

## EILEEN R. CARLTON PARSONS

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### PROFESSIONAL PROFILE

- Persistent problem-solver responsive to the various perspectives of stakeholders in defining the problem domain, astute in identifying and engaging relevant expertise in devising and implementing multiple solutions, and expert in establishing iterative and efficient cycles to evaluate and use evaluation results to refine remedies
- Reflective strategist with an established record of articulating visions in ideational and practical terms which enable the determination and mapping of actions to attain vision-driven goals while contemporaneously minimizing potential tradeoffs in meeting short-term and long-term demands
- Global and detail-oriented thinker capable of identifying what is needed, who comprehends large-scale complexities and localized nuances, and uses these understandings to inform planning and subsequent implementation
- Exceptional communicator skilled at imparting to different audiences in various modes
- Effective consensus builder who values people, equitable and transparent processes, and high-quality outcomes and continuously engages the three and their interplay to foster intrinsic commitment among stakeholders by developing an ethos of shared ownership

### BACKGROUND INFORMATION

#### Education

1997	POSTDOCTORAL STUDIES Ford Foundation/ National Research Council, Washington DC
1994	PH.D, CURRICULUM & INSTRUCTION Major: Science Education; Minors: (1) Educational Leadership (2) Program Evaluation, Cornell University, Ithaca NY
1991	M.S., SCIENCE EDUCATION; Minor: Educational Leadership, Cornell University, Ithaca NY
1989	B.S., SCIENCE TEACHING (CHEMISTRY) UNC

#### Professional Experience

**University of North Carolina at Chapel Hill, School of Education** **2005-present**

Professor, Tenured (2016-present), Associate Professor, Tenured (2009-2016)

- Conducted theory-building research on race and culture in science, technology, engineering, and mathematics (STEM) at the undergraduate and professional levels; Established
- Developed and taught doctoral-level courses on culture in science education, theoretical perspectives on learning, race in education, and design in educational research
- Mentored doctoral students in educational research and university teaching

Assistant Professor, Tenure-Track (2005-2009)

- Conducted research and developed conceptual frameworks on culture in precollege science education
- Taught masters-level (MAT) science methods courses
- Supervised research of students in masters-level (MA) program
- Mentored doctoral students in educational research
- Supervised masters-level student teaching in public high school science classrooms

**National Science Foundation, Office of Assistant Director Education and Human Resource Directorate** 2011-2012

American Association for the Advancement of Science Policy Fellow

- Developed dynamic document to scaffold National Science and Technology Council (NSTC) Committee on STEM Education (CoSTEM) work across federal agencies
- Led the cross-agency process of developing theory of action for the underrepresented groups (URG) in STEM focus area of the Congressionally mandated five-year strategic plan for science, technology, engineering, and mathematics (STEM) Education
- Created structures from the CoSTEM parameters issued by co-chairs Dr. John Holdren (Head of the Office of Science and Technology Policy) and Dr. Subra Suresh (Director of National Science Foundation) to facilitate activity of the URG in STEM cross-agency working group
- Generated theory of action document for the URG in STEM focus area that represented consensus of the cross-agency working group
- Facilitated workshop to help representatives from various federal agencies translate elements of the theory of action into strategies to be used in implementing the Congressionally mandated five-year STEM strategic plan
- Generated research synthesis on problems in undergraduate STEM instruction foundational to the blueprint drafted by a federal government task force on the improvement of undergraduate STEM instructional practices
- Developed sections of the blueprint drafted by a federal government task force on the improvement of undergraduate STEM instructional practices
- Assisted in the development and proposal of an electronic tracking tool for broadening participation efforts to be used by the NSF's Committee on Equal Opportunities in Science and Engineering (CEOSE)

**North Carolina State University, College of Education** 2001-2009

Adjunct Graduate Research Faculty (2005-2009), Assistant Professor, tenure-track Department of Math, Science, & Technology Education (2001-2005)

- Developed and taught doctoral-level courses in the sociocultural and historical foundations of, qualitative and quantitative inquiry in, and research applications in science education
- Mentored doctoral students in educational research and professional development of teacher educators
- Taught masters-level middle school and high school science methods courses
- Supervised undergraduate-level student teaching in public high school science classrooms
- Conducted research on K-6 science learning environments

**Other Higher Education Positions**

1992-2001

Instructor, UNC Charlotte Department of Middle, Secondary, & K-12 Education (2001)  
Assistant Professor (tenure track), Lenoir-Rhyne College Department of Education (1995-2000)  
Lead Science Academic Advisor, UNC Chapel Hill College of Arts & Sciences (1998-1999)  
Postdoctoral Fellow, Ford Foundation/ National Research Council (1997-1998),  
Coordinator, UNC Math and Science Technology Network (1991-1992)  
Associate Director & Head Counselor, UNC Summer Bridge Program (1992)

### **Public School Positions**

**1994, 2000**

High School Teaching (algebra, trigonometry, physical science, chemistry) (1994, summers '95 & '96)  
Job Training Program Coordinator (summer 1995)

### **SELECT ADMINISTRATIVE/EXECUTIVE EXPERIENCES**

#### **National Association for Research in Science Teaching**

**2000-2018**

Board of Directors (2015-2018); Personnel Evaluation Committee (2017-2018); Policies and Procedures Ad Hoc Committee Member (2017-2018); Organizational/ Internal Policy Board Ad Hoc Committee Member (2015-2016); Membership and Elections Committee Lead Co-Chair (2014-2016), Member (2009-2014); Equity & Ethics Committee Member (2004-2007); Teaching Strand Conference Coordinator (1999-2000)

- Developed policies and procedures for evaluating the Executive Director
- Comprehensively examined and revised the organization's policies and procedures which had not been done in ten years
- Investigated policy- and procedure-related organizational issues deemed important by the Board and developed recommendations and action plans for Board's deliberation and vote
- Co-coordinated the member-wide process for election of the Board of Directors, President, and Graduate Student Representative to the Board
- Oversaw the coordination and implementation of four membership sessions at the annual international conference
- Co-planned and implemented the conference's graduate student forum
- Contributed to the development of election processes and standardized selection procedures for the nomination process and election slate
- Served as lead coordinator in the planning and implementation of conference workshops for traditionally underrepresented scholars and researchers
- Helped to develop processes (e.g., fellowship focus, selection criteria and procedures) for NARST conference fellowships for scholars researching equity issues in science education
- Co-coordinated the reviews of over 300 conference proposals (three blind reviews per proposal), made and informed submitters about the acceptance decisions, and scheduled accepted papers for presentation at the annual conference

#### **University of North Carolina at Chapel Hill**

**2005-present**

School of Education (SOE) Faculty Executive Council (FEC), Chair (2015- 2017); SOE FEC, Associate Professor Representative (2013-2015); SOE Appointment-Tenure-Promotion Process Committee, Member (2012-2013), Chair (2013-2014); SOE APT Review Subcommittees, Chair (2014), Member (2015); Tenure and Promotion External Reviewer (2009, 2010, 2013, 2017)

- Facilitated the refinement of SOE mission statement and strategic directions by collecting faculty input, using input to revise written statements, brokering faculty consensus, and managing adoption processes

- Revised policy, wrote new policy, and managed adoption processes that involved eliciting feedback from SOE faculty and discussions with SOE faculty executive council
- Revised and managed the selection process for faculty leave recommendations made to the Dean
- Led and engaged the revision of appointment, promotion, and tenure processes to ensure greater equity and facilitated faculty consensus to adopt by vote of full faculty
- Led as chair and engaged as a member the evaluation of dossiers for reappointment, promotion, and tenure of colleagues
- Evaluated the dossier of colleagues at other institutions of higher education for the purposes of tenure and promotion to associate and professor

Masters of Arts in Teaching Science Content Area Coordinator, School of Education (2005-2011);

- Established and managed the admissions processes and made final acceptance decisions
- Assisted in the identification of and approved field practicum placements in the high school classrooms of practicing teachers
- Advised enrolled students and students interested in applying to the program
- Collected and evaluated data to address accreditation standards for teacher education programs
- Contributed to substantial program revisions for state and national reaccreditation

UNC Service, Appointment, Promotion, and Tenure Committee, Member (2017-present); Faculty Governance Nominating Committee, Member (2015, 2016); Evaluation of Services Subgroup of the Strategic Planning Committee for UNC Academic Support Program for Student-Athletes (Chair, 2011)

- Review candidate dossiers across the UNC campus for the purposes of advising the Provost on appointment, promotion, and tenure decisions
- Recruited faculty to diversify the slate of faculty members for elected positions in faculty governance, especially influential committees
- Coordinated interviews of relevant staff and student-athletes, lead discussions with related campus organizations, and wrote report of the subgroup that included recommendations later adopted as a response to NCAA inquiries

#### **American Educational Research Association**

**2008-2010**

Division G, Affirmative Action Committee Member (2008-2010)

- Assisted in drafting a procedure and policy handbook
- Assisted in the development and piloting of AERA organization-wide conference proposal panel review process by providing conceptual frame and translating it into concrete processes and procedures; panel review process was implemented for the organization in 2009

#### **Association for Science Teacher Education (ASTE)**

**2002-2008**

Board of Directors (2005-2008); Inclusive Science Education Forum Chair & Member (2002-2004)

- Assisted in devising standard operating procedures for the organization
- Drafted equity indicators for ASTE committees to ensure more equitable practices
- Established a mechanism to monitor organizational progress towards more equitable practices
- Developed the organization's first survey to collect demographic information for the membership and analyzed the data
- Facilitated graduate student representation in the organization

- Conducted the organization's first electronic evaluation of the annual conference, analyzed data, and distributed results to the 400+ attendees
- Worked to diversify the ASTE membership and knowledge domains addressed at the ASTE annual conference

### **Executive Leadership Development**

American Education Council Leadership Academy for Department Chairs (2015)

American Education Council National Women's Leadership Forum, Advancing Women's Leadership (2014)

University of North Carolina at Chapel Hill Center for Faculty Excellence, Faculty Administrator Development Program (2014-2015)

### **BIBLIOGRAPHY AND PRODUCTS OF SCHOLARSHIP**

(underlined: mentored graduate student; \* mentored junior colleague)

#### **Peer Refereed Articles** (most recent first)

**Parsons, E. C.** (2019). Why not an integrative and inclusive approach—hands on and “minds on”? A lesson for mentoring 21<sup>st</sup> century science education researchers. *Science Education*, 103(5), 1284-1288.

Morton, T. & **Parsons, E. C.** (2018). #BlackGirlMagic: The identity conceptualization of Black women in undergraduate STEM education. *Science Education*, 102(6), 1363-1393.

**Parsons, E.C.**, Bulls, D., Atwater, M., Butler, M. & Freeman, T. (2017). General experiences + race + racism =Work lives of Black faculty in postsecondary science education. *Cultural Studies of Science Education*.

Bower, H. & **Parsons, E.C.** (2016). Teacher identity and reform: Intersections within school culture. *Urban Review*, 48, 743-765.

**Parsons, E. C.** & Turner, K. (2014). The importance of history in the racial inequality and racial inequity in education: New Orleans as a case example. *The Negro Educational Review*, 65(1-4), 99-113.

Atwater, M. M., Butler, M. B., Freeman, T., & **Parsons, E. C.** (2013). An examination of Black science teacher educator's experiences with multicultural education, equity, and social justice. *Journal of Science Teacher Education*, 24(8), 1293-1313.

\*Brown, B., **Parsons, E. C.**, \*Miles, R., & Henderson, B. (2013). Exploring the alignment of Black scientists with the American scientific community: Does race still matter? *Journal of Women and Minorities in Science*, 19(2), 95-120.

**Parsons, E. C.**, \*Miles, R., & Petersen, M. (2011). High school students' implicit theories what facilitates science learning. *Research in Science and Technological Education*, 29(3), 257-274.

**Parsons, E. C.**, Rhodes, B., & Brown, C. (2011). Unpacking the critical race theory (CRT) in negotiating White science. *Cultural Studies of Science Education*, 6(4), 951-960.

Simpson, J. & **Parsons, E. C.** (2009). African American perspectives and informal science education. *Science Education*, 93(2), 293-321.

**Parsons, E. C.** (2008a). Learning contexts, Black cultural ethos, and the science achievement of African American students in an urban middle school. *Journal of Research in Science Teaching*, 45(6), 665-683.

**Parsons, E.C.** (2008b). Positionality of African Americans and a theoretical accommodation of it: Rethinking science education research. *Science Education*, 92 (6), 1127-1144.

- Parsons, E. C.** (2008c). A Tribute to Mary Atwater: A pioneer in science education. *Cultural Studies of Science Education*, 3(1), 209-216.
- Parsons, E.C., Foster, S., Travis, C., & Simpson, J.** (2008). Diversity knowledge in science teacher education: A case specific to African Americans. *Journal of Science Teacher Education*, 19(1), 69-83.
- Parsons, E. C., Tran, L., & Travis, C.** (2008). An investigation from the perspective of race of student roles in small, racially mixed science groups. *International Journal of Science Education*, 30(11), 1464-1489.
- Parsons, E. C., \*Pitts, W., & \*Emdin, C.** (2007a). Using the macro as a lens to unpack the corporate|communal dialectic. *Cultural Studies of Science Education*, 2(2), 342-350.
- Parsons, E. C., \*Pitts, W., & \*Emdin, C.** (2007b). Taking a closer look: Rituals, cogenerative dialogues, and their transformative potential. *Cultural Studies of Science Education*, 2(2), 374-386.
- Parsons, E. C.** (2005). From caring as a relation to culturally relevant caring: A White teacher's bridge to Black students. *Equity and Excellence in Education*, 38(1), 25-34.
- Parsons, E. C., Travis, C., & Simpson, J. S.** (2005). The Black cultural ethos, students' instructional context preferences, and student achievement: An examination of culturally congruent science instruction in the eighth grade classes of one African American and one Euro-American teacher. *The Negro Educational Review*, 56(2, 3), 183-203.
- Parsons, E. C. & Summer, G.** (2004). Use of images as reflective discrepant events: Pathways for elementary teachers to reconsider practice in relation to their views of science teaching and learning. *Electronic Journal of Science Education*, 9(1) located at [<http://wolfweb.unr.edu/homepage/crowther/ejse/ejsev9n1.html> ]
- Reid-Griffin, A., Carter, G., Park, J., Butler, S., Wiebe, E., Flynn, L., **Parsons, E. C.**, & Haefner, L. (2004). Educators working smarter: A closer look at a local community of practice. *Action in Teacher Education*, 26(3), 44-51.
- Parsons, E. C.** (2003a). A teacher's use of the environment to facilitate the social development of children into subjects. *Journal of Research in Childhood Education: An International Journal of Research on the Education of Children, Infancy through Early Adolescence*, 18(1), 57-70.
- Parsons, E. C.** (2003b). Culturalizing instruction: Creating a more inclusive learning context for African American students. *High School Journal*, 86(4), 23-30.
- Parsons, E. C.** (2002). Using comparisons of multiage learning environments in the United States to critique two teachers' achievement of their democratic aims. *Learning Environments Research: An International Journal*, 5(2), 185-202.
- Parsons, E. C.** (2001). Using power and caring to mediate White male privilege, equality, and equity in an urban elementary classroom: Implications for teacher preparation. *Urban Review*, 33(4), 321-338.
- Parsons, E. C.** (2000). Culturalizing science instruction: What is it? What does it look like? Why do we need it? *Journal of Science Teacher Education*, 11(3), 207-219.
- Parsons, E. C.** (1997). Black high school females' images of the scientist: Expressions of culture. *Journal of Research in Science Teaching*, 34(7), 745-768.
- Parsons, E. C.** (1998). The effectiveness of lecture versus role-playing in Small Groups. *Journal of University Teaching and Learning*, 2(2). [<http://www.uncw.edu/cte/et/bethl.htm#parsons>]

## Peer-Refereed Books

National Academies of Science, Engineering, and Medicine, Committee on Science Investigations and Engineering Design Experiences in Grades 6-12 (2019). *Science and engineering for grades 6-12: Investigation and design at the center*. Washington, DC: The National Academies Press..

**Handbook and Book Chapters** (most recent first)

- Hall, M., Bracey, J., **Parsons, E.C.**, & Robinson, T. (2019). Theoretical underpinnings of TIDES priorities, processes, and promises. In K. Mack, K. Winter, & M. Soto (Eds.), *Culturally responsive strategies for reforming STEM higher education: Turning the TIDES on inequity* (pp.15-32). United Kingdom: Emerald Publishing.
- Parsons, E. C.** (2017). Interfaces between critical race theory and sociocultural perspectives. In I. Esmonde & A. Booker (Eds.), *Power and privilege in the learning sciences: Critical and sociocultural theories of learning* (pp. 28-49). New York: Routledge. **(also peer refereed)**
- Parsons, E. C.** & \*Thompson Dorsey, D. (2015). The race problem: Its perpetuation in the *Next Generation of Science Standards*. In L.D. Drakeford (Ed.). *The race controversy in American education* (pp. 215-237). Santa Barbara, CA.: Praeger Publishers.
- Parsons, E.C.** (2014). Chapter 9: Unpacking and critically synthesizing the literature on race and ethnicity in science education. In S. Abell (posthumously) and N. Lederman (Eds.) (2<sup>nd</sup> edition). *The handbook on research in science education* (pp. 167-186). NY: Taylor & Francis. **(also peer refereed)**
- Parsons, E. C.**, & \*Bayne, G. U. (2012). Conceptualizations of context in science education research: Implications for equity. In J. Bianchini, V. Akerson, A. C. Barton, O., Lee, & A. Rodriguez. *Moving the equity agenda forward: Equity research, practice, and policy in science education* (pp. 153-172). London: Springer. **(also peer refereed)**
- Parsons, E.C.**, Cooper, J., & Simpson, J. (2011). The neglect and significance of race and culture in science education research involving Blacks in the United States: A critical review of the literature from 1997-2007. In B. Fraser, K. Tobin, & C. McRobbie (Eds). *International handbook on science education* (pp.569-581). New York: Springer.
- Parsons, E. C.** & Wall, Steven (2011). Unpacking the critical in culturally relevant pedagogy: An illustration involving African Americans and Asian Americans. In L. Scherff and K. Spector (Eds.), *Culturally relevant pedagogy: Clashes and confrontations* (pp. 15-34). New York: Rowman & Littlefield Education.
- Parsons, E. C.** & \*Moore, F. (2010). Black feminist thought: The lived experiences of two Black female science educators. In K. Scantlebury (Ed.), *Re-visioning science education from feminist perspectives: Challenges, choices, and career* (pp. 13-24). The Netherlands: Sense Publishers.
- Brandt, C., Bruna, K. R., Emdin, C., Hwang, S., **Parsons, E. C.**, & Roth-W-M (2009). Cultural encounters, countering enculturation: Four metalogues about cultures and school science. In W.-M. Roth (Ed.) *Taking a stand(point): Science education from people and for people* (pp. 115-131). New York: Routledge. **(equal effort for all authors) (also peer refereed)**
- Parsons, E. C.** (2009). Revisiting and reconsidering authenticity: Theory and the lived experiences of two African American females. In W.-M. Roth (Ed.) *Science education from people and for people: Taking a stand(point)* (pp. 22-38). New York: Routledge. **(also peer refereed)**
- Parsons, E. C.**, Simpson, J., & Cooper, J. (2009). Low status and positionality of African Americans: A critique of science education reform and research. In K. Tobin & W-M. Roth (Eds.) *The world of science education: Handbook of research in North America, vol. 1* (pp. 331-351). The Netherlands: Sense Publishers.

**Parsons, E. C.** (2007). Functioning in two disparate worlds. In K. Tobin & W.-M. Roth (Eds.), *The culture of science education: Historical and biographical perspectives* (355-366). The Netherlands: Sense Publishers.

**National/ International Refereed Presentations (most recent first)**

Morton, T., **Parsons, E. C.** & Jackson, C. (2017, April). Black females in STEM undergraduate research programs: Strengths and assets associated with their identities. Paper presented at the annual conference of the National Association for Research in Science Teaching, San Antonio TX.

Atwater, M., Butler, M., Freeman, T. & **Parsons, E.C.** (2016, April). Where should science education be with respect to the conversations and cultural unrest in our academic departments? Paper presented at the annual conference of the National Association for Research in Science Teaching, Baltimore MD.

Chinn, P., **Parsons, E. C.**, & Akerson, V. (2016, April). NARST Live: Co-author our story. Paper presented at the annual conference of the National Association for Research in Science Teaching, Baltimore MD.

**Parsons, E.C.** (2016, April) Paper presented as part of the mini-course: Race/ racism and critical race theory for application in science education research. Annual conference of the National Association for Research in Science Teaching, Baltimore MD.

**Parsons, E. C.**, Morton, T., Kurtz-Costes, B., & Howard, L. (2016, April). Mindset, agency, and African American high school students. Paper presented at the annual conference of the American Educational Research Association, Washington DC.

**Parsons, E. C.** & Dorsey, D. T. (2015, April). A critical race theory critique of *Next Generation of Science Standards: Manifestations of "racism as ordinary" and "interest convergence."* Paper presented at the annual conference of the American Educational Research Association, Chicago, IL.

**Parsons, E. C.** & Dorsey, D. T. (2015, April). Critical race theory and the *Next Generation of Science Standards: Implementation to address "Racism as ordinary" and "counter storytelling."* Paper presented at the National Association of Research in Science Teaching International Meeting, Chicago, IL.

**Parsons, E. C.**, Bulls, D., Atwater, M., Butler, M., & Freeman, T. (2014, March). *Awaken the dialogue: Race and the experiences of Black faculty in the science education community.* Paper presented at the National Association of Research in Science Teaching International Meeting, Pittsburgh, PA.

Gomillion, C. & **Parsons, E. C.** (2013, April). *What are the perceptions of scientists held by Black college students majoring and not majoring in scientific fields?* Paper presented at the National Association of Research in Science Teaching International Meeting, Rio Grande, Puerto Rico.

**Parsons, E.C.** (2013, April). *Teachers' sense-making about culture in high enrollment African American middle school science classes.* Paper presented at the National Association of Research in Science Teaching International Meeting, Rio Grande, Puerto Rico.

**Parsons, E. C.** (2013, April). *The science of broadening participation: An opportunity for the NARST Equity and Ethics community.* Accepted for paper presentation at the National Association of Research in Science Teaching International Meeting, Rio Grande, Puerto Rico.

Butler, M. B., Atwater, M. M., **Parsons, E. C.**, & Freeman, T. (2013, January). *Black male science education scholars in the academy: An analysis of their perspectives and experiences.*



- Paper presented at the annual meeting of the Southern African Association for Research in Mathematics, Science, and Technology Education, Cape Town, South Africa.
- Atwater, M. M., Freeman, T. B., Butler, M. B., & **Parsons, E. C.** (2012, March). *Journeys of Black scholars in the academy: Re-Imaging research and teaching*. Paper presented at the National Association for Research in Science Teaching International Meeting, Indianapolis, IN.
- Johnson, N., Atwater, M.M., Freeman, T.B., Butler, M. B., & **Parsons, E. C.** (2012, March). *African American female faculty members: Factors influencing their recruitment, retention, and promotion at traditionally White institutions*. Paper presented at the National Association of Research in Science Teaching International Meeting, Indianapolis, IN.
- Parsons, E. C.** (2012, March). *Re-imagining our research by using new theoretical frameworks in science education: Critical race theory and critical socio-cultural perspective*. Paper presented as part of a symposium at the National Association of Research in Science Teaching International Meeting, Indianapolis, IN.
- Parsons, E. C.** (2012, March). *Shifts in identity images and cultural receptivity: One White teacher's identity flux in a predominantly African American middle school science teaching context*. Poster presented as part of a symposium at the National Association of Research in Science Teaching International Meeting, Indianapolis, IN.
- Atwater, M. M., Freeman, T. B., Butler, M. B., **Parsons, E.** (2011, October). *Science teacher educators for multicultural education, equity, and social justice*. Paper presented at the Southeastern Association for Science Teacher Education meeting, Athens, GA.
- Parsons, E. C.** (2010, April). *A conceptual tool for studying and teaching about race, culture, and context*. Paper presented at the annual conference of the American Educational Research Association, Denver CO.
- Parsons, E.C.** (2010, March.) *The enactment of race and culture through context: How are they different and why does the difference matter for science education research involving Blacks?* Paper presented as part of a symposium at the National Association of Research in Science Teaching International Meeting, Philadelphia PA.
- Parsons, E. C.** (2009, April). *A model and its analytical utility for investigating social contexts with an emphasis on culture and race*. Paper presented at the annual conference of the American Educational Research Association, San Diego, CA.
- Parsons, E.C.** (2009, April). *Culturally relevant pedagogy and middle school science practices: What it is and what it is not for African American students*. Paper presented as part of a symposia at the annual conference of the American Educational Research Association, San Diego, CA.
- Parsons, E.C.** (2009, April). *A model for investigating social contexts with respect to culture and race: Examining contextual foundations on instructional practices*. Paper presented at the National Association of Research in Science Teaching International Meeting, Garden Cove CA.
- Parsons, E. C.** (2009, January). *Accommodating forms of diversity in research and practice*. Paper presented at the annual conference of the Association for Science Teacher Education, Hartford, CT.
- Parsons, E. C.** (2008, April). *Promoting new directions in science education research-Part 2 conceptual frameworks: Positionality of African Americans and re-thinking science education research*. Paper presented at the National Association of Research in Science Teaching International Meeting, Baltimore, MD.

- Parsons, E. C., Miles, R., & Petersen, M.** (2008, April). *Differences in high school students' perceptions of what helps them learn science: A missing piece in decision-making regarding practice and reform*. Paper presented at the National Association of Research in Science Teaching International Meeting, Baltimore, MD.
- Simpson, J. & Parsons, E. C.** (2008, April). *African American parents' perceptions of informal science: A cultural dimension*. Paper presented at the National Association of Research in Science Teaching International Meeting, Baltimore, MD.
- Simpson, J. & Parsons, E. C.** (2008, January). *Listening to African American parents and their desires for informal science education*. Paper presented at the annual conference of the Association for Science Teacher Education, St. Louis, MI.
- Parsons, E. C. & Mutegi, J.** (2007, April). *Promoting new directions in science education: Implications of race*. Paper presented at the National Association of Research in Science Teaching International Meeting, New Orleans LA.
- Parsons, E.C.** (2006, April). *Students' perceptions of effective science teaching: Do differences exist among ethnic groups?* Paper presented at the National Association of Research in Science Teaching International Meeting, San Francisco, CA.
- Parsons, E. C. & Simpson, J.** (2006, April). *What's going on: Significant issues concerning African American students in mathematics and science education*. Panel participant at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Simpson, J. & Parsons, E. C.** (2006, April). *Cultural repertoires of practice and African American achievement in science education*. Paper presented at the National Association of Research in Science Teaching International Meeting, San Francisco, CA.
- Foster, S. & Parsons, E. C.** (2006, January). *Reflection as a means to teaching improvement for novice college science faculty*. Paper presented at the annual meeting of the Association for Science Teacher Education, Portland, OR.
- Parsons, E. C.** (2005, April). *Culturally congruent science instruction and Black and White student achievement*. Paper presented at the National Association of Research in Science Teaching International Meeting, Dallas, TX.
- Parsons, E. C.** (2004, April). *Culturally congruent science instruction for Black students: Patterns in achievement and the Black-White achievement gap*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Parsons, E. C.** (2004, February). *Culturalized science instruction: Exploring its influence upon Black and White students' achievement*. Paper presented at the annual meeting of the Association for Education of Teachers in Science, Nashville, TN.
- Parsons, E. C. & Tran, L.** (2003, March). *An investigation of unequal power relations within small science groups of mixed-gender and mixed-ethnicity*. Discussion paper presented at the National Association of Research in Science Teaching International Meeting, Philadelphia, PA.
- Butler, S., Carter, G., Reid-Griffin, A., Haefner, L., Park, J., **Parsons, E.**, & Wiebe, E. (2003, February). *Science teacher educators establish a local community of practice: Experiences at North Carolina State University*. Paper presented at the annual meeting of the Association for Education of Teachers in Science, St. Louis, MO.
- Parsons, E. C.** (2003, February). *Images as tools for reflection and conceptual change*. Paper presented at the annual meeting of the Association for Education of Teachers in Science, St. Louis, MO.
- Parsons, E. C.** (2003, January). *Culturally relevant instruction: Exploring the influences upon achievement of targeted groups*. Paper presented at the Hawaii International Conference on Education, Honolulu, Hawaii.

- Parsons, E. C.** (2002, April). *Using classroom environments to critique two teachers' democratic educational aims*. Roundtable at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Parsons, E. C.** (2002, April). *Teachers' conceptions of teaching and learning science via images: Reflecting upon practice*. Paper presented at the National Association of Research in Science Teaching International Meeting, New Orleans, LA.
- Parsons, E. C.** (2001, April). *Power as caring: A means to mediate equity and White male dominance in an urban elementary classroom*. Roundtable at the annual meeting of the American Educational Research Association, Seattle, WA.
- Parsons, E. C.** (2001, January). *Importance of reflection: Correspondence between philosophy and practice*. Paper presented at the annual meeting of the Association for the Education of Teachers in Science, Costa Mesa, CA.
- Parsons, E. C.** (2000, April). *A novice's pedagogy for liberation: Democratic education via participatory management*. Roundtable at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Parsons, E. C.** (2000, January). *Science as the sacrificial lamb: Confessions of elementary school teachers and advice for science educators*. Paper presented at the annual meeting of the Association for the Education of Teachers of Science, Akron, OH.
- Parsons, E. C.** (1999, April). *An investigation of learning styles and roles assumed by Black youths in small science groups*. Paper presented at the National Association of Research in Science Teaching International Meeting, Boston, MA.
- Parsons, E. C.** (1999, January). *Science instruction with an African American twist: A demonstration of cultural values in science teaching*. Paper presented at the annual meeting of the Association for Education of Teachers of Science, Austin, TX.
- Parsons, E. C.** (1998, March). *Preservice elementary school teachers' conceptions of and attitudes toward science: Changes via instructional language and practice?* Roundtable at the National Association of Research in Science Teaching International Meeting, San Diego, CA.

#### **Invited Events (Keynotes, Lectures, Presentations, and Panels)**

- National Academies of Science, Engineering, and Medicine. Board of Science Education's Workshop on instructional materials for the framework for K-12 science and next generation of science standards (2017, June). *Ensuring America's quality of life: Equality and equity required*. Washington DC.
- Association of American Colleges and Universities and Project Kaleidoscope. Nationwide collaboration and scale up of *Teaching to Increase Diversity in STEM (TIDES)* (2017, June)
- Georgia Technology Institute, *Reducing Achievement Gaps in Science, Technology, Engineering, & Mathematics (STEM): Promoting International Research, Policies, and Practice* (2017, May). Arlington, VA
- American Educational Research Association, Presidential Session (2017, April). *STEM, diversity, and the future of teaching and schooling: A critical race theory perspective*. San Antonio, TX.
- National Science Foundation institute on preparing Black female faculty for prominence, power, and presence in the academy (2017, February). *Seeing challenges and opportunities as different sides of the same coin: Get grounded*. Atlanta, GA.
- National Association for Research in Science Teaching Presidential Session (2015, April). *Exploring methodological directions to support a NGSS-driven research and development agenda: Engaging and supporting student learning*. Chicago, IL.

American Educational Research Association, Division C (2015, April). *Asset pedagogies and positive outcomes: The necessity of "centricity."* Chicago, IL.

Building Capacity for Research on Broadening Participation Interventions at HBCUs (2014, May). *Theoretical perspective for initiatives at Norfolk State University.* Baltimore, MD.

Navigating Challenging Waters: Achieving Success in the Academy/ A Summit Focused on Black Faculty, Staff, and Graduate Students (2014, April). *Difficulties advancing within predominately White institutions.* University of North Carolina at Wilmington, Wilmington, NC.

National Association for Research in Science Teaching (2014, March). *Ecological influences on the education of African children in the diaspora: Implications for science education.* Pittsburgh, PA.

The Results of the African Diaspora: Developing Black Scholars in Science Education for the 21st Century in the United States, Part II (2013, June). *Conceptual and theoretical frameworks in science education: Socio-cultural perspectives and critical perspectives.* Atlanta, GA.

STEM Women of Color Conclave (2012, June). *Introduction.* Washington DC.

National Science Foundation (2012, May). *Overview of critical socio-cultural perspectives part II: Employing a critical race theory lens to NSF broadening participation challenges.* Arlington, VA.

National Science Foundation (2012, February). *A critical socio-cultural perspective part I: Implications for developing a science of broadening participation.* Arlington, VA.

Summer Undergraduate Research Experience Institute (2011, May). *Why education research still matters in the 21<sup>st</sup> century?* North Carolina State University, Raleigh, NC.

National Association for Research in Science Teaching (2010, March). *Advice for new researchers and junior faculty early career.* Philadelphia, PA.

National Association for Research in Science Teaching, Equity and Ethics Committee Pre-Annual Meeting (2009, April). *Facing challenges and seizing opportunities: The importance of grounding.* Garden Cove, CA.

National Association for Research in Science Teaching (2009, April). *Graduate student forum: Challenges and possibilities.* Garden Cove, CA.

Michigan State University (2009, October). *Elucidating the web of context, race, and culture: An imperative for research in the stratified United States.* Lansing, MI.

McKnight Fellowship Conference, Florida Education Fund (2008, October). *A research agenda—Race + culture + science experiences of African American students: Implications for science education.* Tampa, FL.

Southeastern Association for Science Teacher Education Annual Meeting (2008, October). *Science education for social justice: The time is now.* Columbia, SC.

Springer Forum on Science Education (2008, April). *Cultural studies and conceptions/ conceptual change: Reuniting psychological and sociological Perspectives.* City University of New York, New York, NY. (participant by invitation only)

City University-New York Graduate Center (2007, February). *The triple quandary and science education research in urban schools.* New York, NY.

Annual Research Symposium of the Maryland Institute for Minority Achievement and Urban Education (2005, May). *Optimizing science achievement for all students.* Baltimore, MD. (participant by invitation only)

Southeastern Technology Education Conference with D. Petersen (2004, September). *Male and female students' emphases in responding to TechKnow survey: Implications for curricula development.* Nashville, TN.

National Consortium on Urban Science Education (2004, October). Wisconsin, IL. (participant by invitation only)  
Southeastern Technology Education Conference with L. Haefner (2002, October). *Tech-Know: The of phase I*. Raleigh, NC.  
Excellence in College and University Teaching (1996, June). *Incorporation of African American values in the teaching of school science*. Cullowhee, NC.

### **DISSERTATIONS AND THESES Chaired/Advised (Milestones Completed)**

Morton, Terrell [2017, Ph. D in Education, UNC]. *#BlackGirlMagic: The influence of identity expression on STEM identity and retention for Black females in undergraduate research experiences*.  
Bulls, Domanique [2016, Ph. D in Education, UNC]. *The perspectives and experiences of African American students in an informal science program*.  
Bower, Heather [2012, Ph. D in Education, UNC]. *"It's all about the kids:" School culture, identity, and figured worlds*.  
Turner, Kea [2010, MA in Education, UNC]. *New Orleans school choice reform: A world-class system or a 'magnificent mirage'?*  
Apyapong, Apri [2008, MA in Education, UNC]. *Utilizing a tenet of critical race theory as a tool of analysis for designing an alternative framework for African American students*  
Gomillion, Crystall Travis [2007, Ph. D in Science Education, NCSU]. *Racial identity development and perceptions of scientists for Black college students pursuing science and non-science majors*.  
Simpson, Jamila [2007; Ph. D in Science Education, NCSU]. *African American perspectives: A qualitative study of an informal science enrichment program*.  
Sbhatu, Desta [2006, Ph. D in Science Education, NCSU]. *Investigating the effects of metacognitive instruction in learning primary school science in some schools in Ethiopia*.  
Foster, Stephanie [2005, Ph. D in Science Education, NCSU]. *Reflection as a means to teaching improvement for novice university science faculty*  
Tran, Lynn [May 2004, Ph. D in Science Education, NCSU]. *Teaching science in museums*  
Travis, Crystall [2004, M.S. in Science Education, NCSU]. *Analyzing what African American students articulate as lesson goals: Assessing their interpretations of lesson objectives with respect to instructional representations used in the science classroom* (Gomillion above)

### **GRANT ACTIVITY**

*African American Students' Holistic Development in STEM Postsecondary Education and Institutional Contexts*. Supplemental Funding Request for HBCU-UP Broadening Participation Research (NSF #1436381): *Effect of Self-Regulated Learning Development on Student Success in STEM*; **E. Parsons**, PI. National Science Foundation (NSF), \$39,000 (2016-2018)

*Teaching to Increase Diversity in STEM (TIDES)*. Kelly Mack, PI. (collaboration between Association of American Colleges and Universities and Project Kaleidoscope.) Eileen R. Carlton **Parsons**, Advisory Board Member. Helmsley Trust, \$4.9 million (2013-2016)

*Biological Sciences Curriculum Study Diabetes Education Curriculum K-12 (DECK-12) Project*; Anne Westbrook, PI. Eileen R. Carlton **Parsons**, Advisory Board Member, National Institute of Diabetes and Digestive and Kidney Diseases, \$3.3 million (2010-2013)

*The African Diaspora: Developing Black scholars in science education for the 21st century in the United States*; Mary Atwater, Principal Investigator (PI); Malcolm Butler, Co-Principal Investigator (co-PI); Eileen R. Carlton **Parsons**, co-PI, NSF, \$100,000 (2008-2010)

*Club to School (C2S): Rethinking the SMT Pipeline*; Angela Calabrese Barton, PI, Michigan State University; Edna Tan, co-PI, University of North Carolina at Greensboro; Eileen R. Carlton **Parsons**, Advisory Board Member; NSF, \$499,334 (2007-2009)

*Exemplary science teachers and teaching in public urban elementary and middle schools: Teacher practices and African American versus European American student perceptions*; Eileen R. Carlton **Parsons**, PI. Spencer Foundation Small Grant, \$40,000 (2005-2007)

*Visualization in technology education*; Aaron Clark, PI. Eileen R. Carlton **Parsons**, Advisory Board Member, NSF, \$1.2 million (2002-2005)

*Culturally relevant science instruction-A positive influence upon the achievement of African American students in science?* Eileen R. Carlton **Parsons**, PI. American Educational Research Association, \$25,000 (2002-2004)

*TechKnow Project*; Richard Petersen, PI. Eileen R. Carlton **Parsons**, Investigator. NSF, \$1.52 million (2001-2004)

*The effectiveness of lecture versus role playing*; Eileen R. Carlton **Parsons**, PI. The Institute for Excellence in College and University Teaching Small Grants Program for Research, \$410 (1996-1997)

*Implementation of the teacher research action plan*; Eileen R. Carlton **Parsons**, PI. NSF & University of Florida, \$200 (1997)

*Science summer enrichment program for African American youth*; Eileen R. Carlton **Parsons**, PI. Society of Black Professionals, \$400 (1995)

### **Invited Reviewer for Grant Activity**

National Science Foundation (2007, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2018)

The National Academies (2007, 2008, 2009, 2010)

Research Agenda in Science Education (RAISE) (2005)

### **PROFESSIONAL SERVICE**

#### **Editorships/ Editorial Boards**

Expert Committee, National Academies of Science, Engineering, & Medicine, *Updating America's Lab Report*, committee, with substantial writing by members, authors a consensus report forthcoming in 2018 (2017-2018)

Book endorsement (printed on the back cover of the book) for Morrison, D. Annamma, S. A. & Jackson, D.D (2017). *Critical race spatial analysis: Mapping to understand and address educational inequity*. Stylus Publishing, LLC: Sterling

Co-Editor of Science Education Policy section, *Science Education* (2014-present).

Editorial Board, *Science Education* (2007-2014)

Editor Search Committee, *Science Education* (2015)

Lead Guest Co-Editor, *Special culture issue, Journal of Research in Science Teaching* (2012-2013)  
Associate Editor, *Journal of Research in Science Teaching* (2010-2013)  
Editorial Board, *Electronic Journal of Science Education* (2006-2009)  
Editorial Board, *Journal of Research in Science Teaching* (2005-2008)

### **Reviewer**

*Mind, Culture, and Activity: An International Journal*  
*American Educational Research Journal*  
*Teachers College Record*  
*Journal of Research in Childhood Education*  
*Urban Review*  
*Journal of Women and Minorities in Science and Engineering*  
*The Elementary School Journal*  
*Educational Researcher*  
*Science*  
*Urban Education*

### **National**

Expert Committee, National Academies of Science, Engineering, & Medicine, *Updating America's Lab Report* (2017-2018)  
Personnel Evaluation Committee, National Association for Research in Science Teaching (NARST) (2017-2018)  
Policies and Procedures Ad Hoc Committee, NARST (2017-2018)  
Organizational Internal Policy Ad Hoc Committee, NARST (2015-2016)  
Board of Directors, NARST (2015-2018)  
Co-Chair Membership & Elections Committee, NARST (2014-2016)  
Conference Proposal Reviewer, American Association for the Advancement of Science (2014)  
Member, Membership & Elections Committee, NARST (2009-2014)  
Co-Lead of Graduate Student Forum, NARST (2010-2014)  
Panel Facilitator, Science of Broadening Participation Joint Annual Meeting Human Resource Development Division of the Education and Human Resource Directorate, National Science Foundation (2012)  
Member, Action plan for reforming instructional practices in undergraduate STEM, U.S. Office of Science and Technology Policy and NSF (2011-2012)  
Member, Ad Hoc Committee: Research on the history and future of equity in NARST, NARST (2008-2012)  
Member, External Policy & Relations Committee NARST (2007-2010)  
Conference Proposal Reviewer, Division G Section 1, AERA (2007-2009)  
Executive Conference Proposals Review Board, Division C Section 4 (Science,) AERA (2007-2009)  
Board of Directors, Association for Science Teacher Education (ASTE) (2005-2008)  
Executive Committee, Board of Directions ASTE (2007-2008)  
Conference Proposal Reviewer, Division G Section 2, AERA (2007)  
Member, Equity & Ethics Committee, NARST (2004-2007)  
Conference Proposal Reviewer, NARST (1999, 2004-2007)  
Lead Coordinator of NARST Equity Scholars Pre-Conference Workshop, NARST (2005, 2006)  
Conference Proposal Reviewer, Association for Teacher Education (ASTE) (2003, 2004)  
Chair, ASTE Inclusive Science Forum (2003-2004)

Member, *Journal of Research in Science Teaching* Award Committee, NARST (2002-2004)  
Member, Equity Committee, ASTE (2002-2004)  
Coordinator of Conference Evaluation, ASTE (established first electronic evaluation) (2001-2002)  
Member, ASTE Inclusive Science Forum (2001-2002)  
Member, NARST Outstanding Paper Award Committee, NARST (1998-2000)  
Coordinator of NARST Conference Strand on Teaching, NARST (1999-2000)  
Co-Coordinator of NARST Conference Strand on Teaching, NARST (1998-1999)

**University** (Information from 1995-2005 provided upon request)

Member, UNC, Search Committee for the Graduate School Dean (appointed by Provost) (2018-2019)  
Member, UNC, Appointment, Tenure, and Promotion Committee (elected by UNC faculty) (2017-2019)  
Member, UNC, Graduate School Academic Policy Committee (2016-2017)  
Member, UNC, Graduate School Administrative Board (2016-2017)  
Member, UNC, College of Arts & Sciences Pedagogical Research Task Force (2016- 2017)  
Member, UNC, Chancellor's Advisory Committee (elected by UNC Faculty) (2013-2017)  
Member, UNC Faculty Council Nominating Committee (appointed by Faculty Chair) (2015-2016)  
Faculty Representative, Steering Committee of Carolina Black Caucus (2014-2015)  
Member, Faculty Advisory Board, UNC Carolina Seminars Program (2013-2016)  
Member, Advisory Working Group, UNC Campus-wide Diversity Assessment Survey (2014-2016)  
Member, UNC College of Arts & Sciences Task Force on Transforming Instruction in Large Lecture Courses (appointed by the Senior Associate Dean for Natural and Mathematical Sciences (2012-2013)  
Member, UNC Faculty Advisory Committee to Academic Support Program for Student Athletes (appointed by the Senior Associate Dean for Undergraduate Education) (2011-2013)  
Member, UNC Faculty Athletics Committee (elected by UNC Faculty) (2010-2013)  
Member, Strategic Planning Committee for UNC Academic Support Program for Student Athletes (appointed by Senior Associate Dean for Undergraduate Education) (2010-2011)  
Chair, Evaluation of Services Subgroup of the Strategic Planning Committee for UNC Academic Support Program for Student-Athletes (appointed by the Senior Associate Dean for Undergraduate Education) (2011)  
Member, UNC Joseph E. Pogue Scholarship Selection Committee (2008-2011)  
Member, UNC Faculty Committee on Research (appointed by Chancellor) (2008-2011)  
Judge, UNC Graduate Student Research Competition (2010)  
Member, UNC Undergraduate Summer Reading Selection Committee (appointed by Senior Associate Dean for Undergraduate Education) (2009-2010)  
Faculty Representative, UNC Black Faculty and Staff Caucus (elected by membership) (2008-2010)  
Member, UNC Faculty Council (elected by UNC faculty) (2006-2009)

**Departments** (Information from 1995-2005 provided upon request)

Faculty Chair, UNC School of Education (SoE) (2015-2017)  
Member, Third-Year Review Committee for Reappointment of an Assistant Professor (2016)  
Faculty Chair-Elect, UNC School of Education (2014-2015)  
Chair, UNC SoE Faculty Leave Committee (2013-2015)  
Representative for Associate Professors, UNC SoE Faculty Executive Committee (elected by Associate Professors) (2013-2015)  
Chair, UNC SoE Appointment, Promotion, and Tenure Ad Hoc Process Committee (2013-2014)



Chair, UNC SoE Third-Year Review Committee for Reappointment of an Assistant Professor (2014)  
Member, UNC SoE Morgan Distinguished Professorship in Educational Innovations faculty Search Committee (2012-2013)  
Member, UNC SoE Appointment, Promotion, and Tenure Ad Hoc Process Committee (2012-2013)  
Member, Program Committee for Learning Sciences and Psychological Studies strand of UNC SOE PhD in Education Program (2012-2013)  
Member, Admissions Policy Committee for Learning Sciences and Psychological Studies strand of UNC SOE PhD in Education Program. (2012)  
Member, UNC SOE Scholarship Committee (2010-2013)  
Member, UNC SOE Strategic Planning Steering Committee (2010)  
Member, UNC SOE Advisory Council (2009-2010)  
Member, UNC SOE Search Committee for Educational Leadership Faculty Position (2009-2010)  
Member, UNC SOE Leadership Center for Math and Science Teachers Collaboration Steering Committee (2008-2009)  
Member, UNC SOE Futures Committee (2008-2009)  
Member, UNC SOE PhD in Education Committee (2008-2009)  
Member, UNC SOE Development of Research Committee (2008)  
Member, UNC SOE Search Committee for Science Education Faculty Position (2006-2008)

### **State/ Local**

Adult Volunteer, Global Scholars Academy, Durham NC (2015)  
Adult Volunteer, Mallard Creek Elementary, Charlotte NC (2008-2011)  
Recruited Githens Middle School Science Fair Judges, Durham NC (2008)  
Adult Volunteer, Little Learners More-at-Four, Charlotte NC (2007-2008)  
Math Tutor, Adult Re-Education, Hickory NC (2006-2007)  
Faculty Volunteer, Carroll Middle School, Wake County Public Schools, Raleigh NC (2002-2003)  
State Board of Directors, Volunteer Families for Children, Cary NC (1999-2001)  
Instructional Design for Lateral Entry Teachers in the Charlotte-Mecklenburg (2001)  
Schools, Charlotte NC  
List upon request (1999-2000)

### **HONORS**

#### **Awards**

Paper Award—"Contribution of Research to Practice" Award, Association for Science Teacher Education (2005)  
Powerful Ideas in Physical Science Faculty Fellow, National Science Foundation (NSF) and Louisiana State University, Baton Rouge (1998)  
Science Teacher Research Fellow, NSF and University of Florida, Gainesville (1997)

#### **Graduate Fellowships/ Scholarships**

Stayer Fellow, Cornell University Ithaca NY. (1992-1994)  
Board of North Carolina Governor's Fellow, UNC (1991-1992)  
New York State Fellow, Cornell University Ithaca NY. (1989-1991)

#### **Honor Societies**

Gamma Sigma Delta National Honor Society of Agriculture (inducted 1993)  
Phi Kappa Phi National Honor Society of Agricultural Sciences (inducted 1991)

UNC Order of the Golden Fleece (inducted 1988)  
UNC Order of the Old Well (inducted 1988)  
UNC Order of the Valkyries (inducted 1988)

### **Recognitions**

Conference Paper Nominated for National Association for Research in Science Teaching (NARST)  
Outstanding Conference Paper Award (2013)  
NIMH Leadership Training Institute on Career Advancement for Diverse Researchers (2008-2009)  
Nominated for American Educational Research Association (AERA) Division C Sylvia Scribner Award  
(2009)  
Who's Who of American Women (2007)  
Who's Who in American Education (2007)  
Who's Who in Empowering Executives and Professionals (2005)  
Who's Who in Education (2003)  
Who's Who Among America's Teachers (2002, 1998)  
Who's Who Among International Business and Professional Women (1998)  
Spencer Postdoctoral Fellowship Finalist (1997)  
Who's Who in the South and Southwest (1997)  
Outstanding Young Women of America (1991)

### **PROFESSIONAL MEMBERSHIPS/ AFFILIATIONS**

American Association for the Advancement of Science  
American Educational Research Association  
National Association for Research in Science Teaching

### **REFERENCES**

Upon Request