33(2), 323-335.
- Xie, J., Shan, L. * , **Yang, C.**, Furlong, M., Wang, C., Deng, T. & Deng, J. (2018). Validation of the Social and Emotional Health Survey- Primary for Chinese Students. *Chinese Journal of Clinical Psychology*. 26(3), 522-527
- Wang, C., **Yang, C.**, Xu, J., & Furlong, M. (2018). Initial validation of the Social Emotional Health Survey-Primary in a Chinese sample. *International Journal of School & Educational Psychology*. 6, 62-74. doi:10.1080/21683603.2016.1272026
- Xie, J., Shan, L., **Yang, C.**, & Furlong, M. (2017). Chinese version of Social and Emotional Health Survey – Secondary School Version. *Chinese Journal of Clinical Psychology*. 25, 1012-1016. Doi: 10.16128/j.cnki.1005-3611.2017.06.004
- Xie, J., Xiao, S.* , **Yang, C.**, & Bear, G. (2017). A Comparative study of perceptions of school climate in Chinese and American adolescents. *Chinese Journal of Clinical Psychology*. 25, 714-718. Doi: 10.16128/j.cnki.1005-3611.2017.06.004
- Bear, G. G., **Yang, C.**, Mantz L.* & Harris, A.* (2017). School-wide practices associated with school climate in elementary, middle and high schools. *Teaching and Teacher Education*. 63, 372-383.
- Mantz L.* , Bear, G. G., **Yang, C.** & Harris, A.*. (2016). Validation of a brief measure of student perceptions of core social-emotional learning skills. *Child Indicators Research*. (published online on 10/29/2016)
- Xie, J., Lu, X.* , **Yang, C.**, Bear, G., G., & Ling, Y. (2016). A comparative study of bullying victimization in Chinese and American Adolescents. *Chinese Journal of Clinical Psychology*, 24, 706-709 & 683. Doi: 10.16128/j.cnki.1005-3611.2016.04.029
- Xie, J., Lv, Y.* , Kun, M.* , Lu, X.* , Bear, G. G., **Yang, C.**, Seth, M., & Rong, G. (2016). The validity and reliability of the Chinese version of Delaware School Climate Survey – Student. *Chinese Journal of Clinical Psychology*, 24, 250-253. Doi: 10.16128/j.cnki.1005-3611.2016.02.014
- Bear, G. G., Chen, D.* , Mantz, L., **Yang, C.**, Huang, X., & Shiomi, K. (2016). Differences in classroom removals and use of praise and rewards in American, Chinese, and Japanese schools. *Teaching and Teacher Education*, 53, 41-50. Doi:10.1016/j.tate.2015.10.003
- Bear, G., Holst, B., Lisboa, C., Chen, D.* , **Yang, C.**, & Chen, F. F. (2016). A Brazilian Portuguese survey of school climate: Evidence of validity and reliability. *International Journal of School & Educational Psychology*, 4, 165-178. Doi: 10.1080/21683603.2015.1094430
- Xie, J., Lv, Y., Bear, G. G., **Yang, C.**, Seth, M., & Rong, G. (2015). The validity and reliability of the Chinese version of Delaware Bullying Victimization Scale – Student. 23. *Chinese Journal of Clinical*

* Student Mentee

Psychology, 23, 594-596. Doi: 10.16128/j.cnki.1005-3611.2015.04.006

- Bear, G. G., Mantz, L., Glutting, J., **Yang, C.**, & Boyer, D. (2015). Differences in bullying victimization between students with and without disabilities. *School Psychology Review*, 44 (1), 98-116.
- Bear, G. G., **Yang, C.**, & Pasipanodya, E. (2015). School Climate: Validation of a brief measure of the perceptions of parents. *Journal of Psychoeducational Assessment*, 3, 115-129.
Doi:10.1177/0734282914545748
- Bear, G. G., **Yang, C.**, Glutting, J., Huang, X., He, X., Zhang, W., & Chen, D. (2014). Understanding teacher-student relationships, student-student relationships, and conduct problems in China and the United States. *International Journal of School & Educational Psychology*, 2, 247-260. Doi: 10.1080/21683603.2014.883342
- Bear, G. G., **Yang, C.**, Pell, M., & Gaskin, C. (2014). Validation of a brief measurement of teacher perceptions of school climate. *Learning Environments Research*, 17, 339-354. Doi: 10.1007/s10984-014-9162-1
- Yang, C.**, Bear, G. G., Chen, F. F., Zhang, W., Blank, J. C., & Huang, X. S. (2013). Student perceptions of school climate in the U.S. and China. *School Psychology Quarterly*, 28, 7-24. Doi: 10.1037/spq0000002 (sample paper of the journal)
- Yang, C.**, Cai, M., & Zhang, A. (2008). Practice and innovation of "Three-Phase Model" in teaching bilingual course in fundamental organic chemistry. *Journal of Huazhong Normal University (In Chinese)*, 2, 68-70.

Manuscripts Submitted or In Revision

- Yang, C.**, Sharkey, J. D., Reed, L., & Dowdy, E. (revision submitted). Cyberbullying victimization and student engagement among adolescents: How does school climate matter? *School Psychology*.
- Yang, C.**, Chan, M.*, Nickerson, A., Jenkins, L., Fredricks, S., & Xie, J. (revision submitted). Teacher victimization and subjective wellbeing: How does school climate matter? *Journal of School Psychology*.
- Chan, M.*, **Yang, C.**, Furlong, M., Dowdy, E., & Xie, J. (revision submitted). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International Journal of School & Educational Psychology*.
- Teng, Z., Nie, Q., Bear, G.G., & **Yang, C.** (submitted). Moral disengagement and bullying perpetration: A longitudinal study of the moderating effect of school climate. *School Psychology*.
- Yang, C.**, Chan, M.* & Ma, T-L (submitted). School-wide Social Emotional Learning (SEL) and Bullying Victimization: Moderating Role of School Climate across Elementary, Middle, and High Schools. *Journal of School Psychology*.

Book Chapters

- Furlong, M., Dowdy, E., Moffa, K.*, Beratone, A.*, **Yang, C.**, Kim, E., & Ito, A. (2019). Assessment of complete social emotional health: An international school psychology perspective. In C. Hatzichristou & B. K. Nastasi (Eds.), *Handbook of school psychology in a global context*. Dordrecht, Netherlands: Springer
- Haddock, A., Jimerson, S., & **Yang, C.** (2019). Middle school transition; Helping at school and home. In G. Bear and K. Minke (Eds), *Helping Children at Home and School III: Handouts for Families and Educators*. Bethesda, MD. National Association of School Psychologists

O'Brennan, L., Furlong, M., & **Yang, C.** (2018). Promoting collaboration among education professionals to enhance school safety. In Mayer, M., & Jimerson, S. (Eds). *School safety and violence prevention: science, practice, and policy driving change*. Washington, DC: American Psychological Association.

Funded Technical Manuals and Research Report

Bear, G. G., **Yang, C.**, Harris, A., Mantz, L., Boyer, D., & Hearn, S. (2019). *Technical Manual for the Delaware School Survey: Scales of school climate; bullying victimization; student engagement; positive, punitive, and social emotional learning techniques; and social and emotional competencies*. Funded by the Delaware Positive Behavior Support Project at the Center for Disability Studies at University of Delaware and Delaware Department of Education. Newark, DE.

Bear, G. G., **Yang, C.**, Mantz, L., E. Pasipanodya, Hearn, S. & Boyer, D. (2014). *Technical manual for Delaware School Survey: Scales of school climate, bullying victimization, student engagement, and positive, punitive, and social emotional learning techniques*. Funded by the Delaware Positive Behavior Support Project at the Center for Disability Studies at University of Delaware and Delaware Department of Education. Newark, DE.

Bear, G.G., & **Yang, C.** (2012) *Technical manual for Delaware School Climate Surveys*. Funded by the Delaware Positive Behavior Support Project at the Center for Disability Studies at University of Delaware and Delaware Department of Education. Newark, DE.

Yang, C. & Blank, J. (2010). *School climate and school psychology in China: A summary report for graduate student grant for global research, internship and performance*. Funded by the Office of Graduate and Professional Education, University of Delaware. Newark, DE.

CONFERENCE PRESENTATIONS

Yang, C., Wang, C. & Kim, E. (2019, February). *Training Asian international students in school psychology: Assets and challenges*. Poster presented at the 2019 Trainers of School Psychologists Conference. Atlanta, GA

Chan, M.*, **Yang, C.**, Chen, C., & Furlong, M. (2019, February). The relationships between psychological strengths and school membership. Poster presented at the 2019 National Association School Psychologists Annual Convention, Atlanta, GA

Chen, C.*, **Yang, C.**, & Chan, M. (2019, February). *Latent profile analysis of parent perception of school climate: The effect of children's race and grade level*. Poster presented at the 2019 National Association School Psychologists Annual Convention, Atlanta, GA

Rhea, W.*, Dowdy, E., **Yang, C.**, Moffa, K., & Furlong, M. (2019, February). Psychological Sense of School Membership Scale with cross-cultural pre-adolescent Students. Poster presented at the 2019 National Association School Psychologists Annual Convention, Atlanta, GA

Yang, C., Chan, M.*, Chen, C.*, Furlong M., & Dowdy, E. (2018, October). *Promoting school membership through the strength-based approach: A cross-cultural comparison*. Poster presented at the 2018 Annual Conference on Advancing School Mental Health. Las Vegas, NV

Ruiz, L. E. *, Chen, C. *, **Yang, C.** (2018, July). *Perception of school climate: Differences between Asian American and other racial/ethnic groups from students and parents' perspectives*. Poster presented at the Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.

Chen, C. *, Wang, K. *, **Yang, C.** (2018, July). *Association between teacher-home communication and bullying victimization: Perspectives from Asian American Parents*. Poster presented at the Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.

- Vo, R. *, Chen, C. *, **Yang, C.** (2018, July). *Perception of bullying victimization: Differences between Asian American and other racial/ethnic groups from students and parents' perspectives*. Poster presented at the Asian American Psychological Association 2018 Annual Conference, San Francisco, CA.
- Wang, K*, Chen, C.* & **Yang, C.** (2018, July). *Associations between teacher victimization, subjective wellbeing and teacher burnout among Chinese teachers*. Poster presented at the 2018 Annual Convention of American Psychological Association, San Francisco.
- Yang, C.,** & Chen, C.*(2018, July). *Resilience to bullying victimization: Moderating role of parents' perceptions of school climate*. Poster presented at the 2018 Annual Convention of American Psychological Association, San Francisco.
- Chen, C.* & **Yang, C.** (2018, July). *Chinese teacher victimization and wellbeing: Moderating effect of Home-School Collaboration*. Poster presented at the 2018 Annual Convention of American Psychological Association, San Francisco.
- Yang, C.,** Chen, C.*, & Xie, J. (2018, July). *The development and validation of Multidimensional Teacher Victimization Scale - Chinese*. Poster presented at the 2018 Annual Convention of American Psychological Association, San Francisco.
- Yang, C.,** Chen, C.*, Xie, J., & Wang, C. (2018, June). *Teacher victimization and subjective wellbeing: Moderating role of school climate*. Poster presented at the 16th ISQOLS Annual Conference, Hong Kong.
- Chen, C.* & **Yang, C.** (2018, June). *Chinese teacher victimization and well-being: Moderating effect of home-school collaboration*. Poster presented at the 16th ISQOLS Annual Conference, Hong Kong.
- Yang, C.,** Sharkey, J., Chen, C.*, & Dowdy, E. (2018, Feb). *Student engagement of bullying-victims: The moderating role of school climate*, Poster presented at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL
- Chen, C.*, **Yang, C.** & Bear, G. (2018, Feb). *The relationships between social-emotional competencies and bullying victimization*. Poster presented at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL
- Yang, C.** & Chen, C.* (2018, Feb). *Adolescents' social and emotional competencies and cyberbullying victimization: The protective role of school climate*. Paper presented at the 2018 National Association of School Psychologists Annual Convention, Chicago, IL
- Yang, C.** (2017, July). *School safety: The role of race, bullying victimization, and perceived fairness of school rules among adolescents*. Poster presented at the Minority Fellowship Program Summer Institute, American Psychological Association. Washington, DC.
- Yang, C.,** Wang, C. & Xie, J. (2017, August). *Promote students' resilience towards bullying victimization: A cross-cultural perspective*. Paper to be presented at the Annual Convention of American Psychological Association, Washington D.C.
- Yang, C.,** Sharkey, J. D., & Dowdy, E. (2017, August). *Adolescents' resilience to cyberbullying victimization: protective role of school climate*. Paper to be presented at the Annual Convention of American Psychological Association Annual Convention, Washington D.C.
- Yang, C.** & Bear, G. G. (2017, February). *Multilevel associations among bullying victimization, school engagement and social-emotional learning*. Paper presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.

- Yang, C.** (2017, February). *Effects of student and school demographic factors on school engagement*. Poster to be presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Mantz L., Bear, G. G., **Yang, C.** & Harris, A. (2017, February). *Student social-emotional competencies: Development of a school-wide assessment*. Poster presented at the National Association of School Psychologists Annual Convention, San Antonio, TX.
- Wang, C., Xu, J., **Yang, C.**, & Furlong, M., (2015, September). *Initial validation of the Social Emotional Health Survey-Primary in a Chinese sample*. Paper presented at the 9th World Congress on the Promotion of Mental Health, Columbia, SC.
- Bear, G. G., Chen, D., Mantz L., & **Yang, C.**, (2015, March). *Conduct problems, teacher-student relationships, and classroom management: Differences between China, Japan, and the U.S.* Paper presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Yang, C.**, Ginsburg-Block, M. & Bear, G. G. (2015, February). *Racial disproportionality in school discipline: Implications from a longitudinal investigation*. Poster presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Yang, C.**, Bear, G. G., Boyer, D., & Hearn, S. (2014, February). *Bullying victimization and school-wide discipline: Their relations to school climate*. Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- Yang, C.**, & Bear, G. G. (2014, February). *A brief measure of parent perception of school climate*. Poster presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- Bear, G. G., **Yang, C.**, Chen, D., & Glutting, J. (2014, February). *School discipline in cross-cultural Perspective*. Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.
- Yang, C.**, & Bear, G. (August, 2013). *School climate and cyber victimization: How are they related?* Poster presentation at the American Psychological Association Annual Convention, Honolulu, HI.
- Bear, G., **Yang, C.**, Huang, X., Zhang, W., & Chen, D. (2013, August). *Student relationships and conduct problems in China and U.S.* Poster presented at the American Psychological Association Annual Convention, Honolulu, HI.
- Chen, D., & **Yang, C.** (2013, February). *School engagement as mediator between school climate and achievement* Poster presented at the National Association of School Psychologists Annual Convention, Seattle, WA.
- Yang, C.**, Blank, J. C., Bear, G. G., & Pell, M. (2012, February). *A longitudinal investigation of School-Wide Positive Behavior Support*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Yang, C.**, & Blank, J. C. (2012, February). *Effect of discipline on school liking: Culture and fairness matter*. Poster presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.
- Yang, C.**, & Blank, J. C. (2011, May). *Chinese and American students' perceptions of school climate*. Paper presented at the Annual School of Education Graduate Research Forum. University of Delaware, Newark, DE.

Blank, J. C., & **Yang, C.** (2011, May). *Perceptions of school climate in China*. Paper presented at the University of Delaware 1st Graduate Forum, Newark, DE.

Yang, C., Blank, J. C., & Bear, G. G. (2011, February). *School climate and classroom management in China and U.S.* Paper presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

Blank, J. C., **Yang, C.**, & Bear, G. G. (2011, February). *Relationships among disciplinary techniques, school climate, and student conduct problems*. Poster presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

Yang, C., & Settles, B. (2009, May). *Parenting stress in families with children with Autism*. Paper presented at the 24th Annual Marion H. Steele Symposium, Newark, DE.

INVITED TALKS

Yang, C. (2018, December). *Assessment of Culturally and Linguistically Diverse Students*. Santa Barbara Psychology Internship Consortium.

Yang, C. (2018, July). *Training and Services in School Psychology in the U.S.*, Hunan Normal University.

Yang, C. (2018, June). *Training and Career Paths in Counseling, Clinical, and School Psychology in the U.S.* School of Psychology. Department of Psychology, College of Education, South China Normal University.

Yang, C. (2017, November). *Adolescents' Resilience to Cyberbullying Victimization: The Role of School Climate from A Multilevel Perspective*. Neag School of Education, University of Connecticut

Yang, C. (2017, November). *Adolescents' Resilience to Cyberbullying Victimization: The Role of School Climate from A Multilevel Perspective*. Quantitative Methods in the Social Sciences Talk, UCSB

Yang, C. (2014, February). *School Climate: A key player in School Discipline and Bullying Prevention*. College of Education, University of Wyoming

RESEARCH GRANT, CONTRACT, AND TRAVEL GRANTS (FUNDED)

\$ 19,879	Chunyan Yang (P.I.), Project: <i>A Short-term Longitudinal Study of Pre-service and First-year Teachers' Victimization Experience and Wellbeing</i> Funded by the Society for the Study of School Psychology Early Career Awards Program. July 2019 – June, 2020.
\$14,878	Chunyan Yang (P.I.), Project: <i>Pre-service and First-year Teachers' Experience with School Violence and Their Wellbeing: A Longitudinal Study</i> . Funded by the UCSB Academic Senate Research Grant. July 2019 – June, 2020.
\$7,500	Chunyan Yang (P.I.). Project: <i>Pre-service teachers' experience with school violence and subjective wellbeing: A mixed-methods study</i> , funded by UCSB Faculty Career Development Award. Summer 2019.
\$44,956	Chunyan Yang (P.I.) Project: <i>Evaluation for Bullying Prevention and Intervention Programs in Santa Maria High Schools</i> , funded by Fighting Back Santa Maria Valley. January 2019 – June 2020.
\$3,600	Chunyan Yang (P.I.) Project: <i>Family-School Engagement and Bullying Victimization among Racial/Ethnic Diverse Families</i> . funded by UCSB Academic Senate Research Grant. July 2018 to June 2019.
\$1,800	Faculty Travel Grant, awarded by Academic Senate, UCSB. August and February, 2017.
\$10,000	Chunyan Yang (P.I.) Project: <i>Youth's Resilience towards Cyberbullying Victimization: Protective Role of School Climate from a Multi-Informant Perspective</i> , funded by UCSB Academic Senate Research Grant. July 2017 to June 2019.

\$7,500	Chunyan Yang (P.I.). Project: <i>Youth's Resilience towards Bullying Victimization: Protective Role of School Climate from a Multi-Informant Perspective</i> , funded by UCSB Faculty Career Development Award. Summer 2017.
\$25,000	Chunyan Yang (P.I.). UCSB Faculty Enrichment Award to support diversity research, 2016
\$26,335	Chunyan Yang (Evaluator). <i>Delaware Positive Behavior Support and School Climate & Student Success Projects</i> funded by a 5-year federal School Climate Transformation Grant awarded to the Delaware Department of Education by the US Department of Education. 2015 - 2016.
\$9,900	Chunyan Yang and George Bear (Collaborators), Project: <i>School Climate, Bullying, Student Engagement, and Classroom Management Techniques: Differences in Means and Relations Among Variables</i> , funded by The Society for the Study of School Psychology and the International School Psychology Association, a school psychology international research initiative grant awarded to international researchers outside of the US. (P.I.s: Drs. Xianyou He and Xishan Huang). 2014 – 2015.
\$16,000	Chunyan Yang (Graduate Research Fellow), Competitive Research Fellowship awarded by the Office of Graduate and Professional Education, University of Delaware. September 2012 - May 2013.
\$3,750	Chunyan Yang (P.I.). Project for Global Research, Internships and Performances: <i>School Climate and Student Behavior Problems: A Perspective from China</i> , funded by the Office of Graduate and Professional Education, University of Delaware. June 2010 – August 2011.
\$1,000	Graduate Student Professional Development Grant, awarded by Office of Graduate and Professional Education, University of Delaware, February 2011 and August 2013.
\$1,000	Graduate Student Travel Grant, awarded by School of Education, University of Delaware. February 2011 and August 2013.
£450	Graduate Student Thesis Research Grant, awarded by Department of Experimental Psychology, University of Bristol (UK). 2007.

RESEARCH GRANT PROPOSALS SUBMITTED (NOT FUNDED)

\$ 29,224	Chunyan Yang (P.I.), Elina Saeki (Co-PI), Mariah Kornbluh (Co-PI), Feiyan Chen (Co-PI). Project: <i>Pre-service and first-year teachers' experience with school violence and wellbeing: A longitudinal study</i> . Submitted to the California Teacher Education Research and Improvement Network (CTERIN) Research Award Program. Jan 2019 – March, 2020.
\$ 49,985	Chunyan Yang (P.I.), Project: <i>Family-School Engagement and Bullying Victimization among Racial/Ethnic Diverse Families</i> . Submitted to Spencer Foundation Small Research Grants Program. January 2019 – December 2020.
\$ 20,000	Chunyan Yang (P.I.), Project: <i>Understanding Pre-service Teachers' Victimization Experience with School Violence</i> . Submitted to the Society for the Study of School Psychology Early Career Awards Program. July 2018 – June 2019.

\$153,500 Chunyan Yang (P.I.) and Karen Nylund-Gibson (Co-I), Project: *Cyberbullying Victimization and Student Engagement Among Adolescents: Moderating Role of School-wide Social-emotional Learning from a Multi-Informant Perspective*. Submitted to National Institutes of Health (NIH) R03 Small Grant Program. 2018-2020.

TEACHING AND MENTORING EXPERIENCE

Courses

Spring, 2019 Instructor, CNCSP 274 F: The School Psychologist as the Intervention Consultant: School Psychology Practicum
 Instructor, CNCSP 97 & 197: Special Topics in Applied Psychology
 Winter, 2019 Instructor, CNCSP 274 E: Ethics, Diversity, and Specialized Assessment and Intervention: School Psychology Practicum
 Instructor, CNCSP 97 & 197: Special Topics in Applied Psychology
 Winter, 2017 Instructor, CNCSP 215: Cognitive and Affective Bases of Behaviors, UCSB
 Fall, 2017 - Instructor, CNCSP 209A: Research Practicum, UCSB
 Current CNCSP 199: Undergraduate Independent Study, UCSB
 Fall 2017, 18 Instructor, CNCSP 250: Cognitive Assessment, UCSB
 Spring 2017,18 Instructor, CNCSP 292: Resiliency, Strengths, and Youth Development, UCSB
 2011-2012 Instructor, Human Development: K-8, University of Delaware
 2008-2011 Guest Lecturer, Capstone in Family Relationships & Topics in Human Development and Family Studies, University of Delaware
 Summer 2009 Teaching Assistant, Chemistry in Society, Center for Talented Youth, The Johns Hopkins University

Advising and Mentoring

Chun Chen (doctoral advisee since 2017)
 Meiki Chan (doctoral advisee, since 2018)
 Estefania Ruiz (Dream Scholar and undergraduate research assistant, 2017-2018)
 Ke Wang (undergraduate research assistant, 2017-18)
 Rachel Sun (undergraduate research assistant, 2017- 2018)
 Yesica Garcia Guzman (Dream Scholar and undergraduate research assistant, since 2018)
 Raymond Vo (undergraduate research assistant, since 2018)
 Sarah Peret (undergraduate research assistant, since 2018)
 Irma Figueroa (undergraduate research assistant, since 2019)

Doctoral Committees

Chun Chen (Qualifying Exam and Dissertation Committee Chair)
 Sruthi Swami (Dissertation Committee Member)
 Augustina Bertone (Dissertation Committee Member)
 Ida Taghavi (Qualifying Exam Committee Member)
 Rhea Wagle (Qualifying Exam Committee Member)

Awards and Fellowships Received by Mentees

Chun Chen, 2018 James Hong Memorial Research Fellowship, UCSB
 Chun Chen, Student Travel Award, Asian American Psychological Association 2018 Annual Conference
 Ke Wang, Student Travel Award, Asian American Psychological Association 2018 Annual Conference

DEPARTMENT AND UNIVERSITY SERVICE

2018-2019	Chair of Fellowship Committee, CCSP, UCSB
	Member of Sunshine Committee, CCSP, UCSB
2017-2018	Member of Faculty Legislature Committee, UCSB
2017-2018	Member of Fellowship Committee member, CCSP, UCSB
2017-present	Member of Faculty Executive Committee, Gevirtz School of Education, UCSB
2017-present	Member of Working Group to develop one-year assessment course sequence, CCSP, UCSB
2016 - 2017	Member of Graduate Curriculum Committee member, CCSP UCSB
2016 - present	Member of Department Graduate Recruitment Committee, UCSB

OTHER PROFESSIONAL SERVICE**Editorial Board (Since 2018)***School Psychology Quarterly**Journal of School Psychology**School Psychology Review***Ad-hoc Reviewer**

Child Development, School Psychology Review, European Journal of Developmental Psychology, Journal of Well-being Assessment, Journal of Social and Personal Relationship, International Journal of Mental Health Promotion, Journal of Child and Youth Service, Evaluation and Program Planning, School Psychology International

2018-2019	Committee Chair, APA Division 16 School Psychology Outstanding Dissertation Award
2016-18	Proposal Reviewer, APA Annual Convention – Division 16: School Psychology
2017-18	Award Reviewer, APA Division 16 School Psychology Outstanding Dissertation Award in 2017
2009-2015	Grant Proposal Reviewer, 21 st Century Community Learning Centers, Delaware Department of Education and Center for Disabilities Studies, University of Delaware
2011	Convention Proposal Reviewer, National Association of School Psychologists Annual Convention
2011	Interpreter and Co-organizer, International Symposium of the Advances and Practices of Mental Health Education in Schools, Guangzhou, China
2010	Invited Presenter, South China Normal University, Guangzhou, P.R. China.
2010-2011	Committee Member, 10 th Annual Cross-University Collaborative Mentoring Conference, University of Lehigh, PA

PROFESSIONAL AFFILIATIONS

2010 – present	Member, National Association of School Psychologists
2011 – present	Member, American Psychological Association & Division 16: School Psychology
2017 – present	Member, Bullying Research Network (BRNET)
2014 – 2016	Member, National Education Association

2011 – 2012 Member, American Educational Research Association
2010 – 2013 Member, Delaware School Psychologist Association