**CHRISTINE R. STARR, PhD**

University of Wisconsin--Madison

Phone: (309) 212-5433 • Email: starr3@wisc.edu

[ORCID](https://orcid.org/0000-0002-8662-0387) • [Webpage](http://education.uci.edu/researcher-starr-c.html?fbclid=IwAR2HQ_1U-XC-F49mpnNNTVeiGxcO95kzaHxgs85ARu5yrcyJLKHummzEZ_I) • [Google Scholar](https://scholar.google.com/citations?user=Gdh6Pw4AAAAJ&hl=en)

**ACADEMIC POSITIONS**

2023-Present **Assistant Professor**

Department of Educational Psychology

 University of Wisconsin--Madison

2019-2023 **NSF Postdoctoral Scholar: Adolescent STEM Motivation, Intersectionality, and Families**

University of California, Irvine

 Postdoctoral Mentors: Dr. Sandra Simpkins & Dr. Jacquelynne Eccles

**EDUCATION**

2019 **Ph.D., Developmental Psychology**

University of California, Santa Cruz

 Advisor: Campbell Leaper, Ph.D.

 Dissertation: “That’s Not Me”: STEM Stereotypes, Self-Concepts, and Motivation

2017 **M.S., Developmental Psychology** University of California, Santa Cruz

2010 **B.A., Psychology**

 Knox College, Galesburg, IL

**GRANTS & FELLOWSHIPS**

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| 2018-2019     | Spencer Foundation Grant: “That’s Not Me: Do Nerd-Genius Stereotypes Undermine Underrepresented Youth in pSTEM?” (PI: Campbell Leaper) ($50,000). |
| 2018-2019  | Chancellor’s Dissertation Fellowship Award, University of California ($10,000).  |
| 2014-2018  | National Science Foundation Graduate Research Fellowship ($90,000). |
| 2018  | Graduate Student Association Travel Grant, UC Santa Cruz ($500). |
| 2014-2019  | Graduate Student Travel Grant, UC Santa Cruz. ($500/yr). |
| 2014-2019  | Graduate Student Research Grant, UC Santa Cruz. ($500/yr). |
| 2013  | Regent’s Fellowship, University of California, Santa Cruz ($5,000). |

**PEER-REVIEWED JOURNAL ARTICLES**

**Citation Information:** Count > 1000; *h*-index = 15; *i*10 index = 17 (source: [*Google Scholar*](https://scholar.google.com/citations?user=Gdh6Pw4AAAAJ&hl=en))

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| **J28** | **Starr, C.** **R**., & Meca, A. (in press). pSTEM implicit stereotypes and pSTEM motivation among Black and Latina undergraduate women: The role of gender and ethnic/racial typicality. *Sex Roles*. <https://doi.org/10.1007/s11199-024-01492-z>Impact factor: 3.80 Citations: 0 |  |
| **J27** | **Starr, C.** **R**., & ^Leaper, C. (2024). That’s not me: (Dis)concordance between pSTEM nerd-genius stereotypes and self-concepts predicts high school students’ pSTEM identity. *Social Psychology of Education, 27*, 1161–1192*.* <https://doi.org/10.1007/s11218-023-09851-6>Impact factor: 2.61 Citations: 0 |  |
| **J26** | \*Rivas Vega, A., Ben Hagai, E., & **Starr, C. R.** (2024). Immigrant’s death at the border: Do they influence Latinx and White Americans’ belief in the American dream? *Analysis of Social Issues and Public Policy, 24*(1), 261-282. <https://doi.org/10.1111/asap.12382>Impact factor: 1.50 Citations: 0 |  |
| **J25** | Paechter, M., Luttenberger, S., **Starr, C.R.**, Mackenzie, E., & Ertl, B. (2024). From early interest to career persistence: Understanding and supporting STEM pathways. *Education Sciences, 14*(7), 767-769. <https://doi.org/10.3390/educsci14070767>Impact factor: 3.00 Citations: 0 |  |
| **J24** | Ben Hagai, E. & **Starr, C.R.** (2023). International perspectives on lesbian psychology. *Journal of Lesbian Studies, 27*(1), 1-6. <https://doi.org/10.1080/10894160.2023.2156059>Impact factor: 1.10 Citations: 0 |  |
| **J23** | **Starr, C. R.,** & ^Leaper, C. (2023). Undergraduates’ pSTEM identity and motivation in relation to gender- and race-based perceived representation, stereotyped beliefs, and implicit associations. *Group Processes & Intergroup Relations, 26(8),* 1774-1800*.* <https://doi.org/10.1177/13684302221128235>Impact factor: 4.40 Citations: 6 |  |
| **J22** | **Starr, C. R., \***Gao, Y., \*Lee, G., Dicke, A., Rubach, C., Safavian, N. S. ^Eccles, J. S., & ^Simpkins, S. D. (2023). “Who’s better at math, boys or girls?”: Math gender stereotypes in early and late adolescence and their relation to motivational beliefs. *Education Sciences,* 13(9), 866; <https://doi.org/10.3390/educsci13090866>Impact factor: 3.00 Citations: 3 |  |
| **J21** | **Starr, C.** **R**., Tulagan, N., & ^Simpkins, S. D. (2022). Black and Latinx adolescents’ STEM motivational beliefs: A systematic review of the literature on parent STEM support. *Educational Psychology Review, 34,* 1877–1917. <https://doi.org/10.1007/s10648-022-09700-6>Impact factor: 8.24 Citations: 27 |  |
| **J20** | **Starr, C. R.**, \*Gao, Y., \*Lee, G., Dicke, A., Rubach, C., Safavian, N. S. ^Eccles, J. S., & ^Simpkins, S. D. (2022). Parents’ Math Gender Stereotypes and Their Correlates: An Examination of the Similarities and Differences Over the Past 25 Years. *Sex Roles*, 87, 603–619. <https://doi.org/10.1007/s11199-022-01337-7>Impact factor: 4.15 Citations: 7 |  |
| **J19** | **Starr, C.** **R**., \*Ramos Carranza, P., & ^Simpkins, S. D. (2022). Stability and changes in high school students’ STEM career expectations: Variability based on STEM support and parent education. *Journal of Adolescence, 94*(6), 906-919. <https://doi.org/10.1002/jad.12067>Impact factor: 3.68 Citations: 18 |  |
| **J18** | Rubach, C., \*Lee, G., **Starr, C. R.**, \*Gao, Y., Safavian, N., Dicke, A. L., ^Eccles, J.S., & ^Simpkins, S.D. (2022). Is there any evidence of historical changes in gender differences in American high school students’ math competence-related beliefs over the last 30 years? *International Journal of Gender, Science, and Technology, 14*(2), 55–126.Impact factor: -- Citations: 11 |  |
| **J17** | \*Puente, K., **Starr, C. R.**, ^Eccles, J. S., & ^Simpkins, S. D. (2021). Developmental trajectories of science identity beliefs: Within-group differences among Black, Latinx, Asian, and White students. *Journal of Youth and Adolescence, 50,* 2394–2411*.* <https://doi.org/10.1007/s10964-021-01493-1>Impact factor: 5.63 Citations: 17 |  |
| **J16** | **Starr, C. R.** (2021). Born to code: Does the portrayal of computer scientists as geniuses undermine adolescent youths' motivational beliefs? *Frontiers in Psychology, 12.* Article ID: 709427.<https://doi.org/10.3389/fpsyg.2021.709427>Impact factor: 4.23 Citations: 1 |  |
| **J15** | **Starr, C. R.,** & ^Simpkins, S. D. (2021). High school students’ math and science gender stereotypes: Relations with their STEM outcomes and socializers’ stereotypes. *Social Psychology of Education, 24*(1), 273-298*.* <https://doi.org/10.1007/s11218-021-09611-4>Impact factor: 2.61 Citations: 93 |  |
| **J14** | **Starr, C. R.**, ^Hunter, L., Dunkin, R., Honig, S., Palomino, R., & ^Leaper, C. (2020). Doing science makes a difference: Engaging students in STEM practices increases science identity, motivation, and career interest over time. *Journal of Research in Science Teaching, 57*(7), 1093-1118. [https://doi.org/10.1002/tea.21623](https://doi.org/10.1002/tea.21623%20) Impact factor: 4.83 Citations: 103 |  |
| **J13** | **Starr, C. R.,** & ^Zurbriggen, E. L. (2019). Self-sexualization, self-objectification, academic outcomes, and career aspirations among pre-adolescent girls. *International Journal of Behavioral Development, 43*(6), 515-522. [https://doi.org/10.1177/0165025419873036](https://doi.org/10.1177/0165025419873036%20) Impact factor: 3.02 Citations: 23 |  |
| **J12** | **Starr, C. R.,** & ^Leaper, C. (2019). Do Adolescents’ self-concepts moderate the relationship between STEM stereotypes and motivation*? Social Psychology of Education.* <https://doi.org/10.1007/s11218-019-09515-4> Impact factor: 2.61 Citations: 39 |  |
| **J11** | **Starr, C. R.,** Anderson, B. R., & Green, K. A. (2019). “I’m a computer scientist!”: Virtual reality experience influences stereotype threat and STEM motivation among undergraduate women. *Journal of Science Education and Technology, 28*(5), 493–507*.* [https://doi.org/10.1007/s10956-019-09781-z](https://doi.org/10.1007/s10956-019-09781-z%20) Impact factor: 3.42 Citations: 60 |  |
| **J10** | ^Leaper, C., & **Starr, C. R.** (2019). Helping or hindering undergraduate women’s STEM motivation: Experiences with STEM support, STEM-related gender bias, and sexual harassment. *Psychology of Women Quarterly.* <https://doi.org/10.1177/0361684318806302> Impact factor: 4.29 Citations: 196 |  |
| **J9** | ^Leaper, C., Farkas, T., & **Starr, C. R.** (2019). Traditional masculinity, help avoidance, and intrinsic interest in relation to high school students' English and math performance. *Psychology of Men & Masculinities, 20*(4), 603–611*.* [https://doi.org/10.1037/men0000188](https://doi.org/10.1037/men0000188%20) Impact factor: 2.89 Citations: 26 |  |
| **J8** | **Starr, C. R.** (2018). “I’m not a science nerd!”: STEM stereotypes, identity, and motivation among undergraduate women. *Psychology of Women Quarterly, 42*(4), 489-503. <https://doi.org/10.1177/0361684318793848> Impact factor: 4.29 Citations: 216 |  |
| **J7** | Barns, A., Ball, T., **Starr, C. R.**, Seagroves, S., Perez, K., & ^Hunter, L. (2018). Successfully building a diverse telescope workforce: The design of the Akamai Internship Program in Hawaii. *Journal of Engineering Education.* [https://doi.org/10.18260/1-2--31030](https://doi.org/10.18260/1-2--31030%20) Impact factor: 3.29 Citations: 6 |  |
| **J6** | **Starr, C. R.,** & ^Zurbriggen, E. L. (2017). Sandra Bem's gender schema theory after 34 years: A review of its reach and impact. *Sex Roles, 76*, 556-578. [https://doi.org/10.1007/s11199-016-0591-4](https://doi.org/10.1007/s11199-016-0591-4%20) Impact factor: 4.15 Citations: 235 |  |
| **J5** | Kondiles, B., **Starr, C. R.**, ^Larson, E., & ^Zollman, F. (2015). Method of assessment and symptom reporting post mild traumatic brain injury. *Health Psychology & Behavioral Medicine, 3*, 1-11. [https://doi.org/10.1080/21642850.2014.*966717*](https://doi.org/10.1080/21642850.2014.966717)Impact factor: 1.40 Citations: 9 |  |
| **J4** | ^Larson, E., Kondiles, B., ^Zollman, F., & **Starr, C. R.** (2014). Memory deficits, postconcussive complaints, and posttraumatic stress disorder in a volunteer sample of veterans. *Rehabilitation Psychology, 58*(3), 245-252. <https://doi.org/10.1037/a0032953> Impact factor: 1.48 Citations: 18 |  |
| **J3** | ^Zollman, F., **Starr, C. R.**, Kondiles, B., Cyborski, C., & ^Larson, E. (2013). The Rehabilitation Institute of Chicago military traumatic brain injury screening instrument: Determination of sensitivity, specificity, and predictive value. *Journal of Head Trauma Rehabilitation, 29*(1), 99-107. <https://doi.org/10.1097/HTR.0b013e318294dd37>. Impact factor: 3.71 Citations: 9 |  |
| **J2** | ^Larson, E., Kondiles, B., **Starr, C. R.**, & ^Zollman, F. (2013). Postconcussive complaints, cognition, symptom attribution, and effort among veterans. *Journal of the International Neuropsychological Society, 19,* 88-95. <https://doi.org/10.1017/S1355617712000999> Impact factor: 2.89 Citations: 40 |  |
| **J1** | **Starr, C. R.,** & ^Ferguson, G. M. (2012). Sexy dolls, sexy gradeschoolers? Media and maternal influences on young girls’ self-sexualization. *Sex Roles*, *67*, 463-476. <https://doi.org/10.1007/s11199-012-0183-x> Impact factor: 4.15 Citations: 172\*Indicates an undergraduate or graduate student coauthor.^Indicates a senior coauthor. |  |

**BOOK REVIEWS AND CHAPTERS**

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| **B3** | **Starr, C. R.,** & Leaper, C. (2018). *Gender*. In M. H. Bornstein (Ed.), The SAGE encyclopedia of lifespan human development, p. 922-927. <https://doi.org/10.4135/9781506307633.n344> |
| **B2** | **Starr, C. R.** (2018). Mind the gender gap: Changing misconceptions about gender, leadership, and occupational segregation. Review of Bridging the Gender Gap. *Sex Roles*, *78*(5), 453-454. <https://doi.org/10.1007/s11199-017-0833-0> Impact factor: 4.15 Citations: 3 |
| **B1** | **Starr, C. R.** (2015). An objective look at early sexualization and the media. Review of Media and The Sexualization of Childhood. *Sex Roles*, *72*, 85-87. <https://doi.org/10.1007/s11199-014-0422-4> Impact factor: 4.15 Citations: 12 |

**MANUSCRIPTS UNDER REVIEW**

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| **R5** | **Starr, C.** **R**., Tulagan, N., & Simpkins, S. D. (revise and resubmit). Black and Latinx parent's STEM support matters: How patterns of parent support relate to adolescents' STEM outcomes across high school. |
| **R4** | **Starr, C.** **R**., Lee, G., Rubach, C., Safavian, N., Eccles, J. S., & Simpkins, S. D. (revise and resubmit). Girls and boys typically have similar math value beliefs: Replication evidence across historical time, grade level, and racial/ethnic groups. |
| **R3** | **Starr, C.** **R**. & Leaper, C. (under review). Self-objectification and gender stereotyping in relation to girls’ motivation in mathematics and language arts. |
| **R2** | Leaper, C. & **Starr, C.** **R**. (under review). Positive impacts of a summer science internship program on high school students’ STEM motivation. |
| **R1** | Rubach, C., Lee, G., **Starr, C. R.**, Gao, Y., Safavian, N., Dicke, A. L., Eccles, J.S., & Simpkins, S.D. (under review). High school students’ math competence beliefs: Analyze the impact of gender, ethnicity and their intersection across 6 large U.S. datasets. |

**MANUSCRIPTS IN PROGRESS**

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| **P5** | **Starr, C.** **R**. (in prep). Reasoning matters: Latent profiles of stereotypes about who belongs in STEM |
| **P4** | **Starr, C.** **R**., Lee, G., Eccles, J. S., & Simpkins, S. D. (in prep). How do different sources of support relate to changes in STEM career expectations across adolescence? An examination by race/ethnicity in two U.S. datasets. |
| **P3** | Tulagan, N., **Starr, C. R.,** Simpkins, S. D., & Eccles, J. S. (in prep). Parents’ math support self-efficacy and adolescents’ math expectancy-value beliefs: Intersections of parent education and race/ethnicity across time |
| **P2** | **Starr, C.** **R**., Tulagan, N., Eccles, J. S., & Simpkins, S. D. (in prep). Math motivation profiles among adolescents with non-college educated parents: Relations to parent and teacher support and adolescent academic outcomes. |
| **P1** | Tulagan, N.,Lee, G., Rubach, C., Safavian, N., **Starr, C. R.,** Simpkins, S. D., & Eccles, J. S. (in prep). Race by gender differences in math value beliefs replication study. |

**PEER-REVIEWED CHAIRED SYMPOSIA**

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| **S7** | **Starr, C. R.,** & Rubach, C. (2022, July). The Role of Social Contexts in STEM Motivation Gender Differences Across Four Countries. Symposium presented at the Network Gender and STEM Conference, Germany. |
| **S6** | **Starr, C. R.** (2022, March). Promoting Possibilities for First-Gen students: Capitalizing on First Generation Students’ Strengths to Promote Academic and STEM Motivation. Symposium presented at the Society for Research in Adolescence, New Orleans, LA. |
| **S5** | **Starr, C. R.** (2021, July). Forming and Supporting STEM Identities. Symposium presented at the Network Gender and STEM Conference, Sydney, Australia. |
| **S4** | **Starr, C. R.** (2021, July). Helping or Hindering Girls’ STEM Motivational Beliefs: Students’ STEM Achievement, Gender Stereotypes, and Teacher Support across Five Large U.S. Datasets. Symposium presented at the Network Gender and STEM Conference, Sydney, Australia. |
| **S3** | **Starr, C. R.** (2021, March). Gender Stereotypes and STEM Motivation: Experimental, Longitudinal, Meta-analytic, and Intervention Research Across the Lifespan. Symposium presented at the Society for Research in Child Development, Online Conference. |
| **S2** | **Starr, C. R.** (2020, March). Gender and Racial Stereotypes, Self-Concepts, and Academic Motivation. Symposium accepted to Society for Research in Adolescence, San Diego, CA. (Conference Canceled). |
| **S1** | **Starr, C. R.** (2019, March). Context matters for STEM outcomes: Factors that help or hinder underrepresented students in K-college education. Symposium presented at the Society for Research in Child Development, Baltimore, MD. |

**PEER-REVIEWED CONFERENCE PRESENTATIONS**

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| **C34** | **Starr, C. R.,** & Leaper, C. (2024, July). Reasoning behind your stereotypes matters: taking the person-centered approach to examine pSTEM implicit and explicit gender and race/ethnic stereotypes among a diverse sample of U.S. undergraduates. In D. Miller (Chair), The impact of gender stereotypes on motivational STEM outcomes: New research directions and variation across development. Paper presented at the Network Gender and STEM Conference, Heidelburg, Germany. |
| **C33** | **Starr, C.R.,** Lee-Poon, G., Rubach, C., Gao, Y., Safavian, N., Dicke, A., Eccles, J.S., & Simpkins, S.D. (2024, July). *Is there any evidence of gender differences in math value beliefs among adolescents across three datasets?* In G. Lee-Poon (Chair), Investigating math motivational belief processes and STEM outcomes at the intersection of gender and race/ethnicity. Paper presented at the Network Gender and STEM Conference, Heidelburg, Germany. |
| **C32** | Rubach, C., Lee-Poon, G., Safavian, N., **Starr, C.R.,** Eccles, J.S., & Simpkins, S.D. (2024, July). *Unraveling the high school motivation puzzle: Exploring the intersection of gender, race/ethnicity, and academic performance.* In G. Lee-Poon (Chair), Investigating math motivational belief processes and STEM outcomes at the intersection of gender and race/ethnicity. Paper presented at the Network Gender and STEM Conference, Heidelburg, Germany. |
| **C31** | **Starr, C. R.,** Gao, Y., Lee, G., Safavian, N., Rubach, C., Dicke, A. L., Eccles, J. S., & Simpkins, S. D. (2023, March). *Adolescents’ Math Ability Gender Stereotypes and Motivational Beliefs: Testing for Replication Across Two Datasets.* In S. Zhao & P. Setoh (Chairs), New Perspectives on the STEM Gender Disparities: Children’s Interlocking Beliefs about Fields and Social Groups. Paper presented at the Society for Research in Child Development. |
| **C30** | **Starr, C. R.**; Gao, Y.; Dicke, A.L.; Rubach, C.; Lee, G.; Safavian, N.; Eccles, J.S.; Simpkins, S. (2022, August). *Parent gender stereotypes about math predict girls’, but not boys’, math motivational beliefs: Findings from four U.S. datasets.* Paper presented at the Network Gender and STEM Conference, Germany. |
| **C29** | **Starr, C. R.,** & Leaper, C. (2022, April). *Scientists aren’t sexy: Do stereotypes that STEM workers are unattractive negatively relate to girls’ motivation?* In F. Law (Chair), Understanding the Antecedents of Gender and Ethnic Under-representation in STEM: Stereotypes, Motivation & Belonging. Paper presented at The American Educational Research Association (AERA). |
| **C28** | **Starr, C.** **R**., Ramos Carranza, P., & Simpkins, S. D. (2022, March). *What kinds of social support relate to persisting and developing an interest in STEM among potential first and continuing generation high school students?* In C. Starr (Chair), Promoting Possibilities for First-Gen students: Capitalizing on First Generation Students’ Strengths to Promote Academic and STEM Motivation. Paper presented at the Society for Research in Adolescence (SRA) biannual conference. |
| **C27** | **Starr, C. R.,** & Leaper, C. (2022, Feb.). *Not like other women: Implicit gender- and race-STEM associations, typicality, and STEM motivation among a diverse U.S. sample.* In A. Maheux (Chair), Diversifying STEM Across Development. Paper presented at the Society for Personality and Social Psychology (SPSP). |
| **C26** | **Starr, C. R.,** & Simpkins, S.D. (2021, Sept.). *Factors related to changes in math and science gender stereotypes from 9th to 11th grade in a large U.S. sample.* In L. McGuire (Chair), STEM gender stereotypes in childhood and adolescence: Consequences and challenges. Paper presented at the British Psychological Society Annual Conference, Online Conference. |
| **C25** | **Starr, C. R.,** Dicke, A. L., Rubach, C., Lee, G., Safavian, N., Gao, Y., Eccles, J. S., & Simpkins, S. D. (2021, July). *Parent and child gender stereotypes about math: Findings from four U.S. datasets from 1984 to 2011.* In C. Starr (Chair), Helping or Hindering Girls’ STEM Motivational Beliefs: Students’ STEM Achievement, Gender Stereotypes, and Teacher Support across Five Large U.S. Datasets. Paper presented at the Network Gender and STEM Conference, Sydney, AU. |
| **C24** | Rubach, C., Gao, Y., **Starr, C. R.,** Dicke, A. L., Lee, G., Safavian, N., Eccles, J. S., & Simpkins, S. D. (2021, July). *High school students’ math motivational beliefs, achievement, and choices: An examination of the associations and gender differences across five large U.S. datasets.* In C. Starr (Chair), Helping or Hindering Girls’ STEM Motivational Beliefs: Students’ STEM Achievement, Gender Stereotypes, and Teacher Support across Five Large U.S. Datasets. Paper presented at the Network Gender and STEM Conference, Sydney, Australia.  |
| **C23** | Dicke, A. L., Rubach, C., Lee, G., Safavian, N., Gao, Y., **Starr, C. R.,** Eccles, J. S. & Simpkins, S. D. (2021, July). *Perceived teacher support and its associations with math motivational beliefs: Exploring gender differences using three large U.S. datasets.* In C. Starr (Chair), Helping or Hindering Girls’ STEM Motivational Beliefs: Students’ STEM Achievement, Gender Stereotypes, and Teacher Support across Five Large U.S. Datasets. Paper presented at the Network Gender and STEM Conference, Sydney, Australia. |
| **C22** | Safavian, N., Dicke, A. L., Gao, Y., **Starr, C. R.,** & Eccles, J. S. (2021, July). *Hispanic, African American, and White youths’ STEM-related career aspirations: Exploring gender differences using three large U.S. datasets.* In C. Starr (Chair), Helping or Hindering Girls’ STEM Motivational Beliefs: Students’ STEM Achievement, Gender Stereotypes, and Teacher Support across Five Large U.S. Datasets. Paper presented at the Network Gender and STEM Conference, Sydney, Australia.  |
| **C21** | **Starr, C. R.,** & Simpkins, S.D. (2021, March). *STEM gender stereotypes across high school: links with parents’ and teachers’ stereotypes to adolescents’ identity and outcomes.* In C. Starr (Chair), Gender Stereotypes and STEM Motivation: Experimental, Longitudinal, Meta-analytic, and Intervention Research Across the Lifespan. Paper presented at the Society for Research in Child Development, Online Conference. |
| **C20** | **Starr, C. R.,** & Leaper, C. (2021, March). *“Born to code”: Do nerd-genius stereotypes affect high schoolers’ pSTEM motivation?* In A. Dotterer (Chair), The Social Context of STEM Processes and Outcomes among Underrepresented High School Students. Paper presented at Society for Research in Child Development, Online Conference. |
| **C19** | **Starr, C. R.,** & Leaper, C. (2020, March). *Scientists aren’t sexy?: pSTEM stereotypes, self-concepts, and motivation.* In C. Starr (Chair), Gender and Racial Stereotypes, Self-Concepts, and Academic Motivation. Symposium accepted to Society for Research in Adolescence, San Diego, CA. (Conference Canceled). |
| **C18** | **Starr, C. R.,** & Zurbriggen, E.L. (2019, March). *Too cute for school: Self-sexualization, media, and outcomes among pre-adolescent girls.* In C. Spears Brown (Chair), Sexualization in Childhood and Early Adolescence: Associations with Peer Relationships, Academics, and Body Image. Paper presented at the Society for Research in Child Development, Baltimore, MD. |
| **C17** | **Starr, C. R.,** & Leaper, C. (2019, March). *Just like me?: Adolescents’ self-concepts moderate the relationship between STEM stereotypes and motivation.* In C. Starr (Chair), Context matters for STEM outcomes: Factors that help or hinder underrepresented students in K-college education. Symposium presented at the Society for Research in Child Development, Baltimore, MD. |
| **C16** | **Starr, C. R.,** & Leaper, C. (2018, July). *Discrimination hurts and support helps undergraduate students’ STEM motivation.* Paper presented at the 4th Annual Gender & STEM Network Conference, Eugene, OR. |
| **C15** | **Starr, C. R.,** & Leaper, C. (2018, July). *Not brilliant enough for STEM: Self-concepts and goals moderate the relationship between STEM stereotypes and motivation.* Paper presented at the 4th Annual Gender & STEM Network Conference, Eugene, OR. |
| **C14** | **Starr, C. R.,** Anderson, B., & Green, K. A. (2018, July). “*I’m a computer scientist!”: Virtual Reality Experience Reduces Stereotype Threat and Increases STEM Motivation Among Undergraduate Women via the Proteus Effect.* Paper presented at the 4th Annual Gender & STEM Network Conference, Eugene, OR. |
| **C13** | **Starr, C. R.,** Leaper, C.(2018, March). *“My Dad’s the Science Nerd, Not Me!”: STEM Stereotypes, Identity, and Motivation among a Diverse Sample of Undergraduate Women.* Poster presented at the Society for Research in Adolescence, Minneapolis, MN. |
| **C12** | **Starr, C. R.,** Anderson, B., Walsh, A., & Leaper, C. (2017, November). *“STEM just isn’t for me”: STEM stereotypes, identity, and motivation among a sample of Latina, European, and Asian American undergraduate women.* Paper presented at the Society for the Study of Emerging Adulthood, Washington, DC. |
| **C11** | **Starr, C. R.,** Anderson, B., & Walsh, A. (2017, June). *Playing video games vs. tweeting friends: The contribution of 4 different types of media on STEM motivation among emerging adults.* Poster presented at the Jean Piaget Society, San Francisco, CA. |
| **C10** | **Starr, C. R.,** & Leaper, C. (2017, March). *Stereotyping, self-objectification, perceived support in relation to girls' and boys' math motivation*. In L. Bian (Chair), Gender stereotypes about intellectual abilities: developmental trajectory, mechanisms of influence, and effect interventions. Paper presented at the Society for Research in Child Development (SRCD), Austin, TX.  |
| **C9** |  **Starr, C. R.,** & Leaper, C. (2016, October). “*I wanna be pretty and smart… but not, like, a scientist or anything”: Self-objectification and expectancy beliefs about math*. Poster presented at the Gender Development Research Conference, San Francisco, CA. |
| **C8** | **Starr, C. R.,** Larson, E., & Zurbriggen, E. L. (2016, June). *The enemy within:* *The role of sexual assault and PTSD among female US veterans.* Poster presented at the Society for the Psychological Study of Social Issues (SPSSI), Minneapolis, MN. |
| **C7** | Montry, K., **Starr, C. R**., & Larson, E. (2016, September). *Examining the relationship between PTSD and cognition among military veterans: Does gender make a difference?* Poster presented at the Society for Neuroscience, San Diego, CA. |
| **C6** | **Starr, C. R.,** Larson, E., & Zurbriggen, E. L. (2015, March). *The Enemy Within:* *The role of sexual assault and PTSD among female US veterans.* Poster presented at 40th Annual Conference of The Association for Women in Psychology, San Francisco, CA. |
| **C5** | Rosales, C., **Starr, C. R.,** & Kaur, S. (2015, March). *Supporting ourselves and each other:* *First generation, low-income, and women of color graduate student’s experiences.* Round table discussion presented at 40th Annual Conference of The Association for Women in Psychology, San Francisco, CA.  |
| **C4** | **Starr, C. R.,** & Zurbriggen, E. L. (2014, October). *Pouty princesses and skeletons in fishnets: A content analysis of sexualization and stereotypes in children’s fashion dolls.* Poster presented at Gender Development Research Conference, San Francisco, CA.  |
| **C3** | **Starr, C. R.**, & Larson, E. (2014, March). *Sleep disturbance and acute changes in cognition among veterans with PTSD and mTBI.* Poster presented at the 10th Annual Brain International Injury Conference, San Francisco, CA.  |
| **C2** | Novitski, J., Larson, E., & **Starr, C. R.** (2014, February). *Relationship between sleep disturbance and cognition in veterans with mild traumatic brain injury and post-traumatic stress disorder.* Poster presented at the 42nd Annual Conference of the International Neurological Society, Seattle, WA.  |
| **C1** | Zollman, F., **Starr, C. R.**, Kondiles, B., Cyborski, C., & Larson, E. (2013, March). *The Rehabilitation Institute of Chicago military traumatic brain injury screening instrument: Determination of sensitivity, specificity, and predictive value.* Poster presented at the American Academy of Neurology 65th Annual Meeting, San Diego, CA. |

**INVITED TALKS**

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| **I13** | **Starr, C.R.** (2024, September). How do stereotypes about who belongs in STEM relate to STEM motivation among undergraduates? Invited talk presented at Michigan State Women and Minorities in Sciences Lecture Series, East Lansing, MI. |
| **I12** | **Starr, C. R**. (2024, April). Staying in STEM or switching out: How stereotypes and social support relate to stem motivation among adolescents and emerging adults. Invited talk presented at UC Santa Cruz Psychology Department Colloquium, Santa Cruz, CA.  |
| **I11** | **Starr, C. R**. (2024, March). STEM motivation among diverse adolescents: Barriers and sources of support. Invited talk presented at ITP Colloquia, UW-Madison, Madison, WI. |
| **I10** | **Starr, C. R**. (2023, October). The development of STEM motivation among diverse adolescents: Barriers and sources of support. Invited talk presented at Developmental Psychology Colloquia, UW-Madison, Madison, WI |
| **I9** | **Starr, C. R**. (2022, November). Helping or hindering: How stereotypes and social support influence adolescents’ STEM motivation. Invited talk presented at Psychology Colloquia, Scripps College, Pomona, C.A. |
| **I8** | **Starr, C. R**. (2019, May). *“That’s not me”: STEM Stereotypes, Motivation, and Self-Concepts.* Invited paper presented at the Stanford-Berkeley-UCSC Conference, Berkeley, C.A. |
| **I7** | **Starr, C. R.** & Hunter, L. (2017, December). *Doing Science Makes a Difference: Engaging Students in Science Practices Increases Science Identity, Motivation, and Career Interest Over Time.* Talk given at STEM Active Learning Seminar, Santa Cruz, C.A. |
| **I6** | **Starr, C. R.** (2017, November). *Who we are in VR: Virtual reality experience enhances STEM motivation among women.* Invited paper presented at the Media Preconference for the Society for the Study of Emerging Adulthood, Washington, DC. |
| **I5** | **Starr, C. R.** (2016, November). *Sexual Objectification, Self-Efficacy, and Aspirations.* Invited talk presented at Mills College, Oakland, C.A. |
| **I4** | **Starr, C. R.**, & Zurbriggen, E. L. (2016, March). *“Pretty, sweet, nice, and well dressed”: Sexualization among 6-9-year-old girls.* Invited paper presented at the Stanford-Berkeley-UCSC Conference, Berkeley, C.A. |
| **I3** | **Starr, C. R.** (2014 and 2015, August). *Using Computer Programing in the Social Sciences*. Invited talk given for “Introduction to Computer Programing”. UCSC, Santa Cruz, C.A. |
| **I2** | **Starr, C. R.** (2012, June). *The Traumatic Brain Injury National Database: Developing a model system.* Presented at the Rehabilitation Institute of Chicago’s Traumatic Brain Injury Advisory Council, Chicago, IL.  |
| **I1** | **Starr, C. R.**, & Ferguson, G. M. (2012, March). *The Role of Media and Mothering in Young Girls’ Self-Sexualization.* Invited paper presented at the 38th Annual Conference of The Association for Women in Psychology, Salt Lake City, UT. |

**OUTREACH PRESENTATIONS & WORKSHOPS**

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| **O10** | **Starr, C. R.** (2019, February). *Physical Sciences, Technology, Engineering, and Math (pSTEM) Motivation at San Mateo Union High School District: Preliminary Results.* Presentation given to San Mateo Union High School District teachers. Burlingame High School, Burlingame, C.A |
| **O9** | Hunter, L. & **Starr, C. R.** (2017, December). *Doing Science Makes a Difference: Engaging Students in Science Practices Increases Science Identity, Motivation, and Career Interest Over Time.* Talk given at ISEE Chapter Workshop, Asilomar, C.A. |
| **O8** | **Starr, C. R.** (2017, November). *Visually presenting your research.* Workshop given to Undergraduates in Social Sciences at UCSC, Santa Cruz, C.A. |
| **O7** | Leaper, C. & **Starr, C. R.** (2017, September). *Impact of STEM related activities for girls and women.* Talk given to American Association of University Women, Aptos, C.A. |
| **O6** | **Starr, C. R.** (2017, January). *This is what a scientist looks like: STEM stereotypes, identity, and motivation.* Presentation given to Shoreline Middle School 7th graders as part of Women in Science and Engineering Symposium. Shoreline Middle School, Santa Cruz, C.A. |
| **O5** | Leaper, C. & **Starr, C. R.** (2016, May). *The student school success study*. Talk given to Gateway School 4th-8th grade parents and teachers. Gateway School, Santa Cruz, C.A.  |
| **O4** | Pagnutti, J., Mazeika, J. & **Starr, C. R.** (2016, February). *Cibele: Gender, Sexuality, and Video Games*. Scholars Play: An Academic Twitch Channel. UCSC, Santa Cruz, C.A.  |
| **O3** | Leaper, C. & **Starr, C. R.** (2016, April). *Gender and STEM achievement*. Talk given to the Institute for Science and Engineering Educators annual conference. UCSC, Santa Cruz, C.A. |
| **O2** | **Starr, C. R.** (2015, July). *The road to college: Experiences getting in and attending UCSC*. Invited to lead panel discussion given for Watsonville High School students. UCSC, Santa Cruz, C.A.  |
| **O1** | Rosales, C. & **Starr, C. R.** (2013, November). *Getting into gradschool: How to apply, how to prepare, and what to expect*. Sociedad Estudiantil de Psicolog@s Avanzando event for under-represented UCSC undergraduate students. UCSC, Santa Cruz, C.A. |

**AWARDS & GRADUATE RESEARCH ASSISTANTSHIPS**

2016-2018 UCSC Institute for Scientist & Engineer Educators GSR

2014, 2016 Summer Graduate Student Research Assistantship, UC Santa Cruz

2010 Richter Research Award for Independent Research, Knox College

2010 Robert S. Harper Award for Graduate Study in Psychology, Knox College

2009 Lehan & Dorothy Hamlin Scholar, Knox College

**OUTREACH & MENTORING**

2019-2023 Psychology Careers Mentor, Highline School District

2018-2019 M.I.N.T. Program Mentor (program for underrepresented women in college)

2016-2019 Santa Cruz County Science Fair Judge

2016, 2018 Social Sciences Judge, Symposium for Undergraduate Research at UCSC

2016, 2017 Science Internship Program Mentor, UCSC. Mentor for 14 High Schoolers

**TEACHING EXPERIENCE**

2023 **Stereotypes, Discrimination, and Education**,Instructor

Student evaluations (*N*=5/6): mean: 5.0/5.0

University of Wisconsin-Madison

2023 **Identity and Academic Motivation**,Instructor

Student evaluations (*N*=6/9): mean: 4.5/5.0

University of Wisconsin-Madison

2019 **Research Methods**,Dr. Leila Takayama

Student evaluations (*N*=19/21): mean: 4.9/5.0

University of California, Santa Cruz

2017 **Gender and Development**, Dr. Campbell Leaper

Guest lecture: “Early sexualization, objectification, and future aspirations”

Student evaluations (*N*=51/58): mean: 4.9/5.0

University of California, Santa Cruz

2017 **Introduction to Developmental Psychology**, Dr. Su-hua Wang

Student evaluations (*N*=42/60): mean: 4.6/5.0

University of California, Santa Cruz

2016 **Research Methods: Evaluation of Evidence**, Dr. Rebecca London

Student evaluations (*N*=35/58): mean: 4.9/5.0

University of California, Santa Cruz

2014 **Psychology and Trauma**, Dr. Eileen Zurbriggen

Student evaluations (*N*=42/63): mean: 4.9/5.0

University of California, Santa Cruz

2014 **Intro to Psychological Statistics**, Dr. Kim Cardilla

Student evaluations (*N*=51/60): mean: 4.4/5.0

University of California, Santa Cruz

2010 **Intro to Psychology**, Dr. Frank McAndrew

Number of Students: 17

Knox College, Galesburg, Illinois

2010 **Intro to Psychology**, Dr. Gail Ferguson

Number of Students: 15

Knox College, Galesburg, Illinois

**SERVICE**

2023-Present **Diversity, Equity, and Inclusion Committee**

Faculty Representative

 Department of Educational Psychology, University of Wisconsin, Madison

2021-2023 **Guest Editor for Special Issue on STEM Equity and Education**

 *Education Sciences*

2021-2022 **Guest Editor for Special Issue on International Lesbian Identity**

 *Journal of Lesbian Studies*

2021, 2022 **Grant Peer Reviewer**

 *National Science Foundation: EHR Core Research and ASIL*

 Washington, D.C.

2020-2022 **Diversity, Equity, and Inclusion Council**

 Postdoctoral Scholar Representative

 School of Education, University of California, Irvine

2018 **Graduate Student Coordinator Search Committee**

 Graduate Student Member

 University of California, Santa Cruz

2016, 2018 **Conference Coordinator**

*Gender Development Research Conference*

 San Francisco, CA

2018 **Symposium Co-Organizer**

*Stanford-Berkeley-UCSC Developmental Symposium*

University of California, Santa Cruz

2017-2018 **Graduate Student Representative**

Psychology Department

University of California, Santa Cruz

2016-2018 **Student Advisory Board**

*Psychology of Women Quarterly*

2017 **Psychology Workshop Leader** *Workshop on the NSF Graduate Research Fellowship Program*

University of California, Santa Cruz

2015-2017 **Statistical Consultant**

*Center for Statistical Analysis in the Social Sciences*

University of California, Santa Cruz

2015-2016 **Student Sustainability Advisor**

 Graduate and Family Student Housing

University of California, Santa Cruz

2014-2015 **Resident Assistant**

 Graduate Student Housing

University of California, Santa Cruz

**Ad Hoc Reviewer**

*Acta Psychologica, Body Image, Community and Applied Social Psychology,; Child Development, Developmental Psychology, Educational Psychology Review, Education Sciences, European Journal of Pediatrics, Frontiers in Psychology, Frontiers in Education, Gender and Education, International Journal of Behavioral Development, International Journal of Psychology, Journal of Adolescence, Journal of Applied Developmental Psychology, Journal of Experimental Education, Journal of Lesbian Studies, Journal of Media and Communication Studies, Journal of Research on Adolescence; Journal of Science Education and Technology, Journal of Social and Personality Psychology, Journal of Research in Science Teaching, Journal of Youth and Adolescence, Nature, Psychology of Women Quarterly, PNAS, Sex Education, Sex Roles*

**Abstract Reviewer**

2018, 2020 Network Gender & STEM Biennial Conference

2018, 2019 American Psychological Association: Division 35 (Psychology of Women)

2017 Society for the Psychological Study of Social Issues (SPSSI)

**PROFESSIONAL AFFILIATIONS**

American Educational Research Association (AERA)

Society for Research in Adolescence (SRA)

Society for Research in Child Development (SRCD)

American Psychological Association, Division 35 (Psychology of Women)

Society for the Psychological Study of Social Issues (SPSSI)

**SELECTED MEDIA COVERAGE**

*The Week,* “How worried should parents be about young kids and Instagram filters?”. July 22, 2020.

*Sage Insight,* “Helping and hindering undergraduate women’s STEM motivation: Experiences with STEM encouragement, STEM-related gender bias, and sexual harassment”. May 9, 2019.

*Santa Cruz Sentinel,* “Supporting young girls in STEM,” October 8, 2017.

*Growing up in Santa Cruz,* “Girls, the media, and teen empowerment,” September 13, 2016.

*KION News,* “Tips for parents of teens who want to wear sexy Halloween costumes,” October 28, 2015.

*Parents’ Magazine*, “Too sexy too soon?,” February 2, 2013.