

LAURA PARSON, PhD

laura.parson@ndsu.edu

EDUCATIONAL BACKGROUND

Ph.D., Teaching & Learning (Higher Education); University of North Dakota May 2016
Dissertation: An Institutional Ethnography of STEM in Higher Education from the Perspective of Female Students
Written under the direction of C. Casey Ozaki (Chair).

Master of Education (Adult Education, TESOL) 2012
Westminster College, Westminster, UT

Bachelor of Science, Political Science 2006
University of Utah, Salt Lake City, UT

RELEVANT PROFESSIONAL EXPERIENCE

Assistant Professor, Higher Education 2020-present
North Dakota State University

Assistant Professor, Administration of Higher Education 2017-2020
Program Coordinator, Higher Education Administration
Coordinator, Certificate in College/University Teaching
Auburn University
Auburn, AL

Clinical Assistant Professor, Higher Education 2016-2017
Director, Health Professions Education Program
Assistant Director, Cadre Faculty Development Course
Department of Educational Leadership, Evaluation and Organizational Development
University of Louisville, Louisville, KY

Adjunct Instructor 2016-2017
Department of Teacher Education
Mayville State University, Mayville, ND

Graduate Research Assistant: Department of Wellness 2015-2016
Graduate Research Assistant: College of Education 2013-2015
University of North Dakota, Grand Forks, ND

PUBLICATIONS

(Students denoted with asterisk)

Books

Parson, L. & Ozaki, C. C. (Under contract, 2021). *Teaching and Learning for Social Justice and Equity in Education: Online and Virtual Settings*. New York: NY: Palgrave.

Parson, L. & Ozaki, C. C. (Under contract, 2021). *Teaching and Learning for Social Justice and Equity in Education: Co-curricular Environments*. New York: NY: Palgrave.

Ozaki, C. C. & Parson, L. (Under contract, 2021). *Teaching and Learning for Social Justice and Equity in Education: Content Areas*. New York: NY: Palgrave.

Parson, L. & Ozaki, C. C. (June 2020). *Teaching and Learning for Social Justice and Equity in Education: Foundations*. New York: NY: Palgrave.

Parson, L. (2019). *Polygamy, Women, and Higher Education – Life after Mormon Fundamentalism*. New York, NY: Palgrave.

Special Issues

Taylor, L., Parson, L., & Jennings, S., Eds (2022). Advancing Critical Aims: Critical, discursive approaches to research in higher education. *The International Journal of Qualitative Studies in Education (QSE)*.

Peer-Reviewed Articles

*Almond, L., Parson, L., & *Resor, J. (2020). Lessons from the field: Graduate student-faculty mentoring in family science. *Family Relations*. <https://doi.org/10.1111/fare.12517>

*Steele, A., Parson, L. & *Wilkins, E. (2020). Coordinating transitions: Exploring the STEM institution from the standpoint of freshman and transfer undergraduate women. *Journal for STEM Education Research*.

Parson, L. & *Steele, A. (2020). Hungarian Higher Education in crisis? An institutional ethnography of an international university in Hungary. *JSPTE*, 5, 7-34. <https://doi.org/10.28945/4490>

Parson, L. & Steele, A. (2019). Institutional autonomy and academic freedom in Hungary: A historiography of Hungarian higher education. *Colleges & Universities*, 94(4), 10-23. <https://www.aacrao.org/research-publications/quarterly-journals/college-university-journal/article/c-u-vol.-94-no.-4-fall-2019/institutional-autonomy-and-academic-freedom-in-hungary-a-historiography-of-hungarian-higher-education>

Tatum, K., Parson, L., *Weise, J., Allison, M., & Farrell, J. (2019). Leadership and ethics across the continuum of learning: An ethical leadership development framework. *Air & Space Power Journal*, 33(4), 42-57. https://www.airuniversity.af.edu/Portals/10/ASPJ/journals/Volume-33_Issue-4/F-Tatum_et_al.pdf

Parson, L., Gross, J., *Williams, A. (2019). The language of retrenchment: A discourse analysis of budget cutting in higher education. *Journal for the Study of Postsecondary and Tertiary Education (JSPTE)*, 4, (33-48). <https://doi.org/10.28945/4365>

Parson, L. & Hunter, C. A. (2019). Exploring differences in principal experiences according to rurality: A mixed-methods study. *Planning & Changing*, 49(1/2), 37-61.

Parson, L. (2018). An institutional ethnography of higher education: The experiences of undergraduate women majoring in math and physics. *Journal of Ethnographic and Qualitative Research*, 13(1), 18-33.

Parson, L. (2018). Digital media responses to a feminist scholarly article: A critical discourse analysis. *Feminist Media Studies*, 19(4), 576-592. <https://doi.org/10.1080/14680777.2018.1468348>

Parson, L., *Childs, B., & *Elzie, P. (2018). Designing a Health Professions Education certificate program to meet the needs of students, administrators, faculty, and patients. *Health Professions Education*, 4(3), 207-217. <https://doi.org/10.1016/j.hpe.2018.03.008>

Parson, L. (2018). Breaking free: The implications of a polygamous lifestyle on readiness for adult education. *Journal of Adult Learning, Knowledge and Innovation*, 2(1), 8-18. <https://doi.org/10.1556/2059.02.2018.01>

Parson, L. & Ozaki, C. C. (2017). Discourses that inform the chilly climate in math and physics. *Journal of Research in STEM Education*, 3(1/2), 34-47.

Parson, L. & Ozaki, C. C. (2017). Gendered student ideals in STEM in higher education. *Journal of Women and Gender*, 2, 171-190. <https://doi.org/10.1080/19407882.2017.1392323>

Parson, L., Hunter, C., & Kallio, B. (2016). Exploring educational leadership in rural schools. *Planning and Changing*, 47(1/2), 63-81.

- Parson, L. & Pearson, D. K. (2016). Enriching the participation of undergraduate women in higher education: A qualitative exploration of the experiences of female bloggers. *Higher Education in Review*, 12, 23-44. Retrieved from <https://sites.psu.edu/higheredinreview/2016/03/04/enriching-the-participation-of-undergraduate-women-in-higher-education-a-qualitative-exploration-of-the-experiences-of-female-bloggers/>
- Parson, L. (2016). Are STEM syllabi gendered? A feminist critical discourse analysis. *The Qualitative Report*, 21(1), 102-116. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss1/9>
- Molapo, T., Parson, L., Hunter, C. A., & Butz, J. (2016). Changes in principal evaluation standards: A case study of North Dakota principals. *School Leadership Review*, 11(1), 18-25.

Manuscripts in Progress

- *McCann, A. & Parson, L. Validating an Interior Design Writing Rubric: An Action Research Project. *The Journal of Teaching Action Research*. (Revise & Resubmit)
- Parson, L. & *Steele, A. & Wilkins, E. A Gendered “Ideal?” Discourses that Characterize the Ideal Scientist. *International Journal of Gender, Science, and Technology*. (Revise and Resubmit)
- Parson, L., Donato, S., & *Johns, J. Adventure Science: A new model for citizen science. *Journal of Adventure Education and Outdoor Learning*. (Under Review; Revise and Resubmit)
- *Steele, A. & Parson, L. #MetooSTEM: A critical discourse analysis of twitter responses to sexism experienced by women graduate students in STEM. *Feminist Media Studies*. (In Progress)
- Parson, L., McCloud, L., *Morawo, S., *Miller, J., & *Stein, C. A Critical Discourse Analysis of Social Justice Language in Introductory HESA Syllabi. *The International Journal of Qualitative Studies in Education (QSE)*. (In Progress)

Chapters in Edited Volumes

- Parson, L. & Weise, J. (2020). A Postcolonial Approach to Curriculum (re)Design. *Teaching & Learning for Social Justice in Higher Education: Re-visiting the Foundations of the Scholarship of Teaching & Learning*. Palgrave-MacMillan.
- Parson, L. & Major, C. (2020) Learning theory through a critical lens. *Teaching & Learning for Social Justice in Higher Education: Re-visiting the Foundations of the Scholarship of Teaching & Learning*. Palgrave-MacMillan.
- Parson, L. (In Press, 2020). Researching women and higher education. In Niemi, N. & Weaver-Hightower, M. (Eds), *International Handbook of Gender Equity*. Wiley-Blackwell Publishers.
- Andrzejewski, C. E., Wolf, S, Straub, E. T., Parson, L. (2019). Facilitating student empowerment and agency through the “Scaffolded Autonomy” approach to curriculum design. In Lewis, K. (Ed), *Competency-Based and Social-Situational Approaches for Facilitating Learning in Higher Education*. IGI Global.
- Parson, L. (2019). Considering Positionality: The ethics of conducting research on marginalized groups. In Strunk, K. & Locke, L. (Eds), *Research Methods for Social Justice and Equity in Education*. New York, NY: Palgrave.
- Ozaki, C. C. & Parson, L. (2017). Multiracial college students and colorism: Oh what a tangled web we weave. In Monroe, C. R. (Ed.), *Race and Colorism in Education*. New York, NY: Routledge.

Invited Publications

- Parson, L., *Weise, J., Tatum, K., Allison, M., & Farrell, J. (2019). Evaluating and Assessing the Ethical Leadership Framework for Air Force Ethical Leader Development. *Journal of Character & Leadership Development*, 6(2), 50-63. https://www.usafa.edu/app/uploads/JCLD_Vol06_Issue02.pdf
- Parson, L. (2018). Review of We Only Talk Feminist Here. *Feminism & Psychology*, 29(1), 135–137. <https://doi.org/10.1177/0959353518793444>

Parson, L. (2018). Using institutional ethnography as a qualitative research method to explore higher education institutions [Streaming video]. *SAGE Research Methods*. <https://methods.sagepub.com/video/using-institutional-ethnography-as-a-qualitative-research-method-to-explore>

*Childs, B. & Parson, L. (2017). Review of Crossover Pedagogy: A Rationale for a New Teaching Partnership Between Faculty and Student Affairs Leaders on College Campuses. *Teachers College Record*.

*Childs, B. & Parson, L. (2017). Review of Engaging Higher Education: Purpose, Platforms, and Programs for Community Engagement. *Teachers College Record*.

Media Pieces

Parson, L. (2020). Nebo Scenic Byway FKT & interrogating my privilege to run. *Trail Sisters*.
<https://www.trailsisters.net/2020/11/18/nebo-scenic-byway-fkt-interrogating-my-privilege-to-run/>

Technical Reports

Parson, L. *Updates to the EDGE profile on Hungary*. American Association of Collegiate Registrars and Admissions Officers (AACRAO) EDGE database.

Hunter, C. A., Parson, L., Kallio, B. R., & Stupnisky, R. (2015). *The North Dakota Rural Principalship: A Mixed-Methods Study Exploring Differences According to Rurality*. Bismarck, ND: Department of Public Instruction.

Hunter, C. A., Parson, L., Pearson, D., Kallio, B., Hung, S., & Houdek, S. (2015). *The North Dakota Rural Principalship: Qualitative differences according to school size*. Bismarck, ND: Department of Public Instruction.

REFEREED PROFESSIONAL PRESENTATIONS

*Steele, A., & Parson, L. (*Rescheduled, February 2021*). *Coordinating the transfer experience of undergraduate women in STEM from 2-year colleges to 4-year institutions*. Paper presentation at the 2020 ISA, Porto Alegre, Brazil.

*Steele, A. & Parson, L. (April 2020) *#metooSTEM: A Critical Discourse Analysis of Twitter Responses to Sexism in Graduate STEM Programs* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u3nhs89> (Conference Canceled)

Parson, L. & Steele, A. (April 2020) *Exploring the Work of Becoming a Mathematician or Scientist: An Institutional Ethnography* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tbj989y> (Conference Canceled)

*Morawo, S., & Parson, L. (*Cancelled*). *Revisiting the use of typology assessments in Higher Education*. General interest session oral presentation at the 2020 NASPA Annual Conference. Austin, TX.

Weise, J. & Parson, L. (*Cancelled*). *Ethical leadership development in student affairs professionals*. Poster session at the 2020 NASPA Annual Conference. Austin, TX.

Parson, L., *Weise, J., Tatum Jr., K. R., Allison, M., & Farrell II, J. (March 2020). *Developing a college credit leadership military program: Ethical leadership competencies*. Presentation session for the Council of College and Military Educators annual symposium in Philadelphia, PA.

*Hall, E., *Almond, L., *Devore, E., & Parson, L. (2019, December). *Establishing equitable mentoring programs in higher education*. General interest session oral presentation at the 2019 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice conference. New Orleans, LA.

Parson, L., & *Steele, A. (2019, November). *Higher education in crisis? An institutional ethnography of an international university in Hungary*. Research paper presentation at the Association for the Study of Higher Education (ASHE) conference. Portland, OR.

- Parson, L., Gross, J., & *Williams, A. (2019, November). *The language of retrenchment: A discourse analysis of budget cutting in higher education*. Research paper presentation at the Association for the Study of Higher Education (ASHE) conference. Portland, OR.
- Garcia, C., Strunk, K., Parson, L., & Baggett, H. (2019, November). *A critical examination of students' responses to equity and inclusion initiatives at a deep south PWI college of education*. Research paper presentation at the Association for the Study of Higher Education (ASHE) conference. Portland, OR.
- *Almond, L., Parson, L., & Resor, J. (2019, November). *Mentoring graduate students within family science*. Lightning paper presentation at the annual meeting of the National Council on Family Relations Conference. Fort Worth, TX.
- Parson, L. (2019, April). *Considering positionality: The ethics of conducting research on marginalized groups*. Structured poster session at American Education Research Association (AERA) in Toronto, Canada.
- Parson, L., *Wilkins, E., *Steele, A., & *Armstrong, M. (2019, April). *Coordinating transitions: Exploring the STEM institution from the standpoint of freshman and transfer undergraduate women*. Roundtable paper presentation at American Education Research Association (AERA) in Toronto, Canada.
- Parson, L. & *Steele, A. (2018, December). *Institutional autonomy and academic freedom in Hungary: A historiography*. Paper presentation at SRHE Newer Researchers Conference in Wales, UK.
- Parson, L. & *Weise, J. (2018, December). *A postcolonial approach to competency-based curriculum design*. Paper presentation at SRHE New Researchers Conference in Wales, UK.
- Parson, L. (2018, July). *Neoliberalism and STEM in higher education: An institutional ethnography*. Paper presentation at XIX World Congress of Sociology in Toronto, Canada.
- Parson, L. (2018, April). *(Hypo)criticism, mocking, and misrepresentation: Responses to calls to improve the climate for women in STEM*. Roundtable paper presentation at American Education Research Association (AERA) in New York.
- *Fineberg, A., Roehm, J., & Parson, L. (2018, March). *Making meaning of student leadership: Engaging students in assessment*. Paper presentation at NASPA in Philadelphia, PA.
- Parson, L. (2017, November). *An institutional ethnography of STEM in higher education from the perspective of undergraduate women*. Paper presentation at Association for the Study of Higher Education (ASHE) in Houston, TX.
- Parson, L. (2017, April). *Gendered student ideals in STEM in Higher Education*. Roundtable paper presentation at American Education Research Association (AERA) in San Antonio, TX.
- Parson, L., & Ozaki, C. C. (2016, November). *Exploring the STEM Classroom from the perspective of undergraduate women*. Paper presentation at Association for the Study of Higher Education (ASHE) in Columbus, OH.
- Parson, L. (2016, April). *A netnography exploring the relationship between blogging and higher education for female undergraduates*. Paper presentation at American Education Research Association (AERA) in Washington D.C.
- Parson, L., Stupnisky, R. H., Hunter, C. A. (2016, April). *Exploring differences in principal experiences according to rurality: A mixed-method study*. Roundtable paper presentation at AERA in Washington D.C.
- Parson, L. (2015, October). *Are STEM syllabi gendered? A feminist critical discourse analysis*. Paper presentation at Western Region Research Conference on the Education of Adults (WRRCEA) at the University of Alberta, Edmonton Canada.

- Forbes, A., Grey, S. M., & Parson, L. (2015, August). *Not in my backyard: Attitudes toward remotely piloted aircraft use in North Dakota*. Poster presentation at American Psychological Association (APA) in Toronto, ON.
- Parson, L. (2015, April). *Exploring the connections between blogging and Higher Education for women*. Paper presentation at American Education Research Association (AERA) Graduate Research In-Process Session in Chicago, IL.
- Parson, L. (2015, April). *How does higher education impact the wage gap?* Poster presentation at Women & Gender Conference in Vermillion, SD.
- Parson, L. (2013, October). *Meeting the adult education needs of former female members of polygamous societies*. Paper presentation at Western Region Research Conference on the Education of Adults (WRRCEA) in Seattle, WA.
- Parson, L. (2011, October). *Using Technology to Assess ELLs*. Paper presentation at Intermountain TESOL (i-TESOL) in Salt Lake City, UT.
- Parson, L. (2010, October). *Ontario's Bi-Lingual ALS Programs*. Paper presentation at i-TESOL in Ogden, UT.

INVITED PRESENTATIONS

- Parson, L. (2019). Higher Education in Crisis: An Institutional Ethnography of Hungarian Higher Education. Webinar for AACRAO. October 16, 2019.
- Parson, L. (2019). Polygamy, Women, and Higher Education: Life after Mormon Fundamentalism. Book talk for the Auburn University Women's Studies Lecture Series. October 8, 2019.
- Parson, L. (2019, April). *Updates on the educational system of Hungary*. Presentation at the AACRAO Annual Meeting in Los Angeles, CA.
- Parson, L. (2018). Using Active Learning to Improve Salesforce Training. Workshop at Snowforce. March 8, 2018.
- Parson, L. (2017). Large lecture engaged active student learning. Presentation at the Auburn University Biggio Center Fall Break EASL Retreat. October 12, 2017.
- Parson, L. (2017). Active Learning in the Large-Group Classroom. Presentation at the University of Louisville School of Medicine. June 15, 2017.
- Parson, L. (2016). What is Active Learning? Getting Started Incorporating Active Learning Methods into your Teaching. Presentation at the Kent School Part-time Faculty Retreat for the Delphi Center at the University of Louisville. August 18, 2016.
- Parson, L. (2016). Incorporating Active Learning Across the Disciplines. Presentation at the Delphi Center for Teaching and Learning. October 13, 2016.

SELECTED TEACHING EXPERIENCE

Teaching and Learning in Higher Education (Developed and taught)

Critical pedagogy, curriculum development, assessment and academic planning in Higher Education.

Legal Issues in Higher Education (Developed and taught)

Practical knowledge and awareness of legal issues in higher education for administrators, faculty, and student affairs professionals.

Seminar in College Teaching (Developed and taught)

Teaching (syllabus design, lesson planning, learning psychology and instructional Strategies) in the higher education classroom.

Practicum in University/College Teaching (Developed and taught)
Applied action research in university/college teaching; capstone course for certificate in college/university teaching.

The Professoriate (Developed and taught)
Understanding the role of the professor in American higher education.

Overview of Postsecondary Education (Developed and taught; **Online**)
History of Higher Education in the United States through a critical lens.

Instructional Strategies (Co-developed and taught)
Understanding the appropriate use of instructional strategies in the adult education classroom.

College Students in the United States (Taught; **Online**/Face-to-face)
Understanding college student development theories and applications to practice for higher education faculty.

Foundations of Health Professions Education (Developed and taught)
Introduction to the professoriate for Health Professions Faculty.

Teaching English Language Learners (**Online/Hybrid**; Developed and taught)
Introduction to teaching ELLs for primary and secondary teachers.

Language Studies for Masters [English as a Second Language (ESL)]
Developing academic speaking and writing skills for English Language Learners (ELLs).

Structure/Speaking Practice (ESL)
English grammar introduction and practice adapted for beginner, intermediate and advanced ELLs.

Reading/Writing (ESL)
Introducing and developing English writing and reading skills for ELLs.

INSTITUTIONAL SERVICE

Auburn Women's Center Advisory Board 2018-present
Member

Auburn Women's Studies Program Ad Hoc Travel Committee 2017-2018
Member

PROFESSIONAL SERVICE

NASPA Journal About Women in Higher Education (NJAWHE) Editorial Board 2017-present
Member

AERA Division J Student Travel Grant Committee 2015-2019
Chair 2016-2019
Member 2015-2016

American Education Research Association (AERA) Division J (Postsecondary) 2015-present
Ex-officio member 2016
Graduate Student Representative 2015-2016

University of North Dakota Graduate and Professional Student Association 2015-2016
President

University of North Dakota Library Committee: Graduate Student Member 2015-2016

TESOL/TEFL Travel Grant Award: Judge	2015
University of North Dakota Teaching & Learning Graduate Student Organization President	2014-2015
University of North Dakota Education College Research Council Graduate Student Member	2014-2015

HONORS & AWARDS

Samia I. Spencer Creative Mentorship Award	2020
Auburn Author Award	2019
NASPA Ruth Strang Research Award	2019
University of North Dakota Sandra Donaldson Award in Women and Gender Studies	2015

GRANTS

EPASS PWS Quality Enhancement and Improvement Accreditation Support: Contract project, funded by the U.S. Department of Defense (via US Air Force, Applied Technologies Group, Inc.), **\$406,743.96**, FY 2018 to FY 2021. (Principal Investigator: Laura Parson).

IUSE: DEEP: Data-Enabled Engineering Projects (DEEPs) for Undergraduate Data Science and Engineering Education: National Science Foundation (NSF). **\$300,000**, FY 2019 to FY 2021. (Principal Investigator: Peter He; Co-PI: Laura Parson, Shiwen Mao, Jin Wang).

A Postcolonial Approach to Competency-based Curriculum Design for Higher Education Administration Graduate Programs: National Research Collaborative for CBE/L and Lumina Foundation. **\$27,971**, FY 2019 to FY 2020. (Principal Investigator: Laura Parson).

Hungarian Higher Education in Crisis: An Institutional Ethnography of Central European University: National Alumni Council, **\$2,000**, FY 2018 FY 2019. (Principal Investigator: Laura Parson).

Updates on Higher Education in Hungary: American Association Collegiate Registrars and Admissions Officers (AACRAO), **\$1,000**, FY 2018 to FY 2019. (Principal Investigator: Laura Parson).

Integration of ePortfolio into the Biosystems Engineering Graduate Curriculum: Auburn University Office of Writing, **\$11,735**, FY 2018 to FY 2019 (Principal Investigator: Brendan Higgins; Co-PI: Laura Parson, Yi Wang, Sushil Adhikari, Oladiran Fasina).

Cadre and Faculty Development Course 2017: U.S. Department of Defense (via U.S. Army, Training and Doctrine Command) FY2017 to FY2018 (Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI: Meghan Pifer, Laura Parson).

Cadre and Faculty Development Course 2016: Pilot project, funded by the U.S. Department of Defense (via U.S. Army, Training and Doctrine Command), \$848,000, FY2016 to FY2017 (Principal Investigator & Project Director: Jeffrey C. Sun; Co-PI: Jessica Buckley; Co-Investigator: Laura Parson, et al.).

Auburn College of Education Seed Grant (\$3,000)	2019
Education & Human Development College Research Council Travel Grant (\$250)	2016
UND Graduate School Travel Grant (\$500)	2016
Education & Human Development College Research Council Travel Grant (\$500)	2015
UND Graduate School Travel Grant (\$500)	2015
Education & Human Development College Research Council Travel Grant (\$250)	2013

PROFESSIONAL ASSOCIATIONS

American Education Research Association (AERA)
Association for the Study of Higher Education (ASHE)
NASPA

2014-present
2015-present
2017-present

PROFESSIONAL DEVELOPMENT

NASPA Student Affairs Law and Policy Certificate Program

July 2019

Alaska Indigenous Research Program

June 2020