

# Tanya M. Evans, Ph.D.

Curriculum Vitae

9/2020

University of Virginia  
School of Education and Human Development  
Center for the Study of Teaching and Learning  
Ridley Hall 126, 405 Emmet Street South  
P.O. Box 800784  
Charlottesville, VA 22904  
610.360.2015  
tanya@virginia.edu

## EDUCATION

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### Ph.D., Neuroscience, 2013

Georgetown University, Washington, D.C.

Dissertation: *The brain basis of arithmetic, reading and reading disability*

### B.S., Chemical Engineering, 2003

Lehigh University, Bethlehem, PA

## PROFESSIONAL APPOINTMENTS

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2017 – present      Assistant Professor  
University of Virginia  
Center for Advanced Study of Teaching and Learning  
School of Education and Human Development  
Department of Psychology (by courtesy)  
Charlottesville, VA

2013 – 2017      Postdoctoral Fellow  
Stanford University School of Medicine  
Child and Adolescent Psychiatry  
Palo Alto, CA

## PUBLICATIONS

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Earle, F.S., Del Tufo, S.N., **Evans**, T.M., Lum, J.A.G., Cutting, L.E.\*, Ullman, M.T.\* (2020). Domain-general learning and memory substrates of reading acquisition. *Mind, Brain and Education*. \*equal contributions doi: [10.1111/mbe.12234](https://doi.org/10.1111/mbe.12234)

Jirout, J., LoCasale-Crouch, J., Turnbull, K., Gu, Y., Cubides, M., Garziona, S., **Evans**, T.M., Weltman, A., Kranz, S. (2019). How lifestyle factors affect cognitive and executive function and the ability to learn in children. *Nutrients*, 11(8), 1953. doi: [10.3390/nu11081953](https://doi.org/10.3390/nu11081953)

- Krafnick, A.J. & **Evans**, T.M. (2019). Neurobiological sex differences in developmental dyslexia. *Frontiers in Psychology*, 219(3), 1041–1054. doi: [10.3389/fpsyg.2018.02669](https://doi.org/10.3389/fpsyg.2018.02669)
- Skeide, M.A., **Evans**, T.M., Mei, E.Z.\*\*, Abrams, D.A., & Menon, V. (2018). Neural signatures of co-occurring reading and mathematical deficits. *Developmental Science*, e12680. doi: [10.1111/desc.12680](https://doi.org/10.1111/desc.12680)
- Botham, C.M., **Evans**, T.M. (2018). How to design a winning fellowship proposal. *Nature Careers*. doi: [10.1038/d41586-018-07297-x](https://doi.org/10.1038/d41586-018-07297-x)
- Battista, C.\*, **Evans**, T.M.\*, Ngoon, T.J.\*\*, Chen, T., Chen, L., Kochalka, J., & Menon, V. (2018). Mechanisms of interactive specialization and emergence of functional brain circuits supporting cognitive development in children. *Nature Partner Journals: Science of Learning*, 3(1). doi: [10.1038/s41539-017-0017-2](https://doi.org/10.1038/s41539-017-0017-2) \*equal contributions
- Chen, L., Bai, S.R., Battista, C., Qin, S., Chen, T., **Evans**, T.M., & Menon, V. (2018). Positive attitude towards math supports early academic success: behavioral evidence and neurocognitive mechanisms. *Developmental Psychology*. doi: [10.1177/0956797617735528](https://doi.org/10.1177/0956797617735528)
- Evans**, T.M., Flowers, D.L., Luetje, M.M., Napoliello, E., & Eden, G.F. (2016). Functional neuroanatomy of arithmetic and word reading and its relationship to age. *NeuroImage*, 143, 304–315. doi: [10.1016/j.neuroimage.2016.08.048](https://doi.org/10.1016/j.neuroimage.2016.08.048)
- Evans**, T.M. & Ullman, M.T. (2016). An extension of the procedural deficit hypothesis from developmental language disorders to mathematical disability. *Frontiers in Psychology*, 7, 1318. doi: [10.3389/fpsyg.2016.01318](https://doi.org/10.3389/fpsyg.2016.01318)
- Jolles, D.\*, Ashkenazi, S.\*, Kochalka, J., **Evans**, T.M., Richardson, J., Rosenberg-Lee, M., Zhao, H., Supekar S., Chen, T., & Menon, V. (2016). Parietal hyper-connectivity, aberrant brain organization, and circuit-based biomarkers in children with mathematical disabilities. *Developmental Science*, 19(4), 613–631. doi: [10.1111/desc.12399](https://doi.org/10.1111/desc.12399) \*equal contributions
- Evans**, T.M., Kochalka, J., Ngoon, T.J.\*\*, Wu, S.S., Qin, S., Battista, C., & Menon, V. (2015). Brain structural integrity and intrinsic functional connectivity forecast 6 year longitudinal growth in children's numerical abilities. *The Journal of Neuroscience: The Official Journal of the Society for Neuroscience*, 35(33), 11743–11750. doi: [10.1523/JNEUROSCI.0216-15.2015](https://doi.org/10.1523/JNEUROSCI.0216-15.2015)
- Eden, G.F., Olulade, O.A., **Evans**, T.M., Krafnick, A.J., & Alkire, D.R. (2015). Imaging studies of reading and reading disability. In A. W. Toga (Ed.), *Brain Mapping* (pp. 571–578). Academic Press. doi: [10.1016/B978-0-12-397025-1.00065-8](https://doi.org/10.1016/B978-0-12-397025-1.00065-8)
- Eden, G.F., Olulade, O.A., **Evans**, T.M., Krafnick, A.J., & Alkire, D.R. (2015). Developmental dyslexia. In G. Hickok & S. L. Small (Eds.), *The Neurobiology of Language* (pp. 815-822). Academic Press. doi: [10.1016/B978-0-12-407794-2.00065-1](https://doi.org/10.1016/B978-0-12-407794-2.00065-1)

**Evans, T.M., Flowers, D.L., Napoliello, E.M., Olulade, O.A., & Eden, G.F. (2014).** The functional anatomy of single-digit arithmetic in children with developmental dyslexia. *NeuroImage*, *101*, 644–652. Academic Press. doi: [10.1016/j.neuroimage.2014.07.028](https://doi.org/10.1016/j.neuroimage.2014.07.028)

**Evans, T.M., Flowers, D.L., Napoliello, E.M., & Eden, G.F. (2014).** Sex-specific gray matter volume differences in females with developmental dyslexia. *Brain Structure & Function*, *219*(3), 1041–1054. doi: [10.1007/s00429-013-0552-4](https://doi.org/10.1007/s00429-013-0552-4)

Ullrich, L., Dumanis, S.B., **Evans, T.M.**, Jeannotte, A.M., Leonard, C., Rozzi, S.J., Taylor, C.M., Kanwal, J. S., Maguire-Zeiss, K.A., Wolfe, B.B., Gale, K., & Forcelli, P.A. (2014). From student to steward: the Interdisciplinary Program in Neuroscience at Georgetown University as a case study in professional development during doctoral training. *Medical Education Online*, *19*, 22623. doi: [10.3402/meo.v19.22623](https://doi.org/10.3402/meo.v19.22623)

\*\*mentee co-author

## **MANUSCRIPTS UNDER REVIEW**

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**Evans, T.M., Earle, F.S., Del Tufo, S.N., Lipscomb, D.W.\*\***, Lum, J.A.G., Ullman, M.T.\*, Cutting, L.E.\* Arithmetic outcome predicted by children’s early learning and memory. \*equal contributions

Lampi, A.J.\*\*, Jaswal, V.K., **Evans, T.M.** Parent and child reports of child’s alexithymia are not related in typical development.

Janacek, K., **Evans, T.M.**, Kiss, M., Shah, L.\*\*, Blumenfeld, H., Ullman, M.T. The fruit below the rind: moving beyond cortex in the study of cognition.

Hao, L., Zhou, Y., Chen, X., Qiu, J., Luo, W., Zhuang, L., Xu, J., Chen, M., Wang, Y., Luo, J., Tan, S., Gao, J., He, Y., **Evans, T.M.**, Fan, J., Tao, S., Dong, Q. & Qin, S. Mapping neural specialization and generalizable representations in children’s attention development.

\*\*mentee co-author

## **RESEARCH FUNDING**

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### **Ongoing**

2020 – 2025 National Institute of Child Health and Human Development  
Longitudinal Investigation into Declarative and Procedural Memory Brain  
Systems Supporting the Development of Math Skills  
Role: Principal Investigator (Multi-PI)  
R01HD100429  
\$2,983,880

2019 – 2021 National Center for Advancing Translational Sciences  
Brain Synchrony in Autism Spectrum Disorders  
Role: KL2 Scholar Investigator  
KL2TR003016

\$282,515

2019 – 2021 Supporting Transformative Autism Research Pilot Award  
University of Virginia  
Parent-Child Brain Synchrony in Autism Spectrum Disorders  
Role: Principal Investigator  
\$99,424

## Completed

2018 – 2020 Smith Richardson Foundation  
A Kindergarten-Based Lottery Evaluation of Core Knowledge Charter Schools  
Role: Co-Investigator  
\$328,728

2018 – 2019 3 Cavaliers  
University of Virginia  
Brain Synchrony During Student-Teacher Interactions  
Role: Co-Principal Investigator  
\$60,000

2018 – 2019 Equipment Trust Funds  
University of Virginia  
Student-Child Brain Synchrony  
Role: Co-Principal Investigator  
\$151,800

2017 – 2019 National Science Foundation  
Developmental Skills Linked to Math and Science Achievement: An Interdisciplinary  
Data-Intensive Approach to Identification and Improvement Through Experimental  
Intervention  
Role: Co-Investigator  
\$2,499,248

2015 – 2017 Ruth L. Kirschstein National Research Service Award  
Neurodevelopmental Basis of Persistent Mathematical Learning Disabilities  
National Institute of Child Health and Human Development  
Role: Principal Investigator  
F32HD080367  
\$170,166

2014 – 2015 Stanford Child Health Research Institute Postdoctoral Fellowship  
Neurodevelopmental Basis of Persistent Mathematical Learning Disabilities  
Role: Principal Investigator  
\$50,000

## **AWARDS and HONORS**

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2019 – 2021	integrated Translational Health Research Institute of Virginia (iTHRIV) KL2 Career Development Award
2017 – 2019	National Institutes of Health Loan Repayment Program Award
2015 – 2017	NIH NRSA Postdoctoral Fellow
2014 – 2015	Children’s Health Research Institute (CHRI) Postdoctoral Fellow, Stanford University
2013	Apprenticeship in Teaching, Georgetown University
2007 – 2009	Graduate Dean’s Pre-thesis Fellow, Georgetown University

## **TALKS**

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Georgetown University, Department of Psychology, Washington, DC, “Longitudinal Profiles of Brain Networks Supporting Children’s Academic Skills,” October 2018.

University of Delaware, School of Education, Newark, DE, “Longitudinal Profiles of Brain Networks Supporting Children’s Academic Skills,” October 2018.

International Mind, Brain and Education Society, University of Southern California, Los Angeles, CA, “Domain-General Skills in Education: Psychology, Education and Neuroscience Perspectives,” September 2018.

Mathematical Cognition and Learning Society, University of Oxford, UK, “Early Childhood General Knowledge: A Domain-General Mechanism for Long-Term Achievement in Arithmetic and Reading,” April 2018.

Science and Art of Grant Writing Symposium, Stanford University, Palo Alto, CA, “A Formula For Success,” August 2017.

Learning and the Brain, San Francisco, CA, “Brain Bases of Longitudinal Growth in Math Abilities and Positive Mindset,” February 2016.

Yale University, Haskins Laboratories, New Haven, CT, “Brain Networks Supporting the Acquisition of Skilled Reading and Arithmetic,” November 2015.

University of Wisconsin, Madison, Department of Psychology, “Brain Networks Supporting the Acquisition of Skilled Reading and Arithmetic,” October 2015.

Johns Hopkins University, CogNeuro Research Lab, Baltimore, MD, “Brain Networks Supporting the Acquisition of Skilled Reading and Arithmetic,” August 2015.

Winter Conference on Brain Research, Big Sky, Montana “The Learning Brain: Cognitive Neuroscience for the Educational System,” January 2015.

University of Oxford Department of Experimental Psychology Seminar, Oxford, UK “Intact Language Networks Support the Acquisition of Both Skilled Reading and Arithmetic,” September 2014.

Cardiff University Brain Research Imaging Centre, Cardiff, UK “Intact Language Networks Support the Acquisition of Both Skilled Reading and Arithmetic,” September 2014.

Inter-Science of Learning Center Conference, Philadelphia PA, “Common Neural Substrates of Arithmetic and Reading,” March 2013.

## **CONFERENCE ACTIVITY**

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Xia, R.\*\*, Chen, R.\*\*, Stockwell, K.M.\*\*, Hofkens, T., **Evans**, T.M. 2020. Characterizing Social Interaction Via Dyadic Hyperscanning Techniques. (virtual) Cognitive Neuroscience Society, Boston, MA.

Lampi, A.J.\*\*, Shah, L.\*\*, Jaswal, V.K., **Evans**, T.M. 2019. Educating about Neurodiversity: Incorporating Autistic Perspectives Into the Classroom. Society for Neuroscience, Chicago, IL.

Krafnick, A.J., & **Evans**, T.M. 2019. Sex and DYX1C1 genotype effects on pediatric cortical thickness and surface area. Organization for Human Brain Mapping, Rome, Italy.

Ullman, M.T., **Evans**, T.M., Shah, L.\*\*, Kiss, M., Blumenfeld, H., Janacsek, K. 2018. The fruit below the rind: The importance of subcortical structures in cognition. Cognitive Neuroscience Society, San Francisco, CA.

Grissmer, D.W., & **Evans**, T.M. 2018. Early childhood general knowledge: A domain-general mechanism for long-term achievement in arithmetic and reading. EARLI Special Interest Group (SIG) 22: Neuroscience and Education, London, UK.

Mei, E.Z.\*\*, **Evans**, T.M., Skeide, M.A., Kochalka, J., Chen, L., Beidelman, M., Schaer, M., Menon, V. 2018. Reading ability modulates the brain network of children with mathematical difficulties. EARLI Special Interest Group (SIG) 22: Neuroscience and Education, London, UK.

Abrams, D.A., Kochalka, J., Chen, T., Bhide, S., **Evans**, T.M., Ryali, S., & Menon, V. 2017. Intrinsic functional architecture of Wernicke’s Broca’s, and Geschwind’s areas of the human speech network. Organization for Human Brain Mapping, Vancouver, BC, Canada.

**Evans**, T.M., & Ullman, M.T. 2017. An extension of the procedural deficit hypothesis from developmental language disorders to mathematical disability. Cognitive Neuroscience Society, San Francisco, CA.

**Evans**, T.M., Abrams, D.A., Kochalka, J., Chen, L., Kaushal, S.\*\*, Battista, C., & Menon, V. 2016. Multiple cognitive networks anchored in the visual word form area. Organization for Human Brain Mapping, Geneva, Switzerland.

**Evans**, T.M.\*, Schaer, M.\*, Kochalka, J., Ngoon, T.J.\*\*, Chen, L., Battista, C., & Menon, V. 2015. Cortical maturation accompanying individual differences in longitudinal development of children’s reading ability. Neurobiology of Language, Chicago, IL. \*equal contributions

Battista, C., Ngoon, T.J.\*\*, Chen, T., Chen, L., Baker, A., Kochalka, J., **Evans**, T.M., & Menon, V. 2015. Interactive specialization and the development of functional systems supporting complex cognitive skills in children. Society for Neuroscience, Chicago, IL.

Bae, S., Schaer, M., Beidelman, M., **Evans**, T.M., Zeineh, M., Battista, C., & Menon, V. 2015. Dorsal damage - ventral compensation: A longitudinal case study examining structural reorganization of left superior temporal and bilateral fusiform gyri induced by perinatal infarct in occipito-parietal cortex. Society for Neuroscience, Chicago, IL.

Chen, L., Bae, S., Battista, C., **Evans**, T.M., & Menon, V. 2015. Behavioral and neurobiological correlates of positive mindset in children. Society for Neuroscience, Chicago, IL.

Bae, S., Schaer, M., Beidelman, M., **Evans**, T. M., Zeineh, M., Battista, C., & Menon, V. 2015. Dorsal damage - ventral compensation: structural reorganization of left superior temporal and bilateral fusiform gyri induced by perinatal infarct in occipito-parietal cortex. International Conference on Pediatric Acquired Brain Injury, Liverpool, England.

**Evans**, T.M.\*, Schaer, M.\*, Kochalka, J., Ngoon, T.J.\*\*, Mei, E.Z.\*\*, Menon, A.\*\*, Sarukkai, M.\*\*, Beidelman, M., Battista, C., & Menon, V. 2015. Cortical maturation accompanying individual differences in longitudinal development of children's mathematical ability. Organization for Human Brain Mapping, Honolulu, Hawaii. \*equal contributions

Battista, C., Ngoon, T.J.\*\*, Chen, T., Chen, L., Kochalka, J., **Evans**, T.M., & Menon, V. 2015. Emerging brain systems supporting cognition: A longitudinal study of mental arithmetic. Organization for Human Brain Mapping, Honolulu, Hawaii.

Chen, L., Bae, S., Battista, C., **Evans**, T.M., & Menon, V. 2015. When good meets bad: The neural correlates of positive attitude and anxiety towards math in young children. Organization for Human Brain Mapping, Honolulu, Hawaii.

**Evans**, T.M., Kochalka, J., Ngoon, T.J.\*\*, Qin, S., Battista, C., & Menon, V. 2014. Predicting longitudinal gains in math skills with brain structure and intrinsic connectivity. Society for Neuroscience, Washington, D.C.

Battista, C., **Evans**, T.M., Ngoon, T.J.\*\*, Chen, T., & Menon, V. 2014. Six-year longitudinal growth-curve modeling of functional brain changes during problem solving in children. Society for Neuroscience, Washington, D.C.

**Evans**, T.M., Kochalka, J., Vellanki, N.\*\*, Ngoon, T.J.\*\*, Battista, C., & Menon, V. 2014. Intrinsic connectivity to the visual word form area and the putative visual number form area. Society for the Neurobiology of Language, Amsterdam, The Netherlands.

**Evans**, T.M., Olulade, O.A., Koo, D.S., & Eden, G.F. 2012. Effects of sensory and signed language experience on the neural basis of visual motion processing. Society for Neuroscience, New Orleans, LA.

Forcelli, P.A., Connor, T., Dumanis, S.B., **Evans**, T.M., Krafnick, A. J., Smirnov, M., Ullrich, L., & Gale, K. 2012. Teaching as a "Want-To" Rather Than a "Have-To." Society for Neuroscience, New Orleans, LA.

**Evans**, T.M., Ingala, E., Flowers, D.L., & Eden, G.F. 2012. Common neural substrates of reading and arithmetic. Organization for Human Brain Mapping, Beijing, China.

**Evans, T.M., Flowers, D.L., Napoliello, E.M., Einbinder, E., & Eden G.F.** 2011. Developmental changes underlying calculation: an fMRI study. Society for Neuroscience, Washington, D.C.

**Evans, T.M., Flowers, D.L., Luetje, M., Napoliello, E.M., & Eden, G.F.** 2011. Operation specific-development of arithmetic processing and its relationship to word reading. Neurobiology of Language, Annapolis, MD.

**Gerner, T.M., Brar, J., Kalbfleisch, M.L., & Vanmeter, J.W.** 2009. Classification of subtypes in a pediatric sample with autism spectrum disorders. Organization for Human Brain Mapping, San Francisco, CA.

**Gerner, T.M., Wall, A.E., Napoliello, E.M., Flowers, D.L., & Eden, G.F.** 2008. The anatomical profile of dyslexic females: a voxel-based morphometry study. Society for Neuroscience, Washington, D.C.

\*\*mentee co-author

## **NEWS and MEDIA**

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“Q&A: Predicting Academic Outcomes: Neuroimaging Provides Novel Insights” Meeri Kim, *Blog on Learning & Development*, November, 2018.

“Q&A: What Can the Brain Teach Us About How Children Learn?” Laura Hoxworth, *UVA Today*, March 7, 2018.

“Math and Dyslexia,” interviewed by Dr. Fernette Eide, co-founder of *Dyslexia Advantage* charitable organization, October 31, 2016.

“Struggled in Algebra Class? You May Have a ‘Math Disability,’” interviewed on WNYC Public Radio International’s program *The Takeaway* with John Hockenberry, October 5, 2016.

“Math Difficulties May Reflect Problems in a Crucial Learning System in the Brain,” *Science Daily*, September 15, 2016.

“This is Your Brain on Math,” Kevin Hartnett, *Boston Globe*, September 17, 2015.

“Brain Scans May Predict Math Gains in Children, Study Finds,” Maggie Fox, *NBC News*, August 18, 2015.

“Dyslexic Brain May Solve Some Math Problems in a Roundabout Way,” Laura Sanders, *Science News*, September 23, 2014.

“Brain Anatomy of Dyslexia is Not the Same in Men and Women, Boys and Girls,” *Science Daily*, May 8, 2013.

## **TEACHING and MENTORING**

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**University of Virginia**  
Teaching



*Ad hoc lectures*

- 2020 Cognitive Psychology and Education, “Technology & Learning: Mobile EEG Demo” (undergraduate and graduate students)
- 2018 – 2019 Neurodevelopmental Disorders, “Co-morbid Learning Disabilities in Reading and Mathematics” (undergraduate students)

Mentoring

- 2019 – present Mentor, Y-Minh Nguyen (undergraduate student)
- 2019 – present Mentor, Meghan Liu (undergraduate student)
- 2019 – 2020 Mentor, Sarah Paquette (undergraduate student)
- 2019 – 2020 Mentor, Ruohan Xia (master’s student)
- 2018 – present Mentor, Leela Shah (undergraduate student)
- 2018 – 2020 Mentor, Runzhi Chen (master’s student)

Committee Membership

- 2020 – present PhD Committee Member, Gus Sjobeck
- 2020 Comprehensives Committee Member, Ian Becker
- 2020 PhD Committee Member, Robert Moulder

**Stanford University**Teaching

- 2015 Senior Instructor, Grant Writing Academy, Writing Compelling Fellowships and Career Development Awards (graduate students and postdoctoral fellows)
- 2014 Instructor, Grant Writing Academy, Writing Compelling Fellowships and Career Development Awards (graduate students and postdoctoral fellows)

*Ad hoc lectures*

- 2015 Brain Training: Hype or Help? “Developmental Dyslexia: Neuroanatomy, Training and Co-morbidity” (undergraduate students)
- 2013 Mathematical Cognition, “Cognitive Neuroscience of Numerical Abilities” (undergraduate students)

Mentoring

- 2015 – 2018 Mentor, Edward Mei (undergraduate student)
- 2016 – 2017 Co-Mentor, Julia Kang (research assistant)
- 2015 – 2016 Co-Mentor, Shivani Kaushal (research assistant)
- 2015 Co-Mentor, Adi Menon (high school student)
- 2014 – 2016 Co-Mentor, Mayuka Sarukkai (undergraduate student)
- 2014 Co-Mentor, Mounika Narayanan (high school student)
- 2014 Mentor, Neha Vellanki (undergraduate student)
- 2014 Co-Mentor, Samantha Hoffman (undergraduate student)
- 2013 – 2015 Co-Mentor, Tricia Ngoon (research assistant)

**Georgetown University**Teaching

- 2009 – 2013 Course Coordinator, Introduction to Cognitive Science (undergraduate students)

*Ad hoc lectures*

- 2013 – 2015 Introduction to Cognitive Science, “Numerical Cognition and Dyscalculia”

- (undergraduate students)
- 2009 – 2013 Systems & Cognitive Neuroscience, “Human Cognition Lab” (graduate students)
- 2012 Drugs Brain & Behavior, “Executive Function” (undergraduate students)
- 2010 – 2012 Introduction to Cognitive Science, “Neuroanatomy and Neural Circuits” (undergraduate students)
- 2009 – 2012 Neuroscience Summer Course, “Neuroanatomy Laboratory” (graduate students)
- 2009 Diseases/Disorders of the Brain, “Developmental Language Disorders” Graduate Student Directed Course (undergraduate students)

**K-12 Teaching**

- 2006 – 2007 Substitute Instructor, Kelly Educational Staffing (K-12 students)
- 2005 – 2006 Private Tutor, Self Employed (K-12 students)
- 2005 Classroom and Private Tutor, Kaplan Test Prep (high school students)

**OTHER RESEARCH EXPERIENCE**

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- 2008 Special Volunteer, National Institute of Mental Health, Bethesda, MD
- 2006 Research Assistant, University of Delaware, Newark, DE

**SERVICE TO PROFESSION**

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- 2020 Reviewer, Israel Science Foundation
- 2019 Reviewer, integrated Translational Health Research Institute of Virginia (iTHRIV) Community Seed Grant Program
- 2019 Ad hoc reviewer, National Science Foundation
- 2015 Invited Workshop Participant, Science of Learning: Integration and Synthesis, National Science Foundation, Arlington, VA
- 2013 Invited Workshop Participant, Science of Learning: Prospects, National Science Foundation, National Science Foundation, Arlington, VA
- 2011 – 2012 Chair, Student Grant Review Committee, National Science Foundation Visual Language Visual Learning Science of Learning Center

**UNIVERSITY SERVICE**

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- 2015 – 2016 Member, Stanford University Faculty Senate Committee on Research
- 2014 – 2016 Council Member, Stanford University Postdoctoral Association
- 2014 Planning Committee Member, Stanford University Teaching Academy
- 2009 – 2013 Program Coordinator, Interdisciplinary Program in Cognitive Science, Georgetown University
- 2007 – 2011 Member, Executive Committee, Interdisciplinary Program in Neuroscience, Georgetown University
- 2008 – 2010 President, Interdisciplinary Program in Neuroscience Student Organization, Georgetown University

**OUTREACH**

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- 2017 – present Member, Special Education Advisory Committee, Albemarle County, VA

- 2015 Invited Panelist, “A Panel on Developmental Disorders: Identifying and Tackling Children’s Learning Challenges,” Stanford Professional Women, Palo Alto, CA
- 2013 – 2014 Volunteer, Science is Elementary, Mountain View, CA
- 2012 Anatomy Demonstrator, Howard Hughes Pre-college Program, Washington, D.C.
- 2010 – 2012 Judge, Key School Science Fair, Washington, D.C.
- 2007 – 2009 Tutor, EVOL (Education + VOLunteers is a reflection of LOVE), Washington, D.C.

## **INDUSTRY EXPERIENCE**

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- 2015 – 2017 Consultant, eCarrot
- 2003 – 2005 Engineer, Akzo Nobel Chemicals Inc., Dobbs Ferry, NY
- 2002 – 2003 Systems Engineer, Diagnostic Products Corporation, Flanders, NJ

## **AD HOC REVIEWER**

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*Applied Psycholinguistics*  
*Brain and Language*  
*Cerebral Cortex*  
*Child Development*  
*Developmental Cognitive Neuroscience*  
*European Journal of Neuroscience*  
*Frontiers in Human Neuroscience*  
*Frontiers in Neuroscience*  
*Frontiers in Psychology*  
*Human Brain Mapping*  
*Journal of Abnormal Psychology*  
*NeuroImage*  
*Neuropsychologia*  
*PLOS ONE*  
*Psychonomic Bulletin and Review*  
*Science Advances*  
*Trends in Neuroscience and Education*

## **PROFESSIONAL MEMBERSHIPS**

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EARLI Special Interest Group (SIG) 22: Neuroscience and Education  
FLUX: The International Society for Integrated Developmental Cognitive Neuroscience  
International Mind, Brain and Education Society  
The Mathematical Cognition and Learning Society  
Organization for Human Brain Mapping  
Society for Neuroscience  
Society for the Neurobiology of Language