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Vanderbilt University
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PROFESSIONAL APPOINTMENTS

2018–present Institute of Education Sciences (IES) Postdoctoral Research Fellow, Department of Leadership, Policy, and Organizations, Peabody College, Vanderbilt University

EDUCATION

- 2018 Ph.D. in Educational Psychology, University of Illinois at Urbana-Champaign
Dissertation: *Assessing Equity in US Schools: Essays on Achievement Gaps and Policy Efforts*
* Awarded an American Educational Research Association Dissertation Fellowship
- 2012 M.A. in Curriculum Theory, Louisiana State University
Thesis: *Teacher Insights on High-Stakes Standardized Assessments: The Impact of School Reform Policy on the Classroom*
- 2005 M.A. in English, University of Miami
- 2002 B.A. in English, minor in mathematics, University of Kansas

PEER-REVIEWED JOURNAL ARTICLES

- Cimpian, J. R., & **Timmer, J. D.** (2019). Large-scale estimates of LGBTQ–heterosexual disparities in the presence of potentially mischievous responders: A pre-registered replication and comparison of methods. *AERA Open*, 5(4), 1-35.
- Weglarz-Ward, J. M., Santos, R. M., & **Timmer, J. D.** (2019). Factors that support and hinder including infants with disabilities in child care. *Early Childhood Education Journal*, 47(2), 163-173.
- Cimpian, J. R., **Timmer, J. D.**, Birkett, M. A., Marro, R. L., Turner, B. C., & Phillips II, G. L. (2018). Considering the effects of potentially mischievous responders on large-scale estimates of LGBTQ-heterosexual youth health disparities. *American Journal of Public Health*.
- Cimpian, J. R., Lubienski, S. T., **Timmer, J. D.**, Makowski, M., & Miller, E. (2016). Have gender gaps in math closed? Achievement, teacher perceptions, and student behaviors across two ECLS-K cohorts. *AERA Open*, 2(4).

MANUSCRIPTS UNDER REVIEW

Lubienski, S. T., Ganley, C. M., Makowski, M. B., Miller, E. K., & **Timmer, J. D.** (Accepted pending final revisions). "Bold Problem Solving": A new construct for understanding sex differences in math problem-solving performance. *Journal of Research in Mathematics Education*.

BOOK CHAPTERS

- Timmer, J. D.**, & Anderson, C. A. (In press). Using Projects to Teach Statistics in Social Sciences. In Rodgers, J. L. (Ed.), *Teaching Statistics and Quantitative Methods into the 21st Century*. Taylor & Francis.
- Ryan, K. E. & **Timmer, J. D.** (2013). New Zealand style school review: A view from outside. In Lai, M. & Kushner, S. (Eds.), *A developmental and negotiated approach to school self-evaluation Advances in Program Evaluation, Volume 14* (pp. 195-206), Emerald Group Publishing Limited, Bingley, UK.

REPORTS & OTHER PUBLICATIONS

- Cimpian, J. R. & **Timmer, J. D.** (in press). Mischievous responders and sexual minority youth survey data: A brief history, recent methodological advances, and implications for research and practice. *Archives of Sexual Behavior*. DOI:10.1007/s10508-020-01661-7.
- Jankowski, N. A., **Timmer, J. D.**, Kinzie, J., & Kuh, G. D. (2018). *Assessment that matters: Trending toward practices that document authentic student learning*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).
- Ryan, K. E., & **Timmer, J. D.** (2013, Fall). *Potential models for using State Longitudinal Data System (SLDS) data to improve student learning*. Update on Research and Leadership, 25(1). Champaign, IL: Office of Community College Research and Leadership's Illinois Collaborative for Education Policy Research, University of Illinois at Urbana-Champaign.
- Ryan, K., Chang, H.-H., Ahn, J., Choe, E., Kang, H.-A., **Timmer, J. D.**, Wakita, S., Yeh, R., Zheng, C., & Zheng, Y. (2012). *Final recommendations of Illinois State Assessments (Research Report No. 14)*. Springfield, IL: Illinois State Board of Education.

WORKING PAPERS

- Timmer, J. D.** (Revise and resubmit). Improving math and reading outcomes for English Learners. *Educational Policy*.
- Timmer, J. D.** Student access to nutritious meals: Examining the impact of the Community Eligibility Provision of the Healthy, Hunger-Free Kids Act on student attendance.
- Timmer, J. D.** & Grissom, J. A. Pathways to the superintendency.
- Grissom, J. A., **Timmer, J. D.**, Nelson, J. L., & Blissett, R. S. L. Unequal pay for equal work: The gender gap in principal compensation.
- Timmer, J. D.** A precarious position: Examining the "glass cliff" in education leadership.

PRESENTATIONS

- Grissom, J. A., **Timmer, J. D.**, Nelson, J. L., & Blissett, R. S. L. (November 2019). *Unequal pay for equal work: The gender gap in principal compensation*. Paper presented at the annual conference of the University Council for Educational Administration, New Orleans, LA.
- Timmer, J. D.** & Grissom, J. A. (November 2019). *Pathways to the superintendency: Examining educators' career paths*. Paper presented at the annual conference of the University Council for Educational Administration, New Orleans, LA.
- Grissom, J. A., **Timmer, J. D.**, Nelson, J. L., & Blissett, R. S. L. (November 2019). *Unequal pay for equal work: The gender gap in principal compensation*. Paper presented at the annual conference of the Research on Women in Education Special Interest Group, American Education Research Association, Nashville, TN.
- Grissom, J. A., **Timmer, J. D.**, Nelson, J. L., & Blissett, R. S. L. (August 2019). *Unequal pay for equal work: The gender gap in principal compensation*. Paper presented at the annual conference of the American Sociological Association, New York, NY.
- Timmer, J. D.** (April 2019). *Student access to nutritious meals: Examining the impact of the Community Eligibility Provision of the Healthy, Hunger-Free Kids Act on student attendance*. Paper presented at the annual conference of the American Education Research Association, Toronto, ON, Canada.
- Grissom, J. A., **Timmer, J. D.**, Nelson, J. L., & Blissett, R. S. L. (March 2019). *Unequal pay for equal work: The gender gap in principal compensation*. Paper presented at the annual conference of the Association for Education Finance and Policy, Kansas City, MO.
- Timmer, J. D.** (November 2018). *Improving math and reading outcomes for English Learners*. Paper presented at the fall research conference of the American Education Research Association, Washington, DC.
- Timmer, J. D.** (April 2018). *Improving math and reading outcomes for English Learners*. Poster presented at the annual conference of the American Education Research Association, New York, NY.
- Timmer, J. D.** Ganley, C. M., & Lubienski, S. T. (April 2018). *Can Bold Problem Solving and Spatial Skills Explain the Gender Gap in Problem-Solving Performance?* Paper presented at the annual conference of the American Education Research Association, New York, NY.
- Lubienski, S. T., Ganley, C. M., Makowski, M., Miller, E., & **Timmer, J. D.** (May 2018). *“Bold problem solving:” A new construct for improving mathematics achievement and equity*. Paper presented at the Joint Seminar on Educational Research, University of Warsaw, Poland.
- Lubienski, S.T., Miller, E., Makowski, M., & **Timmer, J. D.** (April 2017) *Spatial skills, problem solving approaches and gender gaps in middle school*. Paper presented at the annual conference of the National Council of Teachers of Mathematics Research, San Antonio, TX.
- Timmer, J. D.** (March 2017) *Improving math and reading outcomes for English Learners: A quasi-experimental study of language services*. Paper presented at the annual conference of the Association for Education Finance and Policy, Washington, DC.
- Timmer, J. D.** & Ryan, K. (September 2014) *Possibilities for cultural responsiveness in large-scale school evaluation policies*. Paper presented at the annual conference of the Center for Culturally Responsive Evaluation and Assessment, Chicago, IL.

Timmer, J. D. (October 2011) *High-stakes tests and motivation: The impact of standardized assessments on the classroom*. Paper presented at the annual Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Timmer, J. D. (April 2011) *Peter Taubman's "Teaching by Numbers": Standards, accountability, and the role of teachers*. Paper presented at the annual meeting of the American Association for the Advancement of Curriculum Studies, New Orleans, LA.

Timmer, J. D. & Saal, L. K. (June 2010) *Student assessment: Who are your students?* Paper presented at the annual conference of the National Association of Academic Advisors for Athletics, Salt Lake City, UT.

TEACHING EXPERIENCE

2013-2017 Department of Educational Psychology, University of Illinois at Urbana-Champaign
 Educational Statistics (undergraduate and graduate), Course Instructor
 Quasi-Experimental Design (graduate), Teaching Assistant
 Questionnaire Design for Educational and Social Science Research (graduate), Teaching Assistant
 Assessing Student Performance (undergraduate), Teaching Assistant

2004-2005 English Department, University of Miami
 English Composition I (undergraduate), Course Instructor
 English Composition II (undergraduate), Course Instructor

1999-2002 Kansas Algebra Program, University of Kansas
 College Algebra (undergraduate), Course Instructor
 Intermediate Algebra (undergraduate), Course Instructor

PROFESSIONAL EXPERIENCE

2009-2012 Associate Director of Student Learning, Academic Center for Student-Athletes, Louisiana State University

2005-2012 Learning Specialist, Academic Center for Student-Athletes, Louisiana State University

PROFESSIONAL SERVICE & AWARDS

Research Consultant, QUERIES Consulting Group, University of Illinois at Urbana-Champaign, 2012-2018

Hardie Conference Travel Award, College of Education, University of Illinois at Urbana-Champaign, 2017

Maurice Tatsuoka Doctoral Scholarship, College of Education, University of Illinois at Urbana-Champaign, 2016-2017

AERA Statistical Institute, May 2016 (assisted with 3-day workshop)

William Chandler Bagley Doctoral Scholarship, College of Education, University of Illinois at Urbana-Champaign, 2015-2016

Graduate Student Representative, Educational Psychology Executive Committee, 2015-2016
Coordinator, QUERIES Consulting Group, University of Illinois at Urbana-Champaign, 2013-
2016

REFERENCES

Jason A. Grissom, Associate Professor of Public Policy and Education
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