**Ashley Michelle Jimenez Fraser, PhD**

Assistant Professor

School of Family Life

Brigham Young University

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***Education***

2021 **Arizona State University,**

 *T. Denny Sanford School of Social and Family Dynamics*

 Degree: Ph.D. in Family and Human Development

Dissertation: *Longitudinal Associations of Hope and Prosocial and Civic Behaviors in Emerging Adulthood*

Dissertation Chair: Dr. Tracy L. Spinrad

2012 **Brigham Young University**

*School of Family Life*

 Degree: M.S. Marriage, Family, and Human Development

Thesis: *The Effects of Social Withdrawal on Prosocial Behavior as Mediated by*

*Emotion-Regulation*

 Thesis Chair: Dr. Laura M. Padilla-Walker

2009 **Brigham Young University**

*School of Family Life*

Degree: B.S. Human Development

***Publications***

*Published Refereed Manuscripts*

18. **Fraser, A.M.**, Bryce, C.I., Alexander, B.L., Fabes, R. (2021) Hope levels across

adolescence and the transition to high school: Associations with school stress and

achievement. *Journal of Adolescence. Impact Factor (IF) 2.35.*

17. Bryce, C. I., **Fraser, A. M.**, Fabes, R. A., & Alexander, B. L. (in press). The role of hope in

college retention. *Learning and Individual Differences.* *IF* *1.92.*

16. Melendez Guevara, A.M., Gaias, L.M., **Fraser, A.M.,** & Lindstrom Johnson, S. (2021)

Violence exposure, aggressive cognitions and violence high-risk behaviors among

Colombian youth: The moderating role of community belongingness. *Journal of Youth and*

*Society. IF 2.23.*

15. **Fraser, A.M.**,Gias, L.,Melendez, A.M., Lindstrom-Johnson, S. (2021) A person- centered approach to violence exposure in post-war Colombian youth: Demographic covariates and positive youth development outcomes. *Journal of Interpersonal Violence. IF*  *3.57.*

14. **Fraser, A.M.**, Stockdale, L.M., Bryce, C.I., & Alexander, B.L. (2021). Young adults’ media habits, concern for themselves and others, and mental health in the era of COVID-19*. Journal of Popular Media Culture. IF 2.68.*

13. **Fraser, A.M.**, Hampton, R., Spinrad, T.L., Varnum, M., Blaise, M., Eisenberg, N., Gal, D.,

Berger, R.H., Xu, J., & Xiao, S.X. (2020). Children’s mu suppression is sensitive to witnessing others’ social victimization. *Social Neuroscience,* 1-7*. IF* *2.74*

12. Bryce, C.I., Alexander, B.A., **Fraser, A.M.**, & Fabes, R. (2020). Dimensions of hope in

adolescence: Relations to academic functioning and well-being. *Psychology in the Schools, 57*(2), 171-190*. IF 1.25*

11. Valiente, C., Delay, D., Swanson, J., **Fraser, A.M.**, &Parker, J. (2020). Emotion-related

socialization in the classroom: Considering the roles of teachers and peers. *Developmental Psychology*, *53*(3), 578. *IF 4.80*

10. Padilla-Walker, L.M., **Fraser, A.M.**, Black, B., & Bean, R. (2015). Associations between

friendship, sympathy, and prosocial behavior toward friends. *Journal of Research on Adolescence, 25*(1)*,* 28-35*.* *IF 2.07*

9. Padilla-Walker, L.M, Yorgason, J.B., Dyer, W.J., **Fraser, A.M.**, & Coyne, S.M., (2015).

 Adolescents’ prosocial behavior toward strangers, family and friends: A variable- and person-

 centered approach. *Journal of Research on Adolescence, 25*(1)*,* 135-150*. IF 2.07*

8. Padilla-Walker, L.M. & **Fraser, A.M**. (2014). How much is it going to cost me? Bidirectional relations between adolescents’ moral personality and prosocial behavior. *Journal of Adolescence, 37,* 993-1001. *IF 2.94*

7. Coyne, S.M., Padilla-Walker, L.M., **Fraser, A.M.**, Fellows, K., & Day, R.D. (2014). Media

time = family time: Positive media use in families with adolescents. *Journal of Adolescent Research, 29,* 663-668*. IF 1.98*

6. Padilla-Walker, L., Coyne, S.M., **Fraser, A.M.**,Stockdale, L.M. (2013). Is Disney the nicest place on earth? A content analysis of prosocial behavior in animated Disney films. *Journal of Communication, 63,* 393-412*. IF 6.72*

5. **Fraser, A.M**., Padilla-Walker, L.M., Coyne, S.M., Nelson, L.J., & Stockdale, L.A. (2012).

Associations between violent video games, empathy, and prosocial behavior in emerging adulthood. *Journal of Youth and Adolescence, 41(5),* 636-649. *IF 3.26*

4. Padilla-Walker, L., **Fraser, A.M.**, & Harper, J. (2012). Walking the walk: The moderating

role of proactive parenting on adolescents' value-congruent behaviors. *Journal of Adolescence, 35,* 1177-1190*. IF 2.94*

3. Padilla-Walker, L.M., Coyne, S.M., & **Fraser, A.M.** (2012). Getting a high speed

family connection: Associations between family media use and family connection. *Family Relations, 61,* 426-440*. IF 1.72*

2. Padilla-Walker, L.M., Coyne, S.M., **Fraser, A.M.**, Dyer, W.J., & Yorgason, J. B. (2012).

Parents and adolescents growing up in the Digital Age: Latent growth curve analysis of proactive media monitoring. *Journal of Adolescence, 35,* 1153-1165. *IF 2.94*

1. Coyne, S.M., Stockdale, L.A, Nelson, D.A., & **Fraser, A.M.** (2011). Profanity in media

associated with attitudes and behavior regarding profanity use and aggression. *Pediatrics*, *128*(5), 867-872. *IF 6.46*

*Manuscripts Under Review*

10. Bryce, C.I., McLean, L. Granger, K., & **Fraser, A.M.** Preliminary Investigation of Teachers’ Emotional Exhaustion, Teaching Efficacy, Hope, and Colleague Support during the COVID-19 Pandemic. *Manuscript under review at Teaching and Teacher Education (Submitted 11/16/21).*

9.Reschke, P. J., **Fraser, A. M.**, Pickett, J., Workman, K., Lehnhardt, H., Stockdale, L. A., Padilla-Walker L. M., Cox, K., Holmgren, H. G., Summers, K., Clifford, B., Essig, L., & Coyne, S. M. (under review). Selectively indiscriminate? A longitudinal investigation of selectivity and socialization in helping and sharing behaviors across the 2nd and 3rd years of life. *Manuscript under review at* *Developmental Psychology (Submitted 10/11/21)*.

8. **Fraser, A.M.,** Bryce, C.I., Cahill, K.M., & Jenkins, D.L. Differential roles of family, teacher, and friend support on positive future expectations, hope, and academic achievement among Latinx students. *Revise and Resubmit at Journal of Social and Personal Relationships (Resubmitted 1/24/22).*

7. Bryce, C. I & **Fraser, A. M.** Students’ perceptions, educational challenges, and hope during the COVID-19 pandemic. *Manuscript under review at at Child: Care, Health & Development (Submitted 12/23/21).*

6. Nielsen, M.G., Jenkins, D., & **Fraser, A.M.** Too hunky to help: A person-centered approach to masculinity and prosocial behavior among adolescent boys. *Revise and Resubmit at Journal of Social and Personal Relationships (Resubmitted 1/6/22).*

5. Spinrad, T.L., Gal-Szabo, D.E., Eisenberg, N., Xiao, S.X., Xu, J., Berger, R.H., Pierotti, S.L., Laible, D., Carlo, G., Janssen, J., **Fraser, A.M.**, Xu, X., Wang, W., & Lopez, J. An innovative approach to studying anti-racism in White children: Understanding children’s empathic concern and prosocial behavior toward White and Black children. *Revise and Resubmit at Child Development (Resubmitted 11/1/21)*

4. Wang, W., Spinrad, T.L., Gal-Szabo, D.E., Laible, D.J., Janssen, J., Xiao, X., Xu, J., Berger, R.H., Eisenberg, N., Carlo, G., **Fraser, A.M**., & Lopez, J. AntiRacism: The promotion of anti-racism in White children: Parents’ color-blind attitudes interact with parents’ implicit racial bias to predict children’s race-based sympathy. *Reject and Resubmit at Child Development (Resubmitted 1/18/22).*

3. Nielson, M.G., Martin, C.L., Tolman, D., Hoffer, A., & **Fraser, A.M.** Bros and biceps:

Body image and the pressure of physical objectification across race. *Manuscript under review.*

2. Bryce, C.I., Granger, K.L., & **Fraser, A.M**. A Preliminary investigation of collective teacher efficacy and student hope: Understanding the role of student-teacher relationships. *Manuscript under review at Psychology in the Schools (Submitted 11/29/21).*

1. Bryce, C.I., **Fraser, A.M.**, Alexander, B.L., & Fabes, R.A. Hope predicting achievement:

The mediating role of academic experiences among high school students. *Manuscript under review at Learning and Instruction (Submitted 9/9/21).*

*Manuscripts in Preparation*

6. **Fraser, A.M.,** & Bryce, C.I. Hope and Equity.

5. Sheppard, J.A., **Fraser, A.M**., & Spinrad, T.L. Two peas in a White pod: White parent’s demographic predictors of White children’s cross-race friendships.

4. **Fraser, A.M.**, Essig, L., Sheppard, J.A., & Gale, M. Caring Karens: Effects of political ideology and social media use on perceptions of racial inequality among suburban women during the summer of 2020.

3. **Fraser, A.M.,** Wang, W., Spinrad, T.L.Latent profile analysis of White parents’ racial profiles predicting children’s racialized sympathy and prosocial behavior.

2. Memmott-Eliason, M. & **Fraser, A.M.** Longitudinal and bidirectional associations between hope and self-regulation across adolescence.

1. Alexander, B.L., Janssen, J., **Fraser, A.M.,** Bryce, C.I., & Fabes, R.A. Hope and STEM fields*.*

*Book Chapters & Encyclopedia Entries*

2. **Fraser, A.M.,** Alexander, B.L., Abry, T., Sechler, C., &Fabes, R. (in press). Youth hope and

educational contexts.In T. L. Spinrad & J. Liew (Eds.), Social and Emotional Learning Section; D. Fisher (Ed.), *Routledge Encyclopedia of Education (Online).* Taylor & Francis: New York. \*peer reviewed

1. Valiente, C., Wang, W., Li, L., & **Fraser, A.M.** (in press). Students’ emotions in the school

setting. In T. L. Spinrad & J. Liew (Eds.), Social and Emotional Learning Section; D. Fisher (Ed.), *Routledge Encyclopedia of Education (Online).* Taylor & Francis: New York. \*peer reviewed

*Technical Reports & White Papers*

2. Bryce, C.I., Alexander, B.L., & **Fraser, A.M.** (2020). *Saddle Mountain Unified School District*

*(2019-2020): Student hope, educator attitudes, and school culture.* Tempe, AZ: The Center for the Advanced Study of Hope and Practice (The Hope Center) at Arizona State University.

1. **Fraser, A.M.**, Bryce, C.I., & Alexander, B.L. (2019). *Saddle Mountain Unified School District*

*(2018-2019): Hope, psychological well-being, and academic achievement.* Tempe, AZ: The Center for the Advanced Study of Hope and Practice (The Hope Center) at Arizona State University.

*Public Scholarship*

1. Shrikant, M. (2021, June 14). *The Science of Hope: More than Wishful Thinking*. ASU Knowledge Enterprise. https://research.asu.edu/science-hope-more-wishful-thinking

***Professional Conference Presentations***

**Fraser, A.M.**, Lopez, J.T., Wang, W., & Spinrad, T.L. (2022, May). *Maternal Warmth*

*Moderates Relations between Children’s EEG Mu Suppression and Prosocial Behavior toward Racial Outgroup.* Poster accepted to SRCD 2020 Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination in Rio Grande, Puerto Rico, USA.

Sheppard, J.A. & **Fraser, A.M.** (2022, May). *Hearts, Eyes, and Hands: Cognitive Factors’*

*Moderating Relations between Ethnocultural Empathy and Critical Civic Action.* Poster submitted to SRCD 2020 Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination in Rio Grande, Puerto Rico, USA.

**Fraser, A.M.** Bryce, C.I., Cahill, K.M., & Jenkins, D.L. (2022, March). *Differential roles of*

*family, teacher, and friend support on positive future expectations, hope, and academic achievement among Latinx students.* Paper submitted to SRA 2022 Conference: Redefining Possibilities and Amplifying Marginalized Voices in New Orleans, Louisiana, USA.

**Fraser, AM.** (2021, November). *Hope in Youth: Research in Cross-Cultural Contexts.* Papers

presented at World Conference on Hope and Youth: Where Research Meets Practice and Practice Meets Research in Tempe, AZ, USA (online).

Gaias, L.M., Gal-Szabo, D., & **Fraser, A.M.** (2020, December). *The Role of Key Socializers in*

*Promoting Messages Regarding Race and Racism for Children and Adolescents.* Paper symposium accepted to SRCD 2020 Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied \Implications of Prejudice and Discrimination in Rio Grande, Puerto Rico, USA.

Xu, X., Spinrad, T. L., Wang, W., Xiao, S. X., Gal-Szabo, D. E., **Fraser, A.M.**, Lopez, J.,

Janssen, J., Xu, J., Eisenberg, N., Laible, D., & Carlo, G. (2020, December). *White Children’s Effortful Control and Prosociality Toward Outgroup: Moderating Role of Parental Implicit Race Attitudes.* Poster accepted to SRCD 2020 Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination in Rio Grande, Puerto Rico, USA.

**Fraser, A.M.**, Bryce, C. I., Alexander, B. L., & Fabes, R.A (2020, April). *A Child-Centered*

*Approach to Understanding Correlates of Rising and Falling Hope.* Paper accepted to the American Educational Research Association Annual Meeting in San Francisco, California. (CANCELLED)

Bryce, C. I., Alexander, B. L., **Fraser, A. M.**, & Fabes, R.A (2020, April). *Hope as a Predictor*

*of Academic Functioning and Well-Being*. Paper accepted to the American Educational Research Association Annual Meeting in San Francisco, California. (CANCELLED)

\***Fraser, A.M.**, Gaias, L.M., Melendez Guavara, A.M., Lindstrom-Johnson, S. (2020, March).

*Colombian Adolescents’ Violence Exposure: Associated Predictors, Interpersonal and Educational Skills, and Hopeful Beliefs.* Poster accepted to Society for Research on Adolescence Annual Meeting in San Diego, California. (POSTPONED to Spring 2021)

*\*****Poster competitively selected to be in a special session entitled “Adolescence in the Context of Domestic and Global Diversity”***

**Fraser, A.M.** (2020, January). *Children’s Mu Suppression is Sensitive to Witnessing Others’*

*Social Victimization: Findings across Racial Ingroup/Outgroup.* Paper presented at Women in Academia Conference, Brigham Young University, Provo, Utah.

Janssen, J., **Fraser, A.M.**, & Lopez, J. (2018, October). *Teachers Beliefs about Race, Classroom*

*Climate, Prosocial Behavior.* Poster presented at the Society for Research on Child Development Biannual Meeting in Baltimore, Maryland.

**Fraser, A.M.** (2015, October). *I Get By with a Little Help from my Friends: Associations*

*between Friendship, Sympathy, and Prosocial Behavior Toward Friends.* Paper presented at Women in Academia Conference, Brigham Young University, Provo, Utah.

**Fraser, A.M.** (2012, March). *The Effects of Self-Esteem on Prosocial Behavior during*

*Adolescence.* Poster presented at the Society for Research on Adolescence Biennial Meeting, Vancouver, B.C., Canada.

**Fraser, A.M.** (2011, October). *“I Just Can’t Do It!” The Effects of Social Withdrawal on*

*Prosocial Behavior.* Paper presented at the Society for the Study of Emerging Adulthood’s Conference on Emerging Adulthood, Providence, Rhode Island.

**\*Fraser, A.M.** (2011, March). *Associations between Violent Video Gaming, Empathy, and*

*Prosocial Behavior during Emerging Adulthood.* Poster presented at Mary Lou Foulton Mentored Student Learning Conference, Provo, Utah.

***\*First Prize Winner***

Padilla-Walker, L.M., Coyne, S.M., **Fraser, A.M.**, & Nielson, M. G. (2011, March). *Is Disney*

*the Nicest Place on Earth? A Content Analysis of Prosocial Behavior in Animated Disney Films.* Poster presented at Mary Lou Foulton Mentored Student Learning Conference, Provo, Utah.

***Research Experience***

**Principle Investigator,** *Project ADEPT: Advancing the Development of Emotional Proficiencies in Teens.* **June 2021-present.** *School of Family Life, Brigham Young University.*

**Principle Investigator,** *Project MEDIA: Children Growing Up in a Digital Age.* **June 2021-**

**present.** *School of Family Life, Brigham Young University.*

**Research Associate,** *Kindness in Development (KID) Project,* **Aug 2018-present.**

*T. Denny Sanford School of Social and Family Dynamics, Arizona State University,* *P.Is: Drs. Tracy Spinrad, Gustavo Carlo, Debbie Liable, & Nancy Eisenberg* Responsibilities include analyzing data, collaborating on grants and manuscripts, and ensuring participant retention in an ongoing project assessing the development and socialization of ingroup racial bias in young children’s empathy and prosocial behavior.

**Research Associate,** *Center for the Advanced Study and Practice of Hope, T. Denny Sanford*

*School of Social and Family Dynamics, Arizona State University,* **Aug 2018-present.** Responsibilities include ongoing empirical investigation of the development, perpetuation, and outcomes associated with child and youth hope across middle childhood, adolescence, and emerging adulthood. We partner with local school, juvenile justice, and community organizations through the *Kids at Hope (KAH)* organization. I provide support at the annual Hope Master’s Institute conference for researchers and practitioners. I also conduct data analysis and am involved in program evaluation on the *KAH* *Hope Analytics* team. P.I.s: Drs. Richard Fabes & Crystal Bryce

**Research Assistant**, *Dr. Laura Padilla- Walker, BYU School of Family Life,* August 2010-

August 2012. Conducted ongoing work with various research project including the *Flourishing Families Project* and *Project READY* investigating adolescent, emerging adult, and parent development. Responsibilities included data management, topical research, manuscript preparation, development, and review.

**Certified Observational Coder**, *BYU School of Family Life,* August 2009. I learned *the Iowa*

*Family Interaction Rating Scales* (5th Revision) as adapted from the *Global Coding Scale;* I used rating scales to observe and code video recordings of family interaction for the ongoing Flourishing Families Project. I engaged in reliability exercises as well as assessments of internal validity to ensure coding was accurate for further study and investigation.

***Teaching Experience***

**Guest Lecture,** *Brigham Young University, SFL 290: Research Methods,* November 2021. Lecture Title: “Race and Ethnicity in Social Science Research.”

**Teaching Associate,** *Dr. Carlos Valiente, Arizona State University, FHD 232: Family*

*Process*, August 2018-May 2019. Responsibilities included designing assignments, creating rubrics, grading assignments, and facilitating discussions between students in classroom and online contexts. Responsibilities also included management of the online platform (Blackboard/Canvas) for each class.

**Instructor,** *Brigham Young University-Idaho Online Instruction,* Jan 2014-August 2016. Taught

FAML 160: Family Relations online. Instructing responsibilities included daily interaction with students through curriculum dissemination, online discussions and evaluation.

**Teaching Group Leader (TGL),** *Brigham Young University-Idaho Online Instruction*

August 2015-April 2016. TGL responsibilities included supervision of online instructors (ranged from 6-10 teachers teaching Family Relations) in the Family Studies department through evaluation, monthly trainings, and personal interaction.

**Online Curriculum Representative (OCR),** *Brigham Young University-Idaho Online*

*Instruction,* Jan 2016-Aug 2016.OCR responsibilities included development of new curriculum and assignments for Family Relations.

**Instructor,** *Brigham Young University*, Jan 2012- April 2012. I taught SFL 240: Parenting and

Child Guidance to undergraduate students. I prepared lectures on child development and other topics related to parenting and/or teaching young children and adolescence. Responsibilities included lecturing, mentoring, and assessing student performance through exams, papers, and application assignments.

***Service***

Ad Hoc Journal Peer-Reviewer

*Emerging Adulthood*

*Journal of Personality and Social Psychology*

*Journal of Research on Adolescence*

Member, Graduate Professional Student Association (GPSA), ASU

Member, Graduate Student Association (GSA), T. Denny Sanford School of Family and

Human Dynamics, ASU

***Honors & Awards***

2021: Gastwirth Graduate Student Loan Fellowship Program (ASU)

2020: Institute for Social Science Research 3rd Place Poster Winner (ASU)

2019, 2020: Graduate Student Association Award (ASU)

2019: Ruth Cowden Summer Research Award (ASU)

2018, 2019: Graduate and Professional Student Association Travel Award (ASU)

2018, 2019, 2020: Ruth Cowden Memorial Scholarship Endowment (ASU)

2011: Mary Lou Foulton Student Research Symposium 1st Place Poster Winner (BYU)

2011: Ella Carpenter Jensen Scholarship (BYU Women’s Studies)

2011: BYU Graduate Student Research Presentation Award (BYU)

2011: Graduate Studies Dean’s Award (BYU)

2010: School of Family Life Outstanding Scholar (BYU)

***Grant funding***

2021: Diversity and Inclusion Grant (BYU); $5,000 **(Funded)**. Parent’s Socialization of

Children’s Attitudes around Racial and Socioeconomic Inequality.

2021: Emmaline Wells Grant (BYU); $25,000 **(unfunded).** Project HIEC: Hope in Early

Childhood.

2020: Latino Resilience Enterprise Summer Research Fellowship (ASU); **(funded) $6,300**.

Grant to study the relations between violence exposure and positive resilience factors

such as hope in a previously collected sample of 3,500 post-war Colombian youth.

2020: GPSA Jumpstart Research Grant (ASU); **(funded)** **$500**. Grant to extend a study of

hopefulness, empathy, and critical consciousness in ASU students for a fourth timepoint of data collection.

***Professional association membership***

 Society for Research on Child Development (SRCD)

American Educational Research Association (AERA)

Society for Research on Adolescence (SRA)

Society for the Study of Emerging Adulthood (SSEA)

***Workshops***

 Moral Development Pre-Conference Workshop (SRCD, 2018)

 Mixed Methods Workshop (University of Michigan Mixed Methods Program, 2019)

Salivary Bioscience Training Workshop (ASU-Tucson, 2019)

***Computer Software Proficiencies***

SPSS

MPLUS

Dedoose

Qualtrics

Microsoft Office (Word, Excel, Powerpoint)