

# EMILY J. HANGEN

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Department of Psychology, Philosophy, and Neuroscience  
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## EMPLOYMENT

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- 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

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- 2019    **Ph.D.**        **Social-Personality Psychology, University of Rochester**  
Dissertation: *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*
- 2016    **M.A.**        **Social-Personality Psychology, University of Rochester**  
Certificate in Quantitative Psychology  
Thesis: *Are they the same or are they different? Investigating the association between performance-approach and performance-avoidance achievement goals*
- 2013    **B.A.**        **Psychology with Honors, University of Chicago**  
Honors Thesis: *Students who believe intelligence can change are more likely to choke under pressure*

## FUNDING & AWARDS

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

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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)

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- 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](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. Shackelford (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 100<sup>th</sup> 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 17<sup>th</sup> 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 16<sup>th</sup> 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

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**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)

## Emily J. Hangen - CV

Statistics for the Behavioral Sciences - Section 2 - 20 students & 2 lab teaching interns	Spring 2024 (IR: 5.00/5.00)
General Psychology - 29 students	Fall 2023 (IR: 4.94/5.00)
Social Psychology – Section 1 - 24 students	Fall 2023 (IR: 4.64/5.00)
Social Psychology – Section 2 - 24 students	Fall 2023 (IR: 5.00/5.00)
Statistics for the Behavioral Sciences - 22 students & 2 lab teaching interns	Fall 2023 (IR: 4.87/5.00)
General Psychology – Section 3 - 30 students	Spring 2023 (IR: 5.00/5.00)
General Psychology – Section 4 - 30 students	Spring 2023 (IR: 5.00/5.00)
Social Psychology - 24 students	Spring 2023 (IR: 4.85/5.00)
Statistics for the Behavioral Sciences - 20 students & 2 lab teaching interns	Spring 2023 (IR: 5.00/5.00)
General Psychology - 30 students	Fall 2022 (IR: 4.95/5.00)
Social Psychology - 24 students	Fall 2022 (IR: 4.89/5.00)
Statistics for the Behavioral Sciences - 20 students & 2 lab teaching interns	Fall 2022 (IR: 4.94/5.00)
Senior Seminar: Current Issues in Social Psychology - 15 students	Fall 2022 (IR: 5.00/5.00)
General Psychology - 30 students	Spring 2022 (IR: 4.93/5.00)
Social Psychology - 24 students	Spring 2022 (IR: 5.00/5.00)
Statistics for the Behavioral Sciences - Section 1 - 20 students & 2 lab teaching interns	Spring 2022 (IR: 5.00/5.00)
Statistics for the Behavioral Sciences - Section 2 - 20 students & 2 lab teaching interns	Spring 2022 (IR: 5.00/5.00)
General Psychology - 30 students	Fall 2021 (IR: 5.00/5.00)
Social Psychology - Section 1 - 24 students	Fall 2021 (IR: 4.95/5.00)
Social Psychology - Section 2 - 24 students	Fall 2021 (IR: 4.77/5.00)
Statistics for the Behavioral Sciences - 20 students & 2 lab teaching interns	Fall 2021 (IR: 4.95/5.00)
<b>Harvard Extension School</b>	
Psychology of Competition and Peak Performance - 42 students	Spring 2024 (IR: 4.80/5.00)
Psychology of Competition and Peak Performance - 39 students	Spring 2023 (IR: 4.80/5.00)
The Power of Others: Social Influence and Persuasion - 39 students	Summer 2022 (IR: 4.89/5.00)
Psychology of Competition and Peak Performance – 43 students	Spring 2022 (IR: 4.80/5.00)
The Power of Others: Social Influence and Persuasion (Graduate) – 17 students	Summer 2021 (IR: 4.91/5.00)
Winning: The Psychology of Competition (Pre-College) – 8 students	Summer 2021 (IR: 4.88/5.00)
<b>Tufts University</b>	
Statistics for Behavioral Sciences – 106 students	Spring 2021 (IR: 4.50/5.00)
Statistics for Behavioral Sciences – 138 students	Fall 2020 (IR: 4.55/5.00)
<b>Harvard College</b>	
The Power of Others: Social Influence and Persuasion – 20 students	Spring 2021 (IR: N/A)
Driven to Succeed: Understanding Human Motivation – 7 students	Fall 2020 (IR: 5.00/5.00)
Psychology of Competition and Peak Performance – 25 students	Fall 2020 (IR: 4.96/5.00)
The Power of Others: Social Influence and Persuasion – 19 students	Spring 2020 (IR: 4.64/5.00)
Driven to Succeed: Understanding Human Motivation – 11 students	Spring 2020 (IR: 5.00/5.00)
Psychology of Competition and Peak Performance – 39 students	Fall 2019 (IR: 4.88/5.00)
<b>University of Rochester</b>	
Graduate Teaching Program for Psychology Department (Co-Instructor)	Summer 2019 (IR: N/A)

Emily J. Hangen - CV

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**

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**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**

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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 Berstein, 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

Emily J. Hangen - CV

- 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**

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

## **PROFESSIONAL MEMBERSHIPS**

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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**

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- 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)*  
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*International Journal of Conflict Management*

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*International Journal of Medical Informatics*  
*International Journal of Psychology*  
*International Journal of Sport Management and Marketing*  
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