

BROOKE N. MACNAMARA

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West Lafayette, IN 47907

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ACADEMIC APPOINTMENTS

Purdue University

Associate Professor (with tenure), Psychological Sciences

2024 – present

Case Western Reserve University

Associate Adjunct Professor

2024 – 2025

Associate Professor (with tenure), Psychological Sciences

2019 – 2024

Assistant Professor, Psychological Sciences

2014 – 2019

EDUCATION

Princeton University

PhD, Psychology

2014

Princeton University

MA, Psychology

2010

Union Institute & University

MA, Interdisciplinary Studies

2007

Columbia College Chicago

BA, American Sign Language-English Interpretation

2001

EXTERNAL FUNDING

Army Research Institute

2022 – 2025

Understanding change in performance: The roles of cognitive abilities, “hot” cognition, and context

\$1,034,940.00

Role: Principal Investigator

Status: Funded

National Science Foundation	2021 – 2025
FW-HTF-R: Impact of artificial intelligence aids on clinical skill acquisition, atrophy and adaptation	\$1,999,999.00
<u>Role</u> : Co-Investigator (PI: Soumya Ray)	<u>Status</u> : Funded
National Science Foundation	2020 – 2020
FW-HTF-P: Clinical skill acquisition, retention and atrophy with artificial intelligence aids	\$150,000.00
<u>Role</u> : Co-Investigator (PI: Soumya Ray)	<u>Status</u> : Completed
National Science Foundation	2013 – 2015
Doctoral dissertation research: A novel approach to investigate psychological processes in language: Contrasting bilinguals and interpreters	\$14,139.00
<u>Role</u> : Recipient (Advisor: Andrew R. A. Conway)	<u>Status</u> : Completed

PUBLICATIONS

^u = undergraduate student; ^g = graduate student; ^p = postdoctoral advisee

[prereg] = preregistered; [open] = open data; [n/a] = no empirical data

58. **Macnamara, B. N.**, & Burgoyne, A. P. (2025). Beliefs, behaviors, and the inferences that bind them: Scrutinizing the mechanism of action. *Psychological Inquiry*, 36(1), 40–44. <https://doi.org/10.1080/1047840X.2025.2482351> [n/a]
57. Burgoyne, A. P., Frank, D. J., & **Macnamara, B. N.** (2024). Which “working memory” are we talking about? Complex span tasks versus *N*-back. *Psychonomic Bulletin & Review*, 32, 1337–1351. <https://doi.org/10.3758/s13423-024-02622-0> [open]
56. Müller, S. Morris-Binelli, K., Hambrick, D. Z., & **Macnamara, B. N.** (2024). Accelerating visual anticipation in sport through temporal occlusion training: A meta-analysis. *Sports Medicine*, 54, 2597–2606. <https://doi.org/10.1007/s40279-024-02073-6>
55. **Macnamara, B. N.**, ^gBerber, I., Çavuşoğlu, M. C., Krupinski, E., ^gNallapareddy, N., ^gNelson, N. E., Smith, P. J., Wilson-Delfosse, A. L., & Ray, S. (2024). Does using artificial intelligence assistance accelerate skill decay and hinder skill development without performers’ awareness? *Cognitive Research: Principles and Implications*, 9(46). <https://doi.org/10.1186/s41235-024-00572-8> [n/a]
54. **Macnamara, B. N.**, Prather, R. W., & Burgoyne, A. P. (2023). Beliefs about success are prone to cognitive fallacies. *Nature Reviews Psychology*, 2, 716–717. <https://doi.org/10.1038/s44159-023-00255-z> [n/a]

53. **Macnamara, B. N.**, & Burgoyne, A. P. (2023). A spotlight on bias in the growth mindset intervention literature: A reply to commentaries that contextualize the discussion (Oyserman, in press; Yan & Schuetze, in press) and illustrate the conclusion (Tipton et al., in press). *Psychological Bulletin*, *149*(3–4), 242–258.
<https://doi.org/10.1037/bul0000394> [n/a]
52. **Macnamara, B. N.**, & Burgoyne, A. P. (2023). Do growth mindset interventions impact students' academic achievement? A systematic review and meta-analysis with recommendations for best practices. *Psychological Bulletin*, *149*(3–4), 133–173.
<https://doi.org/10.1037/bul0000352> [prereg; open]
51. [§]Barnett, M. K., & **Macnamara, B. N.** (2023). Individual responses versus aggregate group-level results: Examining the strength of evidence for growth mindset interventions on academic performance. *Journal of Intelligence*, *11*(104).
<https://doi.org/10.3390/jintelligence11060104> [n/a]
50. Barth, M., Güllich, A., **Macnamara, B. N.**, & Hambrick, D. Z. (2023). Quantifying the extent to which junior performance predicts senior performance in Olympic sports: A systematic review and meta-analysis. *Sports Medicine*, *53*(6), 1201–1217.
<https://doi.org/10.1007/s40279-023-01906-0> [prereg; open]
49. Frank, D. J., King, M. J., [§]Dennard, C., & **Macnamara, B. N.** (2023). Discriminant function analysis reveals which combination of measures from the NFL Combine predict NFL performance. *Journal of Expertise*, *6*(2). <https://www.journalofexpertise.org> [open]
48. Güllich, A., Barth, M., **Macnamara, B. N.**, & Hambrick, D. Z. (2023). Participation patterns in talent development in youth sports. *Frontiers in Sports and Active Living*, *5*(1175718).
<https://doi.org/10.3389/fspor.2023.1175718> [n/a]
47. Güllich, A., Barth, M., **Macnamara, B. N.**, & Hambrick, D. Z. (2023). Quantifying the extent to which successful juniors and successful seniors are two disparate populations: A systematic review and synthesis of findings. *Sports Medicine*, *53*(6), 1201–1217.
<https://doi.org/10.1007/s40279-023-01840-1> [prereg; open]
46. Güllich, A., Barth, M., **Macnamara, B. N.**, & Hambrick, D. Z. (2023). What makes champions? Childhood multi-sport practice facilitates long-term performance development. In R. Jeans & M. Toms (Eds.) *Routledge handbook of coaching children*. Routledge. [n/a]
45. [¶]Daniels, J. S., Moreau, D., & **Macnamara, B. N.** (2022). Learning and transfer in problem solving progressions. *Journal of Intelligence*, *10*(4).
<https://doi.org/10.3390/jintelligence10040085> [prereg; open]
44. Barth, M., Güllich, A., **Macnamara, B. N.**, & Hambrick, D. Z. (2022). Predictors of junior versus senior elite performance are opposite: A systematic review and meta-analysis of

- participation patterns. *Sports Medicine*, 52, 1399–1416. <https://doi.org/10.1007/s40279-021-01625-4> [open]
43. Güllich, A., **Macnamara, B. N.**, Barth, M., & Hambrick, D. Z. (2021). Further muddying the waters? A comment on Bell et al.’s 2021 definition of “youth sport specialization.” *Journal of Athletic Training*, 56(11), 1252–1254. <https://doi.org/10.4085/1062-6050-1010-21> [n/a]
42. ^sJiang, H., Yu, W., Lin, D., **Macnamara, B. N.** (2021). Resilience of adolescents, though weakened during pandemic-related lockdown, serves as a protection against depression and sleep problems. *Psychology, Health & Medicine*, 1–12. <https://doi.org/10.1080/13548506.2021.1990367> [prereg; open]
41. Burgoyne, A. P., & **Macnamara, B. N.** (2021). Reconsidering the use of the Mindset Assessment Profile in educational contexts. *Journal of Intelligence*, 9(3), 31, 1–11. <https://doi.org/10.3390/jintelligence9030039> [prereg; open]
40. Güllich, A., **Macnamara, B. N.**, & Hambrick, D. Z. (2021). What makes a champion? Early multi-disciplinary practice, not early specialization, predicts world-class performance. *Perspectives on Psychological Science*, 17(1), 6–29. <https://doi.org/10.1177/1745691620974772> [open]
39. ^sNavarro, E., **Macnamara, B. N.**, Glucksberg, S., & Conway, A. R. A. (2020). What influences successful communication? An examination of cognitive load and individual differences. *Discourse Processes*, 57(10), 880–899. <https://doi.org/10.1080/0163853X.2020.1829936> [prereg (Experiment 3); open]
38. Hambrick, D. Z., **Macnamara, B. N.**, & Oswald, F. L. (2020). Is the deliberate practice view defensible? A review of evidence and discussion of issues. *Frontiers in Psychology*, 11, 1134, 1–21. <https://doi.org/10.3389/fpsyg.2020.01134> [n/a]
37. ^pFrank, D. J., & **Macnamara, B. N.** (2020). How do task characteristics affect learning and performance? The roles of simultaneous, interactive, and continuous tasks. *Psychological Research*, 85, 2364–2397. <https://doi.org/10.1007/s00426-020-01394-1> [prereg; open]
36. Hambrick, D. Z., & **Macnamara, B. N.** (2020). Toward a science of expertise: Obstacles, implications, and applications. In S. McCauley (Ed.), *Conceptual frameworks for giftedness and talent development* (pp. 55–92). Prufrock Press. [n/a]
35. ^sKing, M. J., & **Macnamara, B. N.** (2020). Three visual working memory representations simultaneously control attention. *Scientific Reports*, 10, 10504, 1–9. <https://doi.org/10.1038/s41598-020-67455-y> [prereg]
34. ^pFrank, D. J., Demaree, H.A., & **Macnamara, B. N.** (2020). The role of individual differences in risk learning: Who learns to place optimal wagers? *Learning and Motivation*, 71, 101633, 1–10. <https://doi.org/10.1016/j.lmot.2020.101633>

33. **Macnamara, B. N.**, & Hambrick, D. Z. (2020). Toward a cumulative science of expertise: Commentary on Moxley, Ericsson, and Tuffiash (2017). *Psychological Research*, *85*, 1108–1113. <https://doi.org/10.1007/s00426-020-01307-2> [n/a]
32. [§]Burgoyne, A. P., Hambrick, D. Z., & **Macnamara, B. N.** (2020). How firm are the foundations of mindset theory? *Psychological Science*, *31*(3), 258–267. <https://doi.org/10.1177/0956797619897588> [prereg; open]
31. **Macnamara, B. N.**, & Maitra, M. (2019). The role of deliberate practice in expert performance: Revisiting Ericsson, Krampe, & Tesch-Römer (1993). *Royal Society Open Science*, *6*, 190327, 1–19. <https://doi.org/10.1098/rsos.190327> [prereg; open]
30. McAbee, S. T. & **Macnamara, B. N.** (2019). Introduction to the special issue on open research practices and reproducibility in expertise research. *Journal of Expertise*, *2*(4), 197–198. https://www.journalofexpertise.org/articles/volume2_issue4/JoE_2_4_Intro.html [n/a]
29. Hambrick, D. Z. & **Macnamara, B. N.** (2019). More confusion about deliberate practice: Commentary on Miller et al. (2018). *High Ability Studies*, *30*(2), 291–294. <https://doi.org/10.1080/13598139.2019.1607723> [n/a]
28. [¶]Frank, D. J., & **Macnamara, B. N.** (2019). Retrieval shifts in spatial skill acquisition are collective rather than item-specific. *Memory & Cognition*, *47*, 1344–1358. <https://doi.org/10.3758/s13421-019-00937-1> [prereg; open]
27. [§]Burgoyne, A. P., Nye, C. D., **Macnamara, B. N.**, Charness, N., & Hambrick, D. Z. (2019). The impact of domain specific experience on chess skill: Re-analysis of a key study. *American Journal of Psychology*, *132*(1), 27–38. <https://www.jstor.org/stable/10.5406/amerjpsyc.132.1.0027> [n/a]
26. [§]King, M. J., [§]Katz, D. P., Thompson, L. A., & **Macnamara, B. N.** (2019). Genetic and environmental influences on spatial reasoning: A meta-analysis of twin studies. *Intelligence*, *73*, 65–77. <https://doi.org/10.1016/j.intell.2019.01.001> [prereg; open]
25. Moreau, D., **Macnamara, B. N.**, & Hambrick, D. Z. (2019). Overstating the role of environmental factors in success: A cautionary note. *Current Directions in Psychological Science*, *28*(1), 28–33. <https://doi.org/10.1177/0963721418797300> [n/a]
24. **Macnamara, B. N.**, & [¶]Frank, D. J. (2018). How do task characteristics affect learning and performance? The roles of variably mapped and dynamic tasks. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *44*(5), 764–778. <https://doi.org/10.1037/xlm0000487>
23. [¶]Sisk, V. F., [§]Burgoyne, A. P., [¶]Sun, J., Butler, J. L., & **Macnamara, B. N.** (2018). To what extent and under which circumstances are growth mindsets important to academic

achievement? Two meta-analyses. *Psychological Science*, 29(4), 549–571.
<https://doi.org/10.1177/0956797617739704> [open]

22. Hambrick, D. Z., §Burgoyne, A. P., **Macnamara, B. N.**, & Ullén, F. (2018). Toward a multifactorial model of expertise: Beyond born versus made. *Annals of the New York Academy of Sciences*, 1423(1), 284–295. <https://doi.org/10.1111/nyas.13586> [n/a]
21. ¶Frank, D. J., & **Macnamara, B. N.** (2017). Does the acquisition of spatial skill involve a shift from algorithm to memory retrieval? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 43(12), 1845–1856.
<https://doi.org/10.1037/xlm0000429>
20. **Macnamara, B.N.**, Hambrick, D. Z., ¶Frank, D. J., §King, M. J., §Burgoyne, A. P., & Meinz, E. J. (2017). The deliberate practice view: An evaluation of definitions, claims, and empirical evidence. In D. Z. Hambrick, G. Campitelli, & B. N. Macnamara (Eds.), *The science of expertise: Behavioral, neural, and genetic approaches to complex skill* (pp. 151–168). Routledge. [n/a]
19. Hambrick, D. Z., Campitelli, G., & **Macnamara, B. N.** (2017). Introduction: A brief history on the science of expertise and overview of the book. In D. Z. Hambrick, G. Campitelli, & B. N. Macnamara (Eds.), *The science of expertise: Behavioral, neural, and genetic approaches to complex skill* (pp. 1–10). Routledge. [n/a]
18. **Macnamara, B. N.**, & ¶Rupani, N. S. (2017). The relationship between intelligence and mindset. *Intelligence*, 64, 52–59. <https://doi.org/10.1016/j.intell.2017.07.003> [open]
17. Hambrick, D. Z., §Burgoyne, A., Campitelli, G., & **Macnamara, B. N.** (2017). Working memory, thinking, and expertise. In L. J. Ball & V. A. Thompson (Eds.), *International handbook of thinking and reasoning* (pp. 268–288). Routledge. [n/a]
16. §Sala, G., §Burgoyne, A., Campitelli, G., **Macnamara, B. N.**, Hambrick, D. Z., & Gobet, F. (2017). Checking the “academic selection” argument. Chess players outperform non-chess players in cognitive skills related to intelligence: A meta-analysis. *Intelligence*, 60, 130–139. <https://doi.org/10.1016/j.intell.2017.01.013> [open]
15. Gonthier, C., **Macnamara, B. N.**, §Chow, M., Conway, A. R. A., & Braver, T. S. (2016). Inducing proactive control shifts in the AX-CPT. *Frontiers in Psychology*, 7, 1822, 1–14. <https://doi.org/10.3389/fpsyg.2016.01822> [open]
14. Hambrick, D. Z., **Macnamara, B. N.**, Campitelli, G., Ullén, F., & Mosing, M. (2016). A new look at expertise: Beyond the experts are born vs. made debate. In B. Ross (Ed.), *Psychology of learning and motivation, Volume 64* (pp. 1–55). Elsevier. [n/a]
13. Hambrick, D. Z. & **Macnamara, B. N.** (2016). Expertise. In S. K. Whitbourne (Ed.), *The encyclopedia of adulthood and aging* (pp. 1–6). John Wiley and Sons. [n/a]

12. §Burgoyne, A. P., §Sala, G., Gobet, F., **Macnamara, B. N.**, Campitelli, G., & Hambrick, D. Z. (2016). The relationship between cognitive ability and chess skill: A comprehensive meta-analysis. *Intelligence*, *59*, 72–83. <https://doi.org/10.1016/j.intell.2016.08.002> [open]
11. **Macnamara, B. N.**, & Conway, A. R. A. (2016). Working memory capacity as a predictor of simultaneous language interpreting performance. *Journal of Applied Research in Memory and Cognition*, *5*(4), 434–444. <https://doi.org/10.1016/j.jarmac.2015.12.001>
10. **Macnamara, B. N.**, Hambrick, D. Z., & Moreau, D. (2016). How important is deliberate practice? Reply to Ericsson (2016). *Perspectives on Psychological Science*, *11*(3), 355–358. <https://doi.org/10.1177/1745691616635614> [n/a]
9. **Macnamara, B. N.**, Moreau, D., Hambrick, D. Z. (2016). The relationship between deliberate practice and performance in sports: A meta-analysis. *Perspectives on Psychological Science*, *11*(3), 333–350. <https://doi.org/10.1177/1745691616635591> [open]
8. §Chow, M. A., **Macnamara, B. N.**, & Conway, A. R. A. (2016). Phonological similarity in working memory span tasks. *Memory & Cognition*, *44*, 937–949. <https://doi.org/10.3758/s13421-016-0609-8> [open]
7. §**Macnamara, B. N.**, Hambrick, D. Z., & Oswald, F. L. (2014). Deliberate practice and performance in music, games, sports, professions, and education: A meta-analysis. *Psychological Science*, *25*(8), 1608–1618. <https://doi.org/10.1177/0956797614535810> [open]
6. §**Macnamara, B. N.** & Conway, A. R. A. (2014). Novel evidence in support of the bilingual advantage: Influence of task demands and experience on cognitive control and working memory. *Psychonomic Bulletin & Review*, *21*, 520–525. <https://doi.org/10.3758/s13423-013-0524-y>
5. Conway, A. R. A., §**Macnamara, B. N.**, & Engel de Abreu, P. M. J. (2013). Working memory and intelligence: An overview. In T. P. Alloway & R. G. Alloway (Eds.) *Working memory: The connected intelligence* (pp. 13–36). Psychology Press. [n/a]
4. §**Macnamara, B. N.**, §Moore, A. B., & Conway, A. R. A. (2011). Phonological similarity effects in simple and complex span tasks. *Memory & Cognition*, *39*, 1174–1186. <https://doi.org/10.3758/s13421-011-0100-5>
3. Conway, A. R. A., §Getz, S. J., §**Macnamara, B. N.**, & Engel de Abreu, P. M. J. (2011). Working memory and intelligence. In R. J. Sternberg & S. B. Kaufman (Eds.), *The Cambridge handbook of intelligence* (pp. 394–418). Cambridge University Press. [n/a]

2. §Macnamara, B. N., §Moore, A. B., Kegl, J. A., & Conway, A. R. A. (2011). Domain-general cognitive abilities and simultaneous interpreting skill. *Interpreting, 13*, 121–142. <https://doi.org/10.1075/intp.13.1.08mac>
1. §Macnamara, B. N. (2009). Interpreter cognitive aptitudes. *Journal of Interpretation, 2008-2009*, 9-32. Reprint in *Journal of Interpretation* (2012), v. 19. <http://digitalcommons.unf.edu/joi/vol19/iss1/1>

INVITED SPOKEN PRESENTATIONS

- Macnamara, B. N. (2024, October). *Theories of achievement and cognitive fallacies*. [Invited presentation]. Psychology Department Colloquium, Youngstown State University, Youngstown, OH.
- Macnamara, B. N. (2024, September). *Factors associated with Olympic greatness*. [Invited presentation]. CSR 309 Leadership Strategies, Purdue University, West Lafayette, IN.
- Macnamara, B. N. (2024, September). *How sports champions develop may not be how you think*. [Invited presentation]. Department of Kinesiology, Purdue University, West Lafayette, IN.
- Macnamara, B. N. (2024, September). *Theories of achievement and cognitive fallacies*. [Invited presentation]. Attention and Perception Brown Bag, University of Illinois, Champaign–Urbana, IL.
- Macnamara, B. N. (2024, August). *Popular theories of achievement: The claims are stronger than the evidence*. [Invited presentation]. Clinical Psychology Area Colloquium, Purdue University, West Lafayette, IN.
- Macnamara, B. N. (2024, July). *Popular theories of skill acquisition, expertise, and achievement: Their empirical status*. [Welcoming lecture]. International Society of Intelligence Research Conference, Zurich, Switzerland.
- Macnamara, B. N. (2024, June). [Keynote address]. 28th International Symposium on Translation and Interpreting Teaching, Taipei City, Taiwan. *Note*. I needed to decline this invitation for logistical reasons.
- Macnamara, B. N. (2024, April). *How sports champions develop may not be how you think*. [Invited presentation]. German Research Centre of Elite Sport Congress. Cologne, Germany [virtual presentation].
- Macnamara, B. N. (2024, February). *Theories and predictors of skill acquisition, expertise, and achievement*. [Invited presentation]. Department of Psychological Sciences, Purdue University, West Lafayette, IN.

- Macnamara, B. N. (2024, February). *Theories and predictors of skill acquisition, expertise, and achievement*. [Invited presentation]. Department of Psychology, University of Central Florida, Orlando, FL.
- Macnamara, B. N. (2023, December). *Growth mindset interventions: A meta-analysis and best practices recommendations*. [Invited presentation and meta-analysis workshop]. Advanced Analytical Methods for Generalizable Research course, School of Management, Case Western Reserve University, Cleveland, OH.
- Macnamara, B. N. (2023, November). *Theories and predictors of personal achievement*. [Invited presentation]. Department of Psychology, University of Waterloo, Waterloo, ON, Canada.
- Macnamara, B. N. (2023, July). *How sports champions develop may not be how you think*. [Invited presentation]. European College of Sports Science Congress, Paris, France.
- Macnamara, B. N. (2021, April). *Interpreting as complex human performance: The role of cognitive abilities, experience, and task demands*. [Keynote address]. 2nd International Conference on Interpreting, Hong Kong [virtual presentation].
- Macnamara, B. N. (2020, December). *The '10,000-hour rule' and other misconceptions about the role practice plays in expertise*. [Invited presentation]. Southern Society for Philosophy and Psychology Annual Conference, virtual.
- Macnamara, B. N. (2019, October). *How well does deliberate practice explain performance variance?* [Invited presentation]. Psychology Department Colloquium, St. John's University, New York, NY.
- Macnamara, B. N. (2019, February). *Examining predictors and theories of skilled performance variance*. [Invited presentation]. Psychology Department Viking Series, Cleveland State University, Cleveland, OH.
- Macnamara, B. N. (2018, September). *Examining popular theories for why some people are more successful than others: Similarities in trends from cognitive and social psychology*. [Invited presentation]. Psychology Department Colloquium, Claremont Graduate University, Claremont, CA.
- Macnamara, B. N. (2018, September). *How important are growth mindsets to achievement?* [Invited presentation]. Psychology Department, University of British Columbia, Vancouver, BC, Canada.
- Macnamara, B. N. & Hambrick, D. Z. (2016, May). *Skill acquisition and expertise*. [Invited symposium]. Midwestern Psychological Association Annual Conference, Chicago, IL.

Macnamara, B. N. & Frank, D. J. (2016, May). *The role of task demands in predicting performance*. [Presentation in invited symposium]. Midwestern Psychological Association Annual Conference, Chicago, IL.

Macnamara, B. N. (2014, October). *Predictors of performance across domains and within bilingualism*. [Invited presentation]. Psychology Department, University of Illinois-Chicago, Chicago, IL.

[§]Macnamara, B. N. (2014, January). *Skill acquisition and expertise across domains and within bilingualism*. [Invited presentation]. Department of Psychological Sciences, Case Western Reserve University, Cleveland, OH.

[§]Macnamara, B. N. (2013, October). *Skill acquisition and expertise across domains and within bilingualism*. [Invited presentation]. Psychology Department, University of Chicago, Chicago, IL.

HONORS, AWARDS, AND NOMINATIONS

Fellow Association for Psychological Science	2025
Recipient, Early Career Award Psychonomic Society	2024
Nominee, John S. Diekhoff Award for Distinguished Graduate Student Mentoring Case Western Reserve University	2022
Recipient, J. Bruce Jackson, M.D., Award for Excellence in Undergraduate Mentoring Case Western Reserve University	2019
Recipient, John S. Diekhoff Award for Distinguished Graduate Student Teaching Case Western Reserve University	2018
Fellow Psychonomic Society	2017
Rising Star Association for Psychological Science	2017
Runner-up, Travel and Networking Award Women in Cognitive Science	2016

Recipient, Travel Fellowship to the 36th Carnegie Symposium on Cognition 2009
Carnegie Mellon University

MEMBERSHIPS

SPARK Society	since 2020
Association for Psychological Science	since 2014
Women in Cognitive Science	since 2008
Psychonomic Society	since 2008
Society for Personality and Social Psychology	2016 – 2018, 2023 – 2024
Society for the Improvement of Psychological Science	2018 – 2022
Midwestern Psychological Association	2014 – 2019

EDITORIAL AND REVIEWER POSITIONS

Journal Editorial Positions

Consulting Editor, <i>Journal of Expertise</i>	2022 – present
Consulting Editor, <i>Interpreting</i>	2020 – present
Consulting Editor, <i>Journal of Experimental Psychology: General</i>	2016 – 2018, 2019 – present
Consulting Editor, <i>Journal of Intelligence</i>	2022 – 2024
Consulting Editor, <i>Psychonomic Bulletin & Review</i>	2020 – 2022
Associate Editor, <i>Journal of Expertise</i>	2018 – 2022
Consulting Editor, <i>Journal of Experimental Psychology: LMC</i>	2016 – 2022
Special Issue Co-Editor, <i>Journal of Expertise</i> (special issue on open science and reproducibility)	2019
Guest Academic Editor, <i>PLOS One</i>	2018

Journal Ad Hoc Reviewer (selective list)

<i>Nature</i>	<i>Psychological Inquiry</i>
<i>PLOS One</i>	<i>Nature Reviews Psychology</i>
<i>Sports Medicine</i>	<i>Behavior Research Methods</i>

Psychological Science
Psychological Bulletin
Nature Human Behavior

Psychonomic Bulletin & Review
Perspectives on Psychological Science
Proceedings of the National Academy of Sciences

Book Editorial Position

Book Co-Editor*, *The science of expertise: Behavioral, neural, and genetic approaches to complex skill*. Routledge. 2016 – 2018

*Royalties refused/directly donated to Berkeley Initiative for Transparency in the Social Sciences

Funding Reviewer

Panelist (×3), National Science Foundation	2019 – 2020
Ad Hoc Funding Reviewer, Narodowe Centrum Nauki (National Science Centre [Poland])	2017
Ad Hoc Funding Reviewer, National Science Foundation (Perception, Action, and Cognition Program)	2015
Ad Hoc Funding Reviewer, National Science Foundation (Linguistics Program)	2015
Ad Hoc Funding Reviewer, Université de Toulouse: Initiative d'Excellence (Toulouse University: Excellence Initiative, France)	2015
Ad Hoc Funding Reviewer, National Center of Science and Technology Evaluation (Kazakhstan)	2014

TEACHING EXPERIENCE

* = graduate course

Purdue University

<u>Course</u>	<u>Terms Taught</u>
* Skill Acquisition, Expertise, and Achievement	Spring: 2025

Case Western Reserve University

<u>Course</u>	<u>Terms Taught</u>
* Science Writing	Spring: 2021, Fall: 2023
* Statistics and Research Design	Springs: 2015 – 2023

* Everything You Need to Know But Are Never Taught in Grad School	Fall: 2019, 2022
Senior Capstone Course (Current Problems)	Spring: 2022
* Idea Generation & Post-PhD Career Options	Fall: 2021
* Learning Theory	Spring: 2016, 2020
Research Methods	Falls: 2014 – 2018 Springs: 2015, 2017 – 2019

Princeton University
(preceptor or lab instructor)

<u>Course</u>	<u>Terms Taught</u>
Statistics	Fall: 2012, Spring: 2013
Health Psychology	Spring: 2012
Introduction to Psychology	Fall: 2010
Memory and Cognition	Spring: 2010
Abnormal Psychology	Fall: 2009

ADVISING AND SUPERVISING

PhD Students

Primary advisee: Purdue University

Mariel Barnett	2024 – present
<i>Current position:</i> 3 rd -year PhD student Purdue University	

Primary advisees: Case Western Reserve University

Mariel Barnett	2022 – 2024
<i>Current position:</i> 3 rd -year PhD student Purdue University	
Huangqi Jiang, PhD	2017 – 2022
<i>Current position:</i> Data Engineer Bloomberg	

Michael J. King, PhD		2015 – 2020
<i>Current position:</i>	Human Factors Engineer Quantum Improvements Consulting	
<u>Secondary advisees: Case Western Reserve University</u>		
Kyle LaFollette		2020 – 2025
<i>Current position:</i>	Principal Researcher The University of Chicago	
Doroteja Rubez		2020 – 2025
<i>Current position:</i>	5 th -year PhD student Case Western Reserve University	
Charlotte Lubowe		2023 – 2025
<i>Current position:</i>	3 rd -year PhD student Case Western Reserve University	
Amanda Merner, PhD		2017 – 2022
<i>Current position:</i>	Instructor Harvard Medical School	
Anne Kotynski-Gooding, PhD		2015 – 2020
<i>Recent position:</i>	Chief of Workforce Planning and Analytics National Institutes of Health	
<u>Master's thesis committee member: Case Western Reserve University</u>		
(Psychology: 15; Computer Science: 2; Biomedical Engineering: 3; Electrical Engineering: 1)		2014 – 2024
<u>Master's thesis committee member: Purdue University</u>		
(Psychology: 1)		2024
<u>Dissertation committee member: Case Western Reserve University</u>		
(Psychology: 12; Nursing: 1; Biomedical Engineering: 2; Accounting: 1)		2014 – 2025
<u>Dissertation committee member: Purdue University</u>		
(Psychology: 1)		2024 – present
<u>Graduate independent study advisor: Case Western Reserve University</u>		
(Psychology: 4)		2015 – 2024

Postdoctoral Scholar

Primary advisee: Case Western Reserve University

David J. Frank, PhD 2015 – 2017
Current position: Assistant Professor
Youngstown State University

Post-bac Research Assistants

Supervisor: Purdue University

(Total: 1, Current: 1) 2024 – present

Supervisor: Case Western Reserve University

(Total: 5) 2014 – 2024

Undergraduate Students

Research assistant advisor: Purdue University

4 2025

Research assistant advisor: Case Western Reserve University

(2–9 per semester) 2015 – 2025

Notable undergraduate research advisees:

Essence Leslie 2019 – 2022

Current position: Post-bac Research Assistant
Vanderbilt University

Bao Ho 2019 – 2021

Current position: PhD Student, I-O Psychology
Bowling Green State University

Jonathan S. Daniels 2017 – 2019

Current position: PhD Student, Cognitive Psychology
Princeton University

Victoria F. Sisk 2015 – 2017

Recent position: PhD Student, Sociology
University of Arizona

Honors capstone advisor: Case Western Reserve University

(Psychology total: 12) 2015 – 2024

Independent study advisor: Case Western Reserve University

(Psychology total: 17)	2015 – 2024
<u>Psychology major academic advisor</u> (~30 students per semester)	2014 – 2024

SERVICE

Professional

Member, Editorial Search Committee for <i>Cognitive Research: Principles & Implications</i> Psychonomic Society	2025
Member, Communications Committee Psychonomic Society	2024 – present
Mentor, Speed Mentoring Session, New York Women in Cognitive Science	2024

Institutional

Member, Institutional Review Board Office of Research, Case Western Reserve University	2022 – 2024
Director, Developmental, Cognitive, and Affective Sciences PhD Program Department of Psychological Sciences, Case Western Reserve University	2019 – 2024
Member, Student Awards Committee Department of Psychological Sciences, Case Western Reserve University	2017 – 2024
Chair, Faculty Search Committee Department of Psychological Sciences, Case Western Reserve University	2023
Member, Faculty Development Council Office of Faculty Development, Case Western Reserve University	2022 – 2023
Faculty Advisor, Psychology Club Undergraduate Admission, Case Western Reserve University	2019 – 2022
Chair, Speaker Series Committee Department of Psychological Sciences, Case Western Reserve University	2015 – 2020

Funding Reviewer, Think Big Initiative Office of the Provost, Case Western Reserve University	2020
Faculty Advisor, Think Big Initiative for Equity and Safety Office of the Provost, Case Western Reserve University	2020
Member, W.P. Jones Junior Faculty Fellowship Selection Committee College of Arts & Sciences, Case Western Reserve University	2019 – 2020
Founder and Director, Graduate Writing Days Program Graduate College, Princeton University	2011 – 2014

PUBLIC ENGAGEMENT

Press Releases

Association for Psychological Science	Royal Society
Princeton University	Case Western Reserve University

Select On-Air Interviews

National Public Radio (NPR)	British Broadcasting Corporation (BBC) × 4
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Select Media Outlets

(where research was reported, discussed, or featured)

The New York Times	The Washington Post	The Boston Globe
Huffington Post	ESPN	Psychology Today
Houston Chronicle	San Francisco Chronicle	New York Magazine
Business Insider	Sydney Morning Herald	Bloomberg Business Week
Parsing Science	Scientific American	Smithsonian Magazine
The Conversation	The Wall Street Journal	The Range Report/Range Widely