

Abstract

This project explores the pedagogical benefits of using a two-phase testing process in undergraduate courses. The two-phased test enhances learning and increases retention of material. It applies the Ignatian principles of experience (e.g., application, analysis, synthesis) and reflection (e.g., thoughtful consideration of subject matter) to enhance learning and performance. The two-phase test assesses individual student performance while allowing collaborative learning within small groups. Phase 1 is just like any other test; students answer test items as individuals. Phase 2 places students in an established group to answer the same questions again. Phase 2 is often filled with lively conversation and debate. Students discuss the answers until all group members agree or they vote to determine the group's answer. Students get immediate feedback about the concepts they (mis)understood and are forced to consider the subject matter in new ways to synthesize knowledge within the group. I will compare student performance in two sections of the same course: one with two-phase tests and one with a standard one-phase test. We know that groups typically outperform individuals, but we do not know the extent of the benefits provided by this testing process. I will compare the answers of individuals and groups to investigate whether collaborative test taking mainly helps students with factual knowledge or if it also helps them apply theories to solve problems and synthesize information in written responses. This will benefit my career in two ways. First, it will advance my classroom teaching and allow me to more effectively facilitate student learning. Second, it will lead to a publication which will further my research into teaching effectiveness. I will share this information with my colleagues at Loyola through Focus on Teaching and Learning and the Ignatian Pedagogy seminar. This may inspire my colleagues to try this learning tool in their classes.

Technical Description of Project

Benefits. Identifying the scope of the benefits of two-phased testing will inform psychological research on group performance and allow for a concrete evaluation of how the Ignatian principles of experience and reflection contribute to learning. I want to increase student opportunities to experience and reflect on material in large classes (i.e., 48-100 students). We teach to a range of student abilities. Some instructional techniques work well for the advanced students but fail to connect with students who struggle with the course material. Two-phase testing allows the strong students to synthesize and communicate information to their peers in a way that pushes their learning to new heights. Students who struggle bypass the intimidation of asking a professor for help and learn by hearing the material explained in a new way by their peers. This individual level of attention is not always feasible in large classes, but breaking students into collaborative groups makes it possible. This project allows me to test specific questions about majority/minority influence within group decision making in the context of a collaborative learning activity that utilizes Ignatian practices.

Theory, methods, and data. “If you ask someone else for help on a problem in an exam, you are cheating...But if you don’t ask someone for help on a problem in the real world, you are a fool.” Dan Schwartz, a cognitive psychologist at Stanford University, describes a discrepancy we often observe between the classroom and the real world. Although we expect collaboration in nearly every job context, we often prevent students from practicing this skill in the classroom when something important is at stake (Wieman, Rieger, & Heiner, 2014). Preliminary research on two-phase testing shows that it provides a number of transferable skills. Students provide and receive immediate feedback, build relationships with peers from diverse backgrounds, increase awareness of heterogeneous learning styles, and improve communication skills (Gilley & Clarkston, 2014).

Collaborative learning is an accepted practice in group activities and projects. It has a number of pedagogical benefits including less anxiety, less dropout, more retention of content, and more positive student perceptions of a course (Bloom, 2009). However, collaboration is typically not encouraged during high stakes performance on tests. Research on group decision making suggests that collaboration may improve learning by fostering social interdependence, increasing motivation, and allowing for greater cognitive elaboration (e.g., Olivera & Straus, 2004; van Ginkel & van Knippenberg, 2008). To date, research has not explored the psychological mechanisms responsible for the benefits of collaborative testing. The proposed project focuses on two potential mechanisms—social interdependence and cognitive elaboration. Social interdependence is the necessary exchange of information that occurs among students engaged in the group phase of a test. Cognitive elaboration of the material is required to analyze peer contributions and synthesize information into a coherent and agreed upon response.

I am teaching two sections of Social Psychology in the spring of 2016. I intend to use the same exam in both classes. In one section I will only administer the test to individual students. In the other section, I will employ the two-phase process by having students first complete the test by themselves and then complete the same test again with a small group. I will include three types of multiple choice items: factual knowledge, application, and theory comparison. I will also include at least one short answer item on each test. This will allow me to hold the instructor and material constant and only vary the method of the test.

I will compare student performance across the two sections. First, I will compare overall test scores and look for change from the first test throughout the semester. I may find equivalent performance. Alternatively, I may find that students who experience the two-phase test show higher scores after the first test than students who experience the traditional exam. Second, in the two-phase section I will compare individual to group scores. In line with past research, I expect that groups will

outperform most individuals in the class. Third, I will conduct a detailed analysis of performance in the two-phase test section. I will separate the factual, application, and theory questions and determine whether groups perform better than individuals for all three types of questions. It is possible that groups may only perform better than individuals on factual knowledge questions where the correct answer is easy to demonstrate. Alternatively, if groups are better at integrating and synthesizing information than individuals then I may find performance benefits for the more complex multiple choice items as well as for the short answer. In particular, I may examine the short answer portion for evidence of cognitive elaboration. I will be able to test the scope of the benefit of collaborative testing to see whether it impacts all types of performance—perhaps especially items that require cognitive elaboration—or whether it only helps for relatively easy items.

I will test this idea by comparing individual and group answers. I may find a simple pattern of “majority rules.” If most group members chose A, for example, then the entire group would choose A. I expect this will be especially true for factual knowledge items. However, I intend to check whether there are times when the minority overpowers the majority for items that tap more complex concepts. For example, I may have two high performers in a group of 6. If those two high performers got the item correct as individuals and the remaining four members of their group got the item incorrect as individuals then the minority of two must convince the majority of four to change their answer. I will see how often the minority are successful. For a minority to bring the majority to its side, it must build and leverage social interdependence. I will also look at self-reflections on the group test process for evidence of social interdependence that may enable the minority to have sway with the majority. After each test, individuals will answer a short survey about the testing process (see appendix). This will allow me to see if factors like perceived open-mindedness or liking the group facilitate social interdependence and cooperative learning on the test.

Mission. This project contributes to Loyola's mission as a Jesuit University committed to caring for the whole person. Collaborative learning provides opportunities for students of all levels of skill and knowledge to benefit from the testing process. How often do we have the opportunity to teach through testing? Both high and low performers are challenged with this testing process. Discussing the test with a small group allows students to see each other as individuals with unique backgrounds and perspectives, to build connections with each other even as they build connections in the course material. Attempting to explain oneself to others during the group test forces students to reflect on what they learned on a deeper level. It also requires that they synthesize the material and apply it to solve a problem. Further, they must take the perspective of fellow group members to understand arguments for or against their favored answer. In doing so, this project challenges students to consider various ways of knowing through experience and reflection.

More concretely, this project contributes to institutional priority #1: ensuring student access and success. Two-phase testing helps retain students who may otherwise drop out of a course. This project may provide insight into why collaborative testing has such benefits. This project also contributes to institutional priority #2: advancing our mission through faculty development. It will develop and engage a faculty member who is committed to social justice in teaching and research by rewarding me for applying the Jesuit humanistic tradition in the classroom.

Qualifications. My experience as a teacher and researcher make me well qualified to conduct this project. I have been teaching at Loyola for almost 10 years. During that time I have learned a good deal about Ignatian Pedagogy by regularly attending the Focus on Teaching and Learning conferences. I have both organized and attended other teaching seminars and workshops at Loyola to enhance my understanding of Ignatian Pedagogy and continue to improve my classroom teaching. For example, this spring I attended the 2.5 day workshop on integrative course design led by Dee Fink. My skill in the

classroom was recognized when I received the Sujack award for teaching excellence in 2015 and the Transformative Education award in 2014.

My curiosity about teaching effectiveness means that I am always trying something new, even in my classes that I have taught a dozen times. Each time I teach a class I identify one or more ways that I may improve it based on student questions during class and informal conversations outside of class. In fact, it was one of my Research Methods for Psychology students who prompted me to investigate the feasibility of two-phase tests. He jokingly asked if they could take their test as a group. I said not that day, but we could work together to investigate whether we could use it for the final exam. Our collaboration showed it would be worthwhile and I have been increasing my use of the technique ever since. Importantly, I believe it is essential to evaluate our instructional techniques to establish whether they help, harm, or have no impact on student learning. I have published one paper (with a graduate student) that tested whether and how a classroom activity helped students learn difficult material (Melchiori & Mallett, 2015). I look forward to this new collaboration into the use of two-phase testing with a different graduate student (Rayne Bozeman).

My research background also makes me well qualified to conduct this project. I am trained in the use of experimental and quasi-experimental design. I have extensive experience creating surveys and scales to assess psychological concepts. I am also well versed in data management and analysis. My vita demonstrates my ability to conduct extensive research projects that lead to publication in respected journals.

IRB approval is necessary for this project. However, I have an approved protocol for a less formal investigation of whether students enjoyed the two-phase testing process. The existing IRB application covers all of the procedures necessary to test the questions in this proposal.

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- Olivera, F. & Straus, S. G. (2004). Group-to-individual transfer of learning: Cognitive and social factors. *Small Group Research, 35(4)*, 440-465.
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Individual, Programmatic, and Institutional Impact

This project will benefit myself, my graduate and undergraduate students, and faculty in my department and the university. I will benefit from diving more deeply into the usefulness of a new teaching tool. I am curious about how the two-phase testing process enhances student learning and retention. This project will satisfy my curiosity and allow me to fine tune the testing process to further enhance benefits. This award will allow me to purchase resources that will increase my familiarity with Ignatian pedagogy (e.g., books about collaborative learning techniques). Analyzing student performance at the level of specific test items is time consuming. I will also be able to pay my graduate student for work on the project. This award will also provide extra compensation for my time spent on a detailed analysis of the scope of benefits of collaborative testing. This work is above and beyond the time I have and will spend investigating this method, altering my tests to conform to the new procedure, grading additional exams, and conducting a preliminary evaluation of the value inherent in collaborative testing. My graduate student will also gain skills and we will both (hopefully) earn a publication or two from the project. My undergraduate students will benefit in terms of knowledge (of their own learning process as well as course material) and performance.

This project extends my past work on teaching effectiveness. I have published a paper on how to teach students about sensitive topics like social stigma. This project also extends my work on teaching effectiveness to collaborative learning and the process of group decision making. This is new territory for me as my past work has only examined individual performance. It may inspire new collaborative learning activities for my classes as well as new research ideas. I have begun to consult with my colleagues who specialize in group decision making. We have discovered areas of mutual interest which may eventually lead to collaboration on additional research projects, some of which may be well suited for external funding.

Timeline and Dissemination Plan

January – May 2016: I will teach two sections of Social Psychology and evaluate test performance. I will administer four tests to each class as explained in the proposal.

May 2016: meet with FCIP staff to discuss progress

May – August 2016: Myself and my graduate student will analyze data collected in the spring and begin to draft a manuscript for publication. This will require a detailed comparison between individuals and their groups as well as a between groups comparison for evidence of minority influence. We will also submit a proposal to present at the fall Focus on Teaching and Learning conference.

September 2016: I will present the results of this project to the Ignatian Pedagogy series. The specific date of the presentation will be determined by CFIP administration. I will also prepare a short tutorial on how to administer a two-phase test. This may be distributed among Loyola faculty.

October 2016: We will submit a manuscript for publication to the journal *Teaching of Psychology*.

November 2016: We will submit an abstract to present results of this study at the Midwestern Psychological Association Annual meeting.

December 2016: Depending on the results of the study, we may also be able to submit a manuscript for publication to the journal *Group Processes and Intergroup Relations*.

Spring 2017: present at Lunch and Learn

Robyn K. Mallett

237 Coffey Hall
Department of Psychology
Loyola University of Chicago
Chicago, IL 60626

Phone: 773.508.3028
Fax: 773.508.8713
E-Mail: rmallett@luc.edu

EDUCATION

- Ph.D. Social Psychology, The Pennsylvania State University, 2003
Dissertation Title: Self-Protective Coping Strategies Used by Targets of Discrimination
- M.A. Psychology, The Pennsylvania State University, 1999
- B.A. Psychology, University of Alaska Anchorage, 1997

PROFESSIONAL EXPERIENCE

- 2013-present Associate Professor, Department of Psychology, Loyola University of Chicago
- 2007-2013 Assistant Professor, Department of Psychology, Loyola University of Chicago
- 2005-2007 Research Assistant Professor, Department of Psychology, University of Virginia
- 2003-2005 Postdoctoral Fellow, Department of Psychology, University of Virginia

GRANTS, HONORS AND AWARDS

- Spring 2015 *Recipient*, Sujack Teaching Award: Recognizes excellence in the classroom, concern for student development, and the impact of teaching both at Loyola and in the broader community.
- Nominated* for the Transformative Education Award
Nominated for the Hayes Award for Advising & Mentoring
Finalist, Faculty Member of the year (student nominated)
- Spring 2014 *Recipient*, Transformative Education Award: Recognizes commitment to student development and going beyond their role to address the needs and concerns of underrepresented students. This individual provides students with the opportunities to explore issues regarding diversity, identity development, multicultural education, social justice, and leadership initiatives.
- Finalist*, Faculty Member of the year (student nominated)
Nominated for the St. Ignatius Loyola Teaching Award
- Spring 2013 Gannon Center Faculty Fellowship
Understanding Women's Reactions to Sexual Harassment

Summer 2015	Loyola University Chicago Faculty Research Award
Summer 2012	
Summer 2009	
Spring 2009	Nominated for Sujack Teaching Award
2005-2007	Russell Sage Foundation Grant (\$133,884) <i>Affective Forecasting: Implications for Outgroup Contact</i>
2002 – 2003	Africana Research Center Grant (\$3200) <i>Minimizing the Consequences of Perceived Discrimination</i>
1998, 2001	Carolyn Wood-Sheriff Scholarship, The Pennsylvania State University

PUBLICATIONS (student co-authors in bold)

Peer Reviewed Journal Articles

Mallett, R.K. & Melchiori, K.J. (in press). Creating a water-saver identity reduces water use for students living in residence halls. *Journal of Environmental Psychology*, 47, 223-229.

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Edited Books and Chapters

Melchiori, K.J., Mallett, R.K., Durnbaugh, A., & Pham, H. (2016). Material Values, Goals, and Water Use: Results from a Campus Residence Hall Survey. In Filho, W. L., & Zint, M. (Eds), *The Contribution of Social Sciences to Sustainable Development at Universities*. Springer. pp. 273-287.

Mallett, R.K., **Harrison, P.R., & Melchiori, K.J.** (2014). Guilt and Environmental Behavior. In Michalos, A. C. (Ed.), *Encyclopedia of Quality of Life and Well-Being Research*. Springer, Dordrecht, Netherlands: Springer Publishing, pp. 2622-2626.

L. R. Tropp & R. K. Mallett (2011). *Moving Beyond Prejudice Reduction: Pathways to Positive Intergroup Relations*. APA books.

Tropp, L. R. & Mallett, R. K. (2011). Charting New Pathways to Positive Intergroup Relations. In L. R. Tropp & R. K. Mallett (Eds.). *Moving Beyond Prejudice Reduction: Pathways to Positive Intergroup Relations*.

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Hyers, L. L., Swim, J. K. & Mallett, R. K. (2006). The Personal is Political: Using Daily Diaries to examine everyday gender-related experiences. In S.N. Hesse-Biber & P. Lina Leavy (Eds.). *Emergent Methods in Social Research* (pp. 313-335). Sage Publications.

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Papers under Review

Mallett, R.K. & Woodzicka, J. Humor Softens Sexist Remarks and Indirectly Affects Assignment of Social Penalties to Perpetrators and Confronters.

Mallett, R.K., Melchiori, K.J., & Wilson, T.D. The use of ingratiation and self-promotion affect the positivity of interracial interactions.

Papers in Preparation

Allen, J., **Grembowski, M.**, Gervais, S., & Mallett, R.K. What sexualization buys (and costs) women: Social motives and personal costs of women's self-sexualizing behavior in the workplace.

Mallett, R.K., **Slover, H.** Psychological distance affects bystander evaluations of and responses to racial discrimination.

Melchiori, K.J. & Mallett, R.K. Narrative Role Models Impact Implicit Romantic Fantasies.

PRESENTATIONS

Invited Talks

Melchiori, K. J., & Mallett, R. K. (May 2014). Respect, Liking, and the Decision to Confront Sexism. Invited talk for the Social Psychologists of Chicago Annual Meeting. Chicago, IL.

Mallett, R.K. & **Melchiori, K.J.** (May 2014). Confronting sexism depends on the goal to be respected outweighing the goal to be liked. Midwestern Psychological Association annual convention, Chicago, IL.

Mallett, R.K. (March 2014). Confronting sexism: Women's strategies and men's responses. Loyola University Chicago, School of Education.

APA Academic Career Workshop. Midwestern Psychological Association Annual Meeting. APA panel presentation. May, 2013.

Entering the Academic Marketplace: Advice from Experts. Midwestern Psychological Association Annual Meeting. APA panel presentation. May, 2011.

Campus Climate Survey. Loyola University Chicago, presented to representatives of Student Athletics, Residence Life, The Gannon Center, Student Advisors, DSMA, and the Vice President of Student Affairs. July 2010.

Increasing Positive Intergroup Contact. University of Illinois Chicago, Psychology Department. February 2010.

The Intergroup Forecasting Error. Stanford University, School of Business and Psychology Department. April 2009.

The Benefits of Reducing the Intergroup Forecasting Error. Washington University, Psychology Department. March 2009.

Breaking the Pollution Habit: Validation of Three Eco-Emotion Scales. Center for Urban Research and Learning, February, 2009.

Routes to reducing the intergroup forecasting error. Social Psychologists of Chicago Annual Meeting. March, 2008.

We Don't Always Get What We Expect: The Intergroup Forecasting Error. Northwestern University, Psychology Department. November, 2007.

Conference Presentations (student co-authors in bold)

Melchiori, K. J., Mallett, R. K., & **Simpson, R. H.** (2016). Gender, Parenthood, and Race Impact Workplace Help and Harm. In G. Twose (Chair), Women in the workplace: Intersectional perspectives and integrative policy solutions. Symposium for the annual meeting of the Society for the Psychological Study of Social Issues, Minneapolis, MN.

Melchiori, K. J., & Mallett, R. K. (2016). Creating a Water-saver Identity Reduces Water Use. In S. Clayton (Chair), Mobilizing psychology to strengthen public engagement with climate change. Symposium submitted to the annual meeting of the Society for the Psychological Study of Social Issues, Minneapolis, MN.

Melchiori, K.J. & Mallett, R.K. (2016). Creating a water-saver identity reduces water use for students living in residence halls. Society for Personality and Social Psychology annual convention, San Diego, CA.

Bozeman, R., Adzido, M. & Mallett, R.K. (2016). Stigmatization Predicts Confrontation Style and Anticipated Perpetrator Negativity. Intergroup Relations Pre-Conference at the 17th annual convention of the Association for Psychological Science, Chicago, IL.

Melchiori, K.J. & Mallett, R.K. (2016). Ramblers Conserve Water: Using University Identity to Reduce Water Consumption. Poster presentation for the Sustainability Psychology Pre-Conference at the 17th annual convention of the Society for Personality and Social Psychology, San Diego, CA.

Adzido, M. & Mallett, R.K. (2016). Disparaging Humor Affects Perceived Sexism and Tolerance of Sexual Harassment. Midwestern Psychological Association annual convention, Chicago, IL.

Bozeman, R. & Mallett, R.K. (2016). Confrontation training effects confronting, anticipated perpetrator responses, and confidence differently for stigmatized and non-stigmatized individuals. Midwestern Psychological Association annual convention, Chicago, IL.

Bozeman, R. & Mallett, R.K. (2016). Assessing performance and engagement in a collaborative testing environment. Midwestern Psychological Association annual convention, Chicago, IL.

Melchiori, K.J. & Mallett, R.K. (2016). Who Do We Help More: Working Women or Working Mothers? Midwestern Psychological Association annual convention, Chicago, IL.

Simpson, R., Melchiori, K.J., & Mallett, R.K. (2016). Target Gender and Parenthood Status Affect Perceptions of Target Race. Midwestern Psychological Association annual convention, Chicago, IL.

Melchiori, K. J., **Beckman, J.**, & Mallett, R.K. (2016). Competing Goals of Conservation and Comfort in Water Conservation Efforts. Midwestern Psychological Association annual convention, Chicago, IL.

Melchiori, K. J., Mallett, R. K., & **Simpson, R. H.** (2016). Gender, Parenthood, and Race Impact Workplace Help and Harm. Poster presentation for the 17th annual convention of the Society for Personality and Social Psychology, San Diego, CA.

Mallett, R.K. & **Bozeman, R.** (2015). May we take the test as a group? Focus on Teaching and Learning Conference, Chicago, IL.

Sanchez, K., Smith, S.W., & Mallett, R.K. (2015). Humor affects women's responses towards sexist comments. Chicago Area Undergraduate Research Symposium, Chicago, IL.

Chouinard, C., Melchiori, K.J., Simpson, R., Waktlasi, A., & Mallett, R.K. (2015). Implicit Ambivalent Sexism Activation following Businesswoman and Housewife Primes. Loyola Undergraduate Research Symposium.

Mozley, M. & Mallett, R.K. (2015). The Effectiveness of Training to Confront Prejudice Depends on the Race of the Confronter. Loyola Undergraduate Research Symposium.

Simpson, R., Melchiori K.J., & Mallett, R.K. (2015). Race Affects The Workplace Motherhood Penalty. Loyola Undergraduate Research Symposium.

Sanchez, K., Smith, S.W., & Mallett, R.K. (2015). Humor affects women's responses to sexist remarks. Loyola Undergraduate Research Symposium, Chicago, IL.

Melchiori, K. J., Mallett, R.K., & Chouinard, C.E. (2015). Sexism and Discrimination against Working Mothers: Results from Online and High-Impact Lab Experiments. Loyola Graduate Research Symposium.

Melchiori, K. J., Mallett, R.K., Durnbaugh, A., & Pham, H. (2015). Material Values, goals, and water use: Results from a campus residence hall study. Institute for Environmental Sustainability Climate Change conference. Loyola University Chicago.

Sanchez, K., Smith, S.W., & Mallett, R.K. (2015). Humor affects women's responses towards sexist comments. National Collegiate Research Conference. Harvard University.

Bozeman, R. & Mallett, R.K. (2015). The Impact of Confrontation Training on Partner Evaluations. Midwestern Psychological Association annual convention, Chicago, IL.

Bozeman, R. & Mallett, R.K. (2015). Does the availability of lecture recordings improve learning in face-to-face classes? Midwestern Psychological Association annual convention, Chicago, IL.

Sanchez, K., Smith, S.W., & Mallett, R.K. (2015). Humor affects women's responses towards sexist comments. Midwestern Psychological Association annual convention, Chicago, IL.

Mozley, M., Bozeman, R. & Mallett, R.K. (2015). Training people to confront prejudice: Does race matter? Midwestern Psychological Association annual convention, Chicago, IL.

Smith, S.W., Sanchez, K., Creguer, N., & Mallett, R.K. (2015). Feeling Feisty: The Effect of Humor and Sexism on Women's Responses. Midwestern Psychological Association annual convention, Chicago, IL.

Chouinard, C., Melchiori, K.J., Simpson, R., Waktlatsi, A., & Mallett, R.K. (2015). Implicit Ambivalent Sexism Activation following Businesswoman and Housewife Primes. Midwestern Psychological Association annual convention, Chicago, IL.

Melchiori, K.J., Simpson, R., Chouinard, C., Waktlatsi, A., & Mallett, R.K. (2015). Target Gender and Parenthood Moderate Relationship between Sexism and Target Evaluations. Midwestern Psychological Association annual convention, Chicago, IL.

Mozley, M., Bozeman, R. & Mallett, R.K. (2014). What would you say? Factors that affect responses to racism. Annual McNair research conference. Milwaukee, WI.

Sanchez, K. & Mallett, R.K. (2014). Serious or humorous: Women's responses towards sexist comments. Annual McNair research conference. Milwaukee, WI.

Holoien, D.S. & Mallett, R.K. (2014). Achieving Intergroup Understanding: Contact, Communication, and (Affiliative) Concerns. Symposium presented at SESP annual convention, Columbus, OH.

Mallett, R.K., Akimoto, S. & Oishi, S. (2014). Affect, Understanding, and Acquaintanceship during everyday cross-race experiences. Society for Experimental Social Psychology Annual Meeting. Columbus, OH.

Mallett, R.K. & **Bozeman, R.** (2014). Using Panopto recordings to supplement learning in face-to-face classes. Focus on Teaching and Learning Conference, Chicago, IL.

Melchiori, K.J. & Mallett, R.K. (2014). Respect versus Liking Concerns Following Sexist and Inappropriate Questions. Society for the Psychological Study of Social Issues annual convention, Portland, OR.

Harrison, P.R., Hill, J.P., Bryant, F.B., & Mallett, R.K. (2014). Does Savoring Intergroup Interactions Encourage Intergroup Friendship Formation? Midwestern Psychological Association annual convention, Chicago, IL.

Smith, S., Shehane, C., Creguer, N., & Mallett, R.K. (2014). "I was just joking!: Humor decreases perceptions of sexism. National Council on Undergraduate Research. Lexington, KY.

Smith, S & Mallett, R.K. (2014). "I was just joking!: Humor decreases confrontations of sexism. Loyola Undergraduate Research Symposium.

Wagner, D.W. & Mallett, R.K. (2014). Men's Pursuit of a Liking Goal Explains Positive Outcomes after Confrontation. SPSP annual convention, Austin, TX.

Woodzicka, J.A., Ford, T.E., Mallett, R.K., **Hendricks, S., & Pruitt, A.** (2014). Everyone loves a good (sexist) joke: Comparing reactions to racist and sexist sentiments. SPSP annual convention, Austin, TX.

Mallett, R.K. & **Melchiori, K.J.** (2013). Goals Shape Confrontations of Sexism. Society for Experimental Social Psychology Annual Meeting. San Francisco, CA.

Reuther, L., Melchiori, K. J., & Mallett, R. K. (April, 2013). Threats to belonging influence the motivation to be respected and liked following sexist questions. Loyola Undergraduate Research Symposium.

Peterson, R. L., Wagner, D. E., & Mallett, R. K. (April, 2013). Say What!?! Content analysis of men's responses to confrontation for sexism over instant message. Loyola Undergraduate Research Symposium.

Melchiori, K.J. & Mallett, R.K. (January, 2013). Imagining the Self versus Another as the Target of Sexual Harassment Affects Accessibility of Respect-Related Thoughts. SPSP annual convention, New Orleans, LA.

Mallett, R.K. & **Melchiori, K.J.** (January, 2013). Respect and Liking Goals Explain Variability in Women's Intended Responses to Sexual Harassment. SPSP annual convention, New Orleans, LA.

Wagner, D. E., Mallett, R. K., **Peterson, R.** (January, 2013). Are men's reactions to imagined confrontations driven by the desire to be respected or liked? SPSP annual convention, New Orleans, LA.

Melchiori, K.J. & Mallett, R.K. (May, 2012). You Are What You Read: Twilight Readers Have More Submissive Self-Concepts. American Psychological Society annual convention, Chicago, IL. <http://www.youtube.com/watch?v=n0SK-y7Tnfk&feature=youtu.be>

Wagner, D. E., Melchiori, K.J., & Mallett, R. K. (May, 2012). Men's Positive Reactions to Being Confronted as Sexist Result from a Liking Goal. Midwestern Psychological Association annual convention, Chicago, IL.

Melchiori, K.J., Brandstatt, K., Holtz, P., Little, J., Moloney, J., Shamsi, S., & Mallett, R. K. (May, 2012). Goal-Directed Behavior during Face-to-Face Interracial Interactions. Midwestern Psychological Association annual convention, Chicago, IL.

Brandstatt, K., Defever, M., Holtz, P., Little, J., Logan, B., Peters, L., Ray, C., Reuther, L., Melchiori, K., & Mallett, R.K. (March, 2012). Media Influences on Women's Self-concepts: Twilight's Bella Versus The Hunger Games' Katniss. Chicago Area Undergraduate Research Symposium. Chicago, IL.

This presentation won the "Top Institutional Poster Presentation Award".

Melchiori, K.J. & Mallett, R.K. (January, 2012). "Oh, Are You Sure?": Using a Focus Group to Validate Empirical Research on Sexual Harassment. SPSP annual convention, San Diego, CA.

Mallett, R.K. & **Slover, H.** (January, 2012). Factors That Influence Responses to Witnessing Discrimination. SPSP annual convention, San Diego, CA.

Mallett, R.K. & **Melchiori, K.J.** (October, 2011). Goals Shape Intentions to Confront Sexism. Society for Experimental Social Psychology Annual Convention, Washington, DC.

Melchiori, K.J. & Mallett, R.K. (July, 2011). Goals Affect Emotional Satisfaction with Responses to Sexist Discrimination. American Psychological Association Annual Convention, Washington, DC.

Melchiori, K.J. & Mallett, R.K. (May, 2011). Ogres are Like Onions: Using *Shrek* to Teach about Stigma. Midwestern Psychological Association annual convention, Chicago, IL.

Harrison, P. R., & Mallett, R. K. (May, 2011). Values and pro-environmental behavioral intentions: The mediating role of eco-guilt. Midwestern Psychological Association annual convention, Chicago, IL.

Wagner, D. E. & Mallett, R. K. (May, 2011). The impact of discriminatory experiences on majority and minority students' perceptions of the campus climate. Midwestern Psychological Association annual convention, Chicago, IL.

Wagner, D. E. & Mallett, R. K. (January, 2011). Restating the Importance of Question Order: How Priming Discriminatory Experiences Influences Student Perceptions of Campus Climate. SPSP annual convention, San Antonio, TX.

Harrison, P. R., & Mallett, R. K. (January, 2011). The double-edged sword: Mortality salience decreases eco-guilt when values and behavior align. SPSP annual convention, San Antonio, TX.

Mallett, R. K. & **Wagner, D. E.** (October, 2010). The Unexpectedly Positive Consequences of Confrontation. Society for Experimental Social Psychology, Minneapolis, MN.

Harrison, P. R., Mallett, R. K., & Bryant, F. B. (May, 2010). Environmentally-friendly behavioral intentions: Imposing structure on a unitary construct. Midwestern Psychological Association annual convention, Chicago, IL.

Wagner, D. E., Mallett, R. K., **Patel, N.,** & **Petruniw, K.** (May, 2010). The benefits of confrontation: Confronting men's sexism increases their ability to detect future sexist language. Midwestern Psychological Association annual convention, Chicago, IL.

Petruniw, K. M. & Mallett, R. K. (April, 2010). Majority and minority group member responses to discrimination. Loyola University Undergraduate Research Symposium.

Graupner, J., Huntsinger, J. R., & Mallett, R. K. (April, 2010). Affective coherence regulates persuasion. Loyola University Undergraduate Research Symposium.

Mallett, R. K. (January, 2010). Greening behavior through eco-guilt. SPSP annual convention, Las Vegas, NV.

Mallett, R. K., Flisher, A. J., **Sevilla, L.,** **Wild, L.** & King, G. (November, 2009). Community Influences on Alcohol and Marijuana Use. American Public Health Association Annual Conference, Philadelphia, PA.

Strickroth, T. & Mallett, R. K. (June, 2009). Comparing Carbon Footprints: Emotional Reactions to Social Comparison Feedback Impacting Eco-friendly Intentions. APS annual convention, San Francisco, CA.

Harrison, P. R., Mallett, R. K., & **Graupner, J.** (May, 2009). Pathways to Pro-Environmentalism: The Influence of Environmental Importance, Worldview and Mortality Salience on Eco-guilt. Midwestern Psychological Association annual convention, Chicago, IL.

Strickroth, T. & Mallett, R. K. (May, 2009). Using Social Comparison Feedback to Determine the Influence of Eco-guilt. Midwestern Psychological Association annual convention, Chicago, IL.

Wagner, D. W. & Mallett, R. K. (May, 2009). "That was kind of sexist": How men cope with the accusation of sexism. Midwestern Psychological Association annual convention, Chicago, IL.

Mallett, R.K., **Harrison, P. R., Wagner, D. E., & Spahn, K.** (February, 2009). Knowing is Half the Battle: The Role of Uncertainty in the Intergroup Forecasting Error. SPSP annual convention, Tampa, FL.

Mello, Z.R., Mallett, R.K., Worrell, F.C., & **Andretta, J.R.** (March, 2008). Testing Stereotype Threat in a Diverse U.S. Adolescent Population. ISSBD annual meeting, Wuerzburg, Germany.

Mallett, R.K., Livingston, R., & Tropp, L. (February, 2008). Overcoming the Obstacle of Racial Prejudice. Symposium presented at SPSP annual convention, Albuquerque, NM.

Mallett, R.K. & Wilson, T.D. (February, 2008). Correcting the Intergroup Forecasting Error Enhances the Development of Cross-Race Friendships. Talk presented at SPSP annual meeting, Albuquerque, NM.

Gray, T.H., Mallett, R.K., & Huntsinger, J.R. (May, 2007). Do People Favor Flip-floppers or Dogmatists? Who and How You Ask Matter. APS annual meeting, Washington, DC.

Mallett, R.K. & Wilson, T.D. (January, 2007). The Influence of Unanticipated Compensation on Expectations of Intergroup Interactions. SPSP annual meeting, Memphis, TN.

Mallett, R.K. & Wilson, T.D. (January, 2006). Expect the unexpected: Failure to anticipate similarities when predicting the quality of an intergroup interaction. SPSP annual meeting, Palm Springs, CA.

Mallett, R.K. & Wilson, T.D. (January, 2005). Cloudy crystal ball: Mispredicting the nature of future intergroup experiences. SPSP annual meeting, New Orleans, LA.

Mallett, R.K., Wilson, T.D. & **Salmons, K.** (June, 2004). Negative affective expectations and avoidance of intergroup interactions. SPSSI annual meeting, Washington, DC.

Mallett, R.K. & Swim, J.K. (February, 2004). Protecting the self from discrimination. SPSP annual meeting, Austin, TX.

Mallett, R.K., Huntsinger, J.R., & Swim, J.K. (February, 2003). No Hate at Penn State: The impact of perceived legitimacy on student responses to a campus hate crime. SPSP annual meeting, Los Angeles, CA.

King, G., Mallett, R.K., Kozlowski, L.T., & Bendel, R. (February, 2002). African American's attitudes toward excise taxes on cigarettes. Society for Research on Nicotine and Tobacco Annual Meeting, Savannah, GA.

Mallett, R.K. & Swim, J.K. (February, 2002). But it's not my fault! Predicting feelings of collective guilt in White Americans. SPSP annual meeting, Savannah, GA.

Mallett, R.K., King, G., Graham, J., Rawson, T., Morojele, N., Muller, M., Lombard, C., Flisher, A. (July, 2001). Community influence on the use of alcohol and marijuana by South African adolescents. World Conference on Health Promotion and Health Education, Paris France.

Mallett, R.K. (April, 2001). Sexism in Activism: How subtle, everyday events can betray underlying prejudice and interfere with activist goals. Invited talk presented at the Solidarity Conference in State College, PA.

Mallett, R.K. (February, 2001). Effects of exposure to mainstream culture on Alaska Native identity, perceived prejudice, and stress. SPSP annual meeting, San Antonio, TX.

Swim, J.K. & Mallett R. K. (October, 2000). Social Identity: A revision and integration. Paper presented at the Hope College Stereotyping and Discrimination Conference, Holland Michigan.

Mallett, R.K. & Mark, M.M. (February, 2000). Linking and drinking: Individual difference in coping with failure. SPSP annual meeting, Nashville, TN.

TEACHING EXPERIENCE

Course Instructor

Research Methods in Psychology, Fall 2007, Spring 2008, Fall 2008, Spring 2009, Fall 2009, Spring 2010, Fall 2010, Spring 2012, Fall 2012, Fall 2013, Fall 2014, Spring 2016.

Prejudice and Intergroup Relations, (Graduate) Spring 2009, Fall 2010, Fall 2012, Spring 2015; (Undergraduate) Fall 2008, Spring 2014, Spring 2015, Spring 2016.

Science and Society, Fall 2009.

Social Psychology, Spring 2010, Spring 2012, Fall 2013, Spring 2014, Fall 2015.

SERVICE

Departmental Service

Committee on Diversity Affairs, September 2007- present.

Faculty Co-Chair, Spring 2013-present.

Gender, Work, and Family Speaker Series, Co-developer, Spring 2011-Spring 2012.

Executive Committee, September 2007- August 2009; August 2013- August 2015.

Social Area Research Series—Coordinator, Fall 2008-Fall 2010;
Co-coordinator, Fall 2012-Spring 2013.

Social Training Track Coordinator, August 2013- August 2015.

Workshops I regularly conduct for undergraduate students

Vitae Writing; What can I do with a four-year degree in Psychology?; Writing a Personal Statement; Graduate School Possibilities; How to Create a Poster Presentation.

Sample of University Service

Search Committee: Director of Student Diversity and Multicultural Affairs July-September 2015
Role: Search Committee member

Climate Change Conference Group Fall 2014-present
Role: Advisory Board Member

Student Diversity and Multicultural Affairs Spring 2014-present
Role: Advisory Board Member

Gannon Center Faculty Fellow, Spring 2013-Fall 2014
Gannon Center for Women and Leadership
Role: Faculty affiliate responsible for designing university-wide events

Achieving College Excellence, Office of the Provost Fall 2011- Spring 2013
Role: Program Mentor Fall 2016- present

Multicultural Learning Community, Fall 2009-Fall 2010
Residence Life, Psychology, English, Sociology
Role: Founding Member

Campus Diversity Survey, Fall 2008-Summer 2010
(Student Diversity and Multicultural Affairs)
Role: Survey Designer, Co-investigator

SuperSTARS program, September 2007- December 2010
Department of Student Diversity and Multicultural Affairs
Role: Program Mentor

Sample of Professional Service

Mentoring

Gay Alliance in Social Psychology (GASP), Mentor, September 2007-present.
GASP Mentoring Luncheon: Table Host. January 18, 2013. New Orleans, LA.

Social Psychology Network, Mentor, January 2008-present.

Midwestern Psychological Association, Program Committee, Fall 2016-Spring 2020.

Ad Hoc Reviewer

Journals. Journal of Personality and Social Psychology, Group Processes and Intergroup Relations, Psychology of Women Quarterly, Journal of Applied Social Psychology, Basic and Applied Social Psychology, Social Psychology, European Review of Social Psychology, Cultural Diversity and Ethnic Minority Psychology, Journal of Experimental Social Psychology, British Journal of Social Psychology, Perspectives on Psychological Science, Psychological Science, European Journal of Social Psychology, Journal of Social Issues, Social Psychology and Personality Psychology, Sex Roles

Grant Review Panels. National Science Foundation—Social Psychology Panel, Social Sciences and Humanities Research Council of Canada

Award Review Panels. Society for the Psychological Study of Social Issues. Reviewer for the Louise Kidder Early Career Award. 2014-2015.

PROFESSIONAL AFFILIATIONS

American Psychological Society

Midwestern Psychological Association

Society for Experimental Social Psychology

Society for the Psychological Study of Social Issues

Society of Personality and Social Psychology

Social Psychology Network