

**New York City College of Technology**  
OF THE CITY UNIVERSITY OF NEW YORK

**Professional Activity Report and Self Evaluation**

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**BACKGROUND**

- 1. Date: 04/15/2014
  

2. Name:	HER,	PA	3. Department: SOCIAL SCIENCES
	(Last)	(First)	

  

4. Date of first NYCCT appointment on tenure bearing line	09 /2009
	(Month) (Year)

  

5. Present Rank: ASSISTANT PROFESSOR	5A. Effective Date of Present Rank: 03/2014
(Year)	(Month)

  

6. Bachelor’s Degree: California State University, Fresno	/	2000
(Institution)		(Year)

  

7. Master’s Degree: California State University, Chico	/	2002
(Institution)		(Year)

  

8. Thesis Title: *Equivalence of the Self-Construal Scale Translation in a Sample of Bilingual Hispanic College Students*

  

9. Doctorate: Virginia Polytechnic Institute and State University/	/	2008
(Institution)		(Year)

  

10. Dissertation Title: *Parental Emotion Socialization of Seventh and Eighth Graders: Gender Differences in Independent and Interdependent Self-Construals*

  

11. Progress toward doctorate **(if not completed)**: N/A

/	
(Institution)	(Date Expected)

  

12. Doctoral Dissertation Advisor or Sponsor: Julie C. Dunsmore, PhD

13. Basis for Doctoral Equivalent if relevant: N/A

14. Professional licenses or certifications: N/A

15. Summary of Previous Employment: (List in reverse chronological order):

- **Assistant Professor, College of Social Sciences-Psychology** August 2009 – Present  
New York City College of Technology Brooklyn, NY
- **Research Associate** October 2008 – August 2009  
Windwalker Corporation McLean, VA
- **Senior Research Associate, College of Sciences-Psychology** August 2004 – May 2008  
Virginia Polytechnic Institute and State University Blacksburg, VA
- **Instructor, College of Sciences-Psychology** June 2006 – May 2008  
Virginia Polytechnic Institute and State University Blacksburg, VA

## TEACHING

16. List all courses taught at New York City College of Technology

PSY 1100, Psychology of Adjustment

Remedial elective; includes students from various disciplines across the university at all levels of progress (Freshman-Senior). Enrollment is approximately 40 students per class. **Content focus:** Includes information regarding adjustment and coping, cognition, learning, motivation and self-regulation. **Course goals:** Include helping students develop awareness of current adjustment strategies, providing standards for reflecting on the results of those strategies in order to develop more strategic behaviors, and supporting students in becoming more self-regulated learners.

PSY 1101, Introduction to Psychology

Required and/or elective; includes students from various disciplines across the university at all levels of progress (Freshman-Senior). Enrollment is approximately 40 students per class. **Content focus:** A comprehensive introduction to psychology examining the history of psychology, research methods, the brain, sensation and perception, states of consciousness, human development, language, thinking (including critical thinking), learning, motivation, emotion, social psychology, personality, human diversity, and the diagnosis and treatment of psychological disorders. **Course goals:** Include helping students develop awareness of current theories and research strategies, providing content/assignments so students can be

well versed in the topics of psychology and have a critical understanding of psychological phenomenon.

### PSY 2301, Child Psychology

Required and/or elective; includes students from various disciplines across the university at upper levels of progress (Sophomore-Senior). Enrollment is approximately 30 (hybrid) and 40 (traditional) students per class. ***Course focus:*** Includes information regarding physical, cognitive, and socio-emotional development, with consideration of the cultural context, and focusing on empirical research examples. Major issues examined in this course include the relation of nature to nurture, of genes to environment, of the developing individual to the changing social context, and of mental health to school performance. ***Course goals:*** Include an understanding of the transactional/*gene x environment* approach, critical evaluation of research and conclusions drawn from research, and development of research skills necessary to complete an applied service learning project.

#### **Selected instructional methods for all courses:**

Includes pre and post assessments of student motivation, cognition and, and learning behaviors (Exhibit 16.3.1). Individual results are used to facilitate student focus and personalization of course content. Assignments include self-reflections, syntheses, and applications of learning principles to other coursework and applied settings via service learning project. Class instruction includes lecture of key concepts, guided practice, and reflective questioning, small-group and whole class discussions. Provide regular individual feedback via written comments and face-to-face meetings. Teaching evaluations are noted below.

### **Classroom Evaluations**

#### **(1) Peer Evaluations**

Spring 2014

Professor McDonald observed me teaching Child Psychology (PSY 2301) for the Spring semester (Exhibit 16.1.10). I received an overall rating of “Excellent” for the evaluation.

Fall 2013

Professor Hillstrom observed me teaching Child Psychology (PSY 2301) for the Fall semester (Exhibit 16.1.9). I received an overall rating of “Excellent” for the evaluation.

Spring 2013

Professor Hillstrom observed me teaching Child Psychology (PSY 2301) for the Spring semester (Exhibit 16.1.8). I received an overall rating of “Excellent” for the evaluation.

Fall 2012

Professor Zylstra observed me teaching Child Psychology (PSY 2301) for the Fall semester (Exhibit 16.1.7). I received an overall rating of “Excellent” for the evaluation.

Spring 2012

Professor McDonald observed me teaching Child Psychology (PSY 2301) for the Spring semester (Exhibit 16.1.6). I received an overall rating of “Excellent” for the evaluation.

Professor Sisco observed me teaching Child Psychology (PSY 2301) for the Fall semester (Exhibit 16.1.5). I received an overall rating of “Excellent” for the evaluation.

Fall 2010-Spring 2011

Professor Sisco observed me teaching Psychology of Adjustment (PYS1100) for the Spring semester (Exhibit 16.1.4). Professor Gerardi observed me teaching Child Development (PSY2301) for Fall 2010 semester (Exhibit 16.1.3). I received an overall rating of “Excellent” for both evaluations.

Fall 2009-Spring 2010

Professor Alden observed me teaching Child Psychology (PSY2301) for Spring 2010 semester (Exhibit 16.1.2). Professor Sisco observed me teaching Psychology of Adjustment (PSY 1101) for the Fall 2009 semester (Exhibit 16.1.1). I received an overall rating of “Excellent” for both evaluations.

## **(2) Student Evaluations**

Fall 2012-Spring 2013

Spring 2013 semester I scored an overall 4.8 (out of 5.00) for PSY 2301, (Exhibit 16.2.9). The overall departmental average for the semester was 4.7. Fall 2012 semester I scored an overall 4.89(out of 5.00) for PSY 2301, Sec. 6892 (Exhibit 16.2.8). The overall departmental average for the semester was 4.55.

Fall 2011-Spring 2012

Spring 2012 semester I scored an overall 4.85(out of 5.00) for PSY 2301, Sec. 6892 (Exhibit 16.2.7), and an overall 4.75 for PSY 2301, Sec. 6894 (Exhibit 16.2.6). The overall departmental average for the semester was 4.55. Fall 2011 semester I scored an overall 4.85(out of 5.00) for PSY 2301, Sec. 6892 (Exhibit 16.2.7), and an overall 4.75 for PSY 2301, Sec. 6894 (Exhibit 16.2.6). The overall departmental average for the semester was 4.55.

Fall 2010-Spring 2011

Spring 2011 semester I scored an overall 4.84 for PSY 1100. The overall departmental average for the semester was 4.50 (Exhibit 16.2.5) and an overall 4.24 for PSY 2301. The overall departmental average for the semester was 4.52. (Exhibit 16.2.4). Fall 2010 semester I scored an overall 4.54(out of 5.00) for PSY 1100 and an overall 4.68 for PSY 1101. The overall departmental average for the semester was 4.46. (Exhibit 16.2.3)

Fall 2010-Spring 2011

Spring 2010 semester I scored an overall 4.24 for PSY 2301 and an overall 4.82 for PSY 1101. The overall departmental average for the semester was 4.47. (Exhibit 16.2.2). Fall 2009 semester I scored an overall 4.79 (out of 5.00) for PSY 2301 and an overall 4.77 for PSY 1101. The overall departmental average for the semester was 4.47. (Exhibit 16.2.1)

17. List other teaching/instructional responsibilities.

(1) **Formal Academic Advisement**

- (2010, Fall). Acquired training in Early Advisement and Registration (EAR) to prepare for student advisement at City Tech by working closely with Professors Hillstrom and Zylstra, as Departmental Advisement Liaisons. The training was in N600 where we reviewed the Faculty Advisement Manual and learned to use the Degree Works software.

(2) **Mentoring Emerging Scholars and Research Students**

- Actively engaged in student mentoring through the Emerging Scholar's Program

[Strehl, E.\\*, Hillstrom, J. & Her, P., & Cote, E. \(2014, May\). Effects of Positive Reframing on Emotional Stress and Well-being. In Abstracts of the Emerging Scholars Program Research Projects \(New York City College of Technology\). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York \(Exhibit 17.2.10\)](#)

[Hazelwood-Carter, K.\\* & Her, P. \(2013, December\). The Positive Parenting Project. Assisted and mentored Child Psychology student to submit a CUNY Diversity Development Grant focused on STEM students \(Exhibit 17.2.9\). Also, wrote and recommended Ms. Hazelwood-Carter support letter to the School Psychology, UC Berkeley program where she is now a doctoral student \(Exhibit 17.2.8\)](#)

[Strehl, E.\\*, Hillstrom, J. & Her, P. \(2013, December\). Emotional Stress, Meaning-Making, and Well-Being. In Abstracts of the Emerging Scholars Program Research Projects \(New York City College of Technology\). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. \(Exhibit 17.2.7\)](#)

Strehl, E.\*, Babmatee\*, P. Hillstrom, J. & Her, P. (2013, May). Effects of Positive Reframing on Emotional Stress and Well-being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York (Exhibit 17.2.6)

- Strehl, E.\*, Babmatee\*, P. Hillstrom, J. & **Her, P.** (2012, December). Emotional Stress, Meaning-Making, and Well-Being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (Exhibit 17.2.5)
- Strehl, E.\*, Babmatee\*, P. Hillstrom, J. & **Her, P.** (2013, May). Effects of Positive Reframing on Emotional Stress and Well-being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York (Exhibit 17.2.6)
- Strehl, E.\*, Babmatee\*, P. Hillstrom, J. & **Her, P.** (2012, December). Emotional Stress, Meaning-Making, and Well-Being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (Exhibit 17.2.5)
- Neroulias, K.\*, Babmatee\*, P. Hillstrom, J. & Her, P. (2012, May). Emotional Stress, Meaning-Making, and Well-Being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (Exhibit 17.2.4A; B)
- Neroulias, K. \*, Hillstrom, J. E. & Her, P. (2011, Fall). Emotional Stress, Meaning-Making, and Well-Being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (Exhibit 17.2.3)
- Romanyshyn, O\*, & Her, P. (2011, Fall). Cognitive appraisals in relation to trauma adaptation. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (Exhibit 17.2.2)
- Romanyshyn, O.\*, & Oakley, N.\*, & Her, P. (2010, Spring). Emotional and Religious Processing in Relation to Trauma Adaptation. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology).

Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (Exhibit 17.2.1)

\* Undergraduate co-authors

## SCHOLARLY AND PROFESSIONAL GROWTH

### 18. Publication and Production:

18 A. Publications released **since** appointment to the tenure track at New York City College of Technology:

#### (1) Peer-Reviewed

[Vang, P.D. & Her, P., \(2014\). Family socialization and individual processes associated with teenage marriage among Hmong American women. \*Journal of Human Behavior in the Social Environment\*, 24, 138-155 \(Exhibit 18.1.3 A; B; C\)](#)

**Her, P.**, & Dunsmore, J.C. (2012). Parents' Beliefs about emotions are associated with children's self-construals in African American, European American, and Lumbee American Indian families. *Childhood Global Studies*, 2, 129-143. (Exhibit 18.1.2)

**Her, P.** & Dunsmore, J.C. (2011). Parental beliefs about emotions are associated with early adolescents' independent and interdependent self-construals. *International Journal of Behavioral Development*, 35, 317 – 328. (Exhibit 18.1.1)

18 B. Publications released **prior** to appointment to the tenure track at New York City College of Technology:

Dunsmore, J.C., **Her, P.**, Halberstadt, A. G., & Perez-Rivera, M.B. (2009). Parents' beliefs are linked to their emotional experience and encoding and to children's decoding of parents in middle childhood. *Journal of Nonverbal Behavior*, 33, 121-140.

Singelis, T. M., + Aaker, J., Bhawuk, D. P. S., Gabrenya, W., Gelfand, M., **Her.**, **P.**, Harwood, J., Tanaka- Matsumi, J., & Vandello, J. (2009). *Exploring ethnic group and geographical differences for social axioms in the USA*. In K. Leung & M. H. Bond (Eds.), *Psychological Aspects of Social Axioms* (pp.81-93). New York: Springer.

**Her, P.** (2008). Emotion and affect. In W. A. Darity (Ed.), *The international*

*encyclopedia of the social sciences* (2<sup>nd</sup> edition), vol. 1, pp. 239-241. Detroit: Macmillan Reference USA.

Dunsmore, J. C., & **Her, P.** (2008). Parenting styles. In W. A. Darity (Ed.), *The international encyclopedia of the social sciences* (2<sup>nd</sup> edition), vol. 1, pp. 135-138. Detroit: Macmillan Reference USA.

**Her, P.** & Dunsmore, J.C. (2008). Self representation. In W. A. Darity (Ed.), *The international encyclopedia of the social sciences* (2<sup>nd</sup> edition), vol. 8, pp. 426-428. Detroit: Macmillan Reference USA.

Singelis, T.M., Yamada, A. M., Barrio, C., +Harrison-Laney, J., **Her, P.**, Ruiz-Anaya, & Terwilliger-Lernertz, S. (2006). Metric equivalence of the Bidimensional Acculturation Scale, the Satisfaction with Life Scale and the Self-Construal Scale across Spanish and English language versions. *Hispanic Journal of Behavioral Sciences*, 28, 231-244.

Singelis, T. M., Hubbard, C., **Her, P.**, & An, S. (2003). Convergent validation of the Social Axioms Survey. *Personality and Individual Differences*, 24, 269-282.

+Authors listed in alphabetical order.

18C. Presentation **since** appointment to the tenure track at New York City College of Technology:

## (2) Peer-Reviewed International Conferences

[\*\*Her, P.\*\* \(2015, expected April\). \*Hmong mothers' ethnic-racial socialization beliefs for the pre-school aged children\*. Poster submitted for presentation at the Biennial International Conference for the Society for Research on Child Development, Philadelphia, PA. \(Exhibit 18.2.7\)](#)

**Her, P.** (2013, April). *Hmong American Mothers' Ethnic Identity and their Socialization Strategies in the United States*. Poster session presented at the Biennial International Conference for the Society for Research on Child Development, Seattle, WA. (Exhibit 18.2.6)

Neal, A., Dunsmore, J.C., Halberstadt, A.G., & **Her, P.** (2013, April). *An Examination of Parent Gender and Child Emotion Language*. Poster session presented at the Biennial International Conference for the Society for Research on Child Development, Seattle, WA. (Exhibit 18.2.5)

**Her, P.** (2012, April). *Cognitive Appraisals about Traumatic Experiences*. Poster session accepted for presentation at the International Organization of Social Sciences and Behavioral Research, Atlantic City, NY. (Exhibit 18.2.4)



Hillstrom, J.E. , **Her, P.**, Neroulis, K., & Abdulghani, H. (2012, April). *Cognitive Appraisals about Traumatic Experiences*. Poster session presented at the International Organization of Social Sciences and Behavioral Research, Atlantic City, NY. (Exhibit 18.2.3)

**Her, P.** (2012, March). *Hmong maternal beliefs about their children's socialization: The coexistence of independence and interdependence*. Paper session presented at the 4<sup>th</sup> International Conference on Hmong Studies, St. Paul, MN. (Exhibit 18.2.2, A; B)

**Her, P.**, & Dunsmore, J.C. (2011, March). *Longitudinal influence of parental lay theories on children's prosocial behavior in early childhood*. Poster session presented at the Biennial International Conference for the Society for Research on Child Development, Montreal, Canada. (Exhibit 18.2.1)

Buonomano, L.\*, **Her, P.**, Foster, K., Whitmore, C. & Dunsmore, J.C. (2011, April). *Linkages of parents' beliefs about emotions with coparenting and children's socio-emotional competence in the context of divorce*. Poster session presented at the Biennial International Conference for the Society for Research on Child Development, Montreal, Canada. (Exhibit 18.2.1 same as above)\* *Undergraduate co-authors*

### (3) Regional/National Conferences

[\*\*Her, P.\*\*, \(2015, expected March\). \*Strengthening the participation and success of underrepresented minorities in an urban college setting\*. Poster submitted for presentation at the Diversity, Learning, and Student Success Conference, San Diego, CA. Exhibit \(18.3.9\).](#)

[Strehl, E.\\* , Hillstrom, J. & \*\*Her, P.\*\*, & Cote, E. \(2014, May\). \*Effects of Positive Reframing on Emotional Stress and Well-being\*. Poster session presented at the American Psychological Science Annual Convention, San Francisco. \(Exhibit 18.3.8\)](#)

Hillstrom, J.E. , **Her, P.**, Strehl, E. Babmatee, P. (2013, May). *The Effects of Positive Reframing on Emotional Stress and Well-Being*. Poster session presented at the American Psychological Science Annual Convention, Washington D.C. (Exhibit 18.3.7)

Undergraduate Research Committee (2013, May). *Mentoring Initiatives at New York City College Technology: A Mentoring Handbook for Faculty*. Poster presented at the 9<sup>th</sup> Annual CUNY General Education Conference: Transformation in Teaching and Learning: Research and Evidence based Practices at CUNY, John Jay College. (Exhibit 18.3.6)

- Her, P.** (2013, March). *Ethnic Identity and Bicultural Socialization in Hmong American Mothers*. Poster session presented at the Eastern Psychological Association Conference, Brooklyn, NY. (Exhibit 18.3.5A;B)
- Strehl, E.\*, Babmatee\*, P. Hillstrom, J. & **Her, P.** (2013, May). Effects of Positive Reframing on Emotional Stress and Well-being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York (see previous 17.2.6)
- Strehl, E.\*, Babmatee\*, P. Hillstrom, J. & **Her, P.** (2012, December). Emotional Stress, Meaning-Making, and Well-Being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster session presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (see previous 17.2.5)
- Neroulis, K.\*, Babmatee\*, P. Hillstrom, J. & **Her, P.** (2012, April). Emotional Stress, Meaning-Making, and Well-Being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (see previous 17.2.4)
- Undergraduate Research Committee (2012, May). *Mentoring Initiatives at New York City College Technology: A Mentoring Handbook for Faculty*. Poster presented at the 9<sup>th</sup> Annual CUNY General Education Conference: Transformation in CUNYVerse of Innovation at CUNY, Staten Island (Exhibit 18.3.4)
- Neroulis, K. \*, Hillstrom, J. E. & **Her, P.** (2011, December). Emotional Stress, Meaning-Making, and Well-Being. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (see previous Exhibit 17.2.3)
- Her, P.** (2011, November). *The stories we share: Hmong women's identity and socialization strategies in the United States*. In N. K. Paik (Chair), Identity and Refugee Narratives, symposium presented at the Conference for Critical Refugee Studies, Milwaukee, Wisconsin. (Exhibit 18.3.3, A; B)
- Her, P.** & Vang, P. D. (2011, October). *Family socialization and individual processes associated with teenage marriage among Hmong American women*. Paper

presented at the Hmong American Diaspora Institute, Madison, Wisconsin.  
(Exhibit 18.3.2)

As part of the Undergraduate Research Committee we presented an individual abstract/paper proposal for the 7<sup>th</sup> Annual CUNY General Education Conference meeting at York College on Friday, May 13, 2011. The presentation was titled *Encouraging Student Research through Encouraging Effective Faculty*. (Exhibit 18.3.1)

Romanyshyn, O.\*, & Her, P. (2011, December). Cognitive Appraisals in Relation to Trauma Adaptation. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York. (see Exhibit 17.2.2)

Romanyshyn, O\*., & Oakley, N\*. & Her, P. (2010, April). Emotional and Religious Processing in Relation to Trauma Adaptation. In *Abstracts of the Emerging Scholars Program Research Projects* (New York City College of Technology). Poster presented at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn New York at the Honors and Emerging Scholar's Poster Presentation, City Tech, Brooklyn, New York. (see Exhibit 17.2.1)

\* Undergraduate co-authors

#### (4) Invited Address

Invited address, Lansiquot, R., Hillstrom, J.E., & Her, P. (2013). *Case Studies in Pedagogical Research Designs: Humanities*. Presentation at the C3IRG Conference: A One-Day Workshop in Pedagogical Research Design, Manhattan, NY (see Exhibit 23.2.12; A, B, C)

Invited address, Her, P. (2011, October). *Family socialization and individual processes associated with teenage marriage among Hmong American women*. Paper presented at the Social Science Seminar Series, City Tech, Brooklyn, New York. (Exhibit 18.4.1)

18D. Presentation **prior** to appointment to the tenure track at New York City College of Technology:

Dunsmore, J.C., Her, P., Halberstadt, A. G., & Perez-Rivera, M.B. (2008, July). *Parents' emotional experience and regulation affect children's emotion understanding in middle childhood*. In B. Janke, J.C. Dunsmore, P.M. Cole (Chairs), *Emotion Understanding and Emotion Regulation*, symposium

presented at the International Society for Social and Behavioral Development, Wurzburg, Germany.

- Her, P.**, Batton, A.\*, Brown, J.\*, Elison, L.\*, & Gillsipie, K.\* (2008, May). *Parents' emotion related beliefs are associated with 7<sup>th</sup> and 8<sup>th</sup> grade children's self- Construal*. Poster session presented at the American Psychological Science Conference, Chicago, IL.
- Perez-Rivera, M. B., & **Her, P.** (2008, May). *Family expressiveness and its mediation of parenting style and relationship satisfaction with mothers*. Poster session presented at the American Psychological Science Conference, Chicago, IL.
- Kostova, L.\*, Batton, A. \*, **Her, P.**, & Perez-Rivera, M. B. (2008, May). *Parent and peer alienation are associated with self-compassion*. Poster session presented at the American Psychological Science Conference, Chicago, IL.
- Kostova, L. \*, Gardner, L. \*, & **Her, P.** (2008, April). *Parents' emotion-related beliefs and parent-child discourse among 7<sup>th</sup> and 8<sup>th</sup> graders*. Poster session presented at the 6th Annual Undergraduate Research Symposium, Blacksburg, VA
- Her, P.**, Gray, T., & Dunsmore J.C., (2008, January). *Parents' emotion related beliefs and emotion regulation are associated with adolescent coping strategies*. Poster session presented at the Society for Personality and Social Psychology, Albuquerque, New Mexico.
- Her, P.**, \*Baggarly, K., \*Bowman, J., \*McCabe, A., & \*Dunsmore, J. (2007, March). *Associations of parents' reminiscing style with prosocial socialization and preschool children's prosocial behavior*. In C. A. Cervantes (Chair), Parent-child conversations: Multi-method investigation of their role in preschool children's social and emotional development, symposium presented at the Society for Research in Child Development, Boston, M.A.
- Her, P.**, Perez-Rivera, M.B., & Dunsmore, J. C. (2007, March). Parents' emotion-related beliefs and discourse are linked to children's emotion recognition skills in middle childhood. In T.M. Chiang & J.C. Dunsmore (Chair), *Parental emotional socialization and children's emotional competence*, symposium conducted at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Dunsmore, J. C., **Her, P.**, Horsford, S., Omar, S. H., & Perez-Rivera, M. B. (2007, January). *Influence of person-focused, process-focused and no attributional feedback on children's prosocial behavior*. Poster session presented to the Society for Personality and Social Psychology, Memphis, TN.
- Her, P.**, & Dunsmore, J. C. (2006, August). *Parents' beliefs about children's emotion are associated with children's self-construal, self-concept, and emotion*

*Recognition.* Poster session presented at the International Society for Research on Emotion, Atlanta, GA.

**Her, P.,** & Dunsmore, J. C. (2006, April). *Parents' beliefs about children's emotions and children's self construals.* In, Emotional Development, symposium conducted at the Conference on Human Development, Louisville, KY.

Omar, S. H., **Her, P.,** Horsford, S., Perez-Rivera, M., B., \*Snyder, S., & Dunsmore, J. C. (2006, April). *Parental emotion socialization and children's prosocial behavior with familiar and unfamiliar partners.* Poster session presented at the Conference on Human Development, Louisville, KY.

\*Markowitz, J., \*Weaver, C., & **Her, P.** (2006, April). *Gender differences in self-construal in middle childhood.* Poster presented at the 22nd Annual Graduate Research Symposium, Blacksburg, VA.

Dunsmore, J. C. Halberstadt, A. **Her, P.,** & Omar, S. H. (2006, January). *Biobehavioral correlates of parental beliefs about emotions.* Poster presented at the Emotion Preconference, Society for Social and Personality Psychology, Palm Beach, CA.

\* Undergraduate co-authors

## 19. Works in Progress

### (1) Under review

- [Her, P. \(2014\). \*Hmong Women's Ethnic Identity and their Socialization Strategies for their Children in the United States.\* Journal of Asian Ethnicity. \(Exhibit 19.1.1\)](#)

### (2) Manuscripts in Preparation

- [Her, P., & Chen, Y. \*Cognitive Appraisals and Emotional Processing in Traumatic Event Narratives.\*\(19.2.1\)](#)
- [PDAC Task Force. \*Socializing the Next Generation of Faculty in an Urban Technology College.\* \(19.2.2\)](#)

## 20. Honors, Prizes, and Awards

### (1) Awards

*Professional Development Advisory Council (PDAC) Award*

The proposal was titled *Examination of Parent Gender and Child Emotion Language*

Submission:

February 2013

Outcome: (Exhibit 20.1.9A,B,C):

**AWARDED:** Conference Travel

### *Third Year Living Lab Fellowship*

Wrote and submitted an individual application for the program for Spring 2013.

Part of this award involved bi-weekly meetings (dates of meeting: Feb, 1, 8, 22, March 1, 8, 15; April 5, 12, 19 and 18; and May 3, 2013) with other faculty across the College campus to help redesign General Education and incorporate High Impact Educational Practices and competencies into my courses. My participation yielded a final project presentation to incorporate service learning/community-based learning with my PSYC 2301. The project can be viewed via the OpenLab profile:

<http://openlab.citytech.cuny.edu/herpsych2301spring2013/>

Submission:		Fall 2012
Outcome (Exhibit 20.1.8):	AWARDED:	3CR release time

*Best Presentation Best Paper entitled, "Cognitive Appraisals about Traumatic Experiences", International Organization of Social Sciences and Behavioral Research, Atlantic City, NY*

Submission:		April 2012
Outcome: (Exhibit 20.1.7):	AWARDED:	Certificate of Award

### *Professional Development Advisory Council (PDAC) Award*

The proposal was titled *Hmong maternal beliefs about their children's socialization: The coexistence of independence and interdependence.*

Submission:		February 2012
Outcome: (Exhibit 20.1.6):	AWARDED:	Conference Travel

### *Professional Development Advisory Council (PDAC) Award*

The proposal was titled *The stories we share: Hmong women's identity and socialization strategies in the United States.*

Submission:		October 2011
Outcome: (Exhibit 20.1.5):	AWARDED:	Conference Travel

### *Professional Development Advisory Council (PDAC) Award*

The proposal was titled *Longitudinal influence of parental lay theories on children's prosocial behavior in early childhood.*

Submission:		March 2011
Outcome: (Exhibit 20.1.4):	AWARDED:	Conference Travel

### *CUNY Faculty Fellowship Publications Program*

Wrote and submitted an individual paper proposal for Spring 2011. The proposal was titled *Hmong Women's Ethnic Identity in relation to their Socialization Practices.* (Exhibit 20.1.2)

Part of this award involved bi-weekly meetings (dates of meeting: Dec, 14, 2010; Feb 4 and 18; March 4 and 18; April 1 and 15; & May 6 and 20) with other junior faculty across CUNY campuses along with a senior mentor, Prof. Virginia Sanchez-Korrol, to support faculty in developing professional writing projects and bringing them to fruition

in the form of publications. My participation yielded two papers, of which one has been published in 2014; and the second is now under review in a peer-reviewed journal. (Exhibit 18.1.3A-published, also see Exhibit 19.1.1-peer-reviewed).

Submission: October 2010  
Outcome: (Exhibit 20.1.3): *AWARDED*: 3CR release time

#### *CUNY Gender Equity Program*

Submitted an individual application for the CUNY Gender Equity Program Series for Junior Faculty at Hunter College for Spring 2010 and was selected as 1 of 20 faculty from all CUNY campuses to attend the Spring 2010 *Gender Equity Program Workshop Series for Junior Faculty at Hunter College*. Dates of series were held February, 19; 19 March & April 9, 2010 (Exhibit 20.1.1)

Submission: Spring 2010  
Outcome: (Exhibit 20.1.3): *AWARDED*: Conference

## 21. Grant Activity

### (1) External Grant Activity

#### National Institutes of Health (NIH) Bridges to Baccalaureate Program Grant (Exhibit 21.1.6 A)

**Role:** Senior/Key Personnel; Provided conceptual and theoretical recommendations for proposal (Exhibit 21.1.6A)

Project Title: *Bridge to the Baccalaureate at New York City College of Technology*

Submission: October 2013

Outcome: *AWARDED*: \$1,531,056.00

#### NSF Broadening Participation Education Computing Grant. (Exhibit 21.1.5)

**Role:** Co-PI; Re-drafted theoretical driven framework for the project for a second submission

Project Title: *BPEC: An Early College Partnership to Strengthen the Participation and Success of African-American and Hispanic Students and Women in Computing*

Submission: April 2014

Outcome: *Not funded*

#### NSF ADVANCE Intuitional Transformative Grant. (Exhibit 21.1.4)

**Role:** Co-PI, re-drafted theoretical driven framework for entire grant and drafted social science supplemental project for second submission

Project Title: *City Tech ADVANCE: Catalyzing Institutional Citizenship*

Submission: November 2013

Outcome: *Not funded*

#### NSF CUE21 Broadening Participation Grant. (Exhibit 21.1.3)

**Role:** Co-PI and drafted theoretical driven framework for the project

Project Title: *Aligning Institutional Partnerships to Increase Underrepresented Student Success in Information Technology*

Submission: April 2013  
Outcome: Not Funded

Institute for Mindfulness. (Exhibit 21.1.2)

**Role:** Co-Collaborator; drafted theoretical driven framework for the project  
**Project Title:** *Promoting Healthy Student-Teacher Relationships and Academic Growth in the Mathematics Classroom through Contemplative Practice*

Submission: December 2012  
Outcome: Not Funded

NSF ADVANCE Intuitional Transformative Grant. (Exhibit 21.1.1)

**Role:** Co-PI; drafted social science supplemental research project  
**Project Title:** *ADVANCE Center for Equity and Partnerships at New York City College of Technology (CUNY)*

Submission: November 2011  
Outcome: Not Funded

## (2) Graduate Research Technology Initiative Grant

Round 17-GRTI (17)-Year 2014/15 GRTI (Exhibit 21.2.2A;B)

Project Title: *Emotion & Electrophysiology Laboratory Collaborative Proposal*

Submission: June 2014  
Outcome: Not Funded

Round Fourteen-GRTI (14)-Year 2010/11 GRTI (Exhibit 21.2.2, A;B)

**Project Title:** *Parental Emotion Socialization: Increasing Socio-emotional Competence and Reducing Maladaptive Behaviors in Low-Income Urban Children*

Submission: June 2010  
Outcome: AWARDED: \$47,402.00

Round Thirteen-GRTI (13) - Year 2009/10 GRTI (Exhibit 21.2.1)

**Project Title:** *Parental Emotion Socialization: Increasing Socio-emotional Competence and Reducing Maladaptive Behaviors in Low-Income Urban Children*

Submission: July 2009  
Outcome: Not Funded

## (3) PSC-CUNY Research Award

TRADA-45-471 (Exhibit 21.3.3A;B)

**Project Title:** *Hmong American Women's Identity and Socialization Strategies in the United States*

Submission: December 2013  
Outcome: AWARDED: \$3,500

TRADA-44-77 (Exhibit 21.3.2)



Project Title: *Maximizing a Sense of Agency by Promoting Self-Efficacy in Academia*

Submitted: December 2012  
Awarded: (Not funded)

TRADB-42-290(Exhibit 21.3.1)

Project Title: *Parental Emotion Socialization: Increasing Socio-emotional Competence and Reducing Maladaptive Behaviors in Low-Income Urban Children*

Submitted: January 2011  
Awarded: (Not funded)

## SERVICE

### 22. Administrative Assignments

International Consortium for Political and Social Resources (ICPSR) Representative

Spring 2010 – Present

Serve as ICPSR official representative for City Tech to distribute and promote International Consortium for Political and Social Resources (ICPSR) within the Social Science Department. As the representative, I also collaborate with Monica Berger, (Library Resources) to help promote ICPSR resources, and inquire its usefulness and relevance for other departments within the college. Because ICPSR hosts 16 specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields which are available to City Tech faculty, staff, etc., distributing and promoting ICPSR is important in furthering research productivity with City Tech faculty. See website link for more information:

<http://www.icpsr.umich.edu/icpsrweb/ICPSR/administration/institutions/11272>

23. **Other Department/College/University Service, including Continuing Education (list by category; for committee work, include the name of the committee chair)**

#### (1) Service to the Department

Psychology Discipline Coordinator

Fall 2014

Responsible for scheduling and overseeing meetings for the discipline.

Search Committees

Psychology

Chair: Maria Pagano

Spring 2014

Responsible for reviewing all applicants using quantitative rubrics. Assessed the most qualified candidate and made recommendations to the Appointments Committee.

Chair: Eric Rodriguez

Spring 2013

Responsible for reviewing all applicants using quantitative rubric. Assessed the most qualified candidate and made recommendations to the Appointments Committee.

### ***Economics***

Chair: Sean Macdonald

Spring 2013

Responsible for reviewing all applicants using a quantitative rubric. Assessed the most qualified candidate and made recommendations to the Appointments Committee. A faculty member was hired as a result of our efforts (Exhibit 23.1.12)

### *Department Website Liaison*

Spring 2013 - Present

Responsibilities are to ensure that a department's website contains accurate and current information (e.g. all pages within a department's site are checked at the beginning of each semester to help ensure the integrity of the content). Acts as the main contact between Web Services and the department. (Exhibit 23.1.11.)

### *Department of Social Sciences-Noldus Observer XT Specialist*

Spring 2012 - Present

Receive training to support faculty members whose research can utilize the Noldus Observer XT, a professional event logging software for the collection, analysis, and presentation of observational data (Exhibit 23.1.10)

### *Program Review of Psychology Discipline*

Spring 2012

Collaborated with psychology faculty to write Program Review. (Exhibit 23.1.9)

### *Propose New Course*

Fall 2011- Spring 2014

Research Methods course: In collaboration with Prof. Sean Macdonald, Marco Castillo, and Maria Pagano, proposed a new course, Social Science Research Methods (SBS 2000) (Exhibit 23.1.8). This course has been approved, first course introduced Fall 2014.

### *Bookstore/BookList Liaison*

Fall 2011 – 2014

Support full-time psychology faculty and adjuncts in complying with federal regulations regarding student textbooks on updating BookList. Monitor Booklists through the CUNY portal prior to the start of each semester to ensure that psychology instructors have completed BookList and ordered textbooks. (Exhibit 23.1.7, A, B)

### *Department of Social Sciences-Psychology Lab Committee*

Chair: Prof. Jean Hillstrom

Fall 2009 – Present

Serve as a member of the Psychology Lab Committee under the leadership of Professor Hillstrom. Attended meetings and training sessions of physiological equipment training

(e.g., MindWare - continuous BP, respiration, HR, GSR, video/audio recording, etc.) that was purchased through the various grants (Friday, October 29, 2011). Our goal is to collaborate on writing grants to support the maintenance and improvement of the Psychology Lab. (Exhibit 23.1.6)

*Created new course outlines:*

Fall 2010

Experimental Psychology (PSXXX t.b.a.) course to be included in the proposed Psychology Baccalaureate program. (Exhibit 23.1.5)

*Revised course outlines:*

Spring 2011

PS2303, Psychology of Aging (Exhibit 23.1.12)  
PS1100, Psychology of Adjustment (Exhibit 23.1.11)

Fall 2009-Spring 2010

PS2301, Child Psychology (Exhibit 23.1.4)  
PS2302, Psychology of Adolescent and Adulthood (Exhibit 23.1.3)  
PS2303, Psychology of Aging (Exhibit 23.1.2)  
PS1100, Psychology of Adjustment (Exhibit 23.1.1)

**(2) Service to College/University**

Professional Development Advisory Council Spring 2012-present  
Subcommittee: New Faculty Task Force Orientation Committee  
Convened by Julia Jordon

The charge of the committee was to design, facilitate and evaluate a seminar-series to support new faculty in understanding the reappointment process and available resources. Aside from the collective group tasks, I took the leadership to develop an empirical investigation about the effectiveness of the program by creating and analyzing pre-post surveys for evaluation for both the year 2 cohort (Exhibit 23.2.22 A; B); and year 1 cohort (Exhibit 23.2.20; A, B), I also prepared, facilitated and presented the content on Scholarship to cohort 2 (Exhibit, 23.2.21A;B) and cohort 1 (see case studies and presentation in Exhibit 23.2.19; A,B,C,D) and shared my own PARSE experiences with new Faculty at the Seminar for Full-Time Faculty in Year 1 Reflections and Plans workshop (Exhibit 23.2.18 ), and Year 2 (Exhibit 23.2.23 )gave a short presentation on the Task Force's goals and accomplishments to Chairs Colloquium— Thursday, February 21 (Exhibit 23.2.17) and conducted the post-evaluation quantitative and qualitative analyses for the PDAC Membership presentation on—Tuesday, March 12 (Exhibit 23.2.16; A, B)--For a review of activities see (Exhibit 23.2.15; A, B).

Faculty Grants Liaison (see Exhibit 23.2.12 for overall summary)  
Office of Sponsored Programs and Grants: Barbara Burke

Fall 2012-Spring 2014

Selected for one-year term, and renewed annually until Spring 2014 to act as a liaison for faculty with Sponsored Research and funding agencies. Help faculty find internal and external grant opportunities, locate potential grant collaborators, and apply for grants. Work closely with the Director to conceptualize and execute grant projects with PIs and Co-PIs (Exhibit 23.2.11; A, B). During my term, I worked on several grants, two of which were awarded. The first, The City Tech National Science Foundation Noyce Scholarship program *Noyce Explorer, Scholar, Teacher (NEST)* inaugurated in January 2014 to address the severe local and national challenge of staffing middle and high school classrooms with well-qualified mathematics, science, and computer technology teachers. I conducted the literature review, formulated the conceptual theories and worked closely with the PI to strengthen the proposal in both rounds of submission 2012; 2013 which ultimately led to an award for \$1.45 million in funding for the College. I wrote a short summary of the NOYCE program for the Nucleus, Volume 5, Issue 1 (Exhibit 23.2.11) to share with the College community. In Fall 2014 I worked on two major institutional grants the NSF ADVANCE Grant, and the NSF BRIDGES to the Baccalaureate proposal which both due in Fall October; November. Ultimately, the BRIDGES proposal was successfully awarded and commenced in Fall 2014. Total amount for the award \$1.5 million. Please see exhibit for summary of achievements (Exhibit 23.2.12).

*Undergraduate Research Committee (Arts and Sciences)*

Chairs: Prof. Reginald Blake and Prof. Janet Liou-Mark

Fall 2009 – Present

Serve as a member in the Undergraduate Research Committee for City Tech Arts and Sciences to educate and promote effective mentoring. As a member, I collaborate with other faculty members across disciplines to help create and present seminars for faculty and staff interested in learning about and/or developing effective mentoring skills. In Spring 2014 I led the workshop on: *Assessment and Tools*, (Exhibit 23.2.8) and created and distributed two documents for faculty to use when conducting research (Exhibit 23.2.9A;B). The committee has drafted a mentoring handbook at the culmination of seminars to be used for City Tech faculty and other CUNY campuses Fall 2011 (Exhibit 23.2.7 A); and revised Spring 2013 is near final (Exhibit 23.2.7 B). In addition, our committee also promotes and creates workshops for students to encourage student-faculty mentoring. Effective mentoring training is important in furthering research productivity within City Tech faculty. Below are seminars that were created, advertised and presented by the Undergraduate Research committee for faculty and students. (Exhibit 23.2.5)

Faculty

Entering the Mentoring Workshop Series: Mentoring-Proven Strategies for Success  
(Exhibit 23.2.5)

<u>Oct. 18, 2014</u>	<u>Session 1</u>	<u>Mentoring Success</u>
<u>Nov. 14, 2014</u>	<u>Session 2</u>	<u>Characteristics of Effective Mentors and Mentees</u>
<u>Feb. 2, 2014</u>	<u>Session 3</u>	<u>Presentation Strategies</u>
<u>March 27, 2014</u>	<u>Session 4</u>	<u>The Elements of Good Mentoring</u>
<u>April 24, 2014</u>	<u>Session 5</u>	<u>Evaluation and Tools*</u>
<u>May 24, 2014</u>	<u>Session 6</u>	<u>Success and Lessons Learned</u>

*\*I prepared the lecture and assignments for this session, along with leading and facilitating discussion during this workshop. (See exhibit 23.2.8 for lecture)*

Student

Entering the Mentoring: A Seminar to Train a New Generation of Mentors  
(Exhibit 23.2.4)

<u>Sept. 23, 2010</u>	<u>Session 1</u>	<u>Getting Started</u>
<u>Oct. 28, 2010</u>	<u>Session 2</u>	<u>Learning to Communicate</u>
<u>Nov. 11, 2010</u>	<u>Session 3</u>	<u>Presentation Strategies</u>
<b><u>Feb. 24, 2011</u></b>	<b><u>Session 6</u></b>	<b><u>The Elements of Good Mentoring*</u></b>
<u>March 17, 2011</u>	<u>Session 7</u>	<u>Evaluating our Progress as Mentors</u>
<u>April 14, 2011</u>	<u>Session 8</u>	<u>Developing a Mentoring Philosophy</u>
<u>May 26</u>	<u>Session 4 &amp; 5</u>	<u>Challenges and Pathways</u>

*\*I prepared the lecture and assignments for this session, along with leading and facilitating discussion during this workshop. (See exhibit 23.2.3 for lecture; 23.2.2 for assignment)*

Student

Research Mixers

<u>Oct. 28, 2010</u>	<u>Session 1</u>	<u>Research Mixer Fall 2010</u>
<u>March 17, 2011</u>	<u>Session 2</u>	<u>Research Mixer Spring 2011</u>
<u>December 7, 2011</u>	<u>Session 3</u>	<u>Research Mixer Fall 2011</u>
<u>May 9, 2012</u>	<u>Session 4</u>	<u>Research Mixer Spring 2012</u>
<u>December 2012</u>	<u>Session 5</u>	<u>Research Mixer Fall 2012</u>
<u>May 8, 2013</u>	<u>Session 6</u>	<u>Research Mixer Fall 2013</u>
<u>December 2013</u>	<u>Session 7</u>	<u><a href="#">Research Mixer Fall 2013</a></u>

*The Research Mixer provides an opportunity for undergraduate students to be introduced to research programs and specific research projects across all disciplines by New York City College of Technology faculty (See exhibit 23.2.1; A, B, C, D\*, E) \* Our assessments during the mixer shown in exhibit 23.2.1D allows us to modify the program to fit student and faculty needs.*

City Tech NSF ADVANCE STEM Grant Proposal Committee

Chair: Bonne August

Spring 2011- Fall 2011;  
Fall 2013

Serve as a Co-PI and committee member of the City Tech ADVANCE Science, Technology, Engineering, and Math (STEM) grant proposal team to write a grant proposal to NSF that includes a plan to study, develop and implement a coordinated program for institutional transformation. My overall task in year 2 was to revise the submission for round two. This involved a significant overhaul of the theoretical model, strategies and expected outcomes, working closely with the evaluator, Lisa Frehill to provide the data to support for the grant (Exhibit 23.2.6B), and sourcing key external partnerships with Timothy Eatmon Assistant Professor of Higher Education and Director for Research of Imagining America at Syracuse University (Exhibit 23.2.6C) and Susan Sturm Professor of Law and Social Responsibility the founding director of the Center for Institutional and Social Change. My increase role in responsibility and leadership with the grant stemmed from my initial performance in year 1 where I independently conducted a cursory literature review of theories and “best practices”, to conceptualize and draft a social science study, including participation at bi-weekly meetings through the Fall 2011 semester (Exhibit 23.2.6).

Undergraduate Research Committee (Arts and Sciences-Sub Committee for Website Development)

Chair: Prof. Jonas Reitz

Spring 2011

Serve as a member in the Undergraduate Research Committee for City Tech Arts and Sciences subcommittee to create an Undergraduate Research Committee website. Our goal is to design, and launch site up and public by the Fall 2011. This means creating a site structure, filling each of the pages with content, etc.

Workshops Presented

*Evaluating Data and Quantitative Research*

Faculty Commons

February 20, 2013

Co-Presented with Prof. Hillstrom a data workshop using SPSS to faculty. (Exhibit 23.2.14)

*Developing Research Questions and Methodologies*

Faculty Commons

February 21, 2013

Co-Presented with Prof. Hillstrom a workshop on evaluation research. (Exhibit 23.2.13)

*C<sup>3</sup>IRG program: Pedagogical Research Design, A One-Day Grant Writing Workshop*  
CUNY

January 25, 2013

One of the six City Tech faculty members invited to present their experience and expertise in pedagogical research design (Exhibit 23.2.12; A, B, C)

*Panel Discussions: IRB*  
Organizer: Jean Hillstrom

January 25, 2012

Invited to meet with Farida Lada the CUNY University Director for Research Compliance to discuss IRB issues and possible methods of increasing greater depth of IRB knowledge for faculty engaging in research here at City Tech (Exhibit 23.2.10,)

*Helping to Guide Not-yet Tenured Faculty*

Faculty Commons: Julia Jordan

January 25, 2012

One of the 4 faculty member invited to present their experience and need for guidance in teaching, scholarly growth and service to the School of Professional Studies. (Exhibit 23.2.9)

*PAR\_SE\_D Process Council on Academic Affairs Faculty Presentations*

Faculty Commons: Julia Jordan

September 22, 2011

One of the 3 faculty member selected to present their experience with the PAR\_SE\_D process. I represented the School of Arts and Sciences and provided my thoughts on the PAR\_SE process to Counsel on Academic Affairs Faculty. (Exhibit 23.2.8)

**24. Professional Activities and Recognition (e.g., state and national certification/ licensing bodies, service on accrediting bodies, offices in professional organizations)**

**(1) Membership in Professional Societies**

- Society for Research for Child Development (Exhibit 24.1.3)
- International Association for Cross-Cultural Research (Exhibit 24.1.2)
- Society for Research for Personality and Social Psychology (Exhibit 24.1.1)

**25. List any other activities considered relevant, including participation in continuing professional education and community service.**

**(1) Pedagogical Development**

- [Third Year Living Lab Fellow: Revitalizing General Education for a 21st Century College of Technology](#)  
[Spring 2013-present](#)  
[Serving 2-year term fellowship with Spring 2013 term award of 3CR release; the following years I will continue to work with other faculty across the College campus to help redesign General Education and incorporate High Impact Educational Practices and](#)

[competencies into my courses as well as introduce these practices with my colleagues. \(Exhibit 25.1.5, see also previous exhibit 20.1.8\)](#)

Spring, 2011

- Participated in City Tech’s Online Seminar led by Karen Lundstrom, Director of Instructional Technology, to become certified as a City Tech eProfessor. (Exhibit 25.1.4)

Summer, 2010

- June 1, 3, 4 & 7, 2010 – Participated in City Tech’s *Teaching Portfolio Workshop* conducted by City Tech’s Faculty Commons office. (Exhibit 25.1.3)

Fall 2010

- Participated in the *Websupport1 and FTP Workshop* conducted by Rezaul Hoque, City Tech’s Department of Instructional Technology and Media Services. I am using the skills learned to develop my own website that was launched in Spring 2011. (my home website can be found here(Exhibit 25.1.2): <http://websupport1.citytech.cuny.edu/faculty/pher/>)

Fall 2009 -Spring 2010

- Attended a presentation sponsored by City Tech’s Faculty Commons on *Scaffolding the Writing Assignment* conducted by Robert Turner. Ongoing throughout the Spring 2010 semester, I worked with writing fellow, Robert W. Turner from City Tech’s “Writing across the Curriculum” program (WAC) to develop and enhance existing courses with writing assignments. Updated my own writing assignments based on the presentation. (Exhibit 25.1.1)

## 26. OTHER PROFESSIONAL DEVELOPMENT:

### (1) Research Trainings

MindWare Psychophysiology Training

Fall 2010

- Attended a workshop organized by Professor Hillstrom and the Psychology Lab Committee on Psychophysiology equipment training.

Human Research Protection

Fall 2009

- Attended a workshop led by Professor Hillstrom sponsored by the CUNY Office of Research Conduct and the City Tech Institutional Review Board (IRB) on *Human Research Protections: The IRB Process and Its Importance*.

### (2) Reviewer

[Office of the Assistant Secretary for Health, \(OASH\) FY2014 Grant Competition on Mobilization for Health: National Prevention Partnership Awards \(NPPA\) Program Objective Review Committee.](#) Spring 2014



- [Reviewed 11 grant applications on a variety of measures, including needs assessment, goals, project plan, evaluation plan, management, and budget on a scale of 1 to 100, and orally presented my review to the committee via webinar conference. \(Exhibit 26.2.8\)](#)

*Journal of Early Adolescence* Spring 2013

- “The role of emotion awareness and mood: Personal and social adjustment in late childhood and early adolescence”, reference # JEA-2013-1994. (Exhibit 26.2.7)

*Journal of Early Adolescence* Fall 2011

- “Mothers’ socialization of emotion, child emotion regulation, and child socio-emotional functioning in urban India”, reference # JEA-2011-1803. (Exhibit 26.2.5)

*Journal of Nonverbal Behavior* Spring 2011

- “Gender, Personality and Perception of Vocal Emotion”, reference # #JONB369. (Exhibit 26.2.4)

Department of Defense Education Activity, (DoDEA) FY2010 Grant Competition on *Promoting Student Achievement at Schools Impacted by Military Force Structure Changes.* Spring 2010

- Reviewed nine submitted grant applications on a variety of measures, including needs assessment, goals, project plan, evaluation plan, management, and budget narrative on a scale of 1 to 100. (Exhibit 26.2.3)

*Journal of Experimental Child Psychology* Spring 2010

- “Telling Stories: Gender Differences in Peers' Emotion Talk and Communication Style”, reference # JECP-D-10-00036. (Exhibit 26.2.2)

PSC CUNY Reviewer on application # PSCREG-41-629 Fall 2009  
(Exhibit 26.2.1)

**(3) Attended Workshops**

Teaching workshops: Entering the Mentoring--A Seminar to Train a New Generation of Mentors Fall 2010-Spring2011

<i>Sept. 23, 2010</i>	<i>Session 1</i>	<i>Getting Started</i>
<i>Oct. 28, 2010</i>	<i>Session 2</i>	<i>Learning to Communicate</i>
<i>Nov. 11, 2010</i>	<i>Session 3</i>	<i>Presentation Strategies</i>
<i>Feb. 24, 2011</i>	<i>Session 6</i>	<i>The Elements of Good Mentoring</i>
<i>March 17, 2011</i>	<i>Session 7</i>	<i>Evaluating our Progress as Mentors</i>
<i>April 14, 2011</i>	<i>Session 8</i>	<i>Developing a Mentoring Philosophy</i>
<i>May 26</i>	<i>Session 4 &amp; 5</i>	<i>Challenges and Pathways</i>

- Attended a workshop sponsored by City Tech's Faculty Commons on *Developing Online Faculty Surveys*. I have updated my surveys and questionnaires to be accessible online so that my research is accessible for those who have access to the Internet.

#### **(4) Ongoing Research Projects**

I have three distinct yet related lines of research, both pertaining to socialization and the interplay among beliefs, identity and emotion. My first line involves examining self-development, extending the existing literature on bi-dimensional self-construal, which has been shown to increase social functioning, adaptive coping strategies and self-efficacy. I study self-construal and its relations to coping and socio-emotional competence, with a particular emphasis on adolescence in order to disentangle factors that contribute to their positive self-development. Through a developmental psychology lens, I trace self-development back parental socialization and investigate the antecedents of those positive beliefs. Implications of my research can improve well-being and mental health. My ongoing research project which commenced in year two of my appointment, *Hmong American women and their Socialization Strategies* is nearly complete, analyses are ongoing and a manuscript has been submitted in fall 2014.

My second line of research focuses my ongoing collaboration with Dr. Jean Hillstrom on the *Traumatic Research Project*. We are investigating how writing about emotional experiences affects health and coping. Studies have shown that writing about traumatic events is beneficial for various health and emotional outcomes, leading to fewer doctors' visits and fewer depressive symptoms, for example, as well as positively impacting students' academic achievement. We are currently running pilot studies. My primary role in this project will be to examine the qualitative data from the narratives to assess positive and negative emotions, including meaning-making statements. This will involve research training of at least two undergraduate students in narrative coding supervised under my direction.

Last, an emerging line of research which was directly influenced by my experiences as an Instructor at the College involves college student learning and academic identity development, exploring how instructors and parental academic socialization facilitate strategic learning behaviors in the areas of academic mindset and self-efficacy within the academic environment. This fall 2014, I will begin the IRB review process to formally collect data. Implications of my research can improve professional development for college instructors, and support parents to increase their children's academic achievement.

## SELF EVALUATION

26.

### ***Reflections of a 5<sup>th</sup> year Assistant Professor: Pa Her***

*I believe in the synergy between teaching, service and research. To this end, I have focused my endeavors at City Tech within this context. – Pa Her*

My responsibilities are focused on undergraduate education at New York City College of Technology (City Tech) in the Social Sciences department. While City Tech does not offer a major in Social Sciences, courses in the department fulfill degrees in a variety of departments as well as the core curriculum. My activities and accomplishments during the previous year are presented herein: teaching, scholarly and creative/professional growth, and service. I believe these activities and accomplishments have contributed to the success of the department and the College.

One of the most generally held values at New York City College is that teaching is an important measure for faculty performance. Aligned with the NYCT goals of 2012-2013 and my professional development plan, I have integrated available technology and personal scholarship into courses where appropriate. Since I was appointed to the faculty in 2009, I have taught 3 different undergraduate courses centered on psychology: Introduction to Psychology (PSY1101), Child Psychology (PSY2301), and Psychology of Adjustment (1100); all technology-enhanced courses (i.e., I have incorporated Blackboard and use Smart Rooms to deliver content, media, video, etc. and completed the Online Seminar to teach hybrid courses in spring 2011). Both PSY 1101 and PSYC 2301 satisfy a core curriculum or fulfill a degree requirement. PSY 1100 *Psychology of Adjustment* is used as an elective credit for students in Associate degree programs. Typically students who are enrolled in PSY 1100 are those who have not passed both the CUNY reading and writing exams. As an instructor for this “elementary” course, I encounter students who are first-generation college students, who may be unprepared for college, apathetic towards learning or apprehensive about their skills as a student. These students challenge me to present the course in which they can learn the materials and demonstrate proficiency in reading and writing. To help with this challenge, I participated in City Tech’s “Writing across the Curriculum” program (WAC) to develop and enhance existing courses with writing assignments in spring 2010 and participated in the Summer Institute for Teaching and Learning in May 2010, and have now been accepted in a 3<sup>rd</sup> year fellow for the Living Lab Revitalizing General Education at City Tech in Spring 2013; and now use formative and summative assessments for critical reflection. As a result of these experiences, I updated my syllabus and writing assignments to address the diversity of City Tech’s students, and including more *High Impact Practices* in my teaching. My revised writing assignments and projects also serve as an additional formative assessment of students’ abilities throughout the semester. I want to continue to enhance my students’ experience by including smaller, more frequent writing assignments and projects. This worked very well in both my PSY 1100 and PSY 2301 courses.

I believe that to be an effective teacher, I must continue with my research on social and emotional development. I share my enthusiasm with research with our students, thereby

enhancing their learning experience. My emotion interests overlap with the faculty, but my specific focus on social competence and self development from a cultural framework allow me to produce a unique line of substantive and collaborative research. One collaborative study underway with Dr. Jean Hillstrom involves the investigation of traumatic writing and coping. I have also utilized New York City College of Technology's diversity to expand the established boundaries and borders in psychology and understand development in a more meaningful context. My unique line of research project titled *Parental Emotion Socialization: Increasing Socio-emotional Competence and Reducing Maladaptive Behaviors in Low-Income Urban Children* was funded by at Graduate Research Technology Initiative Grant in 2010. I have continued to pursue both external and internal grant activity, including a submission to NSF CEU Broadening Participation Grant in Spring 2013; 2014 as a Co-PI. Though unfunded, we are looking to resubmit or apply with other foundations. My scholarship and professional activities have resulted in a peer-reviewed publication in the *International Journal of Behavioral Science, Global Childhood Studies* and *Journal of Human Behavior in the Social Environment* ; continued poster presentations presented at the international conference for the Society of Research in Child Development in 2011; 2013 as well as other regional and national conferences. Being awarded to participate in the CUNY Faculty Fellowship Publication in spring of 2011 further supported my publications in the most article published in 2014 on parental socialization of teenage marriage. Thus, my scholarly activities promote the sharing of knowledge within our community and reinforce the one central goal of the College to become a research intensive-institution. I aim to maintain a steady pace of submitting manuscripts for publication and continue to push toward publishing in peer-reviewed journals.

My experiences as a researcher enlighten me as a professor and also provide diverse training opportunities for students in the Social Sciences department. I am the only professor in my department that investigates developmental psychology from a cross-cultural perspective and thus, my research allows me to fill a unique role within the department attracting students who are interested in the cross-cultural applications of psychology. My student Ms. Hazelwood-Carter, with whom I mentored is now a PhD student at UC Berkeley. Additionally, my collaboration with a former City Tech colleague Dr. May Chen on *Cognitive Appraisals and Emotional Processing in Traumatic Event Narratives* attracted two students to conduct research under my supervision leading to two Emerging Scholars presentations. My scholar, Ms. Romanyshyn (who is now enrolled in Brooklyn College's Masters in Counseling program Fall 2013) and I presented a poster entitled *Cognitive appraisals in relation to trauma adaptation* at the Honors and Emerging Scholar's Poster Presentation in fall 2010; and at the International Organization of Social Sciences and Behavioral Research, Atlantic City, NY where we received *Best Paper Award*. Currently Dr. Chen and I are collaboratively working on a manuscript for publication for this data set.

I am also committed to serving the College community and believe I have made a positive and constructive contribution to the College by way of service that goes above and beyond teaching and scholarship. I am increasing my responsibilities and services to the department. In Fall 2014 I was appointed for the Chair as psychology discipline

coordinator. For Spring 2013 I volunteered to serve as website liaison and was appointed as the Noldus XT specialist in Spring 2012. I have continued this year to serve as the official representative for City Tech to distribute and promote International Consortium for Political and Social Resources (ICPSR) within the Social Science Department. Additionally, my services in the Psychology Lab committee were increased as I wrote for and were awarded approximately a \$45,000 grant through the Graduate Research and Technology Initiative (GRTI-14) in August 2010. This grant was written to equip the lab with mobile physiology to be used by the department as well as create interdisciplinary research opportunities from different departments. Additionally, I have contributed to course curriculum within the department by collaborating with other departmental faculty to create an essential Research Methods course (SBS 2000) which was offered in 2014 . My efforts will help to improve the Social Sciences department and support the school to become more efficient in conducting empirical research.

In the past year, I have made steady progress in college service. I have continued to be an active member of the Undergraduate Research Committee of School of Arts and Science. By serving this committee, I am able to serve the college and benefit our faculty and students in producing scholarly research. I was part of the organizing team for the Research Mixer event in the Annual Research Mixer held each semester since 2011. The event fosters undergraduate research by mixing faculty and students together in a fun and relaxed environment. Our growing number of participants from fall to spring, suggest this event has gained increased recognition by faculty and students. Within this committee, I also served as on the sub-committee of Website Design charged with creating and designing a website for students and professors about research opportunities. Additionally, I facilitated the workshop *The ; Assessments and Tools 2014; Good Elements of Mentoring* on Feb. 24, 2011. These are one of sessions in the *Entering Mentoring* workshop series hosted by the Faculty Commons and the Undergraduate Research Committee and has been useful for participants in mentoring undergraduate students.

Since Spring 2011 I was involved in ADVANCE Science, Technology, Engineering, and Math (STEM) grant proposal committee lead by Provost August. My first task in the committee was to conduct a cursory literature review of theories and “best practices” for advancing women in STEM fields, including participation at bi-weekly meetings. I was then offered a Writing Fellowship in the Grants Office for between 2012–2014. I develop the conceptual and theoretical social science study to be included in the grant in year 1, and in year 2 was responsible for conceptualizing most aspects of the grant application with increasing leadership responsibilities. My accomplishments in the Grants office lead to two substantial awards including the *NOYCE Scholars* program and the *Bridges to the Baccalaureate* which are described in greater detail within the scholarship and service.

In the more recent years, City Tech has added over 151 full-time faculty members in the past 9 years. With the infusion of a large number of new faculty, there was a need to create clear guidelines and expectations, mentoring and support and mechanisms of cross-generational collaboration. In 2012 I was asked by Julia Jordon in Faculty Commons to join the *New Faculty Task Force Orientation Committee* charged with these goals. Two cohorts

have completed our 6-part-workshop series. The first cohort to complete the series have reported positive outcomes that include better clarity of the tenure process and more opportunities to forge interdisciplinary collaboration to pursue research they would not otherwise have been able to pursue. A new cohort and workshop series is commencing Fall 2014 as we continue to build on our success make positive contributions to the socialization of new faculty.

Through these intentional activities via service, teaching and research, I believe my efforts has contributed to the learning environments for students and for faculty members and to my field as a scholar an educator.

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(Signature)

NOTE: Candidates for tenure, certificate of continuous employment, or promotion should complete and attach a copy of their **Curriculum Vitae**.

*Adopted by the College Personnel & Budget Committee, 22 April 2010*