



Carissa A. Zimmerman

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Education

- 2010 Ph.D. in Cognitive Psychology, Florida State University, Tallahassee, FL
Dissertation title: Intentional binding of negative items in memory.
- 2008 M.S. in Cognitive Psychology, Florida State University
Thesis title: An item-specific and relational processing account of emotional memory enhancement.
- 2005 B.A. Summa Cum Laude, Psychology (with Honors) and Spanish, Trinity University, San Antonio, TX
Thesis title: Emotional fluency and the discrepancy-attribution hypothesis.

Other Training

- October 2006 Functional MRI Visiting Fellowship, Massachusetts General Hospital/Massachusetts Institute of Technology/Harvard Medical School Athinoula A. Martinos Center for Biomedical Imaging, Boston, MA
- Summer 2004 Cognitive Neuropsychology Internship, Rice University, Houston, TX

Positions Held

- 2019 to present Director of the Social Sciences Quantitative Methods Program, Rice University, Houston, TX
- 2018 to present Senior Lecturer, Rice University, Department of Psychological Sciences, Houston, TX
- 2011 to 2018 Lecturer, Rice University, Department of Psychology, Houston, TX
- 2010 to 2011 Postdoctoral Research Fellow, Baylor College of Medicine Alzheimer's Disease and Memory Disorders Center, Houston, TX

Teaching Experience

Courses at Rice University

Introduction to Cognitive Psychology
Quantitative Analysis for the Social Sciences
Statistical Methods
Memory

Courses at Florida State University

Research Methods and Statistics
Research Methods and Statistics Lab
Cognitive Psychology Lab

Additional teaching interests

Emotion and memory, Metacognition

Teaching and Advising Honors

Center for Career Development Career Champion (Fall 2020)
Nominee, C. M. and Demaris Hudspeth Endowed Award for Student Life and Clubs (Spring 2020)
Scholar Athlete Favorite Professor (Spring 2020)
Baker College Best Professor (Fall 2019)
Will Rice College Favorite Professor (Fall 2019)
Will Rice College Favorite Professor (Spring 2019)
Sid Richardson College Favorite Professor (Spring 2019)
Rice University Scholar Athlete Favorite Professor (Spring 2019)
Baker College Best Professor (Fall 2018)
*George R. Brown Award for Superior Teaching (Spring 2018)
Duncan College Distinguished Faculty Associate (2017-2018)
Nominee for Rice University Excellence in Academic Advising award (Spring 2018)
Lovett College Favorite Professor (Spring 2018)
Rice University Scholar Athlete Favorite Professor (Spring 2018)
Will Rice College Favorite Professor (Fall 2017)
Baker College Best Professor (Fall 2017)
Duncan College Distinguished Faculty Associate (2016-2017)
Rice WomenLEAD Distinguished Leader Spotlight (February 2017)
Will Rice College Favorite Professor (Fall 2016)
Duncan College Outstanding Faculty Associate (2015-2016)
Baker College Best Professor (Spring 2016)
Nominee for Rice University Excellence in Academic Advising award (Spring 2015)
Rice University Scholar Athlete favorite professor (Spring 2015)
Duncan College Outstanding Faculty Associate (2013-2014)
Will Rice College Favorite Professor (Spring 2014)
Will Rice College Favorite Professor (Fall 2013)

Undergraduate Student Mentoring

Independent research students (honors students)

Emmaline Drew (2015-2016). Recipient of a Rice University Social Sciences Undergraduate Research Enterprise (SSURE) grant and Distinction in Research and Creative Works for her research investigating the impact of text structure on learning and memory. Currently a cognitive psychology graduate student at Duke University.

Allison Parker (2014-2015). Recipient of Distinction in Research and Creative Works for her project investigating the effects of caffeine consumption on cognitive performance. Currently applying to graduate school for clinical psychology.

Supervised research students

Rachel Drazner (Fall 2017-Spring 2018)

Theresa Cockerham (Spring 2017). Poster presented at the annual Rice Undergraduate Research Symposium: "Metacognition and Study Strategies".

Alan Wang (Spring 2017). Poster presented at the annual Rice Undergraduate Research Symposium: "Racial Differences in Growth Belief Mindsets".

Pedagogical Research Projects

Student Metacognition Across Repeated Tests (SMART; Fall 2016-present)

This research examines the extent to which student mindset (growth vs. fixed) is associated with performance in introductory-level college psychology courses. At various points throughout the

semester, students complete questionnaires that measure their mindset orientation, metacognitive beliefs, and study strategies. We hope to examine whether there are relationships between mindset and course outcomes, as well as the association between metacognitive beliefs, study strategies, and item-level confidence ratings on unit exams.

Psychology Major Assessment (Fall 2016-Fall 2017) with Dr. Sandra Parsons

This descriptive study assesses student perceptions of the psychology major at Rice University. Our survey asks students about their experience with the psychology major, including whether they have engaged in research, whether they are aware of extracurricular opportunities, and their knowledge about available awards and honors; it also assesses the sense of social cohesion that they feel with other psychology majors at Rice. We hope to use this data to determine the ways that our department can better serve our majors. The data will also serve as a baseline measure of major cohesion, which will be measured again after we implement programs targeted at improving feelings of group unity among psychology majors.

Evaluation of Student Attitudes Toward Statistics (Spring 2017-Spring 2018)

This descriptive study explores the beliefs that college students have about statistics. Surveys to assess their attitudes toward statistics were administered to students enrolled in PSYC339: Statistical Methods. These surveys provided a tool for identifying misconceptions and areas of frustration that potentially hinder the students' learning of statistics. Additionally, I investigated the relationship between attitudes toward statistics and success in the Statistical Methods course.

Consortium for Research on Education and Teaching Excellence (Spring 2017) with Dr. Beth Beason-Abmayr, Dr. Amelie Carlton, Dr. Elizabeth Eich, Dr. Josh Eyler, Dr. Kristi Kincaid, Dr. Lesa Tran, Lydia Musher, Dr. Robin Paige, Dr. Sandra Parsons, and Dr. Yvette Pearson.

Proposal submitted to Rice University Leading Innovation through Faculty Thought (LIFT) project. The goal of CREATE is to elevate Rice's international prominence in both research and educational endeavors by creating a permanent, interdisciplinary institute for the scholarship of teaching and learning. Our interdisciplinary team of faculty proposes the establishment of an institute, known as the Rice Consortium for Research on Education and Teaching Excellence (CREATE), to: 1) provide resources for faculty in all disciplines who wish to conduct research into educational practices, 2) support permanent collaborations among faculty members, and 3) promote the sharing of educational research findings through colloquia and by digital means.

Innovative Teaching Methods and Curriculum Development

Online Course Migration due to COVID-19 (Spring 2020)

When the university made a rapid shift to remote course instruction, I migrated all course content to remote, asynchronous format for two course sections with a total of 90 undergraduate students. In an end-of-course survey, students praised the online portion's organization, accessibility, and clarity.

Quantitative Analysis for the Social Sciences (Summer – Fall 2018)

I developed an entirely new interdisciplinary course for the School of Social Sciences. This class provides an introduction to statistical methodology and analysis for students in psychology, cognitive sciences, political science, sociology, social policy analysis, and sports management.

Student Response System implementation with Dr. David Lane (Spring 2016-Spring 2017)

I worked with Dr. Lane to integrate his student response system with my PSYC339: Statistical Methods course. Dr. Lane has developed a website (<http://psyc-experiments.com/339/>) that allows students to log on and provide real-time feedback to professors during lectures. Students can indicate that the professor should continue, slow down, or stop; they can ask anonymous questions in real-time; and they can also answer multiple choice questions posed by the professor. Professors can instantly see the

distribution of students who are confused about a concept, and can adjust their presentation accordingly. Feedback from students during the Spring 2016 semester was largely positive: 53% of students thought that the student response system was useful for providing real-time feedback about the pace of the lecture, 100% believed the student response system was useful for answering review questions at the beginning of lectures, and 96% recommended using the student response system for future classes.

Undergraduate teaching practicum in Psychology with Dr. Sandra Parsons (Fall 2016)

I am working with Dr. Parsons to develop a new course in the psychology department that provides students with hands-on experience in undergraduate teaching. The practicum will offer advanced teaching experience for upper level students who have demonstrated particular aptitude and interest in an area, such as cognitive or social psychology. This course engages students in all aspects of planning, delivering, and assessing course material; in addition, students participate in seminar discussions on contemporary pedagogical issues and best practices. This course will allow students to gain valuable teaching experience in preparation for post-graduate work and careers in education-related fields.

Early adopter of Canvas Learning Management System (date)

I volunteered to migrate my courses to Canvas (from OWLspace) before the mandated adoption in order to provide feedback to the Office of Information Technology regarding Canvas function and features. I completed questionnaires each semester that assessed my experience with Canvas and provided suggestions for improvement before the system was adopted by the full faculty.

Grant Support

QEP Experiential Inquiry and Research Fund Development and Enhancement Grant (Rice University, 2018-2019) with Drs. Bryan Denny, Phil Kortum, Chase Lesane-Brown, Fred Oswald, and Sandy Parsons: \$30,000

I collaborated with other Psychology Department faculty members to modify the undergraduate curriculum in order to encourage students to participate in departmental research and the honors program. We also proposed methods to increase experiential and inquiry-based learning in existing classes through the creation of an internally-administered Experiential Inquiry Fund and Pedagogy Fund.

Overcoming STATic Mindset (Rice University Brown Teaching Grant; 2017-2019): \$570.00

Students who believe that intellectual capacity is fixed perform worse on a variety of measures than students who believe that intelligence can change with practice. My project will evaluate the efficacy of growth-mindset interventions in a required statistics course for psychology majors.

QEP Scaffolding Experiential Inquiry and Research into the Curriculum (Rice University; 2017-2018) with Drs. Bryan Denny, Simon Fischer-Baum, Ozge Gurcanli, Phil Kortum, Chase Lesane-Brown, Randi Martin, Fred Oswald, and Sandy Parsons: \$10,000

I collaborated with other Psychology Department faculty members to develop a proposal to improve the undergraduate program by investigating programmatic gaps that prevent undergraduates from engaging in independent research.

CREATE: Consortium for Research on Education and Teaching Excellence (Rice University InterDisciplinary Excellence Award, 2017) with Ms. Lydia Musher and Drs. Beth Beason-Abmayr, Amelie Carlton, Kristi Kincaid, Lesa Tran-Lu, and Sandra Parsons: \$73,080 (not funded)

Our multidisciplinary team of faculty proposes the following steps that will lead to the establishment of the Rice Consortium for Research on Education and Teaching Excellence (CREATE). The goals of CREATE are to 1) provide resources to support the development of a unified research program in the science of teaching and learning, 2) bridge the gaps in current discipline-specific educational research by

fostering interdisciplinary collaboration, and 3) facilitate the development and dissemination of research outcomes across all disciplines.

Biobehavioral pathways to cognitive decline: Implications for Alzheimer's disease (National Institutes of Health, 2017) with Drs. Chris Fagundes, Cobi Heijnen, Joseph Kass, Randi Martin, and Fred Oswald: \$3,901,406 (not funded)

We propose a comprehensive multilevel biopsychosocial model that predicts cognitive decline among those diagnosed with MCI due to AD and early AD via psychological (i.e. loneliness and social isolation) and biological factors (i.e. inflammation, and mitochondrial dysfunction). This project provides the opportunity to examine mechanistic connections among cognitive impairment, loneliness, mitochondria dysfunction, and proinflammatory cytokines, with initial data on these key dimensions collected after a diagnosis of mild cognitive impairment (MCI) due to AD, as well as those diagnosed with early AD.

Collaborative Research: Increasing Student Engagement in Statistics Classes that Use Student Response Systems (National Science Foundation; 2015). Co-PI with Drs. David Lane, Michelle Hebl, and David Scott (not funded)

This project sought to develop tools, materials, and practices designed for use in statistics classes equipped with student response systems. We would develop questions to be used in lectures; questions, slides, and lecture notes to be used with simulations; data collection activities that allow real data to be collected and analyzed in class; and analytical tools for advising instructors about the timing of question repetition. This research is designed to investigate how to best use simulations in the teaching of statistics. Finally, we will integrate these tools into a web-based student response system that is specifically designed for use in statistics courses.

Informed Decision Making and Self Control (Marquette University Self, Motivation, and Virtue Project; 2014) with Drs. Edward Cokely, Adam Feltz, Rocio Garcia-Retamero, Yasmina Okan, Niklas Keller, Saima Shazal, Kiruthiga Nandagopal, and Gerd Gigerenzer: not funded

How does informed decision making influence self-control? This project addresses theoretical issues on the nature of self-control and risky decision making, with implications for training and public policy. The project extends an extensive research program investigating the psychology and philosophy of risk literacy – i.e. the ability to make good decisions involving risk.

Exploratory/Developmental Research Grant (National Institutes of Health R21; 2010) with Drs. Rachele Doody and Wenyaw Chan: not funded

We propose to develop a method that uses longitudinal neuropsychological measurements, demographic variables and other clinical information to estimate the duration of symptom for each Alzheimer's Disease patient in a longitudinal cohort followed by the Alzheimer's Disease and Memory Disorders Center (ADMDC) at Baylor College of Medicine.

Small Grant Program (National Institutes of Health R03; 2010) with Drs. Rachele Doody and Wenyaw Chan: not funded

The goal of this project was to use both two-stage and jointed modeling approaches to assess the association between the survival time from baseline visit and the slopes and the over-time changes of the slopes of various neuropsychological test scores among Alzheimer's Disease patients.

Teaching Community Involvement and Mentorship

Center for Teaching Excellence Faculty Owl Days participant (Fall 2019)

I was invited to open my classroom to fellow faculty members so that they could observe my teaching methods in SOS302: Quantitative Analysis for Social Sciences.

Founding member of Psychology Department Teaching Interest Group (Spring 2017-present)

Together with Drs. Özge Gürcanli, Sandra Parsons, Chase Lesane-Brown, and Collette Nicolau, I proposed the establishment of the Rice Psychology Department Teaching Interest Group (TIG). The TIG brings together faculty who are interested in exploring teaching initiatives that apply empirically-based practices to improve student learning. Members of the TIG discuss best practices in teaching and also mentor graduate students in the development of their teaching materials.

Inaugural member of Educational Research Action Team (Spring 2019-present)

Collaborate with faculty at Rice University to identify opportunities for educational research projects, seek funding for educational research, and establish Rice as a leader in research on the science of teaching and learning.

Center for Teaching Excellence Reading group participant (Spring 2019)

I participated in a series of monthly discussions of the book *The New Education* by Cathy Davidson. The group discussed reforms to higher education.

BioSciences Quality Enhancement Plan collaborator (Fall 2018)

I worked with faculty in BioSciences to quantify and analyze inquiry-based learning in their curriculum.

Center for Teaching Excellence reading group participant (Fall 2018)

I participated in a series of discussions of the book *Make It Stick* by Brown, Roediger, and McDaniel. The group discussed new research from cognitive psychology that provides insight into learning and memory, applied to a classroom setting.

Center for Teaching Excellence Faculty Owl Days participant (Fall 2018)

I was invited to open my classroom to fellow faculty members so that they could observe my teaching methods in PSYC203: Introduction to Cognitive Psychology. I also attended a reception for all Owl Days participants, during which we discussed what we learned from attending one another's classes.

Center for Teaching Excellence Brown Teaching grant workshop (Spring 2018)

I provided a brief overview of my Brown Teaching Grant application and answered questions about the grant application process. I also shared my grant application with current applicants.

Center for Teaching Excellence reading group participant (Spring 2017)

I participated in a series of weekly discussions about Carol Dweck's book *Mindset: The New Psychology of Success*, aimed at identifying ways to shift student focus from a fixed to growth mindset in the classroom.

Center for Teaching Excellence Faculty Owl Days participant (Fall 2016)

I was invited to open my classroom to fellow faculty members so that they could observe my teaching methods in PSYC203: Introduction to Cognitive Psychology.

Teaching mentor to incoming faculty member (Spring 2013)

The Chair of the Psychology Department requested that I serve as a teaching mentor for a new faculty member during the Spring of 2013. I developed a teaching resources guide for her, which outlined academic and course-related policies. I also met with her over the course of the semester to provide guidance regarding Rice policies and student culture and to give feedback on her course plans.

Sponsor for student-taught courses

COLL "How to be happy" Zelia Rosenweig (Spring 2014)

COLL "Knits and Pieces" Gabrielle Lencioni (Fall 2017 – Fall 2019)

COLL "Survivor" (Spring 2019-Fall 2019)

Conference and lecture participation

CTE Symposium on Teaching and Learning: “Reframing the Lecture as a Pedagogy of Engagement” (January 2019)

Presenter at CTE What’s new in research on Teaching and Learning: “Teaching and Learning Research at Rice” (September 2018)

CTE Workshop: “Inquiry-based learning through collaborative group work” (January 2018)

CTE Symposium on Teaching and Learning: “Why won’t they talk: Using discussion to facilitate learning” (January 2018)

CTE What’s new in research on Teaching and Learning: “Motivation and Learning in the Context of Grades.” (October 2017)

CTE What’s new in research on Teaching and Learning: “Reflection on System Dynamics Principles Improves Student Performance in Labs with the Haptic Paddle” (September 2017)

Texas Association of Advisors for the Health Professions (February 2017)

CTE Treybig Teaching and Innovation Lecture: “What are my students thinking? Using multiple modes of assessment to identify and improve student conceptual understanding” (March 2017)

CTE: What’s new in research on Teaching and Learning: “Challenging the Biased Brain” (April 2017)

Service to the Psychological Sciences Department

Undergraduate Committee member (Fall 2011-present)

The psychology department undergraduate committee meets regularly to discuss issues affecting our students, including enrollment, major requirements, curricular programming, and student petitions. We communicate with the broader faculty about which undergraduate courses will be taught in upcoming semesters and review the proposed course schedule to ensure that it meets the needs of our students. During the 2012-2013 academic year, the committee conducted an extensive review of the psychology major requirements; I compiled data for our discussions that resulted in changes to make the psychology major requirements more rigorous and consistent with American Psychological Association guidelines. Every fall, I represent the department at the Academic Fair during O-week, which involves answering first-year students' questions about major requirements, classes, and psychology in general. Each year, I also provide comments on honors thesis proposals and attend our honors students' oral defenses.

Psychology major advisor (Fall 2011-present)

As a major advisor, I am available to meet with students who are interested in pursuing psychology. I discuss the major requirements and help them come up with a concrete academic plan. I also communicate the various research opportunities available to supplement their coursework, both in the department and with partners in the Texas Medical Center. After students have declared their major, I frequently meet with them to discuss career planning and graduate school applications. I often write recommendation letters for students applying to graduate programs in medicine, law, and psychology.

Psi Chi co-sponsor (Fall 2016-present)

Together with Dr. Sandra Parsons, I recently took over as faculty sponsor for Rice University's chapter of Psi Chi, the international psychology honor society. We have revitalized the Rice chapter by planning social events to increase cohesion among psychology majors, hosting information sessions about the psychology major for interested students, and inviting speakers to have informational panel discussions with our members. We hope that by increasing the visibility of events available to psychology majors and encouraging social interaction, we can further increase Rice students' overall satisfaction with their undergraduate experience.

Undergraduate research liaison to Texas Medical Center (Fall 2011-Fall 2016, Fall 2017, Spring 2019)

I served as the research advisor for the undergraduate students who worked on psychology research in a variety of labs in the Texas Medical Center. I met with students at the beginning of the semester to discuss the policies for off-campus research, served as a point of contact for their medical center

research advisor, reviewed their final papers, and communicated with advisors to assign grades for their work. When students voiced concerns that it was difficult to find off-campus opportunities, I created the department's Supervised Research website; this site lists information for every Rice psychology faculty member's lab as well as information for partner labs off campus, including several at Baylor College of Medicine, UT Health Science Center, and the Nantz National Alzheimer's Research Center. I updated this site every semester in order to provide complete and easily accessible information about available research opportunities to our undergraduates.

Service to the School of Social Sciences

Cognitive Sciences major advisor (Fall 2017-present)

I serve as a major advisor for the interdisciplinary Cognitive Science program, which involves meeting with students who are interested in cognitive science to discuss major requirements, assisting with course planning, discussing research opportunities, and career planning.

Rice Catalyst panelist (Fall 2017)

I served on a panel of faculty and graduate students in the social sciences at an event hosted by Rice Catalyst. The goal of the event was to discuss research in social sciences and familiarize undergraduate students with the process for engaging in social sciences research at Rice.

Service to Rice University

Wiess College Resident Associate (Fall 2018-present)

According to the Dean of Undergraduates, the job of the Resident Associate is to "assist magisters in supporting the intellectual, social, and cultural activities within the college." Together with my family, I am "a visible participant in college life, accessible to students, and willing to stand in for the magisters, when appropriate. It is also my role to know the members of my college, be accessible to and serve as a point of contact for all students within the college, and help them understand and access university resources. RAs encourage and contribute actively to the intellectual, cultural, and social life of the college, develop a clear understanding of university policies and procedures, including emergency response protocols, and assist the college magisters and other university officials in responding to students in need."

Social Sciences Divisional Advisor (Fall 2014-Spring 2018 at Duncan College, Fall 2019-present at Wiess College)

During O-week, I meet with all College students who have declared an interest in the School of Social Sciences. In a small group setting, I give a brief informational presentation about the majors that fall under the umbrella of social sciences, and discuss the learning opportunities that the school offers outside the classroom. I meet with students one-on-one to discuss their general goals and help them plan their schedules for the upcoming semester; I also answer their questions about specific major requirements for various departments in the school. Throughout the semester, I attend meetings with other members of the University advising team and monitor student grades at mid-semester and end-of-semester checkpoints.

Vice-President of *Beta of Texas*, Rice's University's chapter of Phi Beta Kappa (Fall 2018-present)

As Vice-President, I assist in selecting candidates for initiation, review chapter criteria for election, and participate in the induction ceremony for new members of our Phi Beta Kappa chapter.

Faculty Senate Working Group on Advising (Spring 2018-present)

The Working Group (WG) is examining advising for all undergraduates, including first and second year advising through divisional advisors and the Office of Academic Advising, major advising at the departmental level, and advising policies and procedures in the schools. It is also benchmarking other

institutions that may be succeeding in ways that will also enable Rice students to flourish at and beyond Rice.

EAB Navigate Insight and Assessment Team (Spring 2020 – present)

Rice is in the process of adopting a comprehensive advising software platform. As part of the Insight and Assessment Team, I work with others involved in on-campus data collection and analysis to make decisions about analytics features and provide recommendations for use once those features are active.

COVID-19 Reopening: Residential Life Committee (Summer 2020)

I served on a committee formed by the Dean of Undergraduates to evaluate challenges and generate recommended solutions with regard to reopening the university in the midst of the COVID-19 pandemic. I participated in two sub-committees: one addressing education and enforcement of new university health policies and one focused on social events and community building in the residential colleges. I also took on the role of unofficial secretary for the committee and kept detailed meeting minutes which I provided to the Senior Associate Dean of Undergraduates.

National Alzheimer's Buddies Rice chapter sponsor (Fall 2017-present)

Serve as official faculty sponsor for the Alzheimer's Buddies student-led organization. This involves visiting memory care facilities with students, leading volunteer training, participating in semester reflection meetings, and acting as a liaison with chapter directors.

Office of Academic Advising Health Professions Advising Committee member (Spring 2017-Spring 2019)

I worked with the Office of Academic Advising to write formal committee letters of evaluation for students who are applying to graduate school in medicine, dentistry, and pharmacy. This involved writing approximately 20 letters of recommendation per year, based on input from individual recommenders and the Office of Academic Advising.

Office of Academic Advising Divisional Advisor discussion panel (Fall 2019, Fall 2018, Fall 2017)

Participated in a panel discussion hosted by the Office of Academic Advising during training for Divisional Advisors in order to share best practices and tips for advising first year students.

Duncan College Associate (Spring 2013-Spring 2018)

As an associate at Duncan College, I attend a variety of events intended to create informal mentorship opportunities for students. This includes attending meals with students in the servery, participating in social networking events organized by the Masters, and integrating with the Duncan College culture by taking part in college traditions like the Willy Week barbeque, associate's night, and Duncan week. I am also an O-week associate, which involves hosting dinner at my house for a group of first year students during orientation and attending weekly lunches with them throughout the year. These regular informal meetings give new students access to approachable faculty members to help them navigate their new college environment.

Study abroad photo contest judge (Spring 2016, Spring 2019, Spring 2020)

I served as a judge for the Rice University Study Abroad Office's annual photography contest. This involved ranking the submitted photographs in each of three categories and attending the photography exhibit reception to show support for the study abroad program.

Final project judge for CHEM178: Chemistry of Cooking (Fall 2017, Fall 2016)

I attended student final presentations for Chemistry of Cooking and judged each student group's meal preparation and chemistry presentation.

Social sciences presenter for Peer Academic Advising O-week training (Fall 2015, Fall 2017)

I gave a brief overview of the School of Social Sciences to all Peer Academic Advisors in order to help them better advise incoming freshmen about the courses and majors available at Rice. I also answered questions about the courses and research opportunities that are offered in the field of social sciences.

Pancakes for Parkinson's Celebrity Pancake Flipper (Spring 2017)

I volunteered to serve pancakes to students at the annual Pancakes for Parkinson's fundraiser benefitting the Michael J. Fox Foundation for Parkinson's Research.

Duncan College Industry Night participant (Fall 2016)

I represented the field of academia during an event that encouraged undergraduates to discuss their professional interests with a small group of college associates.

Duncan Undergraduate Research Symposium judge (Spring 2016)

Every year, Duncan college hosts its own mini-version of the Rice Undergraduate Research Symposium. Duncan students who have been accepted to RURS present their posters to three judges and receive feedback that helps them prepare for RURS. I served as a judge for the social sciences portion of the competition and helped determine first, second, and third place winners, all of whom received cash prizes for their work.

Center for Career Development graduate school panelist (Spring 2016)

Participated in a graduate school panel discussion co-hosted by the Center for Career Development and the Office of Academic Advising. The event was attended by approximately 20 undergraduates who were interested in pursuing graduate school in a variety of disciplines. Panelists answered questions about the application process and the work involved in obtaining a graduate degree, and also provided advice as to how students could examine their own interests and objectives to evaluate whether they should pursue graduate training.

Office of Academic Advising O-week video participant (Summer 2015)

The Office of Academic Advising approached me about filming a brief segment in which I answered questions about what it means to be a social scientist. Portions of this footage were used by the Office of Academic Advising to create a short video designed to introduce incoming freshmen to the academic divisions at Rice University.

Rice Education of the Future Student Association task force faculty participant (Fall 2014)

I was one of several faculty representatives for the Psychology department who attended a small group meeting with students, student association leadership, and other faculty members. The discussion addressed the undergraduate experience in the department of psychology, including academics, mentorship, and extracurricular activities. This process culminated in a report that was issued to the Rice Board of Trustees and President Leebron, recommending changes to the Rice experience to include a focus on experiential learning, expanded networking opportunities, and incentives and recognition for excellent teaching.

O-week Common Reading Facilitator (Fall 2013)

I facilitated a discussion of the book *Quiet* for a small group of incoming freshmen and transfer students. Prior to the event, I attended a faculty workshop to brainstorm discussion prompts and develop the structure of the group discussion with other faculty facilitators and student leaders. During the common reading discussion itself, I worked with a student co-facilitator to guide students through a critical examination of thematic and topical elements in the assigned book.

Professional Service

Ad-hoc Reviewer

Emotion

Memory and Cognition

Journal of Experimental Psychology: Learning, Memory, and Cognition

Cognition and Emotion

Textbook reviewer: Statistics for the Social Sciences (Spring 2019 – Fall 2019)

Provided the editor with detailed comments and suggestions for improving Russell Warne's textbook, Statistics for the Social Sciences. Completed an evaluation of the proposal for a second edition.

Textbook review panel: Fundamentals of Cognition 3rd edition (Spring 2017)

Provided detailed feedback on three chapters from the 3rd edition of Fundamentals of Cognition by Michael Eysenck and Marc Brysbaert.

Southwestern Psychological Association travel grant judge (Spring 2017)

I evaluated nine applications for travel funding to the Southwestern Psychological Association conference and provided feedback to students and to the Regional Vice President regarding these grants.

Psi Chi abstract reviewer (Fall 2016, Fall 2017)

I judged approximately 20 abstracts that were submitted to the Southwestern Psychological Association convention. My ratings were combined with those of other reviewers to determine the winners of the Psi Chi Regional Research Awards for SWPA, which include a \$300 monetary award and an opportunity to give a talk at the annual SWPA conference.

SAGE textbook proposal reviewer (Spring 2014)

I reviewed a textbook proposal for Integrated Research Methods and Statistics by Wilson & Joye. This involved reviewing an overview of the proposed textbook, including a table of contents and relevant background information regarding existing textbooks; it also entailed giving extensive answers to questions related to the goals and challenges in my statistical methods course as well as the organization and scope of the proposed textbook. The textbook was subsequently published in August 2016.

Honors and Fellowships

University Fellowship (2007-2009), Florida State University

College Teaching Fellowship (2005-2006), Florida State University

Phi Beta Kappa, inducted 2004

Golden Key National Honor Society, inducted 2003

National Society of Collegiate Scholars, inducted 2002

Alpha Lambda Delta Honor Society, inducted 2002

Trinity University Scholar (2002-2004)

Professional Affiliations

Lead Affiliate for RiskLiteracy Texas (www.riskliteracy.org)

Women in Cognitive Science

International Association for Metacognition

Peer-Reviewed Publications

Lian, F. Chan, W., Ping-Jen, C., **Zimmerman, C.A.**, Waring, S. C., & Doody, R. S. (2016). Cognitively-related basic activities of daily living impairment greatly increases the risk of death in Alzheimer's disease. PLoS ONE.

Zimmerman, C. A., & Kelley, C. M. (2010). "I'll remember this!" Effects of emotionality on memory predictions versus memory performance. *Journal of Memory and Language*, 62, 240-253.

Delaney, P., Sahakyan, L., Kelley, C. M., & **Zimmerman, C. A.** (2010). Remembering to forget: The amnesic effect of daydreaming. *Psychological Science*, 21, 1036-1042.

Invited Publications

Zimmerman, C. A., & Doody, R. S. Memantine in mild Alzheimer's Disease. Comment on Schneider, L.S., Dagerman, K. S., Higgins, J. P., & McShane, R. (2011). Lack of evidence for the efficacy of memantine in mild Alzheimer Disease. *Archives of Neurology*, 68(8), 991-998. *Alzheimer Research Forum*. May 12, 2011. Available at <http://tinyurl.com/memantineAD>

Presentations

Zimmerman, C. A., & Kelley, C. M. (2009, November). *Linking emotional items: When is the whole less than the sum of its parts?* Talk presented at the annual meeting of the Psychonomics Society, Boston, MA.

Delaney, P. F., Sahakyan, L., Kelley, C. M., & **Zimmerman, C. A.** (2009, November). *When minds wander to distant places and times, we can forget the present.* Talk presented at the annual meeting of the Psychonomics Society, Boston, MA.

Kelley, C. M., **Zimmerman, C. A.,** Delaney, P. F., & Sahakyan, L. (2007, November). *Does traveling backward in time induce forgetting of the present?* Poster presented at the annual meeting of the Psychonomics Society, Long Beach, CA.

Zimmerman, C. A., & Kelley, C. M. (2006, November). *When metacognition meets emotion: Predicting memory for emotional materials.* Poster presented at the annual meeting of the Psychonomics Society, Houston, TX.

Hertel, P. T., **Zimmerman, C. A.,** & Grider, R. (2006, November). *Recognition of emotion words: A result of processing fluency?* Poster presented at the annual meeting of the Psychonomics Society, Houston, TX.

Guest Lectures and Invited Talks

"Emotion and memory", Foundations of Cognitive Psychology graduate seminar (Spring 2018, Spring 2017), Rice University.

"What's New in Research on Teaching and Learning", Rice University Center for Teaching Excellence (Fall 2018)

"The Power of Statistics", Rice University Industrial/Organizational Psychology Brown Bag (Spring 2017)

"Alzheimer's disease", Neuropsychology of Language and Memory seminar (Fall 2015), Rice University.