**Carolyn M. Palmquist, Ph.D**

**CONTACT INFORMATION**

Amherst College, Department of Psychology

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**EDUCATION**

**The University of Virginia**, Charlottesville, VA August 2008 – May 2013 Doctor of Philosophy in Psychology

**The College of William and Mary**, Williamsburg, VA August 2004 – May 2008

Bachelor of Arts in Psychology (minor in Linguistics), Cum Laude

**EMPLOYMENT**

**Amherst College**, Amherst, MA

Associate Professor of Psychology July 2021 – present

Assistant Professor of Psychology July 2013 – July 2021

**HONORS, AWARDS, AND FUNDING SUPPORT**

**Gregory S. Call/Amherst Academic Intern Funds** Jan. 2014 – present

Amherst College

Amount: $75,79.00

**Mellon Foundation: Reimagining the Commons Stipend** Summer 2021

Stipend to support curricular innovation to address race and racism

Amount: $1,000

**Senior Sabbatical Fellowship** July 2021 – July 2022

Support for sabbatic leave for the 2021 – 2022 academic year

**Lazerowitz Lectureship** Awarded April 2020

Amherst College

**Cummings Fund Award** Nov. 2018

Funding for invited research talk by Dr. Paul Harris (Harvard)

Amherst College

Amount: $998.00

**Miner D. Crary Sabbatical Fellowship** July 2016 – July 2017

Support for sabbatic leave for the 2016 – 2017 academic year

**Project for Innovative Curriculum and Teaching (PICT) Grant** Nov. 2013 – May 2014

To investigate how to implement technology in teaching within the psychology department

Amount: $1,000

**Society for Research in Child Development Travel Award** February 2013

Amount: $500

**Distinguished Teaching Fellowship, University of Virginia** Jan. 2012 – May 2013

Funded to design and teach an undergraduate course within the psychology department

Amount: $5,000

**Society of Fellows Travel Fellowship** March 2012

Funded travel to the Association for Psychological Science Meeting

Amount: $400

**The Graduate Teaching Award, University of Virginia** January 2012

Honoring best graduate teaching within the psychology department

Amount: $500

**PROFESSIONAL SERVICE**

**Grant Panelist, National Science Foundation**:Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022

**Journal of Experimental Child Psychology Editorial Board**: January 2020 – present

**Ad Hoc Reviewer**: British Journal of Developmental Psychology, Child Development, Cognition, Cognitive Development, Cognitive Science, Developmental Psychology, Developmental Science, European Journal of Developmental Psychology, Frontiers in Psychology, Journal of Applied Developmental Psychology, Journal of Experimental Child Psychology, Learning and Behavior, Learning and Motivation, and PLOS One.

**Poster and Symposium Reviewer**: Society for Research in Child Development (Fall 2016, Fall 2018, Fall 2020, Fall 2022), Cognitive Development Society (Summer 2019, Spring 2022), Cognitive Science Society (Spring 2020, Spring 2021, Spring 2022, Spring 2023)

**PUBLICATIONS** (\*indicates student collaborator)

**Palmquist, C.M.**, Floersheimer, A.\*, Crum, K.\*, & Ruggiero, J.\* (2022). Social cognition and trust: Exploring the role of theory of mind and hostile attribution bias in children’s skepticism of inaccurate informants. *Journal of Experimental Child Psychology*. DOI 10.1016/j.jecp.2021.105341

**Palmquist, C.M.**, & DeAngelis, E.R.\* (2020). Valence or traits? Developmental change in children’s use of facial features to make inferences about others. *Cognitive Development, 56*. DOI 10.1016/j.cogdev.2020.100948

**Palmquist, C.M.**, Cheries, E., & DeAngelis, E.R.\* (2020). Looking smart: Preschoolers’ judgments about knowledge based on facial appearance. *British Journal of Developmental Psychology*, *38*(1), 31 – 41. DOI 10.1111/bjdp.12303

**Palmquist, C.M.**, & Fierro. M.G.\* (2018). The right stuff: Preschoolers generalize reliability across communicative domains when informants show semantic (not episodic) knowledge. *Journal of Cognition and Development*, *19*(5), 552 – 567. DOI 10.1080/15248372.2018.1526174

**Palmquist, C.M.**, Kondrad, R.L., & Norris, M.\* (2018). Follow my point?: Preschoolers’ expectations about veridicality disrupt their understanding of deceptive points. *Cognitive Development*, *48*, 190 – 202. DOI 10.1016/j.cogdev.2018.08.009

**Palmquist, C.M.**, Keen, R., & Jaswal, V.K. (2018). Visualization instructions enhance preschoolers’ spatial problem solving. *British Journal of Developmental Psychology*, *36*(1), 37 – 46. DOI 10.1111/bjdp.12205

**Palmquist, C.M.**, Jaswal, V.K., & Rutherford, A.V.\* (2016). Success inhibits preschoolers’ ability to establish selective trust. *Journal of Experimental Child Psychology*, *152*, 192 – 204. DOI 10.1016/j.jcep.2016.07.015

**Palmquist, C.M.**,& Jaswal, V.K. (2015). Preschoolers’ inferences about pointers and labelers: The modality matters. *Cognitive Development, 35*, 178 – 185. DOI 10.1016/j.cogdev.2015.06.003

Jaswal, V.K., Perez-Edgar, K., Kondrad, R.L., **Palmquist**, **C.M.**, Cole, C.A.\*, & Cole, C.E. (2014). Can’t stop believing: Inhibitory control and resistance to misleading testimony. *Developmental Science*, *17*(6), 965 – 976. DOI 10.1111/desc.12187

Lillard, A.S., Hopkins, E.J., Dore, R.A., **Palmquist, C.M.**, Lerner, M.D., & Smith, E.D. (2013). Concepts and theories, methods and reasons: Why do the children (pretend) play? Reply to Weisberg, Hirsh-Pasek, and Golinkoff (2013); Bergen (2013), and Walker and Gopnik (2013). *Psychological Bulletin, 139*, 49 – 52. DOI 10.1037/a0030521

Lillard, A.S., Lerner, M.D., Hopkins, E.J., Dore, R.A., Smith E.D., & **Palmquist C.M.** (2013). The impact of pretend play on children’s development: A review of the evidence. *Psychological Bulletin*, *139*, 1 – 34. DOI 10.1037/a0029321

**Palmquist, C.M**. & Jaswal, V.K. (2012). Preschoolers expect pointers (even ignorant ones) to be knowledgeable. *Psychological Science*, *23*(3), 230 – 231. DOI 10.1177/0956797611427043

**Palmquist, C.M**., Burns, H.E.\*, & Jaswal, V.K. (2012). Pointing disrupts preschoolers’ ability to discriminate between knowledgeable and ignorant informants. *Cognitive Development*, *27*(1), 54 – 63. DOI 10.1016/j.cogdev.2011.07.002

**BOOK CHAPTERS**

Totton, R.R., Bunnell, S.L., Kneeland, E.T., McQuade, J.D., **Palmquist, C.M.**, & Sanderson, CA. (2022). Psychology can change the world: Integrating diversity, equity, and inclusion in Introduction to Psychology. In M. Fortner & I. Katzarska-Miller (Eds.), *Empowering students as change agents in psychology courses*. Society for the Teaching of Psychology.

**OTHER PUBLICATIONS**

**Palmquist, C.M.** (2020). Make the most of playtime. *Amherst Magazine*. [link](https://www.amherst.edu/amherst-story/magazine/issues/2020-spring/campus-news/make-the-most-of-playtime)

**Palmquist, C.M.** (2017). Failure is an essential part of learning. *BOLD Blog*. [link](https://bold.expert/failure-is-an-essential-part-of-learning/)

Riskind, R.G., **Palmquist, C.M.**, Kondrad, R.L., Lerner, M.D. (2014). Once in a lifetime: Navigating the first year in your first tenure-track job. *The Chronicle of Higher Education*. [link](http://www.chronicle.com/article/Once-in-a-Lifetime/148515/?cid=at&utm_source=at&utm_medium=en).

**PRESENTATIONS** (\* indicates student collaborator, + indicates chair)

**Symposia**

**Palmquist, C.M.**, & Kondrad, R.L. (2021, April 7). *First-hand knowledge helps 3-year-olds reinterpret misinformation from broken machines, but not from deceptive people*. Symposia presented at the Society for Research in Child Development Biennial Meeting (virtual).

DeAngelis, E.\*, **Palmquist, C.M.** +, & Cheries, E.(2019, March 23). *Developmental change in 4- and 5-year-olds’ face-trait predictions*. Symposia presented at the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.

**Palmquist, C.M.**, & Jaswal, V.K. (2015, March 20). *Do children monitor informants for the quality of their information, or for successful outcomes?* Symposia presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, Pennsylvania.

**Palmquist, C.M.**, & Jaswal, V.K. (2013, April 18). *Do children prefer helpful informants?* Symposia presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.

Jaswal, V.K., Perez-Edgar, K., Kondrad, R.L., **Palmquist, C.M.**, Cole, C.A. (2013, April 19). *Who trusts whom? Individual differences in selective trust, learning, and skepticism in young children.* Symposia presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.

**Palmquist, C.M.**, & Smith, E.D. (2012, May). *Academic entitlement, individual difference variables, and classroom behavior*. Symposia presented at the Association for Psychological Science Annual Meeting, Chicago, Illinois.

**Palmquist, C.M.**, & Jaswal, V.K. (2011, October). *Get to the point! Children expect points to be veridical and pointers to be knowledgeable*. Symposia presented at the meeting for the Cognitive Development Society, Philadelphia, Pennsylvania.

**Palmquist, C.M**., Schad, M., Smith, E., Gross, B., & Kondrad, R.L. (2011, April, 14). *The Graduate Teacher Training Program: Analyzing and Improving Graduate Student Teaching of Psychology*. Symposia presented at the Inauguration of Teresa Sullivan Research Conference at the University of Virginia, Charlottesville, Virginia.

Jaswal, V.K., Perez-Edgar, K., Kondrad, R.L., **Palmquist, C.M.**, Cole, C.E., Cole, C.A.\*, & Kreafle, J.\* (2011, March 31). *Young Children’s Trust in Misleading Testimony: Individual Differences in Age, Inhibitory Control, and Social Withdrawal.* Symposia presented at the Society for Research in Child Development, Montreal, Canada.

**Poster Presentations**

Taketa, M.\*, Weiss, C.\*, & **Palmquist, C.M.** (2023, March 25). *Evaluating the role of temperament in preschoolers’ selective trust*. Poster presented at Society for Research in Child Development Biennial Meeting, Salt Lake City, UT.

Hobbs, N.\*, & **Palmquist, C.M.** (2022, April 23). *Behavior, not appearance, drives 4- and 5-year-olds’ inferences about trustworthiness*. Poster presented at the Cognitive Development Society Biennial Meeting, Madison, WI.

Lanni, S.\*, & **Palmquist, C.M.** (2022, April 23). *The apple doesn’t fall far from the tree: Parental hostile attribution bias predicts preschoolers’ social decision making*. Poster presented at the Cognitive Development Society Biennial Meeting, Madison, WI.

**Palmquist, C.M.**, & Kondrad, R.L. (2022, April 21). *Knowledge and source type influence children’s skepticism of incorrect* information. Poster presented at the Cognitive Development Society Biennial Meeting Preconference: Balancing trust and skepticism in the times of fake news, Madison, WI.

**Palmquist, C.M.**, & Kondrad, R.L. (2021, April 9). *Disrupting the bias to believe: How 3-year-olds process deceptive testimony from a ‘broken’ human*. Poster presented at the Society for Research in Child Development Biennial Meeting (virtual).

Ruggiero, J.\*, & **Palmquist, C.M.** (2021, April 9). *Smart or nice?: The role of trait understanding in preschoolers’ face-based inferences*. Poster presented at the Society for Research in Child Development Biennial Meeting (virtual).

**Palmquist, C.M.**, & Kondrad, R.L. (2020, May). *First-hand knowledge helps 3-year-olds reinterpret misinformation from broken machines, but not from deceptive people*. Poster accepted at the American Psychological Society Conference, Chicago, IL. (conference cancelled due to coronavirus).

DeAngelis, E.R.\*, & **Palmquist, C.M.** (2019, October). *Valence or traits: Developmental change in children’s use of facial features to make inferences about others*. Poster presented at the Cognitive Development Society Biennial Meeting, Louisville, KY.

Floersheimer, A.\*, & **Palmquist, C.M.** (2019, October). *Mistake or intentional?: Preschoolers’ hostile attribution bias predicts their skepticism of inaccurate informants*. Poster presented at the Cognitive Development Society Biennial Meeting, Louisville, KY.

**Palmquist, C.M.**, & Kondrad, R.L. (2019, October). *Knowledge and inhibitory control help 3-year-olds ignore incorrect machines, but not deceptive people*. Poster presented at the Cognitive Development Society Biennial Meeting, Louisville, KY.

DeAngelis, E.R.\*, & **Palmquist, C.M.**, Cheries, E. (2019, March 21). *Looking smart: Preschoolers judge others’ knowledge based on their facial appearance*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.

Jordan, R.P.\*, & **Palmquist, C.M.** (2019, March 23). *Young children’s use of visualization as a problem-solving strategy.* Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, Maryland.

Goebel, K.\*, & **Palmquist, C.M.** (2017, October). *Help! I need somebody: Locus of control explains school-aged children’s help-seeking behavior*. Poster presented at the Cognitive Development Society Biennial Meeting, Portland, Oregon.

Griffin, D.\*, Norris, M.\*, Adamof, T.\*, Kondrad, R.L., & **Palmquist, C.M.** (2017, October). *The role of context and cognitive ability in children’s skepticism of deceptive information*. Poster presented at the Cognitive Development Society Biennial Meeting, Portland, Oregon.

**Palmquist, C.M.** & Fierro, M.G.\* (2017, April). *It’s what you know, not how you show it: Preschoolers monitor knowledge, not communicative modality*. Poster presented at the Society for Research in Child Development Biennial Meeting, Austin, Texas.

**Palmquist, C.M.**, & Kondrad, R.L. (2016, September 14). *Where it’s not: Preschoolers correctly interpret true negative, but not deceptive, pointing gestures*. Poster presented at the Developmental Section of the British Psychological Society, Belfast, Northern Ireland.

Fierro, M.G.\*, & **Palmquist, C.M.** (2015, October). *Is it what you know, or how you show it? Preschoolers’ inferences about potential informants*. Poster presented at the Cognitive Development Society Biennial Meeting, Columbus, Ohio.

Rutherford, A.V.\*, & **Palmquist, C.M.** (2015, October). *Best of luck: Experience affects how children evaluate potential informants*. Poster presented at the Cognitive Development Society Biennial Meeting, Columbus, Ohio.

**Palmquist, C.M.**, & Jaswal, V.K.(2015, March 20). *She’s pointing out the obvious: Preschoolers assume that speaking, not pointing, is indicative of generalizable knowledge*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, Pennsylvania.

Morgan, Z.\*, Joyner, S.\*, Tannenbaum, R.\*, Kondrad, R.L., & **Palmquist, C.M.** (2015, March 19). *Where it’s not: Preschoolers correctly use true negative verbal cues, but not true negative points, to find hidden objects*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, Pennsylvania.

**Palmquist, C.M.** (2013, October 15). *She’s Got a Point: Preschoolers prefer accurate pointers over inaccurate ones.* Poster presented at the meeting for the Cognitive Development Society, Memphis, Tennessee.

**Palmquist, C.M.,** Soska, K.C., Keen, R., Jaswal, V.K. (2013, April 18). *Enhancing the mind’s eye: Imagining a solution to a spatial problem improves gaze behaviors*. Poster presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.

Smith, E.D., & **Palmquist, C.M.,** & Erbacher, M.K. (2013, April 17). *Fair-weather learners: Individual differences predict changes in students’ academic entitlement*. Poster presented at the Developmental Science Teaching Institute at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.

**Palmquist, C.M.**, Smith, E.D. (2012, May 24). *“I Deserve an A!”: Validating and Extending a Measure of Academic Entitlement*. Poster presented at the Association for Psychological Science Annual Meeting, Chicago, Illinois.

**Palmquist, C.M.**, Gross, B., Smith, E., Schad, M., & Kondrad, R.L. (2011, June 24). *The Graduate Teacher Training Program: Data analysis from its pilot year*. Poster presented at the Eastern Conference on the Teaching of Psychology, Staunton, Virginia.

**Palmquist, C.M**., & Jaswal, V.K. (2011, April 1). *Who Knows Best? Pointing Disrupts Preschoolers’ Attribution of Knowledge.* Poster presented at the Society for Research in Child Development, Montreal, Canada.

Cole, C.E., Kondrad, R.L., **Palmquist, C.M.**, Cole, C.A.\*, Galdun, C.E.\*, Kreafle, J.\*, Jaswal, V.K., & Perez-Edgar, K. (2011, March 31). *Children Who Defer to Misleading Testimony Endore Violations of Physical and Social Laws More Readily Than Skeptical Children.* Poster presented at the Society for Research in Child Development, Montreal, Canada.

**Palmquist, C.M**., & Jaswal, V.K. (2011, March 28). *Who Knows Best? Pointing Disrupts Preschoolers’ Attribution of Knowledge*. Poster presented at the Huskey Graduate Research Exhibition, University of Virginia.

**Palmquist, C.M**., & Jaswal, V.K. (2010, April 5). *Getting to the point: Young children have difficulty inhibiting expectations about pointing gestures*. Poster presented at the Huskey Graduate Research Exhibition at the University of Virginia, Charlottesville, Virginia.

**Palmquist, C.M**., & Jaswal, V.K. (2010, March 13). *What’s your point? Do children lose trust in an unreliable pointer?* Poster presented at the meeting for the International Society on Infant Studies, Baltimore, Maryland.

Kondrad, R., Jaswal, V.K, Perez-Edgar, K., **Palmquist, C.M**., Kreafle, J.\*, Nelson, S.K., Cole, C.\* (2010, March 13). *Individual differences in skepticism: Links to inhibitory control*. Poster presented at the meeting for the International Society on Infant Studies, Baltimore, Maryland.

**Palmquist, C.M**., Burns, H.E.\*, & Jaswal, V.K. (2009, October 17). *Getting to the point: Young children have difficulty inhibiting expectations about pointing gestures*. Poster presented at the meeting for the Cognitive Development Society, San Antonio, Texas.

**Palmquist, C.M**., & Jaswal, V.K. (2009, April 3). *Fool me once, shame on you. Fool me twice, shame on me!: Losing and regaining trust in pointing gestures.* Poster presented at the meeting for the Society for Research in Child Development, Denver, Colorado

**Invited Talks**

**Palmquist, C.M.** (2022, March, 7). Presented at the Brown University Developmental Lunch Series.

**Palmquist, C.M.** (2020, December). Science Café at UMass-Amherst (virtual).

**Palmquist, C.M.** (2020, November 1). Lazerowitz Lecture at Amherst College (virtual).

**Palmquist, C.M.** (2015, November 12). Presented at the UMass-Amherst Developmental Science Seminar Series.

**Palmquist, C.M.** (2015, September 18). Presented at the Amherst College Faculty Colloquium Series.

**Palmquist, C.M.** (2014, November 21). Presented at Amherst College Virtual Lecture Series.

**Palmquist, C.M.** (2013, November 20). Presented at the Yale University Developmental Speaker Series.

**Palmquist, C.M.** (2013, February 15). Presented at the University of Virginia Recruitment Week Colloquium.

**Palmquist, C.M.** (2012, December 3). Presented at the Developmental Lunch Series at the University of Virginia.

**Palmquist, C.M.** (2011, April 18). Presented at the Developmental Lunch Series at the University of Virginia.

**Palmquist, C.M.** (2009, April 20). Presented at the Developmental Lunch Series at the University of Virginia.

**TEACHING EXPERIENCE**

**Courses Taught (Amherst College):**

* PSYC 100: Introduction to Psychology (Spring 2014; Fall 2014; Spring 2016; Spring 2019)
* PSYC 123: Research Methods in Psychology (Spring 2015; Fall 2015)
* PSYC 206: Psychology of Play (Fall 2017; Spring 2019; Spring 2020)
* PSYC 227: Developmental Psychology (Fall 2013; Spring 2014; Spring 2015; Fall 2015; Fall 2017; Fall 2018; Fall 2019; Spring 2020; Fall 2020; Spring 2021)
* PSYC 362: Development of Nonverbal Communication (Fall 2013; Fall 2014; Spring 2016; Fall 2018; Fall 2019; Fall 2020)

**Supervised Honors Theses**

Hobbs, N. (2022). *Actions speak louder than…appearance? Children’s utilization of appearance and behavioral cues to make predictions about others.*

Lanni, S. (2022). *Parents’ hostile attribution bias, not child hostile attribution bias, predicts preschoolers’ social decision making*.

Ruggiero, J. (2021). *Smart or nice?: The role of trait understanding in preschoolers’ face-based inferences.*

Scott, H. (2021). *Sex matters: Exploring girls’ and boys’ developmental trajectories through early theory of mind tasks*.

Floersheimer, A. (2020). *Mistake or intentional?: Preschoolers’ hostile attribution bias predicts their skepticism of inaccurate informants.*

DeAngelis, E.R. (2019). *You look smart: How children use facial appearance to make predictions about knowledge.*

Jordan, R.P (2019). *Imagine that: Young children’s use of visualization as a problem-solving strategy.*

Goebel, K.T. (2018). *Help! I need somebody: Experiencing success influences school-aged children’s help-seeking behavior.*

Griffin, D.H. (2018). *The role of context and cognitive ability in children’s skepticism of deceptive information*.

Fierro, M.G. (2016). *It’s what you know, not how you show it: Preschoolers’ inferences about potential informants*

Rutherford, A.V. (2016). *Best of luck: Experience affects how children evaluate potential informants.*

Tannenbaum, R. (2015). *Exploring children’s understanding of true negative gestures and statements.*

Harris, N. (2014). *Communicating with peers: Examining toddlers’ intentional communication in peer dyads.*

**Supervised Summer Undergraduate Research Fellows (SURF)**

Jackie Fernandes and Justin Ruiz (Summer 2022)

Jasmine Shehni (Summer 2021)

Kelly Huang and Thariana Pichardo (Summer 2020)

Katherine Crum and Julia Ruggiero (Summer 2019)

Denise Noriega (Summer 2017)

DivineAsia Miller (Summer 2016)

Erika DeAngelis and Rebecca Jordan (Summer 2015)

**Teaching Development**

Aligned Pedagogy Faculty Learning Community (2021-2022)

ACUE: Promoting Engaged and Active Online Learning (Summer 2020)

Provost’s Retreat on Teaching and Learning: Belonging in a Digital World (F2019)

Dean’s Retreat on Inclusive Pedagogy: Cooperative and Collaborative Learning (F2018)

Dean’s Retreat on Inclusive Pedagogy: Universal Design (F2017)

Dean’s Retreat on Inclusive Pedagogy (S2016)

First Year Seminar Workshop (S2016)

Pedagogy That Meets the Needs of a Diverse Range of Learners Series (F2015)

Project in Innovative Curriculum and Teaching (PICT) seminar (F2014)

Faculty Writing Seminar (F2014)

**Distinguished Teaching Fellowship, University of Virginia, Department of Psychology**: 2012-2013

**Teaching Assistant (University of Virginia):**

* Child Psychology (Fall 2008; Spring 2009; Fall 2011)
* Research Methods I (Fall 2009; Spring 2010; Spring 2012)
* Infancy (Spring 2011)

**CavEd Seminar**: Taught a small seminar that supported undergraduate students who were designing and leading their own courses at the University of Virginia. (Fall 2011)

**The Graduate Teacher Training Program: University of Virginia** (co-founder and co-chair, 2009-2012)

**AMHERST COLLEGE SERVICE**

**Committees**

Chair of the Amherst College Institutional Review Board (Summer 2022 – present)

Committee on Academic Standing and Special Majors (Summer 2020, F2020, S2021)

Tenure-track Clinical Psychologist Search Committee (F2019)

Woodside Children’s Center Task Force (Summer 2019, F2019, S2020)

Swift Moore Teaching Award Review Committee (S2019, S2020, S2021)

Health Professions Committee (Summer 2017, F2017, S2018)

Tenure-track Human Neuroscientist Search Committee (F2016)

First Year Seminar Committee (S2015, F2015, S2016)

Tenure-track Psychologist Search Committee (F2014)

Health and Safety Committee (S2014, F2015)

**Students**

First year advising (F2014, F2015, F2017, F2018, F2019, F2022)

Intensive Advising (F2018, S2019)

Early-Write Campaign (S2017, S2019, S2020, S2021, S2022)

Psychology Club, faculty advisor (F2018, S2019)

Faculty Liaison, Women’s Lacrosse (F2017, S2018, F2018, S2019, F2019, S2020, F2020, S2021, F2021, S2022, F2022, S2023)

Student-Faculty Psychology Committee, faculty advisor (F2017, F2019, S2020)

Hosted panel on internships in psychology (F2017, F2018, F2019)

Hosted panel on graduate school in psychology (S2014, S2016, S2017)

**PROFESSIONAL AFFILIATIONS**

Cognitive Development Society (CDS)

Society for Research in Child Development (SRCD)

American Psychological Society (APS)