



Sandra Vaughan Parsons

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EDUCATION:

Ph.D., Social Psychology, Miami University, 1999

M.A., Social Psychology, Miami University, 1995

B.A., Psychology, University of Virginia, 1992

POSITIONS HELD

2020-present	Associate Teaching Professor, Rice University
2016-present	Director of Pedagogy, Department of Psychological Sciences
2016-present	Assistant Teaching Professor, Rice University
2019-present	Resident Associate Faculty Fellow, Will Rice College
2017-2019	Coordinator, Teaching Interest Group, Department of Psychological Sciences
2011-2016	Full-time NTT Lecturer, Rice University
2010-2011	Lecturer, Rice University
2004-2008	Adjunct Professor, Howard Community College
2000-2001	Senior Research Associate: Data Manager and Analyst, Department of Psychiatry, Ohio State University
1999-2001	Professional Group Facilitator, Advanced Leadership Services
1999-2000	Adjunct Professor, Columbus State Community College
1997-1998	Instructor and Graduate Research Assistant, Miami University

TEACHING EXPERIENCE

2020-present	Positive Psychology, Rice University
2012-present	Psychology of Motivation and Emotion, Rice University
2011-present	Introduction to Social Psychology, Rice University
2010-present	Research Methods, Rice University
2004-2008	General Psychology, Howard Community College
1999-2000	Introduction to Psychology, Columbus State Community College
1997-1998	Introduction to Social Psychology, Miami University

ADDITIONAL TEACHING INTERESTS:

- Social psychology of small group processes
- Gender and psychology

RICE UNIVERSITY TEACHING AND ADVISING HONORS

Spring 2021	One of 6 finalists for Sarah A. Burnett Teaching Prize in the Social Sciences, an annual prize given to an outstanding teacher in the School of Social Sciences
Spring 2020	Nicholas Salgo Distinguished Teacher Award, voted on by current juniors and Seniors
Spring 2020	Sarah A. Burnett Teaching Prize in the Social Sciences, an annual prize given to an outstanding teacher in the School of Social Sciences.
Spring 2020	One of 8 finalists for Sophia Meyer Farb Prize for Teaching. This prize, selected and awarded by members of Rice's Phi Beta Kappa chapter, honors a junior faculty member for outstanding work in the classroom.
Spring 2020	Outstanding Undergraduate Research Mentor Award Nominee
Spring 2020	Favorite Professor, Weiss College
Spring 2019	Office of Academic Advising Excellence in Academic Advising Award
Spring 2019	George R. Brown Award for Superior Teaching
Spring 2019	Favorite Professor, 33 st Annual Scholar Athlete Event
Spring 2019	Favorite Professor, Weiss College
Spring 2019	Favorite Professor, Sid Richardson College
Spring 2018	Distinguished Faculty Associate, Will Rice College
Spring 2018	Favorite Professor, 32 st Annual Scholar Athlete Event
Spring 2018	Favorite Professor, Will Rice College
Fall 2017	Favorite Professor, Will Rice College
Spring 2017	Favorite Professor, Will Rice College
Spring 2017	George R. Brown Award for Superior Teaching
Spring 2017	Favorite Professor, 31 st Annual Scholar Athlete Event
Fall 2016	Favorite Professor, Will Rice College
Spring 2016	Favorite Professor, 30 th Annual Scholar Athlete Event
Spring 2016	Best Professors' Dinner, Baker College
Spring 2016	Favorite Professor, Will Rice College
Fall 2015	Favorite Professor, Will Rice College
Spring 2015	George R. Brown Award for Superior Teaching
Spring 2015	Outstanding Faculty Associate, Will Rice College
Spring 2015	Favorite Professor, Will Rice College
Spring 2015	Favorite Professor for BUSI 390 fundraiser
Fall 2014	Best Professors' Dinner, Baker College
Fall 2014	Favorite Professor, Will Rice College
Spring 2014	Distinguished Faculty Associate, Will Rice College
Spring 2013	Favorite Professor, 27 th Annual Scholar Athlete Event
Spring 2013	Favorite Professor, Will Rice College
Fall 2011	Favorite Professor, Baker College

UNDERGRADUATE STUDENT MENTORING

Honors Students

Fall 2015-Spring 2016

Maggie Edmunds: Served as honors thesis co-advisor with Dr. Margaret Beier. We worked with Maggie as she developed her stimulus materials and collected/analyzed data. We provided critiques of her draft manuscript and assisted with presentation preparation. Maggie earned Distinction in Research as well as the Brelsford Award, conferred to outstanding seniors by the Department of Psychological Sciences.

Research Students

- Spring 2020**
Spring 2019
- Smeeth Madhani:** Faculty Advisor for Capstone with Center for Civic Leadership
Elijah Li: Independent readings on the therapeutic effects of physician touch.
- Fall 2017-Spring 2018**
- Alina Chen, Stephanie Mendivil, Marie-Claire Schollinger, Kaitlyn Swinney:** Research on self-reflection and well-being measures and outcomes in undergraduate populations.
- Spring 2017**
- Alan Wang:** Poster presented at Rice Undergraduate Research Symposium: “Racial Differences in Growth Belief Mindsets.”
- Ryan Cox:** Poster presented at Rice Undergraduate Research Symposium: “Positive Outlook of Undergraduate Students at Rice University.”
- Alina Chen:** Research on the effectiveness of a self-reflection intervention on students’ well-being.
- Theresa Cockerham:** Poster presented at Rice Undergraduate Research Symposium: “Metacognition and Study Strategies.”

RESEARCH ON PEDAGOGY AND PRACTICES IN HIGHER EDUCATION

Spring 2017-present: Ongoing Pedagogical Research at Rice University. Co-PI with Center for Teaching Excellence. I contribute 70% to this project.

Fall 2016-present: Psychology Major Assessment with Dr. Carissa Zimmerman. We are interested in how psychology majors at Rice feel about their identity as psychology majors, what research and extracurricular activities they engage in, and how much they know about funding opportunities. We are looking specifically at how we can improve the progression through the major, the quality of undergraduate research, and the cohesion among our majors. I contribute 50% to this project.

Fall 2017 to present: A Case Study of Graduate Student Professional Development in Computer Science (ProPresent) with Dr. Tracy Volz, Dr. Jennifer Wilson, and Dr. Kyung-Hee Bae. This study is evaluating how a new way of teaching presentation skills to graduate students in Computer Science affects students’ understanding and implementation of those skills. We are also learning how students feel about their identity as computer scientists. I contribute 20% to this project.

Summer 2018: Member of Inquiry Based Learning (IBL) Assessment Team with Dr. Elizabeth Eich and Dr. Caroline Quenemoen. Dr. Quenemoen hired me to conduct an assessment of the departments funded by Quality Enhancement Project (QEP) grants at Rice University. I designed a quasi-experiment with yoked non-QEP funded departments; summarized the data from the Survey of all Students and the Senior Exit Survey; and created a presentation for the IBL team to disseminate.

Fall 2018: NSF Grant Proposal for Encouraging Belonging in Vulnerable Groups to Encourage Academic Success with Dr. Josh Eyler and Dr. Robin Paige. The literature on belonging and academic success suggests that when students feel they belong in their majors, they are more likely to continue to pursue those majors. In an effort to bring these interventions to Rice, Dr. Eyler, Dr. Paige, and I did some preliminary work designing a study geared towards vulnerable groups in the STEM majors at Rice. This project is currently on hold due to Dr. Josh Eyler’s departure from Rice.

Fall 2019-Spring 2019: Relieving Stereotype Threat in Introductory Writing Classes with Dr. Ryan Brown, Dr. Elizabeth Cummings-Munoz, and Dr. Lennie Waite. We conducted an experiment with First Year Writing Intensive Seminar (FWIS: 100) students to test the effect of encouraging students to apply the growth mindset they have about other skills to their writing process. The goal was to determine if this intervention would lead to better writing (as measured by grades in FWIS 101). We found only marginally significant impact with very small effect sizes.

Spring 2017: Encouraging Student Activism with Innovative Teaching in Political Science Courses with Dr. Mikki Hebl, Dr. Margaret Beier, and Dr. Melissa Marschall. I worked with an interdisciplinary team of professors at Rice University to design a course that would teach students how to be politically active. This course was unique due to the active learning components and participation of a team of Rice professors acting as mentors to small groups of students. I assessed the effectiveness of this course, and the instructors of record (Dr. Melissa Marschall and Dr. Libby Vann) used these data to make changes to the course the following semester.

Fall 2016-Spring 2018: Student Metacognition Across Repeated Tests: A Longitudinal Assessment of Student Learning with Dr. Carissa Zimmerman. This study looked at the effect of growth vs. fixed mindsets on students' exam performance. Students completed a mindset assessment at the beginning and the end of the semester. They also completed questionnaires after each exam to assess their beliefs about their performance and study strategies. We hope to use these data to improve the way we teach material in our introductory psychology classes.

RESEARCH METHODS CONSULTING

Fall 2018-present: Scholarship of Teaching and Learning (SoTL) Advisor. Since the adoption of the umbrella Internal Review Board (IRB) protocol for the SoTL at Rice that Dr. Josh Eyler and I developed, faculty members who are interested in conducting pedagogical research often ask to meet with me. Several times a semester, I meet with faculty to discuss their research designs. Many of these faculty members are not familiar with experimental designs, and I provide them with ways to improve their measurement techniques and refine the way they collect data and control their variables.

Fall 2018-present: Imminent Death Donation (IDD) Public Perception Research Project with Dr. Nhu Thao Nguyen, Baylor College of Medicine. This project is part of a larger effort by Dr. Nguyen to improve the ways that surgeons can procure organs for donation. She and her team are in the process of assessing the public perception of a different type of donation (IDD) to ensure public support before institutional implementation. I was asked to join this research effort as an expert on research methods and questionnaire design. It will eventually be a part of a conference and grant submission. I contribute 10% to this work.

Fall 2017-Spring 2019: Biological Sciences for Inquiry Based Learning (IBL) Grant with Drs. Beth Beason-Abmayr, Jamie Cantonese, and Carissa Zimmerman. My research methods students used the qualitative student data collected by Dr. Beason-Abmayr and Dr. Cantonese to assess IBL to learn how to create coding schemas.

TEACHING INNOVATIONS AND CURRICULUM DEVELOPMENT

Fall 2018: Enhancing Undergraduate Research Participation with Research Methods Students. The Department of Psychological Sciences' Quality Enhancement Program (QEP) Grant aimed to increase undergraduate participation in research with faculty. To that end, I implemented a weekly unit for the Research Methods students that would expose them to faculty research. The QEP funded a graduate student (Amanda Woods) to coordinate activities around this innovation. Students read work published by a faculty member;

a member of the lab came to speak to the class; and Amanda led discussions with students about what they read. The goal was to make students more aware of the research our faculty do in the Department of Psychological Sciences while also giving students the opportunity to apply what they were learning in class to published work.

Fall 2018: Introducing Inquiry-Based Learning (IBL) Language in Syllabi. I developed language that I could use in my syllabi, based on the language the IBL uses in the Survey of All Students and the Student Exit Survey to refer to IBL generally and with specific references to assignments for my classes. The goal of this innovation is to (1) make students aware of what kinds of IBL they will experience in each class and (2) point out which types of assignments we do in class that exercise different facets of IBL. Eventually, I hope to share this language within my department and across Rice University as part of standard language that instructors use in their syllabi.

Fall 2018: PSYC 340 Emergent Coding on Archival Data from BioSciences. As part of my partnership with BIOS on their IBL grant, I used qualitative data from students about IBL to teach my Research Methods students about emergent coding. Prior to this change, students used survey data they collected as part of another project for the class. Students found this coding innovation interesting, but it was ultimately overly cumbersome for a unit in the psych 340 class.

Summer 2018: Assignment Scaffolding with Dr. Elizabeth Festa. I worked with Dr. Festa from the Center for Academic and Professional Communication to scaffold the assignments in my courses (PSYC 202: Introduction to Social Psychology and PSYC 340: Research Methods). We redesigned and reordered several assignments so that each assignment built upon the one before it. The goal was to utilize the framework provided by the Office of Inquiry Based Learning at Rice University to teach students to become more independent learners as they progress through the psychology major.

Spring 2018: “Art of Emotion” Curriculum Development for PSYC 353: Motivation and Emotion. I developed a new unit for my course, based on research indicating that students learn best through multiple complementary modalities, and in particular when utilizing art to express concepts that they have learned. This project was funded by a Brown Teaching Grant. As part of a larger, traditional scholarly project students painted canvases to capture the development, experience, or purpose of the emotion they chose to study. The goal of this unit was to bring about a coalescence of information and experience with course materials beyond what the typical social sciences classrooms provide.

Fall 2017: Teaching Interest Group (TIG) with Drs. Carissa Zimmerman, Özge Gürcanli, Chase Lesane-Brown, and Collette Nicolau. The non-tenure track instructors in the Department of Psychological Sciences established the TIG so that faculty and graduate students could meet monthly to discuss evidence based teaching practices. Guest speakers from across Rice University come to speak at TIG; we share experiences with one another; and work through how to handle a variety of classroom issues. We share strategies to encourage participation or to encourage better learning outcomes.

Fall 2017: Early Adopter of Canvas Learning Management System. I volunteered my courses for the preliminary launch of the Canvas system in preparation for the Rice University transition away from OwlSpace. I redesigned the way present materials to students due to the new tools available on Canvas. As one example, I started using a module system that gave students access to material in a sequential order and made looking at some materials a pre-requisite for accessing the next set of materials. As part of this transition, I attended trainings on Canvas to learn best practices for using the pedagogical tools available on the platform.

Spring 2017: Consortium for Research on Education and Teaching Excellence, “CREATE” with Dr. Beth Beason-Abmayr, Dr. Amelie Carlton, Dr. Elizabeth Eich, Dr. Josh Eyster, Dr. Kristi Kincaid, Dr. Lesa Tran,

Lydia Musher, Dr. Robin Paige, Dr. Yvette Pearson, and Dr. Carissa Zimmerman. The goal of this project was to establish a permanent institute dedicated to the scholarship of teaching and learning. We sought to consolidate the considerable teaching expertise at Rice University and bring national and international attention to our pedagogy. Our mission was to provide resources for faculty in all disciplines who wanted to be involved in scholarship on teaching and learning (SoTL); support collaboration among faculty with respect to SoTL; and promote the sharing of our findings through colloquia and via an online “warehouse” of information.

Fall 2016: Undergraduate Teaching Practicum with Dr. Carissa Zimmerman. We have developed course materials and Canvas modules for students to learn about pedagogy as we train them to be teaching assistants for courses in psychology.

GRANT ACTIVITY

Spring 2019-Fall 2019: Dean of Undergraduate Pilot Funding Program, (\$5,000) with Dr. Josh Eyler. The Dean’s office funded this project as part of an initiative to increase students’ sense of belonging. We proposed to create videos of students addressing issues surrounding belonging at Rice that would be shared with different sub-groups at Rice. We would then evaluate the effectiveness of such an intervention on grades, major retention, and other key outcomes. This project is currently on hold due to Dr. Eyler’s recent departure from Rice.

2018-2019: QEP Rice Experiential Inquiry and Research Fund Development and Enhancement Grant (\$30,000) with Drs. Carissa Zimmerman, Bryan Denny, Phil Kortum, Chase Lesane-Brown, and Fred Oswald. This grant funded implementation of programming to increase undergraduate participation in research in the Department of Psychological Sciences. We also focused on increasing the inquiry based learning in existing classes and created an Experiential Learning and Pedagogy Fund for faculty in our department.

Spring 2018: Rice Arts Initiative Fund (Unfunded). I proposed to create a new class with a substantial focus on creating art as part of a course on positive psychology in collaboration with artists on campus.

2017-2018: QEP Scaffolding Experiential Inquiry and Research into the Curriculum (\$10,000) with Drs. Carissa Zimmerman, Bryan Denny, Simon Fischer-Baum, Ozge Gurcanli, Phil Kortum, Chase Lesane-Brown, Randi Martin, and Fred Oswald. This project focused on examining the courses in the Department of Psychological Sciences and the progression through our major. We specifically focused on how we prepared students to engage in experiential learning and our Honors Program.

Spring 2017: Rice University Brown Teaching Grant (\$640) for “Art of Emotion: Learning About Emotion Through Painting”. This fund pays for the materials utilized for students to create art as part of a more traditional scholarly project on emotion as part of my Psyc 353: Motivation and Emotion course. This project is ongoing.

2017: Rice University LIFT Proposal “CREATE: Consortium for Research on Education and Teaching Excellence” (Unfunded) 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. Yvette Pearson, and Dr. Carissa Zimmerman.

TEACHING COMMUNITY INVOLVEMENT AND MENTORSHIP

Engagement with the Center for Teaching Excellence

Spring 2020

Participant, Center for Teaching Excellent Annual Symposium

Fall 2019

Participant, Faculty Pedagogy Institute: Creating Inclusive Classrooms

Fall 2019	Participant, Center for Teaching Excellence Faculty Owl Days
Spring 2019	Participant, Center for Teaching Excellence Reading Group
Fall 2019	What's New in Teaching and Learning?
January 2019	Participant, Rice University's 6th Annual Symposium on Teaching and Learning
January 2019	Participant, Center for Teaching Excellence: Are Lectures Effective? What Research Can and Cannot Tell Us
Fall 2018	Participant, Center for Teaching Excellence Reading Group
October 2017	Participant, Center for Teaching Excellence: Grades and Motivation
Fall 2017	Participant, Center for Teaching Excellence Faculty Owl Days
Spring 2017-present	Co-Chair Education Research Action Team with Dr. Josh Eyler. Josh and I selected a group of professors at Rice University who were actively engaged in pedagogical research to develop projects focused on the scholarship of teaching and learning.
November 2015	Participant, Center for Teaching Excellence Teaching Matters: Mentorship: Teaching Beyond the Classroom
October 2015	Participant, Center for Teaching Excellence Teaching Matters: The Pedagogical Value of Embracing Controversy in the Classroom
September 2015	Participant, Center for Teaching Excellence: What's New in Research on Teaching and Learning: Do Student Evaluations of Teaching Really Get an "F"? A Summary of the Research Literature
April 2015	Participant, Center for Teaching Excellence Teaching Matters: How Do We Know Our Students Are Learning?
January 2015	Participant, Rice University's 2nd Annual Symposium on Teaching and Learning
February 2014	Participant, Center for Teaching Excellence: Teaching, Learning, & Technology: Teaching Large Classes: How to Effectively Engage 40 or More Students
Spring 2017	Invited Member: Center for Teaching Excellence Teaching and Innovation Colloquy with Drs. Beth Beason-Abmayr, Daniel Domingues da Silva, Josh Eyler, Esther Fernandez, Brian Ogren, Betul Orcan-Ekmekci, Doug Schuler, Jane Tao, Gary Woods, Fay Yarbrough, and Lam Yu. I applied to be part of this interdisciplinary group that met monthly during the spring semester. We discussed readings and shared ideas on the best ways to implement evidenced based teaching innovations in our classroom.

Advisor for Student-Taught Courses

Fall 2019-Spring 2020	Will Rice College Advisor for Student-Taught Course - Creativity
Spring 2016	Faculty Mentor for Student-Taught Course – K-Pop
Spring 2015	Faculty Mentor for Student-Taught Course – Zombies
Spring 2014	Faculty Mentor for Student-Taught Course – Psychology of the <i>Hunger Games</i>
Spring 2013	Faculty Mentor for Student-Taught Course – Serial Killers

I served as a resource as the students developed their syllabi and classroom presentations. I helped students pick appropriate pieces of published research to assign to their students. I also spent time with them in the fall semesters discussing assignments and how to best structure classroom discussions.

CONFERENCE, LECTURE, AND WORKSHOP PARTICIPATION

Fall 2020 **Invited lecturer, Dr. Mikki Hebl's class, PSYC 660: Professional Issues**
Fall 2019 **Participant, Introduction to Digital Accessibility (Training)**
Fall 2019 **Invited lecturer, Dr. Mikki Hebl's class, PSYC 660: Professional Issues**
Spring 2019 **Participant, R (programming language) Workshop**
Spring 2019 **Participant, Rice University Club Orientation and Risk Management Training**
Fall 2018 **Invited Lecturer, Rice Undergraduate Scholars Program: "The Life of a Non-Tenure Track Faculty Member"**

Fall 2018 **Invited lecturer, CTE "What's New in Scholarship of Teaching and Learning"**
Spring 2018 **Invited lecturer, Scholarship of Teaching and Learning Symposium**
 "Planting the seed: "Growth from court to classroom." As co-PI with the CTE, I organized a symposium for researchers working under the umbrella IRB for scholarship of teaching and learning. I also presented my research at this event.

Spring 2018 **Faculty Advisor for Panel, Southwestern Psychological Association conference** with my student, Felix Wu. Felix and I moderated a panel to discuss how to fundraise for Psi Chi.

Spring 2018 **Participant, NSF Grant Writing Workshop**
Spring 2018 **Invited Presenter for Tedx Clear Springs High School, "When You Have NO IDEA What's Next: The Importance of Self-Reflection and FLOURISHING"**

Spring 2017 **Invited Presenter for Tedx Rice: "StOp and GrOw: An Idea for How to Encourage Personal Growth & Reflection With Rice Students"**

Spring 2017 **Volunteer, Southwestern Psychological Association Annual Conference.** As a member of the Psi Chi Advisory board for SWPA, I volunteered at the Psi Chi table and attended planning group sessions to discuss the best ways to support undergraduate research at our institutions.

Spring 2017 **Participant, Active Threat Response Training at Rice University**
Spring 2017 **Co-Facilitator, Center for Teaching Excellence Reading Group Co-Facilitator** with Dr. Josh Eyler. We selected readings on best teaching practices and met several times during the semester with faculty and graduate students to discuss ideas we could implement in our classrooms.

Fall 2016 **Guest Presenter, UNIV 110.** Coordinators for First Year Programs invited me to speak with students in all sections of UNIV 110. The course is aimed at helping new students in their transition to college. I met with students and talked to them about the importance of self-reflection as a life-long skill. I shared the "StOp and GrOw" program with them as part of their discussions about stress and stress management.

Spring 2016 **Volunteer, Southwestern Psychological Association (SWPA) Annual Conference.** As a member of the Psi Chi Advisory board for SWPA, I volunteered at the Psi Chi table and attended planning group sessions to discuss the best ways to support undergraduate research at our institutions.

Spring 2016 **Co-Facilitator, Center for Teaching Excellence Reading Group** with Elizabeth Barre. We selected a book and met weekly to develop meaningful discussion questions for the Rice faculty, staff, and graduate students who attended the meetings. The book, "Excellent Sheep: The Miseducation of the American Elite" by William Deresiewicz, is a critique of the way that the best and brightest students are selected and educated at the top universities and colleges. During the meetings we introduced the chapters and facilitated large group discussions on how Rice can improve the educational experience for our students. Groups participated in a modified "round robin" writing exercise, "jig saw" groups, and developed an Action Plan at the final meeting. We brainstormed plans for specific ways that this learning could be implemented back in participants' home departments/offices.

Spring 2014 **Guest Presenter, Presbyterian School in Houston.** The Head of School at

Presbyterian School, Dr. Mark Carleton, asked me to speak to the 8th grade students as part of their year-long “Essential Question: Who Am I?” series. I spent an afternoon at the school talking to small groups of 8th graders about how we develop a sense of self and how other people are essential to the development of our identities. I conducted a demonstration in which they had an experience of being either accepted by or ostracized by others, followed by a discussion of how they could improve their relationships with their peers.

SERVICE TO THE DEPARTMENT OF PSYCHOLOGICAL SCIENCES

2016-2021 **Advisor to Psi Chi, International Honor Society for Psychology Majors**

2012-present **Psychology Major Advisor.** In this role I meet with students who wish to declare psychology as a major and also with students who want to discuss their progress towards completing the major. We discuss their plans for graduate school and/or their job opportunities after they graduate from Rice. Because of my close interaction with students as a departmental advisor, I write 20+ letters of recommendation per year for former and current students.

Spring 2012-present **Undergraduate Committee for Department of Psychological Sciences.** The committee meets regularly to discuss enrollment issues, curriculum issues, and to respond to requests for information about our majors. Over the last couple of semesters, I was involved with our effort to design a new Psych 101 course. We looked at the possibilities for designing and administering a hybrid online self-paced class. I helped to develop the new major requirements that we instituted in 2015. Each fall I represent our department at the Academic Fair during O-week, and I conduct the course audits for all of the students who graduate with a major in Psychology. I review honors thesis proposals in the fall and evaluate them upon their completion in the spring. We have recently been charged with planning the course offerings and the schedule for the classes that the faculty will offer in the next academic year, and I assisted in reviewing the schedule to ensure that it met the needs of our students. I developed a FAQ page for majors that appears on our website. I also participate in the review and selection of students for departmental awards at graduation.

Fall 2015 **Undergraduate Research Liaison to Texas Medical Center.** I served as the faculty liaison for the Department of Psychological Sciences for undergraduate students who worked on psychology related research in the Texas Medical Center. I met with students at the beginning of the semester to discuss the contract for off-campus research. I was also responsible for reviewing their final papers and entering grades based on my evaluation and that of their advisors in their labs.

SERVICE TO THE SCHOOL OF SOCIAL SCIENCES

Spring 2019 **Judge for the Rice Undergraduate Research Symposium**

Spring 2018 **Judge for the Rice Undergraduate Research Symposium**

Spring 2017 **Judge for the Rice Undergraduate Research Symposium**

Spring 2015 **Judge for the Rice Undergraduate Research Symposium**

Spring 2016 **Invited Lecture for Admissions/Prospective Students during Owl Days.** In an effort to encourage students to apply to Rice, the Dean created a special event where several members of the social sciences faculty present mini-lectures to prospective students and their parents. I was invited to present on a topic in social psychology. The name of my

presentation was “Are You Dying or Falling in Love? How Social Psychology Can Explain Your Confusion.”

Spring 2016 **Judge for the Rice Undergraduate Research Symposium**
Fall 2015-present **Divisional Advisor, School of Social Sciences, Will Rice College**
Spring 2014 **Judge for the Rice Undergraduate Research Symposium**
Spring 2013 **Judge for the Rice Undergraduate Research Symposium**
2013-2014 **Dean Special Committee: MOOCs in the social sciences.** Dean Ragsdale invited me to be a member of a special committee to look at the merits of developing MOOCs in the social sciences. As part of this work, I did extensive research on MOOCs and reported to the committee. We met several times to discuss the possibility of developing a MOOC and eventually did develop a plan to create a combined Psych 101/Soci 101 course. Ultimately, we decided not to pursue this endeavor.

SERVICE TO THE RICE COMMUNITY

Fall 2021 **University Committee on Teaching**
Fall 2021 **Faculty Advisory Board to the Doerr Institute for New Leaders**
Spring 2021-present **Member of the General Education Working Group (Faculty Senate)**
Fall 2021 **Panelist for CTE 8th Annual Teaching and Learning Symposium; “Building Connection With Students**
Spring 2021 **“Celebrity” Pancake Flipper for Pancakes for Parkinson’s Fundraiser**
Spring 2020 **Invited Speaker, Office of Undergraduate Research Inquiry Ethics Workshop**
Fall 2019-present **Member, Advising Committee, Office of Academic Advising, Health Professions**
Fall 2019 **Panelist for Admissions Office on Residential college system**
Fall 2019 **Faculty Sponsor, Bed Side Narratives**
Fall 2019 **Panelist, Divisional Advising Panel for Office of Academic Advising**
Spring 2019 **Invited Speaker, “Discrimination in the Work Place,” Panel at Will Rice College**
Spring 2018-present **Faculty Sponsor, Rice EduCare Club**
Spring 2018-present **Faculty Sponsor, Psychology at Rice Club**
Spring 2018-present **Alternative Spring Break Faculty Advisor, “The Impact of Policy and Social Determinants of Children's Health”**
Spring 2018 **“Celebrity” Judge for Mr. Rice Fundraiser**
Spring 2018 **“Celebrity” Pancake Flipper for Pancakes for Parkinson’s Fundraiser**
Fall 2017-present **Representative of Rice, Houston Chapter of the Albert Schweitzer Foundation and Fellows Program.** Many students from Rice University have participated in the Junior Fellows program, and I have supported their research by acting as an informal advisor to their projects. I attend the bi-annual research presentations and offer feedback on their projects.
Spring 2017 **Invited speaker, Rice University Women’s Luncheon: “Who Are You and How Do You Know?”**
Spring 2017-present **Reviewer, Rich Endowment Undergraduate Research Grants**
Spring 2017 **Co-Developer of Umbrella IRB for Research on Teaching and Learning.** Josh Eyler and I worked closely with the Rice Research Compliance Team to develop an umbrella IRB protocol for the scholarship of teaching and learning at Rice University. During the development phase, I was integral to developing the agreed upon language. Now, I review all the submissions and manage the umbrella IRB modifications. I work closely with instructors across campus to develop their research designs and walk the through the IRB application process. To date, faculty at Rice have submitted 22 different projects under this IRB. This umbrella protocol has received national attention (see the Chronical of Higher Education link in “Media Mentions”), and I frequently have emails and phone

calls from professors at campuses all over the United States.

Spring 2017

Invited Lecturer, Owl Days for Prospective Students

Fall 2016-present

Founder and Coordinator of “StOp and GrOw.” I run a monthly study break at Will Rice College. The program is designed to teach students how to self-reflect and enhance their academic decision-making. The tools I teach students are evidence based and meant to increase students’ sense of well-being. I have done programming like this at several other colleges over the years.

Spring 2016

Judge, Social Sciences Undergraduate Research Grant Applications

Spring 2016

Host of “Lunch with a Professor.” I hosted a lunch as part of a fundraiser for Samuel Waters, a Rice senior who passed away in the spring of 2016. Students donated money to the fund and in return got to have lunch with me in the Will Rice Private Dining Room.

Spring 2016

Guest Presenter, UNIV 110. First Year Programs invited me to speak with students in a section of UNIV 110. The course is aimed at helping new students in their transition to college. I met with students and talked to them about topics such as how to build relationships with their professors, how best to ask for help, how to approach office hours, and how to make the most of their classroom time.

Spring 2016

Judge, Study Abroad Photo Contest. Students in the Study Abroad Office asked me to review and vote for the best student submitted photos from study abroad experiences. The winning pieces were unveiled at a reception that I attended at the Rice Coffeehouse. The photos are now on display at the Study Abroad Office.

Spring 2015

Graduation Marshal

Spring 2015

Judge, Beer Bike Floats with Y. Ping Sun. I had the privilege of touring the floats created by each of the residential colleges prior to their unveiling at the Beer Bike Parade. We were responsible for evaluating each float and student skit and selecting a winner that was announced at the parade.

Fall 2014

Facilitator, O-week Reading Groups. As part of the O-week activities, first year students read Quiet by Susan Cain prior to arriving for orientation week. I read the book and worked with student facilitators to develop a presentation and group discussion with the first year students in one group. I was a participant in the discussion and also worked as a mentor with the student facilitators who were primarily in charge of the discussion.

Fall 2014

Faculty Participant, Rice Education of the Future Student Association Task Force. This task force interviewed faculty and students at Rice University and assessed ways to improve students’ academic experiences.

Fall 2014-present

Learning Partner, Alternative Spring Break (ASB). I have given multiple presentations and led discussions for ASB groups preparing for trips to work with underserved populations. I present material about the ways that social identity theory could help explain the resistance to receiving help that they might encounter with these populations. I discuss specific strategies that students can use to increase their effectiveness and also teach them about how privilege is often invisible to us until it is made visible by contrasting with others. The goal of a learning partner is to educate and also to serve as a mentor during the ASB preparation phase and upon ASB participants’ return to campus.

Spring 2014-2018

Associate, Will Rice College. I was an O-week associate for three years and hosted dinners at my house and attended lunches during O-week and throughout the year. I ate lunches with students once a week at Will Rice. Each semester Will Rice has a late night “study break” during midterms and finals and associates provide food, support stressed students, and offer assistance to any students who need it. I did academic advising during an events hosted by peer academic advisors each semester. I delivered goody bags to students, and I sent emails throughout the year reminding students to speak to their advisors. I also invited students to attend cultural events on campus with me. I sent

emails before major social events to remind them to keep safety in mind. My goal was to make sure that they felt they had a network of caring adults to whom they could turn during stressful times.

Fall 2013

Facilitator, O-week Reading Group. As part of the O-week activities, first year students read Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do, by Claude Steele prior to arriving for orientation week. I read the book and worked with student facilitators to develop a presentation and group discussion with the first year students in one group. I was both a participant in the discussion and worked as a mentor with the student facilitators who were primarily in charge of the discussion.

PROFESSIONAL ACTIVITIES AND COMMUNITY SERVICE

2020-present

Advisory Board for “EPOG”

Advise on research-based interventions and data collection efforts for a new non-profit called “Enjoyable Pain of Growth” (“EPOG”) that provides coaching/leadership training for young people in underserved communities.

2018-present

Deputy Voter Registrar for Harris County

2016-present

Psi Chi Abstract Reviewer, Southwestern Psychological Association (SWPA). Each year I review students’ submissions to SWPA and determine which students have earned travel grant money to attend the conference.

2018

Coordinated site visit with Dr. Andrea Link and her colleagues from Patient Care Intervention Center. I met with this group of health care professionals to discuss best teaching practices. They observed my class, I prepared materials for them on evidenced based teaching methods, and met with them to discuss how to improve their instruction techniques.

2018

Invited speaker, faculty at South Texas College of Law on pedagogy in law schools: “Evidence based pedagogies in law school classrooms: Making the case for change”

2016-present

Psi Chi Advisory Board Member for the Southwestern Psychological Association (SWPA). I help to plan the Psi Chi events at the annual SWPA conference.

2016-present

Mentor, Carnegie Vanguard High School Research Project, Emily Leal

2016-present

Mentor, Carnegie Vanguard High School Research Project, Ethan Smith

2016

Judge, Texas Performance Standards Project, Carnegie Vanguard High School High school students presented their end of year projects for an independent research methods class, and I served as a judge. The projects varied greatly but each is supposed to address a specific problem or issue that students have researched. I was tasked with assessing how well they conducted the research and how well their solution to the problem was designed.

2015

Judge, Texas Performance Standards Project, Carnegie Vanguard High School High school students presented their end of year projects for an independent research methods class, and I served as a judge. The projects vary greatly but each is supposed to address a specific problem or issue that students have researched. I was tasked with assessing how well they conducted the research and how well their solution to the problem was designed.

In addition to the activities mentioned above, I often serve as a resource for local high school students who are working on psychology projects. In the past I have worked with students to find relevant research, to refine their research questions, and to develop experiments. I welcome these requests and lend my time and whatever expertise that I can.

PUBLICATIONS:

- Abele, S., Stasser, G., & Vaughan-Parsons, S. I., "Information Sharing, Cognitive Centrality, And Influence Among Business Executives During Collective Choice" (June 9, 2005). ERIM Report Series Reference No. ERS-2005-037-ORG. Available at SSRN: <http://ssrn.com/abstract=800211>, This was based on my dissertation. I contributed 30% to this published version of this project.
- Bae, K., Voelz, T., Wilson, J., & Parsons, S. (2020). Addressing NNES graduate students' oral communication needs through a discipline-based approach. In M. Siczek (Ed.), Pedagogical Innovations in Oral Academic Communication. Manuscript in preparation.
- Brown, R., Varghese, L., Sullivan, S., & Parsons, S. (2021). The impact of professional coaching on emerging leaders. *International Journal of Evidence Based Coaching and Mentoring*, 19(2).
- Stasser, G. and Vaughan, S. I. (1996). Models of Participation During Face-To-Face Unstructured Discussion. In E. Witte, & J. H. Davis (Eds.), Understanding Group Behavior (pp. 165-102). Mahwah, NJ: Lawrence Erlbaum Associates. I contributed 40% to this project.
- Stasser, G., Vaughan, S. I., & Stewart, D. D. (2000). Pooling Unshared Information: The Benefits of Knowing How Access to Information Is Distributed Among Members. Organizational Behavior and Human Decision Processes, 82, 102-116. I contributed 25% to this project.
- Washburn, L., Galván, N. T. N., Moolchandani, P., Price, M. B., Rath, S., Ackah, R., Myers, K., Woord, R., Parsons, S., Brown, R. Ranova, E., & Goss, J. A. (2021). Survey of public attitudes towards imminent death donation in the United States. *American Journal of Transplantation*, 21(1), 114-122.
- Wittenbaum, G. M., Vaughan, S. I., & Stasser, G. (1998). Coordination in Task-Performing Groups. In S. Tinsdale, (Ed.), Theory and Research on Small Groups (pp. 177-202). New York: Plenum Press. I contributed 25% to this project.

CONFERENCE PRESENTATIONS:

- Banerjee, O., Lee, E., Najman, J., Srinivasan, N. & Parsons, S. (August, 2020). *The social perception and likability of vapers among college students*. Poster presented at American Psychological Association, Washington, D. C.
- Varghese, L., Sullivan, S., Parsons, S., & Brown, R. (2019). The impact of executive coaching on leader identity and well-being among university students. Submitted to SIOP. I contributed 20% to this work.
- Vaughan, S. I. & Stasser, G. L. (1999, June). Information Sharing in Teams Of Executives. Paper presented at The Third Biennial Meeting of The Society For Applied Research In Memory And Cognition, Boulder, CO. I contributed 90% to this project.
- Vaughan, S. I., & Dietz-Uhler, B. (1996, May). Ingroup and Outgroup Threats to Identity: Affective and Defensive Reactions. Paper presented at The Midwestern Psychological Association Meetings, Chicago, IL. I contributed 90% to this project.

Vaughan, S. I., & Dietz-Uhler, B. (1996, May). The Effects of Group Identity on Reactions to Ingroup and Outgroup Threats. Poster presented at The Midwestern Psychological Association, Chicago, IL. I contributed 90% to this project.

Vaughan, S. I., & Stasser, G. (1996, May). Imported and Emergent Self-knowledge as a Guide for Tacit Coordination. Paper presented at The Midwestern Psychological Association Meetings, Chicago, IL. I contributed 90% to this project.

MEDIA MENTIONS:

Supiano, B. (2018, October). Rice eliminates the red tape to encourage research on teaching. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Rice-Eliminates-the-Red-Tape/244825>

McCaig, A. (2018, May). Painting emotions. Retrieved from <https://news.rice.edu/2018/05/14/painting-emotions/>

PROFESSIONAL AFFILIATIONS

Society for Industrial and Organizational Psychology
Southwestern Psychological Association

REFERENCES

Available upon request