

ARIANA ORVELL

Curriculum vitae

Department of Psychology, Bryn Mawr College
306 Bettws-y-Coed Bryn Mawr College 101 North Merion Ave Bryn Mawr, PA 19010
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ACADEMIC APPOINTMENTS

2020–Present Assistant Professor of Psychology, Bryn Mawr College

EDUCATION & TRAINING

2019–2020 Post-Doctoral Research Fellow, University of Michigan

Ph.D. Psychology, University of Michigan, Ann Arbor, MI, 2019
Advisors: Ethan Kross & Susan Gelman

M.A. Teaching, *with Distinction*, Relay Graduate School of Education, New York, NY, 2013

B.A. Urban Studies, concentration in Psychology, *magna cum laude*, Columbia University, Columbia College, New York, NY, 2011

GRANTS

2024 Tri-College Seed Grant, “Tri-Co Consortium for Developmental Research and Community Engagement” (\$3,000)

2022 Faculty Awards & Grants, Bryn Mawr College (\$1,500)

2021 Society for Personality and Social Psychology (SPSP) Small Research Grant (\$1,500)

2019–2022 **Co-I** (with Co-I Ethan Kross; PI, Susan Gelman), John Templeton Foundation, “From ‘me’ to ‘we’: Children’s attention to kindness caring, and consideration for others through perspective shifts in language” (Total Amount: \$232,778)

2019–2022 **Consultant**, John Templeton Foundation (PI: Ethan Kross), “The Toolbox Project: A randomized controlled trial” (Total Amount: \$1,500,000)

2019 Rackham Graduate Student Research Grant, Rackham Graduate School, University of Michigan (\$2,700)

- 2016 Rackham Graduate Student Research Grant, Rackham Graduate School, University of Michigan (\$1,500)
- 2016 Research Grant for Scholarship and Creative Activities Focusing on Women and Gender, Rackham Graduate School, University of Michigan (\$1,000)

HONORS, AWARDS & FELLOWSHIPS

- 2019 Inaugural John A. Swets Memorial Award for Excellence in Collaborative Research in Psychological Science (2019).
Awarded biennially to honor research teams at the University of Michigan who are engaged in ongoing and potentially transformative collaborative research across disciplinary boundaries.
- 2019 Rackham One-term Dissertation Fellowship, Rackham Graduate School, University of Michigan
Awarded to doctoral candidates University-wide to provide full funding during their last term of study.
- 2018 Leonard Small Award, Rackham Graduate School, University of Michigan (\$5,000) (with Cristina Salvador)
Awarded annually to doctoral candidates University-wide to support international research.
- 2018 Pillsbury Award, Department of Psychology, University of Michigan (\$1,500)
Awarded annually to advanced graduate students to support research.
- 2017 Brickman Award, Department of Psychology, University of Michigan (\$1,500)
Awarded annually for the best paper submitted by a student in Social Psychology.
- 2017 Annual Convention Graduate Student Travel Award, Society of Personality and Social Psychology (\$500)
Awarded annually to support travel to SPSP convention based on "excellence of the submitted conference abstract and on the strength of the applicant's scholarly achievements."
- 2016 Institute for Social Research, Rackham Summer Training Award, Rackham Graduate School, University of Michigan
Awarded to applicants to support training in a statistical course at the Inter-University Consortium for Political and Social Research Summer Institute.

- 2015 Ruth C. Hamill Award, Psychology Department, University of Michigan (\$1,000)
Awarded annually students in the Social Psychology area to support research.
- 2014–2019 Rackham Graduate School Conference Travel Grant, Rackham Graduate School, University of Michigan (\$3,200)
Awarded annually to students University-wide to support travel associated with conference presentations.
- 2014–2019 Rackham Merit Fellowship, University of Michigan
Awarded to graduate students University-wide who demonstrate “a sustained commitment” to issues surrounding diversity and to students who “reflect a broad array of life experiences and perspectives.”
- 2014 Rackham Summer Institute Fellow, University of Michigan (\$6,000)

PUBLICATIONS

* =Equal Contribution; # = Undergraduate or post-bac Mentee

IN PREPARATION (DRAFT AVAILABLE UPON REQUEST)

Orvell, A., Schertz, K.E., Baldwin, C., Desrosiers, K., Duckworth, A., Jonides, J., Katz, B., Willingham, D., & Kross, E. (in preparation). Teaching self-control promotes positive shifts in high school students’ self-control knowledge, self-control behavior, and academic achievement.

UNDER REVIEW

*Schertz, K.E., ***Orvell, A.**, Chandhok, S., Vickers, B., Moser, J., Ayduk, Ö., & Kross, E. (under review, *Scientific Reports*). When (and how) do people talk to themselves in daily life?

Reid, G., Yigit, S., **Orvell, A.**, Foster-Hanson, E., & Lei, R.F. (under review, *Social and Personality Psychology Compass*). A Developmental Perspective on the Racial Socialization of White Children: Linguistic and Social-Cognitive Considerations.

Dhaliwal, T., **Orvell, A.**, Kross, E., & Gelman, S.A. (under review, *Cognition*). When does “you” mean “everyone”? Cross-linguistic evidence for the importance of interpersonal perspectives in how people think about norms and life lessons.

Lopez, R., Kulkarni, P., Goodson, P., **Orvell, A.**, Reis, D., Friese, M., & Denny, B. (revise + resubmit, *Translational Issues in Psychological Science*). Emotion regulation strategy use in response to daily stressors among college students: An experience sampling study.

Orvell, A. & #Luo, J. (second reject + resubmit under revision, *Journal of Personality and Social Psychology*) Expanding our view of emotion regulation choice: when and why people “outsource” reappraisal.

PUBLISHED

***Orvell, A., *Simmons, E., Umscheid, V., Elli, G., & Gelman, S.A.** (2025). From “me” to “we”: How perspective shifts in language can shape children’s judgments about kindness, caring, and inclusivity. *Journal of Experimental Psychology: General*. Advance online publication. <https://doi.org/10.1037/xge0001777>

***Baldwin, C., *Schertz, K., *Orvell, A., Costello, C., Takahashi, S., Moser, J., Ayduk, Ö., & Kross, E.** (2025). Managing emotions in everyday life: Why a toolbox of strategies matters. *Emotion*. Advance online publication. <https://doi.org/10.1037/emo0001492>

Niu, M., Gelman, S.A., Jurgens, D., Kross, E., Provost, E.M., & **Orvell, A.** (2025). The persuasive role of generic-you in online interactions. *Scientific Reports*. 15(1), 1347. <https://doi.org/10.1038/s41598-024-83440-1>

Orvell, A. (2024) Applying social psychology to the self and beyond. In C.A Sanderson & R. Totton (Eds.), *Teaching Social Psychology*. Elgar.

#Lebrón-Cruz, A. & **Orvell, A.** (2023). I am what I am: The role of essentialist beliefs and neurodivergent identification on individuals’ self-efficacy. *Journal of Experimental Psychology: General*. 152(11), 2995–3001. <https://doi.org/10.1037/xge0001457>

Winner of the Undergraduate Student Poster Award from the Society for Personality and Social Psychology

Orvell, A., Elli, G., Umscheid, V., Simmons, E., Kross, E., & Gelman, S. A. (2022). Learning the rules of the game: The role of generic “you” and “we” in shaping children's interpretations of norms. *Child Development*, 00, 1–13. <https://doi.org/10.1111/cdev.13846>

Orvell, A., Gelman, S. A., & Kross, E. (2022). What “you” and “we” say about me: How small shifts in language reveal and empower fundamental shifts in perspective. *Social and Personality Psychology Compass*, 16(5), e12665. <https://doi.org/10.1111/spc3.12665>

***Salvador, C.E., *Orvell, A., Kross, E., & Gelman, S.A.** (2022). How Spanish speakers express norms using generic person markers. *Scientific Reports* 12(5016). <https://doi.org/10.1038/s41598-022-08675-2>

***Orvell, A., *Bruehlman-Senecal, E., Vickers, B., Kross, E., & Ayduk, Ö.** (2022). From laboratory to daily life: Self-distancing training buffers against daily rumination and depression over time. *Psychology of Consciousness: Theory, Research, and Practice*, 9(1), 68-68. <http://dx.doi.org/10.1037/cns0000323>

- Orvell, A., Kross, E., & Gelman, A.** (2020) “You” speaks to me: Effects of generic-you in creating resonance between people and ideas. *Proceedings of the National Academy of Sciences*. 117(49), 31038-31045. <https://doi.org/10.1073/pnas.2010939117>
- Fujita, K., **Orvell, A.**, & Kross, E. (2020). Smarter, not harder: A toolbox approach to enhancing self-control. *Policy Insights from the Behavioral and Brain Sciences*. 7(2),149-156. <https://doi.org/10.1177/2372732220941242>
- Orvell, A.**, Vickers, B. D., Drake, B., Verduyn, P., Ayduk, Ö., Moser, J., Jonides, J., & Kross, E. (2021). Does distanced self-talk facilitate emotion regulation across a range of emotionally intense experiences? *Clinical Psychological Science*, 9(1), 68–78. <https://doi.org/10.1177/2167702620951539>
- Featured in Vice**
- Orvell, A.**, Ayduk, Ö., Moser, J., Gelman, S.A., & Kross, E. (2019). Linguistic shifts: A relatively effortless route to emotion regulation? *Current Directions in Psychological Science*, 28(6), 567-573. <https://doi.org/10.1177/09637214198614>
- Orvell, A.**, Kross, E., & Gelman, S.A. (2019). “You” and “I” in a foreign land: The persuasive force of generic-you. *Journal of Experimental Social Psychology*, 85, 103869. <https://doi.org/10.1016/j.jesp.2019.103869>
- Orvell, A.**, & Kross, E. (2019). How self-talk promotes self-regulation: Implications for coping with emotional pain. In S. Rudert, R. Greifender, & K. Williams (Eds.) *Current Directions in Ostracism, Social Exclusion and Rejection Research*.
- Lee, D., **Orvell, A.**, Briskin, J., Shrapnell, T., Gelman, S., Ayduk, Ö., Ybarra, O., & Kross, E. (2019). When chatting about negative experiences helps—and when it hurts: Distinguishing adaptive vs. maladaptive social support in computer-mediated communication. *Emotion*. 20(3), 368–375. <https://doi.org/10.1037/emo0000555>
- Orvell, A.**, Kross, E., & Gelman, S. A. (2019). Lessons learned: Young children’s use of generic-you to make meaning from negative experiences. *Journal of Experimental Psychology: General*, 148(1), 184 -191. <https://doi.org/10.1037/xge0000445>
- Orvell, A.**, Kross, E., & Gelman, S.A. (2018). That’s how you do it: Generic “you” expresses norms in early childhood. *Journal of Experimental Child Psychology*, 165, 183-195. <https://doi.org/10.1016/j.jecp.2017.04.015>
- Orvell, A.**, Kross, E., & Gelman, S.A. (2017). How “you” makes meaning. *Science*, 355(6331), 1299-1302. <https://doi.org/10.1126/science.aaj2014>

Featured in Science Podcast, BBC Radio’s All in the Mind, The Smithsonian, The Washington Post, The Cut, Psychology Today, Thrive Global

Kross, E., *Vickers, B, *Orvell, A., *Gainsburg, I., Moran, T.P., Boyer, M., Jonides, J., Moser, J., & Ayduk, Ö. (2017) Third-person self-talk reduces Ebola worry and risk perception by enhancing rational thinking. *Applied Psychology: Health and Well-being*, 9(3), 387-409. <https://doi.org/10.1111/aphw.12103>

Verduyn, P., Lee, D. S., Park, J., Shaback, H., Orvell, A., Bayer, J., Ybarra, O., Jonides, J., & Kross, E. (2015). Passive Facebook usage undermines affective well-being: Experimental and longitudinal evidence. *Journal of Experimental Psychology: General*, 144(2), 480-488. <https://doi.org/10.1037/xge0000057>

Featured in the New York Times and Good Morning America

WRITING FOR GENERAL AUDIENCES

Orvell, A & Lebrón-Cruz, A. (2023, December 14). Stereotypes are obviously bad, but believing you share an essence with others could help people who feel marginalized. Invited submission for Psyche + Aeon Magazine.

Orvell, A. & Gelman, S.A. (2022, November) From “Me” to “We”: How Language Communicates Social Norms to Children. Blog post for Child & Family Blog

Orvell, A. (2021, September 15). Lost perspective? Try this linguistic trick to reset your view. Invited submission for Psyche + Aeon Magazine.

Orvell, A. (2020, February 24). The persuasive power of you. Invited submission for “Character and Context” blog for the Society for Personality and Social Psychology.

ACADEMIC TALKS

CHAired CONFERENCE SYMPOSIA & PRESENTATIONS

Orvell, A. & Luo, J.[#] (2025). *Expanding our view of emotion regulation choice: When and why People “outsource” reappraisal*. Paper presented in **Chaired Symposium, A little help from friends: drivers and consequences of interpersonal emotion-regulation** at Society for Personality and Social Psychology Annual Convention, Denver, CO.

Orvell, A. (2023). *‘Outsourcing’ reappraisal: emotion regulation choice under high and low intensity conditions*. Paper presented in **Chaired Symposium, Harnessing social support as a route to emotion regulation** at the Association for Psychological Science Annual Convention, Washington, D.C.

- Orvell, A.** (2021). *“You” speaks to me*. Paper presented in **Co-Chaired Symposium** *How language connects and convinces* at the Society for Personality and Social Psychology Annual Convention, Online (Due to COVID-19).
- Orvell, A.**, Kross, E., Gelman, S.A., Ayduk, Ö., & Moser, J. (2019) *Hidden in plain sight: How subtle shifts in language promote self-control*. Paper presented in **Chaired Symposium** *Thinking outside the self-control toolbox: how language, context and tacit knowledge promote the regulation of thoughts, feelings and behavior* at the Annual Meeting of the Society for Experimental Social Psychology, Toronto, CA.
- Orvell, A.**, Vickers, B., Drake, B., Ayduk, Ö., Moser, J., Verduyn, P., & Kross, E. (2019) *An emotion regulation tool for those who need it most: Leveraging language through distanced self-talk*. Paper presented in **Chaired Symposium** *Beyond the effortful control of emotion: exploring relatively effortless and implicit routes to emotion regulation* at the Association for Psychological Science Annual Convention, Washington, D.C.
- Orvell, A.**, Kross, E., & Gelman, S.A. (2018). *How “you” makes meaning*. Paper presented in **Chaired Symposium** *Inside-out to outside-in: expanding the scope of self-regulation research* at the Society for Personality and Social Psychology Annual Convention, Atlanta, Georgia.

CONFERENCE SYMPOSIA PRESENTATIONS

- Orvell, A.** & Luo, J.[#] (2024). *Expanding our view of emotion regulation choice: when and why people “outsource” reappraisal*. Paper presented at the annual conference for Social and Experimental Psychology (SESP), Santa Fe, New Mexico.
- [#]Luo, J. & **Orvell, A.** (2024). *Expanding our view of emotion regulation choice: when and why people “outsource” reappraisal*. Flash Talk at the Society for Affective Science, New Orleans, LA.

Highly-ranked abstract

- Kross, E. & **Orvell, A.** (2023). *The toolbox project: A case study on translating psychological science into educational practice*. Presented by Kross at the International Convention of Psychological Science (ICPS) pre-conference Teaching Institute, Brussels, Belgium.
- Orvell, A.** (2023). *The power of advice: when considering “you” benefits “me”*. Paper presented as a Data Blitz presentation (30 talks selected out of 1700 submissions) at the Society for Personality and Social Psychology Annual Convention, Atlanta, GA.

Orvell A. (2023). *Bridging ideas within and across psychology*. Talk presented in Symposium, *Navigating research and publishing across (sub)disciplines* at the Society for Personality and Social Psychology Annual Convention, Atlanta, GA.

Orvell, A. Kross, E., Gelman, S.A., Ayduk, Ö., Moser, J. (2022). *How subtle shifts in language promote regulation and resonance*. Paper presented in Symposium, *Taking a closer look at how and when psychological distance influences emotional experiences* at the Annual Meeting of the Society for Experimental Social Psychology, Philadelphia, PA.

Muñoz, M., **Orvell, A.**, & Salvador, C. (2022). One country, one people? Cultural variation in the perceived strength of norms among ethnic groups in the United States. Paper presented by **Salvador** in Symposium, *The ties that bind us: how ecology and culture shape social norms* at the Annual Meeting of the Society for Experimental Social Psychology, Philadelphia, PA.

Orvell, A., Kross, E., & Gelman, S.A. (2018). *Hidden in plain sight: The psychological function of generic “you.”* Data Blitz presented at the Psychology of Language Preconference at the Society for Personality and Social Psychology Annual Convention, Atlanta, Georgia.

Orvell, A., Bruehlman-Senecal, E., Kross, E., & Ayduk, Ö. (2016). *From the laboratory to daily life: A brief self-distancing intervention buffers against rumination and depression*. Paper presented in Symposium *Social routes for affect regulation* at the Association for Psychological Science Annual Convention, Chicago, Illinois.

INVITED TALKS & DEPARTMENT COLLOQUIA TALKS

Orvell, A. (2024). *Expanding the emotion regulation toolbox*. Invited talk, Speaker Series, Department of Psychology, Haverford College.

Orvell, A. (2024). *From the classroom to the outside world: social psychology as a case study for applying psychological concepts to the self and beyond*. Invited talk, Teaching Faculty Brown Bag series, Department of Psychology, University of Denver.

Orvell, A. (2022). *Hidden in plain sight: How subtle shifts in language promote regulation and resonance*. Invited talk at the Social Psychology Area Colloquium Series, Department of Psychology, Duke University.

Orvell, A. (2020). *The persuasive force of generic-you*. Invited presentation at the Developmental Area Colloquium, Department of Psychology, University of Notre Dame.

Orvell, A. (2020). *Hidden in plain sight: How subtle shifts in language promote self-control*. Invited talk at the Health, Social & Affective Neuroscience Area Colloquium Series, Department of Psychology, Rice University.

- Orvell, A.** (2019) *Hidden in plain sight: how subtle shifts in language promote self-control*. Presentation at the Social Area Brown Bag Speaker Series, Department of Psychology, Michigan State University, East Lansing, Michigan.
- Orvell, A. & Sekaquaptewa, D.** (2018). *What's motherhood got to do with it? The role of identity conflict among women in STEM*. Presentation at the Social Area Brown Bag Speaker Series, Department of Psychology, University of Michigan, Ann Arbor, Michigan.
- Orvell, A.** (2017). *How "you" makes meaning*. Recruitment Weekend Data Blitz. Department of Psychology, University of Michigan, Ann Arbor.
- Orvell, A.,** (2016). *Lessons Learned: Generic language use promotes meaning-making and self-control*. Data Blitz at the Research Center for Group Dynamics Seminar Series, University of Michigan, Ann Arbor, Michigan.
- Orvell, A., Kross, E., & Gelman, S.A.** (2016). *"You" should know: Generic language use promotes rule-based thinking and self-control*. Presentation at the Social Area Brown Bag Speaker Series. Department of Psychology, University of Michigan, Ann Arbor, Michigan.
- Orvell, A., Kross, E. & Hyde, L.** (2015). *Mommy Says: Does "parental self-distancing" enhance emotion regulation for parents and children?* Presentation at the Social Area Brown Bag Speaker Series, Department of Psychology, University of Michigan, Ann Arbor, Michigan.

COMMUNITY TALKS

- Orvell, A.** (2024). *This is how "you" do it: How small shifts in language impart big messages to young children*. Workshop presented for parents and caregivers at Smith Memorial Playground and Playhouse on November 17th, 2024, Philadelphia, PA.
- Orvell, A.** (2023). *The Michigan Skills Project: Teaching Students the Science of Self-Control*. Invited workshop presented for Specialists of Schools on April 28th, 2023. Online.

EDITORIAL SERVICE

Ad-hoc Reviewer (alphabetical)

Affective Science
British Journal of Social Psychology
Cognition and Emotion
Cognitive Development
Emotion

International Review of Sport and Exercise Psychology
Journal of Economic Psychology
Journal of Experimental Psychology: General
Journal of Language and Social Psychology
Journal of Personality and Social Psychology
Languages
Organizational Behavior and Human Decision Processes
Nature Communications
Personality and Social Psychology Bulletin
Proceedings of the National Academy of Sciences
Psychological Bulletin
Psychological Science
Stress and Health

TEACHING

Teaching Interests: Social Psychology, Research Methods, Emotion, Self-control, Emotion Regulation

Unlocking the Self-Control Toolbox (advanced seminar in self-control and emotion regulation), Bryn Mawr College. Lead Instructor.
Taught: Fall 2021, Fall 2022, Spring 2025

Laboratory in Social Psychology, Bryn Mawr College. Lead Instructor.
Taught: Spring 2021, Spring 2022, Spring 2023, Spring 2025

Introduction to Social Psychology, Bryn Mawr College. Lead Instructor.
Taught: Spring 2021, Spring 2022, Spring 2023, Spring 2025

Introductory Psychology, Bryn Mawr College. Lead Instructor.
Taught: Fall 2020, Spring 2021, Fall 2021, Fall 2022, Spring 2023

Identity and Diversity in Organizations (IDO) Program, Ross School of Business, University of Michigan. Teaching Assistant.
Taught: Winter 2017

Introduction to Social Psychology, University of Michigan. Graduate Student Instructor.
Taught: Spring 2014, Fall 2015

MENTORING AND ADVISING

2021–2025 **Undergraduate Thesis Supervision, Bryn Mawr College**

Mentor three psychology students' senior theses annually. Guide students through hypothesis generation, IRB preparation, literature review, study design, data collection and analysis, writing, and development of presentations for undergraduate senior honors thesis symposium and posters at professional conferences.

2024-2025: Norah Rivett, “I” lead “we” follow: exploring how messages and generic pronouns impact civic engagement attitudes and behaviors; Catie Chun, The effects of generic-you on message perception, person perception, and group identification in Korean Americans; Hannah Gordon, Use of generic-you and -we in children's picture books to express norms and life lessons

2023-2024: Theo Smith, The influence of malleable core beliefs of emotion on the efficacy of a self-control intervention curriculum for high school adolescents; Fiyona Berhe, Making meaning out of discrimination experiences; Katie Critchfield, Turning to others to cope: An exploration into social support strategy use

2021-2022: Junyuan (Sarah) Luo, Outsourcing reappraisal: Does social support influence people's tendency to turn to others (vs. distract) in emotionally intense situations? Alexa Victoria Lebrón-Cruz, Neurodivergent self-identification moderates essentialist beliefs to predict higher self-efficacy in neurodivergent adults; Nicole Amaldoss, Are negative role models helpful or hurtful?

2020–2024 **Mentoring of undergraduate students, Bryn Mawr College**

Advise and mentor 2-10 students each semester and over the summer, including through formalized programs (e.g., Summer Science Research program). Provide relevant literature for students to read; train students on qualitative coding, data cleaning, statistical analyses; guide students through aspects of study design and protocol development; provide oral and written feedback on end-of-term research paper and posters.

2014–2020 **Mentoring of undergraduate and graduate students, University of Michigan**

Advise and mentor 5-10 students each semester, including through formalized programs (e.g., Michigan Summer Program in Cognition and Early Development and the University Research Opportunities Program). Provide relevant literature to read; lead trainings on qualitative coding and data cleaning; provide written and oral feedback on end-of-term research paper and posters.

2016–2018 **Master’s and Undergraduate Honors Thesis Supervision, University of Michigan**
Supervised one Master’s thesis and two undergraduate senior honors theses students. Guided students through hypothesis generation, study design, data collection and analysis, writing, and development of posters for undergraduate senior honors thesis symposium and for presentation at national conference.

SERVICE & LEADERSHIP

Spring 2025 Committee on Academic Standing, Bryn Mawr College
Committee reviews requests from students to be exempt from College requirements, reviews cases of students who are not meeting the College’s academic standards, and reviews special independent major requests.

Fall 2024 Outside Chair, Dissertation Committee of Lindsay Griffin, Graduate School of Social Work, Bryn Mawr College

Summer 2024 Reviewer of single-presenter submissions for the annual conference for the *Society for Personality and Social Psychology*

2023–2025 Invited Social Psychology Honors Examiner, Department of Psychology, Swarthmore College
In Spring of 2023 and 2024, created a written exam for Dr. Andrew Ward’s social psychology students. Reviewed written examinations, then prepared and administered oral examinations for each student. In Spring 2025, prepared and administered oral examination for thesis student based on written thesis.

Spring 2023 Search Committee for Postdoctoral Fellowship in Data Science and Psychology, Bryn Mawr College

2021–2023 Co-convenor of the Junior Faculty, Bryn Mawr College
Convened the junior faculty to discuss relevant issues and build community.

2021–2023 Committee on Endowed Lectures, Bryn Mawr College
Reviewed proposals from faculty to bring invited speakers to campus.

Fall 2022 Search Committee for Assistant Professor in Mental Health Psychology, Department of Psychology, Bryn Mawr College

2021–2022 Diversity, Equity and Inclusion (DEI) Faculty Liaison, Department of Psychology, Bryn Mawr College
Developed and implemented departmental DEI initiatives, in conjunction with student DEI representatives and psychology department faculty.

Spring 2021 Psychology of Racism: Three-Part Teach-In Series

Worked with colleagues in the Departments of Psychology at Bryn Mawr College and Haverford College to develop and present a three-part online teach-in on the psychology of racism.

- Fall 2020 Search Committee for Assistant Professor in Clinical Psychology, Department of Psychology, Bryn Mawr College
- 2016–2018 Co-chair, Psychology Graduate Student Association, Department of Psychology, University of Michigan
Elected by the Psychology graduate students to represent their interests. Led monthly meetings to discuss ongoing issues and concerns in the department; planned social events to foster inclusion and community; served as a liaison between the student body and the administration.
- 2017–2018 Departmental Associate, Department of Psychology, University of Michigan
Two students from each area are selected annually by the faculty to attend and participate in monthly faculty meetings.
- 2017-2018 Michigan Association of Psychological Scholars Mentoring Program, Department of Psychology, University of Michigan
Mentored undergraduate Psychology students enrolled at the University of Michigan.
- 2017–2018 Psychology Graduate Student Peer Mentor, Department of Psychology, University of Michigan
Mentored incoming Psychology graduate student in the Social Psychology area.
- 2016–2018 Student representative, Graduate Leadership Council, Department of Psychology, University of Michigan
Attended bi-annual meetings with student leaders and administration to address department-wide issues.
- 2016–2017 Student representative, Admissions Committee, Department of Psychology, University of Michigan
Two students from the Social Psychology area selected by faculty to serve on the committee.
- 2016–2017 Brown Bag Coordinator, Department of Psychology, University of Michigan
Volunteered to coordinate Brown Bag lunches for the Social Psychology area.
- 2015–2016 Co-chair, Young Alumni Speaker Committee, Department of Psychology, University of Michigan
Two students from the Social Psychology area are selected annually by the faculty to select an alumni speaker and coordinate a campus visit.

WORKSHOPS & SPECIAL COURSE ATTENDANCE

- 2017 **ICOS Big Data Camp**, Interdisciplinary Committee on Organizational Studies,
Ross School of Business, University of Michigan, Ann Arbor, MI
- 2017 **Now that I have it, what grade should I give it? Grading Student Writing**
Center for Research on Teaching and Learning, University of Michigan, Ann
Arbor, MI
- 2016 **Summer Program in Quantitative Methods of Social Research**
Inter-university Consortium for Political and Social Research, Ann Arbor, MI
- Multilevel Models: Introduction and Application
- 2015 **Summer Program in Quantitative Methods of Social Research**
Inter-university Consortium for Political and Social Research, Ann Arbor, MI
- Regression II: Linear Modeling

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science (APS)
Society for Personality and Social Psychology (SPSP)