

EMILY J. HANGEN

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EMPLOYMENT

2024 – Current	Assistant Professor, Department of Psychology, Philosophy, and Neuroscience State University of New York Brockport
2021 – Current	Instructor Harvard Extension School
2021 – 2024	Visiting Assistant Professor, Department of Psychological and Brain Sciences Fairfield University
2020 – 2021	Statistics Lecturer, Psychology Department Tufts University
2019 – 2021	Postdoctoral College Fellow, Psychology Department Harvard University

EDUCATION

2019	Ph.D.	Social-Personality Psychology, University of Rochester Dissertation: <i>When students perceive a HEAP of expectations: Development of the HEAP scale and an investigation of perceived parental expectations on student distress and academic performance</i>
2016	M.A.	Social-Personality Psychology, University of Rochester Certificate in Quantitative Psychology Thesis: <i>Are they the same or are they different? Investigating the association between performance-approach and performance-avoidance achievement goals</i>
2013	B.A.	Psychology with Honors, University of Chicago Honors Thesis: <i>Students who believe intelligence can change are more likely to choke under pressure</i>

FUNDING & AWARDS

Fellowships

2013-2019	Robert L. and Mary L. Sproull University Fellow (\$36,000)
2015-2019	National Science Foundation Graduate Research Fellow (\$138,000)
2016-2017	Teaching-as-Research Fellow (\$1,500)

Grants & Awards

2023	Science Institute Grant, Fairfield University (\$1939) <i>Proven performance vs. unproven potential: Gender bias in evaluation of potential hires</i> Role: PI (Sub-PI's: Katie Tomlin & Kerry Cannity; Mentored students: Katherine O'Conner & Brooke Benz)
2022	Science Institute Grant, Fairfield University (\$1000) <i>Painful Promotion: How likeability interacts with empathy in the development of coworker envy and resulting motivation</i> Role: PI (sub-PI: Michael Andreychik)
2020	Postdoctoral Award for Professional Development, Harvard University (\$750)
2019	3-Minute Thesis winner, University of Rochester (\$750) <i>Expectations: Helpful or Harmful?</i>
2019	Clinical and Social Sciences in Psychology Dissertation grant, University of Rochester (\$700)

- 2018 *When students perceive a HEAP of expectations: Development of the HEAP scale and an investigation of perceived parental expectations on student distress and academic performance*
Emory Cowan award for best first-authored publication, University of Rochester's Clinical and Social Sciences in Psychology department
Lay conceptions of norm-based approach and avoidance motivation: Implications for the performance-approach and performance-avoidance goal relation.
- 2016 University of Rochester GSA student travel award (\$300)
- 2015 Society of Personality and Social Psychology (SPSP) Student Poster Award
- 2014, 2015 Dean's Travel Award, University of Rochester(\$800 each)
- 2012 Pittsburgh Science of Learning Center Internship Program (\$4000)
- 2012 Earl R. Franklin Fellowship Honorable Mention
- 2009-2013 Merit Scholarship Recipient, University of Chicago
- 2009-2013 Dean's List, University of Chicago
- 2009 Social Science Sterling Scholar Finalist, Deseret News and KSL (Utah)
- 2007 Energy Solutions Foundation Scholarship Recipient 2007

Teaching Awards

- 2020 Certificate of Teaching Excellence (Fall 2020)
The Derek Bok Center for Teaching and Learning, Harvard University
- 2020 Commendation for Extraordinary Teaching (Spring 2020)
Office of Undergraduate Education, Harvard University
- 2019 Certificate of Teaching Excellence (Fall 2019)
The Derek Bok Center for Teaching and Learning, Harvard University
- 2018 Advanced Teaching Award
Center for Excellence in Teaching and Learning, University of Rochester
- 2016-2017 Teaching-as-Research Fellow
Center for the Integration of Research, Teaching, and Learning (CIRTL), University of Rochester
Study 1: Freshman motivation: Change in achievement goals during transition to college
Study 2: Gender differences in students' sex-specific social comparisons and goal adoption for STEM and Non-STEM majors

RESEARCH INTERESTS

My research focuses on how social contexts impact college students' motivation, emotions, and performance. My work is grounded in achievement goal theory and the biopsychosocial model of challenge and threat. Specifically, I examine how approach and avoidance motivation is affected by 1) competing against others, 2) the stress of being evaluated by others, and 3) when facing racial and gender stereotypes and expectations from others. The aim of my research is to provide empirically-validated interventions that facilitate optimal student motivation.

PUBLISHED MANUSCRIPTS (current count: 13)

- Drazan, J. F.* & Hangen, E.J.* (2024). Development of an Interdisciplinary Engineering Education Research Approach: The perspectives and lessons learned by two early career faculty. *ASEE North East Section*. <https://doi.org/10.18260/1-2--45760> *Joint first-authorship
- Hangen, E. J., Elliot, A. J., & Jamieson, J. P. (2024). A HEAP of perceived parental expectations: College students' experience of high academic expectations. *The Journal of Experimental Education*. <https://doi.org/10.1080/00220973.2024.2310686>
- Lurie, L. A., Hangen, E.J., Rosen, M.L., Crosnoe, R., & McLaughlin K.A. (2023). Reduced growth mindset as a mechanism linking childhood trauma with academic performance and internalizing psychopathology. *Child Abuse & Neglect*, 142, 105672. <https://doi.org/10.1016/j.chiabu.2022.105672>

- Elliot, A. J., Weissman, D. L., **Hangen, E. J.**, & Thorstenson, C. A. (2021). Social comparison information, performance expectancy, and performance goal adoption. *Motivation Science*, 7(1), 56-67. <https://doi.org/10.1037/mot0000207>
- Oveis, C., Gu, Y., Ocampo, J. M., **Hangen, E. J.**, & Jamieson, J. P. (2020). Emotion regulation contagion: Stress reappraisal promotes challenge responses in teammates. *Journal of Experimental Psychology: General*, 149(11), 2187-2205. <https://doi.org/10.1037/xge0000757>
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (2019). Highlighting the difference between approach and avoidance motivation enhances the predictive validity of performance-avoidance goal reports. *Motivation and Emotion*, 43(3), 387-399. <https://doi.org/10.1007/s11031-018-9744-9>
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (2019). Stress reappraisal during a mathematics competition: Testing effects on cardiovascular approach-oriented states and exploring the moderating role of gender. *Anxiety, Stress, & Coping*, 32(1), 95-108. <https://doi.org/10.1080/10615806.2018.1530049>
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (2019). Lay conceptions of norm-based approach and avoidance motivation: Implications for the performance-approach and performance-avoidance goal relation. *Journal of Personality*, 87(4), 737-749. <https://doi.org/10.1111/jopy.12429>
- Chen, C., Shengquan, Y., & **Hangen, E.** (2018). Predicting achievement goals in the east and west: The role of grit among American and Chinese university students. *Educational Psychology*, 38(6), 820-837. <https://doi.org/10.1080/01443410.2018.1458975>
- Jamieson, J. P., **Hangen, E. J.**, Lee, H. Y., & Yeager, D.S. (2018). Author Reply: Arousal reappraisal as an affect regulation strategy. *Emotion Review*, 10(1), 74-76. <https://doi.org/10.1177/1754073917724878>
- Jamieson, J. P., **Hangen, E. J.**, Lee, H. Y., & Yeager, D.S. (2017). Capitalizing on appraisal processes to improve affective responses to social stress. *Emotion Review*, 10(1), 30-39. <https://doi.org/10.1177/1754073917693085>
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (2016) The opposing processes model of competition: Elucidating the effects of competition on risk-taking. *Motivation Science*, 2(3), 157-170. <https://dx.doi.org/10.1037/mot0000038>
- Jamieson, J. P., Peters, B. J., **Greenwood, E. J.** & Altose, A. (2016). Reappraising stress arousal improves performance and reduces evaluation anxiety in classroom exam situations. *Social Psychological and Personality Science*, 7(6), 579 - 587. <https://doi.org/10.1177/1948550616644656>

Manuscripts under review

Seitchik, A. & **Hangen, E. J.** (under review). Do you push me or do I push myself?: How internal and external evaluation influence stereotype threat effects.

Manuscripts in preparation

Drazan, J. F., **Hangen, E. J.**, & Loya, A. K. (in prep). Sports biomechanics increases STEM interest among youth athletes within school wide STEM outreach intervention.

Hangen, E. J., Elliot, A. J., & Jamieson, J. P. (in prep). Empowering or distressing: College students' perceptions and reactions to high academic expectations.

PUBLISHED CHAPTERS/ENCYCLOPEDIA ARTICLES (current count: 4)

- Jamieson, J.P. & **Hangen, E.J.** (2021). The roles of appraisal and perception in stress responses and leveraging appraisals and mindsets to improve stress responses. In Hazlett-Stevens (Ed.). *Biopsychosocial Factors in Stress, and Mindfulness for Stress Reduction*. New York, NY: Guilford Press. https://doi.org/10.1007/978-3-030-81245-4_5
- Jamieson, J.P., & **Hangen, E. J.** (2020). Stress reappraisal: Optimizing acute stress responses in motivated performance contexts. In G. Walton & A. Crum (Eds.), *Handbook of Wise Interventions: How Social Psychology Can Help People Change*. New York, NY: Guilford Press.
- Hangen, E. J.**, & Elliot, A. J. (2016). Achievement Motives. In V. Zeigler-Hill & T. K. Shackleford (Eds.) *Encyclopedia of Personality and Individual Differences*. Springer International Publishing.
- Greenwood, E. J.**, Korn, R. M., & Elliot, A. J. (2015). Achievement and the self: Approach and avoidance as self-growth and self-protection. In Guay, F., McInerney, D. M., Craven, R., & Marsh, H. W. (Eds.), *Self-concept, motivation and identity: Underpinning success with research and practice* (5th ed.) Charlotte, NC: Information Age Publishing, Inc.

TALKS AND CONFERENCE PAPERS (current count: 15)

**Mentored student

- Hangen, E. J.** (April, 2024) *Handling Stress: Using Stress Reappraisal to Optimize Academic Performance*. Invited Guest Speaker, Psychology Department, Western State Connecticut University.
- Drazan, J. F.* & **Hangen, E.J.*** (April, 2024). *Development of an Interdisciplinary Engineering Education Research Approach: The perspectives and lessons learned by two early career faculty*. American Society for Engineering Education Northeast Section Conference. Fairfield, CT. *Joint presenters
- Hangen, E. J.**, Tomlin K., Cannity K., & **Benz B. (February, 2024). *Proven performance vs. unproven potential: Gender bias in the evaluation of potential hires*. Accepted research spotlight. Society for Personality & Social Psychology Annual Meeting 2024. Virtual session.
- Drazan, J. F., **Hangen, E. J.**, & Loya, A. K. (February, 2024). *Broader impacts: Building on areas of shared interest for effective STEM engagement among youth*. Accepted podium presentation. Orthopedic Research Society Annual Meeting 2024. **Finalist for New Investigator Recognition Award (NIRA)**
- Seitchik, A. E., & **Hangen, E. J.** (February, 2023). *Do you push me or do I push myself? How internal and external sources of evaluation influence stereotype threat effects*. Accepted research spotlight. Society for Personality & Social Psychology Annual Meeting 2023. Virtual session.
- Hangen, E. J.**, Lurie, L., Crosnoe, R.L., & McLaughlin, K.A. (April, 2021). *Adversity and Mind-Sets: Mind-Sets mediate childhood adversity on school performance and anxiety*. Accepted paper. American Education Research Association Annual Meeting 2021. Virtual Conference.
- Hangen, E.J.** (January, 2020). *Fostering student motivation in online course design*. Invited research talk at HarvardX. Cambridge, MA.
- Hangen, E. J.** (April, 2019). *Who are students competing against? Comparisons to male or female classmates for performance goals*. Accepted paper. American Education Research Association Annual Meeting 2019. Toronto, CA.
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (May, 2018). *Reappraising stress during a mathematics competition: Motivation and performance effects for men and women*. Accepted symposium talk. Social Psychologists Around Western New York Conference 2018. Buffalo, New York.
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (August, 2017). *The effects of beliefs about approach and avoidance on the quality and predictive utility of performance goals*. Accepted symposium talk. Social Psychologists Around Western New York Conference 2017. Rochester, New York.
- Hangen, E. J.** (June, 2017) *Gender differences in students' sex-specific social comparisons and goal adoption for STEM and Non-STEM majors*. Accepted paper. Teaching-As-Research Annual Conference. Cornell, NY.
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (April, 2017). *The impact of respondents' approach and avoidance beliefs on performance goals self-reports*. Accepted paper. American Education Research Association Annual Meeting 2017. San Antonio, TX.
- Greenwood, E.** (May, 2016). *Are they the same or are they different? Investigating the unexplained association among performance goals*. Accepted symposium talk. Social Psychologists Around Western New York Conference 2016. New York, NY.
- Greenwood, E.** (May, 2014). *Competition and Performance: Motivational orientations and physiological responses*. Accepted symposium talk. Social Psychologists Around Western New York Conference 2014. New York, NY.
- Greenwood, E.**, Park, D., & Beilock, S. (June, 2013). *Students who believe intelligence can change: More likely to "choke under pressure"*. Invited oral presentation at University of Chicago Undergraduate Research Symposium 2013. Chicago, IL.

POSTER PRESENTATIONS (current count: 16)

**Mentored student

- Hangen, E. J.**, Daumiller, M., & Chen, C. (February, 2022). *Expected to Excel: Examining Cross-Cultural Differences in Perceived Parental Expectations on Performance and Distress*. Society for Personality & Social Psychology Annual Meeting 2022. Virtual session.

- Hangen, E. J.**, Jamieson, J. P., & Elliot, A. J. (February, 2021). The Cost of High Expectations: Associations of student performance and distress with student beliefs about their parents' high academic expectations. Society for Personality & Social Psychology Annual Meeting 2021. Online conference.
- Hangen, E. J.**, Elliot, A. J., & Jamieson, J. P. (April, 2020). *A HEAP of parental expectations: A measure of student beliefs about their parents' expectations*. Accepted Poster. American Education Research Association Annual Meeting 2020. San Francisco, CA. (Conference cancelled).
- **Weissman, D. L., Hangen, E. J., Thorstenson, C. A., & Elliot, A. J.** (March, 2018). *Competition and performance goals: The moderating effect of perceived competence*. Poster presented at the 19th annual Society for Personality and Social Psychology meeting, Atlanta, GA.
- **Weissman, D., Hangen, E. J., Thorstenson, C., & Elliot, A. J.** (August, 2017) *The influence of perceived competence on performance goal adoption*. Poster presented as the Social Psychologists Around Western New York Conference 2017. Rochester, NY.
- Hangen, E. J.** (May, 2017) *Freshman motivation: Change in achievement goals during the transition to college*. Poster presented at Teaching-As-Research Research Day 2017. Rochester, New York.
- **Sherwood, M., **Yidi, M., Greenwood, E.J. & Elliot, A. J.** (May, 2016). *Self-esteem, contingent self-esteem and achievement goals: Different associative patterns between general and conditional self-esteem on goal adoption*. Poster presented at the Social Psychologists Around Western New York Conference 2016. Syracuse, New York.
- **O'Donnell, A. & Greenwood, E.J.** (May, 2016). *Associations between mindfulness, private self-consciousness and need for cognition*. Poster presented at the Social Psychologists Around Western New York Conference 2016. Syracuse, New York.
- **Grella, E., **Guo, Y. & Greenwood, E.J.** (May, 2016). *Different associations with preference for consistency and various personality traits*. Poster presented at the Social Psychologists Around Western New York Conference 2016. Syracuse, New York.
- **Calarco, K., Greenwood, E. J., Peters, B., & Eliot, A. J.** (May, 2016). *Writing about people who are unconditionally-accepting or conditionally-accepting of oneself: Linguistic analysis of differences between attachment styles*. Poster presented at the Social Psychologists Around Western New York Conference 2016. Syracuse, New York.
- Greenwood, E. J. & Elliot, A. J.** (April, 2016). *Same goal or two different goals? Investigating the unexplained positive association among performance goals*. Poster presentation at the American Educational Research Association 100th Annual Meeting. Washington, D.C.
- Greenwood, E. J. & Elliot, A. J.** (January, 2016). *The same or different? How lay beliefs about approach and avoidance explain the association between performance achievement goals*. Poster presentation at the Society of Personality and Social Psychology 17th Annual Meeting, San Diego, CA.
- Greenwood, E., Jamieson, J., & Elliot, A.** (February, 2015). *Competition and risk-taking behavior: The differential effects of competition on physiological reactivity*. Poster presentation at the Society of Personality and Social Psychology 16th Annual Meeting. Long Beach, CA. **Winner of Society of Personality and Social Psychology 2015 Student Poster Award**
- Park, D., Greenwood, E., Ramirez, G., Gunderson, E., Levine, S. & Beilock, S.** (October, 2013) *Students who believe in the malleability of intelligence show a pronounced negative relation between anxiety and performance*. Poster presentation at Cognitive Development Society VIII Biennial Meeting. Memphis, TN.
- Greenwood, E., Park, D., & Beilock, S.** (May, 2013). *Incremental theorists: Resilient to anxiety but more susceptible to choking*. Midwestern Psychological Association Conference, Psi Chi division, 2013.
- Greenwood, E., Richey, L., Zepeda C., Bernacki M., Belenky D. & Nokes-Malach T.** (July, 2012). *Science Diaries Writing Intervention: Examining Motivation and Performance in Science*. Poster presented at Pittsburgh Science of Learning Center 2012 Summer Internship Poster Session, Pittsburgh, PA.

TEACHING (sections taught: 37)

IR = Instructor ratings

Fairfield University

Senior Seminar: Current Issues in Social Psychology - 15 students

Spring 2024 (IR: 5.00/5.00)

Statistics for the Behavioral Sciences - Section 1 - 19 students & 2 lab teaching interns

Spring 2024 (IR: 4.82/5.00)

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Statistics for the Behavioral Sciences - Section 2 - 20 students & 2 lab teaching interns	<i>Spring 2024 (IR: 5.00/5.00)</i>
General Psychology - 29 students	<i>Fall 2023 (IR: 4.94/5.00)</i>
Social Psychology – Section 1 - 24 students	<i>Fall 2023 (IR: 4.64/5.00)</i>
Social Psychology – Section 2 - 24 students	<i>Fall 2023 (IR: 5.00/5.00)</i>
Statistics for the Behavioral Sciences - 22 students & 2 lab teaching interns	<i>Fall 2023 (IR: 4.87/5.00)</i>
General Psychology – Section 3 - 30 students	<i>Spring 2023 (IR: 5.00/5.00)</i>
General Psychology – Section 4 - 30 students	<i>Spring 2023 (IR: 5.00/5.00)</i>
Social Psychology - 24 students	<i>Spring 2023 (IR: 4.85/5.00)</i>
Statistics for the Behavioral Sciences - 20 students & 2 lab teaching interns	<i>Spring 2023 (IR: 5.00/5.00)</i>
General Psychology - 30 students	<i>Fall 2022 (IR: 4.95/5.00)</i>
Social Psychology - 24 students	<i>Fall 2022 (IR: 4.89/5.00)</i>
Statistics for the Behavioral Sciences - 20 students & 2 lab teaching interns	<i>Fall 2022 (IR: 4.94/5.00)</i>
Senior Seminar: Current Issues in Social Psychology - 15 students	<i>Fall 2022 (IR: 5.00/5.00)</i>
General Psychology - 30 students	<i>Spring 2022 (IR: 4.93/5.00)</i>
Social Psychology - 24 students	<i>Spring 2022 (IR: 5.00/5.00)</i>
Statistics for the Behavioral Sciences - Section 1 - 20 students & 2 lab teaching interns	<i>Spring 2022 (IR: 5.00/5.00)</i>
Statistics for the Behavioral Sciences - Section 2 - 20 students & 2 lab teaching interns	<i>Spring 2022 (IR: 5.00/5.00)</i>
General Psychology - 30 students	<i>Fall 2021 (IR: 5.00/5.00)</i>
Social Psychology - Section 1 - 24 students	<i>Fall 2021 (IR: 4.95/5.00)</i>
Social Psychology - Section 2 - 24 students	<i>Fall 2021 (IR: 4.77/5.00)</i>
Statistics for the Behavioral Sciences - 20 students & 2 lab teaching interns	<i>Fall 2021 (IR: 4.95/5.00)</i>

Harvard Extension School

Psychology of Competition and Peak Performance - 42 students	<i>Spring 2024 (IR: 4.80/5.00)</i>
Psychology of Competition and Peak Performance - 39 students	<i>Spring 2023 (IR: 4.80/5.00)</i>
The Power of Others: Social Influence and Persuasion - 39 students	<i>Summer 2022 (IR: 4.89/5.00)</i>
Psychology of Competition and Peak Performance – 43 students	<i>Spring 2022 (IR: 4.80/5.00)</i>
The Power of Others: Social Influence and Persuasion (Graduate) – 17 students	<i>Summer 2021 (IR: 4.91/5.00)</i>
Winning: The Psychology of Competition (Pre-College) – 8 students	<i>Summer 2021 (IR: 4.88/5.00)</i>

Tufts University

Statistics for Behavioral Sciences – 106 students	<i>Spring 2021 (IR: 4.50/5.00)</i>
Statistics for Behavioral Sciences – 138 students	<i>Fall 2020 (IR: 4.55/5.00)</i>

Harvard College

The Power of Others: Social Influence and Persuasion – 20 students	<i>Spring 2021 (IR: N/A)</i>
Driven to Succeed: Understanding Human Motivation – 7 students	<i>Fall 2020 (IR: 5.00/5.00)</i>
Psychology of Competition and Peak Performance – 25 students	<i>Fall 2020 (IR: 4.96/5.00)</i>
The Power of Others: Social Influence and Persuasion – 19 students	<i>Spring 2020 (IR: 4.64/5.00)</i>
Driven to Succeed: Understanding Human Motivation – 11 students	<i>Spring 2020 (IR: 5.00/5.00)</i>
Psychology of Competition and Peak Performance – 39 students	<i>Fall 2019 (IR: 4.88/5.00)</i>

University of Rochester

Graduate Teaching Program for Psychology Department (Co-Instructor)	<i>Summer 2019 (IR: N/A)</i>
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Winning: The Psychology of Competition (Pre-college)
Social Psychology and Individual Differences – 5 students
Social Psychology and Individual Differences – 6 students

Summer 2018 (IR: N/A)
Summer 2018 (IR: 5.00/5.00)
Summer 2016 (IR: 5.00/5.00)

Guest Lecturer:

Behavioral Medicine, Lecture on stress and arousal reappraisal
Behavioral Medicine, Lecture on stress and arousal reappraisal

Fall 2019

Fall 2018

RESEARCH MENTORSHIP

Honor Theses

2018 Laura Duntley, *A Meta-theoretical approach to SOC training for low resource settings*
2017 David Weissman, *Competition and performance goals: The moderating effect of perceived competence*
2017 Jennifer Hennig, *Injury process of student-athletes*

Independent Research Projects

2017 David Weissman
2017 Danielle Branton
2016 Matthieu Sherwood
2016 Maria Yidi
2016 Amanda O'Donnell
2016 Emily Grella
2016 Katy Calarco
2016 Lily Guo
2016 Julian Nin

Total Undergraduate Research Assistants (co-supervised)

2023 Spring Semester Undergraduate research assistants: 1
2020 Spring Semester Undergraduate research assistant: 1
2019 Spring Semester Undergraduate research assistants: 28 (19 returning, 9 new)
2018 Fall Semester Undergraduate research assistants: 23 (14 returning, 9 new)
2018 Spring Semester Undergraduate research assistants: 26 (20 returning, 6 new)
2017 Fall Semester Undergraduate research assistants: 27 (21 returning, 6 new)
2017 Spring Semester Undergraduate research assistants: 36 (27 returning, 9 new)
2016 Fall Semester Undergraduate research assistants: 31 (7 returning, 24 new)
2016 Spring Semester Undergraduate research assistants: 27 (15 returning, 12 new)
2015 Fall Semester Undergraduate research assistants: 32 (27 returning, 5 new)
2015 Spring Semester Undergraduate research assistants: 33 (8 returning, 25 new)
2014 Fall Semester Undergraduate research assistants: 26 (11 returning, 15 new)
2014 Spring Semester Undergraduate research assistants: 22 (15 returning, 7 new)
2013 Fall Semester Undergraduate research assistants: 18

PEDAGOGICAL TRAINING

2024 Beyond an "IDEA": Towards a Culture of Teaching Effectiveness
Faculty Development Day, Fairfield University
2024 Using a Trauma-Informed Framework in the Classroom
Center for Academic Excellence, Fairfield University
2023 Authentic Learning Through Ungrading
New England Faculty Development Consortium, Spring 2023 Workshop Series
2023 Assessments & Feedback
Teaching and Learning at Harvard Extension School

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- 2023 Content & Lecturing
Teaching and Learning at Harvard Extension School
- 2023 Bridging the Class and the “Real World”
Teaching and Learning at Harvard Extension School
- 2022 Overview of Anti-Racist Syllabus Design
Center for Academic Excellence, Fairfield University
- 2020 Championing Equitable Instruction and Inclusive Classrooms,
Harvard Initiative for Learning & Teaching (HILT) Annual Conference
- 2020 Undergraduate Mentoring Workshop Series 2020, 11- hour Workshop Series
FAS Science Education, Harvard University
- 2020 What I Learned from Teaching 'Introduction to Graduate School' (GSAS 299): Notes on an Experiment
Robin Bernstein, Harvard University
- 2020 Science Mentoring Undergraduates Workshop Intensive I
FAS Science Education, Harvard University
- 2019 Peer Learning: Everyone’s a Teacher, Everyone’s a Learner
Harvard Initiative for Learning & Teaching (HILT)
- 2019 The Writing Instructor’s Dilemma
Michael Pollan, PhD
- 2018 Training Future Researchers: Running an All-Undergraduate, Lean, & Competitive Research Lab
Jeffrey H. Miller, PhD
- 2018 Faculty Advising: What You Need to Know and How to Do It Well
Center for the Integration of Research, Teaching, and Learning (CIRTL) network
- 2018 Using Technology to Assess Learning in the Classroom & to Engage Diverse Learners
Kevin Kelly, EdD
- 2018 Conflict Management Workshop
Katherine Schaefer, PhD
- 2017 Teaching Fundamentals: Tools to Demystify Course Planning and Assessment
Jane Marie Souza, Assistant Provost for Academic Administration
- 2017 Using Evidence to Transform Undergraduate Teaching
Michelle K. Smith, PhD
- 2017 The Spark of Learning: Energizing the College Classroom with the Science of Emotion
Sarah Rose Cavanagh, PhD
- 2017 Forget the Pipeline: Social Psychological Processes that Inform Strategies for Broadening the Participation of Women, Latinos/as, and Native American Students in Science.
Jessi Smith, PhD
- 2017 New Brilliant Norms: Transforming the Learning Context to Enhance Diversity, Inclusion, and Excellence
Jessi Smith, PhD
- 2016 Getting Started with Online Learning with 3 Easy Steps
Future Faculty Workshop University of Rochester
- 2016 Broadening Participation: Diversity and Inclusion in the Higher Ed Classroom
Center for the Integration of Research, Teaching, and Learning (CIRTL)
- 2016 Learner-Centered Teaching: Innovative Approaches that Engage Learners
Future Faculty Workshop, University of Rochester
- 2016 Understanding the Faculty Role
Future Faculty Workshop, University of Rochester
- 2016 Summer instructor workshop III
Clinical and Social Sciences in Psychology Department, University of Rochester
- 2016 Summer instructor workshop II
Clinical and Social Sciences in Psychology Department, University of Rochester

- 2016 Summer instructor workshop I
Clinical and Social Sciences in Psychology Department, University of Rochester
- 2016 Hybrid Course Design in an Undergraduate Psychology Course
Christopher Niemiec, PhD
- 2016 Self-Paced, Mastery-Based Learning in an Undergraduate Physics Course
Dan Watson, PhD

ADVANCED QUANTITATIVE TRAINING

Hierarchical Linear Modeling, Item Response Theory, Measurement Development, Structural Equation Modeling

PROFESSIONAL MEMBERSHIPS

American Education Research Association (AERA; SIG: Motivation in Education)
American Psychological Association (APA)
Psi Chi, The International Honor Society in Psychology
Society for Personality and Social Psychology (SPSP)

PROFESSIONAL SERVICE

- 2023 American Education Research Association (AERA) annual meeting reviewer for Division C Section 2b
(Learning and Motivation in Social and Cultural Contexts)
- 2023 American Education Research Association (AERA) annual meeting reviewer for Motivation Special Interest Group
- 2022 Spring Psychology Advising Night for Undergraduates, Fairfield University
- 2021 Fall Psychology Advising Night for Undergraduates, Fairfield University
- 2021-2022 Meetings for the Department of Psychological and Brain Sciences, Fairfield University
- 2019 American Education Research Association (AERA) annual meeting reviewer
- 2018-2019 SONA committee, University of Rochester
- 2018-2019 Graduate representative in social faculty meetings, University of Rochester
- 2018 American Education Research Association (AERA) annual meeting reviewer
- 2017 Graduate organizing group travel fund reviewer, University of Rochester
- 2014-2016 Social psychology graduate student liaison, University of Rochester
- 2014-2015 Social psychology graduate student committee co-chair, University of Rochester
- 2013 Graduate organizing group travel fund reviewer, University of Rochester
- 2011-2012 Vice president University of Chicago's Psi Chi chapter, University of Chicago

Ad-hoc reviewer

Anxiety, Stress, & Coping
Acta Psychologica (2)
British Journal of Social Psychology
Cognition and Emotion
Discover Education
Educational Psychology
Educational Psychology Review
European Journal of Personality
Gifted Child Quarterly (2)
Humanities, Arts and Social Sciences Studies
International Journal of Conflict Management

Emily J. Hangen - CV

International Journal of Medical Informatics
International Journal of Psychology
International Journal of Sport Management and Marketing
Journal of Applied Social Psychology
Journal of Educational Psychology
Journal of Management & Organization
Motivation and Emotion (5)
Motivation Science
Motriz. Journal of Physical Education (2)
Personality and Social Psychology Bulletin (2)
Scientific Reports
Sex Roles
Sport, Exercise, and Performance Psychology