Dear Selection Committee,

It is my honor to nominate Dr. Julie Earles for the OURI Distinguished Mentor of the Year Award. Dr. Earles is a true champion of undergraduate research for the Wilkes Honors College and the University. She is seemingly tireless when working with her research students, and she is endlessly patient and kind while at the same time demanding their best work. Being a popular research mentor at the Honors College is a mixed blessing, because all of our students must complete a senior thesis. Students clamor to work with Dr. Earles and she currently has nine (9) senior thesis students who are pursuing a range of interests in cognitive psychology, animal behavior, memory and aging, and more. She also supports student research through mentoring her faculty colleagues in embedding research into coursework, thus extending the College’s offerings of Research-Intensive Courses.

Over the course of her career at FAU, Julie has coached, guided, and occasionally cajoled sixty-eight (68) students to thesis completion. As you will see from the students’ letters of support for this award, their love, respect, gratitude, and admiration for her run deep. Because she gives them her best, they respond in kind. As I read the students’ letters, I was also struck by the eloquence with which they reflect on what Dr. Earles has taught them. Dr. Earles has been a transformative influence in their lives, not only building their research skills in experimental design and data analysis, but also honing their abilities to be self-reflective, think critically and creatively, and communicate their ideas clearly and effectively.

All of Dr. Earles’ students present their work at the College’s annual Research Symposium, but she encourages them to disseminate their findings more broadly, and they are well-represented at the FAU Research Symposium, and at regional and national conferences. Seven have gone on to publish their thesis work in high-quality peer-reviewed journals, and many have gone on to top graduate programs and medical school.

As you read the eloquent letters from colleagues and students, you will quickly see why Dr. Julie Earles is especially deserving of the OURI Distinguished Mentor of the Year Award. I give her my most enthusiastic endorsement and welcome any questions from the committee.

Sincerely,

Ellen S. Goldey, PhD
Dean
Statement of Undergraduate Student Mentor Philosophy

I enjoy mentoring undergraduate students because it gives me a chance to make a positive difference in their lives. I want students to be active processors and developers, rather than passive recipients, of knowledge, and I believe in the power of undergraduate research experiences to enhance the critical thinking abilities that are so essential for successful problem solving and decision making. I encourage students to use their college years to explore a wide range of courses and opportunities, and I strongly encourage students to be involved in research as an undergraduate both by taking courses with strong research components throughout the humanities, social sciences, and natural sciences and through conducting research outside of the classroom. I introduce students to research opportunities across FAU, Max Planck Florida, and Scripps Florida. I have formed a collaboration with the Palm Beach Zoo that has allowed many students to conduct research with the zoo, including work with iguanas, jaguars, black bears, capuchins, and giant anteaters. I also encourage students to apply for summer research opportunities like those offered by the NSF Research Experiences for Undergraduates (REU) program. One of my most ambitious and important goals is to provide undergraduate research opportunities for all students who want them. I believe so strongly in the value of undergraduate research that I have supervised student research projects every summer and every sabbatical of my career.

Undergraduate research helps students learn skills that will be important to them regardless of their occupational choice. Research experiences contribute to students’ abilities to read with comprehension and to write and speak clearly, help students learn scientific reasoning and critical-thinking skills, teach students how to use information technology, encourage students to collaborate with others, reinforce a strong work ethic, instill a sense of responsibility, and reward self-motivation and initiative.

Undergraduate research experiences play an important role in a liberal arts education. Too often when people refer to engaged learning, they refer only to experiences outside the classroom. I believe that engaged learning begins in the classroom, and I aspire to have every student in every class engaged in the learning process. Two important requirements in the psychology concentration are the RI Honors Research Methods in Psychology Course and Lab that I designed. I enjoy the challenge of making this difficult and potentially dry course material come alive for my students. I emphasize the ability to ask questions and to find the answers to those questions. Students learn ways in which to evaluate research studies in order to separate results in which they can have confidence from results that are suspect due to design flaws. These skills are useful to students as they try to sort through all of the information they receive. This is especially important in psychology because students are bombarded with information about psychological issues from sources such as talk shows and blogs, and they learn to approach such information with a healthy degree of reflection and skepticism. In these courses, students learn how to design good and ethical experiments, analyze and interpret data, and write papers in the style of psychologists. Students expand their scientific reasoning and critical-thinking skills. To conduct good research in psychology, students need to be familiar with past work as well as the implications of their work. Students generate hypotheses and devise ways to test these hypotheses. They think about what effects variables that they are not interested in will have on the variables in which they are interested. Ethics is an important consideration in psychological research. Whether dealing with humans or animals, students must make decisions about what is and what is not ethical treatment of their participants. Situations in research are often ambiguous. Students must try to minimize risks to participants, evaluate the risks relative to the expected benefits, and be aware of potential conflicts of interest. Students also learn how to use SPSS to analyze their data, and they learn strategies for the interpretation of data. Upon completion of these courses, I expect students to be ready to conduct their own honors thesis research projects. This Spring all of my Honors Research Methods students will be presenting their projects at the FAU Research Symposium.

I also include research experiences in my other courses. For example, in Honors Human Development, student choose an important question, finds empirical studies that address this question, gives a presentation, and writes a research paper. I stress to students that they do not have to trust an online answer to important questions in the field. Instead they can directly read the research that has been conducted on a question, going straight to the accounts of the scientists who conducted the research. In my Honors Cognition course, outside of class, my students participate in a series of 25 classic experiments in cognitive psychology. Then when we talk about these experiments in class, the students are able to refer to the knowledge that they have gained through participation in the experiment.
The honors thesis experience is one of the most challenging but also rewarding experiences for an undergraduate student. Students develop a strong work ethic and an increased ability to be self-motivated. They are expected to complete their projects with guidance from their faculty supervisor, but they must assume ultimate responsibility for completion of the project. Completing an honors thesis gives students a sense of accomplishment and increases their self-confidence. I am very involved in trying to help students have a wonderful thesis experience. I wrote the Wilkes Honors College guidelines for honors theses, and I typically supervise four to nine honors theses each year. I help students through the entire process including designing a good experiment, obtaining approval for the study from the IRB, recruiting and running participants, analyzing data, writing the thesis paper, and presenting the findings at the FAU Research Symposium. All of my thesis students will be presenting at the Symposium this year.

I believe in the importance of students presenting their work to others and discussing their work with others. Students learn how to communicate about something that they are excited about and work hard to make sure that their presentations are examples of their very best work. I helped organize the first Wilkes Honors College Research Symposium, which has become an annual event and provides a forum for students to share their work with the community each spring. I served on the Symposium Committee for six years and chaired this committee. Every year, I have students present their work at the Honors College Research Symposium, the FAU Undergraduate Research Symposium, and professional conferences.

I have been successful at engaging undergraduate students in my research program. My research with FAU undergraduate students has resulted in publications in major journals. I have helped 35 students obtain funding for their research projects since FAU began the Undergraduate Research Grants program in 2010. I have supervised 77 undergraduate honors theses, and I have supervised well over 100 conference presentations by FAU students. Most of my honors thesis students have gone on to graduate school in fields such as psychology, neuroscience, education, counseling, social work, women’s studies, speech therapy, law, and medicine. Approximately 15% of my thesis students have gone on to graduate programs at FAU, three of my thesis students have been selected as Wilkes Honors College distinguished alumni, and two of my students recently received an Undergraduate Researcher of the Year Award from FAU. In addition to my thesis students, I have supervised many undergraduate students in my lab and I have supervised many internships for students which involved undergraduate research experiences outside of FAU.

I think some of the post-graduation success of my students can be attributed to their strong undergraduate research experience at FAU. Research experiences both inside and outside of the classroom are extremely useful for helping students develop and evaluate post-graduation plans. Research helps students to form goals, critically evaluate their goals, identify paths to reach those goals, and gain the kinds of relevant experience that make for strong applications to graduate school and employers. I encourage students to be strategic and to use the critical thinking skills that they are learning in college, especially through undergraduate research, to approach the question of what goal is a good goal for them.

When I was an undergraduate student at Davidson College, my undergraduate research mentor played a huge role in helping me to develop a path and meet my goals, and my experience conducting an honors thesis under her guidance changed my life. I have always been grateful to her, and I try to follow her example as I work with my own students. Every three years or so, Davidson College invites me to give a talk to their students, and I go back and thank my old mentor, and we share strategies for effective mentoring.

I try to learn from each student who comes to my office. I try to help each student to develop goals for his or her future and a strategic plan for his or her studies. One of my favorite experiences is when a former student contacts me to tell me about what he or she has done since leaving FAU and notes that I made a positive difference in his or her life. With each new student comes a new opportunity, and I strive to do my best to continue improving as an undergraduate research mentor.

I am glad that FAU is increasing its emphasis on undergraduate research, and I am proud to be an active participant in helping our undergraduate students gain valuable research experiences. Through undergraduate research experiences, students become engaged in learning. They learn that they can formulate meaningful research questions and find answers to these questions and that the answers often lead to new questions. I strongly believe that undergraduate research experiences help students to become better scientists, better students, and better people.
Dear Mentor of the Year Awards Committee,

I am an undergraduate student at the Harriet L. Wilkes Honors College and I am thrilled to be writing this letter on behalf of Dr. Julie Earles, for the Mentor of the Year Award. I have had the pleasure of taking two classes with her: Honors Human Developmental Psychology and Honors Research Methods in Psychology and Laboratory. I also worked in her lab for a year and served as her Teaching Assistant for Honors Research Methods in Psychology Laboratory in Fall 2017. In addition, she is my Cognitive Neuroscience advisor, and the chair of my honors senior thesis committee.

The first class I took with Dr. Earles was Honors Human Developmental Psychology, in Spring 2015, which was my second semester in college, and I was majoring in English. Dr. Earles was a highly effective teacher, even showing us videos of her children as they grew up, so we could see the concepts that we were learning in class. She was also extremely enthusiastic, and when I decided to add a major in Cognitive Neuroscience (a decision I made partially because I enjoyed Developmental Psychology so much), I asked if she would be my advisor, to which she kindly agreed. I took Honors Research Methods in Psychology with Dr. Earles in Fall 2015, during which she inspired a love of research in me. She taught us how to use statistical software using real data sets, so we could better understand what every test could be used to measure. At the end of the class, we had a 20-25 page research paper due on a topic of our choosing, for which we designed an experiment and analyzed fake data. We got to apply our knowledge of experimental design and statistics to a subject we were passionate about, which was an incredible opportunity, and cemented my desire to do research.

When I served as Dr. Earles’ Teaching Assistant for Honors Research Methods in Psychology in Fall 2017, the class had changed due to Dr. Earles’ new ideas. Rather than designing a fake project and analyzing fake data, she wanted students to be able to design and run a real experiment. She tried it the previous year, in Fall 2016, and it was successful. This semester, she had set another ambitious goal: To get Institutional Review Board approval for all of the projects, so the students could present at the Honors College Annual Research Day in April. Remarkably, she was able to get approval for all of the projects, despite time delays due to Hurricane Irma. Now, the students will be able to have the experience of presenting their work at a conference, in addition to designing and running an experiment. Although her classes are excellent, Dr. Earles is always looking for ways to improve them.

Dr. Earles has also been an incredible mentor to me. After I took Research Methods, I asked if I could do research in her lab, which she allowed me to do. I started to work on a project investigating the effects of emotion on memory, which was an extension of work she had previously done. We applied for an undergraduate research grant for this project, which we received. Another student joined the project in Summer 2016, and we worked together to complete it. Dr. Earles allowed us independence with the project, but also made sure we could contact her in case we were unable to solve the problem. This allowed us to grow as researchers, but we were never alone. She also guided us through the process of submitting and going to conferences, and we attended the Southeastern Psychological Association’s 63rd Annual Meeting.
in March 2017, in Atlanta, GA. Presenting at the conference allowed me to gain valuable skills that I will need as research professor in the future, just as serving as a Teaching Assistant gave me valuable teaching skills I will need.

Dr. Earles was the clear choice to be my honors senior thesis advisor. Even though I am conducting the research in another lab, she has set reasonable assignments for me to complete, which has allowed me to stay on top of writing it, while I am also gathering data. She has continually nurtured my love of research, and I am excited to continue research in graduate school.

In summary, Dr. Earles certainly deserves this award. She is a fantastic teacher and mentor, who is continually looking to improve herself and her classes, so they will most benefit her students.

Sincerely,
Anna E. Riso
To the Faculty Awards Committee,

It is our great pleasure and honor to recommend Dr. Julie Earles for the Distinguished Mentor of the Year Award. Dr. Earles deserves this award because of the amount of passion she continuously exudes as an amazing professor and mentor, creating a positive impact in her student’s lives. We are three students writing this letter together: James Adaryukov, Cassidy Brydon, and Nicole McRostie. Collectively, we have taken three classes with Dr. Earles (Research Methods, Psychology of Aging, and Developmental Psychology) and have also conducted independent research under her mentorship. Her classes are always enjoyable because her enthusiasm is infectious, capable of transforming even a fairly dull concept into something exciting. She enters the class with a big smile and is delighted to greet her students. Her enthusiasm to teach can easily be seen as many times she is saddened that the class is over as there was so much more she wanted to teach us. Two days later, when the students walk back into class, she greets us with another smile, and the cycle resumes.

One of her classes, Research Methods, allowed us to begin our path to conducting research by becoming certified in running human subjects (through the Collaborative Institutional Training Initiative (CITI) Social and Behavioral Research modules) and animal subjects (through the Institutional Animal Care and Use Committee (IACUC)). Dr. Earles helped us push past our comfort zone by providing us with the unique opportunity to create our own research project, allowing us to become more involved in the process, and learn the steps to successful research. Although this was a challenging task, she was there every step of the way to help us through it. We learned imperative information, such as how to apply to the IRB, recruit participants, collect and analyze data, and present the material, all tools we will use in the semesters to come, as well as for our Honors Theses. By the end of the class, each student completed a 25-30 page paper on our topic, and will be presenting our research at the annual Honors College Research Symposium this year.

Regardless of the class one takes with Dr. Earles, she always has fun and challenging activities for us to complete. For example, in her Honors Psychology of Adulthood and Aging course, during the class discussion of the development of the human brain and how it changes as we age, she brought a real brain for us to hold and analyze! This experience allowed us to better understand this process with a deeper perspective. Additionally, when teaching this class, Dr. Earles was also writing her book on aging and allowed us to give her feedback and become involved in this process, a rare opportunity in one’s undergraduate career. Specifically, she provided us with the opportunity to write questions at the end of the
chapter that we thought were challenging and creative or write examples that helped emphasize a term. Additionally, in the beginning of every class, Dr. Earles would present us with the latest research she found on the subject we were learning that day as well as encouraged us to find our own research that we could share. By the end of the course, we each wrote a 8-10 research paper on a subject of our choice that included a minimum of 10 research articles published no earlier than 2010. We also had to give a 10 minute presentation and summary of one of the articles we choose. The continuous amount of engagement throughout the course allowed us to learn about numerous topics and research techniques that we will be able to apply far beyond the class.

We have also had the opportunity to work with Dr. Earles in her lab, some of us for the past year (JA and CB) and others of us for several years (NM). Even for students who are only in their second year at the Honors College, Dr. Earles allowed us to get involved in the research she was conducting. We have worked on three projects with her concerning event memory: one on the effects of emotion and two on the effects of distraction. This semester we (JA, CB, and NM) are working towards publishing our findings in a top-tier journal. The original manuscript got an editorial decision of “revise and resubmit” from Psychology and Aging and after collecting additional data we are preparing the revision to resubmit. Additionally, for these projects, we learned how to generate stimuli, become proficient in SuperLab, and how to schedule and run human participants. We also learned the importance of numerous memory and attention tests, such as the Visual and Verbal Paired Associates Test, the California Verbal Learning Test, and the Wechsler Adult Intelligence Scale Mental Arithmetic section, among others. Learning how to conduct these tests is important for research, especially on how people’s memory and intelligence evolve as they age. Furthermore, all three studies used older adults as participants and we would go to the Osher Lifelong Learning Institute to recruit participants. This taught us public speaking skills and how to interact with older adults. Through these research experiences, we learned the need for perseverance, as the research process requires constant thought and refinement and it was not uncommon for problems to crop up. Regardless of the problems we faced, Dr. Earles was always there to help us with a smile and teach us how to fix it so that it is less likely to occur in the future, but also so that we are able to solve the problem on our own if it were to occur again.

Additionally, under her guidance, we were each successfully able to secure up to three undergraduate research grants through the Office of Undergraduate Research and Inquiry (OURI). These grants enabled us to take our research farther and test numerous participants and examine age differences for different events and verb-noun pairs. Furthermore, one of us (NM) was able to secure the Scripps/FAU Summer Science Scholarship, a scholarship only roughly 10 individuals receive every summer, to continue to work.
and improve our research. Dr. Earles’ help in achieving these grants gave us the opportunity to maximize our studies.

Both in class and in research, Dr. Earles always challenges us to push ourselves to new heights, such as motivating us to attend numerous research conferences. Last year, we presented our research at the Honors 15th Undergraduate Research Symposium, FAU 7th Undergraduate Research Symposium, and the Southeastern Psychological Association's 63rd Annual Meeting. In preparing for the conferences, Dr. Earles corrected our project poster to ensure that everything was perfect. She also made it a point to attend almost every conference we presented in, showing how dedicated she is to her students and how she tries to make us a top priority. This year we plan to attend the Honors 16th Undergraduate Research Symposium and FAU 8th Undergraduate Research Symposium to present our newest research findings as well as our findings from our thesis projects.

Furthermore, Dr. Earles’ positive energy makes us want to learn more about research and ways we can improve. She quickly learned our personal strengths and weaknesses and worked with us to maximize our potential. Conducting research under her was an enlightening and rewarding experience, as she allowed us a fair amount of flexibility and guided us on how to proceed when problems arose. Dr. Earles was always available to explain the basics of what we were expected to do and fix larger issues. Specifically, she patiently explained the material in different ways until we fully understood it and could apply it. In some instances, she would have us explain the research material back to her in order to make sure we completely understood the concept before we left her office. Even though at times the material seemed too difficult to understand holistically, she would encourage us to continue persevering and believed we could succeed. We are better students and researchers as a direct result of her mentorship.

Currently, we all attend her Thesis and Research Seminar course, where we can work with her on our Honors Theses (NM) or research projects (JA, CB). We are confident that we are able to draw from our research experiences with her and apply what we have learned from her to conducting independent research. Her passion to help her students is evident here, as she will meet with you, regardless of the time, to help you with any barriers you have. Many times, she is so excited to see how we have progressed and the data we have collected, that she will use any free time she has to email us and see if she can squeeze us into her day.

Apart from being a great research mentor, Dr. Earles is also a great professor and role model, wanting the best for her Honors community. For example, outside of the classroom, Dr. Earles is involved in other areas
of student life. She is actively involved as the advisor to three different clubs on campus: the Psych Club, Mind and Melody, and the Owlettes. These clubs have increased their membership and activities through her guidance. For example, last year with Dr. Earles’ assistance, the Psychology Club became a Registered Student Organization, and was awarded New Student Organization of the Year because of the impact it created through its different events. As Club President (NM), I am confident that the club would not have been so successful without Dr. Earles’ constant support and feedback.

Additionally, every semester, Dr. Earles hosts a dinner, opening her home to all Honors College students before finals to help us de-stress and socialize with our peers and faculty, something few professors do (during our experience at the Honors College, Dr. Earles is the only professor we know that does this). Many times, she will allow students to attend even though they did not sign up because she wants everyone to enjoy themselves. In this event, she makes each of her students feel at home and ensures we are well taken care of. Since we work closely with her, we see the months of preparation she takes to ensure everything is perfect and that the food can be catered on time, but to also guarantee that any students that have food allergies can also attend. Furthermore, in the Fall semester, she selects a date near Thanksgiving, so that individuals who cannot go home during the break can enjoy a delicious meal with their friends. Furthermore, during Halloween, she invites her classes to have a pizza party to relax and have fun seeing all the neighborhood kids trick-or-treat. It is these small activities that show Dr. Earles’ passion towards making her students happy and cared for.

Lastly, Dr. Earles is an outstanding role model. Numerous times we would go to her office hours to talk about topics not related to school because she is someone we look up to. She makes us comfortable reaching out to her and is always available if we need her, regardless of whether it is during her office hours. She often will not leave her office until she is completely sure that all our questions and concerns are fully answered. Because of her excellence and expertise in research mentoring, as well as her dedication to helping us succeed, the knowledge we have gained from her guidance goes beyond the classroom, and we are able to apply what she has taught us in other areas of our lives.

Thank you for your consideration. If there is anything you need please do not hesitate to contact Nikki (NM) at nmcrostie2015@fau.edu.

Sincerely,

James Adaryukov, Cassidy Brydon, and Nicole McRostie
Honors College Class of 2018 and 2019
Education:
1994 - Ph.D. in Experimental Psychology from The Georgia Institute of Technology
1992 - M.S. in Experimental Psychology from The Georgia Institute of Technology
1990 - B.A. with Honors in Psychology from Davidson College (Phi Beta Kappa, Magna Cum Laude)

Employment History:
2016 to present - Professor of Psychology, Wilkes Honors College of Florida Atlantic University
2004 to 2016 - Associate Professor of Psychology, Wilkes Honors College of FAU
1999 to 2004 - Assistant Professor of Psychology, Wilkes Honors College of FAU
1994 to 1998 - Assistant Professor of Psychology, Furman University

Refereed Publications with Undergraduate Students in Internationally Recognized Journals:
Manuscripts Currently Under Review:

Teaching/Mentoring Publications:

Refereed National and International Presentations with Undergraduate Students:
Kersten, A.W., Earles, J.L., Aucello, K., & Tautiva, E. (2018, April). Neuropsychological correlates of source memory for actions depend upon the number of sources. Plenary presentation at the Cognitive Aging Conference, Atlanta, GA.


Earles, J. L., Kersten, A. W., Curtayne, E. S., & Perle, J. G. (2007, November). That’s the man who did it, or was it a woman? Actor similarity and binding in event memory. Poster presented at the 48th annual meeting of the Psychonomic Society, Long Beach.


Curtayne, E. S., Kersten, A. W., Earles, J. L., & Murphy, S. (2004, March). Effects of actor similarity on unconscious transference. Poster presented at the Meeting of the Southeastern Psychological Association, Atlanta, GA.


Supervised Refereed External Presentations by Undergraduate Students:

Riso, A., McRostie, N., Earles, J., & Kersten, A. (March, 2017). The effects of emotion on event memory. Poster to be presented at the Annual Meeting of the Southeastern Psychological Association, Atlanta, GA.


Yarnell, J., Earles, J. L., & Kersten, A. W. (March, 2011). The effects of arousal on memory for individuals involved in violent or disgusting events. Poster presented at the meeting of the Southeastern Psychological Association in Jacksonville.


Pacific, J.B., Kersten, A.W., & Earles, J.L. (2004, March). Effects of distraction on correctly binding actors with performed actions. Poster presented at the Meeting of the Southeastern Psychological Association, Atlanta, GA.


Downie, N., & Earles, J. L. (1997, April). The effects of age on directed forgetting. Southeastern Psychological Association, Atlanta, GA.

McMullen, J., & Earles, J. L. (1997, April). Effects of context on adult age differences in memory for performed activities. Southeastern Psychological Association, Atlanta, GA.

Nabors, S., & Earles, J. L. (1997, April). Effects of age on recognition of performed activities. Southeastern Psychological Association, Atlanta, GA.


Turner, J., & Earles, J. L. (1997, April). Adult age differences in memory for events. Southeastern Psychological Association, Atlanta, GA.


**Supervised Undergraduate Presentations at Florida Atlantic University:**

**Spring, 2018 (Abstracts Submitted and Under Review; Most will be presented at both Symposia)**

- Adaryukov, J., Tarleton, H., Reisner, J., Figueroa, S. Virtual communication and face to face encounters.
- Carrillo, J., Halstead, G., & Rosas-Merritt, A. The effect of mindfulness meditation on recall memory for positive, negative, and neutral stimuli.
- Chae, M. Impulsivity in mice with Rum3/Rum5 Isoforms of Syngap1 Gene.
- McRostie, N. Memory for verbs and nouns.
- Michels, A. & Irmiter, J. Disgust and cognitive function.
- Perry, J. Eyewitness memory: Manner of motion in perpetrator identification.
- Riso, A. Characterizing the overactivation of microglia during development.
- Rosas-Merritt, A., Carrillo, J., Hauser, K., & Randhikaa N. Effects of time constraints on working memory.
- Seepersad, V. & Welliever, B. We had no eye-dea; Effects of Enchroma glasses on the perception of art.
- Trulson, H., Stamos, H., & Ragnarsson, S. When are people generous?
- Welliever, B. & Seepersad, V. Effects of color blindness on visual search tasks.

**Florida Atlantic University Undergraduate Research Symposium**

**April, 2017**

- Beazley, J. Memory for license plates.
- Benedict, C. Conservation behavior intervention.
- McRostie, N., Adaryukov, J., & Riso, A. Effects of emotion on memory for events. (N. McRostie was the OURI Undergraduate Researcher of the Year for the WHC)

**April, 2016**

- Baker, H. The relationship between birth order and college students’ perceived levels of extraversion.
- Bauduin, H. The psychology behind nonprofit organizations.
- Beazley, J. & Devlin, P. Age differences in event memory.
- Pennington, B. Why leave when I have friends: the perception of interpersonal relations and the role of peer support on retention. (Became the OURI Undergraduate Researcher of the Year for the WHC)
Rudeski, T. Three-dimensional anatomical and functional analysis of individual layer 5 thalamic projecting excitatory neurons in the rat somatosensory cortex. (Won 2nd place)

April, 2014 (Sabbatical Year)
Fuller, N. Identification of others through biological motion.

April, 2013
Norcini, H. The own-age bias in memory for criminal events.
Tornopsky, C. Effects of technology on math testing.
Beroldi, K. The elephant in the room: Why is it difficult for hospice workers to discuss death with their terminal patients? The effects of death attitudes, avoidance, and interpersonal issues.
Hallam, G. Denial is not just a river: Relationships between experiential avoidance, personality, and relevant outcomes in hospice workers.
Baugh, A. & Strasberg, M. Age-related difference in unconscious plagiarism.

April, 2012
Gonzalez, J. Behavioral enrichment of captive black bears (Ursus americanus).
Pruzansky, R. Verb acquisition and generalization strategies of preschool children.
Tsikis, T. Is age really just a number? Neuropsychological predictors of eyewitness memory errors.

Honors College Research Symposium

April, 2017
Beazley, J. Memory for license plates.
Benedict, C. Conservation behavior intervention.
Adaryukov, J., Riso, A., & McRostie, N. Effects of emotion on memory for events.

April, 2016
Baker, H. The relationship between birth order and college students’ perceived levels of extraversion.
Bauduin, H. The psychology behind nonprofit organizations.
Beazley, J. & Devlin, P. Age differences in event memory.
Pennington, B. Why leave when I have friends: the perception of interpersonal relations and the role of peer support on retention.
Rudeski, T. Three-dimensional anatomical and functional analysis of individual layer 5 thalamic projecting excitatory neurons in the rat somatosensory cortex.

April, 2015
Tautiva, E., Aucello, K., and Pennington, B. Influences of frontal and medial functioning on memory for actors and actions.
Thompson, M., Dougherty, M., & Vernon, L. The effect of equine interaction on symptoms of anxiety and posttraumatic stress.

April, 2014 (Sabbatical Year)
Fuller, N. Identification of others through biological motion.

**April, 2013**
- Norcini, H. The own-age bias in memory for criminal events.
- Tornoplysky, C. Effects of technology on math testing.
- Beroldi, K. The elephant in the room: Why is it difficult for hospice workers to discuss death with their terminal patients? The effects of death attitudes, avoidance, and interpersonal issues.
- Hallam, G. Denial is not just a river: Relationships between experiential avoidance, personality, and relevant outcomes in hospice workers.
- Baugh, A. & Strasberg, M. Age-related difference in unconscious plagiarism.

**April, 2012**
- Gonzalez, J. Behavioral enrichment of captive black bears (Ursus americanus).
- Pruzansky, R., & Kersten, A. Verb acquisition and generalization strategies of preschool children.
- Tsikis, T. Is age really just a number? Neuropsychological predictors of eyewitness memory errors.
- Tunick, R. DeShaney vs. Winnebago County and state accountability in private violence.

**April, 2011**
- Mathieu, W., & Tunick, M. Privacy and you: Did the Supreme Court get it right?
- Mathieu, W. & Tunick, M. Perceptions of privacy.
- Norcini, H., Dickson, D., & Kersten, A. Memory for performed actions.
- Rabonowitz, A. Stackman, R., & Kersten, A. An animal model of memory-enhancing drugs and catastrophic interference.
- Rowell, S., Kersten, A., & Tornoplysky, C. Unconscious plagiarism in young and older adults.
- Yarnell, J. The effects of emotional content on recall of individuals involved in violent and disgusting events.

**April, 2010**
- Keif, A. Conjunction errors: Recognizing still and dynamic faces.
- Phillabaum, C. The effect of auditory stimulation on the behavior and welfare of zoo-housed capuchins.
- Rabinowitz, A. Memory for complex events.

**April, 2009**
- Borges-Garcia, R. & Kersten, A. French influences on Spanish language acquisition.
- Mathieu, W. & Newton, J. “You seem awfully familiar”: Conjunction errors in memory for eyewitness events.
- Peebles, A., Linley, S., & Hughes, K. Parachloroamphetamine impairs the performance of rats on an odor-texture discrimination task.
- Rowell, S. Berger, J., & Kersten, A. Conjunction errors in memory for manner and path of motion.
- Thomas, J. & Kersten, A. Child acquisition of nouns: Attention to intrinsic motion.
April, 2008
Boutte, D. Age and memory for events.
Spokane, T. Memory and aging: Face recognition.
VanZee, N., Hamalian, C., & Boutte, D. The effect of familiarity on making conjunction errors.
Wiseman, J. Memory for complex events: Implications for eyewitness testimony.

April, 2007 (Sabbatical Year)
Steele, P. Memory for events: When does distraction make a difference?
Sycz, T. & Steele, P. Memory and aging: Familiar actor photos.
Wiseman, J. & Boutte, D. Memory for observed events: Actor and action frequency.

April, 2006
Montgomery, S., Perry, T., & Kersten, A. Differences in memory for nouns and verbs.
Perle, J. Unconscious transferences and binding errors in young adults.
Ramm, K. & Starkings, R. Age differences in the role of unconscious transference in eyewitness testimony.
Wassung, J., Mize, K., Gagnon, C., & Jones, N. Influences of maternal depression on emotional and empathic development.

April, 2005
Allard, E. Listeners’ perception of speech and language disorders.
Becker, J. & Kersten, A. W. Attention to novel objects during verb learning in children of different age groups.
Pintado, B., Becker, J., & Kersten, A. W. Verb learning in young children.
Phelan, A. Does context affect event memory?
Reis, D. & Kennison, S. The effect of trigram frequency on second language acquisition:
Learning French vocabulary.
Upshaw, C. Complexities in eyewitness testimony- Memory is not perfect especially when observing events with multiple actors.
Young, E. & Monnier, P. Inducing patterns can cause shifts in color appearance.

April, 2004
Kane, S. & Jones, N. Familial influences on the development of empathy in preschool children.
Lane, J. C., Curtayne, E., & Kersten, A. Event memory and age.
Upshaw, C. & Balter, B. Memory for events with multiple actors.

April, 2003
Iglesias, A. & Kersten, A. Effect of native language on event perception.
Klein, E. & Kane, S. Confidence and memory for actors and actions: Do eyewitnesses accurately remember people and events?
Quintana, S. Beneficial effects of gaze aversion on recall.
Lane, J. Age differences in event memory.
Pacific, J. The effect of distraction at encoding or retrieval on event recognition.

Grants Related to Undergraduate Research

**Project Title: SuperLab**
Proposed Budget Period: 2015 - 2016
Funding Agency: FAU Technology Fee Grant
Role: Principal Investigator
Award Amount: $7,612
Status: Funded

**Project Title: Master Teacher Program at the Wilkes Honors College**
Submission Date: January 2018
Funding Agency: Florida Atlantic University
Principal Investigators: Julie Earles and Chris Strain
Award Amount Requested: $12,000 annually
Status: Under Review

**Project Title: Lifelong Intergenerational Knowledge and Engagement in STEM (LIKE STEM)**
Budget Period 2018-2021
Funding Agency: National Science Foundation
Role: PI
Award Amount Requested: 300,000
Status: Under Review

Florida Atlantic University Undergraduate Research Grants Supervised:

**2017-2018**
- **FAU Undergraduate Research Grants**
  - Nicole McRostie and James Adaryukov ($1200)
  - Vrishan Seepersad and Britton Weilliever ($1200)
  - Grace Halstead and Johana Carillo ($1200)

**2016-2017**
- **Scripps/FAU Summer Science Initiative**
- **FAU Undergraduate Research Grants**
  - Megan Alders ($500) Spring 2016
  - Caitlin Benedict ($600) Fall 2016
  - Kimberleigh Stickney ($600) Fall 2016
  - Joanna Beazley ($600) Fall 2016
  - Nicole McRostie and Anna Riso ($1000) Fall 2016
- **FAU Office for Undergraduate Research Mentorship Program**
Vanessa Walters ($600)  
Anna Riso ($600)  

2015-2016  
**Scripps/FAU Summer Science Initiative**  
Christian Tuttle ($2000)  
Joanna Beazley ($2000)  
**FAU Undergraduate Research Grants**  
Hannah Baker ($500)  
Hannah Bauduin ($500)  

2014-2015  
Emilia Tautiva and Kelley Aucello ($1000)  
Brian Pennington ($500)  

2013-2014  
Michelle Dougherty and Melanie Thompson ($1000)  

2012 - 2013  
Michelle Strasberg ($600)  
Kristi Beroldi and Georgianne Hallam  
Hannah Norcini ($600)  
Cydney Tornopsky  

2011 - 2012  
Leilani Desfosis ($530)  
Tina Tsikis ($584.98)  
Jasmine Gonzalez ($210)  
Arely Baugh ($600)  

2010-2011  
Shaina Rowell ($595)  
Rita Pruzansky ($599)  

---

**Courses Taught at FAU in which I Include Undergraduate Research Experiences:**

PSY 3213 RI Honors Research Methods in Psychology (Research Intensive Designation, WAC Designation)  
PSY 3213L Honors Research Methods in Psychology Lab  
EXP 3604 Honors Cognition  
DEP 3053 Honors Human Development  
PSY 4930 Honors Psychology of Aging  
IDS 4933 Honors How and Why We Age  
PSY 4971 Honors Thesis in Psychology  
PSY 4930 Honors Advanced Writing in Psychology  
IDS 4947 Honors Internship in Interdisciplinary Studies
ISC 4947 Honors Internship in Science and Math
ISS 4947 Honors Internship in Social Science
PSY 4905 Honors Directed Independent Study in Psychology
PSY 4915 Honors Directed Independent Research in Psychology

First Reader: Undergraduate Honors Theses at Florida Atlantic University

2017-2018 Theses
   Dalina Laffita (in progress)
   Julian Ramirez (in progress)
   Nicole McRostie (in progress)
   Minji Chae (in progress)
   Supriya Gudi (in progress)
   Vrishan Seepersad (in progress)
   Anna Riso (in progress)
   Britton Welliever (in progress)
   Jon Perry (in progress)

   Corra, A. Temperament and the neuroscience of depression.
   Stickney, K. Race perceptions in the military.
   Benedict, C. Conservation behavior interventions.

2016 - 2017
   Alders, M. The psychology behind vitamin and supplement use.
   Beazley, J. Memory for license plates.
   Rothman, I. Tell Me I’m Pretty. (Outstanding Thesis Award)
   Salmone, K. Animals as companions and healers.
   Tuttle, C. Reacting to robots: How motion affects our perception.
   Walters, V. Protein replacement therapy to treat neuronal structural defects caused by mutation on the autism risk gene PTEN.

2015-2016
   Baker, H. The relationship between birth order and college students’ perceived levels of extraversion.
   Bauduin, H. The psychology behind nonprofit organizations.
   Pennington, B. Why leave when I have friends: the perception of interpersonal relations and the role of peer support on retention.
   Rudeski, T. Three-dimensional anatomical and functional analysis of individual layer 5 thalamic projecting excitatory neurons in the rat somatosensory cortex. (Outstanding Thesis Award)

2014-2015
   Aucello, K. Frontal and medial function and age differences in binding errors in event memory.
Morales, C. Animal assisted therapy.
Salmon, K. Benefits of pet therapy.
Tautiva, E. Memory for actors and actions.

2013-2014
Fuller, N. Identification of others through biological motion. (Outstanding Thesis Award)
Miller, B. Quit staring! An empirical analysis of the attitudes towards tattooing.

2012 – 2013
Baugh, A. Age-related differences in unconscious plagiarism. (Outstanding Thesis Award)
Beroldi, K. The elephant in the room: Why is it difficult for hospice workers to discuss death with their terminal patients? The effects of death attitudes, avoidance, and interpersonal issues.
DelCanto, G. Memory for faces.
Hallam, G. Denial is not just a river: Relationships between experiential avoidance, personality, and relevant outcomes in hospice workers.
Norcini, H. The own-age bias in memory for criminal events. (Outstanding Thesis Award)
Ortega, J. The relationship between the Big Five factors of personality and preferences for comic book endings.
Strasberg, M. Wait …. Have I seen this before? The effects of aging and distraction on unconscious plagiarism.
Tornopsky, C. Effects of technology on math testing.

2011 – 2012
Desfoffes, Leilani. Spatial memory of Giant Anteaters during foraging activities.
Gonzalez, Jasmine. Behavioral enrichment of captive black bears (Ursus americanus).
Pruzansky, Rita. Verb acquisition and generalization strategies of preschool children. (Outstanding Thesis Award)
Tsikis, Tina. Is age really just a number? Neuropsychological predictors of eyewitness memory errors.
Tunick, Rachel. Deshaney v. Winnebago County Department of Social Services: State accountability for private violence.

2010 – 2011
Mathieu, Wesley. The death of privacy: An empirical analysis of fourth amendment jurisprudence.
Rabinowitz, Akiva. An animal model of performance enhancing drugs and catastrophic interference. (Outstanding Thesis Award)
Rowell, Shaina. Hey, that was my idea! The effects of aging on unconscious plagiarism. (Outstanding Thesis Award)
Yarnell, Jordy. The effects of emotional content on recall of individuals involved in violent and disgusting events.
2009 – 2010
Keif, Autumn. Conjunction errors: Recognizing still and dynamic faces.
Phillabaum, Curtis. The effect of auditory stimulation on the behavior and welfare of zoo-housed capuchins.
Walsh, Jennifer. Memory for performed and watched actions.

2008 – 2009
Graepel, Dana. Event memory as a function of age and emotional valence.
Peebles, Amy. Parachloroamphetamine impairs the performance of rats on an odor-texture discrimination task.
Taylor, Tara. Memory for filmed criminal actions.

2007 – 2008
Boutte, Danielle. Own-age bias in memory for events. (Outstanding Thesis Award)
Spokane, Tory. Face recognition: An own age bias.
Wiseman, Jennifer. The bizarreness effect and memory: Implications for eyewitness testimony.

2006 – 2007
Starkings, Rachel. The effect of emotion on memory and judgment.

2005 – 2006
Porcelli, Matthew. Unconscious transference and its role in memory.
Riccardi, Maria. Memory for different manners of motion.
Singer, Hillary. The effects of mild cognitive impairment on binding actors and actions.
Wassung, Jessica. Effects of parental depression on empathy development in preschoolers.

2004 – 2005
Allard, Emily. Listeners’ perceptions of speech and language disorders.
Becker, Jennifer. Attention to novel objects during verb learning in children of different age groups.
Pintado, Bianca. Verb learning in young children.
Reis, Danielle. The effect of trigram frequency on second language acquisition: Learning French vocabulary. (Outstanding Thesis Award)
Upshaw, Christin. Unconscious transference and binding errors in event memory.
Young, Erica. Subthreshold inducing patterns can cause shifts in color appearance.

2003 – 2004
Kane, Samantha. Familial influences on the development of empathy in preschool children: The effects of parental depression.
Klein, Elissa. Contextual cues and binding errors.
Lane, Jason. Age differences in event memory.
Phelan, AnnMarie. The effects of context on event memory in younger and older adults.

2002 – 2003
Iglesias, Adam. Effect of native language on event perception.
Pacific, Justin. Eyewitness memory: The effects of distraction at encoding or retrieval on event recognition.

2001 – 2002
Mas, Beverley. Anxiety’s effect on recall: How time pressure and age affect memory.
Miccio, Dana. Anxiety influences age differences in memory.

Second Reader: Undergraduate Honors Theses at Florida Atlantic University:

2017-2018
Grace Halstead
Johanna Carillo
Zim Ouillette
Jennifer Irmiter
Brandon Jean-Baptiste
Alyssa Michels
Alex Rosas-Merritt
Courtney Noya
Amina Ali

2014-2015
Melanie Thompson
Michelle Dougherty
Kayla Villanueva
Laccia Bromell

2011-2012
Jessica Lasaga

2010-2011
Tarah Raldiris

2008-2009
Alicia Leeper

2007-2008
Javonia Washington

2002-2003
Maureen Lalonde
Advising Activities:

2017-2018 Advisees (27 students) Letters of Recommendation (20 Students)
2016-2017 Advisees (34 students) Letters of Recommendation (21 Students)
2015-2016 Advisees (32 students) Letters of Recommendation (10 Students)
2014-2015 Advisees (33 students) Letters of Recommendation (10 students)
2013-2014 Letters of Recommendation (11 students)
2012-2013 Advisees (25 students) Letters of Recommendation (18 students)
2011-2012 Advisees (35 students) Letters of Recommendation (18 students)
2010-2011 Advisees (37 students) Letters of Recommendation (19 students)
2009-2010 Advisees (20 students) Letters of Recommendation (14 students)
2008-2009 Advisees (12 students) Letters of Recommendation (9 students)
2007-2008 Advisees (14 students) Letters of Recommendation (18 students)
2006-2007 Letters of Recommendation (6 students)
2005-2006 Advisees (24 students) Letters of Recommendation (14 students)
2004-2005 Advisees (21 students) Letters of Recommendation (11 students)
2003-2004 Advisees (19 students) Letters of Recommendation (9 students)
2002-2003 Advisees (13 students) Letters of Recommendation (21 students)
2001-2002 Advisees (17 students) Letters of Recommendation (10 students)
2000-2001 Advisees (9 students) Letters of Recommendation (7 students)

Professional Development Related to Undergraduate Research:

2018 Active Learning Ecosystem Workshop – FAU – WHC January 12, 2018

Service to Florida Atlantic University:

Search Committees to Hire Faculty Who Will Engage Students in Research:
Biology (1999-2000)
Math (1999-2000)
Anthropology (1999-2000)
Economics (chair 2003-2004)
Math (2007-2008)
Physics (2008-2009)
Biology: Molecular and Genetics (chair 2016-2017)

Wilkes Honors College Committees Related to Undergraduate Research:
Concentration Advisory Board Member for Psychology, Neuroscience, Medical Humanities
Assist in the development of curriculum, advising students, and providing research experiences

WHC Faculty Assembly (secretary 2001-2002, **presiding officer** 2005-2006)
Oversee the concentrations, courses, and curricular undergraduate research experiences

WHC Medallion Ceremony (2001-2002)
Faculty coordinator for the first medallion ceremony

Helped to create this annual event to provide an opportunity for students to share their research with others


Osher Lifelong Learning Institute/ LLS Liaison/ Scholarship Committee (1999-2017)
I conduct research with the students in the LLI and help to provide multigenerational interactions with FAU students.

Palm Beach Zoo Liaison (2005 - 2013)
Created many research opportunities for FAU students.

Bachelor of Science Committee (2015)
Worked to help create a BS degree at the WHC

MERGE Summer Program for High School Students (Summer 2016)
Worked with high school students

**Northern Campus Student Clubs:**
Psychology Club Faculty Advisor (2005 – 2013, 2016 - present)
New Club of the Year (2016-2017)

Owlettes Dance Company Faculty Advisor (2008 - present)

Music and Melody Faculty Advisor (2014 - present)

Association of Non-Traditional Students Faculty Advisor (2011 - 2012)

**University Service Related to Undergraduate Research:**
Wilkes Honors College Faculty Liaison for Undergraduate Research (2015 - present)
Work with other colleges to enhance support for undergraduate research

Faculty Affiliate/Faculty in Residence in Jupiter (2015-present)
Work with the students in Jupiter to increase interactions among students and faculty

Full Member of the Institute for Healthy Aging and Lifespan Studies (I-HeAL 2016 - present)
Provide opportunities for students to conduct research on memory and aging

Undergraduate Research Curriculum Committee (2015- 2016)
Helped to develop the Research Intensive Course designation

University Community Engagement Committee (2015-2016)
Helped to design program to encourage undergraduate research with community partners

Provost’s Committee for Evaluating Faculty Success (2011-2012)

FAU Research Priorities Steering Committee (2009-2010)
**Professional Memberships:**
Member of the Association for Psychological Science  
Member of the American Psychological Association  
Member of the Psychonomic Society (Fellow)  
Member of the Society for the Teaching of Psychology  
Member of the Council on Undergraduate Research

**Honors and Awards:**
2017 COSO Jupiter Club Advisor of the Year  
2013 Florida Atlantic University Excellence and Innovation in Undergraduate Advising Award  
2010 Florida Atlantic University Excellence and Innovation in Undergraduate Teaching Award  
2010 Florida Atlantic University MacArthur Campus Exceptional Faculty Award  
2006 Wilkes Honors College Nominee for FAU Researcher of the Year Award