

## TRACY TOMLINSON, PH.D.

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Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature



Date 09/13/24

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### Personal Information

Tomlinson, Tracy, D.  
1147A Biology/Psychology  
University of Maryland  
College Park, MD 20742  
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### Education

- May 2009      **DOCTOR OF PHILOSOPHY IN PSYCHOLOGY**  
Cognitive Psychology, University of Maryland
- May 2007      **MASTER OF SCIENCE**  
Cognitive Psychology, University of Maryland
- May 2003      **BACHELOR OF ARTS IN PSYCHOLOGY**  
Reed College, Honors Thesis

### Employment

- PRINCIPAL LECTURER (2024 – PRESENT)**  
*Department of Psychology, University of Maryland*
- SENIOR LECTURER (2017-2024)**  
*Department of Psychology, University of Maryland*
- RESEARCH ASSOCIATE (2011-2013)**  
*Department of Psychology, University of Maryland, Funding Agency: IARPA*
- LECTURER (2010-2017)**  
*Department of Psychology, University of Maryland*
- POST-DOCTORAL FELLOW (2009-2010)**  
*Department of Psychology, University of Maryland*

## Teaching and Mentorship Honors and Awards

### **PHILLIPS MERRILL PRESIDENTIAL SCHOLAR FACULTY MENTOR AWARD (2024)**

*Office of Undergraduate Studies, University of Maryland*

Recognized through student nomination(s) by the Office of Undergraduate Studies as the faculty member with the greatest impact on a Phillips Merrill Presidential Scholar.

### **DONNA B. HAMILTON AWARD FOR EXCELLENCE IN UNDERGRADUATE TEACHING IN A GENERAL EDUCATION COURSE (2022)**

*Office of Undergraduate Studies, University of Maryland*

Recognized through student nomination(s) by the Office of Undergraduate Studies for outstanding undergraduate teaching in a general education class.

### **PROVOST'S EXCELLENCE IN TEACHING AWARD (2021)**

*University of Maryland Provost*

Recognized by the University of Maryland Provost for outstanding undergraduate teaching by a professional track faculty.

### **OFFICE OF UNDERGRADUATE STUDIES TEACHING AWARD NOMINATION (2018, 2019)**

*Office of Undergraduate Studies, University of Maryland*

Student nomination(s) to the Office of Undergraduate Studies for outstanding undergraduate teaching in a general education class.

### **STUDENT CHOICE AWARD (2018)**

*Department of Psychology, University of Maryland*

Selected by student vote as "most impactful faculty member" by the Department of Psychology's graduating classes of 2018.

### **EXCELLENCE IN TEACHING AWARD (2017)**

*College of Behavioral and Social Sciences, University of Maryland*

Recognized by the College of Behavioral and Social Sciences for outstanding undergraduate teaching.

### **MOST VALUABLE PROFESSOR AWARD (2016, 2017)**

*University of Maryland Field Hockey Team*

Selected by student nomination for most valuable professor by member(s) of the women's field hockey team.

### **GRADUATE TEACHING ASSISTANT EXCELLENCE IN TEACHING AWARD (2009)**

*Department of Psychology, University of Maryland*

Recognized by the Psychology Department for excellence in teaching by a graduate teaching assistant.

### **EXCELLENT MENTOR RECOGNITION (2007)**

*College of Behavioral and Social Sciences, University of Maryland*

Recognized by the College of Behavioral and Social Sciences for excellence in mentorship of undergraduate student(s).

## Teaching and Open Educational Resources Grants

### **FELLER FACULTY FELLOWS FOR CAREER READINESS PROGRAM**

*Awarded \$1,000, Feller Center, University of Maryland*

Awarded \$1,000 to create a course project for a course that highlights one or more of the National Association of Colleges and Employers (NACE) core competencies.

### **PRIMARY INVESTIGATOR, COURSE-LEVEL GRANT (2022)**

*Awarded \$20,000, Teaching and Learning Transformation Center, University of Maryland*

Awarded a \$20,000 grant through the Teaching and Learning Transformation Center for the Research Methods in Psychology Laboratory (PSYC300) course. This grant is to support the development of more experiential learning activities for conducting and dissemination research that address the University's grand challenges, further OER development, and developing more support for and collaboration with graduate teaching assistants in the course.

### **PROGRAM-LEVEL GRANT (2022)**

*Collaborator, Teaching and Learning Transformation Center, University of Maryland*

Collaborator on a program level grant with Dr. Brian Kim through the Teaching and Learning Transformation Center for development of cloud-based active learning for BSOS statistics and science courses.

### **BROADEN ACCESS TO EDUCATION GRANT (2022)**

*Consultant, Department of Psychology, University of Maryland*

Consultant with Dr. Benjamin Jones on grant from the department of psychology where he developed instruction R workshop and materials to teach graduate teaching assistants how to teach R.

### **CO-PRIMARY INVESTIGATOR, FACULTY OPEN EDUCATIONAL RESOURCES CREATE (OER) GRANT (2021)**

*Awarded \$2,000, Maryland Open Source Textbook Initiative (M.O.S.T)*

Awarded a \$2,000 grant through the Maryland Open Source Textbook Initiative to further develop our statistics OER, [Numbers don't lie \(but people do\)](#) textbook. The book has been well received by students and fellow faculty.

### **CO-PRIMARY INVESTIGATOR, BROADEN ACCESS TO EDUCATION GRANT (2021)**

*Awarded \$5,000, Department of Psychology, University of Maryland*

Awarded a \$5,000 grant through the department of psychology to support the development of an OER for teaching and learning R. This resulted in the [Learning R the EZ](#) way textbook, which provides learning Rmd files with short videos that walk through each portion of the Rmd files as well as Rmd analyses templates. The book has been well received by students and fellow faculty.

### **PRIMARY INVESTIGATOR, TEACHING INNOVATION GRANT (2020)**

*Awarded \$20,000, Teaching and Learning Transformation Center, University of Maryland*

Awarded a \$20,000 grant through the Teaching and Learning Transformation Center for the Research to develop OER resources, such as the statistics textbook, [Numbers don't lie \(but people do\)](#), develop learning resources for teaching R, better integrate the statistics and research courses, etc.

### **PRIMARY INVESTIGATOR, CARNEGIE COURSE REDESIGN GRANT (2013)**

*Awarded \$20,000, University of Maryland*

Awarded a \$20,000 Carnegie course redesign grant to redesign the Introduction to Statistics course to be a hybrid course and less GTA support. I was able to redesign the course to be hybrid and online while decreasing the needed GTA support by half, increasing GTA engagement with students, and maintaining the same learning outcomes.

**STUDENT INVESTIGATOR, AWARD FOR THE INTEGRATION OF RESEARCH AND EDUCATION (NSF AIRE, 2002)**

*Awarded \$3,000, Reed College*

Obtained a grant from the National Science Foundation to support the integration of research and education in psychology undergraduate courses.

**Courses Taught**

Research Methods in Psychology Laboratory (face-to-face, hybrid, and online, 2016 - present)  
Design and Statistical Analysis Consulting Lab (2013 – 2014)  
Research Methods in Cognitive Psychology (face-to-face, 2010 - present)  
Statistical Methods in Psychology (face-to-face, hybrid, and online, 2009 - present)  
Special Research Problems, Independent Research (2009 – present)  
Independent Study, teaching psychology (2009 – present)  
Legal Psychology (2008 – present)

**New Course Development**

Research Methods in Psychology Laboratory (2016)  
Research Methods in Cognitive Psychology (2010)  
Statistical Methods in Psychology (2009)  
Legal Psychology (2008)

**Course Redesign**

Experimental Psychology: Cognitive Processes and Legal Applications (2018)  
Research Methods in Psychology Laboratory (online, 2016)  
Research Methods in Psychology Laboratory (hybrid format, 2016)  
Introduction to Statistics (online format, 2013)  
Introduction to Statistics (hybrid format, 2013)

**Student Mentorship**

**MENTORING UNDERGRADUATES THROUGH TEACHING ASSISTANTSHIPS (2009 – PRESENT)**

- Mentor between 3 to 8 undergraduates per semester as teaching assistants
- Meet weekly to discuss and develop their teaching interests as well as course materials, management, and student outreach.

**MENTORING UNDERGRADUATES THROUGH RESEARCH ASSISTANTSHIPS (2009 – PRESENT)**

- Mentor between 2 to 10 undergraduates per spring semester in open science as research assistants
- Meet weekly to discuss and develop students' independent research projects using open science
- Mentor students in creating open science projects with pre-registration, material and data sharing ([Effect of Crime-Related Media on Perceptions of Defendant Guilt](#) Example)
- Mentor students to apply and present posters at local and national conferences

**FACULTY ADVISOR, SUMMER SCHOLARS (2012, 2017)**

- Mentored summer scholars through independent research and dissemination

**FACULTY DIRECTOR, DESIGN AND STATISTICAL ANALYSIS CO-DIRECTOR (2013-2014)**

- Mentored and instruct graduate students on pedagogy and implementation of statistical consulting with the goal of teaching solutions rather than giving solutions
- Provide ongoing leadership mentoring

**FACULTY CONSULTANT, DESIGN AND STATISTICAL ANALYSIS CO-DIRECTOR (2009-2013)**

- Provided statistical and methodological consulting to faculty in the psychology department

**FACULTY MENTOR, PSI CHI (2006, 2007, 2010)**

- Mentored undergraduate student within Psi Chi

**University Service**

Peer Teaching Evaluation Committee (2019 - present)  
Professional Track PSYC Faculty Promotion Committee Chair (2024)  
Professional Track SPHL Faculty Promotion Committee (2024)  
Professional Track PSYC Faculty Promotion Committee (2024)  
Provost Teaching Award Committee (2021)  
Psychology Department Online Teaching Consultant (2020)  
FIRE Promotion Committee (2020)  
Professional Track Faculty Promotion Committee (2019)  
Professional Track Research Faculty Promotion Committee (2019)  
Psychology department Quantitative Committee (2018)  
NSF Workload Project Committee (2016 – 2018)  
BSOS Scholarship Committee (2017 – 2018)  
College Academic Council (2013)  
Statistics and Methods Committee (2009)  
Psi Chi Mentor (2006, 2007, 2010)  
Psychology Department Technical Committee (2006 – 2007)  
Department of Psychology Human Subject Pool Facilitator (2005 – 2007)

**RESEARCH EXPERIENCE**

Independent research, University of Maryland (2016 – present)  
IARPA multi-University research team (2011 – 2013)  
Decisions and Memory Processes Lab, University of Maryland (2004 – 2012)  
Cognitive, Experiments, Models, & Neuroscience Lab, University of California San Diego (2004-2010)  
Laboratory for Judgment and Decision-Making Processes, University of Maryland (2006 – 2007)  
Cognitive and Metacognitive Processes Lab, University of Maryland (2004)  
The Children's Motivation Project, Reed College (2002 – 2003)  
The Kartini Youth Eating Disorder Clinic (2001 – 2002)  
Corbett Fund (2002)





**CONTINUING EDUCATION**






UMD Teaching and Learning Transformation Center Learning Community: Artificial Intelligence in Teaching. Spring 2024.






UMD Teaching and Learning Transformation Center Learning Community: Dialogue Facilitation Skills Learning Community. Spring 2023.






## STUDENT AUTHORED PRESENTATIONS/POSTERS

 LINK TO OSF PROJECT PAGE WITH OPEN PRE-REGISTRATION, DATA, MATERIALS, POSTER, AND PAPER AS NOTED






			
OSF PRE-REGISTRATION	OSF OPEN MATERIALS	OSF OPEN DATA	OSF OPEN CODE

     \*Mor, A., Ellenberg, M., & Tomlinson, T.D (2024). AI and Ted Bundy: Exploring Artificial Intelligence usage in criminal profiling. *University of Maryland Undergraduate Research Day*. College Park, MD.






     \*Mauris, A., Ellenberg, M., & Tomlinson, T.D (2024). The effects of cannabis use and race on sentencing outcomes. *University of Maryland PSYC Research Day*. College Park, MD.






     \*Carlson, M., Ellenberg, M., & Tomlinson, T.D (2024). Evaluating mock juror decision-making: Race and gender identity. *University of Maryland PSYC Research Day*. College Park, MD.






     \*Taylor, L., Apostle, G., Ellenberg, M., & Tomlinson, T.D (2023). Effects of crime-related media on perceptions of defendant guilt. *University of Maryland Undergraduate Research Day*. College Park, MD.

     \*Goetz, K., Arumugam, A., & Tomlinson, T.D. (2023). The Motivational aspects of having skill. *University of Maryland Undergraduate Research Day*. College Park, MD.

     \*Goetz, K., Arumugam, A., & Tomlinson, T.D. (2023). The Motivational aspects of having skill. *University of Maryland PSYC Undergraduate Research Day*. College Park, MD.

     \*Kang, N., Jennings, L., & Tomlinson, T.D. (2023). The impact of problem-solving ability on resilience. *University of Maryland Undergraduate Research Day*. College Park, MD.

     \*Kang, N., Jennings, L., & Tomlinson, T.D. (2023). The impact of problem-solving ability on resilience. *University of Maryland PSYC Undergraduate Research Day*. College Park, MD.

     \*Dangi, R., Patel, D., & Tomlinson, T.D. (2023). Does engaging with mindfulness-related content on social media increase psychological grit? *University of Maryland Undergraduate Research Day*. College Park, MD.

\*Topaltzas, E., Seidman, C., Segal, A., Young, A., & Tomlinson, T.D. (2022). That's not fair: How crime severity and self-morale impacts perceptions of punishment. *University of Maryland Undergraduate Research Day*. College Park, MD.

\*Burns, A., Curi, J., & Tomlinson, T.D. (2022). How we treat ourselves matters: Self-compassion connected to well-being. *University of Maryland Undergraduate Research Day*. College Park, MD.

\*Brummel, C., Pavuluri, A., & Tomlinson, T.D. (2022). Aerobic and non-aerobic lifestyles related to coping self-efficacy. *University of Maryland Undergraduate Research Day*. College Park, MD.

\*Eisenfeld, M., Govindan, V., & Tomlinson, T.D. (2022). Masking mental health: An observational study on mask weaning and mental stress. *University of Maryland Undergraduate Research Day*. College Park, MD.

- \*Gammi, T., Govindan, V., & Tomlinson, T.D. (2022). The influence of neuroticism level on mental stress. *University of Maryland Undergraduate Research Day*. College Park, MD.
- \*Jacobs, C., Cutri, J., & Tomlinson, T.D. (2022). Long-term runner's high: Relationship found between recreational running and psychological well-being. *University of Maryland Undergraduate Research Day*. College Park, MD.
- \*Mor, A., Cutri, J., & Tomlinson, T.D. (2022). Doing good to feel good: Altruism linked to psychological well-being. *University of Maryland Undergraduate Research Day*. College Park, MD.
- \*Murphy, S., Govindan, V., & Tomlinson, T.D. (2022). The relationship between mask wearing and mental stress. *University of Maryland Undergraduate Research Day*. College Park, MD.
- \*Soler, C. Pavuluri, A., & Tomlinson, T.D. (2022). Gender differences in self coping among advocates for self care. *University of Maryland Undergraduate Research Day*. College Park, MD.
- \*Radams, N., Govindan, V., & Tomlinson, T.D. (2022). Mental stress and grief over the death of a loved one. *University of Maryland Undergraduate Research Day*. College Park, MD. (DRUM: <http://hdl.handle.net/1903/29734>)
- \*Young, L., Govindan, V., & Tomlinson, T.D. (2022). The relationship between academic burnout and mental stress in college students. *University of Maryland Undergraduate Research Day*. College Park, MD.
- \*Graninger, A., Taber, J., & Tomlinson, T.D. (2021). Perceptions of fault in nonviolent, verbal conflict between civilians and police. *Association for Psychological Sciences*. Virtual conference. (DRUM: <http://hdl.handle.net/1903/27034>)
- \*Fletcher, K., Yetter, C., Taber, J., & Tomlinson, T.D. (2021). Effects of race and mind states on Lineup procedures. *Association for Psychological Sciences*. Virtual conference.
- \*Wilck, L., Milman, G., Taber, J., & Tomlinson, T.D. (2021). The impact of the cross-race effect on eyewitness identification. *Association for Psychological Sciences*. Virtual conference.
- \*Jackson, A., Coley, K., Taber, J., & Tomlinson, T.D. (2021). Assessing the effects of victim gender and severity of violence on likelihood of victim-blaming in cases of intimate partner violence. *Association for Psychological Sciences*. Virtual conference.
- \*Lazo-Salmeron, W., Follet, L., & Tomlinson, T.D. (2021). An archival look at being alone versus being lonely: Impact on social anxiety posts on Reddit. *American Psychology Association Future Directions Forum*. Virtual Conference.
- \*Fabius, I., Follet, L.E., & Tomlinson T.D. (2021). Effect of loneliness on social anxiety Instagram observation study. *University of Maryland Undergraduate Research Day*. Virtual conference (DRUM: <http://hdl.handle.net/1903/27032>).
- \*Weinberg, B., Sun, S., Ruppen, S., & Tomlinson, T. (2020). Impacts of Stress and Context on Eyewitness Identification Accuracy. (Poster) *American Psychological Association convention*, Washington, DC.
- \*Frank, A., Phelps, X., Alickovic, B., Dicello, D., & Tomlinson, T.D. (2020). Positive media influence on implicit bias toward or against immigrants. *University of Maryland Undergraduate Research Day*. Virtual conference. (DRUM: <https://drum.lib.umd.edu/handle/1903/25818>).



Sun, S., Weinberg, B., Ruppen, S., \*Wildroff, A., Lewin, S., & Tomlinson, T.D. (2019). The Effects of Stress and Environmental Context on Eyewitness Identification Accuracy. (Poster) *PSYC Undergraduate Research Fair*. College Park, MD.

Cantor, E., Lipp, N., Ruppen, S., & Tomlinson, T.D. (2019). Effects of Own Race Bias on Memory for a Crime. (Poster) *f*. College Park, MD.

\*Ha, J., Burrell, M., Ruppen, S., & Tomlinson, T.D. (2019). The Influence of Stress and Gender on Task Performance. (Poster) *PSYC Undergraduate Research Fair*. College Park, MD.

Sun, S., Weinberg, B., Ruppen, S., Wildroff, A., \*Lewin, S., & Tomlinson, T.D. (2019). The Effects of Stress and Environmental Context on Eyewitness Identification Accuracy. (Poster) *University of Maryland Undergraduate Research Day*. College Park, MD.

\*Oreizi-Esfahani, S., Lemay, E., & Tomlinson, T. (2018). The Impact of Burnout on Social Interactions and Interpersonal Relationships. (Poster) *University of Maryland Undergraduate Research Day*. College Park, MD.

\*Malamud, Y. & Tomlinson, T.D. (2012). Facial Encoding and Recognition: Improving Eyewitness Identification Accuracy. (Presentation) *ACC Meeting of the Minds Conference*. Blacksburg, VA.

\*Malamud, Y. & Tomlinson, T.D. (2012). Facial Encoding and Recognition: Improving Eyewitness Identification Accuracy. (Poster) *University of Maryland Undergraduate Research Day*. College Park, MD.

## Publications

Tomlinson, T.D., & Chicoli, A. (Eds). (2023). Addressing grand challenges through open science research. <https://sites.google.com/umd.edu/umd-open-science-research/home>

Tomlinson, T.D., Chicoli, A., & Forgo, E., (2021). Learning R the EZ Way: A video guide to R for open research analysis (<https://sites.google.com/umd.edu/elearning-r/home>). A self-published open educational access book.

Tomlinson, T.D., Jones, B., & Chicoli, A. (2020). Numbers don't lie (but people do): Introduction to (ethical) statistics (<https://sites.google.com/umd.edu/statisticsinsocialsciences/home>). A self-published open educational access book.

Huber, D. E., Tomlinson, T. D., Jang, Y., & Hopper, W. J. (2015). The search of associative memory with recovery interference (SAM-RI) memory model and its application to retrieval practice paradigms. In J. Raaijmakers, A. Criss, R. Goldstone, R. Nosofsky, & M. Steyvers (Eds.) *Cognitive Modeling in Perception and Memory: A Festschrift for Richard M. Shiffrin*. New York: Psychology Press, 81-98.

Wallsten, T. S., Shlomi, Y., Nataf, C., & Tomlinson, T. D. (2015). Efficiently encoding and modeling subjective probability distributions for quantitative variables. *Decision*, 14.

Tomlinson, T. D., Marewiski, J. N., & Dougherty, M. (2011). Four challenges for cognitive research on the Recognition Heuristic and a call for a research strategy shift. *Judgment and Decision Making*, 6, 89-99.

Huber, D. E., Tomlinson, T. D., Rieth, C. A., & Davelaar, E. J. (2010). Adding or subtracting memories? The neural correlates of learned interference versus memory inhibition. *Proceedings of the National Academy of Science*, 107.

Tomlinson, T. D., Huber, D. E., Rieth, C. A., & Davelaar, E. J. (2009). An interference account of forgetting in the no-think paradigm. *Proceedings of the National Academy of Science*, 106, 15588-15593.



Aiken, J. & Tomlinson, T. D (*book in preparation*). Statistics in Figures.

## Presentations

Thompson, M., Tomlinson, T.D., Willis, D., & Lee-Kim, J. (2024). Teaching with and about AI: Experiments and lessons learned. (Panel speaker). *UMD Innovations in Teaching and Learning Conference*. College Park, MD

Tomlinson, T.D. (2024). Me, myself, and AI: And undergraduate research methods students. (Invited speaker) *UMD Teaching and Learning Center Artificial Intelligence in Teaching Learning Community*, College Park, MD.

Tomlinson, T.D., Chicoli, A., & Jones, B. (2023). Experiential Learning: From pre-registration to dissemination (Panel moderator and speaker). *UMD Innovations in Teaching and Learning Conference*. College Park, MD.

Tomlinson, T.D. (2023). Learning of open science using R. *Maryland Open Source Textbook Initiative OER Creation Showcase*. Virtual Showcase.

Tomlinson, T.D. (2023). Numbers don't lie (but people do): Introduction to (ethical) statistics OER Creation. *Maryland Open Source Textbook Initiative OER Creation Showcase*. Virtual Showcase.

Batra, A., Inge, L., Tomlinson, T.D. (2022). Affordable course material: Why it matters and how to get started. (Invited speaker) *UMD Teaching and Learning Transformation Center Workshop*, College Park, MD.

Tomlinson, T.D., & Chicoli, A\*. (2022). The breadth and success of OER: Creating and using the Learning R the EZ Way textbook. (Presentation) *UMD Innovations in Teaching and Learning Conference*. College Park, MD.

Warneka, M.E\*, Balcom, S.A\*, Slevac, B.\*, & Tomlinson, T.D.\* (2022). OER and USM M.O.S.T Grants. (Invited speaker) *UMD Innovations in Teaching and Learning Conference*. College Park, MD.

Forgo, E., Tomlinson, T.D., & Chicoli, A. (2022). Learning R the EZ Way: The Development of an Open Education Resource R Programming Textbook for Statistical Learning and Data Analysis. (Poster) *UMD Innovations in Teaching and Learning Conference*. College Park, MD.

\*Linck, J., Tomlinson, T.D., Masters, M., Lancaster, A., Clark, M., & Balass, M. (2018). Examining the Relationship between Executive Control and Student Learning Behaviors. (Presentation) *Psychonomics*, New Orleans, LA.

\*Wallsten, T. S., Nataf, C., Shlomi, Y., & Tomlinson, T. (2013). Forecasting Future Values of Quantitative Variables. (Presentation) *Subjective Probability, Utility, and Decision Making Conference*. Barcelona, Spain.

\*Wallsten, T. S., Nataf, C., Shlomi, Y., & Tomlinson, T. (2013). Eliciting, representing and scoring judgments about future values of quantitative variables. (Presentation) *Technion*, Haifa, Israel.

\*Tomlinson, T.D., Sprenger, A., Harbison, I., & Dougherty, M. (2008). Unpacking the Relationship between Working Memory and Judgments. (Poster) *Society for Judgment and Decision Making*, Chicago, IL.

Tomlinson, T. D., \*Huber, D. E., Rieth, C. A., & Davelaar, E. J. (2008). An interference account of Cue-Independent Forgetting in the No-Think Paradigm. (Presentation) *Seventh Annual Summer Interdisciplinary Conference*, Madonna di Campiglio, Italy.

Tomlinson, T., Huber, D. E., Rieth, C. A., & \*Davelaar, E. J. (2008). A response interference account of forgetting in the no-think paradigm. (Presentation) *Context and Episodic Memory Symposium*, Tampa, Florida.

- \*Tomlinson, T.D. & Dougherty, M. R. (2008). Cross Cultural Differences in the Perceptions of Police Testimony in Urban America. (Poster) *Neuro and Cognitive Science FEST*, College Park, MD.
- \*Tomlinson, T.D. & Dougherty, M. R. (2007). Cross Cultural Differences in the Perceptions of Police Testimony in Urban America. (Poster) *Society for Judgment and Decision Making*, Long Beach, CA.
- \*Tomlinson, T.D., Huber, D.E., Reith, C.A., & Davelaar, E. (2007). Active Inhibition or Behavioral Competition in the Think/No-Think Paradigm? (Poster) *Neuro and Cognitive Science FEST*, College Park, MD. *Best poster award winner*.
- \*Dougherty, M., Tomlinson, T., Sprenger, A., & Harbison, I. (2006). (Invited presentation) *"What does a judgment theorist have to say about memory, and vice versa?"* University of Oklahoma, Norman OK.
- \*Tomlinson, T.D. & Dougherty, M. R. (2006). Implications of Part-Set Cuing and Retrieval Induced Forgetting for Hypothesis Generation and Judgment. (Poster) *Society for Judgment and Decision Making*, Houston, TX.
- \*Tomlinson, T.D., Huber, D.E., Reith, C.A., & Davelaar, E. (2006). Active Inhibition or Behavioral Competition in the Think/No-Think Paradigm? (Poster) *Psychonomics Conference*, Houston, TX.
- \*Corpus, J.H., Tomlinson, T.D., & Stanton, P.R. (2003). Does social-comparison praise undermine children's intrinsic motivation? (Poster) *American Educational Research Association*, San Diego, CA.

## Consulting Experience

INDEPENDENT STATISTICAL AND RESEARCH METHODOLOGY CONSULTING, 2011 – PRESENT  
 DESIGN AND STATISTICAL ANALYSIS LAB DIRECTOR, 2013 – 2014  
 DESIGN AND STATISTICAL ANALYSIS CONSULTANT, 2009 – 2013

## Ad-Hoc Reviewing Activities

EMOTION  
 FRONTIERS  
 QUARTERLY JOURNAL OF EXPERIMENTAL PSYCHOLOGY  
 AMERICAN PSYCHOLOGY-LAW SOCIETY CONFERENCE

## Professional Affiliations

AMERICAN PSYCHOLOGICAL ASSOCIATION, MEMBER  
 DIVISION 2: SOCIETY FOR THE TEACHING OF PSYCHOLOGY, MEMBER  
 DIVISION 41: AMERICAN PSYCHOLOGY-LAW SOCIETY, ETHNICITY, AND RACE  
 SOCIETY FOR JUDGMENT AND DECISION MAKING, MEMBER  
 ASSOCIATION FOR PSYCHOLOGICAL SCIENCE, MEMBER

## References

THOMAS WALLSTEN  
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 UNIVERSITY OF MARYLAND  
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