

# Susan J. Hespos

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Northwestern University  
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updated September 2021

## Education

1996	Ph.D.	Developmental Psychology, Emory University
1993	M.A.	Cognitive Psychology, Emory University
1990	B.A.	Psychology, Reed College

## Academic Positions

2017 – present	Professor of Psychology, Northwestern University Cognitive Science Program Interdepartmental Neuroscience Learning Sciences Linguistics NSF Spatial Intelligence & Learning Center
2020 – present	Honorary Adjunct Professor at MARCS Institute for Brain, Behaviour and Development at Western Sydney University
2009 – 2017	Associate Professor of Psychology, Northwestern University
2005 – 2009	Assistant Professor of Psychology, Northwestern University
2001 – 2005	Assistant Professor of Psychology and Human Development, Vanderbilt University
1998 – 2001	Postdoctoral Fellow, Massachusetts Institute of Technology Advisor: Elizabeth Spelke
1996 – 1998	Postdoctoral Fellow, University of Illinois at Champaign-Urbana Advisor: Renee Baillargeon

**Major Professional Interest:** I uncover the earliest evidence of our cognitive capacities in infancy and describe what changes over development. Through this process we gain information critical to understanding cognition in general.

## Academic Awards

2018-2019 Faculty and Administrator Honor Roll

Associated Student Government Northwestern.

- 2011 Kellogg Management Skills for Innovative University Leaders Fellowship
- 2006 Distinguished Teaching Award from the Undergraduate Psychology Association  
Northwestern University
- 2004 Professor of the Month, Selected by the Greek Community / Panhellenic Council  
Vanderbilt University
- 2000 McDonnell-Pew Junior Scientist Research Award
- 2000 McDonnell-Pew Institute for Cognitive Neuroscience Fellow, Dartmouth College
- 1990 Emory University School of Arts and Sciences, Graduate Fellowship
- 1990 Commendation for Excellence, Reed College

### **Grant Support**

- Pending      How does multilingualism influence the link between language and cognition in  
infancy?  
*National Science Foundation*  
Principal Investigator  
\$752,632
  
- Pending      The development of relational learning in infants and children  
*National Science Foundation*  
Principal Investigator  
\$827,446
  
- 2018 – 2019    Increasing parents' verbal responsiveness and children's everyday conversations  
with adults can help in building and supporting children's language development.  
*Metropolitan Family Services*  
Principal Investigator  
\$90,000
  
- 2017 – 2022    The development of relational processing in infancy  
*National Science Foundation*  
Principal Investigator  
\$596,080
  
- 2014 – 2018    Investigating the development of analogical processing in infants  
*National Science Foundation*  
Principal Investigator  
\$399,675
  
- 2014            Measuring conceptual change in school gardens  
*Northwestern Faculty Research Grant*  
Principal Investigator  
\$5,000
  
- 2010 – 2014    How words and sounds influence category formation in infancy  
*National Science Foundation*

- Co-Principal Investigator with Sandra Waxman  
\$389,595
- 2007 – 2011 Object perception and optical imaging in infants and adults  
*National Science Foundation*  
Principal Investigator  
\$232,105
- 2007 – 2010 Origins of analogy in infancy  
*National Science Foundation*  
Supplement with Spatial Intelligence Learning Center (SiLC),  
Principal Investigator  
\$46,434
- 2003 – 2005 Imaging cortical activity in young infants  
*Discovery Grant Vanderbilt University*  
Principal Investigator  
\$48,000
- 2001 – 2002 Infants' ability to parse human actions  
*Vanderbilt University Discovery Grants*  
Principal Investigator  
\$7,000
- 2000 – 2004 Optical Imaging on human infants  
*Junior Scientist Research Award from McDonnell-Pew Foundation*  
Principal Investigator  
\$150,000

### **Publications**

\* designates a graduate student author

\*\* designates an undergraduate student author

Anderson\*, E.M., Chang\*, Y-J, **Hespos, S.**, & Gentner, D. (2021). *Language interacts with infants' relational reasoning*. Revise and resubmit at *Infant Behavior and Development*.

Shivaram, A. \*, Chavez, Y. \*\*, Anderson, E\*, Fritz, A. \*\*, Jackson, R. \*\*, Edwards, L. \*\*, Powers, S., Libertus, M., & **Hespos, S.** (2021). Brief interventions can influence the quantity and quality of caregiver-child conversations in an everyday context. *Frontiers: Developmental Psychology*, 12, 645788. <https://doi.org/10.3389/fpsyg.2021.645788>

Gentner, D., Shao\*, R., Simms, N., & **Hespos, S.** (2021). Learning Same and Different Relations: Cross-Species Comparisons. *Current Opinion in Behavioral Sciences*, 37, 84 - 89.

- Hespos, S.**, Gentner, D., Anderson\*, E., & Shivaram\*, A. (2021). The origins of same/different discrimination in human infants. *Current Opinion in Behavioral Sciences*, 37, 69 – 74.
- Arterberry, M.E., **Hespos, S.J.**, Walsh, C.A.,\*\* & Daniels, C.I.\*\* (2020). Integration of thought and action continued: Scale errors and categorization in toddlers. *Infancy*, 25, 851 – 870. <https://doi.org/10.1111/infa.12364>
- Chen, K.,\* Forbus, K., Gentner, D., **Hespos, S.J.**, & Anderson\*, E.M. (2020). Simulating infant visual learning by comparison: an initial model. *Proceedings of the 42<sup>nd</sup> Annual Conference of the Cognitive Science Society*.
- Hespos, S. J.**, Anderson\*, E., & Gentner, D. (2020). Structure-mapping processes enable infants' learning across domains, including language. In J. Childers (Ed.) *Language and Concept Acquisition from Infancy Through Childhood: Learning from Multiple Exemplars* (pp.79 – 104). Springer International Publishing: Cham, Switzerland.
- Hespos, S. J.**, & Anderson\*, E. (2020). Infant Physical Reasoning. In J. Lockman & C. Tamis-LeMonda (Eds.) *The Cambridge Handbook of Infant Development* (pp. 365 – 382). Cambridge University Press: Cambridge, UK.
- Rips, L., & **Hespos, S. J.** (2019). Concepts of Objects and Substances in Language. *Psychonomic Bulletin & Review*, 26(4), 1238 – 1256.
- Anderson\*, E., Chang\*, Y-J., **Hespos, S. J.**, & Gentner, D. (2018). Comparison within pairs promotes analogical abstraction in 3-month-olds. *Cognition*, 176, 74 – 86. <https://doi.org/10.1016/j.cognition.2018.03.008>
- Anderson\*, E., **Hespos, S. J.**, & Rips, L. (2018). Five-month-old infants have expectations for the accumulation of nonsolid substances. *Cognition*, 175, 1 – 10. <https://doi.org/10.1016/j.cognition.2018.02.009>
- Wellwood, A., **Hespos, S. J.**, & Rips, L. (2018). How similar are objects and events? *Acta Linguistica*, 15 (2-3), 473 - 501.
- Arterberry, M. E., **Hespos, S. J.**, & Herth\*\*, R. (2018). Integration of thought and action: Arm weights facilitate search accuracy in 24-month-old children. *Infancy*, 23(2), 173 – 193. <https://doi.org/10.1111/infa.12208>
- Hespos, S. J.**, (2018). Core Knowledge. In M. H. Bornstein (Ed.) *The SAGE Encyclopedia of Lifespan Human Development* (pp.470 – 471). Thousand Oakes, CA: Sage.
- Gupta, T.\*, **Hespos, S. J.**, Horton, W. S., & Mittal, V. A. (2018). Automated analysis of written narratives reveals abnormalities in referential cohesion in youth at ultra-high risk for psychosis. *Schizophrenia Research*, 192, 82 - 88. <https://doi.org/10.1016/j.schres.2017.04.025>

- Anderson\*, E. M., Chang\*, Y-J., **Hespos, S. J.**, & Gentner, D. (2018) Analogical abstraction in Three-Month-Olds. *Proceedings of the 39<sup>th</sup> Annual Conference of the Cognitive Science Society*.
- Wellwood, A., **Hespos, S. J.**, & Rips, L. (2017). The object : substance :: event : process analogy. In T. Lombrozo, S. Nichols, & J. Knobe (Eds.) *Oxford Studies on Experimental Philosophy, Volume 2* (pp.181 – 211). New York, NY: Oxford
- Hespos, S. J.**, Ferry\*, A., Anderson\*, E., Hollenbeck\*, E., & Rips, L. (2016). Five-month-old infants have expectations about how substances behave and interact. *Psychological Science*, 27(2), 244 - 256. <https://doi.org/10.1177/0956797615617897>
- Ferry\*, A., **Hespos, S. J.**, & Gentner, D. (2015). Prelinguistic relational concepts: Investigating analogical processing in infants. *Child Development*, 86 (5), 1386 - 1405.
- Rips, L. J., & **Hespos, S. J.** (2015). Mental divisions of the physical world: objects and substances. *Psychological Bulletin*, 141(4), 786 - 811.
- Ferry\*, A., **Hespos, S. J.**, & Waxman, S. (2013). Non-human primate vocalizations support categorization in very young human infants. *Proceedings of the National Academy of Sciences*, 110(38), 15231 – 15235.
- Hespos, S. J.**, & vanMarle, K. (2012). Physics for infants: Characterizing the origins of knowledge about objects, substances, and number. *Wiley Interdisciplinary Reviews: Cognitive Science*, 3(1), 19 - 27.
- Hespos, S. J.**, Dora\*\*, B., Rips, L., & Christie\*, S. (2012). Infants make quantity discriminations for substances. *Child Development*, 83(2), 554 – 567.
- Rips, L., & **Hespos, S. J.** (2011). Rebooting the bootstrap argument: Two puzzles for bootstrap theories of concept development. *Behavioral Brain Sciences*, 34, 145 -146.
- Hespos, S. J.**, Grossman\*\*, S., & Saylor, M.M. (2010). Infants' ability to parse continuous action series: Further evidence. *Neural Networks*, 23, 1026 – 1032.
- Ferry\*, A., **Hespos, S. J.**, & Waxman, S. (2010). Categorization in 3- and 4-month-old Infants: An Advantage of Words Over Tones. *Child Development*, 81(2), 472 - 479.
- Hespos, S. J.** (2010) What is optical imaging? *Journal of Cognition and Development*, 11(1), 3 - 15.
- Hespos, S. J.**, Ferry\*, A., Rips, L. (2009). Five-month-old infants have different expectations for solids and liquids. *Psychological Science*, 20(5), 603 - 611.

- Hespos, S. J.,** Gredebäck, G., von Hofsten, C., & Spelke, E. S. (2009). Occlusion is hard: Comparing predictive reaching for visible and hidden objects in infants and adults. *Cognitive Science*, 33, 1483 -1502.
- Hespos, S. J.,** Saylor, M., & Grossman\*\*, S. (2009). Infants' ability to parse continuous actions. *Developmental Psychology*, 45(2), 575-585.
- Hespos, S. J.,** Ferry\*, A. L., Cannistraci, C., Gore, J., & Park, S. (2009). Optical imaging on human infants. In A. W. Roe (Ed.) *Imaging the brain with optical methods* (pp.159 – 176). Springer: New York.
- Hespos, S. J.,** & Piccin\*, T. (2009). To generalize or not to generalize: Spatial categories are influenced by physical attributes and language. *Developmental Science*, 12(1), 88 - 95.
- Hespos, S. J.,** & Baillargeon, R. (2008). Young infants' actions reveal their developing knowledge of support variables: Converging evidence for violation-of-expectation findings. *Cognition*, 107(1), 304 – 316.
- Hespos, S. J.** (2007). Language Acquisition: When does the learning begin? *Current Biology*, 17(16), R628 – R630.
- Hespos, S. J.,** & Spelke, E. S. (2007). Precursors to spatial language: The case of containment. In M. Aurnague, M. Hickman, & L. Vieu (Eds.), *The categorization of spatial entities in language and cognition*. (pp. 233 – 245), Amsterdam: John Benjamins.
- Hespos, S. J.,** & Baillargeon, R. (2006). Decalage in infants' reasoning about occlusion and containment events: Converging evidence from action tasks. *Cognition*, 99, B31 – B41.
- Hespos, S. J.** (2004). Language: Life without numbers, *Current Biology*, 14, R927 - R928.
- Hespos, S. J.,** & Spelke, E. S. (2004). Conceptual precursors to spatial language. *Nature*, 430, 453 - 456.
- Spelke, E. S., & **Hespos, S. J.** (2002). Conceptual Development in Infancy: The Case of Containment. In N. Stein, P. Bauer, & M. Rabinowitch (Eds.), *A Festschrift for Jean Mandler*. (pp. 223 – 246) Hillsdale, NJ: Erlbaum.
- Spelke, E. S., & **Hespos, S. J.** (2001). Continuity, competence, and the object concept. In E. Dupoux (Ed.), *Language, brain and cognitive development: Essays in honor of Jacques Mehler*(pp. 325 – 340). Cambridge, MA: MIT Press.
- Hespos, S. J.,** & Baillargeon, R. (2001b). Reasoning about containment events in very young infants. *Cognition*, 78, 207 – 245.
- Hespos, S. J.,** & Baillargeon, R. (2001a). Infants' knowledge about occlusion and containment: A surprising discrepancy. *Psychological Science*, 12(2), 141 – 147.

**Hespos, S. J., & Rochat, P.** (1997). Dynamic representation in infancy. *Cognition*, *64*, 153–189.

Rochat, P., & **Hespos, S. J.** (1997). Differential rooting response by neonates: Evidence for an early sense of self. *Early Development and Parenting*, *6*(3 & 4), 105–112.

Rochat, P., & **Hespos, S. J.** (1996). Tracking and anticipation of invisible spatial transformations by 4- to 8-month-old infants. *Cognitive Development*, *11*(1), 3–19.

Simon, T., **Hespos, S. J., & Rochat, P.** (1995). Do infants understand simple arithmetic? A replication of Wynn (1992). *Cognitive Development*, *10*(2), 253–269.

#### MANUSCRIPTS IN PREPARATION

Escudero, P., Chang\*, Y-J, Ferry\*, A., Hendrix\*\*, N., & **Hespos, S. J.** (2020). *Brief exposure to non-native language influences categorization during the first year of life*. Manuscript in preparation.

Anderson\*, E.M., Shivaram\*, A., **Hespos, S.J., & Gentner, D.** (2020). *When one example behaves like many*. Manuscript under review.

Chang\*, Y-J., Anderson\*, E.M., Mikkila\*\*, M., Dora\*\*, B., Rips, L., & **Hespos, S. J.** (2020). *Infants make quantity discriminations for multiple piles of substances*. Manuscript under review.

#### Invited Talks

Psychology Department	Yale University	New Haven, CT	2022
Keynote lecture	Asian-Pacific Babylab Constellation	Hong Kong, China	2021
Psychology Department	Emory University	Atlanta, GA	2020
MARCS Institute	Western Sydney University	Sydney, Australia	2020
Psychology Department	University of Chicago	Chicago, IL	2019
Spatial Intelligence & Learning	Northwestern University	Chicago, IL	2019
The Think Tank	Legat Architects	Chicago, IL	2018
Cognitive Development Society	Presidential Symposium	Portland, OR	2017
Evolution & Ontogenesis Workshop	Harvard University	Cambridge, MA	2017
Psychology Department	Colby College	Waterville, ME	2016
Psychology Department	Williams College	Williamstown, MA	2015
Knowledge @ Noon	Northwestern University	Evanston, IL	2014
Keynote lecture	Rockhurst University	Kansas City, MO	2014
Science Café	Northwestern University	Evanston, IL	2014
Psychology Department	Lake Forest College	Lake Forest, IL	2014
Analogy Conference	University of Burgundy	Dijon, France	2013
Psychology Department	University of Chicago	Chicago, IL	2013
Psychology Department	University of California	La Jolla, CA	2013
Psychology Department	Washington University	St. Louis, MO	2012
Psychology Department	University of Chicago	Chicago, IL	2010
Imaging Conference	Kieo University	Tokyo, Japan	2010

Zygon	Science & Religion Center	Chicago, IL	2010
Psychology Department	University of Maryland	College Park, MD	2009
Zygon	Science & Religion Center	Chicago, IL	2008
Spatial Language Workshop	Northwestern University	Chicago, IL	2008
Language in Cognition Conference	Aarhus University	Aarhus, Denmark	2007
Optical Imaging Conference	McDonnell Foundation	Boston, MA	2007
Psychology Department	University of Illinois	Urbana, IL	2006
Psychology Department	University of Chicago	Chicago, IL	2006
Behavioral and Imaging Conference	SISSA	Trieste, Italy	2006
Interdisciplines	Universite de Geneve	Geneve, Switzerland	2005
Optical Tomography Workshop	McDonnell Foundation	Boston, MA	2004
Psychology Department	Northwestern University	Evanston, IL	2004
Conference on Spatial Language	Johns Hopkins University	Baltimore, MD	2003
Categorization Conference	Université de Toulouse	Toulouse, France	2002
Vanderbilt Vision Research Center	Vanderbilt University	Nashville, TN	2002
Psychology Department	Michigan State University	East Lansing, MI	2001
Psychology Department	University of California	Berkeley, CA	2001
Psychology Department	University of California	Davis, CA	2001
Psychology Department	University of California	Santa Barbara	2001
Psychology Department	Vanderbilt University	Nashville, TN	2001
Cognitive Colloquium	Vanderbilt University	Nashville, TN	2001
Cognitive Colloquium	Northeastern University	Evanston, IL	2000
Human Development Department	University of Maryland	College Park, MA	2000
Psychology Department	Princeton University	Princeton, NJ	2000
Development Division Colloquium	University of Illinois	Urbana, IL	1998
Cognition, Brain, and Behavior	Harvard University	Cambridge, MA	1998
Cognitive Science Colloquium	MIT	Cambridge, MA	1998
Cognitive Symposium	Staffordshire University	England	1997
Craik Colloquium Series	Cambridge University	England	1997

### Conference Presentations (in the past three years)

\* designates a graduate student author

\*\* designates an undergraduate student author

Shivaram\*, A., Anderson\*, E. Hespos, S.J., & Gentner, D. (April, 2021). *Progressively aligning multiple exemplars in infancy*. Poster presented at the Society for Research in Child Development, online.

Shivaram\*, A., Anderson\*, E. Hespos, S.J., & Gentner, D. (April, 2021). *When does one exemplar behave like many?* Poster presented at the Society for Research in Child Development, online.

Wellwood, A., Hespos, S.J., & Rips, L. (September, 2020) *Exploring the analogy between objects and events*. Paper presented at EESSLiG, online.

Hespos, S. J., Shivaram\*, A., Anderson\*, E., Chavez\*\*, Y., Fritz\*\*, A., Jackson\*\*, R, Edwards\*\*, L. Powers, S., & Libertus, M. (December, 2020). *Promoting playful learning using food pantry signs*. Paper presented at SRCD Special Topic Meeting: Learning through Play and Imagination. St Louis, MO – canceled due to COVID 19



- Chen\*, K., Forbus, K.D., Gentner, D., Hespos, S.J. & Anderson, E.M. (July, 2020). *Simulating Infant Visual Learning by Comparison: An Initial Model*. Poster presented at the Cognitive Science Meeting, online.
- Anderson\*, E.M., Zeigler\*\*, N., Hespos, S.J., & Rips, L. (October, 2019). *Expectations and Learning from Non-Solid Substances*. Paper presented at the Cognitive Development Society Meeting, Louisville, KY
- Anderson\*, E.M., Zeigler\*\*, N., Hespos, S.J., & Rips, L. (July, 2019). *Surprised-based learning with non-solid substances*. Poster presented at the Cognitive Science Meeting, Montreal, Canada
- Arterberry, M., Walsh\*\*, C., & Hespos, S. (March, 2019). *The effect of weighted arms on scale errors*. Paper presented at the Society for Research in Child Development, Baltimore, MD.
- Anderson\*, E.M., Hespos, S.J., & Gentner, D. (March, 2019). *When one exemplar behaves like many*. Paper presented at the Society for Research in Child Development, Baltimore, MD.
- Anderson\*, E.M., Hespos, S.J., Rips, L.R. (July, 2018). *Infants' reasoning in dual physical domains: physical inference without the instruction manual*. Paper presented at the Cognitive Science Meeting, Madison, WI.
- Anderson\*, E.M., Hespos, S.J., Gentner, D. (July, 2018). *When one exemplar behaves like many*. Poster presented at the International Congress on Infant Studies, Philadelphia, PA.

### Peer Review and Related Activities

Associate Editor for *Cognitive Psychology* 2022  
 Editorial Board Member for *Psychological Science* 2020 - present  
 Associate Editor for *Developmental Psychology* 2016 - 2020  
 Panelist at *National Science Foundation* 2016, 2018, 2020  
 Panelist at *International Congress on Infant studies* 2017, 2019  
 Panelist at *Society for Research in Child Development* 2018, 2020  
 College of Reviewers *National Science Foundation* 2017-2020  
 Reviewer for APA Dissertation Research Awards 2018

*I have reviewed articles, grants, and books for the following:*

Child Development	Memory
Cognition	MIT Press
Cognitive Psychology	Nature
Cognitive Science	National Science Foundation
Current Biology	National Institute of Health
Developmental Psychology	NeuroImage
Developmental Science	PLoS
Infancy	Proc. of the National Academy of Sciences
Journal of Cognition and Development	Psychological Science
Journal of Experimental Child Psychology	Trends in Cognitive Sciences
Language and Cognitive Processes	

### Media Attention

Profile in the Daily Northwestern, Spring 2020

<https://dailynorthwestern.com/2020/03/05/campus/northwestern-psychology-prof-susan-hespos-featured-on-netflix-docuseries-babies/>

I was filmed by Nutopia as a science expert for the upcoming *Netflix* series called BABIES due to air in Summer of 2020.

*Cognitive Development – The origins of abstract concepts*. Sage Publications Textbook supplement, March 2016

*Infant Cognition – How do you ask infants questions about what they know?* Sage Publications Textbook supplement, March 2016

*Infant Categorization* - Sage Publications Textbook supplement, March 2016

Babies can think before they can speak – Science Daily, May 2015

Science Café – Firehouse Grill, Evanston, IL March 2014

Language: Babies hear a primate’s call – Nature.org September 2013

How infants think: Learning from lemurs – The Economist September 2013

Enough with baby talk: Infants learn from lemur screeches – NPR.org September 2013

Babies born with intuitive grasp of physics - Huffington Post January 2012

Interview in *Parents* magazine September 2011

Clever apes #1: Seeing in the dark NPR June 2010

Researchers show even young infants respond to words NPR March 2010

Documentary on studies in the lab by Mona Lisa Productions aired on Discovery Channel in March 2009

Interview in *Parents* magazine October 2006, March 2009.

‘The baby lab’ New Yorker Magazine Sept 4<sup>th</sup> 2006;

Conceptual precursors to spatial language: Radio interviews on National Public Radio’s *All Things Considered* 2004

The Canadian Broadcast Co.’s *Quirks & Quarks* 2004

The Australian Broadcast Co.’s *Life Matters* 2004

Television interviews on the local NBC News and *ScienCentral* News 2004

Featured in magazine articles in *New Scientist*, *ScienceNOW* 2004

Featured in newspaper articles in *Washington Post*, *LA Times* 2004

## Teaching and Advising

Courses taught in the last 5 years:

Undergraduate:

Infant Cognition

Cognitive Development

Conceptual Change in School Gardens

Developmental Psychology – Introductory level, large lecture course

Graduate:

Concepts of Biology in Elementary School

Foundations of Mind

Cognitive Development

Infant Cognition

Ethics in Research

Masters committees chaired:

Noa Ben-Amotz

Alissa Ferry  
Yin-Juei Chang  
Emily Hollenbeck  
Erin Anderson  
Apoorva Shivaram

Dissertation committees chaired:

Alissa Ferry – Advisor  
Yin-Juei Chang – Advisor  
Erin Anderson - Advisor

## **Service**

### **Psychology Department**

2021 – 2022 Tenure Review Committee for Onnie Rogers  
2020 – 2021 3<sup>rd</sup> Year Review Committee Chair for Caterina Gratton  
2019 – 2022 Resources Committee (Chair)  
2018 – 2019 Resources Committee, Member  
2018 – 2019 3<sup>rd</sup> Year Review Committee for Onnie Rogers  
2016 – 2017 Faculty Search Committee  
2012 – 2015 Director of Graduate Studies  
2014 – 2015 Strategic Planning Committee  
2012 – 2013 Promotion Committee for Sara Broaders (Chair)  
2009 – 2012 Cognitive Division Director  
2010 – 2014 Diversity Committee  
2011 Organizer of Sneak Peek

### **University Level**

2019 – 2021 Tenure Committee  
2016 – 2017 Graduate School Diversity Committee  
2013 – 2015 Presidential Fellowship Committee  
2009 – 2011 Faculty Research Grant Committee  
2005 – 2010 Cognitive Science Committee  
Faculty search committees for Computer Science, and Medical Social Sciences

### **Community Outreach**

As part of my recruitment efforts to maintain the shared database for infant research participants, I have given several public talks at daycares, teach-in for daycare providers, mom's groups, etc.

I help coordinate a school garden at a public elementary school in Evanston. I teach classes on nutrition and gardening to the students at the school. This is a volunteer effort to get a foot in the door and establish a research enterprise on conceptual change in school gardens.