AMY A. STRAGE

San José State University   1931 Cedar Street
San José, CA, 95192   Berkeley, CA 94709
Voice: (408) 924-3715   (510) 548-5381
Email: amy.strage@sjsu.edu

EDUCATION

PhD   (1984) in Psychology (Developmental). University of California, Berkeley.
BA   (1977) in Psychology (Cum Laude). Barnard College, Columbia University.
Baccalauréat   (1973) in French. Lycée Français de New York.

ACADEMIC EXPERIENCE

<u>Assistant Vice President for Faculty Development and Director</u>, Center for Faculty Development, San Jose
    State University. (April 2014-present)

<u>Interim Director</u>, Center for Faculty Development, San Jose State University. (August 2011-April 2014)

<u>Professor</u>, Department of Child and Adolescent Development, College of Education, San José State
    University. (1996-present)

<u>Faculty-in-Residence</u>, SJSU Center for Faculty Development and Support. (2005 –2011)

<u>Faculty-in-Residence</u>, ACE/Sloan Faculty Career Flexibility grant (2008-2011)

<u>Coordinator of Professional Development</u>, College of Education, San Jose State University. (2002-2005)

<u>Associate Professor</u>, Child Development Program, Division of Teacher Education, College of Education, San
    José State University. (1990-1996) (Tenure awarded August, 1991)

<u>Visiting Professor</u>, Psychology Department, University of California, Berkeley. (Summer, 1992,   Summers
    1994-present)

<u>Assistant Professor</u>, Child Development Program, Division of Teacher Education, School of Education, San
    José State University. (1987-1990)

<u>Research Associate,</u> Far West Laboratory for Educational Research and Development, San Francisco, CA.
    Large-scale cross-sectional investigations of the relationships among course features, student
    characteristics, study activities and academic achievement. (1985-1990)

<u>Visiting Lecturer</u>, Psychology Departments, University of California, Berkeley and San Francisco State
    University, and the California School of Professional Psychology. (1984-1987)

<u>Dissertation Research</u>, University of California, Berkeley. Experimental investigation of children's (ages 3-
    12) and adults' syntactic, semantic and discourse rules governing the interpretation of anaphors. Drs. Dan
    Slobin and Susan Ervin-Tripp, Chairs. (1982-1984)

Research Associate, with Dr. Mary Main, UC Berkeley. Mental Representations of Attachment Relationships. (1983-1985)

Research Associate, with Nancy Budwig and Michael Bamberg, UC Berkeley and the Free University, Berlin, West Germany. Peer-play and Communication. (1980-1984)

Teaching Associate, Psychology Department, UC Berkeley. (1981-1982)

Research Assistant, to Dr. Susan Ervin-Tripp, UC Berkeley. Developmental Pragmatics Project. Developmental sociolinguistics; first and second language acquisition. (1977-1981)

Research Assistant, to Dr. Suzanne Salzinger , New York State Psychiatric Institute, Columbia University. Verbal and Non-verbal Interactional Dysfluencies among Schizophrenic and Learning-Disordered Children. (1975 -1977)

Teaching Assistant, Psychology Departments, Barnard College, Columbia University and University of California, Berkeley. (1975-1980)

CONSULTING

External Reviewer, Department of Child Development program review, CSU Fullerton (2014)

External Reviewer, Department of Child Development program review, CSU Fullerton (2008)

External Reviewer, Department of Child Development program review, CSU Sacramento (2002)

Expert witness and child development specialist for the California Department of Social Services, Office of Child Abuse Prevention. Make presentations and offer workshops on issues pertaining to child abuse prevention programs (1989 - 1994).

Task Force Member, California State Department of Social Services, Child Abuse Prevention Task Force. Developed policy guidelines and recommendations for curriculum, for preschool primary prevention programs throughout the state of California (1989 - 1990).

Developmental Psychologist, Center for the Competent Child, Berkeley, CA. Planned programs for children with special needs in an integrated therapeutic preschool. (1986-1989).

Instructional designer, Joan Rubin Associates. Developed an interactive video-disc instructional program for effective second language learning. (1984-1985).

GRANTS

Extramural Funding

American Council on Education-Sloan Foundation, Faculty Career Flexibility – Transitions to Retirement awards. (August, 2012-July, 2014, $100,000)

US Department of Education, Title II Teacher Quality Enhancement Program "Highly Qualified Avenue". Co-Principle Investigator. (October, 2005-September, 2009, $2.4M)

US Department of Education, Title II Teacher Quality Enhancement Program, "It Takes a Valley Project". Co-Principle Investigator. (September, 1999-August, 2004, $1.1M)

Office of Educational Research and Improvement, "An Investigation of Factors Associated with Student Achievement on Highly-Challenging Teacher Developed Tests in High School Science Courses". Co-Principle Investigator. (December, 1988-June, 1990, $91,000).

Walter S. Johnson Foundation. "Promoting Effective Self-Directed Learning". Co-Principle Investigator. (May, 1988-April, 1989, $25,000).

Walter S. Johnson Foundation. "Promoting Effective Studying: Development of a Resource Guide for Improving Self-Directed Learning" Co-Principle Investigator. (May, 1987-April, 1988, $44,000).

Additionally, I have received numerous grants from the California State University, Office of the Chancellor, in support of programs and projects overseen by the SJSU Center for Faculty Development.

Intramural Funding (competitive)

Connie Lurie College of Education "Life Award" (with Nadia Sorkhabi, John Jabagchourian and Wendy Quach, Spring, 2009-Spring 2012).

SJSU Learning Productivity Program awards (with Julie Sliva, Department of Mathematics, Spring, 2005-Spring, 2006 and with Nadia Sorkhabi, Department of Child and Adolescent Development, Spring 2008-Spring, 2009).

California State University "Research and scholarly and creative activity award". (Summer, 1991, Summer 1990; Summer 1989)

Additionally, I have received numerous grants for release time for research, for student support, and for travel.

UNIVERSITY SERVICE (Selected)

Personnel Committees, Department, College and University levels (**Chair** and member)
Curriculum Committee, Department and College levels (**Chair** and member)
Undergraduate Studies Committee (member)
Board of General Studies – Integrated Learning and Humanities Area Panels (member)
Search committees – Dean, College of Education (**Chair**); Associate Dean of Research, Office of Research (**Chair**); AVP for University Advancement; AVP for Faculty Affairs (member); Director, Doctoral Program in Educational Leadership (**Chair**); for numerous tenure track searches (**Chair** and member)
Strategic Action Panel – Center for Service Learning (member)
Integrative Learning Panel – Undergraduate Studies (member)

PROFESSIONAL SERVICE

Ad Hoc Reviewer
    Professional Journals and Associations:
    • American Educational Research Journal, 1992-present
    • Journal of Educational Psychology, 1996-present
    • Journal of Research in Science Teaching, 1997-present
    • American Educational Research Association, 1988-present
    • Society for Research in Child Development, 1988-present
    Publishers:
    • Allyn and Bacon Publishing Company, 1989-present

- Holt, Rinehart and Winston, Inc., 1988-present
- Macmillan Publishing Company, 1989-present
- Prentice Hall, 1992-present

PROFESSIONAL ASSOCIATIONS

American Educational Research Association
Association of Retirement Organization in Higher Education
Coalition for Urban and Metropolitan Universities
Professional and Organizational Development Network

COURSES TAUGHT

Child and Adolescent Development (undergraduate and graduate level)
Children, Fitness and Health (undergraduate level)
Contemporary Parenting (undergraduate and graduate level)
Development of Human Potential (undergraduate level)
Developmental Psychology (undergraduate and graduate level)
K-8 Practicum (undergraduate level)
Language Acquisition/Communicative Competence (undergraduate and graduate level)
Qualitative and Quantitative Research Methods (graduate level)
Social and Emotional Development (undergraduate and graduate level)

HONORS AND AWARDS

Salzburg Global Seminar Fellow (2013)

Recipient, SJSU Distinguished Service Award (2010); Nominee, SJSU Distinguished Service Award (2009)

Recipient, SJSU Center for Faculty Development Information Literacy Award (2006)

Recipient, KQED - Bay Area Local Hero Award (2003)

American Association of Colleges of Teacher Education, Best Practices in Service-Learning Award, for the "It Takes a Valley" program. (2003)

SJSU Award for Research on College Teaching and Learning Recipient (2010, 2002); Honorable Mention (2003, 2008)

Provost's Award for Excellence in Service Learning (2002)

Teacher Scholar, SJSU Institute for Teaching and Learning (AY1999-2000)

Bautzer Faculty University Advancement Award, alternate (1998-1999 academic year)

SJSU Foundation Award, with R. Curley and M. Krovetz (July, 1993).

Elected to Phi Kappa Phi (Spring 1993).

Meritorious Performance and Professional Promise Award, San Jose State University. (June, 1988, 1990).

National Institutes of Health National Service Award HD07178 Graduate Fellowship. (September, 1977 to August, 1979; April 1983 to June, 1983).

Grace Potter Rice Fellowship (from Barnard College, for promise of distinction in the Natural Sciences, for graduate study).

PAPERS AND PUBLICATIONS

Publications

Virick, M. & Strage,A. (2015). Perceptions of value-congruence with one's department chair: Does match matter? Under review by *The Journal of Faculty Development*.

Strage, A. & Merdinger, J. (2014) Professional growth and renewal for mid-career faculty. *The Journal of Faculty Development*, *28* (3), 77-86.

Reis, R., Strage, A. & Summit, J. (2014) Preparing Future Professors: A Cross-Institution Mentoring Program. *Change Magazine*. *Jul/Aug, Vol. 46* Issue 4, 46-51. 6p. DOI: 10.1080/00091383.2014.925765

Sorkhabi, N., Jabagchurian, J., Quach, W. & Strage, A. (2014) Links between Parenting Styles and Student Academic Engagement and Achievement among Latino Fifth-Graders. To appear in *Hispanic Journal of Behavioral Sciences, 36* (2), 175-194. DOI 10.1177/0739986314523289.

Strage, A. & Merdinger, J (2014) Planning a "graceful exit" to retirement and beyond: The San Jose State Way. In C. Van Ummersen & J. McLaughlin (Eds) *Faculty Transitions to Retirement*, 67-77.

Strage, A. & Sorkhabi, N. (2011). Roots and Wings: Recognizing and accommodating the needs of undergraduate students. *College Student Development*, *45,* 341-352.

Gomez, S., Strage, A., Garcia Nevarez, A., & Knutson Miller, K. (2009). Meeting the Need for K-8 Teachers for Classrooms with Culturally and Linguistically Diverse Students: The Promise and Challenge of Early Field Experiences. *Teacher Education Quarterly*, *36*(4), 119-140.

Garcia Nevarez, A., Gomez, S., Knutson Miller, K & Strage, A. (2009) Service Learning in Preservice Teacher Preparation: Building Foundations for Engaged Professionalism in the New Millenium. *Academic Exchange Quarterly*, 13 (3). Available at http//:www/rapidintellect.com.

Strage, A., Nelson, C., & Meyers, S., (2008)."Stayin' alive": Meeting faculty mid-career professional renewal needs. *Metropolitan Universities*, *19*, 71-83.

Strage, A. (2008) Traditional and non-traditional college students' descriptions of the "ideal" professor, the "ideal" course, and their own experience. *College Student Journal, 42* (1) 225-231.

Spitzer, J. S, Bergthold, T., & Strage, A. (2007) Content Knowledge Achievement: Placing Mathematics Content for Prospective K-8 School Teachers in Context through Field Experiences. *Proceedings for the International Group for the Psychology of Mathematics Education North American Chapter*.

Strage, A. (2007) E is for Effort: Correlates of college students' differential effort expenditure. *College Student Journal, 41*(4), 1225-1230.

Meyers, S., Nelson, C., and Strage, A. (2007) Linking academic research and social policy: Rethinking the roles and responsibilities of the urban and metropolitan university. *Metropolitan Universities, 18*, 5-15.

Strage, A. & Sliva, J. (2006) Service learning in Mathematics for undergraduate future teachers. *Exchanges: The On-Line Journal for Teaching and Learning in the CSU*. http://www.exchangesjournal.org.

Roldan, M., Strage, A., & David, D. (2004) Beginning to connect the dots: A framework for assessing the effects of academic service-learning and two examples. In S. Billig & M. Welch (Eds.), *New Perspectives in Service-Learning: Research to Advance the Field*, Greenwich, CT, 39-59.

Strage, A. (2004) Long-term academic benefits of service-learning: When and where do they manifest themselves? *College Student Journal, 38*, 257-261.

Strage, A., Meyers, S., and Norris, J. (2002) Lessons learned from the "It Takes a Valley" project: Recruiting and retaining future teachers to serve in high-needs schools. *Teacher Education Quarterly, 29,* 73-92.

Strage, A., Baba, Y., Millner, S., Scharberg, M., Walker, E., Williamson, R., & Yoder, M. (2002) What every student affairs professional should know: Student study activities and beliefs associated with academic success. *Journal of College Student Development, 43*, 246-263.

Strage, A. (2001). Toward understanding our students' worlds. *Teacher Scholar*, a publication of the SJSU Center for Faculty Development and Support.

Strage, A. (2000). Service-learning as a tool for enhancing student outcomes in a college-level lecture course. *Michigan Journal of Community Service Learning, 7,* 5-13.

Strage, A. (2000). Predictors of college student adjustment and success: Similarities and differences among Asian-American, Hispanic and White students. *Education, 120 (4)*, 731-740.

Strage, A. (1999). Social and academic integration and college success: Similarities and differences as a function of ethnicity and family educational background. *College Student Journal, 33*, 198-205.

Strage, A. & Swanson, T. (1999). Authoritative parenting and college students' academic adjustment and success. *Journal of Educational Psychology, 91,* (1), 146-156.

Strage, A. (1998). Family context variables and the development of self-regulation skills in college students. *Adolescence, 33*, 17-32.

Strage, A. (1997). Agency, communion and achievement motivation profiles of college students. *Adolescence, 32*, 299-311.

Strage, A. (1997). Evaluating the Underrepresented Teacher Identification Project: Recruiting and retaining teachers for a diverse classroom. *Multicultures, 3*, 146-158.

Bol, L., & Strage, A. (1996). The contradiction between teachers' instructional goals and their assessment practices in high school biology courses. *Science Education, 80*, (2) 145-163.

Curley, R. G. & Strage, A. (1996). Instructional supports and demands: Helping teachers help students meet new academic standards. *Education, 117* (1), 128-132.

Strage, A. & Bol, L. (1996). High School Biology: What makes it a challenge for teachers? *Journal of Research in Science Teaching, 33* (7), 753-772.

Strage, A. & Swanson, T. (1996). Ethnic group differences in college students' achievement motivation profiles. *Multicultures, 2,* 77-93.

Thomas, J., Bol, L., Warkenton, R., Wilson, M., Strage, A., & Rohwer, W. (1993). Interrelationships among students' study activities, self-concept of academic ability and achievement in high school Biology courses. *Applied Cognitive Psychology, 7,* 499-532.

Strage, A. & Scott, M. (1990). Protecting preschoolers. *Educational Leadership, 20* (2), 23-27.

Strage, A. & Scott, M. (1990). *Guidelines and Model Curriculum for Primary Prevention Programs: Implementing the Recommendations of the Preschool Curricula Task Force: Core Curriculum*. California State Department of Social Services, Office of Child Abuse Prevention.

Strage, A. & Scott, M. (1990). *Guidelines and Model Curriculum for Primary Prevention Programs: Implementing the Recommendations of the Preschool Curricula Task Force: Parent Handbook.* California State Department of Social Services, Office of Child Abuse Prevention.

Strage, A. & Scott, M. (1990). *Guidelines and Model Curriculum for Primary Prevention Programs: Implementing the Recommendations of the Preschool Curricula Task Force: Presenter Handbook.* California State Department of Social Services, Office of Child Abuse Prevention.

Strage, A. & Scott, M. (1990). *Guidelines and Model Curriculum for Primary Prevention Programs: Implementing the Recommendations of the Preschool Curricula Task Force: Teacher Handbook.* California State Department of Social Services, Office of Child Abuse Prevention.

Thomas, J. & Strage, A. (1989). *Resource Guide for Improved Self-Directed Learning in the Classroom: Summarizing*. Far West Laboratory for Educational Research and Development. (One of 6 resource guides for teachers, program planners and curriculum developers).

Strage, A. & Thomas, J. (1988). Fostering learner independence in the middle school grades: Rising to the challenge. *The Newsletter of the California League of Middle Schools, Vol. 7,* 1-2.

Thomas, J.W., Strage, A. & Curley, R.G. (1988). Improving students' self-directed learning: issues and guidelines. *Elementary School Journal, 88,* 313-326.

Strage, A., Tyler, A.B., Rohwer, W.D. Jr., & Thomas, J. (1987). An analytic framework for assessing distinctive course features within and across three grade levels. *Contemporary Educational Psychology, 12,* 280-302.

Ervin-Tripp, S., Strage, A., Lampert, M., & Bell, N. (1987). Understanding requests. *Linguistics, 25,* 107-143.

Budwig, N., Strage, A., & Bamberg, M. (1986). The construction of joint-activities with an age-mate: The transition from caregiver-child to peer-play. In J. Cook-Gumperz and W. Corsaro (Eds*.), Children's Language, Children's Worlds*. Berlin: Mouton de Gruyter.

Ervin-Tripp, S., & Strage, A. (1985). Parent-child discourse. In T. Van Dijk (Ed.),*Handbook of Discourse Analysis, Vol. 3.* New York: Academic Press.

Budwig, N., Bamberg, M. & Strage, A. (1984) A case for literal metaphor in child language. In D. Ingram (Ed.)*, Proceeding from the Second International Congress on Child Language, Vol. 1*, Lanham, MD.: University Press of America.

Budwig, N., Strage, A., & Bamberg, M. (1983). "Mommy, let me play with my friend!": Mechanics and products of peer play. In F. Manning (Ed.), *The World of Play*. New York: Leisure Press.

Strage, A. (1982). The expression of contrast in child discourse. *Papers and Reports on Child Language Development, 21*.

Schachter, F., & Strage, A. (1982). How might adult talk assist language development? In S. Moore and C. Cooper (Eds.), *The Young Child: Reviews of Research, Vol. III.* Washington D.C.: National Association for the Education of Young Children.

Strage, A., Bamberg, M., & Budwig, N. (1981). "Is that any way to talk to your friend": Mothers' input and the development of role-appropriate discourse among peers. *Papers and Reports in Child Language Development, 20.*

Papers Presented at Professional Meetings

Strage, A., Connellan, W., Filling, S., Lane, T., & Hicks, S. (April, 2015) 42nd Phased Retirement in Higher Education. Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions. New York, NY.

Knapp, S. , Sanders, K., Strage, A. & Tu, E. (April, 2015). Feeding Many Birds with One Piece of Bread: Process and Impact of Providing Accessible Multimedia Course Materials. Paper presented at the QM Works in the Great Pacific Northwest 2015 Conference, Seattle, WA.

Strage, A. & Merdinger, J. (August, 2014) "Graceful Exit" videos: A resource for faculty transitioning to retirement. Presentation at the biennial meeting of the Association of Retirement Organizations in Higher Education, Minneapolis, MN.

Barnes, S. ,Brown, J., Kress, S., Merdinger, J., Nagle, B., & Strage, A. (August, 2014). Navigating the terrain toward retirement. Presentation at the biennial meeting of the Association of Retirement Organizations in Higher Education, Minneapolis, MN.

Strage, A. & Tu, E. Having Our Cake and Eating It, Too: Working Toward Accessible Digital Instructional Materials. (March, 2014) Paper presented at the 29th Annual International Technology and Persons with Disabilities Conference, San Diego, CA.

Strage, A. & Summit, J. (November, 2013) Preparing Future Professors: A cross-institution program. Paper presented at the Professional and Organizational Development Conference, Pittsburgh, PA.

Strage, A. Merdinger, J., Pitta, D. & Van Ummersen. (October, 2013). Leveraging Retired Faculty To Create And Sustain Meaningful Campus-Community Partnerships. Paper presented at the Coalition of Urban and Metropolitan Universities, Louisville, KY.

Strage, A. Merdinger, J., Kress, S. & McGlaughlin, J. (June, 2013). Helping faculty to retirement and beyond. Paper presented at the Annual conference of the College and University Work Force Association meeting, Toronto, Canada.

Sorkhabi, N., Strage, A. & Tanner, L. (March, 2012). Academic risks associated with emerging adults seeking the college experience. Poster presented at the Society for Research on Adolescence Conference, Vancouver, BC.

Sorkhabi, N., Jabagchurian, J., Quach, W. & Strage, A. (February, 2012) Links between Parenting Styles and Student Academic Engagement and Achievement among Latino Fifth-Graders. Poster presented at the Society for Research in Child Development Themed Conference, Tampa, FL.

Strage, A., Virick, & Merdinger, J. (October, 2011) Appreciating the importance of match: Predictors of junior faculty intention-to-quit. Paper presented at the Professional and Organizational Development Conference, Atlanta, GA.

Chin, E., Lessow-Hurley, J. & Strage, A. (October, 2011) Creating a college-wide culture of engagement and a more strategic faculty commitment to "service". Paper presented at the Coalition of Urban and Metropolitan Universities, Indianapolis, IN.

Strage, A. & Merdinger, J. (May, 2011). Supporting faculty professional growth and renewal from recruitment through retirement: A model and some tools. Paper to be presented at the College and University Work Force Association conference, San Diego, CA.

Jabagchurian, J., Sorkhabi, N., Quach, W. & Strage, A. (May, 2011). Links among Parent and Teacher Authority Styles and Student Academic Engagement and Achievement. Paper presented at the American Psychological Society meeting, Washington, DC.

Strage, A. & Nelson, C. (April, 2011). How best to raise the bar for English Language Learners: Listening to the wisdom in teachers' voices. Paper to be presented at the Great Teachers for our City Schools, Urban Teacher Summit. Denver, CO.

Strage, A., Merdinger, J., Neuner, J., Pitta, D., & Horwitz, B. (February, 2011). Context- and career-stage-specific considerations for faculty growth and renewal. Paper presented at the Academic Chairpersons Conference, Orlando, FL.

Jabagchourian, J., Quach, W., Sorkhabi, N. & Strage, A. (January, 2011) Links between Parent and Teacher Styles and Student Outcomes. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

Strage, A. & Merdinger, J. (June, 2010). Professional renewal for mid-career faculty. Paper presented at the Annual Conference of the American Association of University Professors, Washington, DC.

Merdinger, J. & Strage, A. (June, 2009). Flexibility in Faculty Careers – Framework from San José State University's Transformation. Paper presented at the College and University Work Force Association conference, Seattle, WA.

Sorkhabi, N. & Strage, A. (April, 2009). Nurturing "Mature and Engaged" Learners. Poster presented at the 12 annual Regional Conference on teaching and Learning, Cal Poly, San Luis Obispo.

Strage, A. (March, 2008). Nurturing Relationships and Early Field Experiences: The Keys to Recruiting New Math and Special Education Teachers for Urban Schools. Paper presented at the Great Teachers for our City Schools, Urban Teacher Summit. Denver, CO.

Spitzer, J., Strage, A. & Bergthold, T. (October, 2007). Content Knowledge Achievement: Placing Mathematics Content for K-8 School Teachers in Context through Field Experiences. Paper presented at the annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, University of Nevada, Reno, Reno, Nevada,

Strage, A., Nelson, C., & Meyers, S., (October, 2007)."Stayin' alive": Meeting faculty mid-career professional renewal needs. Paper presented at the Annual Meeting of the Coalition for Urban and Metropolitan Universities, Baltimore, MD.

Strage, A., Nelson, C., & Meyers, S., (February, 2007)) Rethinking the role of the Academy: Informing policy and transforming conversations about equity in urban schools. Paper presented at the Annual meeting of the American Association of College of Teacher Education, New York, NY.

Strage, A., Knutson Miller, K., Gomez, S., & Garcia Nevarez, A., (February, 2007) The Impact of Early Field Experiences on Career Goal Clarification and Commitment to Working with Diverse Learners: A Multi-Campus Collaboration. Paper presented at the Annual meeting of the American Association of College of Teacher Education, New York, NY.

Garcia Nevarez, A., Gomez, S., Knutson Miller K., & Strage, A. (February, 2007). The Impact of Service Learning Placement Type on Preservice Teachers' Career Goals and Commitment to Working with Diverse Learners. Paper presented at the second annual California State University Conference on Community Based Teaching and Research, San Jose, CA .

Knutson Miller, K., Strage, A., Gomez, S., & Garcia Nevarez, A. (October, 2006) Service learning, civic engagement and professional commitment: A multi-campus examination of pre-service teacher outcomes. Paper presented at the Sixth Annual International Service Learning Research Conference, Portland, OR.

Meyers, S., Nelson, C., & Strage, A. (October, 2006) Linking academic research and social policy: Rethinking the roles and responsibilities of the urban and metropolitan university. Paper presented at the Annual Meeting of the Coalition for Urban and Metropolitan Universities, Miami, FL.

Nelson, C., Strage, A., & Meyers, S. (April, 2006) "Pigs don't get fatter from being weighed": Teachers' reflections on curriculum in an era of accountability. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Strage, A., Knutson Miller, K. , Gomez, S., & Garcia-Nevarez, A., (April, 2006) Pin-pointing the impact of early field experiences: A report from three Child Development departments. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Gomez, S., Garcia-Nevarez, A., Strage, A., & Knutson Miller, K. (April, 2006) Service learning impacts on career goals and commitment to service: Results from a multi-campus collaboration. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Strage, A., & Sliva, J. (April, 2006) Outcomes associated with early field experiences in future teachers' mathematics education course work. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Strage, A., Knutson Miller, K , Gomez, S., & Garcia Nevarez, A., &. (2006, March). The promise and challenge of interdisciplinary collaborative research: Reports from a three-year multi-campus study of service-earning impacts. Presented at the First Annual Chancellor's Conference on Community Based Research, Los Angeles, CA.

Strage, A., Nelson, C., Oliver, L. & Meyers, S. (January, 2006). Working together to prepare educators for our children: The CommUniverCity Project. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, San Diego, CA.

Knutson Miller, K., Gomez, S., Garcia Nevarez, A., & Strage, A. (January, 2006). The Impact of Early Field Experiences on Career Goal Clarification and Commitment to Working with Diverse Learners: A Multi-Campus Collaboration. Paper presented at the Annual Meeting of the American Association of Colleges of teacher Education, San Diego, CA.

Nelson, C., Strage, A., & Meyers, S. (January, 2006). Unintended consequences of striving to meet the new accountability measures: Creating inequitable access to curricula for K-6 students. Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, San Diego, CA.

Gomez, S., Garcia Nevarez, A. Strage, A., & Knutson Miller, K (November, 2005) Factors Influencing Preservice Teachers' Career Commitment and Attitudes Toward Diversity Across Multiple Service Learning Experiences: Results from a Multi-Campus Collaboration. Paper presented at the Fifth

David, D., Strage, A., & Pereira, P. (November, 2005) Assessing a Community-University Partnership: The CommUniverCity Collaborative, Paper presented at the Fifth Annual International Service Learning Research Conference, East Lansing, MI.

Meyers, S., Pereira, P, David, D. & Strage, A. (October, 2005) CommUniverCity San José Mobilizing Service-Learning to Address Neighborhood Priorities Panel presented at the Annual Meeting of the Coalition for Urban and Metropolitan Universities, Dominguez Hills, CA.

Strage, A., Sliva, J., Gomez, S., Garcia, Nevarez, A., Knutson Miller, K., Bumgarner, M., & Meyer, S., (October, 2005) "Collaborating across educational level, campus and discipline to delineate optimal early field experiences for future teachers" Symposium/Panel presented at the Annual Meeting of the Coalition for Urban and Metropolitan Universities, Dominguez Hills, CA.

Garcia Nevarez, A., Gomez, S., Strage, A., & Knutson Miller, K., (April, 2005) A collaboration study of three child development departments on the impact of service-learning experiences. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Strage, A., Knutson Miller, K., Gomez, S. & Garcia Nevarez, (March, 2005). What kinds of early field experiences are most beneficial for future teachers? Paper presented at the Spring Conference of the California Council on Teacher Education, San Jose, CA.

Strage, A. & Sliva, J. (October, 2004) Providing undergraduate future teachers with service-learning experiences as part of their Mathematics content course-work: Feeding many birds with one piece of bread. Paper presented at the Fourth International Conference on Service learning Research, Greenville, South Carolina.

Strage, A., Knutson Miller, K., Gomez, S. & Garcia Nevarez, (October,2004) Pinpointing when service learning is most effective for future teachers: Reports from a collaborative of three Child Development departments. Paper presented at the Fourth International Conference on Service learning Research, Greenville, South Carolina

David, D, Strage, A., & Roldan, M. (October, 2004) Faculty roles and rewards. Paper presented at the Fourth International Conference on Service learning Research, Greenville, South Carolina.

Strage, A. Gomez, S., Knutson Miller, K., & Nevarez, A. (March, 2004) Toward a more complete understanding of when service-learning is most effective. Presentation at the Carnegie Colloquium on the Scholarship of Teaching and Learning, San Diego, CA.

Roldan, M., Strage, A., and David, D. (November, 2003) Beginning to connect the dots: A framework for assessing the effects of academic service-learning and two examples. Paper presented at the 3rd Annual International Conference on Service-Learning Research, Salt Lake City, UT.

David, D., Strage, A., & Roldan, M. (November, 2003) Engaging faculty in Service-Learning Research. Presentation at the 3rd Annual International Conference on Service-Learning Research, Salt Lake City, UT.

Strage, A., David, D., & Roldan, M. , (September, 2003) Beginning to connect the dots: A framework for assessing the effects of academic service-learning and two examples Paper presented at Annual Conference of the Coalition of Urban and Metropolitan Universities, Ypsilanti, MI.

Strage, A. (January, 2003) Long-term academic benefits of service-learning: When and where do they manifest themselves? Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

Lin, Y-H. & Strage, A. (January, 2003) College students' perceptions of the ideal professor and the ideal course: Individual differences and correlates. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

Strage, A., Meyers, S., & Norris, J. (April, 2002) Recruiting and retaining pre-service teachers to serve in high-needs schools: A service-learning model. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Strage, A. (May, 2001) Correlates of college students' differential effort expenditure across academic contexts. Paper presented at the annual meeting of the Western Psychological Association, Maui, HI.

Strage, A., Meyers, S., and Norris, J. (May, 2001). Becoming a teacher: Service-learning as a transformational experience. Paper presented at the annual meeting of the Western Psychological Association, Maui, HI.

Strage, A., Meyers, S., Norris, J., Crawford, K., O'Neill, T., and Smith, A.D., (April, 2001). Lessons learned from the "It Takes a Valley" project: Service-learning, service-learners, learning service. Paper presented at the Fourth Annual Continuums of Service conference, Berkeley, CA.

Strage, A., Meyers, S., Norris, J., Pate, L., Planchon, C., Smith, A.D., Welch, T., and MacCready, J., (March, 2001). Lessons learned from the "It Takes a Valley" project: Recruiting and retaining pre-service teachers to serve in high-needs schools. California Council on the Education of Teachers, San Jose, CA. (This work was similar in general content to the AACTE presentation, but also included student presentations.)

Strage, A., Meyers, S., Norris, J., (2001, March). Lessons learned from the "It Takes a Valley" project: Recruiting and retaining pre-service teachers to serve in high-needs schools. Paper presented at the American Association of College of Teacher Education, Dallas, TX.

Meyers, S., Strage, A., Norris, J., and Santibanes, C. (2000, October). "It Takes a Valley": A Silicon Valley partnership for recruiting and preparing quality teachers for students in high needs schools. Presented at the annual meeting of the National Society for Experiential Education, San Antonio, TX.

Strage, A. (2000, April). Service-learning as a tool for enhancing student outcomes in a college-level lecture course. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Strage, A. (2000, April). Evaluating the effects of service-learning. Presentation at the SJSU Institute or Teaching and Learning, Conference on the Scholarship of College Teaching and Learning.

Baba, Y, Millner, S., Scharberg, M., Strage, A., Walker, E., Williamson, R., and Yoder, M. (2000, April). 1999-2000 Teacher Scholars Project exemplar: SJSU students' expectations of coursework and professors. Presentation at the SJSU Institute or Teaching and Learning, Conference on the Scholarship of College Teaching and Learning.

Strage, A. (1999, March) Evaluating the Student Internship Program of the Underrepresented Teacher Identification Project: Chain-Mentoring as a model for the recruitment and preparation of teachers for diverse classrooms. Presented at the California Council on the Education of Teachers, San Jose, CA.

Myers, S., Strage, A., Acosta, M., Mendez, C., Perez, J., and Robinson, T. (1998, February) Recruiting underrepresented teachers: The UTIP program. Paper presented at the Annual Meeting of the California Association of Bilingual Education, San Jose, CA.

Strage, A. & Swanson, T. (1996, April). Ethnic group differences in college students' achievement motivation profiles. Paper presented at the Annual Meeting of the American Educational Research Association, NY

Strage, A., Oroz, D., Ziel, D. & Romo, M. (1996, April). Evaluating the Underrepresented Teacher Identification Project: Recruiting and retaining teachers for a diverse classroom. Paper presented at the Annual Meeting of the American Educational Research Association, New York.

Strage, A. and Curley, R. (1996, April). Self-directed learning in the classroom: Contextual effects on teachers' professional development an intellectual growth and renewal. Paper presented at the Annual Meeting of the American Educational Research Association, New York. Association , New York.

Strage, A. & Swanson, T. (1996, April). Relationship between college students' implicit theories of intelligence, their achievement motivation profiles, and the parenting styles they experienced during childhood. Paper presented at the Annual Meeting of the American Educational Research Association, NY

Strage, A. (1996, March). Agency, communion and achievement motivation profiles of college students. Paper presented at the Society for Research on Adolescence meeting, Boston, MA.

Strage, A., Oroz, D., Ziel, D. & Romo, M. (1996, March). The Underrepresented Teacher Identification Project: Recruiting and retaining teachers for a diverse classroom. Paper presented at the California Council on the Education of Teachers meeting, San Jose, CA.

Bol, L. & Strage, A. (1994, November). Relationship among teachers' assessment practices and their student outcome and study skill goals. Paper presented at the Midwestern Educational Research Association meeting, New Orleans, LA.

Strage, A. (1993, April). Family context variables and the development of self-regulation. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.

Curley, R., Strage, A. & Tierney, D. (1993, April). Teachers' perception of the intellectual climate in public schools: Is the current school reform movement environmentally correct? Special session presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA.

Strage, A. & Curley, R. (1992, April). Cooperative and self-directed learning: Common goals and complementary methods. Symposium presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Strage, A.& Thomas, J. (1991, April). The relationship between teachers' classroom practices and student achievement in high school Biology courses. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Thomas, J., Strage, A. & Rohwer, W.D. Jr. (1991, April). Models for investigating the interrelationships among students' study activities, classroom practices, and student achievement in high school Biology courses. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Strage, A. (1991, March). Syntactic, semantic and discourse factors in the production and comprehension of pronominal and null anaphora. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Strage, A. (1990, April). Childhood family relationships and college success: Ethnic and cultural group differences. Invited paper, California Council on the Education of Teachers meeting, San Jose, CA.

Strage, A. (1990, April). High school biology: What makes it a challenge for teachers? Paper presented at the California Council on the Education of Teachers, San Jose, CA.

Thomas, J., Strage, A., Bol, L. and Warkentin, R. (1990, April). A survey of the features of high-school science courses presumed to affect students' study activities. Paper presented at the Annual Meeting of the American Educational Research Association, Boston MA.

Strage, A., Darrah, R. & Scott, M. (1990, February). Cognitive and social-emotional developmental principles of sound preschool primary child abuse prevention programs. Invited paper presented at the California State Legislative Symposium, Sacramento, CA.

Strage, A. (1989, March). Syntactic, semantic and discourse factors in the interpretation of pronominal anaphora: a developmental study. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Kansas City, MO.

Strage, A., Thomas, J., Christopoulos, J., & Rohwer, W. D. Jr. (1989, March). A comparison of researchers', students' and teachers' perceptions of the academic challenge of social science courses at three educational levels. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Strage, A., Christopoulos, J., Rohwer, W.D.Jr., Thomas, J.W., Curley, R. & Jensen Delucchi, J. (1988, March) Grade level differences in study activities as a function of perceived and observed course characteristics. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Strage, A. & Thomas, J. (1988, February). Improving Self-Directed Learning. Paper presented   at the California League of Middle Schools Conference, Burlingame, CA.

Strage, A. & Tyler, A.B. (1987, April). Distinctive features of history courses within and across three grade levels. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Strage, A., Tyler, A.B., Rohwer, W.Jr., Thomas, J.W., & Christopoulos, J., (1987, April). Age and course differences in the effectiveness of academic studying. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Thomas, J.W., Curley, R.G., & Strage, A. (1987, April). Course-related impediments to effective study practices. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Strage, A. & Main, M. (1985, March). Parent-child discourse patterns at six years predicted from the organization of infant attachment relationships. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Toronto.

Strage, A. (1984, October). Children's mastery of co-reference constraints on pronominal anaphora. Paper presented at the Boston Conference on Language Development, Boston, MA.

Strage, A. (1982, April). The expression of contrast in child discourse. Paper presented at the Child Language Research Forum, Stanford, CA.

Strage, A. (1981, June). The emergence of temporal reference in naturalistic second language acquisition. Paper presented at the Second International Congress on Child Language, Vancouver, BC.

Strage, A., Bamberg, M., & Budwig, N. (1981, April). "Is that any way to talk to your friend?": Mothers' input and the development of role-appropriate discourse among peers. Paper presented at the Child Language Research Forum, Stanford, CA.

Ervin-Tripp, S., and Strage, A. (1981). Social and linguistic knowledge and the interpretation of directives in second language learners. Paper presented at the Annual Meeting of the Anthropological Association of America, Los Angeles, CA.

Budwig, N., Bamberg, M., & Strage, A. (1981, June). A case for literal metaphor in child language. Paper presented at the Second International Congress on Child Language, Vancouver, B.C.

Budwig, N., Strage, A., & Bamberg, M. (1981, June). "Mommy, let me play with my friend!": The mechanics and products of peer play. Paper presented at the Anthropological Association for the Study of Play Meeting, Fort Worth, TX.

Strage, A. (1980, April). Communicative and analytic strategies in naturalistic second language acquisition. Paper presented at the Boston Conference on Language Development, Boston, MA.

Gordon, D., Budwig, N., Strage, A., & Carrell, P. (1980, October). Children's requests to unfamiliar adults: Form, social function, age variation. Paper presented at the Boston Conference on Language Development, Boston, MA.

Strage, A., O'Connor, M.C., & Ervin-Tripp, S. (1979, March). Elicited role play of commands and requests. Paper presented at the Biennial Meeting of the Society for Research in Child Development, San Francisco.

Other professional presentations (invited)

Strage, A. (2014, July). Case study: How to carry out a research study in about 126 easy steps. Invited presentation, Mayo Institute of Education, Castlebar, Ireland.

Strage, A. & Sliva, J. (2006, March). Service Learning as a strategy for teacher preparation and recruitment: Lessons learned from three mathematics courses. Invited presentation, California State University Math Summit, Los Angeles, CA.

Strage, A. (2006, January). Understanding what makes us tick: Helping students strive for academic success and deal constructively with the challenges of failure. Presentation at the SJSU-MUSE New Faculty Orientation.

Strage, A. (2004, January) Making connections: Strategies for working effectively with children and youth. Professional development presentation for the Youth Science Institute, Campbell, CA.

Strage, A., Branz, S., Love, R., and Pizarro, M. (April, 2003) Assessing and addressing student expectations about their SJSU schoolwork. Presentation at the SJSU Celebrating the Scholarship of Teaching and Learning Conference, SJSU.

David, D., Strage, A., and Roldan, M. (2003, April) Engaging faculty in service-learning research. Presentation at the SJSU Celebrating the Scholarship of Teaching and Learning Conference, SJSU.

Strage, A (2002, February) Infusing service-learning into college-level courses: Design, implementation and evaluation considerations. Presentation at the SJSU Center for Service Learning Workshop series.

Strage, A (2001, November) Using service-learning pedagogy in teacher education courses. Invited address, CSU, Fullerton.

Strage, A (2000, April) E is for effort: Identifying who studies, how hard, and for what kinds of courses. Presentation at the Celebrating Teaching Conference, SJSU Institute for Teaching and Learning.

Strage, A. (1998, February) "Study skills and achievement motivation profiles". Workshop presented at the SJSU Faculty Mentor Program workshop series.

Strage, A. (1998, January). Kindergarten readiness for children and for parents: What to look for in a kindergarten for your child. Invited talk, Children's Community Center, Berkeley, CA.

Strage, A. (1997, April) "Cultural capital" and other family background characteristics distinguishing the achievement motivational profiles of an ethnically diverse sample of college students. Workshop presented at the SJSU College of Education Diversity Day.

Strage, A. (1996, March) Achievement motivation profiles of college students. Colloquium presented to the College of Education faculty, San José State University, San José, CA.

Strage, A. (1996, February). Kindergarten readiness for children and for parents: What to lookfor in a kindergarten for your child. Invited talk, Children's Community Center, Berkeley, CA.

Strage, A. (1994, December). Tailoring behavior management strategies to children's temperaments: the importance of individual differences. Invited talk, Children's Community Center, Berkeley, CA.

Strage, A. (1994, November). Parenting styles -- where they come from, what they look like, and how they affect children's development. Invited talk, Children's Community Center, Berkeley, CA.

Strage, A (1994, October). Parenting practices and birth order differences. Faculty Development series, Teacher Education/College of Education faculty, San José State University, San José, CA.

Strage, A. (1992, July). A small portion of everything you ever wanted to know about child development: individual and ethnic group differences in pre-adolescents' cognitive development and learning styles Invited talk, the Environmental Education Center, Alviso, CA.

Strage, A. & Rorden, A. (1991, October). Needs assessment for a model teenage parenting peer-facilitated support program. Presentation to the Connection Adolescent Family Life Network Project, San Jose, CA.

Strage, A. (1991, March). Parents' role in shaping their children's decision-making skills. Invited talk given at the San José State University Library Staff Development Forum, "Free access to information: For adults only?", San José, CA.

Strage, A. (1991, March). Understanding preschoolers and how they learn. Invited presentation to the staff of the Children's Discovery Museum, San José, CA.

Strage, A. (1990, January). Normal child development, birth to 5. Invited presentations to the Office of Child Abuse Prevention Seminars on Child Development, Sacramento and Los Angeles, CA.

Strage, A. (1989, March). Individual and ethnic group differences in the antecedents and consequences of college students' achievement and achievement motivation. Colloquium presented at the School of Education, San José State University, San Jose, CA.

Strage, A. (1984, April). Understanding a phenomenon by watching it change over time. Invited speaker at the Cognitive Psychology colloquium series, University of California, Berkeley.

Renner, T., and Strage, A. (1982, March). The emergence of conditionals in child discourse. Session presented at the Stanford Workshop on Conditionals, Stanford, CA.

Anderson, E. & Strage, A. (1981, April). Acquisition of speech registers. Workshop run at the Child Language Research Forum, Stanford University, Stanford, CA.