

Ashley S. Hufnagle

She/Her/Hers

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EDUCATION:

Ph.D.

May 2023

University of Minnesota, Minneapolis, MN: Educational Psychology (Emphasis in Social and Developmental Processes)

Dissertation: “*Collaborative Emotion Interpretation: Investigating Parents' Responses to Children’s Emotions in Naturalistic Interactions*”

Committee Members: Dr. Geoffrey Maruyama (advisor), Dr. David DeLiema (advisor), Dr. Martin Van Boekel, Dr. Peter Demerath

Preparing Future Faculty (PFF) Teaching in Higher Education Certificate

M.A.

May 2020

University of Minnesota, Minneapolis, MN: Educational Psychology

Thesis: “*Identifying Social-Emotional Factors that Predict Academic Resilience*”

B.A.

May 2016

Lewis & Clark College, Portland, OR: *cum laude*, with honors in Psychology

Honors Thesis: “*The Relationship between Promotive Factors and Multiple Domains of Resilience in Adolescents*”

ACADEMIC HONORS:

UMN Doctoral Dissertation Fellow (\$25,000 + tuition)	2022-2023
Russell W. Burris Memorial Fellowship in Educational Psychology	2022-2023
Academic Resilience Consortium: Leadership Award	2022
Robert Beck Fellowship for Interdisciplinary Studies in Education	2021-2022
UMN: Psychological Foundations of Education Student Research Award	2020-2021
National Science Foundation Graduate Research Fellowship, Honorable Mention	2019
UMN College of Education & Human Development Graduate Student Fellowship	2018-2019
Phi Beta Kappa	2016

American Association of University Women's (AAUW) Senior Woman Award Finalist	2016
Rena Ratte Award Finalist	2016

RESEARCH EXPERIENCE:

Graduate Research Assistant, Interaction Analysis Lab February 2020-Present

University of Minnesota, Minneapolis, MN (Supervised by Dr. David DeLiema)

Long Term Projects:

“A Longitudinal Window into Collaborative Approaches to Failure during Youth Computer Science Workshops” *Funded by the National Academy of Education/Spencer Foundation.*

“Parent-child Discourse in Outdoor Inquiry: Understanding Moments of Play, Failure, and Risk-Taking.” *A research practice-partnership with UMN CEHD's Department of Educational Psychology, UMN Institute of Child Development, The Shirley G. Moore Lab School, and the Free Forest School, a national non-profit organization.*

Graduate Research Assistant, “Feedback in the Wild” Lab January 2020- Present

University of Minnesota, Minneapolis, MN (Supervised by Dr. Martin Van Boekel)

Long-Term Projects:

“Academic feedback: Investigating the Factors that Impact a Learner's Ability to Take in and Use Feedback.” *Investigates presentation and type of feedback (normative, self-referential, etc.), the association between various social-emotional factors and feedback uptake and receptivity, the impact of negative feedback on working memory and emotions (as well as the development of interventions to mitigate these effects).*

“Memory Strategies: Implementing Lessons Learned from Cognitive Psychology in the Classroom.” *Studying concepts from cognitive psychology in naturalistic classroom settings/situations to examine their impact on student learning outcomes.*

Graduate Research Assistant, Social and Developmental Processes in Education Lab Sept. 2018-Present

University of Minnesota, Minneapolis MN (Supervised by Dr. Geoffrey Maruyama)

Long-Term Projects:

“Assessing the College Student Pandemic (COVID-19) Experience: Perceptions of Mattering, Self-Efficacy, Engagement, Thriving, and Anomie”

A Research-Practice Partnership between the Maruyama Lab and the President's Emerging Scholars Program (PES). *The President's Emerging Scholars (PES) Program supports historically underserved students in their pursuit of a bachelor's degree; I served as a research-consultant and partner in the development of an evidence-based curriculum by administering, assessing, and evaluating interventions (e.g., a Growth Mindset and Neuroplasticity lesson) aimed at boosting motivational variables, as well as to present findings and implications to key university stakeholders to inform future programmatic efforts.*

RESEARCH EXPERIENCE (Continued):

Graduate Research Assistant, CAUSE: Consortium for the Advancement of Underrepresented Student Engagement

Aug. 2018-Nov. 2019

University of Minnesota, Minneapolis MN (Supervised by Dr. Geoffrey Maruyama)

Long-Term Project:

“Moving the Dial on Inequality Challenges: Broadening Student Access and Success and Transforming Institutions through Campus-Community Engagement.” *Four-year grant from the U.S. Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE) that funded the University of Minnesota and five partner institutions in an effort to engage underrepresented and low-income students and bridge campus-community cultural divides by developing deeper partnerships with diverse communities; Investigated the relationship between students’ involvement in a variety of community engagement experiences (e.g., service-learning, community service) and students’ academic performance (grade point average), academic progress (units completed), and college completion.*

Research Technician II, Student Resilience and Well-Being Project

July 2016-Aug. 2018

Duke University, Durham, NC (Supervised by Dr. Molly Weeks, Dr. Mark Leary, Dr. Rick Hoyle, Dr. Steven Asher, & Dr. Tim Strauman)

Long-Term Project:

“Student Resilience and Well-Being Project” *Four-year longitudinal study designed to explore the individual, interpersonal, and institutional factors that contribute to the development of healthy and fulfilling lives for students in college and beyond in the face of stress and adversity; A collaborative effort between researchers in the Department of Psychology & Neuroscience and student affairs staff at Duke University, Davidson College, Furman University, and Johnson C. Smith University; Results from the project informed the development of data-driven campus programming; I served as a liaison between researchers and practitioners on the project.*

Research Team Leader, Behavioral Health and Social Psychology Lab

Sept. 2013-May 2016

Lewis & Clark College, Portland, OR (Supervised by Dr. Brian Detweiler-Bedell and Dr. Jerusha Detweiler-Bedell)

Lab Manager, The Early Childhood Development Project

June 2014-Aug. 2015

Lewis & Clark College, Portland, OR (Supervised by Dr. Jennifer LaBounty)

Research Assistant, NSF Living Laboratory Initiative

May 2014-Sept. 2014

Oregon Museum of Science and Industry (OMSI), Portland, OR

TEACHING, MENTORING, AND CURRICULUM DEVELOPMENT EXPERIENCE:

Visiting Instructor in Psychology and Educational Studies

Jan. 2022-May 2023

Macalester College, Saint Paul, MN

PSYC 394: The Land of Equal Opportunity? Applying a Critical Psychological Lens to American Education (Advanced Seminar)

Average Teaching Evaluation Scores:

Spring 2022: 4.8/5.0 (12 students)

Spring 2023: 4.75/5.0 (6 students)

Curriculum Developer for the “Young Scientists” Program

Aug. 2020- May 2021

University of Minnesota, Minneapolis, MN

Co-developed the 2020-2021 (online) curriculum for the Young Scientists program; Supported graduate student mentors and high school mentees throughout the program to conduct psychology/developmental science research studies and develop a formal research poster presentation; Wrote and received grant funding for high school mentees to attend and present their work at the 2021 Society of Research on Child Development Conference.

Website: <https://sites.google.com/umn.edu/youngscientists/home>

Graduate Teaching Assistant

Aug. 2019- May 2020

University of Minnesota, Minneapolis, MN

EPSY 1281: Applied Psychological Science

Average Teaching Evaluation Scores:

Fall 2019: 6.0/6.0

Spring 2020 (COVID-19, shift to online): 5.91/6.0

Curriculum Development Intern: Parents and Kids Together (PAKT)

Jan. 2015- May 2015

Dublin YMCA, Dublin, Ireland

Research Mentor, Community Engaged Leadership in the Sciences

May 2014-Aug. 2015

Lewis & Clark College, Portland, OR

Undergraduate Teaching Assistant (Psychology)

Sept. 2014- Dec. 2014

Lewis & Clark College, Portland, OR

Psychology 300: Research Methods

GUEST LECTURES:

EPSY8114: Video-Based Methods in Educational Research

April 21, 2023

University of Minnesota, Minneapolis, MN

Topic: “Methodological innovations at the intersection of video-based educational research

traditions”

EPSY8114: Play-based Learning

December 2, 2022

University of Minnesota, Minneapolis, MN

Topic: “*Examining Parent-Child Collaborative Emotion Interpretation and Navigation Processes during Outdoor Play*”

GRAD8101: Teaching in Higher Education

Oct. 26, 2021

University of Minnesota, Minneapolis, MN

Topic: “*Achievement Related Attributions and Attributional Retraining Interventions in Educational Settings*”

PEER-REVIEWED PUBLICATIONS (^ indicates collaborative authorship):

- Van Boekel, M., **Hufnagle, A. S.**, Weisen, S., & Troy, A. (2023). The feedback I want versus the feedback I need: Investigating students’ perceptions of feedback. *Psychology in the Schools*. 1-14. <https://doi.org/10.1002/pits.22928>
- Hufnagle, A.S.**, Wang, Y-C, Soria, K. M., Lopez-Hurtado, I., Maruyama, G. M., & Furco, A. (*in press*). Benefits of service-learning on students’ achievement and degree attainment outcomes: An investigation of potential differential effects for low-income and first-generation students. *Journal of Higher Education Outreach and Engagement*.
- Baker, J.K., DeLiema, D. J., **Hufnagle, A.S.**, Carlson, S.M., Sharratt, A., & Williams Ridge, S. (2022). Impasses in the wild: Autonomy support in naturalistic, parent-child outdoor play. *Frontiers in Educational Psychology*. <https://doi.org/10.3389/feduc.2022.885231>
- DeLiema, D., **Hufnagle, A. S.**, Rao, V. N. V., Baker, J., Valerie, J., & Kim, J. (2023). Methodological innovations at the intersection of video-based educational research traditions: Reflections on relevance, data selection, and phenomena of interest. *International Journal of Research & Method in Education*, 46(1), 19-36. <https://doi.org/10.1080/1743727X.2021.2011196>
- Schulzetenberg, A., Wang, Y, **Hufnagle, A. S.**, Soria, K. M., & Maruyama, G. M., & Johnson, J. (2020). Improving outcomes of underrepresented college students through community-engaged employment. *International Journal of Research on Service-Learning and Community Engagement*, 8 (1), Article 11. <https://doi.org/10.37333/001c.18719>
- Soria, K. M., **Hufnagle, A. S.**, Lopez-Hurtado, I., Do, T. (2019). Exploring the differential effects of service-learning on students’ sense of belonging: Does social class matter? *International Journal of Research on Service-Learning and Community Engagement*, 7(1), Article 8. <https://doi.org/10.37333/001c.11486>
- Stutts, L.A., Leary, M. R., Zeveney, A. S., & **Hufnagle, A. S.** (2018). A longitudinal analysis of the relationship between self-compassion and the psychological effects of perceived stress. *Self and Identity*, 17, 609-626. doi: 10.1080/15298868.2017.1422537

PUBLICATIONS CURRENTLY UNDER REVIEW:

Hufnagle, A.S., Do, T., Weisen, S., Wang, Y., Wahyuni, I., Ovies-Bocanegra, M. A., Peczuh, M. & Maruyama, G. M. (*under review*). Impacts of data quality screening on size and representativeness of an amazon mTurk sample: Implications for higher education. *Journal of Diversity in Higher Education*.

Maruyama, G. M., **Hufnagle, A.S.**, Furco, A., Fine, M. A., Langout, R., Wilder, S., Perry, D., Cordova, T., & Cox, D. (*under review*). Benefits of community engagement experiences for students from backgrounds under-represented in post-secondary education: Findings from six research universities. *Journal of Higher Education Outreach and Engagement*.

PUBLICATIONS IN PREPARATION:

Hufnagle, A.S. (*in prep*). Collaborative emotion interpretation: Investigating parents' responses to children's emotions in naturalistic interactions.

Van Boekel, M., **Hufnagle, A. S.**, Weisen, S., Steadman, C., Christianti, D., Troy, A., & Byun, C. (*in prep*). What do students remember about their assignment feedback? Very little, and not what we would hope.

DeLiema, D. J., **Hufnagle, A. S.**, & Ovies-Bocanegra, M. (*in prep*). Contrasting stances at the crossroads of learning opportunities during debugging.

Peczuh, M. C., Maruyama, G. M., Weisen, S., Do, T., & **Hufnagle, A.S.** (*in prep*). Where are the men?: Investigating intersectional gender differences in postsecondary outcomes.

Do, T., **Hufnagle, A.S.**, Maruyama, G., & Lopez-Hurtado, I. (*in prep*). Community engagement and under-represented student academic success.

Do, T., **Hufnagle, A.S.**, Weisen, S., Wang, Y., & Maruyama, G. M. (*in prep*). Construct validity of mattering: Implications for operationalization, use, and interpretation.

DeLiema, D. J., **Hufnagle, A. S.**, & Sandoval, W. (*in prep*). Bridging epistemic and non-epistemic resources: A theoretical framework and case study of causal reasoning and intervening around mathematics failure.

Palma Zamora, J., **Hufnagle, A. S.**, & Van Boekel, M. (*in prep*). On the measurement of two constructs of after school participation: Breadth and intensity.

POLICY REPORTS (^ indicates collaborative authorship):

University of Minnesota College of Education and Human Development Educational Equity Resource Center[^] & The Minneapolis Foundation (December, 2019). *Expanding the vision of Reimagine Minnesota: A collective education roadmap for action*.

Report accessible at: https://www.minneapolisfoundation.org/wp-content/uploads/2019/12/Report_ReimagineMinnesota.pdf

Contributing author to chapters: A role for social-emotional learning (part 1) and
Aligning and integrating resilience and social-emotional learning frameworks (part 2).

MEDIA INTERVIEWS (Quoted in):

Vue, K. (2020, July 17). "Graduate and professional students facing greater disparities due to COVID-19." *MN Daily*. mndaily.com/article/2020/07/graduate-and-professional-students-facing-greater-disparities-due-to-covid-19

INVITED TALKS:

Hufnagle, A.S., Weisen, S., & Wills, K. (2022, February). *Navigating graduate school: A panel and open discussion*. Invited to the University of Minnesota's Department of Educational Psychology's Psychological Foundations of Education Brownbag, Minneapolis, MN.

Hufnagle, A. S. (2021, October). *My route to (and through) graduate school in psychology: Reflections, lingering questions, and lessons learned*. Invited to the Hoyle Lab at Duke University, Department of Psychology, Durham, NC.

Hufnagle, A.S. (2020, March). *Towards a science of integration: Leveraging social-emotional learning (SEL) curricula to promote academic resilience*. Invited to the University of Minnesota: Twin Cities Department of Educational Psychology, Minneapolis, MN. [Cancelled due to COVID-19].

Hufnagle, A.S. & Weeks, M. S. (2017, October). "Wise" interventions in social and developmental psychology. Talk given to the Duke University Psychology Department, Durham, NC.

Hufnagle, A.S. (2016, April). *The relationship between promotive factors and multiple domains of resilience in adolescents*. Talk given at Festival of Scholars Symposium, Portland, OR.

Hufnagle, A.S., Isibor, J., & LaBounty, J. (2014, July). *Social cognition in young children*. Talk given at the Science without Limits Symposium, Portland, OR.

NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS: (* indicates that author was a student mentee; ^ indicates collaborative authorship)

Do, T., Maruyama, G., Weisen, S., Peczu, M.C., & **Hufnagle, A.S.** (June, 2023). *First-Generation and Pell-Eligible College Students' Thriving and Matter*ing. Paper presentation at the Society for Psychological Study of Social Issues (SPSSI) Annual Meeting, Denver, CO.

NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS (Continued):

Hufnagle, A. S., Weisen, S., & Van Boekel, M. (June, 2023). Evaluating two strategies to support students' memory for feedback. *Proceedings of the 17th International Conference of the Learning Sciences (ICLS)*. International Society of the Learning Sciences (ISLS)..

Hufnagle, A.S., Levy, J.*, Horne, E.* Avila Tovar, B*., Norman, A.*, Reyes M.*, & Sardijo, B*. (2022, October). *Academic resilience – Students' perspectives*. Panel presentation at the Academic Resilience Consortium Annual Conference, Tallahassee, FL, United States.

Byun, C.*, Steadman, C., **Hufnagle, A. S.**, Weisen, S., Christianti, D., Troy, A., Wahyuni, I., Stewart, J., & Van Boekel, M. (April, 2022). *Examining students' strategies for processing and using feedback: A think-aloud study*. Paper presentation at the American Educational Research Association Conference, Chicago, IL, United States.

Goeke, M., **Hufnagle, A.S.**, Jen, T., Tu, X., Blake, A.R., Love, C., & Gilliam, S. (2022, October). *What could open science look like in interaction analysis? A conversation on transparency, reproducibility, and ethics*. Forum at the Learning Sciences Graduate Student Conference Annual Meeting, Bloomington, IN, United States.

Steadman, C., Weisen, S., **Hufnagle, A.S.**, Wahyuni, I., Bye, J., Rios, J. & Van Boekel, M. (2022, August). *Exploring the effect of feedback type on students' working memory: A preliminary investigation*. Poster session at the American Psychological Association Annual Meeting, Minneapolis, MN, United States.

Note: American Psychological Association's (2022) Division 15 Graduate Student Poster Award Finalist

Wahyuni, I., **Hufnagle, A. S.**, Weisen, S., Steadman, C., & Van Boekel, M. (2022, August). *Evaluating the effects of contrasting cases and use of rubrics for students' self-assessment*. Poster session at the American Psychological Association Annual Meeting, Minneapolis, MN, United States.

Weisen, S., Steadman, C., **Hufnagle, A.S.**, Christianti, D., Troy, A., Wahyuni, I., Byun, C.*, Stewart, J., & Van Boekel, M. (2022, July 19-21). *"I can't tell if I did something good." : Understanding student processing of academic feedback* [Paper]. The Society for Text and Discourse, Atlanta, GA, United States.

Do, T., **Hufnagle, A.S.**, Maruyama, G., & Lopez-Hurtado, I. (2022, June). *Community engagement and under-represented student academic success*. Paper Presentation in a panel entitled "Understanding How Diversity Is Related to College Success" at the Society for Psychological Study of Social Issues Annual Meeting, San Juan, Puerto Rico.

Weisen, S., **Hufnagle, A. S.**, & Van Boekel, M. (2022). Investigating students' memory for feedback in a naturalistic classroom. *Proceedings of the 16th International Conference of the Learning Sciences (ICLS)*. International Society of the Learning Sciences (ISLS).
<https://www.dropbox.com/s/ws5sdcfi72aykj1/ICLS2022%20Proceedings.pdf?dl=0>

Hufnagle, A.S., Do, T., Weisen, S., Wang, Y., Wahyuni, I., Ovies-Bocanegra, M., & Maruyama, G. M. (2022, April 22-25). *Data-quality considerations for using amazon mturk samples in educational research*. Poster presentation at the American Educational Research Association Conference, San Diego, CA, United States.

NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS (Continued):

Do, T., **Hufnagle, A.S.**, Weisen, S., & Maruyama, G. (2022, February 16-19). *Construct validity of mattering: Implications for operationalization, use, and interpretation*. Poster Session at Society for Personality and Social Psychology Annual Meeting, San Francisco, CA, United States.

Link Tank[^] (2021, July). *The promise of video-based methods in psychology*. Oral presentation at the 36th Annual Psychology Postgraduate Affairs Group Annual Conference, Online.

[^]6 scholars (listed in alphabetical order): Baker, J.K., DeLiema, D.J., **Hufnagle, A.S.**, Kim, J., Rao, V.N.V., & Valerie, J.

Baker, J. K., DeLiema, D. J., Sharratt, A., **Hufnagle, A.S.**, Carlson, S., & Williams-Ridge, S. (2021, July). *Understanding autonomy support: A group reflection on video data of parents and children playing together outdoors*. Workshop presentation at Nature-Based Early Learning Conference, Online.

Van Boekel, M., Weisen, S., **Hufnagle, A.S.** (2021, June). *Feedback in the wild: Discrepancies in definition, use, and experience between academics and students*. Paper presentation at International Society of Learning Sciences Conference, Online.

Young Scientists Mentors[^] and **Mentees**^{*} (2021, April). *Building pipelines: Engaging youth in science*. Invited symposium and poster session at Society for Research on Child Development Conference, Online.

DeLiema, D. J. & **Hufnagle, A. S.** (2021, April). *Longitudinal debugging growth: Interaction analyses of collaborative approaches to failure in a series of youth computer science workshops*. Poster session at American Educational Research Association Conference, Online.

Hufnagle, A.S., Van Boekel, M., & Maruyama, G. M. (2021, April). *Social-emotional predictors of students' responses to academic stress: Investigating the multi-dimensionality of academic resilience*. Round table discussion at American Educational Research Association Conference, Online.

Weisen, S., **Hufnagle, A.S.**, & Van Boekel, M. (2021, April). *Investigating students' memory for feedback in a naturalistic classroom: A preliminary examination of qualitative data*. Round table discussion at American Educational Research Association Conference, Online.

Hufnagle, A.S. (2020, June). *Identifying social-emotional factors that predict academic resilience*. Poster presentation at Society for Psychological Study of Social Issues Conference, Denver, CO. [Cancelled due to COVID-19].

Hufnagle, A.S., Zeveney, A.S., & Leary, M.R. (2019, February). *Propensity for over-involvement and psychological well-being in college students*. Poster presentation at the Society for Personality and Social Psychology Annual Meeting, Portland, OR.

Zeveney, A.S., **Hufnagle, A.S.**, Leary, M.R., & Stutts, L.A. (2018, March). *A longitudinal analysis of the relationship between self-compassion and the effects of life stress on depression, anxiety, and negative affect*. Poster presentation at the Society for Personality and Social Psychology Annual Meeting, Atlanta, GA.

LOCAL/REGIONAL CONFERENCES:

Weisen, S., Steadman, C., **Hufnagle, A.**, Christianiti, D., Troy, A., Wahyuni, I., Byun, C., Stewart, J., & Van Boekel, M. (2023, January). *"I can't tell if I did something good."*: Understanding student

processing of academic feedback [Poster presentation]. Graduate Student Research Day for the College of Education and Human Development, University of Minnesota, Twin Cities.

Weisen, S., **Hufnagle, A.S.**, & Van Boekel, M. (2022, February). *Investigating students' memory for feedback in a naturalistic classroom*. Poster presentation at Graduate Student Research Day for the College of Education and Human Development, University of Minnesota, Twin Cities.

Weisen, S., **Hufnagle, A. S.**, & Van Boekel, M. (2021, February). *What do students remember about their assignment feedback? Very little, and not what we would hope*. Poster presentation at the University of Minnesota: College of Human Development Graduate Research Day, Online.
<https://www.youtube.com/watch?v=3WHWxKvtg00>

Hufnagle, A.S., Van Boekel, M., & Maruyama, G. (2020, February). *Identifying social-emotional factors that predict academic resilience*. Poster presentation at the University of Minnesota: College of Human Development Graduate Research Day, Minneapolis, MN.

Ludwig, A., **Hufnagle, A.S.**, Granich, K., Detweiler-Bedell, J., & Detweiler-Bedell, B. (2015, April). *Power posing and its effects on impressions*. Poster presentation at the Western Psychological Association Annual Meeting, Las Vegas, NV.

Vreede, C., Bidiman, E., **Hufnagle, A.S.**, Eiwaz, M., Detweiler-Bedell, J., & Detweiler-Bedell, B. (2014, April). *The role of construal level on framing depends on context*. Poster presentation at the Western Psychological Association Annual Meeting, Portland, OR.

GRANT FUNDING:

UMN Tri-Psych Graduate Student Diversity Small Grant (\$1000)

2020-2021

Supported Project: “Young Scientists:” *Building Pipelines from High School to Higher Education*

SERVICE TO THE FIELD:

Reviewer, American Educational Research Association (AERA) Conference

2022- Present

- Division C – *Learning and Instruction*
- SIG – *Social Emotional Learning*
- SIG – *Learning Sciences*

Ad-Hoc Reviewer

2022-Present

- *Educational Psychology Review*
- *Journal of the Learning Sciences*
- *Science Education (Special Issue on “Centering Affect and Emotion Toward Justice and Dignity in Science Education”)*

Academic Resilience Consortium (ARC) Leadership Council

Feb. 2021- Jan. 2023

The ARC is an association of faculty, staff, and students in higher education dedicated to understanding and promoting student resilience. It currently includes 600 members from 360+ schools in 45 US states and 17 countries, who support one another to improve programming and pedagogy and to remove systemic barriers to student success.

- **Newsletter/Communications Coordinator** – *Developed content for a quarterly newsletter featuring researchers' and practitioners' evidence-based initiatives and campus programming to promote resilience and well-being in order to: 1) expand the reach of ARC members' work and 2) translate the implications of their findings to aid application and use in Higher Education settings.*
- **Conference Planning Committee** – *Reviewed proposals and helped co-organize ARC's annual conference. Centered around the theme: "A More Resilient Future" (October 25-26th 2022)*

Reviewer, Academic Resilience Consortium (ARC) Annual Conference

2021-2022

UNIVERSITY SERVICE:

Co-Founder of "The Link Tank": An Interdisciplinary Graduate

Sept. 2019- Present

Student Think Tank

Student Representative at Psychological Foundations of Education

Sept. 2020- Sept. 2021

Faculty Meetings

Student Diversity Committee Member

Sept. 2018- May 2020

UMN Department of Educational Psychology

Student Representative: Faculty Diversity Committee

Sept. 2018- May 2019

UMN Department of Educational Psychology

PUBLIC SERVICE:

Meal Service Volunteer

June 2021-Present

People Serving People, Minneapolis, MN

PROFESSIONAL AFFILIATIONS:

American Psychological Association

2022- Present

Academic Resilience Consortium

2019- Present

American Educational Research Association

2019-Present

Society for Affective Science

2021- Present

Ashley S. Hufnagle (hufna011@umn.edu)

11

International Society of the Learning Sciences	2021- Present
Society for the Psychological Study of Social Issues	2018- Present
Society for Personality and Social Psychology	2014 -Present
International Society for Self and Identity	2018- 2019
Association for Psychological Science	2018- 2019