

# Sarah Grison

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## Education

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- 2002 Ph.D., Cognitive Neuroscience. University of Wales, Bangor, UK.  
1993 B.A., Psychology and Spanish. Carnegie Mellon University, Pittsburgh, PA.

## Academic Appointments

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### *Parkland College*

- 2013–present Associate Professor, Psychology  
2016–19 Coordinator for Faculty Engagement, Center for Teaching Excellence in Teaching and Learning

### *University of Illinois at Urbana-Champaign*

- 2011–13 Adjunct Assistant Professor, Educational Psychology  
2009–11 Lecturer & Director of Introductory Psychology  
2006–09 Lecturer & Associate Director of Introductory Psychology  
2002–06 Post-Doctoral Research Fellow, Beckman Institute

## Awards & Recognition

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- Expected 2021 *Master Online Teacher Certification*, Illinois Online Network, University of Illinois.  
2020 *Faculty Academy Award*, CETL, Parkland College.  
*Instructional Technologies Skills Development Certification II*, CETL, Parkland College.  
2018 Nominated for *State of Illinois Outstanding Faculty Award*, Illinois Community College Trustees Association.  
2015 *Assessment Certification*, Center for Excellence in Teaching and Learning (CETL), Parkland College.  
2014 *Instructional Technologies Skills Development Certification*, CETL, Parkland College.  
*Instructional Strategies, Design, and Pedagogy Certification*, CETL, Parkland College.  
2011–12 *List of Excellent Teachers* (2 times), Child Development, University of Illinois.  
2010 *Award for Teaching & Public Understanding of Psychology*, Association for Psychological Science.  
*Provost's Initiative for Teaching Advancement*, Office of the Provost, University of Illinois.  
2008–10 *List of Excellent Teachers* (4 times), Methods of Teaching Psychology, University of Illinois.  
2006–10 *List of Excellent Teachers* (9 times), Introductory Psychology, University of Illinois.  
2009 *Teacher Scholar Certificate*, Center for Teaching Excellence (CTE), University of Illinois, 2009.  
*Center for Teaching Excellence Travel Award*, CTE, University of Illinois.  
*Teaching Advancement Travel Award*, Office of the Provost, University of Illinois.  
*Using cognitive science to improve learning in introductory psychology students*, Teaching Advancement Award, Office of the Provost, University of Illinois.  
1998 *Event-related brain potential evidence for representational locus of inhibition in negative priming*, American Psychological Association David Pilon Award, 1998.  
1997 *University Teaching Fellow*, Department of Psychology, University of Utah.  
1996 *Using event-related brain potentials to investigate inhibitory processes*, Research Commendation, Department of Psychology, University of Utah.

## Professional Interests

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Using evidence-based approaches to teaching and learning to improve students' educational experiences, by:

- Developing classroom research that explores the effectiveness of activities designed to maximize student learning, change attitudes, and support development of success skills;
- Creating pedagogical tools that augment students' skills for success in academic, personal, and professional domains, which can be embedded into introductory-level college courses;
- Utilizing best practices in the instructional design of face-to-face, online, and hybrid courses to support diverse students in learning course concepts and developing success skills;
- Training teachers in goal-directed teaching skills, use of empirically-supported pedagogies, and embedding of assessment tools in face-to-face, hybrid, and online courses; and
- Using behavioral and psychophysiological laboratory research to investigate students' attention, memory, and reading processes.

## Teaching Expertise

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### Undergraduate

Introductory Psychology, 14 years  
Adolescent Development, 8 years  
Child Development, 6 years  
First Year Experience (Student Success), 4 years  
Human Sexuality, 3 years  
Cognitive Psychology, 3 years  
Research Methods, 2 years  
Foundations in Scientific Writing, 1 year  
Comparative Cognition, 1 year  
Sensation and Perception, 1 year

### Graduate and Faculty

Faculty Orientation Course, 3 years  
Methods of Teaching Psychology, 3 years  
Teaching Adolescent Development, 2 years  
Training First Year Experience Teachers, 2 years  
Mind, Brain, & Education Science, 2 years  
Instructional Design Practicum I, 2 years  
Instructional Design Practicum II, 2 years  
Instructional Design Practicum III, 2 years

## Grants & Fellowships

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- 2017 Scarborough, I. *Globalizing the curriculum in social and behavioral sciences courses*. Named Coordinator, Title VI Funding through University of Illinois, Center for Global Studies. (\$30,000).
- 2013 Stine-Morrow, E. A. & Federmeier, K. *A process view of reading among adult literacy learners*. **Named Investigator**, Institute of Education Sciences. (\$1,600,000).
- 2002–06 **Grison, S.** *Psychophysiological Investigations of Episodic Retrieval of Inhibitory States in Long-Term Behavior*. Principal Investigator, Beckman Institute, University of Illinois. (\$220,000).
- 1999–2002 **Grison, S.** *Inhibition Affects Long-Term Memory*. Principal Investigator, Booklands Research Studentship, University of Wales. (£36,000).
- 1999–2002 **Grison, S.** *Inhibition Affects Long-Term Memory*. Principal Investigator, Overseas Research Student Fellowship, University of Wales. (£22,000).

## Publications

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### Educational Publications

- Grison, S.** (2021). From Yum to Yuck: Diverse Influences on the Motivation to Eat (or Not). In Wong, M.S., Weiner, L., Cerniak, J., & Yee, L.T.S. (Eds.), *Incorporating diversity in classroom settings: Real and engaging examples for various psychology courses*. (Vol 2: Intersectionality) (pp. 114-124). Retrieved from the Society for the Teaching of Psychology website: <http://teachpsych.org/ebooks/diverse2>
- Grison, S.,** & Gazzaniga, M. (2019). *Psychology in your life* (3rd High School ed.). New York, NY: W. W. Norton & Company.
- Grison, S.,** Carlson, C., Henricks., G. M., Jamison, R. S., Smallman, R. & White, B. M. (2019). *High-impact practices: A teaching guide for psychology*. New York, NY: W. W. Norton & Company.
- Grison, S.,** (2019). Designing a course to achieve teaching and learning goals. In Carlson, C., Henricks., G. M., Jamison, R. S., Smallman, R. & White, B. M. (Eds.). *High-impact practices: A teaching guide for psychology*. New York, NY: W. W. Norton & Company.
- Grison, S.,** & Gazzaniga, M. (2018). *Psychology in your life* (3rd ed.). New York, NY: W. W. Norton & Company.
- Grison, S.,** Heatherton, T., & Gazzaniga, M. (2017). *Psychology in your life* (2nd ed.). New York, NY: W. W. Norton & Company.
- Henricks, G. M. & **Grison, S.** (2016). *Interactive instructor's guide for Psychology in your life* (2nd ed.). New York, NY: W. W. Norton & Company.
- Grison, S.,** Heatherton, T., & Gazzaniga, M. (2015). *Psychology in your life* (1st ed.). New York, NY: W. W. Norton & Company.
- Carlson, C., Henricks-Lepp, G. M., & **Grison, S.** (2014). *Student videos and teacher videos for Psychology in your life* (1st ed.). New York, NY: W. W. Norton & Company.
- Henricks-Lepp, G. M., Carlson, C., & **Grison, S.** (2014). *Interactive instructor's guide for Psychology in your life* (1st ed.). New York, NY: W. W. Norton & Company.
- Grison, S.,** Carlson, C., & Henricks, G. M. (2013). *SmartWork online homework and assessment tool for Psychological science* (4th ed.). New York, NY: W. W. Norton & Company.
- Grison, S.** (1998). *Introduction to cognitive psychology: An online course*. Salt Lake City, UT: University of Utah, Department of Continuing Education Press.
- Grison, S.** (1998). *Introduction to research methods in psychology: An online course*. Salt Lake City, UT: University of Utah, Department of Continuing Education Press.

### Research Publications

- Payne, B. R, **Grison, S.,** Gao, X., Christianson, K., Morrow, D. G., & Stine-Morrow, E. A. (2014.) Aging and individual differences in binding during sentence understanding: Evidence from temporary and global syntactic attachment ambiguities. *Cognition*, 130, 157-173.
- Grison, S.,** Kessler, K., Paul, M. A., Jordan, H., & Tipper, S. P. (2005). Object- and location-based inhibition in goal-directed action: Inhibition of return reveals behavioural and anatomical dissociations and interactions with memory processes. In G. Humphreys & J. Riddoch (Eds.), *Attention in action* (pp. 171-207). United Kingdom: Psychology Press.
- Grison, S.,** Paul, M. A., Kessler, K., & Tipper, S. P. (2005). Inhibition of object identity in IOR: Implications for encoding and retrieving inhibition. *Psychonomic Bulletin & Review*, 12, 553-558.
- Grison, S.,** Tipper, S. P., & Hewitt, O. (2005). Long-term negative priming: Support for retrieval of prior attentional processes. *Quarterly Journal of Experimental Psychology: A*, 58, 1199-1224.
- Tipper, S. P., **Grison, S.,** & Kessler, K. (2003). Long-term inhibition of return of attention. *Psychological Science*, 14, 19-25.
- Grison, S.,** & Strayer, D. L. (2001). Negative priming and perceptual fluency: More than what meets the eye. *Perception and Psychophysics*, 63, 1063-1071.

Strayer, D. L. & **Grison, S.** (1999). Negative priming is contingent on repetition. *Journal of Experimental Psychology: Human Perception and Performance*, 25, 24–38.

### **Works in Progress**

**Grison, S.**, & Carlson, C. (2023). *Psychology: Your guide to success* (1st ed.). New York, NY: W. W. Norton & Company.

**Grison, S.**, & Gazzaniga, M. (2022). *Psychology in your life* (4th High School ed.). New York, NY: W. W. Norton & Company.

**Grison, S.**, Carlson, C., Henricks., G. M., Jamison, R. S., Smallman, R. & White, B. M. (2022). *High-impact practices: A teaching guide for psychology* (2nd ed.). New York, NY: W. W. Norton & Company.

**Grison, S.**, & Gazzaniga, M. (2021). *Psychology in your life* (4th ed.). New York, NY: W. W. Norton & Company.

### **Presentations**

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#### **Teaching, Learning, & Assessment Presentations**

Beatty, C., **Grison, S.**, & Sonnichsen, L. (2020, August). *Creating community and engaging students*. CETL, Parkland College, Champaign, IL.

**Grison, S.** (2020, August). *Getting engagement in our online classes in the COVID-19 era*. CETL, Parkland College, Champaign, IL.

**Grison, S.** (2019, September). *One size does not fit all: Supporting our students' diverse needs with high-impact teaching practices*. CETL, Parkland College, Champaign, IL.

**Grison, S.** (2019, October). *High impact practices: Solutions for your challenges supporting diverse student needs in introductory psychology*. Presentation at Florida International University, Miami, FL.

**Grison, S.** (2019, August). *One size does not fit all: Supporting diverse needs with high-impact teaching practices*. Keynote speech for Professional Development Day at McHenry County College, Crystal Lake, IL.

**Grison, S.** (2019, June). *Supporting the diverse needs of students by developing success skills in introductory psychology*. Presentation at the Annual Meeting of the PsychologyOne Conference, Durham, NC.

**Grison, S.** (2019, February). *One size does not fit all: Supporting diverse student needs with high-impact teaching practices*. Presentation at the Annual Meeting of the Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.

**Grison, S.** (2019, February). *Your teaching toolbox: Putting high-impact practices to work for you and your students*. Workshop for Professional Development Day at Lone Star College, Houston, TX.

**Grison, S.** (2019, February). *One size does not fit all: Supporting diverse needs with high-impact teaching practices*. Keynote speech for Professional Development Day at Lone Star College, Houston, TX.

**Grison, S.** (2019, February). *Mind hacks: Using psychology to enhance your abilities and succeed in college*. Presentation at Blinn College, Brenham, TX.

Lyne, L., **Grison, S.**, Elder, N. (2018, August). *Best practices for teaching teenagers and young adults*. CETL, Parkland College, Champaign, IL.

Schwabauer, C., & **Grison, S.** (2018, August). *Re-Energizing FYE 101-version 2.0*. CETL, Parkland College, Champaign, IL.

Beatty, C., & **Grison, S.** (2018, August). *New(er) faculty orientation workshop*. CETL, Parkland College, Champaign, IL.

Schwabauer, C., Larenas, C., & **Grison, S.** (May, 2018). *One More Student: Tools We Can Use to Support Students' Academic and Non-Academic Needs*. CETL, Parkland College, Champaign, IL.

**Grison, S.** (2018, March). *Teaching Toolbox: Using CATs to Enhance Student Experiences and Teaching Skills*. CETL, Parkland College, Champaign, IL.

**Grison, S.** (2018, February). *Teaching Toolbox: Using Plickers to Increase Engagement and Learning*. CETL, Parkland College, Champaign, IL.

- Grison, S.** (2018, January). *How to have your cake and eat it too: Embedding experimental research within your courses to improve student learning and performance*. Presentation at the Annual Meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Grison, S.,** & Beatty, C. (2017, September). *“The great teacher within each of us” faculty retreat*. Allerton Park and Retreat Center, Monticello, Illinois.
- Seim, M., VerStrat, P., Weishar, J., & **Grison, S.** (2017, August). *Educating our students in the 21st century*. CETL, Parkland College, Champaign, IL.
- Jones, M., & **Grison, S.** (2017, August). *Growth mindset as an approach to improving our lives and our students’ lives*. CETL, Parkland College, Champaign, IL.
- Larenas, C., & **Grison, S.** (2017, August). *Rebooting FYE 101-version 2.0: Workshop for teachers of first year experience*. CETL, Parkland College, Champaign, IL.
- Beatty, C., & **Grison, S.** (2017, August). *New faculty orientation workshop*. CETL, Parkland College, Champaign, IL.
- Scarborough, I., & **Grison, S.** (2017, July). *Internationalizing the curriculum*. International studies collaborative workshop, University of Illinois, Urbana, IL.
- Grison, S.** (2017, June). *Using introductory psychology to improve college success*. W. W. Norton & Company, New York, NY.
- Grison, S.,** & Scarborough, I. (2017, May). *Global studies initiative: Workshop II*. CETL, Parkland College, Champaign, IL.
- Larenas, C., Ryan, D., & **Grison, S.** (2017, May). *One more student session 4: How do we get students to come back?* CETL, Parkland College, Champaign, IL.
- Grison, S.,** & Scarborough, I. (2017, April). *Global studies initiative: Workshop I*. CETL, Parkland College, Champaign, IL.
- Larenas, C., Ryan, D., & **Grison, S.** (2017, April). *One more student session 3: Is there such a thing as an exciting lecture?* CETL, Parkland College, Champaign, IL.
- Larenas, C., Ryan, D., & **Grison, S.** (2017, April). *One more student session 2: Is there such a thing as intrusive teaching?* CETL, Parkland College, Champaign, IL.
- Larenas, C., Ryan, D., & **Grison, S.** (2017, April). *One more student session 1: What tools can help teachers be successful in keeping students?* CETL, Parkland College, Champaign, IL.
- Jones, M., & **Grison, S.** (2017, March). *Growth mindset: What is it? And why does it matter so much?* CETL, Parkland College, Champaign, IL.
- Grison, S.** (2017, January). *Brain-based learning (v 1.0): Myths, realities, and opportunities for our teaching practice*. CETL, Parkland College, Champaign, IL.
- Grison, S.** (2016, February). *“But I already know all about sex!” Distinguishing beliefs from empirical facts when teaching sex, gender, and sexuality*. Presentation at the Annual Convention of the Texas Community College Teachers Association, San Antonio, TX.
- Grison, S.** (2016, January). *Psychology in your life: A view from the inside*. Presentation at the Annual Meeting of W. W. Norton & Company, St. Pete Beach, FL.
- Grison, S.** (2015, February). *Evidence-based teaching and learning: Putting the results of psychological research to work in our classrooms*. Presentation at the Annual Meeting of the Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.
- Grison, S.** (2015, February). *What really works in teaching and learning? Putting the results of psychological research to work in our classrooms*. CETL, Parkland College, Champaign, IL.
- Grison, S.** (2014, April). *Evidence-based teaching and learning: From theory to practice*. Presentation at the Annual Meeting of the Lewis M. Terman Western Regional Teaching Conference, Portland, OR.
- Grison, S.** (2014, February). *An engaging activity on the nervous system to avoid students saying: “Argh! Why do I have to learn about biology in psychology?”*. Presentation at the Annual Meeting of the Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.

### **Teaching, Learning, & Assessment Presentations (continued)**

- Grison, S.** (2014, February). *Evidence-based teaching and learning: From theory to practice*. Presentation at the Annual Convention of the Texas Community College Teachers Association, San Antonio, TX.
- Grison, S.** (2014, January). *Evidence-based teaching and learning: From theory to practice*. Presentation at the Annual Meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Grison, S.** (2013, August). *Psychology in your life: Innovation in solving the challenges of today's students and teachers*. Presentation at the Annual Meeting of W. W. Norton & Company, Boston, MA.
- Grison, S.** (March, 2010). *Program for excellence in the teaching of psychology: Evidence-based teaching and learning*. CTE, University of Illinois, Champaign, IL.
- Grison, S., & Bartsch, R.** (2009, January). *Best practices in using student response systems*. Presentation at the Annual Meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Grison, S.** (2007, April). *Facilitating learning in an entertainment culture*. Presentation at the College Teaching Effectiveness Network, University of Illinois, Champaign, IL.
- Grison, S.** (2007, February). *Facilitating student engagement*. Presentation at the McGraw-Hill Symposium on introductory psychology, Ponte Vedra Beach, FL.

### **Research Presentations**

- Henricks-Lepp, G. M., Carlson, C., & **Grison, S.** (2014, April). *Investigating postsecondary student performance on homework questions targeting different levels of cognitive difficulty*. Poster presented at the Annual Meeting of American Educational Research Association, Philadelphia, PA.
- Henricks-Lepp, G. M., Carlson, C., Perry, M., & **Grison, S.** (2014, January). *Beyond "remembering": How well do students learn new concepts?* Poster presented at the Annual Meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Carlson, C., Henricks-Lepp, G. M., & **Grison, S.** (2013, May). *Beyond "remember" and understand: Can online homework tools augment students' higher order thinking skills?* Poster Presented at the Annual Meeting of the Association for Psychological Science, Washington, D.C.
- Grison, S., Seiler, S., & Carlson, C.** (2012, February). *Walking the walk: Using evidence-based teaching and learning to improve teaching*. Poster presented at the Annual Faculty Retreat, University of Illinois, Champaign, IL.
- Grison, S., Luke, S. G., Shigeto, A., & Watson, P.** (2011, November). *Low-stakes repeated testing can improve student learning*. Poster presented at the Psychonomic Society, Seattle, WA.
- Grison, S., Luke, S. G., Shigeto, A., & Watson, P.** (2011, May). *When practice makes perfect: Using classroom investigations to improve learning*. Poster presented at the Association for Psychological Science, Washington DC.
- Grison, S.** (2010, November). *Using cognitive science to improve student learning: Empirical investigations of the testing effect*. Presentation for Cognitive Science of Teaching and Learning, University of Illinois, Champaign, IL.
- Luke, S., **Grison, S., Shigeto, A., & Watson, P.** (2010, February). *Because you can't teach it all and they won't read it all: Student response systems do improve learning*. Poster presented at the Annual Faculty Retreat, University of Illinois, Champaign, IL.
- Shigeto, A., **Grison, S., Luke, S., & Watson, P.** (2010, February). *Some students are left behind: Despite positive attitudes, learning is modulated by prior academic achievement*. Poster presented at the Annual Faculty Retreat, University of Illinois, Champaign, IL.
- Watson, P., **Grison, S., Luke, S., & Shigeto, A.** (2010, February). *Practice makes perfect: Improving learning of at-risk students*. Poster presented at the Annual Faculty Retreat, University of Illinois, Champaign, IL.
- Luke, S., **Grison, S., Shigeto, A., & Watson, P.** (2010, January). *Augmenting teaching and learning in a large introductory psychology program: Assessing the pedagogical utility of and attitudes towards a popular student response system*. Poster presented at the Annual Meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.

### **Research Presentations (continued)**

- Shigeto, A., **Grison, S.**, Luke, S., & Watson, P. (2010, January). *Augmenting teaching and learning in a large introductory psychology program: Assessing student learning and attitudes*. Poster presented at the Annual Meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Watson, P., **Grison, S.**, Luke, S., & Shigeto, A. (2010, January). *Augmenting teaching and learning in introductory psychology: Assessing learning and attitudes in special student populations*. Poster presented at the Annual Meeting of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.
- Grison, S.**, Tipper, S. P., & Kramer, A. F. (2005, April). *Dissociations in inhibited representations in short- and long-term inhibition of return*. Poster presented at the Annual Meeting of the Cognitive Neuroscience Society, New York, NY.
- Grison, S.** (2005, March). *Long-term effects of attentional inhibition*. Presentation at the Beckman Institute, University of Illinois, Champaign, IL.
- Grison, S.** (2005, March). *When ignoring is not ignoring: Impact of attentional inhibition on short- and long-term behavior*. Presentation at the Beckman Institute Director's Lecture Series, University of Illinois, Champaign, IL.
- Grison, S.** (2003, May). *Inhibition and memory: Towards a unified theory of goal-directed behavior*. Presentation at the Beckman Institute, University of Illinois, Urbana, IL.
- Grison, S.**, Paul, M. A., & Tipper, S. P. (2002, November). *Object-based inhibition as the basis for search over time*. Presentation at the Workshop on Object Perception and Memory, Kansas City, MO.
- Hewitt, O., **Grison, S.**, & Tipper, S. P. (2002, April). *Long-term negative priming: Inhibitory and memory processes*. Poster presented at the British Psychological Society, Welsh Section, Bangor, Wales, U.K.
- Tipper, S. P., **Grison, S.**, Kessler, K., Paul, M. A. & Jordan, H. (2002, April). *Object- and location-based IOR: Implications for memory and attention*. Presentation at the British Psychological Society, Welsh Section, Wales, U.K.
- Grison, S.**, Tipper, S. P., & Hewitt, O. (2001, November). *Episodic retrieval of inhibitory states: Long-term negative priming and inhibition of return*. Poster presented at the Psychonomic Society, Orlando, FL.
- Kessler, K., **Grison, S.**, & Tipper, S. P. (2001, November). *Episodic encoding of inhibition: Long-term inhibition of return is modulated by stimuli and perceptual context*. Poster presented at the Psychonomic Society, Orlando, FL.
- Grison, S.**, & Tipper, S. P. (2001, September). *Long-term inhibition of return (IOR): Retrieval of inhibitory processes from episodic memory*. Poster presented at the British Psychological Society, Scotland, U.K.
- Tipper, S. P., **Grison, S.**, Kessler, K., Paul, M., & Jordan, H. (2001, May). *Object- and location-based IOR: Implications for memory and attention*. Presentation at the University of South Carolina Bicentennial Celebration: Meeting on Attention, Columbia, SC.
- Strayer, D. L., Johnston, W. A., & **Grison, S.** (1999, November). *Driven to distraction: Dual-task studies of driving and cellular phone use*. Presentation at the Psychonomic Society, Los Angeles, CA.
- Grison, S.**, & Strayer, D. L. (1998, November). *ERP evidence for negative priming*. Poster presented at the Psychonomic Society, Dallas, TX.
- Strayer, D. L., & **Grison, S.** (1998, June). *Converging evidence for the locus of inhibition in negative identity priming*. Presentation at the Canadian Society for Brain, Behaviour, and Cognitive Science, Ontario, Canada.
- Strayer, D. L., & **Grison, S.** (1997, November). *Toward an activation model of negative priming*. Presentation at the Psychonomic Society, Philadelphia, PA.

## Service

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### *Student Learning*

- 2021–present Organizer and Advisor, Proposed new chapter of Psi Beta, Community College National Honor Society in Psychology, Parkland College
- 2019–present Coordinator, Psychology Scholarship Fund & scholarship application and award processes, Social Sciences Department, Parkland College.
- 2014–18 Member, Honors Program, facilitating students' completion of psychology honors projects, Parkland College.
- 2015–16 Mentor, I-Connect, supporting first-year college students, Parkland College.
- 2009–10 Member, I-STEM Undergraduate and Graduate Education Group, University of Illinois.
- 2008–10 Member, Access and Achievement Program, Undergraduate program development and assessment for College of Liberal Arts and Sciences, University of Illinois.
- Member, Honors Program, Undergraduate program development and assessment for College of Liberal Arts and Sciences, University of Illinois.

### *Assessment*

- 2020–present Co-coordinator for Co-curricular Assessment for Higher Learning Commission 10-year accreditation visit, Parkland College.
- 2020–present Departmental Representative, Social Sciences & Human Services, Academic Assessment Committee, Parkland College.
- 2020–present Reporter, Psychology Program Assessment, Parkland College.
- 2017–20 Chair appointee, Academic Assessment Committee, Parkland College.
- 2016–17 Reporter, General Education Assessment, Global Awareness and Ethical Reasoning Outcomes for Psy 101 (Introduction to Psychology), Parkland College.
- 2016–17 Reporter, assurance argument for Criterion 4, Teaching and Learning: Evaluation and Improvement, for the North Central Association of Colleges and Schools Higher Learning Commission, Parkland College.
- 2014–15 Participant, General Education Assessment, Critical Thinking Outcomes for Psy 101 (Introduction to Psychology), Parkland College.
- 2009 Reporter, Introductory Psychology direct and indirect assessment on a Panel Report to North Central Association of Colleges and Schools Higher Learning Commission for the 10-year university accreditation visit, University of Illinois.
- 2007–09 Developer and Implementer, Introductory Psychology direct and indirect assessment plan for 10-year university accreditation visit by North Central Association of Colleges and Schools Higher Learning Commission, University of Illinois.

### *Training Teachers*

- 2019–present Facilitator, Prep Week Workshops, CETL, Parkland College.
- Facilitator, Professional Development Day Workshops, CETL, Parkland College.
- 2017–19 Supervisor, Faculty Academy for faculty to earn teaching certificates, Parkland College.
- Developer and Facilitator, Great Teachers' Retreat, CETL, Parkland College.
- Developer and Facilitator, New Faculty Orientation, CETL, Parkland College.
- Developer and Facilitator, Fall Prep Week Teaching Workshops, CETL, Parkland College.
- Supervisor, Faculty Academy for faculty to earn teaching certificates, Parkland College.
- 2014–2016 Participant, CETL Mentoring Program to new faculty, Parkland College.
- 2010 Facilitator, Graduate Academy for New Teaching Assistants, CTE, University of Illinois.



Participant, Teaching Academy for TA and RA Training, College of Liberal Arts and Sciences, University of Illinois.

2009–11 Developer and Facilitator, New Teaching Assistant Orientation, Psychology Department, University of Illinois.

2009–10 Mentor, Faculty Mentoring Program for Promotion and Tenure, Office of the Provost, Campus Programs in Teaching and Learning, University of Illinois.

Developer, Wiki for Excellence in the Teaching of Psychology, created a wiki for psychology teachers to share teaching resources, teaching tools, information about assessment, and content materials, Department of Psychology, University of Illinois.

2007–10 Supervisor, for about 30 Graduate Teaching Assistants working to earn teaching certificates, CTE, University of Illinois.

2006–08 Facilitator, New Teaching Assistant Orientation, Psychology Department, University of Illinois.

### ***Service to the Institution***

2019 Facilitator, Annual Leadership Retreat workshop on *Traits of Leaders*, Parkland College.

2019 Developer and Facilitator, Professional Development Day Workshop for Staff on *Who are we? How knowing our personalities can improve our personal and professional lives*, Parkland College.

2018 Developer and Teacher, Psychology of Crime Scene Investigation, a week-long course in Crime Scene Investigations Camp for Middle Schoolers, Parkland College.

2018 Facilitator, Annual Leadership Retreat workshop on Case Studies of Leaders, Parkland College.

2018–19 Developer and Facilitator, Presidents' Breakfast and Lunch Workshop Series, Parkland College.

2017–19 Auxiliary Partner, Professional Development Support Committee for Faculty, Parkland College.

2016–17 Chair, Data Team for Enrollment Management Committee, Parkland College.

2015–16 Member, Retention Council for Enrollment Management Committee, Parkland College.

2014–16 Senator, Faculty Senate for Parkland College Association, Parkland College.

2014–15 Member, Committee on Meta-Majors, Parkland College.

2006–10 Reviewer, Human Subjects Committee, Department of Psychology, University of Illinois.

## **Review**

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### **Journals**

American Journal on Mental Retardation

Canadian Journal of Experimental Psychology

Consciousness and Cognition

Journal of Experimental Psychology: Human  
Perception and Performance

Journal of Experimental Child Psychology

Neuropsychologia

Perception and Psychophysics

Psychonomic Bulletin and Review

Quarterly Journal of Experimental Psychology

### **Conferences and Publishers**

American Psychological Association, Division 2,  
Society for Teaching of Psychology

Cengage Publishers

Flatworld Press

Houghton-Mifflin publishers

McGraw-Hill publishers

W. W. Norton publishers

Wadsworth/Cengage Publishers, Technology  
Editorial Board

Worth Publishers

## **Professional Organizations**

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American Association of Community Colleges

American Educational Research Association

American Psychological Association, Divisions 3 and 15

American Psychological Association Community College Teacher Affiliate (PT@CC)

Association for Psychological Science

Illinois Community College Faculty Association

International Mind, Brain, and Education Society

Society for Teaching of Psychology