

## CERTIFICATION

I have read the following and certify that this curriculum vita is a current and accurate statement of my professional record.

Date: September 18, 2022

Signature:



**VITA OF** Carla M. Strickland-Hughes, Ph.D., Assistant Professor, Department of Psychology, College of the Pacific, University of the Pacific, Stockton, CA

## PERSONAL DATA

**Address:** University of the Pacific  
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## EDUCATION

Ph.D. Psychology, University of Florida, 2017  
Certificate in Gerontology, 2015

M.S. Psychology, University of Florida, 2014

B.S. Business Management – Finance with concentration in Mathematics and Psychology, North Carolina State University, 2011

## PRESENT RESEARCH INTERESTS

Social-cognition and aging; self-regulated learning and metacognition; everyday memory processes in aging; memory training; aging attitudes and stereotypes

## PRESENT TEACHING INTERESTS

Psychology of Aging; Developmental Psychology; Research Methods and Statistics

## PROFESSIONAL POSITIONS

2022-present Faculty Fellow of Learning and Assessment, University of the Pacific

2017-present Assistant Professor, Dept. of Psychology, University of the Pacific

2015-2017 Graduate Instructor, Dept. of Psychology, University of Florida (UF)

2011-2017 Graduate Fellow / Teaching Assistant / Research Assistant, Dept. of Psychology, UF

2010-2011 Laboratory Manager, Dept. of Psychology, North Carolina State University (NCSU)

2009-2010 Research Assistant, Dept. of Psychology, NCSU

## **HONORS AND AWARDS**

### ***Research Honors and Awards***

Gerber Developmental Psychology Research Award, Spring 2017, \$2,000.

Charles Vincent and Heidi Cole McLaughlin Dissertation Fellowship, Summer 2016, \$7,000.

Awarded admission to the Friday Harbor Advanced Psychometrics Methods in Cognitive Aging Research 2016 conference, June 2016, \$350.

Robert A. Levitt Student Aging Research Award (2<sup>nd</sup> place), February 2016, \$500.

Robert A. Levitt Student Aging Research Award (honorable mention), April 2015, \$150.

### ***Teaching Honors and Awards***

Stephen E. Corson Award for teaching of freshmen students, Fall 2021 – Spring 2022. \$3,000.

Award for *Digital Tools for Online Teaching and Learning*, College Research Fund, College of the Pacific, University of the Pacific, Fall 2020, \$500.

Thomas J. Long Foundation Fellowship Award, The General Education Committee, University of the Pacific, 2019-2020. \$2,500.

University of Florida Graduate Student Teaching Award, Fall 2015 – Spring 2016, \$500.

### ***General Honors and Awards***

Sponsorship for the National Center for Faculty Development and Diversity Faculty Success Program, The Office of the Provost, University of the Pacific, October 2018. \$4,450.

University of Florida Office of Graduate Minority Programs Supplemental Retention Scholarship, Summer 2017, \$900.

University of Florida Alumni Fellow, Fall 2011 – Spring 2016, \$95,000.

### ***Mentee Grants and Awards***

Western Psychological Association Regional Travel Grant from Psi Chi (Vo), Spring 2022, \$300.

Western Psychological Association Student Research Award (Sheffler), Spring 2021, \$500.

College Research Fund (1), College of the Pacific, University of the Pacific, Spring 2020. \$988.

Best Poster Presentation, Western Psychology Conference for Undergraduate Research (Ball), Spring 2019.

Leighton E. Cluff undergraduate paper award (Dillon), Spring 2015, \$600.

Psychology Department Research Forum, 1<sup>st</sup> place (Dillon), Spring 2015, \$75.

Undergraduate Travel Award (Dillon), Spring 2015, \$500.

### ***Research Travel Funding***

College of the Pacific Domestic Travel Funds (7), University of the Pacific, 2017-22, \$9,900.

College Research Fund (5), College of the Pacific, University of the Pacific, 2018-22, \$10,736.

Jacquelin Goldman Travel Award for Developmental Research, Summer 2016, \$500.

Psychology Department Travel Awards (6), University of Florida (UF), 2012-17, \$2,150.

UF Graduate Student Council Travel Award, Fall 2015, \$350.

APA Division 20 Graduate Student Travel Award, Summer, 2014, \$500.

Undergraduate Travel Grant, North Carolina State University, 2010, \$250.

## GRANTS

### ***Awarded Grants – External***

3. Barker, C. M. (PI) et al. Pacific Southwest Center Excellence in Vector-Borne Diseases (PacVec). Federal grant for Vector-Borne Diseases Regional Centers of Excellence (RFA-CK-22-005) submitted to the *Centers for Disease Control and Prevention*, 2022, **\$10,000,000**.  
---- Theimann, T. (Co-PI & Project Lead), **Strickland-Hughes, C. M.** (Co-I). Subaward for University of the Pacific, including multi-year research project Evaluation of Effectiveness of California Public Outreach Programs Targeting Arthropod Bites, **\$500,000**.
2. Hill, J. C. (PI), **Strickland-Hughes, C. M.** (PI), Ditta, A. S. (PI). What's So Special About Specs Grading? Using Content-Analysis to Assess the Boasted Benefits of Specifications Grading. Scholarship of Teaching and Learning (SoTL) Research Grant funded by the *Society for the Teaching of Psychology*, 2021, **\$1,000**.
1. Wu, R. (PI) & **Strickland-Hughes, C. M.** (Co-PI). RAPID: Social Connection in the Time of COVID-19 Physical Distancing: Older Adults' Learning and Adaptation as Resilience Processes. Research grant funded by *National Science Foundation*, June 2020 – May 2021, **\$138,523** (including \$6,378 total sub-award for University of the Pacific with \$2,201 IDC).

### ***Awarded Grants – Internal***

3. **Strickland-Hughes, C. M.** (PI). What's So Special about Specifications Grading? Student Perceptions and Relationships with Self-Regulated Learning. Research grant funded by the *Eberhardt Research Fellowship*, University of the Pacific, Summer 2021, **\$3,467**.
2. **Strickland-Hughes, C. M.** (PI). Ameliorating Negative Stereotype Effects with Experiential Education. Research grant funded by *College Research Fund*, College Research Committee, University of the Pacific, December 2017 – December 2019. **\$2,925**.
1. **Strickland-Hughes, C. M.** (PI). Are you threatening me? A pilot study investigating stereotype threat situations and memory performance in older adults. Research grant funded by *Jacquelin Goldman Foundation*, University of Florida, April, 2014, **\$2,000**.

### ***Submitted Grants – Not funded***

8. Gulati, S. (PI), Basha, E. (Co-PI), Hackett, R. K. (Co-PI), **Strickland-Hughes, C. M.** (Co-PI), Thiemann, T. (Co-PI). Supporting Engineering and Computer Science Students with Scholarships and Themed Cohort Experiences. S-STEM design and development grant submitted to *National Science Foundation*, 2022, **\$1,498,295**.
7. Gulati, S. (PI), Basha, E. (Co-PI), Hackett, R. K. (Co-PI), **Strickland-Hughes, C. M.** (Co-PI), Thiemann, T. (Co-PI). Supporting Engineering and Computer Science Students with Scholarships and Themed Cohort Experiences. S-STEM design and development grant submitted to *National Science Foundation*, 2021, **\$1,496,774**.

6. Strickland-Hughes, C. M. (Co-PI), Ditta, A. S. (Co-PI), & Hill, J. (Co-PI). What's So Special about Specifications Grading? Student Perceptions and Relationships with Self-Regulated Learning? Teaching Fund Small Grant (Science of Teaching and Learning Funding Category) submitted to the *Association for Psychological Science*, 2021, **\$4,996**.
5. Strickland-Hughes, C. M. (PI). Ameliorating Negative Stereotype Effects with Experiential Education. Research grant submitted for the *Scholarly / Artistic Activities Grant*, College of the Pacific, University of the Pacific, 2017.
4. West, R. L. (Co-PI), & Strickland-Hughes, C. M. (Co-PI). Everyday Memory Clinic – Revised. Research grant submitted to the Responsiveness Grants awards to the *Retirement Research Foundation*, 2015.
3. Strickland-Hughes, C. M. (PI; West, R. L., mentor). Everyday Memory Clinic – Revised. Application submitted for the Minority Issues in Gerontology Committee Grants Assistance Workshop at the meeting of the *Gerontological Society of America*, 2015.
2. Strickland-Hughes, C. M. (PI; West, R. L., mentor). Developing and testing an intervention to improve memory and enhance beliefs of mature adults. Submitted to the *Trish Calvert Ring Fund in Psychology*, 2015.
1. Strickland-Hughes, C. M. (PI; West, R. L., mentor). Informal Education and Age: How Self-Regulation Enhances Learning. Submitted to *National Academy of Education/ Spencer Foundation Dissertation Fellowship Program*, 2014.

#### **PUBLICATIONS** (^ student author, underline indicates lead/senior authors)

14. ^Sheffler, P., Kürüm, E., ^Sheen, A., Ditta, A. S., ^Ferguson, L., Bravo, D., Rebok, G., Strickland-Hughes, C. M., & Wu, R. (2022). Growth mindset predicts cognitive gains in an older adult multi-skill learning intervention. *The International Journal of Aging and Human Development*. doi:[10.1177/00914150221106095](https://doi.org/10.1177/00914150221106095)
13. Strickland-Hughes, C. M. & West, R. L. (2022). Brief strategy training in aging: Near transfer effects and mediation of gains by improved self-regulation. *Brain Sciences*, 12(4), 465. doi:[10.3390/brainsci12040465](https://doi.org/10.3390/brainsci12040465)
12. Strickland-Hughes, C. M. & West, R. L. (2021). The impact of naturalistic age stereotype activation. *Frontiers in Psychology*. doi:[10.3389/fpsyg.2021.685448](https://doi.org/10.3389/fpsyg.2021.685448)
11. Wu, R., Zhao, J., Cheung, C., Natsuaki, M. N., Rebok, G. W., & Strickland-Hughes, C. M. (2021). Learning as an important privilege: A lifespan perspective with implications for successful aging. *Human Development*, 65, 51-64. doi:[10.1159/000514554](https://doi.org/10.1159/000514554)
10. Ditta, A. S., Strickland-Hughes, C. M., Cheung, C., & Wu, R. (2020). Exposure to information increases motivation to learn more. *Learning and Motivation*, 72, 101668. doi:[10.1016/j.lmot.2020.101668](https://doi.org/10.1016/j.lmot.2020.101668)
9. Strickland-Hughes, C. M., ^Dillon, K. E., West, R. L., & Ebner, N. C. (2020). Own-age bias in face-name associations: Evidence from memory and visual attention in younger and older adults. *Cognition*, 200, 104253. doi:[10.1016/j.cognition.2020.104253](https://doi.org/10.1016/j.cognition.2020.104253)
8. Barber, S. J., & Strickland-Hughes, C. M. (2019). The relationship between future time perspective and memory control beliefs in older adults. *Research on Human Development*, 16(2), 156-174. doi:[10.1080/15427609.2019.1635859](https://doi.org/10.1080/15427609.2019.1635859)

7. ^Leanos, S., Kürüm, E., Strickland-Hughes, C. M., Ditta, A., ^Nguyen, G., ^Felix, M., ^Yum, H., Rebok, G., & Wu, R. (2019). The impact of learning multiple real-world skills on cognitive abilities and functional independence in healthy older adults. *Journal of Gerontology: Psychological Sciences*, 75(6), 1155-1169. doi:[10.1093/geronb/gbz084](https://doi.org/10.1093/geronb/gbz084)
6. Wu, R. & Strickland-Hughes, C. M. (2019). Adaptation for growth as a common goal throughout the lifespan: Why and how. *Psychology of Learning and Motivation*, 71, 387-414. doi:[10.1016/bs.plm.2019.07.005](https://doi.org/10.1016/bs.plm.2019.07.005)
5. West, R. L., Strickland-Hughes, C. M., & Smith, K. A. (2018). Age differences in self-set goal effects for memory. *Aging, Neuropsychology, and Cognition*, 25(4), 484-499. doi:[10.1080/13825585.2017.1327013](https://doi.org/10.1080/13825585.2017.1327013)
4. Strickland-Hughes, C. M., & West, R. L. (2017). Memory: Training methods and benefits. In N. A. Pachana (Ed.) *Encyclopedia of Geropsychology*. New York, NY: Springer. doi:[10.1007/978-981-287-080-3\\_214-1](https://doi.org/10.1007/978-981-287-080-3_214-1)
3. Strickland-Hughes, C. M., West, R. L., Smith, K. A. & Ebner, N. C. (2016). False feedback and beliefs influence name recall in younger and older adults. *Memory*, 25(8), 1072-1088. doi:[10.1080/09658211.2016.1260746](https://doi.org/10.1080/09658211.2016.1260746)
2. Tasdemir-Ozdes, A., Strickland-Hughes, C. M., Bluck, S., & Ebner, N. C. (2016). Future perspective and healthy lifestyle choices in adulthood. *Psychology and Aging*, 31(6), 618-630. doi:[10.1037/pag0000089](https://doi.org/10.1037/pag0000089)
1. West, R. L., & Strickland-Hughes, C. M. (2015). Memory training for older adults: A review with recommendations for clinicians. In D. Bruno (Ed.), *Preservation of Memory*, New York, NY: Psychology Press.

#### **PROCEEDINGS PUBLICATIONS** (^ student author, underline indicates lead/senior authors)

2. Ditta, A. S., Carpenter, E. M., Hill, J. C., Skogsberg, K., & Strickland-Hughes, C. M. (in press). What's so special about specifications grading? Teacher experiences and student perceptions. In *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2021-22*. Society for the Teaching of Psychology.
1. Gulati, S., Strickland-Hughes, C. M., Brienza-Larsen, E. H., & Sparks, E. (2022). Work in progress: An integrative learning-centered advising experience for first year students. First-Year Programs Division Paper presented to the 2022 *American Society for Engineering Education Annual Conference and Exposition*.

#### **MANUSCRIPTS UNDER REVIEW** (^ student author, underline indicates lead/senior authors)

2. Ditta, A. S., Strickland-Hughes, C. M., Cheung, C., & Wu, R. (under review). Knowledge exposure as a means of motivating young adults to learn broadly: A framework for undergraduate education. *Acta Psychologica*.
1. ^Ferguson, L., ^Sain, D., Kürüm, E., Strickland-Hughes, C. M., Rebok, G., & Wu, R. (under review). One-year cognitive outcomes from a multiple real-world skill learning intervention with older adults. *Aging and Mental Health*.



**POPULAR PRESS**

Wu, R., & Strickland-Hughes, C. M. (2019). Think you're old to learn new tricks? *Scientific American*.  
<https://blogs.scientificamerican.com/observations/think-youre-too-old-to-learn-new-tricks/>

**RESEARCH PRESENTATIONS** (^ Student author, underline indicates presenting authors)***Symposium Presentations and Individual Talks***

25. Strickland-Hughes, C. M., Hill, J. C., Ditta, A. S., & Mroz, E. (2022, October). *Benefits of specifications grading: Boasted or backed? A content analysis of students' reflections on different grading systems*. 45-minute symposium to be presented at the 21<sup>st</sup> Annual Conference on Teaching hosted by the Society for the Teaching of Psychology, Pittsburg, PA.
24. ^Vo, N. & Strickland-Hughes, C. M. (2022, October). *Better together: More motivation and greater perceived learning for collaborative than individual active learning*. 25-minute symposium to be presented at the 21<sup>st</sup> Annual Conference on Teaching hosted by the Society for the Teaching of Psychology, Pittsburg, PA.
23. ^Azer, L., ^Quintanilla-Salinas, I., Kürüm, E., ^Ferguson, L. E., Zhang, W., Strickland-Hughes, C. M., & Wu, R. (2021, November). *Older adults' engagement in cognitively stimulating activities prior to the pandemic predicts loneliness*. Oral presentation presented at the 73<sup>rd</sup> annual scientific meeting of the Gerontological Society of America (Virtual).
22. ^Ferguson, L. E., ^Sain, D., Kürüm, E., Strickland-Hughes, C. M., Rebok, G. W., & Wu, R. (2021, November). Long-term cognitive effects from a real-world multi-skill learning intervention in older adults. Oral presentation presented at the 73<sup>rd</sup> annual scientific meeting of the Gerontological Society of America (Virtual).
21. ^Kyeong, Y., ^Sheffler, P., Kürüm, E., ^Ferguson, L. E., Davis, E., Strickland-Hughes, C. M., & Wu, R. (2021, November). Growth mindset and older adults' well-being during the COVID-19 pandemic. Oral presentation presented at the 73<sup>rd</sup> annual scientific meeting of the Gerontological Society of America (Virtual).
20. ^Sheffler, P., Kürüm, E., ^Sheen, A. M., ^Ferguson, L. E., Bravo, D., Rebok, G. W., Strickland-Hughes, C. M., Wu, R. (2021, November). The impact of growth mindset on older adults' cognitive functioning in a multi-skill learning intervention. Oral presentation presented at the 73<sup>rd</sup> annual scientific meeting of the Gerontological Society of America (Virtual).
19. Ditta, A. S., Carpenter, E. M., Hill, J. C., Skogsberg, K., & Strickland-Hughes, C. M. (2021, October). *What's so special about specifications grading? Teacher experiences and student perceptions*. Synchronous live symposium presented at the 20<sup>th</sup> Annual Conference on Teaching hosted by the Society for the Teaching of Psychology (Virtual).
18. Strickland-Hughes, C. M. & West, R. L. (2021, July). *Stereotype lift: Naturalistic age stereotype manipulation benefits memory in midlife*. Individual talk presented at the 14th biannual conference of the Society for Applied Research in Memory and Cognition (Virtual).
17. ^Sheffler, P., Kürüm, E., ^Sheen, A., ^Ferguson, L., Bravo, D., Rebok, G., Strickland-Hughes, C. M., & Wu, R. (2021, April). *Growth mindset predicts cognitive gains in an older adult multi-skill learning intervention*. Individual talk presented at the 101<sup>th</sup> annual convention of the Western Psychology Association (Virtual).

16. [^Huang, C.](#) & [Strickland-Hughes, C. M.](#) (2021, April). *Who believes they can learn during a pandemic? Relationships between COVID-19-related stress, socioeconomic status, and student self-efficacy.* Oral presentation presented at the 34th annual National Conference on Undergraduate Research @Home (Virtual).
15. [^Ball, M. E.,](#) & West, R. L., & [Strickland-Hughes, C. M.](#) (2020, October). *Multiple pathways between personal control beliefs and episodic memory in aging.* Symposium talk presented at the 100<sup>th</sup> annual convention of the Western Psychological Association (Virtual).
14. [^Getman, S.](#) & [Strickland-Hughes, C. M.](#) (2020, October). *Age-based stereotype threat limits memory performance of older adults.* Symposium talk presented at the 100<sup>th</sup> annual convention of the Western Psychological Association (Virtual).
13. [Strickland-Hughes, C. M.](#) (2020, October). *Neural, Social, and Behavioral Influences of Memory in Aging.* Chair of symposium to be presented to the 100<sup>th</sup> annual convention of the Western Psychological Association (Virtual).
12. [Strickland-Hughes, C. M.](#) (2020, January). *Social-Cognition and Aging: Self-Regulation, Attitudes, and Intervention.* Invited talk presented to the Department of Psychology, Southern Illinois University Carbondale, Carbondale, IL.
11. [Strickland-Hughes, C. M.](#) (2019, December). *Human Memory, Self-Regulation, and Aging.* Invited talk presented to the Developmental Psychology area of the Psychological Sciences Department at the University of California Merced, Merced, CA.
10. [Strickland-Hughes, C. M.](#) (2019, September). *Human Memory, Self-Regulation, and Aging.* Invited talk for the University of the Pacific Freshman Honors Program, Stockton, CA.
9. [Strickland-Hughes, C. M.](#) & West, R. L. (2019, June). *Self-regulation in memory strategy training for middle-aged and older adults.* Symposium talk presented to the 13<sup>th</sup> biannual conference of the Society for Applied Research in Memory and Cognition, Cape Cod, MA.
8. [Strickland-Hughes, C. M.](#) & [Wu, R.](#) (2019, June). *Maximizing the impact of cognitive interventions via learning and socio-motivational factors.* Co-chair of symposium presented to the 13<sup>th</sup> biannual conference of the Society for Applied Research in Memory and Cognition, Cape Cod, MA.
7. [Strickland-Hughes, C. M.](#) (2018, October). *Aging, self-regulation, and cognitive success.* Invited research talk for the Developmental Psychology area of the Department of Psychology at University of California - Riverside, Riverside, CA.
6. [Strickland-Hughes, C. M.](#) & West, R. L. (2018, April). *Brief memory strategy training that enhances beliefs promotes near transfer.* Symposium presented at the UC Irvine International Conference on Learning and Memory, Huntington Beach, CA.
5. [Strickland-Hughes, C. M.](#) & [Wu, R.](#) (2018, April). *Maximizing the impact of cognitive interventions.* Co-chair of symposium presented at the UC Irvine International Conference on Learning and Memory, Huntington Beach, CA.
4. [Strickland-Hughes, C. M.,](#) West, R. L., & Ebner, N. C. (2015, February). *Aging and stereotyping effects on face-name memory.* Invited presentation at the 5<sup>th</sup> annual Student Research on Aging Exposition and Awards for Institute of Learning in Retirement at Oak Hammock, Gainesville, FL.
3. [West, R. L.,](#) Smith, K. A., & [Strickland-Hughes, C. M.](#) (2014, August). *The role of self-efficacy in goal-related and intervention-based memory change.* Invited symposium presentation at accepted symposium presentation at the 122<sup>nd</sup> annual convention of the American Psychological Association, Washington, D.C.

2. Strickland-Hughes, C. M., Luedicke, J., Johnson, M. K., & Ebner, N. C. (2012, October). *Effects of attractiveness and distinctiveness on attention and memory for faces*. Symposium presentation at the 34<sup>th</sup> meeting of Society for Southeastern Social Psychologists. Gainesville, FL.
1. Strickland-Hughes, C. M., & Ebner, N. C. (2012, October). *Antecedents and consequences of social and emotional evaluations*. Chaired symposium at the 34<sup>th</sup> meeting of Society for Southeastern Social Psychologists. Gainesville, FL.

### Poster Presentations

23. Strickland-Hughes, C. M. & West, R. L. (2022, April). *In-Depth Analysis of Near Transfer Effects after Memory Training*. Poster presented at the 19<sup>th</sup> biennial meeting of the Cognitive Aging Conference, Atlanta, GA.
22. <sup>^</sup>Vo, N. & Strickland-Hughes, C. M. (2022, April). *Individual versus Collaborative Active Learning: Impact on Actual Learning, Perceived Learning, and Motivation*. Poster presented at the 102<sup>nd</sup> annual conference of the Western Psychological Association, Portland, OR.
21. <sup>^</sup>Huang, C. & Strickland-Hughes, C. M. (2021, August). *Lower learning beliefs and high stress: Comparing student SES groups during the COVID-19 pandemic*. Poster presented at the 129<sup>th</sup> annual convention of the American Psychological Association (Virtual).
20. <sup>^</sup>Huang, C. & Strickland-Hughes, C. M. (2021, April). *Students of Lower Socioeconomic Status Report Higher Stress and Lower Confidence During COVID-19 Remote Learning*. Poster presented at the 21<sup>st</sup> annual Pacific Undergraduate Research and Creativity Conference (Virtual).
19. <sup>^</sup>Ball, M. E., West, R. L., & Strickland-Hughes, C. M. (2020, April). *Memory engagement and health mediate link between personal control beliefs and episodic memory in aging*. Poster presentation accepted for the 18<sup>th</sup> biennial meeting of the Cognitive Aging Conference, Atlanta, GA. Cancelled for COVID-19.
18. <sup>^</sup>Ball, M. E. & Strickland-Hughes, C. M. (2019, May). *Personal control beliefs and memory in aging: Mediation by health and lifestyle*. Poster presented at the 49<sup>th</sup> annual Western Psychology Conference for Undergraduate Research, Moraga, CA.  
–Also presented at the 19<sup>th</sup> annual Pacific Undergraduate Research and Creativity Conference, Stockton, CA.
17. <sup>^</sup>Barba, K., <sup>^</sup>Garnica, L., & Strickland-Hughes, C. M. (2019, May). *Socializing more linked with better aging attitudes*. Poster presented at the 49<sup>th</sup> annual Western Psychology Conference for Undergraduate Research, Moraga, CA.  
–Also presented at the 19<sup>th</sup> annual Pacific Undergraduate Research and Creativity Conference, Stockton, CA.
16. <sup>^</sup>Getman, S. & Strickland-Hughes, C. M. (2019, May). *Are you threatening me? Responses to age-based stereotype threat*. Poster presented at the 49<sup>th</sup> annual Western Psychology Conference for Undergraduate Research, Moraga, CA.  
–Also presented at the 19<sup>th</sup> annual Pacific Undergraduate Research and Creativity Conference, Stockton, CA.
15. <sup>^</sup>Leanos, S., Kurum, E., Strickland-Hughes, C. M., Ditta, A., Rebok, G. W., & Wu, R. (2019, January). *The cognitive benefits of learning multiple real-world skills in older adults*. Poster presented at the Dallas Aging and Cognition Conference, Dallas, TX.



14. [Strickland-Hughes, C. M.](#), & <sup>^</sup>Ball, M. (2018, November). *Intergenerational intervention to combat age-based stereotype threat and promote self-regulation*. Poster presented at the 70<sup>th</sup> annual scientific meeting of the Gerontological Society of America, Boston, MA.
13. [Strickland-Hughes, C. M.](#) & West, R. L. (2018, May). *Brief strategy training enhances targeted memory and beliefs and promotes near transfer*. Poster presented at the 17<sup>th</sup> biennial meeting of the Cognitive Aging Conference, Atlanta, GA.
12. <sup>^</sup>Barba, K., <sup>^</sup>Ball, M., & [Strickland-Hughes, C. M.](#) (2018, April). *Forgetful? Demented? Maybe you're just stereotyped*. Poster presented at the 18<sup>th</sup> annual Pacific Undergraduate Research and Creativity Conference, Stockton, CA.
11. <sup>^</sup>Garnica, L., <sup>^</sup>Getman, S., <sup>^</sup>Gutierrez, A., & [Strickland-Hughes, C. M.](#) (2018, April). *Activities adjusting attitudes: The relationship between lifestyle and aging attitudes*. Poster presented at the 18<sup>th</sup> annual Pacific Undergraduate Research and Creativity Conference, Stockton, CA.
10. [Strickland-Hughes, C. M.](#), & West, R. L. (2017, July). *Personal beliefs and reactions to age and memory threat in everyday materials*. Poster presented at the 21<sup>st</sup> International Association of Gerontology and Geriatrics World Congress of Gerontology and Geriatrics, San Francisco, CA.
9. [Levy, S.](#), Hill-Jarrett, T. G., [Strickland-Hughes, C. M.](#), Shpister, I., Weuve, J., Marden, J., Zahodne, L. B., Manly, J. J. (2017, February). *Mechanisms of racial disparities in cognitive aging: Use of causal mediation in neuropsychology research*. Poster presented at the 45<sup>th</sup> annual meeting of the International Neuropsychological Society, New Orleans, LA.
8. [Strickland-Hughes, C. M.](#), Tasdemir-Ozdes, A., Bluck, S., & Ebner, N. C. (2016, April). *Future perspective and healthy lifestyle choices in adulthood*. Poster presented at the 16<sup>th</sup> biennial meeting of the Cognitive Aging Conference, Atlanta, GA.
7. [Strickland-Hughes, C. M.](#), & West, R. L. (2015, November). *Knowledge beats stereotypes: Predictors of aging attitudes and enhancement of beliefs through education*. Poster presented at the 68<sup>th</sup> annual scientific meeting of the Gerontological Society of America, Orlando, FL.
6. <sup>^</sup>Dillon, K. E., [Strickland-Hughes, C. M.](#), West, R. L., & Ebner, N. C. (2015, May). *Own-age bias in face-name associations: Evidence from memory and visual attention in younger and older adults*. Poster presented at the 27<sup>th</sup> annual convention of the Association for Psychological Science, New York, NY.
5. [Strickland-Hughes, C. M.](#), Ebner, N. C., & West, R. L. (2014, August). *Visual attention and aging: Effects of feedback on face-name memory*. Poster presented for the 122<sup>nd</sup> annual convention of the American Psychological Association, Washington, D.C.
4. [Strickland-Hughes, C. M.](#), West, R. L., & Ebner, N. C. (2014, April). *Aging and self-stereotyping effects on face-name memory*. Poster presented at the 15<sup>th</sup> biennial meeting of the Cognitive Aging Conference, Atlanta, GA.
3. [Strickland-Hughes, C. M.](#), Johnson, M. K., & Ebner, N. C. (2012, April). *Facial attractiveness and recognition of faces: Effects of age and gender*. Poster presented at the 14<sup>th</sup> biennial meeting of the Cognitive Aging Conference, Atlanta, GA.
2. [West, R. L.](#), Smith, K., & [Strickland-Hughes, C. M.](#) (2012, April). *Goals and memory aging: Anchored self-set goals for list, name, and story recall*. Poster presented at the 14<sup>th</sup> biennial meeting of the Cognitive Aging Conference, Atlanta, GA.
1. [Strickland, C. M.](#), & Kotter-Grühn, D. (2010, November). *How different indicators predict general attitudes toward aging and self-perceived aging*. Poster presented at the 63<sup>rd</sup> annual scientific meeting of the Gerontological Society of America, New Orleans, LA.

## COMMUNITY LECTURES AND WORKSHOPS

16. Strickland-Hughes, C. M. (2022, September). *Intergenerational Examination of Aging Research*. Workshop offered for the Osher Lifelong Learning Institute at the University of the Pacific, Stockton, CA.
15. Strickland-Hughes, C. M. (2022, May). *Successful Memory Aging*. Community lecture presented to the Osher Lifelong Learning Institute at the University of the Pacific, Stockton, CA.
14. Strickland-Hughes, C. M. (2021, March). *Well What? Podcast: Episode 4 Aging*. Podcast interview recorded for Pacific Recreation at the University of the Pacific (Virtual).
13. Strickland-Hughes, C. M. (2020, November). *Addressing Ageism and Attitudes Towards Aging*. Community lecture presented to the Osher Lifelong Learning Institute at the University of the Pacific (Virtual).
12. Strickland-Hughes, C. M. (2020, March). *Memory and Aging: Myths versus Reality*. Community lecture *to be presented* to the “Life Lessons” meeting at the Tracy Lolly Hansen Senior Center, Tracy, CA. Cancelled for COVID-19 social distancing.
11. Strickland-Hughes, C. M. (2020, January). *Age Stereotypes and Memory in Aging*. Community lecture presented to the Weber Point Coffee Club, Stockton, CA.
10. Strickland-Hughes, C. M. (2020, October). *Memory (and Aging) Myths (and Tips)*. Keynote talk presented to the annual meeting for the San Joaquin County and the Mother Lode local chapter of the Funeral Consumers Alliance, Stockton, CA.
9. Strickland-Hughes, C. M. (2019, October). *Curiosity Never Retires Podcast: Episode 2*. Podcast interview recorded for the Osher Lifelong Learning Institute at the University of the Pacific (Virtual).
8. Strickland-Hughes, C. M. (2019, February). *Memory in Context*. Community lecture presented to the Osher Lifelong Learning Institute at the University of the Pacific for a session in Stockton, CA, and a session in Lodi, CA.
7. Strickland-Hughes, C. M. (2018, May). *Cognitive Health: Attention and Aging*. “Explorations” workshop hosted by the Osher Lifelong Learning Institute at the University of Pacific. Stockton, CA.
6. Strickland-Hughes, C. M. (2018, May). *Cognitive Health: Memory and Aging*. “Explorations” workshop hosted by the Osher Lifelong Learning Institute at University of Pacific. Stockton, CA.
5. Strickland-Hughes, C. M. (2018, February). *Myths and Reality of Memory and Aging (And What You Can Do!)*. Community lecture presented to the Osher Lifelong Learning Institute at the University of the Pacific for a session in Stockton, CA, and a session in Lodi, CA.
4. Strickland-Hughes, C. M. & West, R. L. (2016, April). *Memory training works!* Invited presentation to the PrimeTime Institute at the Senior Recreation Center, Gainesville, FL.
3. West, R. L. (Strickland-Hughes, C. M., assistant) (2014, August). *Train the trainer: Memory training for seniors*. Continuing education workshop hosted by Division 20 at the 122<sup>nd</sup> annual convention of the American Psychological Association, Washington, DC.
2. Strickland-Hughes, C. M. (2014, March). *Improving your everyday memory!* Invited presentation to the Adults Leisurely Enjoying Retirement Together Senior Group, Gainesville, FL.

1. Strickland-Hughes, C. M. (2012, December). *Social memory and aging: Lifespan theory, memory strategies and social cognition and aging*. Invited presentation to the PrimeTime Institute at the Senior Recreation Center, Gainesville, FL, and for the Institute for Learning in Retirement at Oak Hammock, Gainesville, FL.

## CURRENT RESEARCH PROJECTS

- **Active Learning Project.** Pretest-posttest experimental design comparing student perceptions of learning, actual learning, and motivation to learn between active learning conducted collaboratively or individually. Undergraduate honors research project for Nancy (Nguyen) Vo.
- **COVID-19 and Academics.** Multi-study correlational research examining relationships among stress and learning beliefs for students of varied socioeconomic status during emergency remote instruction. Undergraduate honors project for Carmen Huang and collaboration with Dr. John Mayberry (University of the Pacific).
- **Learning Strategies Study.** Between groups experimental study testing the impact of goal-setting and performance feedback elements in memory strategy training on memory performance, strategy use, and task commitment. Extension of Master's thesis project for Mercedes E. Ball and engaging ten undergraduate research assistants.
- **Social Connection in the Time of COVID-19 Physical Distancing: Older Adults' Learning and Adaptation as Resilience Processes.** NSF-funded correlational and quasi-experimental research examining subjective well-being and cognitive outcomes for younger, middle-aged, and older adults across three time points capturing the evolving restrictions related to COVID-19. Collaboration with Dr. Rachel Wu and colleagues (University of California – Riverside).
- **What's So Special About Specifications Grading?** Mixed-methods qualitative and quantitative project comparing pretest-posttest student perceptions of courses graded traditionally and with specifications grading systems. Collaboration across three universities with Dr. Julie C. Hill, La Salle University, and Dr. Annie S. Ditta (University of California – Riverside) and engaging five undergraduate research assistants.

## TEACHING EXPERIENCE

### **Faculty Instructor – University of the Pacific**

Psychology of Aging (PSYC129), College of the Pacific, Department of Psychology.

- *Fall 2021* student evaluations **5.0/5**, 52% response rate
- *Spring 2021* student evaluations **5.0/5**, 47% response rate
- *Fall 2019* student evaluations unavailable due to technical error
- *Spring 2019* student evaluation **4.7/5**, 92% response rate
- *Spring 2018* student evaluation **4.4/5**, 96% response rate

Developmental Psychology (PSYC029), College of the Pacific, Department of Psychology.

- *Spring 2022* student evaluations, **4.5/5**, 42% response rate
- *Fall 2021* student evaluations **4.8/5**, 42% response rate
- *Spring 2021* student evaluations **4.8/5**, 41% response rate
- *Fall 2020* student evaluations **4.8/5**, 51% response rate
- *Spring 2020* student evaluation **4.7/5**, 51% response rate
- *Spring 2019* student evaluation **4.6/5**, 74% response rate

Research Methods and Statistics in Psychology I (PSYC101), College of the Pacific, Department of Psychology.

- *Spring 2022* student evaluation **4.7/5**, 58% response rate
- *Spring 2020* student evaluation **4.6/5**, 58% response rate
- *Spring 2018* student evaluation **4.8/5**, 100% response rate

Research Methods and Statistics in Psychology II (PSYC102), College of the Pacific, Department of Psychology.

- *Fall 2020* student evaluation **5.0/5**, 40% response rate
- *Fall 2018* student evaluation **4.0/5**, 94% response rate

Freshmen Writing and Critical Thinking Seminar (PACS001), General Education.

- *Fall 2019 (Honors Section)* student evaluation **4.3/5**, 82% response rate
- *Fall 2018* student evaluation **4.6/5**, 93% response rate
- *Fall 2017* student evaluation **4.8/5**, 100% response rate

### **Graduate Instructor – University of Florida**

General Psychology (PSY2012), College of Liberal Arts and Social Sciences, Department of Psychology.

- *Fall 2016* (student evaluation **4.91/5**, 90% response rate)
- *Fall 2015* (student evaluation **4.53/5**, 90% response rate)

Psychology of Aging (DEP4464), College of Liberal Arts and Social Sciences, Department of Psychology.

- *Spring 2016* student evaluation **4.41/5**, 95% response rate

### **Research Mentorship**

Master's thesis projects chaired (University of the Pacific):

- Mercedes Ball (2019-2021). Thesis: *Memory Strategy Instruction with Goal-Setting and Positive Feedback: Impact on Memory, Strategy Use, and Task Commitment*. Defense passed Oct. 28, 2021.

Undergraduate senior honors project committees chaired (University of the Pacific):

- Devin Thompson (2022-present)
- Nancy (Nguyen) Vo (2020-2022)
- Carmen Huang (2020)

Undergraduate honors project committees served (University of the Pacific):

- Matthew Tineo (2022)
- Kajal Patel (2019)
- Caitlin Reynolds (2019)

Supervised undergraduate research assistants in the Aging and Cognitive Training lab, students spend approximately 4-5 hours per week engaged in research, including weekly training and quality control meetings (University of the Pacific):

- Megan Carmichael (3/2022-present)
- Emma Garber (3/2022-present)
- Priscilla Hu (3/2020-5/21; 3/2022-present)
- Jessica Lacap (3/2022-present)
- Devin Thompson (3/2022-present)
- Brenda Zermeno (3/2022-present)
- Matthew Tineo (8/2019-present)
- Nancy (Nguyen) Vo (8/2019-present)
- Carmen Huang (4/2019-present)

- Angel (Guiying) Zhong (3/2020-present)
- Chris Andrews (4/2019-8/21)
- Jay Vargas (2/2021-6/21)
- Andrew Leyva (1/2020-12/20)
- Ariella Aung (1/2020-5/20)
- Cassidy Palumbo (8/2019-5/20)
- Dante Tirapelle (8/2019-5/2020)
- Breanna Moreira (4/2019-12/19)
- Nathan Martin (5/2019-8/19)
- Mercedes Ball (10/2017-8/19)
- Kezhia Barba (10/2017-5/19)
- Sebastian Getman (10/2017-5/19)
- Lluvia Garnica (10/2017-5/19)
- Alexis Gutierrez (10/2017-4/18)

Directly supervised over 45 undergraduate research assistants working in the laboratories of Natalie Ebner and Robin West, *Fall 2011 – Summer 2017*.

Co-mentorship of Honors Thesis for K. E. Dillon, *December 2013 – May 2015*.

### ***Instructor – Osher Lifelong Learning Institute (OLLI)***

Psychology of Aging, University of the Pacific. *Spring 2020*. Three session course on overview of theories and research findings relevant to the study of “successful aging” from a psychological perspective.

Tuesdays with Morrie Book Club, University of the Pacific. *Fall 2019*. Intergenerational book club discussing *Tuesdays with Morrie* by Mitch Albom including freshmen seminar students and OLLI members.

Death over Dinner ([deathverdinner.org](http://deathverdinner.org)), University of the Pacific. *Spring 2019, Fall 2019, and Spring 2020*. Hosted Death over Dinners for psychology students and OLLI members.

Intergenerational Discussions Exploring Aging (IDEA), University of the Pacific. *Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2021, and Fall 2021*. Two to three 90-minute discussion groups between university students and OLLI members focused on adult development and aging each semester listed.

### ***Other Teaching Experience***

Developed and implemented an undergraduate Teaching Assistant (TA) Internship program for Developmental Psychology. Met with undergraduate TAs weekly across the semester for training on pedagogy (e.g., inclusive teaching principles, “discussion as a way of teaching,” transparency in teaching and learning) and trained TAs to facilitate weekly small group discussions and other active learning exercises and to provide formative feedback on student assignments. *Spring 2022* (8 TAs and 1 Head TA), *Fall 2021* (8 TAs), *Spring 2021* (8 TAs), *Fall 2020* (6 TAs).

Presenter / Facilitator of Teaching and Learning Training, University of the Pacific.

- 2022**
- Co-facilitator of Equity-Minded Assessment Community of Practice sponsored by the Center for Teaching and Learning, monthly meetings (2022-23 AY)
  - *Planned* Co-Facilitator and co-designer of three Faculty Fall Break workshops centered on equity-minded assessment and related tools (Oct., 2022)
  - Co-facilitator of University Assessment Committee’s Fall Retreat featuring an Alum panel (Moderator: Dr. Jeffrey Hole) and examining writing and critical thinking skills and their assessment valued by programs (Aug. 2022)



- 2022 cont.**
- Faculty panelist and co-presenter of assessment training for New Faculty Orientation (Aug. 2022)
  - Co-facilitator of Metacognition and Self-Efficacy workshop for School of Engineering and Computer Science advising program (Aug. 2022)
  - Facilitated Connected Assessment workshop at the Student-Centered Course Redesign Retreat for the Center for Teaching and Learning (CTL; Spring 2022)
  - Co-Facilitator of the Peer Observation Community of Practice (Spring 2022)
  - Faculty mentor for three faculty in the Center for Teaching and Learning (CTL) hosted mentoring program (Spring 2022)
  - Co-Facilitator of Center for Teaching and Learning (CTL) workshops “Formative Peer Teaching Observations: Approaches to Support Mutual Learning,” offered in-person and virtually (Feb. 2022)
- 2021**
- Faculty panelist for New Faculty Orientation (Aug. 2021)
  - Co-facilitator for First Year Advising Pilot Professional Development session focused on metacognition and academic self-efficacy (July 2021)
  - Faculty panelist for Specifications Grading seminar hosted by CTL (March 2021)
  - Presented “Ugrad TAs: Internships, Community-Building, and Active Learning” at the 5th annual Assessment Conference at the University of the Pacific (Feb. 2021)
- 2020**
- Facilitator of *They Think They Can, They Think They Can: Fueling Students’ Academic Self-Efficacy for Online Learning* workshop hosted by CTL (Sept., 2020)
  - Facilitator for *Student-Centered Teaching and Self-Efficacy* workshop hosted by CTL and offered at the New Faculty Orientation (August, 2020)
  - Faculty panelist for *Surviving the Transition to Remote Teaching* CTL facilitated recorded webinar and conversation (April, 2020)
- 2019**
- Presented at *Writing Summit* on using self-assessment to enhance learning outcomes and student self-efficacy, Writing in the Disciplines group (April 2019)

Participant in Assessment, Teaching and Learning Training. Actively engaged in professional development workshops and faculty groups, including:

- 2022**
- Participant in the year-long WASC Senior College and University Commission Accreditation Leadership Academy (Summer 2022-Spring 2023; <https://www.wscuc.org/education-programs/accreditation-leadership-academy>; July 2022 – ongoing)
  - Attended the accreditation Resource Conference (ARC) for the WASC Senior College and University Commission including a pre- and post-conference workshops on diversity, equity, and inclusion and collaborations between educational development and assessment (April 2022)

- 2022 cont.**
- Participant in the 2022 meeting of the North Carolina PKAL Regional Network: *Equity, Diversity, and Inclusion in STEM: Practical Applications for the Classroom* (Feb. 2022)
- 2021**
- Participant in Creating More Equitable Classrooms online workshop, Academic Assessment, University of the Pacific (October 2021)
  - Participant in the 3<sup>rd</sup> University of California Psychology Teaching and Learning Conference (Sept. 2021)
  - Participant in *The Inclusive STEM Teaching Project*
  - Participant in the 2021 Institute on Project-Based Learning organized by the Worcester Polytechnic Institute (June 2021)
  - Participant in *Deepening your Advising Practice* 2-hr workshop, Academic Advising (June 2021)
  - Participant in *Understanding Equity in Core Competency Learning in Your Curriculum* 2-day workshop, Academic Assessment & Center for Teaching and Learning (CTL; June 2021)
  - Participant in anti-racist teaching book club, CTL (Spring 2021)
  - Mentee in *Pacific Faculty Mentoring Program*, 2 program meetings and 3 individual meetings with mentors, CTL (Spring 2020 and Spring 2021)
- 2020**
- Member of the *STEM Faculty Learning Community*, monthly meetings (2020)
  - *Building Community in Online Classes* 1-hr workshop, CTL (Aug., 2020)
  - *Co-Designing Shared Expectations* 1-hr workshop, CTL (Aug., 2020)
  - *Online Teaching Essentials* 2-hr workshop, CTL (Aug., 2020)
  - *Student Collaboration Tools* 1-hr workshop, CTL (Aug., 2020)
- 2019**
- Participant in the *National Center for Faculty Diversity and Development Faculty Success Program* (Spring 2019) and Alumnae Programs (Fall 2020-present)
  - *Pacific Seminar Course Development* 2-day workshop, General Education (July 2019)
  - *Student-Centered Course (Re)Design Retreat* 2-day workshop, CTL (June 2019)
  - Member of *Writing in the Disciplines* faculty group, monthly meetings, University Writing Programs (Fall 2017-Spring 2019)
- 2018**
- *Active Learning Techniques and Student-Centered Teaching* 2-day workshop, CTL (May 2018)
  - *Pacific Teaching Experience faculty group*, monthly meetings, CTL (Fall 2017-Spring 2018)

Graduate Teaching Assistant, University of Florida, Department of Psychology. Lectured, held regular office hours, wrote, administered, and graded assignments, exams, and papers, and managed online course interfaces on Sakai and Canvas e-learning. Courses included *Cognitive Psychology* (Summer 2021), *Developmental Psychology* (Summer 2014), *Gerontology* (Fall 2013, Spring 2017), *Psychology of Aging* (Spring 2014, Spring 2012), and *Research Methods* (Fall 2011).

Guest lecturer, University of the Pacific. Delivered 18 guest lectures related to professional development and graduate and job opportunities. *Fall 2017 – Fall 2021*.

Guest lecturer, University of Florida. Delivered 14 guest lectures on various topics, e.g., internal and external validity, cognition, cognitive disorders, developmental research designs, intelligence, adult development, and pedagogy. *Fall 2011 – Spring 2017*.

## UNIVERSITY SERVICE

### *University of the Pacific*

Chair of the University Assessment Committee (2022-present)

Faculty speaker at New Student Convocation (2022)

Hooder for College of the Pacific Commencement (2022)

Co-Chair of the Institutional Review Board (2021-present)

Member of the Institutional Review Board (2018-present)

Member of the Pacific Seminar 001 Planning Committee (2018-2020)

Faculty Marshal for the University of the Pacific commencement ceremony (2019)

### *University of Florida*

Assisted Dr. Nicole Dorey in coordination of General Psychology course by providing active learning teaching tips and lecture feedback to new Graduate Instructors, Spring 2016

Participant in Proposal Prep Program, University of Florida, 2013-2014

## PROFESSIONAL SERVICE

### *Ad-hoc Reviewer for:*

- *Brain Sciences* (2022)
- *International Journal of Human Development* (2022)
- *Cognition* (2021, 2019)
- *Research on Aging* (2021)
- *Frontiers in Psychology* (2020)
- *Memory and Cognition* (2020)
- *Experimental Aging Research* (2019)
- *Psychology and Aging* (2018)
- *The Gerontologist* (2018)
- *Frontiers: Emotion Science* (2014)
- *Social Psychological and Personality Science* (2013)

### *Abstract Reviewer for:*

- Annual conventions of American Psychological Association, Division 20 (2017-2020, 2022)
- International Association of Gerontology and Geriatrics World Congress (2016)
- Gerontological Society of America's annual meeting (2012-2016)

***Judge and/or Awards Reviewer for:***

- University of Florida Gerber Award for developmental psychology research (2018)
- University of Florida Psychology Undergraduate Research Forum (2012)
- American Psychological Association, Division 20 Student Awards (2011)

***Other Professional Service***

Vice Chair for the Addressing Ageism and Attitudes towards Aging (A4) Special Interest Group (SIG) for Division 20 Adult Development and Aging of the American Psychological Association (2019-2020)

Mentor for the American Psychology Association, Division 20, Mentor Match Program (2019)

Committee Member and Graduate Student Liaison for the organization and planning committees of annual Student Research on Aging Expositions and Awards for the Institute of Learning in Retirement at Oak Hammock (2012-2016); Co-chair of the committee (2014-2015), and Judge (2014)

Moderator for the Carolina Psychology Conference (2011)

Committee Member of Wake County Adult Care Homes Community Advisory Committee (2010)

**PROFESSIONAL ASSOCIATIONS**

American Psychological Association, Divisions 2, 3, 7, and 20 (2010-2021)

Association for the Assessment of Learning in Higher Education (2022-present)

Association for Psychological Science (2014-2015; 2021)

Gerontological Society of America (2009-2021)

Professional and Organizational Development (2022-present)

Society for Applied Research in Memory and Cognition (2014-2020)

Western Psychological Association (2020-present)