**Elizabeth J. Parks-Stamm, Ph.D.**

Department of Psychology- University of Southern Maine

96 Falmouth St., Science Building Rm. 516

Portland, ME 04103

**Email:** elizabeth.parksstamm@maine.edu

**EDUCATION**

**New York University**, New York, NY

Ph.D. in Social, Personality, & Organizational Psychology, 2009

M.A. in Psychology, 2006

**Dartmouth College**, Hanover, NH

B.A. with High Honors in Psychology, 2001

**ACADEMIC EMPLOYMENT**

**University of Southern Maine**, Portland, ME

Part-Time Assistant Professor,2019-2023

*Courses Taught:* PSY 201 Statistics in Psychology; PSY 230 Social Psychology; PSY 319/399 Self-Regulation; PSY 338 Theories of Personality; PSY 401 Research Apprenticeship

**Assistant Professor, Grand Canyon University**, Phoenix, AZ

College of Doctoral Studies Faculty Member and Dissertation Chair, 2012-2019

Academic Quality Reviewer, 2017-2018

In-house e-textbook contributor, 2017-2018

Cognition and Instruction Faculty Lead, 2015

*Doctoral Courses Taught:* Doctoral Statistics, Multivariate Statistics, Advanced Research Design, Cognition and Instruction, History and Systems of Psychology, Social Cognition, Introduction to Advanced Graduate Studies and Scholarship.

**Northcentral University,** Prescott Valley, AZ

Doctoral Faculty and Dissertation Chair, 2010-2012

**FELLOWSHIPS, GRANTS, AND AWARDS**

CFP Board Center for Financial Planning Best Paper Award in Diversity and Inclusion in

Financial Planning (with D. Tharp, J. Bartolomeo, & M. Kothakota), 2021

USM CCD Mini-Grant Award ($500), 2019, 2021, 2022

Fulbright Specialist Roster, US State Department and CIES, 2014 – 2019

Faculty Research Grant, Grand Canyon University ($1500), 2018

Leadership in Research and Scholarly Activity Award, Grand Canyon University ($500), 2015

American Psychological Association (APA) Dissertation Research Award ($1,000), 2009

New York University Dean’s Dissertation Fellowship (1-year stipend), 2008– 2009

Douglas and Katharine Fryer Thesis Award ($2,000), 2008

Campbell Travel Award ($300), 2008

SPSP Graduate Student Poster Award, runner-up ($50), 2008

New York University Travel Grant Award ($500), 2008

Friends of Katzell Summer Research Fellowship ($1,500), 2007

SPSP Travel Award ($500), 2007

National Science Foundation (NSF) Graduate Research Fellowship (3-year stipend), 2004-2007

Henry Mitchell McCracken Graduate Fellowship (5-year stipend), 2003-2008

**PUBLICATIONS**

Olsen, M., **Parks-Stamm, E. J.,** Lund, I. M. H., & Martiny, S. E. (in press). Who cares? Effects of gendered self-perceptions on dropout intentions in communal studies. *Journal of Community and Applied Social Psychology.*

Damanskyy, Y., Martiny-Huenger, T., & **Parks-Stamm, E. J.** (2023). Associative learning from verbal action-effect instructions: A replication and investigation of underlying mechanisms. *Journal of Cognition, 6(1),* 28.https://doi.org/10.5334/joc.284

Olsen, M., **Parks-Stamm, E. J.,** Thorsteinsen, K., & Martiny, S. E. (2023). Salary and power: How occupational status affects children’s occupational aspirations. *Journal of Experimental Child Psychology, 232.* <https://doi.org/10.1016/j.jecp.2023.105667>

**Parks-Stamm, E. J.** & Tharp, D. T. (2023). But what did they do on leave? Differing evaluations of men and women’s completion of work tasks on parental leave. *Journal of Occupational and Organizational Psychology, 96(2)*, 235-241*.* https://doi.org/10.1111/joop.12421

Kristiansen, I. M., Martiny-Huenger, T., & **Parks-Stamm, E. J.** (2023). Situational cues in thoughts about the future: Relationships with self-reported and actual self-regulation success*.* *Social Psychology, 54(3),* 151-167*.* https://doi.org/10.1027/1864-9335/a000511

DiBartolomeo, J., Kothakota, M., **Parks-Stamm, E.J.**, & Tharp, D. M. (2023). Racial animosity and black financial advisor underrepresentation. *Financial Planning Review.* https://doi.org/10.1002/cfp2.1164

Olsen, M., Olsson, M. I. T., **Parks-Stamm, E. J.,** Kvalø, M., Thorsteinsen, K., Steffens, M. C., & Martiny, S. E. (2022). What do I want to be? The development of communal occupational aspirations in early to middle childhood. *International Journal of Behavioral Development, 46(6),* 528-541. https://doi.org/10.1177/01650254221121842

Thorsteinsen, K., **Parks-Stamm, E. J.,** Kvalø, M., Olsen, M. & Martiny , S. E. (2022). Mothers’ domestic responsibilities and well-being during the COVID-19 lockdown: The moderating role of essentialist beliefs about parenthood**.** *Sex Roles, 87,* 85-98. https://doi.org/10.1007/s11199-022-01307-z*.*

Pollack, J. **Parks-Stamm, E. J.,** Shaw, N., & Weiner, A. S. (2022). Negotiating with those like me: Similarity salience increases positive attitudes in imagined negotiation with an outgroup member. *Journal of Peace Psychology* https://doi.org/10.1037/pac0000621

Martiny-Huenger, T., Damanskyy, Y., & **Parks-Stamm E. J.** (2022). From thought to action: On the relevance of including situational cues in thought about intended actions. *Plos One.* https://doi.org/10.1371/journal.pone.0264342

Tharp, D. T., **Parks-Stamm, E. J.,** Lurtz, M., & Kitces, M. (2022). Exploring gender differences in marriage and parental income premiums among financial advisors. *Journal of Family and Economic Issues.* https://doi.org/10.1007/s10834-021-09766-4

Damanskyy, Y., Martiny-Huenger, T., & **Parks-Stamm E. J.** (2022). Unintentional response priming from verbal action-effect instructions. *Psychological Research.* https://doi.org/10.1007/s00426-022-01664-0

Zhang, K., Mi, Z., **Parks-Stamm, E. J.**, Cao, W., Jiang, R., & Yaqi, J. (2022). Adaptability protects university students from anxiety, depression, and insomnia during remote learning: A three-wave longitudinal study from China​. *Frontiers in Psychiatry.* https://doi.org/10.3389/fpsyt.2022.868072

**Parks-Stamm, E. J.**, Henson, E.N.**\***, & Martiny, S. E. (2021). Girls’ perception of their mothers at work and home: Warm does not mean weak. *British Journal of Developmental Psychology, 39(3),* 341-346*.* https://doi.org/10.1111/bjdp.12364\*USM student

Tharp, D. & **Parks-Stamm, E. J.** (2021). Gender differences in the intended use of parental leave: Implications for human capital development. *Journal of Family and Economic Issues, 42,* 47-60*.*  https://doi.org/10.1007/s10834-020-09722-8

Martiny, S. E., Thorsteinsen, K., **Parks-Stamm, E. J.,** Olsen, M. & Kvalø, M. (2021). Children’s well-being during the Covid-19 pandemic: Relationships with attitudes, family structure, and mothers’ well-being. *European Journal of Developmental Psychology.* https://doi.org/10.1080/17405629.2021.1948398

Zhang, K., Wu, S., Xu, Y., Cao, W., Goetz, T., & **Parks-Stamm, E. J.** (2021). Adaptability promotes student engagement under COVID-19: The multiple mediating effects of academic emotion. *Frontiers in Psychology, 11,* https://doi.org/10.3389/fpsyg.2020.633265

Tharp, D. T., **Parks-Stamm, E. J.,** Lurtz, M., & Kitces, M. (2021). Gender differences in COVID-19-related stress and relationships with life satisfaction among financial advisors. *Financial Planning Review.* https://doi.org/10.1002/cfp2.1129

Thorsteinsen, K., **Parks-Stamm, E. J.,** Olsen, M., Kvalø, M., & Martiny, S. E. (2021). The impact of Covid-19-induced changes at schools on elementary students' school engagement. *Frontiers in Psychology.* https://doi.org/10.3389/fpsyg.2021.687611

Tharp, D. T. & **Parks-Stamm, E. J.** (2021). Examining gender differences in predictors of financial satisfaction: Evidence from Taiwan. *Journal of Consumer Affairs.* https://doi.org/10.1111/joca.12415

Zhang, K., **Parks-Stamm, E.J.,** Tao, M., & Ji, Y. (2021). Beyond flood preparedness: Effects of experience, trust, and perceived risk on preparation intentions and financial risk taking. *Sustainability*

Wu, S., Zhang, K., **Parks-Stamm, E. J.,** Hu, Z., Ji, Y., & Cui, X. (2021). Increases in anxiety and depression during COVID-19: A large longitudinal study from China. *Frontiers in Psychology.* https://doi.org/10.3389/fpsyg.2021.706601

Mendoza, S. A. & **Parks-Stamm, E. J.** (2020). Embodying the police: The effects of enclothed cognition on shooting decisions. *Psychological Reports, 123(6),* 2353-2371.https://doi.org/10.1177/0033294119860261

**Parks-Stamm, E. J.,** Pollack, J. S., & Hill, D. R. (2020). The impact of prayer direction on emotional and cognitive responses to personal problems. *Psychology of Religion and Spirituality, 12(4),* 471-474*.* https://doi.org/10.1037/rel0000280

McCulloch, K. C., & **Parks-Stamm, E. J.** (2020).Reaching resolution: The effect of prayer on psychological perspective and emotional acceptance. *Psychology of Religion and Spirituality, 12(2),* 254–259. https://doi.org/10.1037/rel0000234

**Parks-Stamm, E. J.** & Ferrell, E. M.(2019). Effects of live art on patients and staff in an outpatient chemotherapy treatment environment. *Clinical Journal of Oncology Nursing, 23,* 92-96. https://doi.org/10.1188/19.CJON.92-96

Soltanpanah, J., **Parks-Stamm, E. J**., Martiny, S. M., & Rudmin, F. (2018). A cross-cultural examination of the relationship between egalitarian gender role attitudes and life satisfaction. *Sex Roles, 79,* 50-58. https://doi.org/10.1007/s11199-017-0859-3

Cesario, B., **Parks-Stamm, E. J.,** & Turgut, M.U. (2018). Initial assessment of the psychometric properties of the Sexual Harassment Reporting Attitudes Scale. *Cogent Psychology, 5,* 1-11. https://doi.org/10.1080/23311908.2018.1517629

Martiny-Huenger, T., Martiny, S. E., **Parks-Stamm, E. J.,** Pfeiffer, E., & Gollwitzer, P. M. (2017). From conscious thought to automatic action: A simulation account of action planning. *Journal of Experimental Psychology: General, 146,* 1513-1525. https://doi.org/10.1037/xge0000344

**Parks-Stamm, E. J.,** Zafonte, M., & Palenque, S. M. (2017). The effects of instructor participation and class size on student participation in an online class discussion forum. *British Journal of Educational Technology, 48,* 1250-1259. https://doi.org/10.1111/bjet.12512

**Parks-Stamm, E. J.** & Grey, C. (2016). Evaluating engagement online: Penalties for low-participating female instructors in gender-balanced academic domains. *Social Psychology, 47,* 281-287*.* https://doi.org/10.1027/1864-9335/a000277

Zafonte, M. & **Parks-Stamm, E. J.** (2016). Effective instruction in APA Style in blended and face to face classrooms. *Scholarship of Teaching and Learning in Psychology, 2(3),* 208-218*.* https://doi.org/10.1037/stl0000064

Martiny, S. E., Gleibs, I. H., **Parks-Stamm, E. J.,** Martiny-Huenger, T., Froehlich, L., Harter, A.-L.& Roth, J. (2015). Dealing with negative stereotypes in sports: The role of cognitive anxiety when multiple identities are activated in sensorimotor tasks. *Journal of Sports and Exercise Psychology, 37*(4*)*, 379-392. https://doi.org/10.1123/jsep.2014-0284

**Parks-Stamm, E. J.** (2013). Exclusion as self-protection: The function of subtypes for ingroup members. *Personality and Social Psychology Bulletin, 39*(5), 651-662. https://doi.org/10.1177/0146167213479978

Kan, I. P., Keane, M. M., Martin, E., **Parks-Stamm, E. J.,** Lewis, L., & Verfaellie, M. (2011). Implicit memory for novel associations between pictures: Effects of stimulus unitization and aging. *Memory and Cognition, 39,* 778-790. https://doi.org/10.3758/s13421-011-0071-6

**Parks-Stamm, E. J.,** Oettingen, G., & Gollwitzer, P. M. (2010). Making sense of one’s actions in an explanatory vacuum: The interpretation of nonconscious goal striving. *Journal of Experimental Social Psychology, 46,* 531-542. https://doi.org/10.1016/j.jesp.2010.02.004

**Parks-Stamm, E. J.,** Gollwitzer, P. M., & Oettingen (2010). Implementation intentions and test anxiety: Shielding academic performance from distraction. *Learning and Individual Differences, 20,* 30-33. https://doi.org/10.1016/j.lindif.2009.09.001

**Parks-Stamm, E. J**., & Gollwitzer, P. M. (2009). Goal implementation: The benefits and costs of if-then planning. In G. B. Moskowitz & H. Grant (Eds.), *The psychology of goals* (pp. 362-391). New York: Guilford.

**Parks-Stamm, E. J.**, Heilman, M. E., & Hearns, K. A. (2008). Motivated to penalize: Women’s strategic rejection of successful women. *Personality and Social Psychology Bulletin, 34*, 237-247. https://doi.org/10.1177/0146167207310027

**Parks-Stamm, E. J.** (2008). Anticipating and influencing juror reactions to successful women. *The Jury Expert, 20*, 8-15.

Gollwitzer, P. M., **Parks-Stamm, E. J.**, & Oettingen, G. (2008). Living on the edge: Shifting between nonconscious and conscious goal pursuit. In E. Morsella, J. A. Bargh, & P. M. Gollwitzer (Eds.), *The psychology of action: Mechanisms of human action* (Vol. 2). Oxford: Oxford University Press.

**Parks-Stamm, E. J.**, Gollwitzer, P. M., & Oettingen, G. (2007). Action control by implementation intentions: Effective cue detection and efficient response initiation*. Social Cognition, 25,* 247-264. https://doi.org/10.1521/soco.2007.25.2.248

Heilman, M. E., & **Parks-Stamm, E. J.** (2007). Gender stereotypes in the workplace: Obstacles to women’s career progress. In S. J. Correll (Ed.), *Social psychology of gender: Advances in group processes* (Vol. 24, pp. 44-77). Elsevier Ltd., JAI Press.

Gollwitzer, P. M., **Parks-Stamm, E. J.,** Jaudas, A., & Sheeran, P. (2007). Flexible tenacity in goal pursuit. In J. Shah & W. Gardner (Eds.), *Handbook of motivation science* (pp. 325-241). New York: Guilford.

**Parks-Stamm, E. J.,** Achtziger, A., & Gollwitzer, P. M. (2007). Implementation intentions. In R. Baumeister & K. D. Vohs (Eds.), *Encyclopedia of Social Psychology.* Thousand Oaks, CA: Sage.

Verfaellie, M., Martin, E., Page, K., **Parks, E.,** & Keane, M. M. (2006). Implicit memory for novel conceptual associations in amnesia. *Cognitive, Affective, and Behavioral Neuroscience, 6,* 91-101. https//doi.org/10.3758/cabn.6.2.91

**POPULAR PRESS**

**Parks-Stamm, E. J.** & Tharpe, D. M. (2023, May 23). Men and women use parental leave differently. They’re judged differently for it, too. *TIME Magazine.* https://time.com/6281701/parental-leave-gender-bias-women-careers/

**ACADEMIC & PROFESSIONAL SERVICE**

Consulting Editor, *European Journal of Social Psychology* (January 2021-present)

Peer Reviewer: *DFG* (*German National Research Grant Foundation*, 2019), *Psychological Reports* (2019), *Learning and Individual Differences* (2019), *British Journal of Educational Technology* (2019), *European Journal of Social Psychology* (2021); *Psychological Reports* (2021), National Science Centre Poland (2021), *Health Psychology* (2021), *Journal of Family Studies* (2021), *Maternal and Child Health Journal* (2022), *Psychology in the Schools* (2022), *Family Relations* (2022), *Child and Youth Care Forum* (2023)

PhD Dissertation Supervision: Dissertation Chair for Brian Cesario (2013) *Investigating the Consequences of Diffused vs. Targeted Workplace Sexual Harassment;* Elizabeth Fedrick (2018) *A Causal-Comparative Study of Full-Time Working Mothers’ and Stay-at-Home Mothers’ Ratings of the Parent-Child Relationship;* Alisa Henley (2018) *The Relationship between Trustworthiness and Authentic Leadership*; Jeremy Pollack (2022) *The Effects of Social Identity and Team Size on Self- and Collective Efficacy in Competition.*

Research Apprenticeship Faculty Mentor for USM students: Emma Henson (2020), Demetria Pellegrino (2021), Nathaniel Currier (2022), and Sameena Flinner (2023)

UROP Faculty Mentor for Emma Henson (2020-2021)

Safe Zone Training (2022)

Cognition and Instruction Faculty Research Program Lead, *Center for Innovation in Research and Teaching,* Grand Canyon University, 2015