

COURTNEY E. STEVENS
Willamette University
900 State Street
Salem, OR 97301

EDUCATION

- Ph.D. Cognitive Neuroscience, University of Oregon, 2007
Secondary Specialization: Educational Leadership
Committee Members: Helen Neville (Chair), Michael Posner, Edward Awh, David Chard
- M.S. Cognitive Neuroscience, University of Oregon, 2003
- B.A. Linguistics, Reed College, 2001
Second specializations: Spanish; Psychology
Phi Beta Kappa

RESEARCH INTERESTS

My research program is broadly directed toward understanding the effects of experience on cognitive and brain development. Projects in my laboratory aim specifically to (1) characterize the development and plasticity of key brain systems for learning, (2) identify the effects of early socioeconomic adversity and family-based interventions on the development of these same systems, and (3) examine downstream disparities in adolescent academic performance and mental health. This interdisciplinary, multi-method research program takes a holistic approach to child development, with strong translational application for educational and community settings. My research is currently funded by the NIH and NSF.

ACADEMIC POSITIONS

- 2020- pres Professor (and Chair, 2018-)
Prior appointments: Associate Professor 2014-20; Assistant Professor 2008-14
Department of Psychology, Willamette University, Oregon
- 2018-pres Affiliated Faculty, MGH Center for Cross-Cultural Student Emotional Wellness
Massachusetts General Hospital, Harvard Medical School, Boston, Massachusetts
- 2008-2019 Courtesy Research Associate, Brain Development Lab
Concurrent with full-time faculty position at Willamette University
Institute of Neuroscience / Department of Psychology, University of Oregon
- 2007-2008 Visiting Assistant Professor
Sarah Lawrence College, New York
- 2007-2008 Postdoctoral Research Fellow, Brain Development Laboratory
Department of Psychology, University of Oregon
- 2006-2007 Research Fellow, Sackler Institute for Developmental Psychobiology
Department of Psychiatry, Weill Medical College of Cornell University, New York

SUPPLEMENTAL TRAINING

- 2020 International School on Mind, Brain, and Education – Neuroscience of Poverty
Sicily, Italy, Funded by the Ettore Majorana Foundation & Center for Scientific Culture
- 2012 Latin American School for Cognitive, Education, and Neural Sciences
Patagonia, Argentina, Funded by the McDonnell Foundation
- 2006 Merck Summer Institute for the Biology of Developmental Disabilities
Princeton University, New Jersey

SELECTED AWARDS AND HONORS

- 2020 Faculty Achievement Award for Excellence in Teaching & Research, Willamette U
- 2015 Professor of the Year, Willamette Student Body Mortar Board
- 2015 Jane S. Halonen Teaching Excellence Award, American Psychological Association
National early-career teaching award for a faculty member in Psychology (within first 7 years of full time teaching)
- 2015 40 under 40 List: Professors Who Inspire, NerdWallet
One of 40 professors under the age of 40, selected nationally for teaching excellence
- 2012 Next Generation Award, Society for Neuroscience
National award for outstanding contribution to public communication, outreach, and education about neuroscience by a junior faculty member (within 10 years of PhD)
- 2010 Faculty Achievement Award for Excellence in Teaching & Research, Willamette U
- 2007 Beverly Fagot Dissertation Fellowship Award, University of Oregon
- 2004 National Science Foundation Graduate Research Fellow
- 2001 Phi Beta Kappa, Reed College
- 2000 Outstanding Mentor for Young Women, Advocates for Women in Science, Engineering, and Mathematics organization

RESEARCH FUNDING

- 2019 National Science Foundation – IUSE Program, awarded, 07/2019- 06/2022. “Promoting graphical literacy skills at 2- and 4-year colleges through virtual tutoring” (NSF-1908378). \$299,942.
Role: Principal Investigator. (co-PI: Melissa Witkow)
- 2018 National Institutes of Health – NIDCD, awarded, 07/2018- 06/2021. “Executive control in children who stutter” (NIH-R21DC017227-01). \$469,903, subaward: \$48,731.
Role: Co-Investigator. (PI = Amanda Hampton Wray)
- 2016 Center for Asian Studies (Willamette University), awarded, 01/2016-12/2016. “Cultural and contextual predictors of mental health service utilization among Asian Americans: Analysis of the National Latino and Asian American Study (NLAAS).” \$3,950.
Role: Principal Investigator.
- 2014 Council on Diversity and Social Justice (Willamette University), awarded, 08/2014-12/2014. “College access mentoring program for Latino youth.” \$900.
Role: Principal Investigator / Project Director. (with Jaime Arredondo, co-Director)
- 2015 National Science Foundation – IUSE Program, awarded, 07/2015- 06/2019. “Promoting foundational scientific literacy skills in Introductory Psychology” (NSF-1505060). \$248,454.
Role: Principal Investigator. (co-PIs: Melissa Witkow and Kathryn Becker-Blease)
- 2011 Institute of Education Sciences, awarded, 07/2011-06/2014. “Longitudinal follow-up of successful parent/child intervention in preschool children at-risk for school failure” (IES-R305A110397). \$1,087,931.
Role: Key Personnel. (PI = Helen Neville)
- 2011 Institute of Education Sciences, awarded, 07/2011- 06/2015. “Training attention in at-risk preschoolers: Expansion of our successful program to a wider population within Head Start” (IES-R305A110398). \$3,363,271.
Role: Key Personnel. (PI = Helen Neville)

PEER-REVIEWED PUBLICATIONS

Citation count = 2,362

h index = 18

i10 index = 30

From google scholar citation metrics: <https://scholar.google.com/citations?user=pEwkQHMAAAAJ>

‡ = paper includes undergraduate student co-authors (undergraduate names underlined)

(A) Key Review Articles and Edited Book

Stevens, C., Pakulak, E., Segretin, M.S., & Lipina, S.J. (Eds.). (2020). *Neuroscientific perspectives on poverty*. Erice, Italy: International Mind, Brain, and Education School, Ettore Majorana Foundations and Center for Scientific Culture. ISBN: 978-987-86-6736-2 [edited book]

Pakulak, E., **Stevens, C.,** & Neville, H. (2018). Neuro-, cardio-, and immunoplasticity: Effects of early adversity. *Annual Review of Psychology, 69*, 5.1-28.

Stevens, C., & Neville, H. (2014). Specificity of experiential effects in neurocognitive development. In M. Gazzaniga (Ed.), *The Cognitive Neurosciences V* (pp. 129-142). Cambridge, MA: MIT Press.

Stevens, C., & Bavelier, D. (2012). The role of selective attention on academic foundations: A cognitive neuroscience perspective. *Developmental Cognitive Neuroscience, 25*, S30-48.

(B) Peer-reviewed Articles and Chapters, separated by major research topic

B.1 Development and plasticity of key brain systems for learning

‡ Wiggins, E., Mottarella, M., Eggleston, S., Good, K., & Stevens, C. (2018). 24-hour sleep deprivation impairs early attentional modulation of neural processing: An event-related brain potential study. *Neuroscience Letters, 677*, 32-36.

‡ Niermeyer, M., Miller, E., Tamaoki, Y., Wiggins, E., & Stevens, C. (2018). Single and compound Kanji words elicit distinct early neurophysiological responses: ERP evidence from fluent and naïve Kanji readers. *Journal of Neurolinguistics, 47*, 91-104.

Karns, C., **Stevens, C.,** Dow, M.W., Schorr, E., & Neville, H.J. (2017). Atypical white matter microstructure in congenitally deaf adults: A region of interest and tractography study using diffusion-tensor imaging. *Hearing Research, 343*, 72-82.

Scott, G., Karns, C., Dow, M., **Stevens, C.,** & Neville, H. (2014). Enhanced peripheral visual processing in congenitally deaf adults is supported by multiple brain regions, including primary auditory cortex. *Frontiers in Human Neuroscience, 8*, 1-9.

‡ **Stevens, C.,** McIlraith, A., Niermeyer, M., Rusk, N., & Waller, H. (2013). Relative laterality of the N170 to single letter stimuli is predicted by a concurrent neural index of implicit processing of letter names. *Neuropsychologia, 51*, 667-674.

Stevens, C., Harn, B., Chard, D., Currin, J., Parisi, D., & Neville, H. (2013). Examining the role of attention and instruction in at-risk kindergarteners: Electrophysiological measures of selective auditory attention before and after an early literacy intervention. *Journal of Learning Disabilities, 46*, 73-86.

‡ **Stevens, C.,** Paulsen, D., Yasen, A., & Mitsunaga, L., & Neville, H. (2012). ERP evidence for attenuated auditory recovery cycles in children with Specific Language Impairment (SLI). *Brain Research, 1438*, 35-47.

- Yamada, Y., **Stevens, C.**, Dow, M., Harn, B., Chard, D., & Neville, H. (2011). Emergence of the neural network for reading in five-year-old beginning readers of different levels of preliteracy abilities: An fMRI study. *NeuroImage*, *57*, 704-713.
- Stevens, C.**, & Neville, H. (2011). Variabilidad en los perfiles de plasticidad neural en la cognición humana. In S. Lipina & M. Sigman (Eds.), *La pizarra de Babel: Puentes entre neurociencia, psicología, y educación* (pp. 107-132). Buenos Aires: Libros de Zorzal.
- Neville, H., **Stevens, C.**, & Pakulak, E. (2011). Interacting experiential and genetic effects on human neurocognitive development. In A. Battro, S. DeHaene, & W. Singer (Eds.), *Human Neuroplasticity and Education* (pp. 167-184). Vatican City: The Pontifical Academy of Sciences.
- Neville, H., Andersson, A., Bagdade, O., Bell, T., Currin, J., Fanning, J., Heidenreich, L., Klein, S., Lauinger, B., Pakulak, E., Paulsen, D., Sabourin, L., **Stevens, C.**, Sundborg, S., and Yamada, Y. (2009). How can musical training improve cognition? In S. Dehaene and C. Petit (Eds.). *The Origins of human dialog: Speech and music* (pp. 277-290). Paris: Odile Jacob.
- Stevens, C.**, & Neville, H. (2009). Profiles of development and plasticity in human neurocognition. In M. Gazzaniga (Ed.), *The Cognitive Neurosciences IV* (pp. 165-181). Cambridge, MA: MIT Press.
- Stevens, C.**, Fanning, J., Coch, D., Sanders, L., & Neville, H. (2008). Changes in selective auditory attention following computerized language training: ERP evidence from language-impaired and typically developing children. *Brain Research*, *1205*, 55-69.
- Stevens, C.**, & Awh, E. (2007). Commentary: Specificity, mechanisms, and timing in the study of spatial cognition. In J. Plumert & J.P. Spencer (Eds.), *The Emerging Spatial Mind* (pp. 362-371). New York: Oxford University Press.
- Stevens, C.**, Sanders, L., & Neville, H. (2006). Neurophysiological evidence for selective auditory attention deficits in children with specific language impairment. *Brain Research*, *1111*, 143-152.
- Stevens, C.**, & Neville, H. (2006). Neuroplasticity as a double-edged sword: Deaf enhancements and dyslexic deficits in motion processing. *Journal of Cognitive Neuroscience*, *18*, 701-714.
- Sanders, L., **Stevens, C.**, Coch, D., & Neville, H. (2006). Selective auditory attention in 3-5-year-old children: An event-related potential study. *Neuropsychologia*, *44*, 2126-2138.
- Oviatt, S., **Stevens, C.**, Coulston, R., Xiao, B., Wesson, M., Girand, C., & Mellander, E. (2005). Speech convergence with animated personas. In W. Minker, D. Bühler, & L. Dybkjær (Eds.), *Spoken multimodal human-computer dialogue in mobile environments* (pp. 379-397). Dordrecht: Springer.
- Stevens, C.**, & Oviatt, S. (2004). Talking to digital fish: Designing effective conversational interfaces for educational software. In C. Pelachaud, & Z. Ruttkay (Eds.), *From brows to trust: Evaluating embodied conversational agents* (pp. 271-292). Kluwer Academic Publishers.
- Oviatt, S., **Stevens, C.**, & Coulston, R. (2004). Toward adaptive conversational interfaces: Modeling speech convergence with animated personals. *ACM Transactions on Computer-Human Communication*, *11*, 300-328.

B.2 Effects of early adversity and family-based interventions

- Stevens, C.**, & Pakulak, E. (in press). The effects of socioeconomic adversity on the developing brain. In K. Cohen Kadosh (Ed.), *Handbook of Developmental Cognitive Neuroscience*. Oxford: Oxford University Press.

- Pakulak, E., & **Stevens, C.** (2019). Aplicación de la investigación en neurociencia a las intervenciones dirigidas a la pobreza [In Spanish]. In S. Lipina and M.S. Segretin (Eds.), *Exploraciones neurocientíficas de la pobreza* (pp. 117-165). Erice, Italy: International School on Mind, Brain, and Education, Ettore Majorana Foundations and Center for Scientific Culture.
- Vega O'Neil, L., Pakulak, E., **Stevens, C.**, Bell, T., Fanning, J., Gaston, M., Gomsrund, M., Hampton Wray, A., Holmes, K., Klein, S., Longoria, Z., Reynolds, M., Soto, A., & Neville, H. (2019). Creating connections between researchers and educators. *Journal of Cognition and Development, 20*, 110-133.
- Pakulak, E., Hampton Wray, A., Longoria, Z., Isaza, A.G., **Stevens, C.**, Bell, T., Burlingame, S., Klein, S., Berlinski, S., Attanasio, O., & Neville, H. (2017). Cultural adaptation of a neurobiologically-informed intervention in local and international contexts. *New Directions for Child and Adolescent Development, 158*, 81-92.
- Isbell, E., **Stevens, C.**, Pakulak, E., Hampton Wray, A., Bell, T.A., & Neville, H. (2017). The neuroplasticity of selective attention: Research foundations and preliminary evidence for a gene by intervention interaction. *Proceedings of the National Academy of Sciences, 114*, 9247-9254.
- Hampton Wray, A., **Stevens, C.**, Pakulak, E., Isbell, E., Bell, T., & Neville, H. (2017). Development of selective attention in preschool-age children from lower socioeconomic status backgrounds. *Developmental Cognitive Neuroscience, 26*, 101-111.
- Isbell, E., **Stevens, C.**, Bell, T., Hampton Wray, A., & Neville, H.J. (2016). 5-HTTLPR polymorphism is linked to neural mechanisms of selective attention in preschoolers from lower socioeconomic backgrounds. *Developmental Cognitive Neuroscience, 22*, 36-47.
- Neville, H., Pakulak, E., & **Stevens, C.** (2015). Family-based training to improve cognitive outcomes for children from lower socioeconomic status backgrounds: Emerging themes and challenges. *Current Opinion in Behavioral Sciences, 4*, 166-170.
- ‡ **Stevens, C.**, Paulsen, D., Yasen, A., & Neville, H. (2015). Atypical auditory recovery cycles in children from lower socio-economic backgrounds: ERP evidence for a role of selective attention. *International Journal of Psychophysiology, 95*, 156-166.
- Neville, H., **Stevens, C.**, Pakulak, E., Bell, T., Fanning, J., Klein, S., & Isbell, E. (2013). Family-based training improves behavior, cognition, and brain functions supporting attention. *Proceedings of the National Academy of Sciences, 110*, 12138-12143.
- Neville, H., **Stevens, C.**, Pakulak, E., & Bell, T. (2013). Commentary: Neurocognitive consequences of socioeconomic disparities. *Developmental Science, 16*, 708-712.
- ‡ **Stevens, C.**, Lauinger, B., & Neville, H. (2009). Vulnerability of selective auditory attention in children from lower socio-economic backgrounds. *Developmental Science, 12*, 634-646.
- Neville, H., Andersson, A., Bagdade, O., Bell, T., Currin, J., Fanning, J., Heidenreich, L., Klein, S., Lauinger, B., Pakulak, E., Paulsen, D., Sabourin, L., **Stevens, C.**, Sundborg, S., Wible, B., & Yamada, Y. (2008). Effects of music training on brain and cognitive development in under-privileged 3- to 5-year-old children: Preliminary results. In C. Ashbury and B. Rich (Eds.). *Learning, arts, and the brain* (pp. 105-116). New York: Dana Press.
- Cromer, L.D., **Stevens, C.**, DePrince, A.P., & Pears, K. (2006). The relationship between executive attention and dissociation in children. *Journal of Trauma & Dissociation, 7*, 135-153.

B.3 Disparities in adolescent learning and mental health

Lin, H-C., Li, M., **Stevens, C.**, Pinder-Amaker, S., Chen, J.A., & Liu, C.H. (in press). Self-harm and suicidality in US college students: Associations with emotional exhaustion versus multiple psychiatric symptoms. *Journal of Affective Disorders*.

Stevens, C., Zhang, E., Cherkerzian, S., Chen, J.A., & Liu, C.H. (2020). Problematic internet use/ computer gaming among US college students: Prevalence and correlates with mental health symptoms. *Depression & Anxiety*. Advance online publication: <https://doi.org/10.1002/da.23094>

Liu, C., **Stevens, C.**, Conrad, R., & Hahm, H. (2020). Evidence for elevated psychiatric distress, poor sleep, quality of life concerns during the COVID-19 pandemic among U.S. young adults with suspected and reported psychiatric illness. *Psychiatry Research*, 292, 113345.

‡ **Stevens, C.**, Witkow, M.R., Smelt, B., Good, K. & Hershman, T. (2020). Where is psychology teaching and learning research conducted?: An analysis of institution setting and class sizes. *Teaching of Psychology*, 47, 8-14.

Liu, C.H., **Stevens, C.**, Wong, S., Yasui, M., & Chen, J.A. (2019). The prevalence and predictors of mental health disorders and suicide among US college students: Implications for addressing disparities in service use. *Depression and Anxiety*, 36, 8-17.

NOTE: this article was a 'top 20 most read / downloaded article of the year' by Depression & Anxiety

Chen, J.A., **Stevens, C.**, Wong, S., & Liu, C.H. (2019). Mental health symptoms and diagnoses in U.S. college students by race and ethnicity. *Psychiatric Services*, 70, 442-449.

Becker-Blease, K., **Stevens, C.**, Witkow, M.R., & Almuaybid, A. (2019). Teaching modules boost scientific reasoning skills in small and large Introductory Psychology classrooms. *Scholarship of Teaching and Learning in Psychology*. Advance online publication. <https://doi.org/10.1037/stl0000173>

Stevens, C., Liu, C.H., & Chen, J.A. (2018). Racial/ethnic disparities in US college students' experience: Discrimination as an impediment to academic performance. *Journal of American College Health*.

‡ **Stevens, C.**, Witkow, M., & Smelt, B. (2016). Strengthening scientific reasoning skills in introductory psychology: Evidence from community college and liberal arts classrooms. *Scholarship of Teaching and Learning in Psychology*, 2, 245-260.

Stevens, C. (2015). The cognitive neuroscience of sign language: Engaging undergraduate students' critical thinking skills using the primary literature. *Journal of Undergraduate Neuroscience Education*, 14, A66-72.

Stevens, C., & Witkow, M. (2014). Training scientific reasoning skills: Evidence from an MCAT²⁰¹⁵ aligned classroom module. *Teaching of Psychology*, 41, 115-121

Stevens, C. (2014). The Community Grant Writing Project (CGWP): A flexible model for service-learning in writing-intensive courses. *Journal of Higher Education Outreach and Engagement*, 18, 261-280.

Stevens, C. (2011). Integrating community outreach into the undergraduate neuroscience classroom. *Journal of Undergraduate Neuroscience Education*, 10, A44-49.

CURRICULUM MATERIALS

‡ = includes Willamette undergraduate student co-authors (undergraduate names underlined)

‡ **Stevens, C.**, Witkow, M.R., & Smelt, B. (2017). Intro Psych Scientific Reasoning Modules (for small classes). <http://tinyurl.com/ybl4atfd>

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Becker-Blease, K.A., **Stevens, C.**, & Witkow, M.R. (2017). Intro Psych Scientific Reasoning Modules (for large classes). <http://bit.ly/2xPqWMN>

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SLIDE PRESENTATIONS, POSTERS, & CONFERENCE PROCEEDINGS

‡ = includes Willamette undergraduate student co-authors (undergraduate names underlined)

Gonsalvez, I., **Stevens, C.**, Chen, J., & Liu, C.H. (2020). Prior depression and sleep problems: Gender differences in U.S. college students. *Poster presented at the American Psychological Association Meeting. [held as virtual meeting].*

‡ Eggleston, S., & **Stevens, C.** (2020). Finding meaning in music: N400 indices of the semantics of musical intervals. *Poster presented at the Cognitive Neuroscience Society Meeting. April: Boston, MA [held as virtual meeting].*

Lin, H-C., Li, M.Y., **Stevens, C.**, Chen, J., & Liu, C.H.. (2020). Racial/ethnic differences in self-harm and suicidality in U.S. college students: Scope through the person-centered classification of mental health symptoms. *Poster presented at the Harvard Medical School Psychiatry Research Conference. April: Boston, MA.*

‡ **Stevens, C.**, Witkow, M.R., Becker-Blease, K., Smelt, B., & Soicher, R. (2019). Improving scientific literacy training in Introductory Psychology. *Poster presented at the Association for Psychological Science Convention. May: Washington, DC.*

Rischar, M., Cromer, L.D., & **Stevens, C.** (2019). Does executive function training transfer? Examination of the Smart Moves program with kindergarteners from a Title I Tulsa school. *Slide presentation at the Haruv USA Summit on Child Abuse and Neglect. May: Tulsa, OK.*

‡ **Stevens, C.**, Witkow, M.R., Liu, C., Smelt, B., & Chen, J. (2019). Pre-medical and medical school training in key scientific process skills. *Poster presented at the Harvard Medical School Psychiatry Research Conference. April: Boston, MA.*

‡ **Stevens, C.**, Witkow, M.R., Becker-Blease, K., Smelt, B., & Soicher, R. (2018). Design, evaluation, and dissemination of teaching materials to improve scientific literacy. *Poster presented at the International Mind, Brain, & Education Society. September: Los Angeles, CA.*

‡ Good, K., Bensonmeyer, J., Fong, A., Fraser, R., Shimazu, L., & **Stevens, C.** (2018). The effects of acute stress on auditory selective attention: An ERP investigation. *Poster presented at the annual meeting of the Western Psychological Association. April: Portland, OR.*

Almuaybid, A., Becker-Blease, K.A., **Stevens, C.**, & Witkow, M. (2018). MCAT modules in Introductory Psychology: Rationale, topic, and public use. *Poster presented at the National Institute for the Teaching of Psychology. January: St. Pete Beach, FL.*

Soicher, R.N., Becker-Blease, K., **Stevens, C.**, & Witkow, M. (2017). Data-based reasoning modules for small, large, and online Introductory Psychology classes. *Slide presentation at the Annual Conference on Teaching. October: San Antonio, TX.*

Stevens, C. (2017). Vulnerability and training of neural systems for selective attention in children from backgrounds of poverty. *Invited slide presentation at the International School for Mind, Brain, & Education, Neuroscience of Poverty. September: Erice, Sicily.*

Stevens, C., Hampton Wray, A., Pakulak, E., Isbell, E., Bell, T., & Neville, H. (2017). Development of selective attention in children from lower SES backgrounds. *Slide presentation at the Society for Research on Child Development. April: Austin, TX.*

- Stevens, C.,** Pakulak, E., Bell, T., Fanning, J., Klein, S., Isbell, E., Longoria, Z., Hampton Wray, A., & Neville, H. (2017). Expansion and longitudinal assessment of a two-generation intervention for lower SES children: Challenges and implications. *Slide presentation at the Society for Research on Child Development. April: Austin, TX.*
- ‡ **Mottarella, M., Wiggins, E., Eggleston, S., Good, K., Guiliano, R., & Stevens, C.** (2017). The effects of 24-hour sleep deprivation on ERP indices of selective attention and working memory *Poster presentation and the annual meeting of the Cognitive Neuroscience Society. March: San Francisco, CA.*
- ‡ Witkow, M.R., **Stevens, C.,** & **Smelt, B.** (2016). A pre-test/post-test evaluation of scientific thinking modules for Introductory Psychology in two distinct college environments. *Poster presented at the Association for Psychological Science. May: Chicago, IL.*
- ‡ **Wiggins, E., Eggleston, S., Mottarella, M., Wolfe, S., Green, R., & Stevens, C.** (2016). The effects of sleep deprivation on selective attention: An event-related brain potential study. *Poster presentation and the annual meeting of the Cognitive Neuroscience Society. April: New York, NY.*
- Stevens, C.,** Witkow, M.R., Laughlin, R., & Yankelevitz, R.L. (2016). A within-instructor evaluation of three scientific thinking modules for Introductory Psychology: Description of activities and evaluation. *Poster presentation and the National Institute for the Teaching of Psychology. January: St. Pete's Beach, FL.*
- ‡ Becker-Blease, K., **Stevens, C.,** Witkow, M., & **Richards, K.** (2015). Identifying points of failure in college students' graph reading. *Poster presented at the Association for Psychological Science. May: New York, NY.*
- Stevens, C.,** Pakulak, E., Yamada, Y., Hampton Wray, A., & Neville, H. (2015). Effects of socioeconomic status on cognition and related neural systems in childhood and adulthood. *Slide presentation at the Society for Research on Child Development. March: Philadelphia.*
- Stevens, C.,** Pakulak, E., Bell, T., Fanning, J., Klein, S., Isbell, E., Longoria, Z., Hampton Wray, A., Karns, C., Guiliano, R., & Neville, H. (2015). Development, implementation, assessment, and expansion of an evidence-based dual-generation intervention for preschoolers from lower socioeconomic status backgrounds. *Slide presentation at the Society for Research on Child Development. March: Philadelphia.*
- Pakulak, E., Bell, T., **Stevens, C.,** Fanning, J., Klein, S., Isbell, E., Longoria, Z., Hampton Wray, A., Karns, C., Guiliano, R., & Neville, H. (2015). Broader implementation of an integrated dual-generation intervention targeting attention and self-regulation in at-risk preschoolers. *Slide presentation at the Society for Research on Child Development. March: Philadelphia.*
- Pakulak, E., Bell, T., **Stevens, C.,** Fanning, J., Klein, S., Isbell, E., Longoria, Z., Hampton Wray, A., Karns, C., Guiliano, R., & Neville, H. (2015). Assessment and expansion of a dual-generation intervention targeting attention and self-regulation in at-risk preschoolers. *Slide presentation at the Society for Research on Child Development. March: Philadelphia.*
- Becker-Blease, K., **Stevens, C.,** Witkow, M., & Bostwick, K. (2014). Multiple-choice testing to teach scientific reasoning and prepare psychology students for MCAT2015. *Poster presented at the Association for Psychology Science. May: San Francisco, CA.*
- ‡ **Stevens, C.,** & **Rusk, N.,** & **Snur, A.** (2014). Economic decision-making in the ultimatum bargaining game: Behavioral and ERP evidence for effortful operant conditioning strategies. *Poster presented at the annual meeting of the Cognitive Neuroscience Society. April: Boston, MA.*
- Hampton Wray, A., Pakulak, E., Bell, T., Isbell, E., **Stevens, C.,** & Neville, H. (2014). Development of neural mechanisms for selective attention in young children from lower socioeconomic status backgrounds. *Poster presented at the annual meeting of the Cognitive Neuroscience Society. April: Boston, MA.*

- ‡ Miller, E., Niermeyer, M., Wiggins, E., Tamaoki, Y., & Stevens, C. (2014). Modulation of ERP amplitudes as a function of word type in logographic scripts. *Poster presented at the Western Psychology Association. April: Portland, OR.*
- ‡ Rusk, N., Snur, A., & Stevens, C., (2014). Electrophysiological indices of economic decision-making in the ultimatum game. *Poster presented at the Western Psychology Association. April: Portland, OR.*
- ‡ Miller, E., Niermeyer, M., Tamaoki, Y., & Wiggins, E., & Stevens, C. (2014). N170 amplitude modulation due to word type in a logographic script: An ERP study. *Paper presentation at the annual meeting of the Oregon Academy of Sciences (OAS). February: Eugene, OR.*
- Hampton Wray, A., Pakulak, E., Bell, T., Isbell, E., **Stevens, C.**, & Neville, H. (2013). Development of neural mechanisms for selective attention in young children from lower socioeconomic status backgrounds. *Poster presented at the annual meeting of the Society for Neuroscience. November: San Diego, CA.*
- ‡ **Stevens, C.**, Niermeyer, M., Miller, E., Tamaoki, Y., & Wiggins, E. (2013). N170 amplitude is modulated by word type in a logographic script. *Poster presented at the annual meeting of the Association for Psychological Science. May: Washington, DC.*
- ‡ Niermeyer, M., Miller, E., Tamaoki, Y., & Wiggins, E., & Stevens, C. (2013). Neural systems mediating processing of a logographic script: ERP evidence for enhanced contributions of right-hemispheric processing. *Paper presentation at the annual meeting of the Oregon Academy of Sciences (OAS). March: Salem, OR.*
- ‡ **Stevens, C.**, & Niermeyer, M. (2012). Hemispheric specialization of the N170 is influenced by word type: Evidence from native Japanese speakers processing Kanji. *Poster presentation at the annual meeting of the Society for Neuroscience. October: New Orleans, LA.*
- Stevens, C.** (2012). Training brains: Attention, academic skills, and videogame playing. *Invited slide presentation at the Learning & The Brains Conference. May: Arlington, VA.*
- ‡ **Stevens, C.**, Davis, A., Hardlund, L., Holmer, T., Kessler, N., Palmer, R., Wade, J., & Wheeler, N. (2012). The Neuroscience Community Outreach Project (NCOP): A modular, student-driven assignment framework for incorporating neuroscience outreach into undergraduate neuroscience classes. *Poster presented at the annual meeting of the Society for Neuroscience. October: New Orleans, LA.*
- ‡ Niermeyer, M., & Stevens, C. (2012). The timecourse of processing single and compound Kanji characters: Evidence from event-related brain potentials in adult native Japanese speakers. *Slide presentation at the annual meeting of the Oregon Society for Neuroscience. April: Troutdate, OR.*
- ** Recipient of the award for best presentation by a student (graduate or undergraduate)*
- ‡ Rusk, N., McIlraith, A., Niermeyer, M., Waller, H., & Stevens, C. (2012). Neural systems for processing single letters in adult fluent readers: An ERP study. *Poster presented at the annual meeting of the Oregon Society for Neuroscience. April: Troutdate, OR.*
- ‡ Davis, A., Schroeder S., London-Pusser, A., Mitsunaga L., Niermeyer M., & Stevens, C. (2012). Integrating community outreach into the undergraduate neuroscience classroom. *Poster presented at the annual meeting of the Oregon Society for Neuroscience. April: Troutdate, OR.*
- Stevens, C.**, & Neville, H. (2012). Experiential, genetic, and epigenetic effects on human neurocognition. *Slide presentation at the Latin American School for Cognitive, Education, and Neural Sciences. March: Patagonia, Argentina.*
- ‡ **Stevens, C.**, McIlraith, A., Niermeyer, M., Rusk, N., & Waller, H. (2012). Implicit access to letter names predicts left-lateralization of early neural responses to single letters: An ERP study. *Slide presentation at the annual meeting of the Oregon Academy of Sciences (OAS). March: Portland, OR.*

- Neville, H, **Stevens, C.**, Klein, S., Fanning, J., Bell, T., Cakir, E., & Pakulak, E. (2011). Improving behavior, cognition, and neural mechanisms of attention in at-risk children. *Poster presented at the annual meeting of the Cognitive Neuroscience Society. April: San Francisco, CA.*
- ‡ **Stevens, C.**, & McIlraith, A. (2011). The time course of single letter processing: N170 and rhyme effects. *Poster presented at the annual meeting of the Cognitive Neuroscience Society. April: San Francisco, CA.*
- Neville, H, **Stevens, C.**, Klein, S., Fanning, J., Bell, T., Isbell, E., & Pakulak, E. (2011). Improving behavior, cognition, and neural mechanisms of attention in lower SES children. *Poster presented at the annual meeting of the Society for Neuroscience. November: Washington, DC.*
- Stevens, C.**, Fanning, J., Klein, S. & Neville, H. (2010). Development and comparison of two models of preschool attention training. *Poster presentation at the Institute for Education Sciences. June: National Harbor, MD.*
- Stevens, C.**, Fanning, J., & Neville, H. (2010). Comparing two comprehensive models of preschool attention training. *Invited slide presentation at the Institute for Education Sciences. June: National Harbor, MD.*
- Stevens, C.**, & Neville, H. (2010). Selective attention in early childhood: Development, vulnerability, and opportunities for enhancement. *Paper presentation at the annual meeting of the Association for Psychological Sciences. May: Boston, MA.*
- Stevens, C.**, Fanning, J., & Neville, H. (2010). Development and comparison of two models of preschool attention training: Methodological considerations in intervention research. *Slide presentation at the Association for Psychological Sciences. May: Boston, MA.*
- Stevens, C.** (2010). Neuroscience outreach: Practical suggestions for moving from the ivory tower to the community. *Slide presentation at the annual meeting of the Oregon Society for Neuroscience. March: McMinnville, OR.*
- ‡ **Stevens, C.**, Paulsen, D, Mitsunaga, L., Yasen, A., & Neville, H. (2010). ERP evidence for attenuated auditory recovery cycles in children with Specific Language Impairment (SLI). *Poster presented at the annual meeting of the Cognitive Neuroscience Society. March: Montreal, Canada.*
- Bell, T., **Stevens, C.**, & Neville, H. (2010). Independent effects of serotonin and dopamine polymorphisms on processing of attended and unattended auditory information in an event-related potential paradigm. *Poster presented at the annual meeting of the Cognitive Neuroscience Society. March: Montreal, Canada.*
- Stevens, C.**, Fanning, J., Klein, S., Currin, J & Neville, H. (2009). Development and preliminary comparison of two models of preschool attention training. *Poster presented at the Institute of Education Sciences. June: Washington, DC.*
- ‡ **Stevens, C.**, Lauinger, B., & Neville, H. (2009). Differences in the neural mechanisms of selective attention in children from different socioeconomic backgrounds. *Slide presentation at the biennial meeting of the Society for Research on Child Development, April: Denver, CO.*
- Harn, B., **Stevens, C.**, Chard, D., Yamada, Y. & Neville, H. (2009). Examining the neurocognitive impact of the Early Reading Intervention on kindergarteners at-risk for reading difficulties: The role of instruction on attention development. *Poster presented at the Pacific Coast Reading Conference. February: San Diego, CA.*
- ‡ Lindenbach, D., **Stevens, C.**, Currin, J., Bell, T., & Neville, H. (2009). Polymorphisms affecting dopaminergic activity predict spontaneous blink rate in young children. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.*
- Currin, J., Fanning, J., **Stevens, C.**, & Neville, H. (2009). Parent training interventions enhance selective auditory attention in 2- to 5- year-old children. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, San Francisco, CA.*

- Neville, H., Pakulak, E., Bell, T., Dow, M., Hale, L., Karns, C., Paulsen, D., Sanders, L., **Stevens, C.**, Wible, B., & Yamada, Y. (2009). Changing brains: A video program for parents, educators, policy-makers: Anyone who cares for children. *Poster presented at the annual meeting of the Society for Neuroscience, Chicago, IL.*
- Stevens, C.** & Neville, H. (2008). Experience shapes human brain development and function: A framework for planning interventions for children at-risk for school failure. *Slide presentation at the International Conference on Language Processing, June: Montreal, Canada.*
- Stevens, C.** & Neville, H. (2008). Experience shapes human brain development and function: A framework for planning interventions for children at-risk for school failure. *Slide presentation at the annual meeting of the American Association for the Advancement of Science (AAAS), February: Boston, MA.*
- Stevens, C.**, Currin, J., Paulsen, D., Harn, B., Chard, D., Larsen, D., Parisi, D., & Neville, H. (2008). Kindergarten children at-risk for reading failure: electrophysiological measures of selective auditory attention before and after the Early Reading Intervention. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, April: San Francisco, CA.*
- Yamada, Y., **Stevens, C.**, Sabourin, L., Klein, S., Dow, M., Harn, B., Chard, D., Parisi, D., Larsen, D., & Neville, H. (2008). Changes in cortical activations during visual letter processing in kindergarteners: A longitudinal fMRI study. *Poster presented at the annual meeting of the Cognitive Neuroscience Society.*
- Bell, T., Batterink, L., Currin, J., **Stevens, C.**, & Neville, H. (2008). Genetic influence on selective auditory attention as indexed by ERPs. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, April: San Francisco, CA.*
- Stevens, C.**, Fanning, J., & Neville, H. (2007). Changes in children's selective auditory attention following computerized language training: Electrophysiological evidence. *Poster presented at the biennial meeting of the Society for Research on Child Development, March: Boston:MA*
- Stevens, C.**, Sanders, L., & Neville, H. (2006). Mechanisms of selective auditory attention are both deficient and remediable in children with specific language impairment: Evidence from event-related brain potentials. *Poster presented the annual meeting of the Society for Neuroscience, October: Atlanta, GA.*
- Dow, M.W., Scott, G.D., **Stevens, C.**, & Neville, H.J. (2006). Functional magnetic resonance imaging (fMRI) evidence for distributed visual neuroplasticity in congenitally deaf humans. *Poster presented the annual meeting of the Society for Neuroscience, October: Atlanta, GA.*
- Stevens, C.**, Sanders, L., & Neville, H. (2006). Selective auditory attention is both deficient and remediable in children with specific language impairment: Evidence from event-related brain potentials. *Slide presentation at the annual meeting of Oregon Society for Neuroscience, March: Lincoln City, OR.*
- **Recipient of the 'Dendrite Award' for outstanding research by a graduate student or post-doctoral fellow
- Stevens, C.**, Sanders, L., Andersson, A., & Neville, H. (2006) Vulnerability and plasticity of selective auditory attention in children: Evidence from language-impaired and second-language learners. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, March: San Francisco, CA.*
- Lauinger, B., **Stevens, C.**, Sanders, L., & Neville, H. (2006). An ERP study of selective auditory attention in young children: Does maternal education make a difference? *Poster presented at the annual meeting of the Cognitive Neuroscience Society, March: San Francisco, CA.*
- Wible, B., Sanders, L., **Stevens, C.**, & Neville, H. (2005). Auditory refractory ERP responses modulated by acoustic, phonological, and attention parameters. *Poster presented at the annual meeting of the Cognitive Neuroscience Society, March: San Francisco, CA.*

- Stevens, C.** (2005). Two sides of plasticity: Enhancements and deficits. *IX Slide presentation at the International Conference on Cognitive Neuroscience (ICON-9)*. September: Havana, Cuba.
- Stevens, C., Sanders, L., Stewart, L., & Neville, H.** (2005). Selective auditory attention in typically developing and language-impaired children as indexed by ERPs. *Poster presented at the annual meeting of the Cognitive Neuroscience Society*, April: New York, NY.
- Stevens, C., & Neville, H.** (2004). Two sides of neural plasticity in the dorsal visual pathway: Evidence from deaf, dyslexic, and control adults. *Poster presented at the annual meeting of the Cognitive Neuroscience Society*, March: San Francisco, CA.
- Stevens, C., Rueda, M.R., Stevens, E.L., Marrocco, R., & Neville, H.** (2003). Attentional network differences among deaf, dyslexic, and control adults. *Poster presented at the annual meeting of the Society for Neuroscience*, November: New Orleans, LA
- Oviatt, S.L., Coulston, R. & **Stevens, C.** (2003). Predicting children's hyperarticulate speech during human-computer error resolution. *Conference of the Acoustical Society of America* (Invited presentation for special session on "Special Speech Registers"), April.
- Stevens, C. & Oviatt, S.** (2002). Adaptation of Users' Spoken Dialogue Patterns in a Conversational Interface. *Slide presentation at the International Conference on Spoken Language Processing (ICSLP)*. September: Denver, CO.
- Stevens, C., Oviatt, S., & Coulston, R.** (2002). The impact of auditory embodiment on animated character design. *Slide presentation at the International Joint Conference on Autonomous Agents and Multi-agent systems (AAMAS 2002), Embodied Agents Workshop*. Bologna, Italy.
- Stevens, C., & Oviatt, S.** (2002). Adaptation of users' spoken dialogue patterns in a conversational interface. In J. Hansen & B. Pellom (Eds.), *Proceedings of the International Conference on Spoken Language Processing* (pp. 561-564), Denver: Casual Prod. Ltd.
- Coulston, R., Oviatt, S., & **Stevens, C.** (2002). Amplitude convergence in children's conversational speech with animated personas. In J. Hansen & B. Pellom (Eds.), *Proceedings of the International Conference on Spoken Language Processing* (pp. 2689-2692), Denver: Casual Prod. Ltd.
- Stevens, C., Oviatt, S., & Coulston, R.** (2002). The impact of auditory embodiment on animated character design. *Proceedings of the International Joint Conference on Autonomous Agents and Multi-agent systems (AAMAS 2002), Embodied Agents Workshop*.

SELECTED INVITED TALKS

2020	Dartmouth Medical School, Grand Rounds, Hanover, NH
2019	Stanford Graduate School of Education, Stanford University, Palo Alto, CA
2019	Stockholm University, Stockholm, Sweden
2018	The University of Tulsa, Tulsa, OK
2017	Ettore Majorana Foundation and Center for Scientific Culture, International School on Mind, Brain, & Education, Sicily, Italy
2016	University of Texas – Austin, Ed Talks Lecture Series, Austin, TX
2016	University of Cyprus, Nicosia, Cyprus
2015	University of Puget Sound, Spokane, WA
2014	Willamette University, 1842 Society, Salem, OR
2014	Institute for Continued Learning (ICL), Salem, OR
2013	Pacific Lutheran University, Tacoma, WA
2013	Summer Institute for Cognitive Neuroscience, Lake Tahoe, CA
2013	Willamette University, Parent & Family Weekend Mini-University, Salem, OR
2012	Institute for Continued Learning (ICL), Salem, OR

2012	University of Iowa, Iowa City, IA
2012	Kawagoe-Salem Friendship Society, Kawagoe, Japan
2012	Oregon Health & Sciences University, Center for Spoken Language Understanding (CSLU), Beaverton, OR
2011	Reed College, Department of Psychology, Portland, OR
2011	Vanderbilt University Peabody College, Developmental Group, Nashville, TN
2011	University of Michigan, Institute for Social Research, Ann Arbor, MI
2009	Willamette University, Parent & Family Weekend Mini-University, Salem, OR
2009	University of Granada, Laboratorio de Desarrollo del Cerebro, Granada, Spain
2008	World Bank, Early Childhood Development Team, Washington, DC
2008	Sarah Lawrence College, Interdisciplinary Science Group, Bronxville, NY.
2007	Rutgers University, Rutgers, NJ.

TEACHING EXPERIENCE

Willamette University:

Cognitive Neuroscience - PSY355 (12 times since F08)
Introduction to Psychology - PSY210 (18 times since F08)
Research Methods & Analysis II [Statistics] with Lab – PSY253/253Y (6 times since SP10)
Language & Literacy Acquisition – PSY370 (once SP10)
Educational Science: Senior Seminar – PSY430/431W (four times since FA12)
Language, Mind, & Brain: Senior Seminar – PSY430 (once SP09)
Poverty & Public Policy: Freshman Seminar – IDS101 (three times since F10)
Science of Well-Being: Freshman Seminar – IDS101 (one FA20)
Psychology of Social Class: Cross-cultural Perspectives on Poverty – IDS323 (once SP18)
Child Trafficking – Summer Course in Cambodia – IDS212 (once SU17)

Sarah Lawrence College:

Language, Mind, & Brain (FA07)
Brain and Early Experience (SP08)

University of Oregon:

Research Methods Laboratory – PSY302
Human Performance (2x) – PSY436

UNDERGRADUATE RESEARCH MENTORSHIP

- Over 50 undergraduate students mentored as research assistants or in empirical senior theses
- Undergraduate mentees have secured admission to PhD and medical programs including:
 - Univ Washington – PhD program in Neuroscience
 - Teachers College, Columbia University – PhD program in Psychology
 - Univ of Colorado, Boulder – PhD program in Psychology
 - Univ of Pennsylvania – MS program in Counselling
 - University of Texas, Dallas – PhD program in Neuroscience
 - Univ of Pittsburgh – PhD program in Neuroscience
 - Utah State – PhD program in Psychology
 - UCLA Medical School – MD program

COMMUNITY OUTREACH AND VOLUNTEER POSITIONS

- 2014– curr Evaluation Team, InCite *Rethinking Job Search* program
Volunteer member of planning group to aid in assessment strategy for statewide assessment of a new program to promote job skills and job readiness among currently unemployed adults, administered by the local labor workforce investment bureau
- 2008- curr Guest speaker (students or self) at K-12 classrooms, Salem OR.
- 2006 Volunteer reading assistant, Start Making a Reader Today program, Adams Elementary and Hillside Alternative School, Eugene, OR.
- 2005 Representative to area high schools, APA Decade of Behavior, Eugene, OR.
- 2003 Volunteer teacher aide, New Roads School for Homeless Youth, Eugene, OR.
- 2002-2006 Guest speaker at local K-12 schools (16 classroom visits)
Brain Development Lab Community Outreach Group, Eugene, OR.
- 2000 Program Coordinator, Advocates for Women in Science, Engineering, & Mathematics, Portland, OR.

DEPARTMENTAL & UNIVERSITY SERVICE

Willamette University

- 2018-pres Department Chair, Psychology
- 2019 University-Level Academic Calendar Task Force (elected position)
- 2017-18 Retirement & Benefits Advisory Committee
- 2016-17 Budget Advisory Council (elected position)
- 2016-17 Faculty representative to Board of Trustees Advancement Subcommittee
- 2013-pres Title IX advisor
- 2015 Faculty Advisor, Alpha Phi Sorority
- 2014- 16 Faculty Advisor, InterVarsity
- 2013-pres Faculty Liaison, Willamette Varsity Softball team
- 2014-15 Psychology Search Committee (Clinical / Applied Psychology)
- 2013-15 Academic Council (elected position)
- 2013 Faculty-Staff Campaign, Committee Member
- 2012-13 Faculty Signatory, Willamette Capital Campaign
- 2011-13 TIU-TIUA Relations Committee (Tokyo International University / Tokyo International University of America Relations Committee; 2 years of service),
- 2009-11 Admissions Committee (2 years of service)
- 2009-10 Psychology Search Committee (Personality Psychology)
- 2009-10 CLA Dean’s Search Committee

University of Oregon

- 2004-05 Graduate Representative to the Faculty (elected position)
- 2003-05 Graduate Admissions Committee (2 years of service)
- 2003-04 Faculty Search Committee (student representative)
- 2003-06 Undergraduate Education Committee (3 years of service)

SELECTED MEDIA COVERAGE OF RESEARCH

Interviews British Broadcasting Company, Naked Scientists: Science Radio, Die Zeit (Germany)
Radio *Life on Earth* (NPR), *WBAI* (New York City), *KCSN* (California State, Northridge)
Television *KGW News* (Portland), *KMTR News* (Eugene)
Press Science Magazine, Chronicle of Higher Education, New York Times, Financial Times, UK Times Online, Washington Times, UK Daily Mail, WebMD, UPI, Oregonian, Statesman Journal (Salem), Huffington Post

AD HOC REVIEWER

Journals

Behavioral & Brain Functions	Biological Psychiatry
Brain	Cerebral Cortex
Child Development	Cognitive Development
Cortex	
Developmental Cognitive Neuroscience	Developmental Science
Neuropsychologia	Journal Child Psychology and Psychiatry
Journal of Cognitive Neuroscience	Journal of Experimental Child Psychology
Journal of Undergraduate Neurosci Educ.	Nature Communications
Neuropsychology	Social Science & Medicine
Proceedings of the National Academy of Sciences	
Scholarship Teaching & Learning in Psychology	

Book Publishers

American Psychological Association	Lawrence Erlbaum & Associates
Norton	Oxford University Press
Palgrave McMillan	Sinauer & Associates

Granting Agencies

Israel-United States Binational Science Foundation
Poland National Science Foundation
Wellcome Trust / Education Endowment Foundation (EEF)

PROFESSIONAL DEVELOPMENT TRAINING

Workshop on teaching first-year seminars, Presenter for session on teaching critical thinking in first-year seminars, Willamette University (2014)
Workshop in integrating numeracy and interdisciplinarity into science teaching, Participant, Willamette University (2013)
Keck Integrative Science Program, Peer Mentor for one year, Willamette University (2012-13)
Title IX advisor training, Participant, Willamette University (2012)
Workshop on best practices in hiring and evaluation in higher education, Participant, Willamette University (2011)
Workshop on integrating best-practices in science education into undergraduate teaching, Participant, Willamette University (2011)
Keck Integrative Science Program, Participant in one-year training program, Willamette University (2011-12)

- Workshop on integrating research and teaching at undergraduate institutions, Participant, Willamette University (2010)
- Workshop on teaching writing at the undergraduate level, Participant, Willamette University (2010)
- Workshop on conducting research at small colleges, Participant, Association for Psychological Science (2010)
- Workshop on forming partnerships between universities and K-12 institutions, Participant, Society for Neuroscience (2003)
- Workshop on active learning in higher education, Participant, University of Oregon (2002)

SOCIETY MEMBERSHIPS

- Association for Psychological Science
- Cognitive Neuroscience Society
- Society for Neuroscience
- Society for Teaching of Psychology (APA Division 2)
- Phi Beta Kappa

Last updated: Nov 2020