

Curriculum Vitae

Manuel Martinez-Pons, Ph.D.
Associate Professor

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Ph.D. Program in Educational Psychology
Graduate School and University Center
of the City University of New York
365 Fifth Avenue
New York, NY 10016

School of Education
Brooklyn College
of the City University of New York
2900 Bedford Avenue
Brooklyn, NY 11210
(718) 634-5514

Education:

- Ph.D. Graduate School and University Center of the City University of New York
(Educational Psychology) □ 1988
- Ph.D. University of Nebraska, Lincoln
(Human Resources) □ 1977
- M.Ph. Graduate School and University Center of the City University of New York
(Educational Psychology) □ 1985
- M.S. University of Nebraska at Omaha
(Counseling; Counseling practicum: Nebraska Psychiatric Institute) □ 1975
- B.S. The University of the State of New York (Now Excelsior College)
(Spanish and Philosophy) □ 1975

B.G.S. (Bachelor of General Studies) University of Nebraska at Omaha
(Psychology and Sociology) □ 1973

Education (Cont'd):

A.A. The University of the State of New York (Now Excelsior College)
(Liberal Arts) □ 1973

Additional Education:

Aviation Diploma U. S. Army Aviation School, Fort Rucker, Alabama □ 1971

Titles of Dissertations:

The relationship between family-environmental factors and school achievement among Hispanic groups in the united states. Ph.D. thesis, Graduate School and University Center, City University of New York, 1988.

An examination of the effects of three experimental conditions on the attitudes of student teachers toward selected types of disability. Ph.D. thesis, University of Nebraska, Lincoln, 1977.

Doctoral Training:

Major areas of coursework: Learning and instruction, psychological assessment, human development, research design and statistical analysis, program planning and evaluation in Adult Education, and education of the adult learner.

Other areas of coursework: Human motivation, counseling psychology, application of computer statistical packages (*BMDP, LISREL, EQS, AMOS, SAS, SPSS*); and the use of microcomputers in Education.

Extra-coursework areas of training: Development of computer statistical programs.

Doctoral Training (Cont'd):

Assistantships: Teaching assistantship, Department of Educational Psychology, University of Nebraska, Lincoln, 1975-1976.

Practicum in College Teaching, Program in Educational Psychology, Graduate School and University Center, City University of New York, 1981.

Membership in Professional Organizations:

American Educational Research Association
American Psychological Society
The Mathematical Association of America (Metropolitan New York Section)
New England Psychological Association

Funded Research:

Principal Investigator, *Improving College Retention and Completion: A Two-Pronged Intervention Program*. 2003-2004. PSC-CUNY 34 Award Program.

Principal Investigator, *Self-Regulation of Multiple Social Roles: Impact on College Retention and Completion*, 1999-2001. CUNY Collaborative Grant.

Co-Principal Investigator (with Professor Barry J. Zimmerman, Graduate School and University Center, CUNY), *Enhancing Family Self-Regulation of Asthma in Minorities*. National Institutes of Health: National Heart, Lung and Blood Institute, 1994-1995.

Principal Investigator, *Teacher Education Program on Cancer Risks in the Diet* American Cancer Society, 1989.

Other Funded Research Activities:

Evaluator, *Liberal Education and Global Citizenship: The Arts and Democracy*. FIPSI-funded project, Brooklyn College. of the City University of New York.

Evaluator, Center for Educational Change, School of Education, Brooklyn College

Evaluator, “*The virtual core*”: *A Faculty Development Project for Distance Education*. FIPSI-funded project, Brooklyn College. of the City University of New York

Evaluator, *Goals 2000 Program*, PS 193, Board of Education, City University of New York. FIPSI-funded project, Center for Educational Change, Brooklyn College. of the City University of New York

Evaluator, *The Learning Cafe, A Brooklyn College-Based Web-Site Curriculum for Junior and Senior High School Students*. TEAC-funded project, Main Library, Brooklyn College of the City University of New York.

Evaluator, *Center for Educational Change*, School of Education, Brooklyn College of the City University of New York

Employment[] Teaching:

1999 - Present [] Associate Professor, Ph.D. Program in Educational Psychology,

Graduate School and University Center, City University of New York

1999 - Present □ Associate Professor, School of Education, Brooklyn College, City University of New York

1986 - 1998 □ Assistant Professor, School of Education, Brooklyn College, City University of New York

Employment □ Teaching (Cont'd):

1986 □ Adjunct Assistant Professor, Department of Elementary and Early Childhood Education and Services, Queens College, City University of New York

1985 - 1986 □ Instructor, Computer Programming, Computer Center, Graduate School and University Center, City University of New York

1985 □ Adjunct Assistant Professor, Teacher Education Department, Medgar Evers College, City University of New York

1980 - 1981 □ Adjunct Instructor, Educational Foundations Department, City College, City University of New York

1978 □ Adjunct Instructor, Goodrich Program, University of Nebraska at Omaha

Teaching and Research Interests:

Social learning processes in the instructional setting, self-regulated learning, family processes and academic performance, gender and cross-cultural factors in social and school performance, teacher motivation, classroom environment, emotional intelligence, educational research, and development of statistical procedures.

Course Assignments:

Doctoral level graduate course assignments have included: Learning theory and issues in group processes in education. Masters level graduate course assignments have included: Statistical methods in Education and the social sciences, application of behavioral principles in special education, individual differences, educational psychology, research design and evaluation, the use computers in educational administration, and measurement evaluation.

Course Assignments (Cont'd):

Undergraduate course assignments have included: The use of microcomputers in the teaching/learning setting, the education of urban youth, and educational psychology for teachers, and the sociology of education.

Faculty workshops presented have included: The use of statistical packages (SPSS Windows, SPSSPC+, DATATEXT, EQS, AMOS) the use of PERT in program planning and evaluation, path analysis and structural equations methodology, and database management using Excel.

Honors:

- 1999, 2001,
2004 Who's Who in the World

- 1998 Distinguished Alumnus Award, Excelsior College

- 1998, 2001,
2004 Who's Who in America

- 1998, 2004 Who's Who in American Education

- 1998-2002 Who's Who in Medicine and Healthcare
- 1998 Who's Who in the East
- 1996 Favorite Teacher Award, graduating class of 1996, Brooklyn College
- 1992 Who's Who in Science and Engineering
- 1982 Who's Who Among Students in American Universities and Colleges,
Graduate School and University Center, City University of New York

Honors (Cont'd):

- 1981 - 1982 University Fellowship, Educational Psychology Department, Graduate School and
University Center, City University of New York
- 1975 Regents' Fellowship, University of Nebraska, Lincoln

Dissertation Committees:

- 2003 External Examiner of Doctoral dissertation of Mr. Mohamed Abdirahman Maalim,
Center for Education and Human Development, International Islamic University
Malaysia
- 2003 External Examiner of Doctoral dissertation of Ms. Nadine Borg, Department of
Psychology, Victoria University, St Albans Campus, Victoria, Australia
- 2003 Doctoral dissertation committee of Dr. Rajkumary Wesley, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.

2003 Doctoral dissertation committee of Mr. Gerald Nuesell, Ph.D. Program in
York. Psychology, Graduate School and University Center, City University of New

2003 Doctoral dissertation committee of Ms. Michelle Resnik, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.

2003 Doctoral dissertation committee of Mr. Roger Peach, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.

Dissertation Committees (Cont'd):

2003 Doctoral dissertation committee of Ms. Eli Hanlon, Ph.D. Program in Educational
York. Psychology, Graduate School and University Center, City University of New

2003 Doctoral dissertation committee of Ms. Carol F. Sharib, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.

2002 Doctoral dissertation committee of Ms. Peggy P. Chen, Ph.D. Program in
York. Psychology, Graduate School and University Center, City University of New

- 2000 Doctoral dissertation committee of Dr. Susan J. Hall, Ph.D. Program in Psychology, Graduate School and University Center, City University of New York.
- 2000 Masters thesis committee of Ms. Helen Hayes, Flinders University, Adelaide, Australia.
- 2000 Doctoral dissertation committee of Dr. Tim Cleary, Ph.D. Program in Educational Psychology, Graduate School and University Center, City University of New York.
- 1999 Doctoral dissertation committee of Dr. Heli Apelbaum, Ph.D. Program in Educational Psychology, Graduate School and University Center, City University of New York.
- 1999 Doctoral dissertation committee of Dr. Stephen Appea, Ph.D. Program in Educational Psychology, Graduate School and University Center, City University of New York.
- 1999 Doctoral dissertation committee of Dr. Sebastian Bonner, Ph.D. Program in Educational Psychology, Graduate School and University Center, City University of New York.

Dissertation Committees (Cont'd):

- 1998 Doctoral dissertation committee of Dr. Sherri Horner, Ph.D. Program in Educational Psychology, Graduate School and University Center, City University of New York.

- 1998 Doctoral dissertation committee of Dr. Ernest Pysher, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.
- 1997 Doctoral dissertation committee of Dr. Robert W. Kovach, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.
- 1997 Doctoral dissertation committee of Dr. Roseanne Schnoll, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.
- 1995 Doctoral dissertation committee of Dr. Anastasia Kitsantas, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.
- 1994 Doctoral dissertation committee of Dr. Michael Drexler, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.
- 1994 Doctoral dissertation committee of Dr. Rosalie Friend, Ph.D. Program in
of Educational Psychology, Graduate School and University Center, City University
New York.
- 1992 Doctoral dissertation committee of Dr. Rocio Torres-Quevedo, Ph.D. Program in
Educational Psychology, Graduate School and University Center, City University

of

New York.

Professional Service:

- 2000-2001 Conducted an informal seminar for students preparing to conduct their doctoral dissertations at the Program in Educational Psychology, Graduate School and University Center, City University of New York.
- 1998 Served as Head, *Graduate Honors Committee* of the Elementary Education Division, Brooklyn College, School of Education, Brooklyn College.
- 1998 Computerized the personnel and student record system of the Elementary Education Division, School of Education, Brooklyn College.
- 1998 Served on the *Provost's Seminars at Brooklyn College* planning committee.
- 1996-1998 Served on the Graduate Admissions and Standards Committee of Brooklyn College.
- 1997-2001 Participated in the planning and execution of the *Annual Faculty Day Conference at Brooklyn College*.
- 1997-1998 Served on the selection committee for the Scholarship Awards of the *Annual Faculty Day at Brooklyn College*.
- 1988-1990 Served as Brooklyn College representative to the Committee on Teacher Education Research, Office of the Dean for Teacher Education, City University of New York.
- 1987 Presented series of workshops to school principals of the New York City Board
of

Education on test theory in the classroom.

1986-1990 Trained secretarial staff of the Brooklyn College School of Education on the use of microcomputers for word processing and data base management.

Professional Service (Cont'd):

1986 - Present Served as faculty consultant in research design, statistical analysis and program evaluation: Graduate School of Education, Brooklyn College, City University of New York.

1986-1990 Served as Brooklyn College representative to the American Association of Colleges for Teacher Education.

1986 Developed computerized version of the student and personnel records system of the School of Education, Brooklyn College.

Community Service:

2000-2002 Served as National Scholarship Judge for the *American Mensa Education & Research Foundation* National Level Scholarship Competition.

1997 Presented a series of workshops on assessment to the teaching staff of Public School 189, Brooklyn, N.Y.

1996 Served as National Scholarship Judge for the *American Mensa Education & Research Foundation* National Level Scholarship Competition.

1992 Served as Supervising Scientist for Honors Recipient, Westinghouse Science Talent Search program □ Midwood High School, Brooklyn, N.Y.

1990 Served as Supervising Scientist for Honors Recipient, Westinghouse Science Talent Search program □ Midwood High School, Brooklyn, N.Y.

Editorial Board Service:

1997-2000 *Journal of Experimental Education*

Ad Hoc Consulting Editorships:

2002 *Journal of Educational Psychology*

2002 *Australian Journal of Psychology*

2001 *American Educational Research Journal*

2001 *Psychological Reports/Perceptual and Motor Skills*

2000 *Cognition and Emotion*

1999 Edwin Mellen Press

1999 *The Israel Science Foundation, The Israel Academy of Sciences and Humanities*

1998 *Contemporary Educational Psychology*

1997 *Journal of Educational Psychology*

- 1996 *Psychological Reports/Perceptual and Motor Skills*
- 1995 *American Educational Research Journal*
- 1991-1992 *Evaluation Practice*
- 1991 *Journal of Educational Psychology*
- 1989 *Instructional Science*

Ad Hoc Consulting Editorships (Cont'd):

- 1982 *Child Development*
- 1980 *Contemporary Educational Psychology*

Consulting Reviewer of Proposals for Professional Conferences:

- 2003 American Educational Research Association
- 1999 New England Psychological Association
- 1995 New England Psychological Association
- 1993 Northeastern Educational Research Association
- 1991 American Educational Research Association
- 1989-1993 New England Educational Research Organization

Reviewer of Organizational Grant Proposals:

- 1997-1998 City University of New York: Referee of proposals for the Faculty PSC-CUNY Research Award Program
- 1987-1989 City University of New York: Referee of proposals for the Faculty PSC-CUNY Research Award Program

Publications, Books:

4. Martinez-Pons, M. (2003). *The Continuum guide to successful teaching in higher education*. London: Continuum International Publishing Group.
3. Martinez-Pons, M. (2001). *The psychology of teaching and learning: A three-step approach*. London: Continuum International Publishing Group.
2. Martinez-Pons, M. (1999). *Statistics in modern research: Applications in the social sciences and education*. Lanham, MD. University Press of America.
1. Martinez-Pons, M. (1997). *Research in the social sciences and education: Principles and process*. Lanham, MD: University Press of America.

Publications, Book Chapters:

3. Zimmerman, B.J., & Martinez-Pons, M. (In press). Pursuing academic self-regulation: A 20-year methodological quest. In Jessie Ee and Agnes Chang (eds.) *Studies on motivation and self-regulated learning*. London, UK: World Scientific Publishing Co.

Limited.

2. Martinez-Pons, M. (2002). Le transfert comme un processus d'auto-régulation: Implications la formation des adultes In P. Carré & A. Moisan (Eds.): *La formation autodirigée: Aspects psychologiques et pédagogiques*. Paris: L'Harmattan.
1. Zimmerman, B. J. & Martinez-Pons, M. (1992). Perceptions of efficacy and strategy use in the self-regulation of academic learning. In Schunk, D. & Meece, J. (Eds.): *Student perceptions in the classroom: Causes and consequences*, 185-207. N.Y.: Lawrence Earlbaum Associates, Inc., Publishers.

Publications, Journal Articles:

17. Martinez-Pons, M. (In press). Review of "Learning together". *Contemporary Psychology*.
16. Martinez-Pons, M. (2002). Parental influences on children's academic self-regulatory development. *Theory Into Practice*, 41, 126-131.
15. Martinez-Pons, M. (1999-2000). Emotional intelligence as a self-regulatory process: A social cognitive view. *Imagination, Cognition and Personality*, 19, 331-350.
14. Martinez-Pons, M., Burstyn, D. & Cea, J. (1999). Biofeedback technology and emotional intelligence: A confluence of two disciplines. *Newsmagazine of the AAPD*, in press.
13. O'Brien, V., Martinez-Pons, M. & Kopala, M. (1999). Mathematics self-efficacy and adolescents' career interests in mathematics and science as functions of ethnic identity and gender. *Journal of Educational Research*, 92, 231-235.

12. Martinez-Pons, M. (1998-1999). Parental inducement of emotional intelligence. *Imagination, Cognition and Personality, 18*, 3-23.
11. Martinez-Pons, M. (1998). Grounded theory development of a teacher-oriented model of mental ability. *The Journal of Secondary Gifted Education, 9*, 195-206.
10. Martinez-Pons, M. (1997). A rank-free method of calculating Kendall's tau. *Psychological Reports, 81*, 655-658.
9. Martinez-Pons, M. (1997-1998). The relation of emotional intelligence with selected areas of personal functioning. *Imagination, Cognition and Personality, 17*, 3-13.
8. Martinez-Pons, M. (1996). Test of a model of parental inducement of student self-regulated learning behavior. *Journal of Experimental Education, 64*, 213-227.

Publications, Journal Articles (Con't):

7. Feldmann, S. C., Martinez-Pons, M. & Shaham, D. (1995). The relationship between self-efficacy, self-regulation, collaborative learning behavior and grades; preliminary findings. *Psychological Reports, 77*, 971-978.
6. Zimmerman, B. J., Bandura, A. & Martinez-Pons, M. (1992). Self-motivation for academic attainment: the role of self-efficacy beliefs and personal goal-setting. *American Educational Research Journal, 29*, 663-676.
5. Zimmerman, B. J. & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology, 80*, 51-59.
4. Zimmerman, B. J. & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of Educational Psychology, 80*,

284-290.

3. Loewenthal, G. & Martinez-Pons, M. (1987). Comparison of three methods for improving verbal analogies solutions. *Forum for Reading (Journal of College Reading Improvement)*, 18, 53-61.
2. Zimmerman, B. J. & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal*, 23, 614-628.
1. Martinez-Pons, M. & Kahn, K. (1983). A better bibliography. *Annals of Scholarship*, 3, 110-122.

Publications, Organizational Reports:

Zimmerman, B. J., Smith, C., Feldman, S., Fish, M., Rindskopf, D., Martinez-Pons, M., Rocha, J., & McGinney, M. L. (1987). *An evaluation of computer utilization in five public schools in new york city*. New York: Center for Advanced Study of Education, Graduate School and University center, City University of New York.

Conference Presentations:

63. Martinez-Pons, M. (2004). World view, academic self-regulation, and academic achievement in college students. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association.

- self-
62. Gregory, N. & Martinez-Pons, M. (2004). Relations among parental involvement, efficacy, locus of control, and academic achievement. Paper submitted for presentation at the Annual Meeting of the American Educational Research Association.
61. Martinez-Pons, M., Shanley, D., & McSorley, K. (2003, May). Principals' leadership quality and teacher performance. Paper presented at the Annual Meeting of the American Psychological Society, Atlanta, Georgia.
60. Martinez-Pons, M. (2003, May). The effects of social support on self-regulation and academic achievement. Paper presented at the Annual Meeting of the American Psychological Society, Atlanta, Georgia.
59. Martinez-Pons, M. & Smyth, C. J. (2002, June). *School principals' influence on school collective efficacy, teacher self-efficacy and teacher commitment*. Paper presented at the Annual Meeting of the American Psychological Society, New Orleans.
58. Martinez-Pons, M. & Rosenthal, J. (2002, June). *Influence of parents, teachers and peers on achievement motivation and academic achievement*. Paper presented at the Annual Meeting of the American Psychological Society, New Orleans.

Conference Presentations (Con't):

57. Hanlon, E. & Martinez-Pons, M. (2002, May). The development of an internal standard and self-judgments of English pronunciation by adult speakers of Spanish. Paper presented at the 2002 Annual Meeting of the American Educational Research Association, New Orleans.
56. Shanley, D. & Martinez-Pons, M. (2002, February). *The relation of school leadership quality with teacher effectiveness*. Paper presented at the 2002 Annual Meeting of the American Association of Colleges for Teacher Education, New York.

55. Martinez-Pons, M., Feldmann, S., Campillo, M., Hanlon, E., Wesley, R., Nunes, S. & Jones, Y., & Chen, A. (2001, October). *Parental influences on academic achievement*. Paper presented at the 32nd Annual Conference of the Northeastern Educational Research Association, Kerkhouson, New York.
54. Martinez-Pons, M. & Petropoulos, C. (2001, October). *Parental and media influences on womens' self-concept and body image: implications for psychological functioning*. Paper presented at the New England Psychological Association, Newbury.
53. Martinez-Pons, M. (2000, June). *Using large data bases to study school-related processes and teacher commitment to teaching*. Paper presented at the World Conference, on Educational Multimedia, Hypermedia and Telecommunications, Montreal.
52. Martinez-Pons, M. (2000, June). *Transfer as a self-regulatory process: Implications for self-instruction in adult education*. The Second Royaumont Symposium on Self-Learning, Paris.
51. Martinez-Pons, M. (1999, October). *Emotional intelligence as a self-regulatory process. A social cognitive view*. Paper presented at the 39th annual meeting of the New England Psychological Association, Hartford, Connecticut.

Conference Presentations (Con't):

50. Martinez-Pons, M. & Endall-Bruno, D. (1999, October) *The relation of early childhood nutritional practices with mental ability grouping*. Paper presented at the 39th annual meeting of the New England Psychological Association, Hartford, Connecticut.
49. Shanley, D., Martinez-Pons, M. & Rubal-Lopez, A. (1999, October). *Self-regulation*

of multiple social roles, study skills, and performance on the New York state teacher certification examination. Paper presented at the 39th annual meeting of the New England Psychological Association, Hartford, Connecticut.

48. Martinez-Pons, M. & Cipriano, B. (1999, March). *Teaching teachers about research:*

A computer expert system for statistical procedure selection. Paper presented at the 1999 of the Society for Information Technology & Teacher Education Conference, San Antonio, Texas.

47. Martinez-Pons, M. (1999, April). *Cultural differences in parental and teacher inductive behavior of academic self-regulation.* Paper presented at the 1999 Annual Meeting of the American Educational Research Association, Montreal.

46. Martinez-Pons, M. & Rocha, J. (1998, October). *The comparative effects of violent television viewing and experience of real-life violence on aggressive behavior.* Paper presented at the 38th annual meeting of the New England Psychological Association, Providence, Rhode Island.

45. Martinez-Pons, M. (1998). *A coefficient of variability.* Paper presented at the 1998 Annual Meeting of the American Psychological Society, Washington, DC.

44. Martinez-Pons, M. (1998). *Social-environmental influences on emotional intelligence.* Paper presented at the 1998 Annual Meeting of the American Psychological Society, Washington, DC.

Conference Presentations (Con't):

43. Martinez-Pons, M. (1997). *Grounded theory development of a teacher-oriented model of mental ability.* Paper presented at the 1997 Annual Meeting of the American Educational Research Association, Chicago.

42. Martinez-Pons, M. & Kitsantas, A. (1997). *Self-regulation of multiple role enactment and academic success among adults*. Paper presented at the 1997 Convention of the American Psychological Society, Washington, DC.
41. O'Brien, V., Martinez-Pons, M., Kitsantas, A. & Kopala, M. (1997). *Science self-efficacy and commitment to a science career as functions of ethnic identity and gender*. Paper presented at the 1997 Convention of the American Psychological Society, Washington, DC.
40. Martinez-Pons, M. & Feldmann, S.C. (1996). *Multiple role conflict, collaborative learning behavior and academic achievement among adult graduate students*. Paper presented at the 1996 Annual Meeting of the American Educational Research Association, New York City.
39. Martinez-Pons, M. (1996). *Validating a multidimensional scale of student self-efficacy for self-regulation*. Paper presented at the 1996 Annual Meeting of the American Educational Research Association, New York.
38. Martinez-Pons, M. & Dorfman, N. (1996). *A three-phase model of grieving and psychological functioning*. Paper presented at the XXVI International Congress of Psychology, Montreal, Canada.
37. Martinez-Pons, M. (1996). *A rank-free method of calculating kendall's tau*. Paper presented at the XXVI International Congress of Psychology, Montreal, Canada.
36. Martinez-Pons, M. & Dorfman, N. (1996). *Tests of two models of suicidal ideation among adolescents*. Paper presented at the XXVI International Congress of Psychology, Montreal, Canada.

Conference Presentations (Cont'd):

35. Zimmerman, B.J., Bonner, S., Rivera, R. & Martinez-Pons, M. (1996). *Improving*

self-regulation of asthma through sequential adoption of specific health beliefs and mastery of behavioral competencies. Paper presented at the 1996 Annual Conference of the International Conference of the American Lung Association and the American Thoracic Society, New Orleans.

34. Bonner, S., Zimmerman, B.J., Martinez-Pons, M. & Rivera, R. (1996). *A multicomponent assessment of asthma management strategies through time series analyses of family processes.* Paper presented at the 1996 Annual Conference of the International Conference of the American Lung Association and the American Thoracic Society, New Orleans.
33. Martinez-Pons, M. & Feldmann, S. C. (1995). *The relation between self-efficacy, perceived self-regulation, observed collaborative verbal behavior and academic achievement.* Paper presented at the 1995 Annual Meeting of the American Educational Research Association, San Francisco, California.
32. Martinez-Pons, M., Rosello, J. & Tempestini, M. (1995). *Multiple roles and psychological functioning in two cultures.* Paper presented at the 35th Annual Meeting of the New England Psychological Association, Wenham, Massachusetts.
31. Martinez-Pons, M., Branningan, L. A. & Gillen, T. M. (1995). *Antecedents and consequents of job satisfaction among nurses in homehealthcare.* Paper presented at the 1995 Annual Meeting of the Home Care Association of New York State, Saratoga Springs.
30. Zimmerman, B. J. & Martinez-Pons, M. (1995). *Structured interview measures of self-regulated learning: combining qualitative and quantitative assessment.* Paper presented as part of symposium entitled Qualitative and Quantitative Issues in the Assessment of Strategies and Self-Regulated Learning, at the annual meeting of the American Educational Research Association, San Francisco.

Conference Presentations (Cont'd)

29. Feldmann, S. C. & Martinez-Pons, M. (1995). *Multiple role conflict and graduate students' academic performance*. Paper presented at the 35th Annual Meeting of the New England Psychological Association, Wenham, Massachusetts.
28. Zimmerman, B.J., Bonner, S., Evans, D. & Martinez-Pons, M. (1995). *Phases of asthma self-regulation: A social cognitive view of health change*. Paper presented at the 1995 International Conference of the American Lung Association and the American Thoracic Society, Seattle, Washington
27. Bonner, S.P., Zimmerman, B.J., Notaro, L., Martinez-Pons, M. & Cruz, R. (1995). *The development of a structured interview to assess asthma self-regulatory stages*. Paper presented at the 1995 International Conference of the American Lung Association and the American Thoracic Society, Seattle, Washington.
26. Martinez-Pons, M. & Donheiser, G.A. (1994). *Sexual experiences in childhood and adult psychological dysfunction: Controlling for implantation-potential experiences*. Paper presented at the 1994 Annual Convention of the American Psychological Society, Washington, D.C.
25. Martinez-Pons, M. & Spinelli, L. (1994). *The effects of family-environmental conditions on the academic performance and social-psychological adjustment of child actors*. Paper presented at the 1994 Annual Conference of the New England Educational Research Organization, Brockport, Maine.
24. Fligstein, M., Keitel, M. & Martinez-Pons, M. (1994). *A causal model of stress and coping in spouses of stroke patients*. Paper presented at the 15th Anniversary Meeting of the Society of Behavioral Medicine, Boston.
23. Martinez-Pons, M., Boslaugh, S., Gilbert, A., Gioe, J. & Feltman, P. (1993). *Gender role assignment and psychological adjustment in women in two age groups*. Paper presented at the 1993 Annual Convention of the American Psychological Society, Chicago.

Conference Presentations (Cont'd)

22. Martinez-Pons, M., Alessandri, L. Duffy, M. & Michaels, T. H. (1993). *Student's educational aspirations, school comportment and academic performance as functions of single-parent vs. two-parent family status and parental educational aspirations for their children*. Paper presented at the 1993 Annual Conference of the Northeastern Educational Research Association, New York.
21. Martinez-Pons, M. (1993). Discussant for paper session, *Gender and minority issues*, 1993 Annual Conference of the Northeastern Educational Research Association.
20. Martinez-Pons, M. & Spina, P. (1993). *The path analytic test of a model of suicide ideation among adolescents*. Paper presented at the 1993 Annual Conference of the New England Educational Research Organization, Portsmouth, New Hampshire.
19. Martinez-Pons, M. & Spina, P. (1992). *Depression and suicidal ideation among adolescents: theoretical and research design issues*. Paper presented at the Fourth Greater New York Conference on Social Research, New York.
18. Gribben, C. & Martinez-Pons, M. (1992). *The effects of gender and ethnicity on career indecision among two-year college students*. Paper presented at the Fourth Greater New York Conference on Social Research, New York.
17. Martinez-Pons, M. & Spina, P. (1992). *Gender, home stress, social stress and depression as correlates of academic achievement and suicidal ideation among adolescents*. Paper presented at the Fourth Informal Annual Section of Psychology of the New York Academy of Sciences, New York.
16. Gribben, C. & Martinez-Pons, M. (1992). *Career indecision, anxiety and social problem solving: controlling for the effects of gender*. Paper presented at the Fourth Informal Annual Section of Psychology of the New York Academy of

Sciences, New York.

Conference Presentations (Cont'd):

15. Martinez-Pons, M. & Watson, G. (1992). *Construct validation of a three-component model of intelligence*. Paper presented at the 1992 Annual Conference of the New England Educational Research Organization, Portsmouth, New Hampshire.
14. Martinez-Pons & Weiner, L. (1992). *Classroom seating location and academic achievement: controlling for the effects of self-regulation, social interaction and task-related processes*. Paper presented at the 1992 Annual Conference of the New England Educational Research Organization, Portsmouth, New Hampshire.
13. Zimmerman, B. J. & Martinez-Pons, M. (1992). *A social cognitive view of academic self-motivation: The role of self-efficacy beliefs and personal goal-setting*. Paper presented at the 1992 Annual Conference of the American Educational Research Association, San Francisco.
12. Gribben, C., Keitel, M. & Martinez-Pons, M. (1992). *Career indecision, anxiety and social problem-solving skills*. Paper presented at the 1992 Annual Conference of the American Psychological Society, Washington, DC.
11. Martinez-Pons, M., Schnoll, R. & Bonner, S. (1991). *A path analytic evaluation of instruction concerning health risks in the diet*. Paper presented at the 1991 Annual Conference of the New England Educational Research Organization, Portsmouth, New Hampshire.
10. Martinez-Pons, M. (1991). *A test of marjoribanks' social-environmental theory of academic achievement*. Paper presented at the 1991 Annual Conference of the New England Educational Research Organization, Portsmouth, New Hampshire.
9. Cantwell, Z. & Martinez-Pons, M. (1991). *Predicting mathematics and reading*

achievement from classroom competencies, sex role preference and gender. Paper presented at the 1991 Annual Conference of the American Psychological Society, Washington, DC.

Conference Presentations (Cont'd):

8. Martinez-Pons, M. (1990). *Parental and teacher bases of gender-related behavior; effects on academic performance.* Paper presented at the 1990 meeting of the New York Academy of Sciences, New York.
7. Martinez-Pons, M. (1990). *Test of a three-factor model of teacher commitment.* Paper presented at the 1990 Annual Conference of the New England Educational Research Organization, Brockport, Maine.
6. Martinez-Pons, M. & Lopez, R. (1990). *The effects of two reinforcement schedules on retention of gained problem-solving and transfer skills in mathematics among minority two-year college students.* Paper presented at the 1990 Annual Conference of the New England Educational Research Organization, Brockport, Maine.
5. Martinez-Pons, M. & Zimmerman, B. (1989). *Family learning processes among hispanic groups in the U.S.* Paper presented at the 1989 annual conference of the American Education Research Association, San Francisco.
4. Martinez-Pons, M. & Mendola, L. (1989). *Contextual determinants of self-efficacy.* Paper presented at the 1989 Annual Conference of the New England Educational Research Organization, Portsmouth, New Hampshire.
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2. Weiner, M., Abramson, T., Martinez-Pons, M. & Cohen, W. (1982). *An evaluation of the N.Y.C. public school system's LORA project*. Paper presented at the 1982 Annual the 1982 Annual Conference of the Northeastern Educational Research Association, New York.

Conference Presentations (Cont'd):

1. Weiner, M. & Martinez-Pons, M. (1981). *A ten-year evaluation of the American arthritis foundation's continuing education program*. Paper presented at the 1981 Annual Conference of the American Arthritis Foundation, Paris.

Certification:

1975 The State Education Department University of the State of New York
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Military Service:

1958-1962 U.S. Air Force (Enlisted)

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