

LaTasha R. Holden

Curriculum Vitae

CONTACT INFORMATION

University of Illinois Urbana-Champaign
Department of Psychology
308 Psychology Bldg, MC-716
603 East Daniel Street
Champaign, IL 61820

office: 217-333-0631
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osf: <https://osf.io/vup4z/>
web: www.latasharholden.weebly.com/
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ACADEMIC APPOINTMENTS

Assistant Professor of Psychology & Beckman Institute Affiliate University of Illinois Urbana-Champaign, Champaign, IL	August 2022-present
Assistant Professor of Psychology & Institute for Intelligent Systems Affiliate The University of Memphis, Memphis, TN	August 2021-August 2022
Provost's Postdoctoral Fellow in Psychology, inaugural candidate Florida State University, Tallahassee, FL	January 2019-August 2021
National Assessment of Educational Progress (NAEP) Postdoctoral Fellow Educational Testing Service, Princeton, NJ	June 2018-Dec 2018

EDUCATION

Princeton University Ph.D. in Psychology M.A. in Psychology Concentrations: Cognitive and Social Psychology Dissertation: " <i>Exploring Cognitive and Non-Cognitive Factors in Stereotype Threat Effects: An Individual Differences Approach</i> " Advisors: Dr. Andrew Conway & Dr. Stacey Sinclair	June 2018 November 2014
Towson University M.A. in Experimental Psychology, <i>summa cum laude</i> Minor: Statistics Thesis: " <i>Working Memory, Source Monitoring and False Memory: An Individual Differences Perspective</i> " Advisor: Dr. Kerri Goodwin	May 2012
University of North Carolina at Greensboro B.A. in Art History/Museum Studies, <i>magna cum laude</i> B.A. in Psychology with disciplinary honors Minor: Spanish Honors Thesis: " <i>How Long Should Study Sessions be Spaced Apart? An Evaluation of Individual Differences in Working Memory Capacity with Spacing Effects</i> " Advisor: Dr. Peter Delaney	May 2010

RESEARCH INTERESTS

My research interests revolve around inter- and intra- individual differences in learning, performance, and achievement. Emphasizing open science practices, my work is interdisciplinary, incorporating cognitive, social, and developmental approaches. First, I study working memory, cognitive control, and long-term memory and how they are important for learning and cognitive performance. Second, I am interested in understanding how social identity-threatening experiences (e.g., stereotype threat) disrupt our ability to perform our best. Finally, I study when and how non-cognitive factors can boost achievement. The overarching goal of my work is to help students optimize or improve academic performance and achievement.

GRANTS & RESEARCH SUPPORT

Completed

<p>Open Access Grant Florida State University Libraries <i>Grant Award: \$1,500</i></p>	2021
<p>Chan Zuckerberg Initiative Petscher, Y. (PI), Hart, S. A. (Co-PI), Compton, D. (Co-PI), Holden, L. R. (Co-I), & Torgesen, A. J. (Co-I). <i>"Projecting and Understanding the K3 COVID-19 Reading Slide through a COVID-19 Change Calculator."</i> <i>Award: \$50,000</i></p>	Jun 2020-Jun 2021
<p>Provost's Postdoctoral Fellow in Psychology Florida State University <i>Grant Award: \$25,000</i></p>	Jan 2019-2021
<p>African American Studies Dissertation Research Award Princeton University, African American Studies Department <i>Award: \$1,500</i></p>	2017-2018
<p>Educational Testing Service Intern ETS, Princeton, NJ <i>Award: \$6,000</i></p>	Summer 2016
<p>Graduate Diversity Grant Towson University <i>Award: \$2,750</i></p>	2011-2012
<p>Graduate Student Association Travel Grant Towson University <i>Award: \$200</i></p>	Fall 2011
<p>Graduate Student Association Travel Grant Towson University <i>Award: \$200</i></p>	Spring 2011

Denied

<p>Science and Technology Studies Submitted to National Science Foundation (NSF) Huette, S. (PI), Paxton, A. (Co-PI), Holden, L. (Co-PI), Dowell, N. (Co-PI). <i>"Text Equity Now! Quantifying and Combating Racial and Gender Stereotypes and Bias in Text"</i> <i>Combined Costs: \$182,205 (Contract unfunded)</i></p>	Submitted Feb 2022
<p>Supplement to Promote Diversity in Learning Disabilities Research Submitted to National Institutes for Health (NIH) Wagner, R. (PI), Hart, S. (Co-I, Mentor), & Holden, L. (Co-I, Postdoctoral Scholar). Project Dates: 1/1/2021- 6/30/2022 <i>Combined Costs: \$121,715 (Contract unfunded)</i></p>	Submitted Sept 2020
<p>National Assessment of Educational Progress Cooperative Agreement Submitted to American Institutes for Research (AIR) Holden, L. (PI), Hart, S. (Co-PI), & Ganley, C. (Co-PI). <i>"New Approaches for Investigating Non-Cognitive Indicators of Student Reading and Mathematics Achievement in NAEP Data."</i> <i>Combined Costs: \$84,634 (Contract unfunded)</i></p>	Submitted Oct 2018

Publications and Preprints

*Indicates that these papers are internally reviewed and accepted at the Educational Testing Service before being sent to a peer-reviewed journal for publication. °Indicates undergraduate, post-bac, or graduate trainee.

Holden, L., °Tanenbaum, G., & °Ashley, A. (under review). Toward Inclusive and Identity-Safe Learning for Supporting Racialized Student Achievement.

Norris, C., Shero, J., Haughbrook, R., **Holden, L.**, van Dijk, W., Al'Otabia, S., Schatschneider, C., & Hart, S. (under review). SES and Response to Treatment: A Quantile Regression Approach.
Preprint available here: <https://doi.org/10.31234/osf.io/xqbc5>

Holden, L., & °Goldstein, B. (revise and resubmit). Short Mindset Intervention Effective in Attitude Change but no Evidence of Transfer to Improved Cognitive Outcomes of Working Memory Capacity and Standardized Test Performance.
Preprint available here: <https://doi.org/10.31234/osf.io/v62z5>

Holden, L., Conway, A.R.A., & Goodwin, K. A. (revise and resubmit). How Individual Differences in Working Memory and Source Monitoring matter in Susceptibility to False Memory.
Preprint available here: <https://doi.org/10.31234/osf.io/h48bv>

Holden, L., Goodwin, K. A., & Conway, A. R. A. (revise and resubmit). Converging Evidence that Higher Trait Working Memory Capacity aids Standardized Test Performance under Race Related Stereotype Threat.
Preprint available here: <https://doi.org/10.31234/osf.io/ckuwx>

Johnson, R. M., Little, C., Shero, J. A., van Dijk, W., **Holden, L.**, Daucourt, M., Norris, C., Ganley, C. M., Taylor, J. & Hart, S. (accepted stage 1 registered report). Educational Experiences of United States Children during the 2020-2021 School Year in the Context of the COVID-19 Pandemic.

Holden, L., Haughbrook, R., & Hart, S. (2022). Developmental behavioral genetics research on school achievement is missing vulnerable children, to our detriment. *New Directions for Child and Adolescent Development*.
Preprint available here: <https://psyarxiv.com/gf3hc>

°Martinez, K., **Holden, L.**, Hart, S., Taylor, J. (2022). Examining Grit and Mindset in Concurrent and Future Reading Comprehension: A Twin Study. *Developmental Psychology*.
Preprint available here: <https://doi.org/10.31234/osf.io/x7hbt>

Prather, R.W., Benitez, V.L., Kendall Brooks, L. Dancy, C.L., Dilworth-Bart, J., Dutra, N.B., Faison, M.O., Figueroa, M., **Holden, L.R.**, Johnson, C., Medrano, J., Miller-Cotto, D., Matthews, P.G., Manly, J.J., Thomas, A.K. (2022). What Can Cognitive Science do for people? *Cognitive Science*.
Available here: <https://doi.org/10.1111/cogs.13167>

Holden, L., & Hart, S. (2021). Intelligence Can Be Used to Make a More Equitable Society but Only When Properly Defined and Applied. *Journal of Intelligence* (selected Editor's Choice List Article), 9(4), 57.
Available here: <https://www.mdpi.com/2079-3200/9/4/57>

Holden, L., LaMar, M., & Bauer, M. (2021*). Evidence for a Cultural Mindset: Combining Process Data, Theory, and Simulation. *Frontiers in Psychology*, 3998.
Available here: <https://doi.org/10.3389/fpsyg.2021.596246>

Holden, L. (2018). Exploring Cognitive and Non-Cognitive Factors in Stereotype Threat Effects: An Individual Differences Approach. (doctoral dissertation).
Available here: <http://arks.princeton.edu/ark:/88435/dsp013n2041793>

Delaney, P., Godbole, N., **Holden, L.**, & Chang, Y. (2018). Working Memory Capacity and the Spacing Effect in Cued Recall. *Memory*. doi: 10.1080/09658211.2017.1408841.
Available here: <https://www.researchgate.net/publication/320270355>

Alfano, M., **Holden, L.**, & Conway, A.R.A. (2016). Intelligence, Race, and Psychological Testing. *The Oxford Handbook of Philosophy and Race*. Naomi Zack (ed.), Oxford. doi: 10.1093/oxfordhb/9780190236953.013.2.
Available here: <https://www.researchgate.net/publication/318552739>

Conway, A. R. A., Moreau, D., & **Holden, L.** (2015). Educational assessment in a MOOC: The case of Statistics One. In J. R. Corbeil, M. E. Corbeil & B. H. Khan (Eds.), *The MOOC case book: Case studies in MOOC design, development and implementation*, Ronkonkoma, NY: Linus Books.
Available here: <https://www.researchgate.net/publication/280132410>

Manuscripts in preparation

Holden, L. & °Tanenbaum, G. (invited paper abstract accepted). Modern Assessments of Intelligence Must Be Fair and Equitable.

°Tanenbaum, G., °Ashley, A., & **Holden, L.** (invited paper abstract accepted). A Review of Patient Experiences and Provider Education to Improve Transgender Health Inequities.

°Jones, K., °Mandell, J., & **Holden, L.** (in prep). A Review of Culturally Informed and Evidence-Based Best Practices for Psychologists Serving Vulnerable Populations.

Holden, L. (in prep). A Demonstration of How Individual Differences Can Help Resolve Issues with Replicability using Stereotype Threat Theory.

Deffler, S., **Holden, L.**, & Shedlosky, R. (in prep). Flashbulb Memories in Students Who Don't Remember 9/11.

New and On-going Projects

Holden, L., Connor, R., °Ashley, A., & °Tanenbaum, G. (in prep). Tokenism and Stereotype Threat Effects: Exploring Differences in Group Size and Composition during Testing Situations.

Holden, L., °Tanenbaum, G., & °Ashley, A. (in prep). A Meta-Analysis of Racial/Ethnic Stereotype Threat Effects

Holden, L., °Ashley, A., & °Tanenbaum, G. (in prep). A Replication of Steele and Aronson (1995), Experiment 2. Preregistered at <https://aspredicted.org/>

Holden, L. (in prep*). The Importance of Teacher and Student Beliefs and Background for Achievement using NAEP Data.

Holden, L., & Hart, S. (in prep). Investigating Directionality and Etiology in the Relationship between Test Anxiety and Test Performance.

PRESENTATIONS

Invited Talks & Symposia

Holden, L. (2023). Reconsidering The Role of Cognitive Assessment in Educational Equity. Invited talk to be given at Gonzaga University's Annual Assessment Conference. Mar 27, 2023.

Holden, L. (2022). The Roles of Working Memory, Stereotype Threat, and Academic Attitudes in Student Learning and Achievement. Invited talk to be given at the University of Illinois Urbana-Champaign, Department of Psychology Clinical-Community Brownbag Series. Dec 2, 2022.

Holden, L. (2022). Toward Identity-Safe Learning for Supporting Racialized Student Achievement. Invited talk to be given at the University of Illinois Urbana-Champaign, Department of Psychology Cognitive Brownbag Series. Oct 28, 2022.

- Holden, L.** (2022). The Roles of Working Memory, Stereotype Threat, and Academic Attitudes in Student Learning and Achievement. Invited talk to be given at the University of Illinois Urbana-Champaign, Department of Psychology Developmental Brownbag Series. Oct 21, 2022.
- Holden, L.** (2022). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk given at the University of Illinois Urbana-Champaign, Department of Psychology's Distinguished Speaker Series on Racial Equity. May 9, 2022.
- Holden, L.** (2022). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk given at Wellesley College, Memory guest lecture (remotely), May 3, 2022.
- Holden, L.** (2022). Toward Identity-Safe Learning and Performance. Invited talk given at the Institute for Intelligent Systems, Spring Lightning Talks at The University of Memphis, April 22, 2022.
- °Ashley, A., °Tanenbaum, G., Connor, R., & **Holden, L.** (2022). Tokenism and Stereotype Threat Effects: Exploring Differences in Group Size and Composition during Testing Situations. Invited talk given at The University of Memphis, Department of Psychology Cognitive Brown Bag Series, March 14, 2022.
- Holden, L.** (2021). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk given at Claremont Graduate University, Cognitive Psychology Brownbag (remotely), May 7, 2021.
- Holden, L.** (2021). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk to be given at the University of Maryland, Department of Human Development and Quantitative Methodology, Developmental Science Colloquium (remotely), April 28, 2021.
- Holden, L.** (2021). The Roles of Working Memory, Stereotype Threat, and Academic Attitudes in Student Learning and Achievement. Invited talk to be given at Stockton University, Psychology Speaker Series: Race, Ethnicity, and Diversity. (remotely), April 20, 2021.
- Holden, L.** (2021) Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk to be given at The University of Memphis, Psychology Department (remotely), February 18, 2021.
- Holden, L.** (2021). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk to be given at UNC Wilmington, Psychology Department (remotely), January 26, 2021.
- Holden, L.** (2020). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk to be given at Wellesley College, Working Memory guest lecture (remotely), November 17, 2020.
- Holden, L.** (2020). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk to be given at Georgia Southern University, Psychology Department (remotely), October 30, 2020.
- Holden, L.** (2019). Learning in Context: Considering Student Identity, Attitudes, and Working Memory Capacity. Invited talk to be given at Harvard & MIT Learning and the Brain Conference on the "Science of Deeper Learning." Boston, MA, November 22-24, 2019.
- Holden, L.** (2019). Navigating Graduate School and Beyond: Advice and Strategies. Invited talk given at Southwestern College, Department of Psychology, Winfield, KS, November 4, 2019.
- Holden, L.** (2019). Considering an Individual Differences Perspective of Race Related Stereotype Threat. Talk given at Florida State University, Department of Psychology Cognitive Brown Bag Series, April 19, 2019.
- Holden, L.** (2018). Teacher and Student Beliefs and Background in NAEP Reading Achievement. Project presented in NAEP group meeting at the Educational Testing Service (ETS). Princeton, NJ, September 10, 2018.
- Holden, L., & Connor, R.** (2017). Developing as Young Professional Women in the Academy: Fighting Imposter Syndrome and Finding Adequate Support. Invited talk given at the annual Women in Academia Conference (WIAC). Galloway, NJ, January 10, 2017.

Holden, L., Bauer, M., & LaMar, M. (2016). Building a Cognitive Model of Implicit Beliefs in Cross-Cultural Competency: Contrasting behavioral profiles for use in the construction of POMDPs. Project presented in Research and Development symposium for Interns, at the Educational Testing Service (ETS). Princeton, NJ, July 27, 2016.

Conference Presentations & Symposia

°Ashley, A., °Tanenbaum, G., Connor, R., & **Holden, L.,** (2022). Tokenism and Stereotype Threat Effects: Exploring Differences in Group Composition during Testing Situations. Poster presented at the annual meeting of the Psychonomic Society (Psychonomics). Boston, MA, November 17-20, 2022.

Deffler, S., **Holden, L.,** & Shedlosky-Shoemaker, R. (2022). Autobiographical Memory in the Classroom: Identity Influences on Flashbulb Memories in Students Who Don't Remember 9/11. Poster presented at the annual meeting of the Psychonomic Society (Psychonomics). Boston, MA, November 17-20, 2022.

Norris, C., **Holden, L.,** & Hart, S. (2022). Black-White Differences in Vocabulary Skills Growth During a Year-Long Reading Intervention. Interactive poster presentation at the 29th annual meeting of the Society for the Scientific Study of Reading (SSSR). Newport Beach, CA, July 13-16, 2022.

Huette, S., Paxton, A., **Holden, L.,** & Dowell, N. (2021). Exploring the linguistic signatures of bias in online text. Project presented at 51st annual meeting of the Society for Computation in Psychology (SCiP). November 4, 2021.

°Jean, P., °Tanenbaum, G.J., °Moran-Melendez, A. C., & **Holden, L.** (2021). A Meta-Analysis of Racial/Ethnic Stereotype Threat Effects. Poster presented at the Department of Psychology's annual Undergraduate Research Day (awarded certificate of merit). Florida State University, Tallahassee, FL. Remotely, April 6, 2021.

Holden, L., °Goldstein, B. (2021). Short Mindset Intervention Effective in Attitude Change but no Evidence of Transfer to Improved Cognitive Outcomes of Working Memory Capacity and Standardized Test Performance. Poster presented at annual Hub Meeting of the Learning Disabilities Research Center (LDRC). Remotely, January 12-14, 2021.

Holden, L., °Martinez, K., Hart, S., & Taylor, J. (2019). Examining Grit and Mindset in Concurrent and Future Reading Comprehension: A Twin Study. Poster presented at seventh annual Postdoctoral Symposium and Poster Competition (won best interdisciplinary poster). Florida State University, Tallahassee, FL, September 20, 2019.

Holden, L., °Martinez, K., Hart, S., & Taylor, J. (2019). Examining Grit and Mindset in Concurrent and Future Reading Comprehension: A Twin Study. Paper presented in coordinated symposium, "Noncognitive Skills" at annual meeting of the Behavior Genetics Association (BGA). Stockholm, Sweden, June 26-29, 2019.

Holden, L., °Martinez, K., Hart, S., & Taylor, J. (2019). Examining Grit and Mindset in Concurrent and Future Reading Comprehension: A Twin Study. Poster presented at biennial meeting of the Society for Research in Child Development (SRCD). Baltimore, MD, March 21-23, 2019.

°Tripp, D., **Holden, L.,** & Delaney, P. (2019). How Stereotype Threat Affects African Americans' Performance on Different Memory Tasks. Poster presented at the annual meeting of the Southeastern Psychological Association (SEPA). Jacksonville, FL, March 20-23, 2019.

Holden, L., LaMar, M., Bauer, M., Klafehn, J. & Finn, B. (2017). Building a Cognitive Model of Implicit Beliefs in Cross-Cultural Competency: Contrasting behavioral profiles for use in the construction of POMDPs. Paper presented in coordinated symposium, "Understanding Student Decision Making using Markov Decision Processes" at the annual meeting of the National Council on Measurement in Education (NCME). San Antonio, TX, April 26-30, 2017.

Holden, L., Moreau, D., Greene, D., & Conway, A. R. A. (2016). The Role of Mindset: Investigating Performance Feedback and Learning Strategies in an Online Statistics Course. Poster presented at the annual meeting of the Psychonomic Society (Psychonomics). Boston, MA, November, 17-20, 2016.

Holden, L., & Conway, A.R.A. (2015). Individual Differences in Stereotype Threat: The Role of Working Memory Capacity. Poster presented at the first annual meeting of the International Association for Psychological Science (ICPS). Amsterdam, The Netherlands, March 12-15, 2015.

- Holden, L.,** & Conway, A.R.A. (2014). Individual Differences in Stereotype Threat: The Role of Working Memory Capacity. Poster presented at the annual meeting of the Psychonomic Society (Psychonomics). Long Beach, CA, November 20-23, 2014.
- Holden, L.,** Ensor, K., Goodwin, K. A., & Conway, A.R.A. (2012). Working Memory, Source Monitoring, and False Memory: An Individual Differences Perspective. Poster presented at the annual meeting of the Psychonomic Society (Psychonomics). Minneapolis, MN, November 15-18, 2012.
- Massie-Burrell, T., **Holden, L.** Scarbrough, E., & Graham, K. (2012). Virtual Life Preserver: An On-Line Course Providing Students on Suspension Strategies to Achieve Academic Success. Project presented at the regional meeting of the National Academic Advising Association (NACADA). Annapolis, MD, March 21-23, 2012.
- Holden, L.,** & Goodwin, K. A. (2012). Working Memory, Source Monitoring and False Memory: An Individual Differences Perspective. Paper presented at the annual meeting of the Eastern Psychological Association (EPA). Pittsburgh, PA, March 1-4, 2012.
- Goodwin, K. A., **Holden, L.,** & Krum, T. (2011). Imagine acting like Sarah Palin: Multiple imaginings of bizarre actions increase imagination inflation. Poster presented at the annual meeting of the Association for Psychological Science (APS). Washington, D.C., May 26-29, 2011
- Godbole, N., **Holden, L.,** & Delaney, P. (2011). The lag effect: What role does working memory capacity play in cued recall. Poster presented at annual meeting of the North Carolina Cognition Group (NCC). Greensboro, N.C.

Media & Interviews

- Holden, L.** (Apr 2021). "Doctoral Dynamos" interview featured in Florida State University's College of Arts and Sciences Alumni magazine, *Spectrum*. Available here: <https://artsandsciences.fsu.edu/spectrum/article/summer2021/doctoral-dynamos>
- Holden, L.** (Nov 2019). "Letters to My Younger Self" post-event interview for Southwestern College's publication, *The Collegian*.
- Holden, L.** (Jul 2019). Research featured in Learning and the Brain online dissemination. Available here: <https://twitter.com/learningandtheb/status/1152609422914572288>

AWARDS & HONORS

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|---|-----------|
| Selected Editor's Choice List Article
Journal of Intelligence, Holden & Hart 2021 article | 2022 |
| Diversity Science Scholar
The University of Memphis, Psychology Department | 2022 |
| Best Interdisciplinary Poster
Florida State University, Annual Postdoctoral Symposium and Poster Competition
<i>Award: \$500</i> | 2019 |
| Graduate Learning Fellow
Princeton University, McGraw Center | 2015-2018 |
| Teaching Seminar Fellow
Princeton University, McGraw Center
<i>Award: \$500</i> | 2015-2016 |
| Assistantship in Instruction
Princeton University, Graduate School | 2013-2018 |

President's Fellowship Princeton University, Graduate School	2012-2014
Distinguished Graduate Award Towson University, Psychology Department <i>Award: \$1,000</i>	2012
"She Matters" Certificate of Appreciation Towson University, She Matters Summer Leadership Institute	July 2011
Graduate Assistantship Towson University <i>Award: \$2,500</i>	2011-2012
Teaching Assistantship Towson University, Psychology Department <i>Award: \$3,500</i>	2010-2011
Selected Psi Chi Graduation Speaker UNC Greensboro, Psychology Department	2010
Merit Certificate for High Academic Achievement UNC Greensboro	2009-2010
Certificate of Appreciation for Dedication in Tutoring Services UNC Greensboro, Student Success Center	2009-2010
Lloyd International Honors College UNC Greensboro, Psychology Department	2008
Psi Chi International Honor Society Member, UNC Greensboro Chapter	Spring 2008
Circle K, Kiwanis International Service Organization Member, UNC Greensboro Chapter	Fall 2007

TEACHING & MENTORING

University of Illinois Urbana-Champaign, LAS-DEI Assistant Professor, Inclusive Pedagogy Certificate Program	Spring 2023
University of Illinois Urbana-Champaign, CITL Assistant Professor, Faculty Series on Teaching and Learning	Fall 2022
The University of Memphis, Psychology Department Assistant Professor, Course: Black Psychology	Spring 2022
The University of Memphis, Psychology Department Assistant Professor, Course: Research Methods and Statistics I	Fall 2021
DIS Student Independent Research Course Project Leader & Mentor, Florida State University	Spring 2019-2021
Princeton University, Psychology Department Head Instructional Assistant, Course: Introductory Psychology	Fall 2017
Princeton University, Psychology Department Preceptor, Course: Quantitative Analysis in Psychological Research	Fall 2013-Spring 2018

Princeton University, McGraw Center Learning Fellow	Summer 2015-Spring 2018
Princeton University, Psychology Department Preceptor, Course: Social Psychology	Fall 2016
Princeton University, Psychology Department Preceptor, Course: Research Methods in Psychology	Fall 2015
Princeton University, Psychology Department Organizer, Statistics & R Programming Consultant Group	Fall 2015-Spring 2016
Towson University, Graduate Statistics & Writing Lab Graduate Statistics Tutor	Fall 2011-Spring 2012
Towson University, Tutoring & Learning Center Graduate Assistant & Course Facilitator for Academic Suspension Pilot Program	June 2011-Aug 2012
Towson University, Psychology Department Teaching Assistant, Course: Human Development	Fall 2010-Spring 2011

Predoctoral Teaching Experience

UNC Greensboro, Student Success Center Tutor, Courses: Psychology, Statistics and Beginning to Advanced Spanish College Reading and Learning Association (CRLA) Level 3 Certified Tutor	Fall 2008-Summer 2010
UNC Greensboro, Supplemental Instruction Program (SIP) SIP Course Leader, Course: Survey of Western Art	Fall 2007-Spring 2008

Research Assistants & Mentees

Dates indicate the academic semester or year that working with the student began. Universities listed are where I was employed when working with the student. *Signifies that the student was at a different university at the time of collaboration.

University of Illinois Urbana-Champaign:

Fall 2022-Spring 2023

Austin Ashley (MS student)
Gabe Tanenbaum (Ph.D. student)
Lily Chamberlin (AP Capstone Research Project mentee)

The University of Memphis:

Summer 2022

Jaylen Lee (summer RA)
Schyler Smith (summer RA)
Austin Ashley (incoming MS student)
Gabe Tanenbaum (incoming Ph.D. student)

Fall 2021-Spring 2022

Austin Ashley (Post-baccalaureate Research Assistant and Lab Manager)
Gabriel Tanenbaum (Graduate research assistant)
Jessica Mandell (Graduate Teaching Assistant and collaborator)
Kerry Jones (Graduate Teaching Assistant and collaborator)
Jalen Blocker (Honors thesis committee student)

Florida State University:

Fall 2020-Spring 2021

Andrea Moran-Melendez (continued as summer semester RA)
D'najha Dixon

Fall 2019-Summer 2020

Austin Ashley (Post-bac collaborator)
Jamal Oakes (Graduate student at the University of San Diego)
D'yvonier Larcheveaux (Advisory Associate at KPGM)
Gabriel Tanenbaum (Graduate student collaborator at FSU)
Phabie Jean (current Medical Assistant)
Barrett Melton (Psychiatric Technician at Apalachee Center)

Spring 2019

Kimberly Martinez (Graduate student at SUNY Albany)
Christine Lopez
Kiara Williams (Graduate student at Nova Southeastern University)

Princeton University:

2017 - 2018

Angelika Morris
Thiago Varella (Graduate student at Princeton University)
Carmen Huynh
Joseph Ryu
Colin Neff*
Zach Engner*
David Tripp*

2016 - 2017

Trent Schneider
John Broyles
Daniel Jackson* (Market Analyst II at American National)
Dylan Jarrell* (Research interviewer and data collection at Wake Forest University)

2015 - 2016

Winston Lie (Fulbright Scholar and MS student in Global Health)
Gaby Escalante

Sierra Bear Goldstein (Graduate student at UCLA)
Wendy Zhao (Associate Technical Manager at Yext)
Evan Klein*

2012 - 2015

David Cruikshank (Graduate Program Coordinator at Harvard School of Public Health)
Max Drascher (Graduate student at the University of Oregon)
Rich Daker (Graduate student at Georgetown University)

SERVICE

University Service

Psychology Department Search Committee
The University of Memphis

Fall 2021-Spring 2022

Campus Reimagined Passion Project
Postdoctoral Affiliate & Collaborator, Florida State University

Summer 2019- 2021

The Women for FSU (W4FSU) Postdoctoral Affiliate, Florida State University	Summer 2019- 2021
Scholars Institute Fellows Program (SIFP) Graduate Fellow & Mentor, Princeton University	Fall 2017-Spring 2018
Black Graduate Caucus Member, Princeton University	Spring 2013-Spring 2018
Graduate Student Government Psychology Department Representative & Proxy, Princeton University	Spring 2013-Spring 2016
Inequality Science Series Graduate Co-Organizer, Princeton University	Fall 2015
Neuroscience and Social Decision-Making Seminar Co-Organizer, Princeton University	Fall 2014-Spring 2016
Research Pool Committee Graduate Student Representative, Princeton University	Fall 2014-Spring 2016
 <u>Departmental Committee Service</u>	
<u>The University of Memphis:</u>	
Emma Pursley, Thesis Committee	Fall 2022 (remotely)-present
Kerry Jones, Dissertation Committee	Summer 2022-present
Adora Choquette, Thesis Committee	Spring 2022- present
Hannah Cole, Thesis Committee	Spring 2022-present
 <u>Florida State University:</u>	
Jalen Blocker, Honors Thesis Committee	Fall 2020-Spring 2021
 <u>Editorial or Reviewer Board</u>	
<i>Journal of Intelligence</i>	
 <u>Ad Hoc Reviewing Journals</u>	
<i>Journal of Experimental Psychology: Learning, Memory, and Cognition, Journal of Intelligence, British Journal of Educational Psychology, American Journal of Psychology, Psychonomic Bulletin & Review, Social Psychological and Personality Science, Journal of Learning Disabilities, Memory & Cognition, Memory, PLOS One, Frontiers in Psychology, Sustainability, Journal of Educational Psychology, Journal of Applied Psychology, Journal of the Learning Sciences, Cognitive Science, Journal of Cross-Cultural Psychology, Personality and Social Psychology Bulletin, Philosophical Psychology, International Journal of Environmental Research and Public Health</i>	
 <u>Ad Hoc Reviewing Grants</u>	
<i>National Science Foundation</i>	
 <u>Other Service & Outreach Activities</u>	
Beautiful Broken Vessels (BBV) a 501(c)(3) non-profit organization Program Evaluation Lead and Content Creator for Course Modules The goal of BBV is to educate and transform the lifestyle of adolescents and young women as they learn to love self and curate healthy relationships, emboldening them to grasp their true value. web: https://www.beautifulbrokenvessels.org	Spring 2020-present

Predoctoral Service Activities

Circle K International Member and Leader in Service, Towson University	Spring 2011-Spring 2012
Psi Chi, Member Vice President & GRE Prep Committee Chair, UNC Greensboro	Spring 2008-Spring 2010
Circle K International Member and Leader in Service, UNC Greensboro	Fall 2007-Spring 2010

SPECIALIZED TRAINING & EXPERTISE

Institute for Behavioral Genetics Fellow International Workshop on Statistical Genetic Methods for Human Complex Traits <i>Diversity Scholar Award: \$750</i>	March 2020
APA Advanced Training Institute Fellow Research Methods with Diverse Racial and Ethnic Groups <i>Award: \$500</i>	Summer 2017
APA Advanced Training Institute Fellow Exploratory Data Mining in Behavioral Research <i>Award: \$500</i>	Summer 2015

PROFESSIONAL ORGANIZATIONS

Behavior Genetics Association Psychonomic Society National Council on Measurement in Education International Association for Psychological Science Eastern Psychological Association	Society for Research in Child Development American Educational Research Association Association for Psychological Science American Psychological Association Southeastern Psychological Association
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