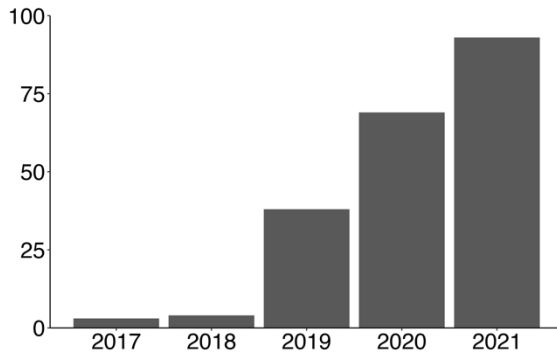


Amanda L. McGowan, PhD

Website: <http://amandalmcgowan.weebly.com/>

Scholarly Highlights

Citations Per Year



Publication Metrics

Total Publications:
18

Total Citations:
211

First Author:
11

Mean Impact Factor
3.1

In review:
5 (2 first author)

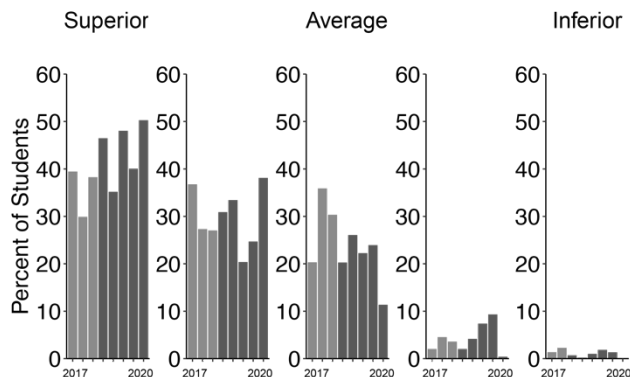
h-index
6

Recent Presentations

- Presentation at ACSM Virtual Conference
- Presentation at Flux: The Society for Developmental Cognitive Neuroscience

Teaching Highlights

Overall Teaching Ratings by Semester

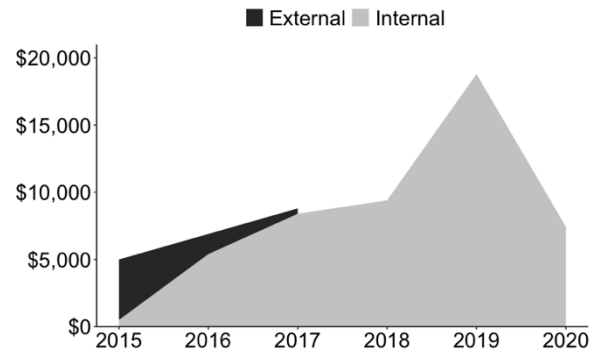


Recently Taught Courses

- Biomechanics of Physical Activity
- Physical Growth & Motor Development
- Measurement in Kinesiology

Funding Highlights

Funding Spent Per Year (including Honors & Awards)



Funding Metrics

Total Grants Funded:
10

Funding Awarded:
\$44,900

Grants Submitted 2021:
5

Recently Submitted Grants

- NICHD K99/R00 Pathway to Independence Award
- American College of Sports Medicine Foundation Research Endowment

Service Highlights

Recent Journals Reviewed for

- *International Review of Sport & Exercise Psychology* (Impact factor: 14.3)
- *Journal of Sport and Health Science* (Impact factor: 5.2)

Recent Service

- Society for Psychophysiological Research Committee to Promote Student Interests
- University of Pennsylvania MindCORE Step-Ahead Mentorship Program (Mentor)

Professional Affiliations

- American College of Sports Medicine
- Society for Psychophysiological Research
- Society for Research in Child Development
- Flux: The Society for Developmental Cognitive Neuroscience

LANGUAGES

English (native)

French (fluent: read, write, speak)

ACADEMIC POSITIONS

July 2020 – Present

Postdoctoral Researcher

Addiction, Health, and Adolescence Lab

University of Pennsylvania

Advisor: Dr. David M. Lydon-Staley

May – August 2020

Assistant Professor (Fixed-Term)

Department of Kinesiology

Michigan State University

2015 – 2016

Writing & Communication Instructor

Faculties of Science, Applied Health Sciences, Engineering, Mathematics, School of Pharmacy & Optometry

University of Waterloo, Canada

EDUCATION

2016 – 2020

PhD Kinesiology, *Cognitive Motor Neuroscience*

Michigan State University

Dissertation: Preschoolers exhibit similar learning but greater on-task behavior following physically active lessons on the approximate number system

Advisor: Dr. Matthew B. Pontifex

2015

MSc Experiential Education

Minnesota State University, Mankato

Dissertation: Outdoor education integrated curriculum program impact on adolescent self-authorship

Advisor: Dr. Julie A. Carlson

2011

Bachelor of Education**Ontario Certified Teacher**, Ontario College of Teachers

Registration #616343 Status: Good Standing 2011 – Present

Queen's University, Canada

2010

BA (Honors) Kinesiology**BA (General) French**

Wilfrid Laurier University, Canada

HONOURS AND AWARDS

2021

Complex Networks Winter Workshop Fellowship, University of Vermont
Complex Systems Center and Sentinel North Program of the Université Laval

2020	Outstanding Reviewer Award , <i>Journal of Sport and Health Science</i> (Impact Factor 5.2)	
2020	American Kinesiology Association Outstanding Doctoral Student (<i>Honorable Mention</i>)	
2020	Outstanding Doctoral Degree Student Award , Michigan State University	
2020	Outstanding Doctoral Student Mentor Nominee , Michigan State University	
2020	Excellence-In-Teaching Nominee , Michigan State University	
2020	Travel Award , The Graduate School, Michigan State University	\$430
2019	American Kinesiology Association Student Writing Award , Michigan State University	
2019	KIN Research Award , Michigan State University	\$700
2019	Kinesiology Endowed Fellowship , Michigan State University	\$2,350
2019	Graduate Student Conference Award , Department of Kinesiology, Michigan State University	\$400
2019	Travel Award , The Graduate School, Michigan State University	\$350
2018	Janice Marston Memorial Scholarship , Michigan State University	\$2,500
2018	Graduate Student Conference Award , Department of Kinesiology, Michigan State University	\$400
2018	Professional Development Award , Council of Graduate Students, Michigan State University	\$500
2017	Graduate Student Conference Award , Council of Graduate Students, Michigan State University	\$400
2017	Distinguished Master's Thesis Award , Minnesota State University	
2016	Graduate Student Conference Award , Department of Kinesiology, Michigan State University	\$400
2015	Future Scholar Award , Academy of Leisure Sciences	\$1,000
2015	P.O. Brunsvold Endowment Travel Award , The Graduate School, Minnesota State University	\$500

LICENSING

Ontario Certified Teacher

- Ontario College of Teachers (Registration #616343)
- Status: Good Standing 2011 – Present

PROFESSIONAL DEVELOPMENT AND WORKSHOPS

2022	Indigenous Canada Certificate, University of Alberta (Online)
2021	Reconciliation Education Certificate, First Nations University of Canada (Online) ID: n9mdq7v2wz (https://www.reconciliationeducation-course.ca/certificates/n9mdq7v2wz)
2021	Applied Machine Learning in R, University of Pittsburgh Summer Methodology Series (Online)
2021	Group Iterative Multiple Model Estimation (GIMME), University of Pittsburgh Summer Methodology Series (Online)
2021	Introduction to Structural Equation Modeling, CenterStat (Online)
2021	Complex Networks Winter Workshop, University of Vermont Complex Systems Center and Sentinel North Program of the Université Laval (Online)
2019	Bayesian Statistics in Numerical Cognition Mathematical Cognition & Learning Society Carleton University, Ottawa, ON, Canada
2018	Multilevel Modeling Workshop Society for Psychophysiological Research Quebec City, QC, Canada
2017	Brock University & SHARCNET: EEG Analysis Workshop Brock University St. Catharine's, ON, Canada
2017	Write Winning Grant Proposals

Institute for Research on Teaching & Learning
Michigan State University, MI, USA

2015 **Instructional Skills Workshop**
Centre for Teaching Excellence
University of Waterloo, ON, Canada

FUNDING

External Grants (funded):

*Total External Funding Awarded: \$ 3,900 *CAD=Canadian Dollars; USD=American Dollars*

2. Association for Experiential Education, **Co-Principal Investigator**, International Grant, “The mentor/mentee relationship in experiential education: A systematic literature review,” \$400 USD (**funded**, September 2017)
1. Ontario Secondary School Teachers’ Federation S. Hunter Henry Grant, **Principal Investigator**: “Outdoor education integrated curriculum program impact on adolescent self-authorship,” \$3,500 CAD (**funded**, April 2015)

External Grants (submitted):

Total External Funding submitted: \$ 996,042

2. American College of Sports Medicine Foundation, **Principal Investigator**, Research Endowment, “Building Regulation of Emotions and Physical Activity in Daily Life: A Mindfulness Intervention for Underserved Families,” \$10,000 USD (**submitted**, December 2021)
1. Eunice Kennedy Shriver National Institute of Child Health and Human Development, **Principal Investigator**, NIH Pathway to Independence Award (K99/R00), “Building Regulation of Emotions and Activity Through mindfulness to achieve Health in Everyday life: The BREATHE Study,” \$986,042 USD (**submitted**, October 2021)

Internal Grants (funded):

Total Internal Funding Awarded: \$41,000

8. Michigan State University, The Graduate School, **Principal Investigator**, Dissertation Completion Fellowship, \$7,000 USD (**funded**, January 2020)
7. Michigan State University, College of Social Sciences, **Doctoral Student Mentor** (Faculty Mentor: Dr. Hope K. Gerde), Provost’s Undergraduate Research Initiative, “Improving health outcomes and emergent numeracy skills through PLAY (Physically-Active Learning in Young Children),” \$4,000 USD (**funded**, September 2019)
6. Michigan State University, The Graduate School, **Principal Investigator**, Research Enhancement Fund, “Improving Health Outcomes in Young Children through Physically-active Learning (PLAY),” \$1,000 USD (**funded**, August 2019)

5. Michigan State University, College of Education, **Principal Investigator**, Dissertation Research Support Grant, "Relationship of children's physical activity and acuity of numerical cognition," \$4,000 USD (**funded**, January 2019)
4. Michigan State University, College of Education, **Principal Investigator**, Summer Research Renewable Fellowship, "The role of fitness in attentional networks, cognitive load, and mathematical cognition in preadolescent children," \$12,000 USD (**funded**, May 2018)
3. Michigan State University, College of Education, **Principal Investigator**, Dissertation Research Support Grant, "Influence of Cardiorespiratory Fitness on Attentional Networks and Mathematical Cognition in Children," \$3,000 USD (**funded**, December 2017)
2. Michigan State University, College of Education, **Principal Investigator**, Summer Research Development Fellowship, "The concurrent use of electroencephalography and pupillometry," \$5,000 USD (**funded**, May 2017)
1. Michigan State University, College of Education, **Recipient**, Fellowship to Enhance Global Understanding, "Language, Religion, and Immigration: Multicultural Identity and Education in France," \$5,000 USD (**funded**, December 2016)

Grant Proposals Submitted but not Funded:

9. University of Pennsylvania Leonard Davis Institute, **Principal Investigator**, Small Grants Program, "A Pilot Study of a Smartphone-based Mindfulness Intervention for Racially and Ethnically Diverse Families from Low-SES Backgrounds," \$20,000 USD (**submitted**, October 2021)
8. Society for Research in Child Development, **Principal Investigator**, Small Grants Program for Early Career Scholars, "Networks Capturing Emotion Regulation in Young Children," \$7,500 USD (**submitted**, February 2021)
7. American College of Sports Medicine Foundation, **Principal Investigator**, Research Endowment, "Networks of Daily Movement Behaviors in Parents and Children," \$10,000 USD (**submitted**, January 2021).
6. Cambridge Cognition, **Principal Investigator**, CANTAB Research Grant, "Investigating the long-term neurocognitive sequelae of COVID-19," \$2,000 USD (**submitted**, October 2020)
5. Canada First Research Excellence Fund, **Principal Investigator**, BrainsCAN Postdoctoral Fellowship Program, "Determining the neurocognitive effects of physical activity in young children," \$210,000 CAD (**submitted**, February 2020)
4. Natural Sciences and Engineering Research Council of Canada, **Principal Investigator**, Postdoctoral Fellowship Program: "Bridging Cognitive, Physiological, and Neural Dimensions of Self-Regulation: Predicting Individual Differences in Children's Self-Regulation," \$90,000 CAD (rating: ranked 11/21 in Psychology and shortlisted [7 awards were funded that year]) (**submitted**, October 2019)

3. Blue Cross and Blue Shield of Michigan Foundation, **Principal Investigator**, Student Award Program Grant: “Physically-active Learning in Young Children (PLAY),” \$3,000 USD (**submitted**, April 2019)
2. North American Society for the Psychology of Sport and Physical Activity, **Principal Investigator**, Graduate Student Research Grant: “The association between aerobic fitness and decision-making,” \$2,000 USD (**submitted**, January 2018)
1. Canadian Institutes for Health Research, **Principal Investigator**, Doctoral Foreign Study Award: “Investigating the role of the locus-coeruleus norepinephrine (LC-NE) system in aerobic exercise-induced changes in executive function,” \$105,000 CAD (rating: 4.18/5, ranked 215 of 592, (**submitted**, April 2018)

PUBLICATIONS

Google Scholar	ResearcherID	ORCID	Research Gate
http://scholar.google.com/citations?user=nt2G1wAAAAJ&hl=en&oi=ao	G-9746-2016	http://orcid.org/0000-0003-3422-0135	http://researchgate.net/profile/Amanda_Mcgowan

Peer-Reviewed Journal Articles = 17 First Author = 11 Book Chapter = 1
h-index = 6 Mean Impact Factor = 3.1 Manuscripts Under Review = 5

Journal metrics obtained from InCites Journal Citation Reports 2020

18. **McGowan, A.L.**, Falk, E.B., Zurn, P., Bassett, D.S., & Lydon-Staley, D.M. (in press). Daily and momentary sensation-seeking and urgency in young adults: Associations with risk-taking and sleep. *Addictive Behaviors*. doi: <https://doi.org/10.1016/j.addbeh.2021.107219>
Impact factor = 3.9
[X] Conceptualization [X] Methodology [X] Software [X] Validation [X] Formal analysis [] Investigation [X] Resources [X] Data Curation [X] Writing – Original [X] Writing – Review & Editing [X] Visualization [] Supervision [] Project administration [] Funding acquisition
17. **McGowan, A.L.**, Parkes, L., He, X., Stanoi, O., Kang, Y., Lomax, S., Jovanova, M., Mucha, P.J., Ochsner, K.N., Falk, E.B., Bassett, D.S., & Lydon-Staley, D.M. (in press). Controllability of structural brain networks and the waxing and waning of negative affect in daily life. *Biological Psychiatry: Global Open Science*. doi: <https://doi.org/10.1016/j.bpsgos.2021.11.008>
Impact factor = NA
[X] Conceptualization [X] Methodology [X] Software [X] Validation [X] Formal analysis [] Investigation [X] Resources [X] Data Curation [X] Writing – Original [X] Writing – Review & Editing [X] Visualization [] Supervision [] Project administration [] Funding acquisition
16. **McGowan, A.L.**, Bretzin, A.C., Anderson, M., Pontifex, M.B., & Covassin, T. (2021). Paired cognitive flexibility task with symptom factors improves detection of sports-related concussion in high school and collegiate athletes. *Journal of the Neurological Sciences*, 428(2021), 117575.
Impact factor = 3.2
[X] Conceptualization [X] Methodology [X] Software [X] Validation [X] Formal analysis [X] Investigation [X] Resources [X] Data Curation [X] Writing – Original [X] Writing – Review & Editing [X] Visualization [X] Supervision [X] Project administration [] Funding acquisition

15. Chandler, M.C., **McGowan, A.L.**, Brascamp, J.W., & Pontifex, M.B. (2021). Phasic activity of the locus-coeruleus is not a mediator of the relationship between fitness and inhibition in college-aged adults. *International Journal of Psychophysiology*, 165, 1-7.
Impact factor = 3.0
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
14. **McGowan, A. L.**, Chandler, M.C., & Pontifex, M.B. (2021). Aerobic fitness relates to superior exact and approximate arithmetic processing in college-aged adults. *Trends in Neuroscience & Education*, 23(2021), 100154.
Impact factor = 2.8
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
13. **McGowan, A.L.**, Gerde, H.K., Pfeiffer, K.A., & Pontifex, M.B. (2021). Physically active learning in preschoolers: Improved self-regulation, comparable quantity estimation. *Trends in Neuroscience & Education*, 22(2021), 100150.
Impact factor = 2.8
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
12. Chandler, M.C., **McGowan, A.L.**, Burles, F., Scavuzzo, C.J., Mathewson, K.E., & Pontifex, M.B. (2020). Aerobic fitness unrelated to the acquisition of spatial relational memory in college-aged adults. *Journal of Sport & Exercise Psychology*. doi: 10.1123/jsep.2020-0004
Impact factor = 2.2
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
11. **McGowan, A.L.**, Gerde, H.K., Pfeiffer, K.A., Ferguson, D.P., Pontifex, M.B. (2020). Preschoolers exhibit greater on-task behavior following physically active lessons on the approximate number system. *Scandinavian Journal of Medicine & Science in Sports*, 30(9), 1777-1786.
Impact factor = 4.2
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
10. Covassin, T., **McGowan, A.L.**, Bretzin, A.C., Anderson, M.A., Petit, K.M., Savage, J.S., Stephenson-Brown, K., Elbin, R.J., & Pontifex, M.B. (2020). Preliminary investigation of a multimodal enhanced brain function index among high school and collegiate concussed male and female athletes. *Physician and Sports Medicine*, 1-8.
Impact factor = 2.2
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
9. Chandler, M.C., **McGowan, A.L.**, Ferguson, D.P., & Pontifex, M.B. (2020). Carbohydrate mouth rinse has no effects on behavioral or neuroelectric indices of cognition. *International Journal of Psychophysiology*, 151, 49-58.
Impact factor = 3.0
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition

8. Chandler, M.C., **McGowan, A.L.**, Payne, B.R., Hampton Wray, A., & Pontifex, M.B. (2019). Aerobic fitness relates to differential attentional but not language-related cognitive processes. *Brain and Language, 198*, 104681.
Impact factor = 2.4
[] Conceptualization [] Methodology [] Software [] Validation [] Formal analysis [X] Investigation [] Resources [X] Data Curation [] Writing – Original [X] Writing – Review & Editing [] Visualization [X] Supervision [X] Project administration [] Funding acquisition
7. **McGowan, A.L.**, Bretzin, A.C., Savage, J.L., Petit, K.M., Covassin, T.M., & Pontifex, M.B. (2019). Acute and protracted disruptions to inhibitory control following sports-related concussion. *Neuropsychologia, 131*, 223-232.
Impact factor = 3.1
[X] Conceptualization [X] Methodology [X] Software [X] Validation [X] Formal analysis [X] Investigation [X] Resources [X] Data Curation [X] Writing – Original [X] Writing – Review & Editing [X] Visualization [X] Supervision [X] Project administration [] Funding acquisition
6. **McGowan, A.L.**, Chandler, M.C., Brascamp, J.W., & Pontifex, M.B. (2019). Pupillometric indices of locus-coeruleus activation are not modulated following single bouts of exercise. *International Journal of Psychophysiology, 140*, 41-52.
Impact factor = 3.0
[X] Conceptualization [X] Methodology [X] Software [X] Validation [X] Formal analysis [X] Investigation [X] Resources [X] Data Curation [X] Writing – Original [X] Writing – Review & Editing [X] Visualization [X] Supervision [X] Project administration [X] Funding acquisition
5. **McGowan, A.L.** & Pontifex, M.B. (2019). Expert's Choice: 2018's most exciting research in the field of pediatric exercise science. [Invited Commentary on "Physical activity and cognition". *Pediatric Exercise Science, 31*(1), 13-15.
Impact factor = 2.3
[X] Conceptualization [X] Writing – Original [X] Writing – Review & Editing
4. Pontifex, M.B., **McGowan, A.L.**, Chandler, M.C., Gwizdala, K.L., Parks, A.C., Fenn, K., & Kamijo, K. (2019). A primer on investigating the after effects of acute bouts of physical activity on cognition. *Psychology of Sport & Exercise, 40*, 1-22.
Impact factor = 4.8
[X] Conceptualization [X] Methodology [X] Validation [X] Formal analysis [X] Data Curation [X] Writing – Original [X] Writing – Review & Editing [X] Visualization [X] Supervision
3. Kamijo, K., **McGowan, A.L.**, Pontifex, M.B. (2019). Effects of physical activity on cognition in children and adolescents. In M. H. Anshel, S. J. Petruzzello, & E. E. Labbé (Eds.) *APA Handbook of Sport and Exercise Psychology: Volume 2 Exercise Psychology*.
[X] Conceptualization [X] Writing – Original [X] Writing – Review & Editing
2. **McGowan, A.L.**, Bretzin, A.C., Savage, J.L., Petit, K.M., Parks, A.C., Covassin, T., & Pontifex, M.B. (2018). Differential trajectories of recovery for cognitive flexibility following sports-related concussion. *Neuropsychology, 32*(5), 564-574.
Impact factor = 3.3
[X] Conceptualization [X] Methodology [X] Software [X] Validation [X] Formal analysis [X] Investigation [X] Resources [X] Data Curation [X] Writing – Original [X] Writing – Review & Editing [X] Visualization [X] Supervision [X] Project administration [] Funding acquisition
1. **McGowan, A. L.** (2016). Impact of one-semester outdoor education programs on adolescent perceptions of self-authorship. *Journal of Experiential Education, 39*(4), 386-411.

Impact factor = 1.3

Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation
 Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition

Preprints/Manuscripts Under Review:

*denotes mentored undergraduate/graduate student author

5. Sayed, F.* , **McGowan, A.L.**, Jovanova, M., Cosme, D., Kang, Y., Stanoi, O., Mucha, P.J., Ochsner, K.N., Bassett, D.S., Falk, E.B., & Lydon-Staley, D.M. (in review). Momentary associations between affect and alcohol use in the daily lives of college students. Preprint: 10.31234/osf.io/a7cgu
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation
 Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
4. **McGowan, A.L.**, Chandler, M.C., & Gerde, H.K. (in review). Getting reactive to help children be less reactive: Infusing Physical Activity into Early Math Learning.
 Conceptualization Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
3. Clark, J.* , Vincent, A., Wang, X., **McGowan, A.L.**, & Lydon-Staley, D.M. (in review). Smokers' curiosity for tobacco-related trivia aids memory of tobacco-related information.
 Preprint: 10.31234/osf.io/wbfau
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation
 Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
2. **McGowan, A.L.**, Gerde, H.K., Pfeiffer, K.A., & Pontifex, M.B. (in review). Meeting 24-hour movement behavior guidelines in young children: Improved quantity estimation and self-regulation. Preprint: 10.31234/osf.io/34v8w
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation
 Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition
1. Chandler, M.C., Ellison, O.K., **McGowan, A.L.**, Fenn, K.M., & Pontifex, M.B. (in review). Physical activity and sleep moderate the relationship between stress and screen time in college-aged adults.
 Conceptualization Methodology Software Validation Formal analysis Investigation Resources Data Curation
 Writing – Original Writing – Review & Editing Visualization Supervision Project administration Funding acquisition

Published Conference Proceedings:

Poster Presentations = 20 Verbal Presentations = 5 Mentored Student Presentations = 4
Total Conference Proceedings = 24 Presenting Author = 11

13. **McGowan, A.L.** (accepted). Network approach in health behavior research: Understanding brain-behavior relationships and 24-hour movement behaviors. *American College of Sports Medicine Annual Meeting and World Congress*, May 31-June 4 [Tutorial Lecture].
12. **McGowan, A.L.**, Bennett, L., Bassett, D.S., & Lydon-Staley, D.M. (2021). Naturalistic fluctuations in night-to-night sleep duration and quality and their associations with next day perceived stress and negative mood. *Medicine and Science in Sport and Exercise*, 53(8S), 302. (Virtual conference)

11. Chandler, M. C., Ellison, O. K., **McGowan, A. L.**, Fenn, K. M., & Pontifex, M. B. (2021). Physical activity and sleep moderate the relationship between stress and screen time in college-aged adults. *Medicine & Science in Sports & Exercise*, 53(8S). (Virtual conference)
10. **McGowan, A.L.**, Mansour, G.M.*, Ferguson, D.P., Gerde, H.K., Pfeiffer, K.A., & Pontifex, M.B. (2020). Preschoolers demonstrate similar learning and enhanced on-task behavior following physically active lessons on emerging numeracy skills. *Medicine and Science in Sport and Exercise*, 52(7S), 608. (Virtual conference)
9. Ellison, O., Ham, M., Chandler, M.C., Pontifex, M.B., & **McGowan, A.L.** (2020). The relationship between aerobic fitness and neuroelectric indices of arithmetic approximation in college-aged adults. *Medicine and Science in Sport and Exercise*, 52(72), 615-616. (Virtual conference)
8. **McGowan, A.L.**, Chandler, M.C., & Pontifex, M.B. (2019). Fitness modulates behavioral not pupillometric indices of arithmetic processing in college-aged adults, *Psychophysiology*, 56(S1), S73.
7. Chandler, M.C., **McGowan, A.L.**, Mathewson, K.E., Scavuzzo, C.J., & Pontifex, M.B. (2019). Aerobic fitness does not predict acquisition of hippocampal-dependent memory in college-aged adults. *Journal of Sport and Exercise Psychology*, 41, S57.
6. **McGowan, A.L.**, Chandler, M.C., Brascamp, J.W., & Pontifex, M.B. (2018). The effect of acute exercise on pupillometric indices of locus-coeruleus activation in college-aged young adults. *Psychophysiology*, 55(S1), S35.
5. Chandler, M.C., **McGowan, A.L.**, Hampton Wray, A., Payne, B.R., & Pontifex, M.B. (2018). The relationship between aerobic fitness and neuroelectric indices of reading in college-aged adults. *Psychophysiology*, 55(S1), S109.
4. **McGowan, A.L.**, Chandler, Madison C., Brascamp, J.W., & Pontifex, M.B. (2018). Investigating the role of tonic and phasic locus-coeruleus activation in modulating cognition following acute exercise. *Journal of Sport and Exercise Psychology*, 40, S106.
3. Chandler, M.C., **McGowan, A.L.**, Brascamp, J.W., & Pontifex, M.B. (2018). Exploring the relationship between aerobic fitness and activation of the locus-coeruleus. *Journal of Sport and Exercise Psychology*, 40, S82.
2. **McGowan, A.L.**, Bretzin, A.C., Savage, J., LaFevor, M., Petit, K.M., Beidler, E., Parks, A.C., Covassin, T., & Pontifex, M.B. (2017). Evidence for differential effects of sports-related concussion on subtypes of cognitive flexibility. *Journal of Sport and Exercise Psychology*, 39, S281.
1. Gwizdala, K.L., **McGowan, A.L.**, Miskovic, V., Laszlo, S., & Pontifex, M.B. (2016). An investigation of fully automated approaches for the selection of eye blink ICA components. *Psychophysiology*, 53(S1), S36.

Unpublished Conference Proceedings:

* Denotes author was a student or trainee.

13. **McGowan, A.L.**, Parkes, L., He, X., Stanoi, O., Kang, Y., Lomax, S., Jovanova, M., Mucha, P.J., Ochsner, K.N., Falk, E.B., Bassett, D.S., & Lydon-Staley, D.M. (2021). Controllability of structural brain networks and the waxing and waning of negative affect in daily life. Presented to the Flux: The Society for Developmental Cognitive Neuroscience Conference, September 2021. (Virtual conference)
12. **McGowan, A.L.**, Falk, E.B., Zurn, P., Bassett, D.S., & Lydon-Staley, D.M. (2021). Daily and momentary sensation-seeking and urgency in emerging adults: Associations with alcohol use and risky behaviors. Presented to the International Communication Association Conference, May 2021. (Virtual conference)
11. **McGowan, A.L.**, Bretzin, A.C., Anderson, M., Pontifex, M.B., & Covassin, T. (2021). Pairing cognitive flexibility task with clinical symptom factors improves detection of sports-related concussion. Poster presentation at the virtual 9th Annual Big Ten-Ivy League TBI Summit.
10. **McGowan, A.L.**, Gerde, H.K., & Pontifex, M.B. (2021). Staying active makes children less reactive: Associations among physical activity, screen time, challenging behavior, and numeracy. Presented to the Society for Research in Child Development Conference, April 2021. (Virtual conference)
9. Braggs, J.F. *, Scarcelli, L.L. *, Gerde, H.K., Pontifex, M.B., **McGowan, A.L.** (2020). Physically active learning and quantity estimation in preschoolers. Poster presentation at the Michigan State University Undergraduate Research and Arts Forum. (Virtual Conference)
8. Ham, M. *, Kosmyna, E. *, Vasudevan, V. *, Pontifex, M.B., **McGowan, A.L.** (2020). What's the best way to get good data? Comparing mobile EEG and high-density EEG systems. Poster presentation at the Michigan State University Undergraduate Research and Arts Forum. (Virtual Conference)
7. **McGowan, A.L.**, Chandler, M.C., & Pontifex, M.B. (2019). Pupillometric indices of arithmetic approximation in college-aged adults. Verbal presentation at the Mathematical Cognition and Learning Society Conference, June 16-18, 2019, Ottawa, ON, Canada.
6. **McGowan, A.L.**, Chandler, M.C., & Pontifex, M.B. (2019). Aerobic fitness and arithmetic processing in college-aged adults. Verbal presentation at the Canadian Society for Brain, Behavior, and Cognitive Science, June 7-9, 2019, Waterloo, ON, Canada.
5. Brascamp, J.W., **McGowan, A.L.**, & Pontifex, M.B. (2019). Bi-stable perception as a bridge between vision and decision making. Poster presentation at the Vision Sciences Society Conference, May 17-22, 2019, St. Pete Beach, FL, USA.
4. Voisard, K.A. *, **McGowan, A.L.**, Chandler, M.C., & Pontifex, M.B. (2019). Aerobic fitness and arithmetic approximation in college-aged adults. Poster presentation at the Michigan State University Undergraduate Research and Arts Forum. **Selected as first-place recipient for poster presentation.**

3. Sokolowski, C.A.*, Chandler, M.C., **McGowan, A.L.**, Brascamp, J.W., & Pontifex, M.B. (2018). Exploring the relationship between aerobic fitness and activation of the locus-coeruleus. Poster presentation at the Michigan State University Undergraduate Research and Arts Forum.
2. Middleton, G., & **McGowan, A.L.** (2017). The mentor/mentee relationship in experiential education: A systematic literature review. Poster presentation at the Association of Experiential Education, Montreal, QC.
1. **McGowan, A. L.** (2015). Does outdoor education promote self-authorship? Examining outdoor educators' perspectives of self-authorship as an outcome of outdoor education programs. Verbal presentation at the Canadian Student Outdoor Education Conference.

Invited Talks:

McGowan, A. L. (2016). Impact of one-semester outdoor education programs on adolescent perceived self-authorship development. Presented to the University of Waterloo 2016 Graduate Association of Recreation & Leisure Studies Symposium.

McGowan, A. L. (2015). Commencement Address. Presented to the Minnesota State University College of Education.

SCIENCE OUTREACH:

Panelist for *Skype a Scientist* webinars for 10th-12th grade classes at Westover High School (North Carolina) and Lone Star High School (Texas). February 2021.

Andres, G., Yang, C., Yoshida, E., **McGowan, A.L.** (2018). Not all rubrics are created equal: Impacts of student-centered rubrics on students' deep learning. *University of Waterloo Learning and Innovation and Teaching Enhancement (LITE)*.

McGowan, A.L. & Mclsaac, J. (2017). Literature review. *Writeonline*. Retrieved from www.writeonline.ca

McGowan, A.L. (2014). From experience to practice: An integrated program where students become the teachers. In G. Linney (Ed.) *Journeys into relation: Vignettes of OEE-based integrated curriculum programs in Ontario secondary schools* (Vol. 1).

TEACHING EXPERIENCE

Michigan State University:

Undergraduate lecture-based courses:

2020

Assistant Professor, KIN173: Foundations of Kinesiology
Michigan State University, East Lansing, MI, USA

The goal of this course is to review selected concepts in each of the major sub-disciplines (i.e., physiology, anatomy, research methods, expertise in sport, psychosocial processes, and motor skill development) and introduce students to multiple theoretical frameworks to the study of kinesiology (i.e., social, cognitive, biological, and applied).

Semester	Total Students	Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization
Summer 2020 (Online)	26	1.4 ± 0.6	1.7 ± 0.6	1.4 ± 0.6	1.2 ± 0.4	1.3 ± 0.4

Data Obtained from the MSU Student Instructional Rating System as of July 7, 2020.
Scores range from Superior (1) to Inferior (5).

2019 – 2020

Instructor & Assistant Professor, KIN330: Biomechanics of Physical Activity

Michigan State University, East Lansing, MI, USA

The goal of this course is to provide students with an introduction to concepts and principles related to biomechanics—with an emphasis on understanding whole body movements. These concepts are meant to provide the basis of understanding the biomechanics of physical activity. This course uses a multidisciplinary approach that integrates elements from anatomy, physiology, physics, and engineering. Applications of these concepts in fields such as athletic training, physical therapy, sports science, and human factors will be discussed.

Semester	Total Students	Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization
Summer 2020 (Online)	28	1.5 ± 0.6	1.2 ± 0.6	1.3 ± 0.6	1.2 ± 0.4	1.3 ± 0.4
Spring 2020 (Online)	55	2.0 ± 1.1	1.9 ± 0.9	2.1 ± 1.1	2.1 ± 1.1	2 ± 1.0
Fall 2019	51	1.8 ± 1.1	1.9 ± 1.0	1.9 ± 1.1	2.1 ± 1.1	1.9 ± 1.0

Data Obtained from the MSU Student Instructional Rating System as of May 18, 2020.
Scores range from Superior (1) to Inferior (5).

2019

Instructor, KIN360: Physical Growth & Motor Behavior

Michigan State University, East Lansing, MI, USA

The goal of this course is to provide students with a general overview of physical growth and motor behavior across the lifespan. Required core course in Kinesiology, focusing on the theoretical, methodological, and empirical issues related to biological maturity as related to motor performance and development including sequential progressions of fundamental motor skills, physical fitness of children and youth, motor abilities, and stages of skill acquisition.

Semester	Total Students	Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization
Spring 2019	54	1.8 ± 0.9	2.3 ± 0.9	1.8 ± 0.8	2.0 ± 0.8	1.9 ± 1.0

Data Obtained from the MSU Student Instructional Rating System as of May 18, 2019.
Scores range from Superior (1) to Inferior (5).

2018

Instructor, KIN250: Measurement in Kinesiology

Michigan State University, East Lansing, MI, USA

Instruct course content for one lecture section. Responsible for creation and delivery of instructional materials, grading assignments, and proctoring exams. Required core course in Kinesiology, focusing on the methods and materials for measurement and evaluation in the various fields within Kinesiology: administration, athletic training, biomechanics, cardiac

rehabilitation, exercise physiology, sport psychology, physical therapy, sociology, and teaching. Measurement activities addressed motor skills, physical fitness, and knowledge and attitudes associated with physical activity. Supervised 5 undergraduate Honors College students who completed independent laboratory-based research projects.

Semester	Total Students	Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization
Spring 2018	48	2.2 ± 1.0	2.7 ± 1.0	2.3 ± 1.0	2.5 ± 0.9	2.3 ± 0.9

Data Obtained from the MSU Student Instructional Rating System as of December 26, 2018.
Scores range from Superior (1) to Inferior (5).

Undergraduate lab-based courses:

2017 – 2018

Laboratory Instructor, KIN251: Principles of Human Movement

Michigan State University, East Lansing, MI, USA

Instruct course content for two laboratory sections. Responsible for dissemination of instructional materials, grading assignments, and proctoring exams. Required core course in Kinesiology, focusing on basic principles underlying human movement, including an introduction to mechanical (force and motion), motor behavior and movement coordination, and motor learning principles. Students collect and analyze data related to these concepts to learn real world applications of theoretical material presented in lecture.

Semester	Total Students	Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization
Fall 2018	50	1.7 ± 0.7	1.9 ± 0.7	1.6 ± 0.8	1.9 ± 0.8	1.6 ± 0.8
Fall 2017	50	1.9 ± 1.0	2.2 ± 0.8	1.9 ± 0.9	2.1 ± 1.0	1.9 ± 1.0

Data Obtained from the MSU Student Instructional Rating System as of December 26, 2018.
Scores range from Superior (1) to Inferior (5).

2017 – 2018

Laboratory Instructor, KIN173: Foundations of Kinesiology

Michigan State University, East Lansing, MI, USA

Instruct course content for two laboratory sections. Responsible for dissemination of instructional materials, grading laboratory assignments, and proctoring exams for the lecture course. Required core course in Kinesiology, reviewing selected concepts in each of the major sub-disciplines (i.e., physiology, anatomy, research methods, expertise in sport, psychosocial processes, and motor skill development) and introducing students to multiple theoretical frameworks to the study of kinesiology (i.e., social, cognitive, biological, and applied).

Semester	Total Students	Instructor Involvement	Student Interest	Student-Instructor Interaction	Course Demands	Course Organization
Fall 2018	80	1.5 ± 0.7	1.7 ± 0.7	1.6 ± 0.7	2.0 ± 0.9	1.5 ± 0.7
Spring 2017	78	1.9 ± 0.9	1.9 ± 0.7	1.8 ± 0.8	1.9 ± 0.9	1.9 ± 0.9
Fall 2017	68	2.1 ± 0.9	2.1 ± 0.9	2.1 ± 0.9	2.1 ± 0.9	2.1 ± 0.9
Spring 2016	79	1.7 ± 0.8	1.7 ± 0.8	1.7 ± 0.8	2.1 ± 1.0	1.8 ± 0.8

Data Obtained from the MSU Student Instructional Rating System as of December 26, 2018.
Scores range from Superior (1) to Inferior (5).

University of Waterloo: **Note: Different scoring scale.*

Graduate lecture-based courses:

2016

Instructor, TERRE CREATE Professional Skills: Technical Writing

University of Waterloo, Waterloo, ON, Canada

Coordinated and managed course content for one section. Responsible for development and dissemination of instructional materials. TERRE (Training toward Environmentally Responsible Resource Extraction) is a new program funded through the Natural Sciences and Engineering Research Council of Canada's CREATE (Collaborative Research and Training Experience) program. A course teaching the strategies and iterative practices of professional writing and communication, focusing on planning, developing, and revising research-based documents for academic and non-academic audiences with emphasis on the conventions of scientific writing and the structure and development of academic articles and reports.

Semester	Total Students	Quality of Teaching	Student Interest	Level of Knowledge Obtained	Usefulness of Course Activities	Overall Effectiveness of Course
Spring 2016	15	4.8 ± 0.4	4.3 ± 0.6	4.4 ± 0.6	4.6 ± 0.6	4.5 ± 0.6

Data Obtained from the Natural Sciences and Engineering Research Council of Canada's TERRE CREATE Survey as of May 31, 2016. Scores range from Below Expectation (1) to Exceeded Expectation (5).

2015

Co-Instructor, BIOL690: Scientific Communication

University of Waterloo, Waterloo, ON, Canada

Coordinated and managed course content for one section. Responsible for development and dissemination of instructional materials. This course introduces new graduate students in the department of Biology to the basic skills that will be necessary for them to acquire and organize information as well as present it effectively. Frequent opportunities to practice scientific research presentation and technical writing skills are provided to students through weekly discussions, workshops, and hands-on activities. Instructed in collaboration with Associate Dean of Science.

Semester	Total Students	Quality of Teaching	Student Interest	Level of Knowledge Obtained	Usefulness of Course Activities	Overall Effectiveness of Course
Fall 2015	15	4.5 ± 0.5	4.0 ± 0.6	4.4 ± 0.6	4.6 ± 0.3	4.5 ± 0.4

Data Obtained from the University of Waterloo Writing & Communication Centre as of January 25, 2016. Scores range from Below Expectation (1) to Exceeded Expectation (5).

2015

Co-Instructor, PHARM601/616: MSc Thesis Proposal & PhD Dissertation Proposal

University of Waterloo, Waterloo, ON, Canada

Coordinated and managed course content for one section. Responsible for development and dissemination of instructional materials. Required course for all pharmacy graduate students focusing on developing the skills to present their research objectives in oral and written form. The course gives students the opportunity to observe two other proposal defenses and participate in a workshop to learn the research and technical writing skills required for writing a thesis or dissertation proposal. Instructed in collaboration with subject librarian, professor, and thesis/dissertation supervisors.

Semester	Total Students	Quality of Teaching	Student Interest	Level of Knowledge Obtained	Usefulness of Course Activities	Overall Effectiveness of Course
Fall 2015	12	4.8 ± 0.2	4.6 ± 0.6	4.7 ± 0.3	4.5 ± 0.3	4.5 ± 0.5

Data Obtained from the University of Waterloo Writing & Communication Centre as of January 25, 2016.
Scores range from Below Expectation (1) to Exceeded Expectation (5).

2015 – 2016

Co-Instructor, STAT938: Statistical Consulting

University of Waterloo, Waterloo, ON, Canada

Coordinated and managed course content for one section. Responsible for development and dissemination of instructional materials. A course that covers some of the basic tools of a statistical consultant: statistical packages, problem-solving techniques, effective communication of statistical concepts, and management of consultant sessions. Instructed in collaboration with professor.

Semester	Total Students	Quality of Teaching	Student Interest	Level of Knowledge Obtained	Usefulness of Course Activities	Overall Effectiveness of Course
Summer 2016	8	4.8 ± 0.4	4.6 ± 0.4	4.8 ± 0.4	4.7 ± 0.2	4.6 ± 0.4
Summer 2015	7	4.7 ± 0.4	4.7 ± 0.6	4.5 ± 0.6	4.5 ± 0.6	4.5 ± 0.4

Data Obtained from the University of Waterloo Writing & Communication Centre as of January 25, 2016.
Scores range from Below Expectation (1) to Exceeded Expectation (5).

Undergraduate lecture-based courses:

2016

Co-Instructor, ECON472: Senior Honours Thesis

University of Waterloo, Waterloo, ON, Canada

Coordinated and managed course content for two sections. Responsible for development and dissemination of instructional materials. Required course for all honours economics programs focusing on developing research methods and writing skills. Students demonstrate their proficiency in essay and report writing for a research topic of interest. Instructed in collaboration with subject librarian, professors, and thesis supervisors.

Semester	Total Students	Quality of Teaching	Student Interest	Level of Knowledge Obtained	Usefulness of Course Activities	Overall Effectiveness of Course
Winter 2016	70	4.6 ± 0.4	4.8 ± 0.6	4.6 ± 0.3	4.6 ± 0.2	4.7 ± 0.4

Data Obtained from the University of Waterloo Writing & Communication Centre as of May 18, 2016.
Scores range from Below Expectation (1) to Exceeded Expectation (5).

2016

Co-Instructor, BASE44: Writing Skills

University of Waterloo, Waterloo, ON, Canada

Coordinated and managed course content for four sections. Responsible for development and dissemination of instructional materials. Bridge to Academic Success in English is an intensive program for students to develop their oral, reading, and writing skills in English alongside their academic programs. Students learn to write literature reviews, research essays, and lab reports. Instructed in collaboration with subject librarian and TESOL certified professors.

Semester	Total Students	Quality of Teaching	Student Interest	Level of Knowledge Obtained	Usefulness of Course Activities	Overall Effectiveness of Course
Winter 2016	100	4.8 ± 0.4	4.3 ± 0.6	4.7 ± 0.3	4.6 ± 0.2	4.7 ± 0.4

Data Obtained from the University of Waterloo Writing & Communication Centre as of May 18, 2016.
Scores range from Below Expectation (1) to Exceeded Expectation (5).

2015

Co-Instructor, PHYS491: Special Topics in Life, Medical, and Biophysics
University of Waterloo, Waterloo, ON, Canada

Coordinated and managed course content for one section. Responsible for development and dissemination of instructional materials. A lecture and project course offered in the areas of life, medical, and biophysics to enhance the learning experience of fourth-year students. Students develop skills in research methods and technical writing to produce a comprehensive literature review and academic presentation of findings. Instructed in collaboration with subject librarian and professor.

Semester	Total Students	Quality of Teaching	Student Interest	Level of Knowledge Obtained	Usefulness of Course Activities	Overall Effectiveness of Course
Winter 2016	100	4.7 ± 0.3	4.5 ± 0.4	4.6 ± 0.5	4.5 ± 0.6	4.8 ± 0.6

Data Obtained from the University of Waterloo Writing & Communication Centre as of May 18, 2016.
Scores range from Below Expectation (1) to Exceeded Expectation (5).

York Region District School Board, Canada

Secondary School Teacher

2012-2015

High School Courses

- Mathematics
- French as a Second Language
- Canadian Geography
- Alternative Education courses (co-operative education and outdoor education)

SUPERVISION & MENTORSHIP EXPERIENCE

Supervision of Undergraduate Honors Options:

The honors option is more extensive or more advanced work than is required of all students in a regular course. Students participated in direct research experience in the laboratory under my supervision and wrote a scientific report and reflection based on course material and the research question.

2018 – 2020

Semester	Total Students	Kinesiology Majors	Other Majors
Spring 2020	1	1	0
Spring 2019	2	2	0
Spring 2018	5	3	2

Mentorship of Undergraduate Research Assistants:

Acted in a leadership role, overseeing workflow and productivity of research lab personnel and providing training to them on physiological, neuropsychological, EEG, eye-tracking, and observational video coding methods.

2016 – Present

Semester	Total Students	Kinesiology Majors	Psychology and Neuroscience Majors
Fall 2021	3	0	3
Summer 2021	5	0	5
Spring 2021	1	0	1
Spring 2021	1	0	1
Spring 2020	17	9	6
Fall 2019	20	16	4
Spring 2019	16	15	1
Fall 2018	18	16	2
Spring 2018	14	10	4
Fall 2017	14	10	4
Spring 2017	14	8	6
Fall 2016	14	8	6

2018 – 2019

Head Laboratory Instructor, KIN173: Foundations in Kinesiology
Michigan State University, East Lansing, MI, USA

Mentor and supervise a team of undergraduate and graduate teaching assistants for a core introductory course in kinesiology. Designed and implemented rubrics for grading writing-intensive assignments. Responsible for maintaining and preparing laboratory equipment/activities. Redesigned laboratory curriculum to include topics related to submaximal estimation of VO₂max, anatomical movement, research methods, and statistical analysis using JASP software.

Semester	Number of Undergraduate Teaching Assistants	Number of Graduate Teaching Assistants
Fall 2019	2	3
Spring 2019	2	3
Fall 2018	2	3
Spring 2018	2	2

SERVICE

Ad-Hoc Journal Reviewer

Years

Impact Factor

Journal Title

2021	1.6	<i>Journal of Media Psychology</i>
2021	2.8	<i>Trends in Neuroscience and Education</i>
2021	n/a	<i>Translational Journal of American College of Sports Medicine</i>
2021	4.8	<i>Psychology of Sport and Exercise</i>
2021	1.6	<i>i-Perception</i>
2021	1.6	<i>Experimental Brain Research</i>
2020 – 2021	2.6	<i>International Journal of Psychophysiology</i>
2019 – 2021	5.2	<i>Journal of Sport and Health Science</i>
2020	1.5	<i>Psychological Reports</i>
2020	2.1	<i>Teaching and Learning in Medicine</i>
2020	14.3	<i>International Review of Sport and Exercise Psychology</i>
2020	1.4	<i>Journal of Experiential Education</i>
2020	1.9	<i>Health Education & Behavior</i>
2016, 2017	0.4	<i>Recreation, Parks, and Tourism in Public Health</i>

Administrative Services to the University:

Summer 2021	<p>Mentor, Summer Undergraduates Minority Research Program, University of Pennsylvania</p> <ul style="list-style-type: none"> Mentored and advised two undergraduate students from underrepresented minority groups in exploring the field of health services research
2020 – 2021	<p>Mentor, MindCORE Step-Ahead Mentorship Program, University of Pennsylvania</p> <ul style="list-style-type: none"> Mentored and advised underrepresented minority students on graduate school applications.
2016 – 2017	<p>Member, Office for International Students and Scholars Advisory Committee Michigan State University</p>

Administrative Services to the College:

2020	<p>College of Education Evaluator, Mid-Michigan Symposium for Undergraduate Research Experiences, Michigan State University</p> <ul style="list-style-type: none"> <i>Evaluated undergraduate poster presentations.</i>
2020	<p>Reviewer, College of Education Undergraduate Study Abroad Scholarship Committee Michigan State University</p>

- 2019 – 2020 **Committee Member**, College of Education Curriculum Committee
Michigan State University
- 2017, 2018, 2019, 2020 **College of Education Evaluator**, University Undergraduate Research and Arts
Forum
Michigan State University

Administrative Services to the Department:

- 2022 **People in Search of Safe and Accessible Restrooms**, Annenberg School for
Communication, University of Pennsylvania
- Building assessment of safe and accessible restrooms in building
- 2019 – 2020 **Graduate Student Advisor**, Minorities MaKIN' Moves, Michigan State University
- Mentored and advised underrepresented minority students on graduate school applications, finding careers related to kinesiology, and academic skills.
- 2019 – 2020 **Committee Member**, Curriculum Committee, Michigan State University
- 2018 – 2019 **Committee Member**, PhD Hearing Board, Michigan State University
- 2017 – 2018 **Committee Member**, Faculty Advisory Committee, Michigan State University

Administrative Services to Professional Societies and Community Organizations:

- 2021 – Present **Volunteer Coach**, Kensington Soccer Club, Philadelphia, PA
- 2021 **Reviewer**, Annual Conference Submissions, Society of Behavioral Medicine
- 2020 **Reviewer**, Annual Conference Paper Submissions, International Communication
Association
- 2020 – Present **Member**, Committee to Promote Student Interests, Society for
Psychophysiological Research
- 2016 – 2017 **Mentor**, Graduate Women in Science Mid-Michigan Chapter
Michigan State University
- 2011 – 2012 **Organizing Committee**, Congress of the Humanities and Social Sciences
Conference

PROFESSIONAL AFFILIATIONS

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- 2021 – Present Society of Behavioral Medicine
- 2021 – Present Flux: The Society for Developmental Cognitive Neuroscience
- 2020 – Present Society for Research in Child Development
- 2016, 2019 – Present American College of Sports Medicine
- 2016 – Present Society for Psychophysiological Research

REFERENCES

David M. Lydon-Staley, PhD, University of Pennsylvania	david.lydonstaley@asc.upenn.edu
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