

Jennifer Renick

August 2026

Education:

Ph.D., Education with specialization in Human Development in Context June 2022
University of California, Irvine, Irvine, CA

M.A., Education March 2020
University of California, Irvine, Irvine, CA

B.A. with Honors, Community Mental Health: Schools and Youth May 2015
Pitzer College, Claremont, CA

Employment

Assistant Professor of Ecological/Community Psychology August 2025 – Present
1855 Professorship
Michigan State University, East Lansing, MI

Assistant Professor of Educational Psychology August 2022 – May 2025
University of Memphis, Memphis, TN

Research Consultant October 2022 – July 2023
Pew Charitable Trusts, Washington, DC

- Served as the junior lead to produce a scan and synthesis of promising practices to expand promotion and tenure systems to recognize and reward publicly engaged scholarship. Tasks included designing and implementing a data collection strategy with a range of institutional change leaders at diverse universities and organizations, analyzing and drafting results, and facilitating and participating in presentations for both internal and external audiences.

Graduate Student Researcher June 2018 – July 2022
Orange County Educational Advancement Network, Irvine CA

- Facilitated a new research-practice partnership with both a middle school and college access program, as a part of UCI School of Education's OCEAN initiative. Responsibilities included building relationships with relevant stakeholders, identifying mutual research interests, and data collection and analysis of research projects.

Equity Consultant August 2020 – August 2021
Public Research University, United States

- Supported a research group at a university in addressing issues of diversity and equity within their team. Tasks included designing and facilitating workshops on white supremacy culture within higher education and research, as well as creating and sharing tools to build team capacity to address issues of equity and diversity going forward.

Data and Evaluation Consultant January 2018 – December 2018
Promesa Boyle Heights, Los Angeles, CA

- Assisted staff team with creating a data and analysis plan for program evaluation. Responsibilities included designing and implementing qualitative and quantitative evaluation and reporting tools for data analysis, reviewing and improving existing quantitative measurement tools, and analyzing quantitative data and generating reports to be shared with school stakeholders.

Community School Achievement Coordinator February 2016 – August 2017
Promesa Boyle Heights, Los Angeles, CA

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- Implemented the community school model at Hollenbeck Middle School. Role included building and maintaining relationships with a wide-range of school-based partners and stakeholders, facilitating community partner meetings to ensure ongoing communication and progress, and developing and implementing structures and processes for tiered pupil support services.

Publications

Articles in Peer-Reviewed Journals (** denotes graduate student; *denotes undergraduate student):

Kornbluh, M., & **Renick, J.** (2026). Re-imagining policy futures: Youth-led research and pathways to change – an introduction. *Evidence & Policy*, 22(3), 319-330.
<https://doi.org/10.1332/17442648Y2026D0000000095>

Hasselle, A.J., **Renick, J.**, Moss, B.J.**, Gales, J.R.* , & Howell, K.H. (2026). Centering Black adolescents’ perspectives on social emotional learning: Recommendations to enhance student engagement and content acceptability. *School Mental Health*, 18, 149-164. <https://doi.org/10.1007/s12310-025-09829-z>

Renick, J., Reich, S.M., & Phan, H.* (2025). Towards developmentally informed school climate research. *Contemporary School Psychology*, 29, 695–714. <https://doi.org/10.1007/s40688-025-00565-4>

Renick, J., & Lopez, G.* (2025). Creating access or limiting authenticity? An examination of the potential and pitfalls of school-based Youth-Participatory Action Research. *Theory and Research in Education*, 23(3), 284-305. <https://doi.org/10.1177/14778785251392558>

Renick, J., Hasselle, A. J., Gales, J. R.* , Moss, B. J.** , & Eslwick, S. E. (2025). “Other people see inside of you, just because of the way you look”: Understanding the racialized mental health experiences of Black adolescents. *Youth & Society*, 57(6), 1158-1180. <https://doi.org/10.1177/0044118X251356623>

Renick, J., Furco, A., Janke, E., Ozer, E.J. (2025). More than just money: Strategic allocation of resources to support community-engaged scholarship. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-025-09831-y>

Abad, M. N., & **Renick, J.** (2025). On solidarity and methodological innocence in Youth Participatory Action Research. *Michigan Journal of Community Service Learning*, 31(1), 165-182.
<https://doi.org/10.3998/mjcs1.5724>

Renick, J., & Schaefer, D. R. (2025). Increasing ties to peers and improving social emotional outcomes: Insights from an out-of-school program serving Latine young adolescents. *The Journal of Early Adolescence*, 45(9), 1212-1248. <https://doi.org/10.1177/02724316251330907>

Renick, J., Jentleson, B.W., Ozer, E.J. (2025). Supporting societally-impactful research: A key to enhancing universities’ public mission. *Behavioral Science & Policy*, 10(1), 45-51.
<https://doi.org/10.1177/23794607241308434>

Renick, J., Wegemer, C. M., & Reich, S.M. (2024). Relational principles for enacting social justice values in educational partnerships. *Journal of Higher Education, Outreach, and Engagement*, 28(4), 135-152.
<https://openjournals.libs.uga.edu/jheoe/article/view/3104>

Renick, J., Abraczinskas, M., Nash, A., Kennedy, H., Louie, B., Villa, B.** , & Adams, B. L. (2024). Adapting YPAR practices to address community changes and challenges: Lessons learned from the

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COVID-19 pandemic. *Children and Youth Services Review*, 163, 1–9.

<https://doi.org/10.1016/j.childyouth.2024.107805>

Renick, J., & Turchi, J. (2024). Power, privilege, and precarity: Attempts to conduct ethical YPAR as early career researchers. *Health Education & Behavior*, 51(5), 757–763.

<https://doi.org/10.1177/10901981241245058>

Renick, J., & Reich, S. M. (2023). Elevating student voices and addressing their needs: Using Youth Participatory Action Research to improve school climate during the COVID-19 pandemic. *Journal of Adolescent Research*, 39(6), 1664–1692. <https://doi.org/10.1177/07435584231215448>

Tocci, C., Stacy, S.T., Siegal, R., **Renick, J.**, LoCurto, J., Lakind, D., Gruber, J, Fisher, B. (2023). Statement on the effects of school-based law enforcement in school settings. *American Journal of Community Psychology*, 73, 360–377. <https://doi.org/10.1002/ajcp.12723>

Renick, J., & Reich, S.M. (2023). The mismatch of virtual instruction practices with young adolescents’ developmental needs. *Middle School Journal*, 54(2), 28– 40.

<https://doi.org/10.1080/00940771.2022.2163219>

Renick, J., & Reich, S.M. (2022). The couch as a classroom: Exploring the school environment of low-income Latine adolescents during the COVID-19 pandemic. *Journal of Multicultural Education*, 17(2), 237-249. <https://doi.org/10.1108/JME-06-2022-0066>

Renick, J., Abad, M. N., van Es, E. A., & Mendoza, E. (2021). “It’s all connected”: Critical bifocality and the liminal practice of youth work. *Child & Youth Services*, 42(4), 349– 373.

<https://doi.org/10.1080/0145935X.2021.1901571>

Wegemer, C. M., & **Renick, J.** (2021). Boundary spanning roles and power in educational partnerships.

AERA Open, 7. <https://doi.org/10.1177/23328584211016868>

Renick, J., & Reich, S.M. (2020). Best friends, bad food, and bullying: How students’ school perceptions relate to sense of school belonging. *Journal of Community Psychology*, 59, 447– 467.

<https://doi.org/10.1002/jcop.22471>

Other Written Products:

Renick, J. & Villa, B. (2025). Making the Case for Integrating Youth-Participatory Action Research into Research-Practice Partnerships. *NNERPP Extra*, 7(4), 10-18. <https://doi.org/10.25613/1NAM-9V58>

Ozer, E., **Renick, J.**, Jentleson, B., & Maharramli, B. (2023). Scan of promising efforts to broaden faculty reward systems to support societally impactful research. *White paper for the Transforming Evidence Funders Network*. <https://www.pewtrusts.org/en/research-and-analysis/white-papers/2023/10/universities-take-promising-steps-to-reward-research-that-benefits-society>

Renick, J. (2021). Approaches for navigating power in community-based research. *University of California Irvine Newkirk Center for Science and Society’s Research Justice Shop*.

<https://newkirkcenter.uci.edu/2021/04/12/approaches-for-navigating-power-in-community-based-research/>

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Anderson, A. J. & **Renick, J.** (in press). Youth Participatory Action Research. In B. A. Bell, A. D. Anders, A. L. Sjogren & M. E. Yingling (Eds.), *The Routledge Handbook of Research Methods and Methodologies for the Social Sciences*. Routledge.

Grants:

- Closing the Disciplinary Implementation Gap at Michigan State University February, 2026
Awarded by the Open Research Community Accelerator (ORCA)
 - Modernizing Academic Appointment and Advancement (MA3) Challenge grant of \$250,000 was awarded by ORCA to help integrate publicly impactful scholarship, innovation, engagement, and entrepreneurship into promotion and tenure systems, via a university-wide working group to develop guidance, rubrics, and tools while pilot colleges adapt new frameworks to disciplinary contexts. The project includes leadership engagement, mentoring networks, new reporting tools, and national dissemination through the Big Ten Academic Alliance and disciplinary societies. I serve as a Co-PI on this grant, leading and overseeing research and evaluation components of the project.
- Supporting Public Impact Research Through Institutional Transformation July, 2024
Awarded by the National Science Foundation; terminated May 2025; reinstated September 2025
 - Grant of \$1.25 million was awarded by the NSF ADVANCE program to create a four-year research-practice partnership focusing on institutional change to better support diverse scholars conducting public impact research. The proposal was submitted by the Association of Public and Land-Grant universities, with the University of Memphis as a sub-awardee. This grant was terminated on May 2nd, 2025 as a result of changes made at the National Science Foundation during the second Trump presidency. It was reinstated in September of 2025, as a result of a lawsuit lead by the University of California system. I serve as a Co-PI on this grant, leading and overseeing research and evaluation components of the project.
- Creating a Culturally Adapted Social-Emotional Learning Curriculum November, 2022
Awarded by the University of Memphis Division of Research and Innovation
 - This \$2,500 grant provides funding to support collaborative research projects within the University of Memphis – I was a member of a research team led by members of the Psychology Department and alongside faculty in the School of Social Work.
- Youth Beverage Consumer Education and Research Fund Grant November, 2021
Awarded by the California Department of Justice
 - This \$14,500 grant was a joint application with funding awarded to the participating school district to support the second year of a YPAR project conducted in partnership with a middle school.
- Student Research Dissertation Grant April, 2021
Awarded by the Society for Community Research and Action
 - This \$1,000 grant provides funding to support the dissertation of three student members of the Society of Community Research and Action, based on the quality and relevance of their dissertation to community psychology values and methods.
- Targeted Youth Activist Grant April 2012 – November 2015
Awarded by the Rosenberg Fund for Children for three consecutive years
 - This grant provides targeted activist youth with development grants of up to \$1,000 per year to further their education, support their emotional needs or develop their organizing skills.

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Fellowships:

- SCRA Research Scholars Fellowship August 2025 – Present
Awarded by the Society for Community Research and Action
 - This program provides peer support, mentoring with a senior community psychology scientist, and professional development sessions for pre-tenured faculty in community psychology.
- WT Grant Early Career Reviewer Program August 2025 – Present
Awarded by the William T. Grant Foundation
 - This professional development program aims to build early-career researchers' understanding of the proposal evaluation and peer-review process, in order to strengthen their own grant writing skills and advance their careers.
- OCEAN Community Research Fellowship June 2018 – July 2022
Awarded by University of California Irvine, Orange County Educational Advancement Network
 - This fellowship provides training through coursework and workshops in community-based, partnership research with educational practitioners, as well as research experience.
- Public Impact Fellowship November 2020
Awarded by University of California, Irvine Graduate Division
 - This fellowship provides funding to recognize doctoral students who have the potential for substantial impact in the public sphere.
- Newkirk Fellowship in Community Based Research September 2019 – September 2020
Awarded by the Newkirk Center for Science and Society
 - This fellowship provides funding to doctoral students with commitment to community-based research, as well as training in community-based research methods, through mentorship, placement with a community organization, and participation in research justice workshops.

Awards:

- Outstanding Dissertation Award in the Field of School Climate September 2022
Awarded by the AERA School Community, Climate, and Culture Special Interest Group
 - This award acknowledges an exemplary contribution to research in school climate with outstanding scientific or scholarly significance, quality of study methodology, and likelihood to impact the field.
- Pomona Unified School District Community Service Award April 2015
Awarded by the Pomona Unified School District
 - This award is given to those providing significant voluntary support to a school in PUSD.
- Kallick Community Service Award April 2013 and April 2015
Awarded by Pitzer College's Center for Community Engagement
 - This monetary award is given to students who have completed over 100 hours of meaningful community service, and are recommended by their service sites. Award was received twice.
- Katie Lawson Memorial Award April 2014
Awarded by Pitzer College's Research and Awards Ad Hoc Committee

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- This award provides funding for projects “dedicated to helping others”.

Conference presentations: (** denotes graduate student; *denotes undergraduate student):

Renick, J., Fann, C.**, Miles, A.T.**, & Srisarajivakul, E. (2026, April 9). Developmental Considerations for School Climate Research: Comparing Middle and High School Students’ School Perceptions. In Francis Huang (Chair) *School Climate Considerations Related to Bullying, School-level, and Racial Differences*. Paper Session at American Educational Research Association Annual Meeting in Los Angeles, California.

Fann, C.**, **Renick, J.,** Hall, N.J., & Deogracias, J. (2026, April 8). Teaching Fellows to Teachers: How Out-of-School Programs can Recruit and Retain Educators. In Charmaine Davis-Grant (Chair) *Thriving Futures: Opening Career Pathways Through Out of School Time Experiences*. Roundtable Session at the American Educational Research Association Annual Meeting in Los Angeles, California.

Renick, J., Scott, T., Aurbach, E., Balcazar, F.E., & Genkova, A. (2025, June 20). System Change in Research and Funding Institutions to Bolster Community Engagement. Townhall Session at the Society for Community Research and Action Biennial Meeting in East Lansing, Michigan.

Hwang, S., **Renick, J.,** Agner, J., Anderson, A., Morgan, K., Dancis, J., & Peraza, P.G. (2025, June 20). Building Peer-Led Community among Early Career Scholars in Academia. Innovative Other Session at the Society for Community Research and Action Biennial Meeting in East Lansing, Michigan.

Renick, J., Abraczinskas, M., Anderson, A., & Golden, A. (2025, June 18). Community Psychology in Contentious Contexts: Considerations from Faculty Working in States with Anti-DEI Legislation. Townhall Session at the Society for Community Research and Action Biennial Meeting in East Lansing, Michigan.

Renick, J. (2025, April 26). Contextualizing Social-Emotional Learning within the lives of Black adolescents. In Ali McMillan (Chair) *Contextualizing SEL in Adolescence: Identifying, Assessing, and Addressing Diverse Needs*. Roundtable Session at the American Educational Research Association Annual Meeting in Denver, Colorado.

Renick, J., Fann, C.**, Barchak, D.** (2024, April 19). Intentional YPAR facilitation to support adolescent development and learning during the COVID-19 pandemic. In **Jennifer Renick** (Chair) *Youth Participatory Action Research as an Approach to Support Adolescent Development*. Symposium at Society for Research on Adolescence Annual Meeting in Chicago, Illinois.

Renick, J., Hasselle, A., Gales, J.*, Moss, B**., & Elswick, S. (2024, April 18). Creating culturally-sensitive social-emotional learning programs: Insights provided from the experiences of Black adolescents. In Paul Poteat (Chair) *Mental Health Correlates Among Diverse Youth*. Flash talk session at Society for Research on Adolescence Annual Meeting in Chicago, Illinois.

Renick, J. (2024, April 13). Using Social Network Analysis to Understand the Impact of Adult-Youth Relationships in Out-of-School Programs. In *The Out-of-School-Time Sector: Alternative and Expanded Conceptualizations to Design, Analysis, and Evaluation*. Paper Session at American Educational Research Association Annual Meeting in Philadelphia, Pennsylvania.

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Renick, J. & Serna, A. (2024, April 11). “All in Service of the Collaboration”: Approaches for Building Humanizing Research-Practice Partnerships. In Alexandria Muller & Ari Hock (Chairs) *Educational Partnerships as Collective Resistance: Perspectives From Emerging Scholars and Collaborators*. Structured Poster Session at American Educational Research Association Annual Meeting in Philadelphia, Pennsylvania.

Renick, J. (2023, June, 22). Understanding the influence of teacher-student relationships on perceptions of program climate using social network analysis. In **Jennifer Renick** (Chair) *Contextualizing Communities and Charting Connections: Why Social Network Analysis is an Important Methodological Tool for Community Psychology*. Symposium at Society for Community Research and Action Biennial Meeting in Atlanta, Georgia.

Renick, J. (2023, June, 22). Choice points in YPAR facilitation: The affordances and challenges of different logistical and structural practices. In Sara Stacy (Chair) *Start From Where You Are: Building Youth Voice in Schools and Organizations Across a Continuum*. Symposium at Society for Community Research and Action Biennial Meeting in Atlanta, Georgia.

Dancis, J., Anderson, A., Chaudhary, N., Christensen, K.M., Eccleston, S., Hwang, S., Morgan, K., Reischer, H, & **Renick, J.** (2023, June 24). From competition to communalism: Prefiguring a culture shift in academia. Innovative Other session at Society for Community Research and Action Biennial Meeting in Atlanta, Georgia.

Olneck-Brown, B., Ozer, E., Carter, R., Redd, K, and **Renick, J.** (2023, June 12). *Aligning Institutional Capacity and Incentives for Engaged Research and Public Impact*. Symposium at Transforming Institutions Conference in Minneapolis, Minnesota.

Renick, J. & Wegemer, C.M. (2023, April 16). Strategies for Centering Social Justice in Research-Practice Partnerships, In Lindsey J. Kaiser & Ashley Shafer (Chairs) *Rising Education Scholars Interrogating Research-Practice Partnerships in Pursuit of Truth and Justice*. Structured Poster Session at the American Educational Research Association Annual Meeting in Chicago, Illinois.

Renick, J. (2023, April 14). School climate in out-of-school settings: Social network insights from a program serving Latine adolescents, In Meagan O’Malley (Chair) *School Violence and School Climate: Novel Research Findings for Prevention and Intervention*. Roundtable Session at the American Educational Research Association Annual Meeting in Chicago, Illinois.

Abad, M. & **Renick, J.** (2023, April 14). Struggling through an ethic of care within participatory projects, In *Action Research as a Vehicle to Investigate and Support Underrepresented Students and Communities*. Roundtable Session at the American Educational Research Association Annual Meeting in Chicago, Illinois.

Renick, J. (2022, April 23). Youth participatory action research as a window into student experiences of school climate during the COVID-19 pandemic, In Lisa Romero (Chair) *Student and Educator School Climate Perceptions: Dynamics and Correlates*. Symposium at the American Educational Research Association Annual Meeting in San Diego, California.

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Lopez, G.* & **Renick, J.** (2022, March 5). *A teacher I can relate to: Representation and voice of non-white and low-income students*. Virtual poster presentation at the Society for Research on Adolescence Biennial Meeting.

Renick, J. (2022, March 4). *When school environment and home environment are the same: Adolescents' experiences of remote access to school*. Virtual poster presentation at the Society for Research on Adolescence Biennial Meeting.

Wegemer, C.M. & **Renick, J.** (2021, July 21). *Boundary spanners: Exploring a unique role for RPPs*. Invited presentation at the virtual National Network for Research Practice Partnerships Annual Forum.

Renick, J. (2021, June 23). Equitable participation in a virtual context: Potentials and pitfalls for including diverse voices in a digital YPAR project. In **Jennifer Renick** (Chair) *Youth Participatory Action Research in a Changing and Challenging World: Leveraging Lessons Learned From 2020 and Beyond*. Symposium at the virtual Society for Community Research and Action Biennial Meeting.

Renick, J. & Mendez, N.* (2021, June 23). Using YPAR to understand and improve school climate when learning from home. In Rahamim McCarter-Ribakoff (Chair) *What Matters Right Now: Topics & Process of Participatory Action Research in Educational Settings Through Pandemic and Protest*. Symposium at the virtual Society for Community Research and Action Biennial Meeting.

Bailey, C., DaViera, A., Kivell, N., Lakind, D., LoCurto, J., **Renick, J.**, Renner, M., Siegal, R., & Stacy, S. (2021, June 17). *Identifying and unlinking carcerality from community psychology: An abolition teach-in*. Pre-conference session at the virtual Society for Community Research and Action Biennial Meeting.

Wegemer, C.M. & **Renick, J.** (2021, June 10). *Boundary spanning roles and power in educational partnerships*. Poster presentation at the virtual International Society for the Learning Sciences Annual Meeting.

Renick, J. & Belgrave, A. (2021, April 12). Supporting the mental health of students, families, and teachers. In *Community Organizing During the Pandemic: Partnerships with Leaders, Teachers, and Families*. Symposium at the virtual American Educational Research Association Annual Meeting.

Renick, J. & Reich, S.M. (2021, April 12). Understanding teacher and peer-to-peer relationships in the context of distance learning. In *Engaging the Microsystem: Teacher Practices and Supports for School Climate, Culture, and Community*. Symposium at the virtual American Educational Research Association Annual Meeting.

Renick, J. & Reich, S.M. (2021, April 9). *The mismatch between distance learning and early adolescents' developing needs*. Poster presentation at the virtual Society for Research on Child Development Biennial Meeting.

Renick, J. & Reich, S.M. (2021, April 8). *How perceptions of school climate relate to early adolescents' feelings of belonging*. Poster presentation at the virtual Society for Research on Child Development Biennial Meeting.

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Renick, J. (2020, April 19). Navigating power and privilege when building research practice partnerships as a graduate student, In June Ahn (Chair) *Advancing Research-Practice Partnerships: Leveraging the Positionality of Graduate Student Researchers*. Symposium at the American Educational Research Association Annual Meeting in San Francisco, California. (Conference canceled due to pandemic)

Renick, J. & Reich, S.M. (2020, March 21). Parenting advice from tweens: A youth participatory action project to support parenting around media and technology, In Linda Charmaraman (Chair) *Parenting Adolescents in the Digital Age: Fears Versus Reality*. Symposium at the Society for Research on Adolescence Biennial Meeting in San Diego, California. (Conference canceled due to pandemic)

Renick, J. & Reich, S.M. (2020, March 20). *From cafeteria food to classmates: How middle school students' school perceptions relate to feelings of school belonging*. Poster presentation at the Society for Research on Adolescence Biennial Meeting in San Diego, California. (Conference canceled due to pandemic)

Renick, J. & Reich, S.M. (2019, June 27). *Lost in translation: An example of educational theory applied in a school context*. Poster presented at the Society for Community Research and Action Biennial Meeting in Chicago, Illinois.

Renick, J. & Abad, M. (2019, April 9) "...[I]t's all connected": Noticing and positioning within community-based youth work, In Beth van Es (Chair), *Critical Participatory and Multisensory Approaches in Mathematics Teacher Noticing*. Symposium at the American Educational Research Association Annual Meeting in Toronto, Canada.

Renick, J. (2015, June 26). *Evaluating and improving in school suspension in high need schools*. Poster presented at the Society for Community Research and Action Biennial Meeting in Lowell, Massachusetts.

Invited Talks:

Renick, J. (2026, April 1). *Utilizing Community-Engaged Research to Contextualize Social-Emotional Learning Within the Lives of Black Adolescents*. Invited brownbag for Michigan State University's Youth Equity Project.

Renick, J. (2026, February 25). *Applying Critical and Ecological Perspectives to Social Emotional Learning*. Invited brownbag for the University of Virginia Community Psychology program.

Renick, J. (2026, February 11). *Considerations for Youth-Participatory Action Research in School Contexts*. Invited webinar for the University of Wisconsin Madison's Multicultural Student Achievement Network's Research Practitioner Council.

Renick, J., Janke, E., & Ozer, E.J. (2025, November 20). *Examining Strategies for Resource Allocation in Support of Community-Engaged Scholarship*. Invited presentation for the Transforming Evidence Network convened by the Pew Charitable Trusts.

Abad, M. N., & **Renick, J.** (2025, October 21). *Community Engaged Scholarship Revealed: Meet the authors of the Michigan Journal of Community Service Learning Special Section on Centering Youth in*

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Youth Participatory Action Research. Invited panel for Campus Compact and the Michigan Journal of Community Service Learning.

Renick, J., & Rodriguez, M.C. (2025, April 10th). *Participatory Action Research: Perspectives, Advantages, and Considerations*. Invited webinar for the Graduate Student Qualitative Methods Network.

Renick, J. (2024, October 9th). *Considerations and practices in Community-Engaged and Youth-Participatory Action Research*. Invited presentation for doctoral students in the Creative Leadership for Innovation and Change program at the University of the Virgin Islands.

Renick, J. (2024, March 11th). *Elevating student voices and addressing their needs: Using Youth Participatory Action Research to improve school climate during the COVID-19 pandemic*. Invited webinar for the American Educational Research Association School Community, Climate and Culture Special Interest Group: 104.

Renick, J., & Chang, E. (2024, February 28). *Methodological innovations for equity in out-of-school learning environments*. Invited webinar for the American Educational Research Association Out-of-School Time Special Interest Group: 160.

Ozer, E., **Renick, J.**, Jentleson, B., Maharramli, B. & Olneck-Brown., B. (2024, February 5). *Promising P&T reforms for societally-impactful research: Strategies and opportunities*. Invited webinar for LEAD California. <https://leadcalifornia.org/faculty-promotion-and-tenure/>

Ozer, E. & **Renick, J.** (2023, December 11). *Broadening faculty reward systems to support societally-impactful research*. Invited webinar for the HIBAR Research Alliance. <https://hibar-research.org/broadening-faculty-reward-systems-to-support-societally-impactful-research/>

Additional Research Experience:

- Developing a Collective Decision-Making Model with OCEJ September 2019 – September 2020
 - Partnered with Orange County Environmental Justice (OCEJ) to conduct a qualitative research project with group members to develop an organizational manual focused on collective decision-making processes.
- Community & Teacher Teams Investigate Equitable Noticing & Dispositions October 2017 – March 2019
 - Support research as a part of UCI and CU Boulder's CoAttend project, recruiting community members, conducting classroom observations, creating summer institute programming, and conducting a study on community participants' equity perspectives.
- Evaluating and Improving In School Suspension in High Need Schools June 2014 – May 2015
 - Partnered with an urban high school to conduct a mixed-methods program evaluation of their in-school suspension program (a topic determined by school stakeholders) to assess the program's effectiveness for student discipline. A program improvement plan was designed and implemented with the school's discipline office upon completion of the project.

Teaching & Mentoring

Courses:

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Developmental Psychology: Adolescence Through Youth Spring, 2026
● Assistant Professor

Adolescent Development and Education Fall, 2022 – Spring, 2025
● Assistant Professor

Adolescent Development in Education Summer, 2021
● Instructor

Introduction to Community and Civic Engagement and Community Based Research Spring, 2020
● Teaching Assistant

Research Methods in Education Winter, 2019
● Teaching Assistant

Adolescent Development in Education Spring, 2018
● Teaching Assistant

Multicultural Education Winter, 2018
● Teaching Assistant

Invited Lectures:

Program Evaluation, *University of Maryland, Baltimore County* Fall, 2025

Scholar Leaders: Systemic Change in Education, *North Carolina State University* Spring, 2024
● Invited lecture in graduate course on the topic of institutional change for engaged scholarship

Learning, Development, and Motivation, *Lewis & Clark College* Spring, 2024
● Invited lecture in undergraduate course on the topic of school climate

Community-Based Research: Theory and Practice, *University of Wisconsin, Madison* Spring, 2023
● Invited lecture in graduate course on the topic of Youth-Participatory Action Research

Graduate Student Supervision & Mentoring:

Chloe Fan August 2022 – Present
● Supervise Educational Psychology and Research doctoral student as a graduate assistant, supporting with advising and mentoring; serve as a member of her comprehensive exams committee and doctoral dissertation committee; provide ongoing mentorship

Dana Barchak January 2023 – March 2026
● Supervise Educational Psychology and Research doctoral student as a graduate assistant, supporting with advising and mentoring; serve as a member of her comprehensive exams committee and doctoral dissertation committee

Kailey Thorton March 2023– Present
● Serve as member of master's thesis and doctoral dissertation committee for School Psychology doctoral student; provide support turning thesis into publishable journal article

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Jasmine Blake

March 2024– Present

- Serve as member of master's thesis committee for School Psychology doctoral student; provide support turning thesis into publishable journal article

Stacy Herard

April 2024– Present

- Serve as member of master's thesis committee for School Psychology doctoral student; provide support turning thesis into publishable journal article

Sara Flanigan

September 2023 – May 2025

- Serve as co-advisor for Educational Psychology and Research doctoral student

Undergraduate Research Supervision & Mentoring:

Giesi Lopez

January 2021 – Present

- Supervised and mentored undergraduate student serving as a research assistant on two community-based research projects, including supporting his successful application for funding through UCI's Summer Undergraduate Research Program

Nancy Mendez

January 2021 – July 2021

- Supervised and mentored undergraduate student serving as a research assistant on YPAR project, including supporting her co-presenting at a national research conference

Brianna Urrutia

January 2021 – June 2021

- Supervised and mentored undergraduate student serving as a research assistant on YPAR project

Service

Professional Service:

SCRA School Engagement Interest Group Co-Chair and Member

September 2019 – Present

- Co-chair and member of Society for Community Research and Action's (SCRA) School Engagement Interest group, providing leadership to and developing new initiatives for the group, including a policy statement on school policing

AERA School Community, Climate, and Culture Special Interest Group Secretary/Treasurer and Member

August 2019 – Present

- Current Chair and member of American Educational Research Association's (AERA) School Community, Climate, and Culture Special Interest Group, supporting leadership initiatives and programming

Community Psychology First Year Faculty Collective

August 2022 – Present

- Founding member of nation-wide, cross-institute collective of community-engaged women faculty, who all started tenure-track roles in 2022, providing peer-mentorship and academic support

AERA conference reviewer

August 2019 – Present

- Selected to review AERA annual meeting submissions for multiple interest groups, including the Action Research and School Community, Climate, and Culture Special interest group

Ad-hoc review

November 2019 – Present

Jennifer Renick

August 2026

- Review manuscripts as invited and able (e.g., *Evidence & Policy*, *Journal of Adolescent Research*, *Journal of Prevention and Health Promotion*, *Teachers College Record*, and *Youth*)

Rising Education Scholars Helping Advance Partnerships and Equity (RESHAPE)

August 2019 – August 2024

- Founding member, supporting with leadership, programming, and communications

Collaborations Journal, Editorial Board

February 2018 – June 2020

- Student Member of the editorial board, providing support by reviewing manuscripts

SCRA Mini-Grant Reviewer

February 2016 – December 2017

- Reviewed mini-grants submitted to the Society for Community Research and Action

Previous Department and University Service:

Faculty Advisor, Educational Psychology and Research Student Association September 2023 – May 2025

- Selected by students to serve as faculty advisor for departmental student association for doctoral students; assist with student advocacy and professional development for graduate students

Recruitment Committee, Educational Psychology and Research

December 2022 – May 2025

- Support Recruitment Committee for Educational Psychology and Research, including attending meetings and assist with revisions to department website to encourage student recruitment

Hiring Committee, Educational Psychology

September 2022 – January 2023

- Served on hiring committee for Assistant Professor of Teaching in Educational Psychology, reviewing applicant materials and conducting interviews

Community Building Committee Lead, UCI School of Education DECADE

September 2018 – January 2022

- Lead Community Building Committee of DECADE, planning socials and facilitating activities focused on building trust amongst the group

Chair, UCI School of Education DECADE

January 2019 – August 2020

- Served as Chair of Diverse Educational Community and Doctoral Experience (DECADE), facilitating meetings, managing member recruitment, developing group goals, and evaluating organizational progress

Cross-Cohort Conversations Coordinator, UCI School of Education DECADE

September 2018 – June 2019

- Coordinate workshops on programmatic milestones, leveraging expertise of doctoral students

Community Service:

Never Again Action Memphis

May 2023 – August 2024

- Participate in group meetings, support strategic initiatives, and assist in outreach efforts

Alliance for White Anti-Racists Everywhere

September 2015 – June 2023

- Participate in regular meetings, facilitate workshops, and attended Unmasking Whiteness Institute

White People for Black Lives

August 2016 – August 2022

Jennifer Renick

August 2026

- Serve as a pod leader and coach for AccountabiliTEAM projects, attending trainings on community organizing and leadership development, as well as leading a pod of new members and coaching a team of pod leaders; core member of Restorative Culture Team

Professional Certifications and Training:

- Write to Change the World March 2025
- Accepted to and participated in the OpEd Project's two-day workshop which provides training for those with various forms of experience to write op-eds for public audiences
- Advances in Mixed Methods Analysis and Integration March 2022
- Accepted to and participated in University of Michigan Mixed Methods Program's three-day training which explores various strategies and approaches for advanced mixed methods analysis
- Certificate in Mentoring Excellence November 2021
- Awarded certificate by University of California, Irvine's Graduate Division after successfully completing all components of five-week program focused on mentoring skills
- Introduction to Council Training September 2021
- Completed 16-hour certified training in council, a circle-based practice of deep listening, focused on understanding the basic tenets of council and learning council facilitation skills
- Summer Teaching Apprenticeship Program August 2021
- Accepted to and hired by University of California, Irvine's Division of Teaching Excellence and Innovation to receive training, practice, and mentorship prior to teaching a summer course
- Certificate in Community-based Research September 2020
- Awarded certificate by University of California, Irvine's Newkirk Center for Science and Society after participating in nine research justice workshops
- Certificate in Teaching Excellence June 2020
- Awarded certificate by University of California, Irvine's Division of Teaching Excellence and Innovation after completing all required course activities, focusing on evidence-based pedagogical principles and effective teaching practices
- Community Engaged Research Institute June 2018
- Accepted to and participated in UC Santa Cruz's four-day institute which explores the foundations, ethics, methods, and tools of collaborative research through seminars, roundtables, and workshops
- Building Bridges Leadership Academy August 2016
- Awarded certificate by California Conference for Equality and Justice after completing the three-day academy, focusing on developing skills to facilitate dialogue around systems of oppression