
CURRICULUM VITAE



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EDUCATION

PhD in Social Sciences, Sociology & Inter-university Center for Social Science Theory and Methodology (ICS) (cum laude) <i>Groningen University, Groningen, The Netherlands (NL)</i> Defended: 27 Feb 2020	2015- 2019
MSc in Social Sciences, Development and Socialization in Childhood and Adolescence (research master) <i>Utrecht University, Utrecht, NL</i> Certificate: June 2015 (GPA 3.84)	2013- 2015
MSc in Social Sciences, Orthopedagogics (clinical master) <i>Utrecht University, Utrecht, NL</i>	2012- 2013
BA in Pedagogical Sciences <i>Utrecht University, Utrecht, NL</i> Study track Orthopedagogics; minor Psychosocial problems (cum laude , average grade: 8.2)	2008- 2012
BA in Communication <i>Windesheim College, Zwolle, NL</i>	2009- 2013
VWO (Secondary education) Extra-curricular: International Baccalaureate Programme (GPA 4.0)	2002- 2008

WORK EXPERIENCE

Postdoctoral researcher	sept. 2019- 2022
<p><i>Sociology & Inter-university Center for Social Science Theory and Methodology (ICS), University of Groningen, the Netherlands</i> Team: dr. Gijs Huitsing (PI), Prof. dr. René Veenstra, Elsje de Vries MSc Project: An effective anti-bullying program in secondary education (NWO-funded)</p>	
PhD candidate	2015- 2019
<p><i>Sociology & Inter-university Center for Social Science Theory and Methodology (ICS), University of Groningen, the Netherlands</i> Supervisors: prof. dr. René Veenstra, dr. Gijs Huitsing, dr. Tina Kretschmer Title dissertation: Toward Tailored Interventions: Explaining, Assessing, and Preventing Persistent Victimization of Bullying</p>	
Visiting scholar	2018
<p><i>Adolescent Development, University of Austin at Austin, Texas, USA</i> Supervisor: dr. David Yeager Collaboration; data collection for the PATHS+ project: evaluation of a social-cognitive intervention in high schools; paper writing</p>	
Research assistant	2014- 2015
<p><i>Developmental psychology, Utrecht University, Utrecht, NL</i> 1. Co-authoring a report on the working elements of interventions for externalizing behaviors, data collection 2. Analyses of the effectiveness of an intervention for vocational schools using longitudinal (mixed-method) multilevel analyses. Supervisors: prof. dr. Bram Orobio de Castro, dr. Ankie Menting, dr. Pieter Baay</p>	
Research intern	2014- 2015
<p><i>Developmental psychology, Utrecht University, Utrecht, NL</i> Coordinating (daily diary and longitudinal survey) data collection and co-designing a study on the impact of implicit victimization on (sexual) minority youth. Supervisors: prof. dr. Judith Dubas, dr. Laura Baams</p>	
Junior researcher	2014
<p>- <i>Dutch association of Social Professionals (BPSW), Utrecht, in collaboration with the Dutch Youth Institute (NJI), Utrecht, NL</i> - <i>Trimbos Institute, Utrecht, NL</i></p>	

PUBLICATIONS

In the past three years, I published 7 international first-author papers in peer-reviewed journals. I also published 6 papers in Dutch professional and academic journals. I attached the ranking of the journals of their respective fields (Thomson-Reuters Journal Citation Reports).

Peer-reviewed international journals

1. **Kaufman, T. M. L.**, Lee, H., Benner, A. D., & Yeager, D. S. (conditional acceptance, and preregistered). How School Contexts Shape the Relations Among Adolescents' Beliefs, Peer Victimization, and Depressive Symptoms. *Journal of Research in Adolescence*. (top 20%)
2. **Kaufman, T. M. L.**, Huitsing, G., Bloemberg, R., & Veenstra, R. (2020). The Systematic Application of Network Diagnostics to Monitor and Tackle Bullying and Victimization in Schools. *International Journal of Bullying Prevention*. [https://doi.org/\(...\)7/s42380-020-00064-5](https://doi.org/(...)7/s42380-020-00064-5) . (new)
3. **Kaufman, T. M. L.**, Huitsing, G., & Veenstra, R. (2020). Refining Victims' Self-Reports on Bullying: Assessing Frequency, Intensity, Power Imbalance, and Goal-Directedness. *Social Development*. <https://doi.org/10.1111/sode.12441> . (top 20%)
4. **Kaufman, T. M. L.**, Baams, L., & Veenstra, R. (2020). Disparities in Persistent Victimization and Associated Internalizing Symptoms for Heterosexual Versus Sexual Minority Youth. *Journal of Research on Adolescence*, 30, 516-531. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/jora.12495> (top 20%)
5. **Kaufman, T. M. L.**, Kretschmer, T., Huitsing, G., & Veenstra, R. (2020). Caught in a Vicious Cycle? Explaining Bidirectional Spillover between Parent-Child Relationships and Peer Victimization. *Development and Psychopathology*, 32, 11-20. [https://doi.org/\(...\)17/S0954579418001360](https://doi.org/(...)17/S0954579418001360) (top 10%)
6. **Kaufman, T.M.L.**, Kretschmer, T., Huitsing, G., & Veenstra, R. (2018). Why does a Universal Anti-bullying Program Not Help All Children? Explaining persistent victimization during an intervention. *Prevention Science*, 19, 822-832. [https://doi.org/\(...\)07/s11121-018-0906-5](https://doi.org/(...)07/s11121-018-0906-5) (top 10%)
7. **Kaufman, T. M. L.**, Baams, L., & Dubas, J. S. (2017). Microaggressions and Depressive Symptoms in Sexual Minority Youth: The Roles of Rumination and Social Support. *Psychology of Sexual Orientation and Gender Diversity*, 4(2), 184-192. <https://doi.org/10.1037/sgd0000219> (top 20%)

Also see my [Google Scholar](#) or my [Thomson Reuters](#) Profile.

Professional and academic Dutch journals

1. Vleeskens, M. E., **Kaufman, T. M. L.**, & Huitsing, G. (in press). Samenwerken aan effectieve interventies. *Basisschoolmanagement*.
2. **Kaufman, T. M. L.**, Huitsing, G., Van Niejenhuis, C. Y., & Veenstra, R. (2019). Wisselwerking tussen ouders, kinderen en leeftijdsgenoten: Onderzoek naar spillover-effecten op probleemgedrag en een interventie voor samenwerking tussen school en thuis. *Mens & Maatschappij*, 94, 239-243.
3. **Kaufman, T. M. L.**, & Huitsing, G. (2019). De implementatie van een antipestprogramma: Wat zijn de succes-ingrediënten? *Basisschoolmanagement*, 3, 10-13.
4. **Kaufman, T.M.L.** & Huitsing, G. (2019). De paradox van de fijne school. *Kind en Adolescent*, 40, 94-96. [http://dx.doi.org/\(...\)7/s12453-019-00199-3](http://dx.doi.org/(...)7/s12453-019-00199-3)

5. **Kaufman, T. M. L.**, Baams, L., & Bos, H. M. W. (2015). Communicatie met Ouders en Vrienden als Buffer Tegen Symptomen van Angst en Depressie voor Same-sex Attracted Jongeren. *Pedagogiek*, 35, 128-145.
6. **Kaufman, T. M. L.** (2014). Empathie versterken. *Vakblad over Vroegtijdige Onderkenning en Integrale Vroeghulp bij Ontwikkelingsstoornissen*, 31, 22.
7. Sterkenburg, P. S., IJzerman, J., Jurriëns, F., **Kaufman, T. M. L.** (2012). *Psychotherapie: Mensen met een visuele beperking en/of een verstandelijke beperking*. Doorn: Bartiméus Reeks.

Submitted for publication (1) and in preparation (5)

1. Qin, X., **Kaufman, T. M. L.**, Ren, P. Zhang, Y., & Veenstra, R. (submitted). The Impact of Academic Achievement, Parental Control and Support on Depressive Symptom Trajectories among Chinese Adolescents. *Journal of Abnormal Child Psychology*.
2. **Kaufman, T. M. L.**, Laninga-Wijnen, L. Lodder, G. M. A. (in preparation, and preregistered) Are Victims of Bullying Primarily Misfits? Testing Person-Group Dissimilarities in Behavioral, Social, and Developmental Characteristics as Predictors of Victimization Among Early Adolescents.
3. **Kaufman, T. M. L.**, & Baams, L. (in preparation). Victimization Through Bullying and Violence at School Among Different Sexual Orientation and Gender Expression Groups: Locations and Responses From Staff.
4. De Vries, E., **Kaufman, T. M. L.**, Huitsing, G., & Veenstra, R. (in preparation) Strategic or Non-Strategic Bullies? Bullying and Victimization After the Transition to Secondary School: Co-Development with Social Goals and Individual Characteristics.
5. Baams, L., **Kaufman, T. M. L.**, Day, J., & Russell., S. (in preparation). Safe Schools in the Netherlands: School Practices Associated With Bullying and Safety for Sexual and Gender Minority Adolescents.
6. Baams, L., & **Kaufman, T. M. L.** (preregistration in preparation). LGBT Safety and Victimization, Equality in the EU.

HONORS, AWARDS, CERTIFICATES AND QUALIFICATIONS

Honors/awards/qualifications

NWO: selected as one of the 4 finalists in the NWO Synergy Award competition with an "idea for impact on society"	2020
Jacobs Foundation: selected as one of the of the 10 Jacobs Young Scholars to participate in the annual conference in Zürich	2019
KNAW: Faces of Science Selected as Face of Science (FoS), a project of the Royal Netherlands Academy of Arts and Sciences. As a young "ambassador" of science, I share my experiences with doing research via blogs and presentations to motivate and inform young people about doing research: https://www.nemokennislink.nl/facesofscience/wetenschappers/tessa-kaufman	2016

Certificates

BKO: University Teaching Qualification	2020
International Baccalaureate Certificate. Obtained after completing a 2-year program focused on teaching students to improve English	2008

fluency, both orally and written

NVO Basic Psychodiagnostics Certificate. This certificate shows 2013 that a professional is qualified in diagnosing psychosocial and psychiatric problems in children and adolescents.

MEDIA

Media coverage

- World Anti-Bullying Forum: [Tackling Chronic Victimization with the Support Group and Bully-Targeted Approach](#), May 2017
- Faces of Science: [Uit je comfortzone op een congres](#), May 2017
- Kennislink: [Wat is pesten?](#), August 2017
- Schooljournaal: [Het monster van keer op keer: Subtiel pesten zorgt ook voor veel verdriet en frustratie](#), November 2017
- Faces of Science: [Schooluniformen: wondermiddel tegen pesten?](#), November 2017
- Faces of Science: [Honderd jaar vrouwelijk hoogleraarschap: Christina Salmivalli](#), December 2017
- Radio 1FM: [Waarom pesten kinderen?](#), June 2018
- Stichting School & Veiligheid: [Om pesten op te lossen heb je de groep nodig](#), June 2019
- Faces of Science: [Middelbare scholen verdienen ook een anti-pestprogramma](#), October 2019
- Persbericht RUG: [Maatwerk nodig voor chronisch gepeste kinderen](#), February 2020
- Radio 1: [Gepest kind heeft niet altijd baat bij anti-pestprogramma](#), February 2020
- Radio 1 Stax&Toine: Oud-kinderombudsman: [Je doet kinderen geweld aan als je geen getest anti-pestprogramma gebruikt](#), February 2020
- Dagblad van het Noorden: [Hoe helpen we gepeste kinderen als een antipestprogramma niet werkt?](#), February 2020
- NWO Nieuws: [Langdurig slachtofferschap pesten tegengaan met maatwerk](#), February 2020
- Trouw: [Schooljaar na schooljaar gepest: wie zijn deze kinderen?](#), February 2020
- Nederlands Dagblad: [Anti-pestlessen helpen chronisch slachtoffer niet verder](#), February 2020
- NRC Handelsblad: [Sommige kinderen zijn slechter af](#), February 2020
- NOS Jeugdjournaal: [Anti-pestprogramma's helpen niet voor alle kinderen](#), February 2020
- Radio 1 Nieuwsweekend: [De tragische bijvangst van anti-pestprogramma's](#), February 2020
- de Volkskrant: [Soms werken antipestprogramma's, en soms maken ze het erger](#), February 2020
- KiVa: [Naar interventies op maat](#), February 2020
- Kidsweek: [Nog steeds gepest, ondanks antipestlessen](#), March 2020
- Remediaal (professional journal for educational professionals): in press
- Klasse.be (professional journal for educational professionals): in press
- De Pedagoog (professional journal for educational professionals): in press

PRESENTATIONS, LECTURES AND WORKSHOPS

International academic conferences (first-author only)

- Oral: **Refining Victims' Self-Reports on Bullying:** Assessing Frequency, Intensity, Power Imbalance, and Goal-Directedness (*World Anti-Bullying Forum, Dublin, 2019*)
- Poster: **Can Adolescents' Entity Theory Moderate Depressive Symptoms Associated with Victimization?** A Multilevel Approach Across School Contexts (*SRCD, Baltimore [MD], 2019*)
- Poster: **Disparities in persistent victimization and associated internalizing symptoms** for heterosexual versus sexual minority youth. (*SRA, Minneapolis [MN], 2018*)
- Oral: **Caught in a Vicious Cycle?** Explaining Bidirectional Spillover between Parent-Child Relationships and Peer Victimization (*SRA, Minneapolis [MN], 2018*)
- Chair: **Spillover Between Adolescents' Relationships with Parents and Peers:** Physiological, Cognitive and Behavioral Processes (*SRA, Minneapolis [MN], 2018*)
- Oral: **Tackling victimization on KiVa-schools:** Development of a new indicated intervention package (*World Anti-Bullying Forum, Sweden, 2017*)
- Oral: Why are some children still victimized after an anti-bullying intervention? Explaining victimization trajectories by child and interpersonal factors (*SRCD, Austin [TX], 2017*)
- Poster: **Microaggressions and Depressive Symptoms in Sexual Minority Youth:** The Roles of Rumination and Social Support (*SRCD, Austin [TX], 2017*)

I also presented on national conferences (e.g., VNOP, 2016; PRO, 2016, 2018) and Forum Days (ICS Graduate School, with researchers from the RUG, UU, RU, and UvA).

Invited lectures (colloquia) at international departments

- Developmental Psychology (lab Dr. **David Yeager**), University of Austin (2018)
- Psychology and Pedagogics (lab Prof. dr. **Hilde Colpin**), University of Leuven (2020)

Three highlights: lectures/meetings/workshops for non-academic audience

1. **Medilex** (chairman and presenter): **Conferences for teachers and principals** of secondary and vocational (MBO) schools about group dynamics and bullying mechanisms (yearly, 2018-now).
2. **Inspectorate of Education, Confidential Counsellors meeting** (speaker): Half-day meeting with the confidential counsellors to update their knowledge on recent research about bullying, and advise them about how to respond to cases of bullying in their work (2019)
3. **KiVa** (speaker): **Lectures for primary school teachers** about persistent victims and the role of parents (2017-2018)

TEACHING AND SUPERVISION

Supervision of PhD students

- [Elsje de Vries](#), MSc: An effective anti-bullying program in secondary education
Supervisors: René Veenstra (promotor), Gijs Huitsing (co-promotor), Tessa Kaufman (co-promotor)

Teaching experiences (Sociology, RUG)

- Pre-master: Onderzoekspracticum 1 (2019)
- Master: Masterthesis (2019)
- Bachelor: Bachelortheses (2016-2018)
- Bachelor: Tussen Geld en Geluk, writing course (2016-2018)
- Bachelor: Internship Honours Trajectory: Sociology in Applied Research (2018)
- Bachelor: Internship Sociology Bachelor (2016)

Coordination: Project Onderwijs (2020)

Completed courses in teaching

- Teaching in higher education (Educational Support and Innovation [ESI], 2019)
- Teaching small groups (ESI, 2016/2017)
- Supervising Bachelor- and Masterthesis (ESI, 2019)