

Emily P. Schell

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EDUCATION

- Ph.D., Developmental and Psychological Sciences** 2024
Stanford University, Graduate School of Education
Minor in Psychology, Department of Psychology
- Dissertation Title: “Culturally Responsive Advising: A New Avenue for Supporting Immigrant and International Students”
- Major Awards:
- Walter J. Gores Award (highest university honor for teaching)
 - James W. Lyons Award (highest university honor for service)
- M.A., International Comparative Education** 2018
Stanford University, Graduate School of Education
- B.A., East Asian Studies (*with honors*) and International Relations** 2016
Brown University
- Major Awards:
- Fulbright Scholar in Taiwan (2016-2017)
 - Phi Beta Kappa, *magna cum laude*

ACADEMIC POSITIONS

- Teaching Assistant Professor** 2024-present
University of Colorado (CU) Boulder
Department of Psychology and Neuroscience
- Adjunct Professor** 2022-2023
University of San Francisco
Department of Psychology

TEACHING & RESEARCH INTERESTS

Social Psychology | Mixed Methods | Scholarship of Teaching and Learning
Higher Education | Cross-Cultural Understanding

TEACHING & COURSE DESIGN EXPERIENCE

Teaching Assistant Professor | University of Colorado (CU) Boulder

- Psychology 4399: Qualitative Methods in Psychology Spring 2025
(2 sections)
- Developed new, upper-division course for the department; first qualitative course taught in the department

- Created multiple projects to provide students with first-hand experience conducting qualitative research
- Trained 2 TAs in qualitative methods

Psychology 3111: Research Methods in Psychology Spring 2025
(1 section)
Fall 2024
(2 sections)

- Refined curriculum for large (N = 97, 98 in Fall 2024; N = 102 in Spring 2025) lab and methods course
- Created multiple hands-on learning opportunities for students
- Mentored and supported 12 TAs across both semesters
- Fall 2024 evaluations [available here](#) (received excellent instructor evaluations of 5.8/6 for both sections)

Psychology 4376: Research Methods in Social Psychology Fall 2024
(1 section)

- Modified and refined upper-division course
- Mentored and supported 1 TA
- Fall 2024 evaluations [available here](#) (received excellent instructor evaluation of 5.9/6)

Adjunct Professor | University of San Francisco

Psychology 388: Advanced Research Methods (Qualitative Research) Fall 2023

- Developed a new advanced research capstone course for the department; first qualitative course taught in the department

Psychology 101: General Psychology Spring 2023
Fall 2022

- Developed course syllabi and materials for survey course on introductory psychology
- Created and graded a variety of student assessments, ranging from exams and quizzes to presentations and writing assignments
- Evaluations [available here](#) (received dept. highest score of 5.8/6.0)

Instructor of Record | Stanford University

Human Biology 177A/Education 177A: Well-being in Immigrant Youth Winter 2020
Fall 2019

- Developed course syllabi as well as lecture, assignment, and discussion materials for interdisciplinary service-learning series
- Supported 5 community partnerships
- Evaluations [available here](#)

Human Biology 177B/Education 177B: Well-being in Immigrant Youth Winter 2022
Fall 2021
Winter 2021
Fall 2020

- Co-instructor with Dr. Amado Padilla
- Developed course materials for advanced topics seminar
- Supported 5 community partnerships and developed 2 new partnerships
- Evaluations [available here](#)

Education 355: Higher Education and Society Spring 2022
Spring 2021

- Co-instructor with Dr. Patricia Gumpert and Gabriela Gavrila for seminar on the relationship between higher education and society

- Developed syllabi, assignments, and course materials
- Evaluations [available here](#)

Teaching Fellow or Assistant | Stanford University

Education 343B: Preparing Future Professors Practicum	Winter 2023
<ul style="list-style-type: none"> • Co-developed practicum to prepare prospective faculty for careers at teaching-focused institutions • Provided individualized mentorship to cohort of 20 students 	
Education 325: Doctoral Proseminar in Education	2021-2022
<ul style="list-style-type: none"> • Developed syllabus combining perspectives from psychology to economics to explore teaching, learning, and research in education • Provided individualized mentorship to cohort of 26 doctoral students 	
Education 386: Leadership and Administration in Higher Education	Spring 2022
<ul style="list-style-type: none"> • Updated syllabi to reflect most pressing issues in higher education • Redeveloped course content into an engaging online format 	Spring 2021
Human Biology 149: Psychological Resilience Among Youth	Fall 2018
<ul style="list-style-type: none"> • Developed and taught 3 lectures on biculturalism in youth • Supported students in developing their research skills 	

Course Design

Graduate Teaching Enhancement Initiative Faculty Lead, CU Boulder	2024-present
<ul style="list-style-type: none"> • Initiated pedagogical programming in response to department need • Mentored and supported pedagogical development of 4 TAs • Developed Canvas resource on teaching best practices for TAs • Created a novel pedagogy course for the department 	
Preparing Future Professors Fellow, West Valley Community College	2021-2022
<ul style="list-style-type: none"> • Participated in program to prepare students for faculty positions at teaching-focused institutions • Developed and taught lectures on “Child Development” 	
Digital Teaching Fellow, Stanford University	2020-2023
<ul style="list-style-type: none"> • Co-developed award-winning website on best practices in online learning (<i>see Awards</i>) • Supported 13 faculty members in changing courses to online formats • Facilitated 6 faculty training sessions on best pedagogical practices in online, hybrid, and in-person formats 	
Information Technology Learning Designer, Stanford University	2021-2022
<ul style="list-style-type: none"> • Revamped security training for Stanford community to better align with pedagogical best practices 	
Community Engaged Learning Fellow, Stanford University	2018-2019
<ul style="list-style-type: none"> • Created 3 new courses with a community engaged component on education, psychology, and language learning 	

- Collaborated with faculty and community partners on 10 courses

Tutor Development Coordinator, DreamCatchers

2017-2019

- Developed training to improve 40+ tutors' pedagogical skills

PUBLICATIONS

*Denotes mentee

Schell, E.P. & Joshi, S.V. (in press). First-generation college students. In Roberts, L.W. (Ed.), *Student Mental Health: A Guide for Psychiatrists, Psychologists, and Leaders Serving in Higher Education* (2nd ed.). American Psychiatric Association Publishing.

Schell, E.P. (2023). "Every piece can fit:" Understanding and remedying the cultural mismatch between Chinese diaspora students and their advisors. *NACADA Journal*. doi.org/10.12930/NACADA-23-25

Schell, E.P. (2022). Passion, parenting, or something else? A cross-cultural analysis of university students' academic decision-making. In Bista, K. & C. Glass (Eds.), *Reimagining Mobility in Higher Education*. Springer. doi.org/10.1007/978-3-030-93865-9_1

Schell, E.P., Padilla, A.M., & Houts, P. (2022). "Finding common ground:" Experiences of immigrant and nonimmigrant students in a community engaged learning course. *Michigan Journal of Community Service Learning*. doi.org/10.3998/mjcs1.396

Rosales, O., **Schell, E.P.**, Gutierrez, C.*, & Padilla, A.M. (2022). Cultural taxation or "tax credit"? Understanding the nuances of ethnoracially minoritized student labor in higher education. *Ethnic and Racial Studies*. doi.org/10.1080/01419870.2022.2143717

Schell, E.P., Gutierrez, C.*, Padilla, A.M., & Rosales, O. (under review). Beyond "diversity on paper:" Students' perspectives on authentic higher education change. *Journal of Higher Education*.

Schell, E.P. & Colby, A. (under review). What's in a culture? Students' perceptions of and experiences with U.S. higher education. *Journal of Higher Education Theory and Practice*.

Schell, E.P. (under review). More than just academics: The power of purposeful engagement. *Journal of College Student Development*.

In Preparation

Schell, E.P. "Every student has their own hopes for college:" The role of culturally responsive advising for international and immigrant students.

Schell, E.P. Does cultural responsiveness matter? The relationship of responsive academic advising to educational outcomes.

Schell, E.P. The source of the spark: The complex role of autonomy across cultures.

Schell, E.P., Gutierrez, C.*, Rosales, O. & Padilla, A.M. “We can do better:” Understanding students’ motivations for university activism.

Other Publications (News, Essays)

Spector, C. (2024). When cultural norms conflict in college advising. *The Educator*.
[\[Link\]](#)

AWARDS

James W. Lyons Award for Service Stanford University	2022
<ul style="list-style-type: none">• Highest university honor for service• Nominated for advocacy, particularly Graduate Student Council leadership	
Walter J. Gores Award for Excellence in Teaching Stanford University	2021
<ul style="list-style-type: none">• Highest university honor for teaching; given to only 1 graduate student yearly• Nominated based on “individualized support for students, innovative use of technology, and dedication to community engaged learning”	
Community Impact Award Stanford University	2022 2021
<ul style="list-style-type: none">• Nominated twice based on “profound dedication to the Stanford community”	
Best Digital Teaching Resource (Silver) Council for Advancement and Support of Education	2021
<ul style="list-style-type: none">• Awarded (out of 100+ submissions) for website on best practices in student support, engagement, and online course design	

FELLOWSHIPS & GRANTS

**Nationally competitive*

Department Grant CU Boulder Psychology and Neuroscience Department	\$2,740	2024-present
<ul style="list-style-type: none">• Awarded to support TA pedagogical development initiative		
Research Grant* National Academic Advising Association	\$5,000	2023-2024
<ul style="list-style-type: none">• Awarded to support work on culturally responsive advising		
Dissertation Support Grant Stanford University, Graduate School of Education	\$6,000	2023-2024
<ul style="list-style-type: none">• Awarded to support dissertation that will improve cultural responsiveness of student affairs		

Diversity Dissertation Research Fellowship Stanford University	\$5,000	2022-2023
<ul style="list-style-type: none"> • Awarded to support the first study of my dissertation 		
Mellon Foundation Humanities in Place Speaker Honorarium Grinnell College	\$1,500	2023
<ul style="list-style-type: none"> • Awarded to support a professional development workshop on culturally responsive advising 		
Teaching Advancement Grant Center for Teaching and Learning, Stanford University	\$2,500	2021
<ul style="list-style-type: none"> • Awarded to support innovative teaching practices in Education 355 (Higher Education and Society) 		
Student Projects for Intellectual Community Enhancement Grant Stanford University	\$2,400	2021 2020
<ul style="list-style-type: none"> • Awarded to support “Higher Ed Exchange of Research” 		
Travel Grant Graduate School of Education, Stanford University	\$1,300	2020
I. James and Viola Quillen Fellowship Graduate School of Education, Stanford University	\$12,441	2018-2020
<ul style="list-style-type: none"> • Awarded to support doctoral training 		
Fulbright English Teaching Assistantship* Foundation for Scholarly Exchange, Kinmen, Taiwan	\$19,800	2016-2017
<ul style="list-style-type: none"> • Taught English curricula to 85 2-6th grade students • Won Taiwanese countywide English lesson plan competition 		

PRESENTATIONS & INVITED TALKS

Paper Presentations

- Schell, E.P.** (2025). *Why does culturally responsive advising matter? Understanding the relationships between advising behaviors and undergraduates’ social outcomes*. Society for Personality and Social Psychology Annual Convention. Denver, CO, United States.
- Schell, E.P.** (2024). *The importance of culturally responsive advising for international and immigrant students*. Association for the Study of Higher Education (ASHE) General Conference. Minneapolis, MN, United States.
- Schell, E.P.** (2024). *The role of culturally responsive advising for international and immigrant first-year students: A longitudinal qualitative analysis*. American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA, United States.
- Schell, E.P.** (2024). *What’s in a university? Understanding student perceptions of institutional culture in U.S. higher education*. National Association of Student Personnel Administrators (NASPA) Annual Meeting, Seattle, WA, United States.

- Schell, E.P.** (2024). *“Every student has their own hopes for college:” The role of culturally responsive advising for first-year students.* NASPA Annual Meeting, Seattle, WA, United States.
- Schell, E.P.** (2023). *Purposeful engagement: Cultivating college student success.* NASPA Annual Meeting, Boston, MA, United States.
- Schell, E.P.** (2022). *Cultural taxation or tax credit? Understanding the nuances of student of color labor in higher education.* AERA Annual Meeting, San Diego, CA, United States.
- Schell, E.P.** (2022). *Purposeful engagement: A driver of college student well-being.* European Conference on Positive Psychology, Reykjavik, Iceland.
- Schell, E.P.** (2022). *Culturally sustaining advising: A new avenue for supporting international and immigrant students.* National Academic Advising Association (NACADA) Annual Conference, Portland, OR, United States.
- Schell, E.P.** (2022). *How can U.S. universities support their racially minoritized students?* Comparative and International Education Society (CIES) Annual Meeting, Virtual.
- Schell, E.P.** (2021). *Understanding cultural mismatch: Implications for culturally responsive advising.* NACADA Annual Conference, Cincinnati, OH, United States.
- Schell, E.P.** (2021). *Passion, parenting, or something else? A cross-cultural analysis of university students’ academic decision-making.* CIES Annual Meeting, Virtual.
- Schell, E.P. & Houts, P.** (2021). *“Finding common ground:” Experiences of immigrant and nonimmigrant students in a service learning course.* Pathways to Achieving Civic Engagement Annual Conference, Virtual.
- Schell, E.P.** (2021). *Passion, parenting, or something else? A cross-cultural analysis of university students’ academic decision-making.* AERA Annual Meeting, Virtual.
- Schell, E.P.** (2020). *Cultural differences in decision making.* CIES Annual Meeting (COVID).
- Schell, E.P.** (2019). *The source of the spark: The role of autonomy across cultures.* CIES Annual Meeting, San Francisco, CA, United States.
- Schell, E.P.** (2018). *Linking acculturation and noncognitive development in European American and Chinese diaspora students.* CIES Annual Meeting, Mexico City, Mexico.

Invited Talks

- Schell, E.P.** (2025). *Culturally responsive advising and teaching: Major takeaways.* Guest Talk for the IES-PIRT Fellowship, New York University, NY, United States.
- Schell, E.P.** (2023). *Culturally responsive advising: Building awareness.* Community Friday Talk Series, Grinnell College, IA, United States.
- Schell, E.P.** (2023). *Culturally responsive advising: A new avenue for supporting international and immigrant students.* NACADA Region 9 Talk Story, Virtual.
- Schell, E.P.** (2023). *Culturally responsive mentoring: New tools for supporting minoritized students.* West Valley College “All College Week,” Virtual.

- Schell, E.P.** & Troxel, W. (2022). *How do I research what I do? Becoming scholar practitioners*. NACADA Region 9 Talk Story, Virtual.
- Schell, E.P.** & Weiss, J. (2022). *Teaching strategies that keep students coming back*. TEACH Symposium, Stanford University, CA, United States.
- Schell, E.P.** (2021). *Navigating the digital divide in community engagement*. Haas Center for Public Service Community Talk, Virtual.
- Charity Hudley, A., Weiss, J., & **Schell, E.P.** (2021). *Supporting students*. Stanford Teaching Toolkit Sessions, Virtual.
- Camarillo, J., **Schell, E.P.**, & Weiss, J. (2021). *Equitable and inclusive instruction*. Stanford Teaching Toolkit Sessions, Virtual.
- Forssell, K., **Schell, E.P.**, & Weiss, J. (2021). *Effective evaluation*. Stanford Teaching Toolkit Sessions, Virtual.
- Schell, E.P.** (2019). *Cultivating empathy and kindness in San Francisco*. TEDx San Francisco, CA, United States.

RESEARCH EXPERIENCE

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|---|-------------------------|
| Institutional Researcher
Vice Provost for Undergraduate Education, Stanford University | 2023-2024 |
| <ul style="list-style-type: none"> • Researched undergraduate experiences that positively or negatively impact student well-being and belonging • Utilized qualitative methods (narrative analysis) | |
| Doctoral Researcher
Graduate School of Education, Stanford University | 2021-2024 |
| <ul style="list-style-type: none"> • Researched cultural mismatch in advising • Utilized mixed methods (narrative analysis and regression) | |
| Research Assistant
Graduate School of Education, Stanford University (Center on Adolescence) | 2021-2024 |
| <ul style="list-style-type: none"> • Researched purpose development in higher education • Utilized mixed methods (narrative analysis and regression) | |
| Research Assistant
Graduate School of Education, Stanford University (Padilla Lab) | 2018-2024 |
| <ul style="list-style-type: none"> • Researched cultural taxation in higher education • Utilized qualitative methods (phenomenology and narrative analysis) | |
| Research Intern
Challenge Success, Stanford University | 2019 & 2020
(summer) |
| <ul style="list-style-type: none"> • Contributed to white papers on the AP program and homework • Utilized mixed methods to assess programs' cross-cultural validity | |
| Research Assistant
Graduate School of Education, Stanford University (SPARK Lab) | 2017-2019 |

- Researched autonomy development in emerging adulthood
- Utilized quantitative methods (regression analysis)

Student Affairs Researcher 2017-2018
 Residential Education Department, Stanford University

- Designed mixed methods research plan to identify flaws in Residential Education’s recruitment, hiring, and training

SERVICE TO THE UNIVERSITY

Advising and Mentorship

Primary Honors Thesis Advisor, CU Boulder 2024-present

- Served as main advisor for 3 honors Psychology students

Honors Thesis Committee Member, CU Boulder 2024-present

- Served in advisory role for 1 honors Psychology student

Faculty Capstone Advisor, University of San Francisco 2023-2024

- Advised 2 senior students on individual research capstones

RAISE Mentor, Stanford Vice Provost for Graduate Education 2022-2023

- Mentored 4 doctoral “RAISE Fellows” in their development as community engaged scholars

Peer Mentor, Stanford Graduate School of Education 2018-2021

- Mentored 8 advanced undergraduate or early-stage graduate students

Graduate Public Service Fellow, Stanford Haas Center for Public Service 2019-2020

- Mentored 5 undergraduates through community engaged studies

Volunteering and Advocacy

Psych. and Neuro. Dept. Mentorship Sub-Committee Co-Chair, CU Boulder 2024-present

Psi Chi (Psychology Honors Society) Faculty Co-Lead, CU Boulder 2024-present

Community Representative, CU Boulder Restorative Justice (CURJ) Program 2024-present

JED Campus Mental Health Advisory Board Member, Stanford University 2023-2024

Sexual Assault Prevention Advisory Committee Member, Stanford University 2023-2024

Co-President, Stanford Graduate Student Council 2022-2023

Board of Trustees Student Representative, Stanford University 2021-2022

Faculty Senate Student Representative, Stanford University 2021-2022

National Advisory Board Member, Stanford Haas Center for Public Service 2020-2022

Co-Leader, Stanford Higher Education Exchange of Research (SHEER) 2020-2022

Founder and Lead Organizer, Stand Up!, Brown University 2013-2016

SERVICE TO THE DISCIPLINE

Editorial Board Member:

- *National Academic Advising Association (NACADA) Journal* 2024-present
- *Routledge Studies on Global Student Mobility* Book Series 2019-2020

Conference Reviewer:

- American Educational Research Association Conference Reviewer 2019-present
- Comparative and International Education Soc. Conference Reviewer
- NACADA Conference Reviewer
- 英文不好, 照樣教出中英雙語一級棒的孩子 : 親子共學篇
(English language textbook for grades 4-6)

Service to Professional Associations:

- Graduate Student Ambassador, American Psychological Association 2017-2019
- Scholarly Community of Practice Facilitator, National Academic Advising Association (Region 9) 2021-2024
- Dissertation and Publications Mentoring Workshop Co-Lead, Comparative and International Education Society 2019-2021

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

- Society of Social and Personality Psychologists (SPSP)
- Association of Scholars of Higher Education (ASHE)
- American Psychological Association (Division 15)
- American Educational Research Association (Division J)
- National Academic Advising Association (NACADA) (Region 9)
- Comparative International Education Society (International Students SIG)
- National Association of Student Personnel Administrators (NASPA)

LANGUAGES & TECHNICAL SKILLS

- Mandarin Chinese (fluent in speaking, reading, and writing)
- Proficiency in NVivo, Dedoose, STATA, R, and Python