

Curriculum Vitae

Eliot Hazeltine

Department of Psychology
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Educational and Professional History

Education

Ph.D. University of California, Berkeley
 Psychology, 1998

B. Sci. Harvard University
 Psychology, 1990

Professional and Academic Positions

2015-present Professor, University of Iowa

2009-2015 Associate Professor, University of Iowa

2003-2009 Assistant Professor, University of Iowa

1999-2003 Research Scientist, NASA-Ames Research Center

1998-1999 Post-Doctoral Fellow, Stanford University

1992-1997 Research Assistant, University of California, Berkeley

Honors and Awards

National Science Foundation Graduate Research Fellowship, 1992-1996

Neural Control of Movement, Travel Award, 1994

Vice Chancellor's Dissertation Research Award, 1997

NIH Research Training Grant (NRSA), 1999-2000

Spotlight Achievement Award (NASA), 2001

Director's Discretionary Fund (Competitive NASA Research Grant), 2002-2003

Distinguished Member, National Society of Collegiate Scholars, 2006

Research

Refereed Publications

- Wills, K. M., Liu, J., Hakun, J., Zhu, D., Hazeltine, E., & Ravizza, S. M. (accepted). Neural mechanisms for the benefits of stimulus-driven attention. *Cerebral Cortex*.
- Wifall, T., Buss, A., Farmer, T. A., Spencer, J. P., & Hazeltine, E. (accepted). Reaching into response selection: Stimulus and response similarity influence central operations. *Journal of Experimental Psychology: Human Perception and Performance*.
- Freedberg, M., Glass, B., Filoteo, J. V., Hazeltine, E., & Maddox, W. T. (2017). Comparing the effect of positive and negative feedback in information-integration category learning. *Memory & Cognition*, 45, 12-25.
- Schumacher, E. H., & Hazeltine, E. (2016). Hierarchical task representation: Task files and response selection. *Current Directions in Psychological Science*, 25, 449-454.
- Ravizza, S. M., Uitvlugt, M. G., & Hazeltine, E. (2016). Where to Start? Bottom-up Attention Improves Working Memory by Determining Encoding Order. *Journal of Experimental Psychology: Human Perception and Performance*, 42, 1959-1968.
- Cookson, S. L., Hazeltine, E., & Schumacher, E. H. (2016). Neural representation of stimulus-response associations during task preparation. *Brain Research*, 1649, 496-505.
- Wifall, T., Hazeltine, E., Mordkoff, J. T. (2016). The roles of stimulus and response uncertainty in forced-choice performance: An amendment of Hick/Hyman Law. *Psychological Research*, 80, 555-565.
- Freedberg, M. V., Schacherer, J. & Hazeltine, E. (2016). Incidental learning of rewarded associations bolsters learning on an associative task. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 42, 786-803.
- Clark, R., Freedberg, M. V., Hazeltine, E., Voss, M. W. (2015). Are there age-related differences in the ability to learn configural responses? *PLOS ONE*. 10(8):e0137260. doi:10.1371/journal.pone.0137260.
- Halvorson, K. & Hazeltine, E. (2015). Do small dual-task costs reflect ideomotor compatibility or the absence of crosstalk? *Psychonomic Bulletin & Review*, 22, 1403-1409.
- Wijeakumara, S., Magnotta, V. A., Buss, A. T., Ambrose, J. P., Wifall, T. A., Hazeltine, E. & Spencer, J. P. (2015). Response control networks are selectively modulated by attention to rare events and memory load regardless of the need for inhibition. *NeuroImage*, 120, 331-344.
- Hazeltine, E. & Mordkoff, J. T. (2014). Resolved but not forgotten: Stroop conflict dredges up the past. *Frontiers in Psychology*, 5, Article 1327.
- Freedberg, M. V., Wagschal, T. T., & Hazeltine, E. (2014). Incidental learning and task boundaries. *Journal of Experimental Psychology: Learning, Memory & Cognition*, 40, 1680-1700.

- Buss, A. T., Wifall, T., Hazeltine, E., & Spencer, J. P. (2014). Integrating the behavioral and neural dynamics of response selection in a dual-task paradigm: A dynamic neural field model of Dux et al. (2009). *Journal of Cognitive Neuroscience*, 26, 334-351.
- Wifall, T., McMurray, B., & Hazeltine, E. (2014). Perceptual similarity affects the learning curve (but not necessarily learning). *Journal of Experimental Psychology: General*, 143, 312-331.
- Halvorson, K. M., Wagschal, T. T., & Hazeltine, E. (2013). Conceptualization of task boundaries preserves implicit sequence learning under dual-task conditions. *Psychonomic Bulletin & Review*, 20, 1005-1010.
- Ravizza, S. M. & Hazeltine, E. (2013). The benefits of stimulus-driven attention for working memory encoding. *Journal of Memory and Language*, 69, 384-396.
- Halvorson, K. M., Ebner, H., & Hazeltine, E. (2013). Investigating perfect time-sharing: the relationship between IM-compatible tasks and dual-task performance. *Journal of Experimental Psychology: Human Perception and Performance*, 39, 527-545.
- Apfelbaum, K. S., Hazeltine, E., & McMurray, B. (2012). Statistical learning in reading: Variability in irrelevant letters helps children learn phonics skills. *Developmental Psychology*, 49, 1348-1365.
- Hazeltine, E., & Wifall, T. (2011). Searching working memory for the source of dual-task costs. *Psychological Research*, 75, 466-475.
- Huestegge, L. & Hazeltine, E. (2011). Crossmodal action: modality matters. *Psychological Research*, 75, 445-451.
- Schumacher, E. H., Schwarb, H., Lightman, E., & Hazeltine, E. (2011). Investigating the modality specificity of response selection using a temporal flanker task. *Psychological Research*, 75, 499-512.
- Hazeltine, E., Lightman, E., Schwarb, H., & Schumacher, E. H. (2011). The boundaries of sequential modulations: Evidence for set-level control. *Journal of Experimental Psychology: Human Perception and Performance*, 37, 1898-1914.
- Akçay, C. & Hazeltine, E. (2011). Domain-specific conflict adaptation without feature repetitions. *Psychonomic Bulletin & Review*, 18, 505-511.
- Ravizza, S. M., Hazeltine, E., Ruiz, S., & Zhu, D. C. (2011). Left TPJ activity in verbal working memory: Implications for storage- and sensory-specific models of short term memory. *NeuroImage*, 56, 1836-1846.
- Hazeltine, E., Akçay, C., & Mordkoff, J. T. (2011). Keeping Simon simple: Examining the relationship between sequential modulations and feature repetitions with two stimuli, two locations and two responses. *Acta Psychologica*, 136, 245-252.
- Mordkoff, J. T., & Hazeltine, E. (2011). Parallel patterns of spatial compatibility and spatial congruence... As long as you don't look too closely. *Acta Psychologica*, 136, 253-258.

- Ma, L., Wang, B., Narayana, S., Hazeltine, E., Chen, X., Robin, D. A., Fox, P. T. & Xiong, J. (2010). Changes in regional activity are accompanied with changes in inter-regional connectivity during four weeks of motor learning. *Brain Research*, 1318, 64-76.
- Bischoff-Grethe, A., Hazeltine, E., Bergen, L., Ivry, R. B., & Grafton, S. T. (2009). The influence of feedback valence in associative learning. *NeuroImage*, 44, 243-251.
- Akçay, C. & Hazeltine, E. (2008). Feature-overlap and conflict monitoring: Two sources of sequential modulations. *Journal of Experimental Psychology: Human Perception and Performance*, 34, 958-973.
- Esterman, M., Prinzmetal, W., DeGutis, J., Landau, A., Hazeltine, E., Verstynen, T., & Robertson, L. (2008). Voluntary and involuntary attention affect face discrimination differently. *Neuropsychologia*, 46, 1032-1040.
- Hazeltine, E., Weinstein, A., & Ivry, R. B. (2008). Parallel response selection after callosotomy. *Journal of Cognitive Neuroscience*, 20, 526-540.
- Hazeltine, E., Aparicio, P., Weinstein, A., & Ivry, R. B. (2007). Configural Response Learning: the Acquisition of a Nonpredictive Motor Skill. *Journal of Experimental Psychology: Human Perception and Performance*, 33, 1451-1467.
- Albert, N., Weigelt, M., Hazeltine, E., Ivry, R. B. (2007). Target selection during bimanual reaching to direct cues is unaffected by the perceptual similarity of the targets. *Journal of Experimental Psychology: Human Perception and Performance*, 33, 1107-1116.
- Akçay, C. & Hazeltine, E. (2007). Feature-overlap and conflict monitoring: Two sources of sequential modulations. *Psychonomic Bulletin & Review*, 14, 742-748.
- Hazeltine, E., Ruthruff, E., & Remington, R. W. (2006). The role of input and output modality pairings in dual-task performance: Evidence for content-dependent central interference. *Cognitive Psychology*, 52, 291-345.
- Diedrichsen, J., Grafton, S. T., Albert, N., Hazeltine, E., & Ivry, R. B. (2006). Goal-selection and movement-related conflict during bimanual reaching movements. *Cerebral Cortex*, 16, 1726-1738.
- Hazeltine, E. & Ruthruff, E. (2006). Modality pairing effects and the response selection bottleneck. *Psychological Research*, 70, 504-513.
- Ruthruff, E., Hazeltine, E., & Remington, R. (2006). Residual Dual-Task Cost after Practice: What Does it Mean? *Psychological Research*, 70, 494-503.
- Hazeltine, E. (2005). Response-response compatibility during bimanual movements: Evidence for the conceptual coding of action. *Psychonomic Bulletin & Review*, 12, 682-688.
- Ivry, R. B., Diedrichsen, J., Spencer, R., Hazeltine, E., & Semjen, A. (2004). A Cognitive Neuroscience Perspective on Bimanual Coordination and Interference. In *Interlimb Coordination*, S. Swinnen & J. Duysens, (Eds.)

- Spencer, R. M. C., Hazeltine, E., Semjen, A., & Ivry, R. B. (2004) Goal-based representation in repetitive bimanual movements, *International Journal of Sports Psychology*, 2, 239-234.
- Diedrichsen, J., Ivry, R. B. , Hazeltine, E., Kennerley, S., & Cohen, A. (2004). Bimanual interference associated with the selection of target locations. *Journal of Experimental Psychology: Human Perception and Performance*, 29, 64-77.
- Hazeltine, E., Bunge, S. A., Scanlon, M. D., & Gabrieli, J. D. E. (2003). Material-dependent and material-independent selection processes in the frontal lobes: an event-related fMRI investigation of response selection. *Neuropsychologia*, 41, 1208-1217.
- Diedrichsen, J., Hazeltine, E., Nurss, W., & Ivry, R. B. (2003). The role of the corpus callosum in the coupling of bimanual isometric force pulses. *Journal of Neurophysiology*, 90, 2409-2418.
- Hazeltine, E., Diedrichsen, J., Kennerley, S., & Ivry, R. B. (2003). Bimanual cross-talk during reaching movements is primarily related to response selection, not the specification of motor parameters. *Psychological Research*, 67, 56-70.
- Keele, S. W., Ivry, R. B., Mayr, U., Hazeltine, E., & Heuer, H. (2003). The cognitive and neural architecture of sequence representation. *Psychological Review*, 110, 316-339.
- Ruthruff, E., Pashler, H. E., & Hazeltine, E. (2003). Dual-task interference with equal task emphasis: Graded capacity-sharing or central postponement? *Perception & Psychophysics*, 65, 801-816.
- Hazeltine, E., & Ivry, R. (2002). Neural structures that support implicit sequence learning. In *Attention and Implicit Sequence Learning* (pp. 71-107), L. Jimenez (Ed.) Amsterdam: John Benjamins.
- Bunge, S. A., Hazeltine, E., Scanlon, M. D., Rosen, A. C., & Gabrieli, J. D. E. (2002). Dissociable contributions of prefrontal and parietal cortices to response selection. *NeuroImage*, 17, 1562-1571.
- Grafton, S.T., Hazeltine, E., and Ivry, R.B. (2002). Motor sequence learning with the non-dominant hand: A PET functional imaging study. *Experimental Brain Research*, 146, 369-378.
- Hazeltine, E. (2002). The representational nature of sequence learning: Evidence for goal-based codes. In W. Prinz & B. Hommel (Eds.), *Attention and Performance* (Vol. XIX, pp. 673-689). Oxford: University Press.
- Hazeltine, E., Teague, D., & Ivry, R. B. (2002). Simultaneous dual-task performance reveals parallel response selection after practice. *Journal of Experimental Psychology: Human Perception and Performance*, 28(3), 527-545.
- Kennerley, S., Diedrichsen, J., Hazeltine, E., Semjen, A., & Ivry, R. B. (2002). Callosotomy patients exhibit temporal uncoupling during continuous bimanual movements. *Nature Neuroscience*, 5, 376-381.
- Diedrichsen, J., Hazeltine, E., Kennerley, S. & Ivry, R. B. (2001). Absence of bimanual interference during directly-cued actions. *Psychological Science*, 12, 493-498.

- Hazeltine, E. (2001). Ipsilateral sensorimotor regions and motor sequence learning. *Trends in Cognitive Sciences*, 5, 281-282.
- Vuilleumier, P., Sagiv, N., Hazeltine, E., Poldrack, R. A., Swick, D., Rafal, R. D. & Gabrieli, J. D. E. (2001). Neural fate of seen and unseen faces in visuospatial neglect: a combined event-related functional MRI and event-related potential study. *Proceedings of the National Academy of Sciences*, 98, 3495-3500.
- Ivry, R. B. & Hazeltine, E. (2000). Task switching in a callosotomy patient and normal participants: Evidence for response-related sources of interference. In *Attention and Performance XVIII*, S. Monsell and J. Driver (Eds.), p. 401-423.
- Hazeltine, E., Poldrack, R., & Gabrieli, J. D. E. (2000). Neural activation during response competition. *Journal of Cognitive Neuroscience*, 12, Supplement 2, 118-129.
- Zacks, J. M., Mires, J., Tversky, B., & Hazeltine, E. (2000). Mental spatial transformations of objects and perspective. *Spatial Cognition & Computation*, 2(4), 315-332.
- Ivry, R. B. & Hazeltine, E. (1999). Subcortical locus of temporal coupling in the bimanual movements of a callosotomy patient. In *Human Movement Science*, 18, 345-375.
- Grafton, S. T., Hazeltine, E., Ivry, R.B. (1998). Abstract and effector-specific representations of motor sequences identified with PET. *Journal of Neuroscience*, 18, 9420-9428.
- Hazeltine, E., Helmuth, L.L., Ivry, R.B. (1997). Neural mechanisms of timing. *Trends in Cognitive Science*, 1, 163-169.
- Hazeltine, E., Grafton, S.T., and Ivry, R. (1997). Attention and stimulus characteristics determine the locus of motor sequence learning: A PET study. *Brain*, 120, 123-140.
- Hazeltine, E., Prinzmetal, W.P., and Elliot, K. (1997). If it's not there, where is it?: Locating illusory conjunctions. *Journal of Experimental Psychology: Human Perception and Performance*, 23, 263-277.
- Grafton, S., Hazeltine, E., and Ivry, R. (1995). Functional mapping of sequence learning in normal humans. *Journal of Cognitive Neuroscience*, 7, 497-510.
- Ivry, R. and Hazeltine, R.E. (1995). The perception and production of temporal intervals across a range of durations: Evidence for a common timing mechanism. *Journal of Experimental Psychology: Human Perception and Performance*, 21, pp. 1-12.
- Ivry, R. and Hazeltine, R.E. (1992). Models of timing-with-a-timer. In F. Macar, V. Pouthas, and W. Freidman (Eds.) *Time, Action, and Cognition*. (pp. 183-189). Kluwer Publishers.

Other Publications

- Hazeltine, E., & Schumacher, E. H. (2016). Understanding Central Processes: The Case against Simple Stimulus-Response Associations and for Complex Task Representation. In B. H. Ross (Ed.), *Psychology of Learning and Motivation*, Vol. 64 (pp. 195-245).

Buss, A., Wifall, T., & Hazeltine, E. (2015). A dynamic field theory of executive function. In G. Schöner & J. P. Spencer (Eds.), *Dynamic Thinking—A Primer on Dynamic Field Theory* (pp. 327-352). New York, NY: Oxford University Press.

Ivry, R. B., Diedrichsen, J., Spencer, R. M., Hazeltine, E., & Semjen, A. (2004). A cognitive neuroscience perspective on bimanual coordination and interference. In S. Swinnen & J. Duysens (Eds.), *Interlimb Coordination* (pp. 259-295). Boston: Kluwer Academic Publishing.

Hazeltine, E., & Ivry, R. B. (2002). Can we teach the cerebellum new tricks? *Science*, 296, 1979-1980.

Hazeltine, E. (2002). Focusing on the big picture with fMRI: Consciousness and temporal flux. *Journal of Cognitive Neuroscience*, 14(6).

Hazeltine, E., & Ivry, R. (2002). Motor Skill. *Encyclopedia of the Human Brain*, V. Ramachandran (Ed.) San Diego: Academic Press/Elsevier Science.

Diedrichsen, J., Hazeltine, E., Ivry, R., Kennerley, S., & Spencer, B. (2002). Comparing continuous and discrete movements with fMRI. *Annals of the New York Academy of Sciences*, 978(1), 509-510.

Diedrichsen, J., Hazeltine, E. (2001). Unifying by binding: will binding really bind?: A commentary on Hommel, Müsseler, Aschersleben, and Prinz. *Behavioural and Brain Sciences*, 24, 884-885.

Conference Presentations

Wifall, T., Buss, A. T., Spencer, J. P. & Hazeltine, E. (2013). "What makes stimulus-response codes similar? Reaching into response selection using mouse trajectories." Presented at 54th Annual Meeting of the Psychonomic Society, Toronto, Canada.

Freedberg, M., Lee, J., Schacherer, J. & Hazeltine, E. (2013). "Reward bolsters implicit learning." Presented at 54th Annual Meeting of the Psychonomic Society, Toronto, Canada.

Ravizza, S. & Hazeltine, E. (2013). "The benefits of stimulus-driven attention for working memory encoding." Presented at the 19th Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.

Schumacher, E. H., Schwarb, H., Cookson, S. L., McPherson, E. & Hazeltine, E. (2012). "The boundaries of sequential modulations: Evidence for set-level control." Presented at 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Buss, A., Wifall, T., Spencer, J. P. & Hazeltine, E. (2012). "The interaction of inhibition, working-memory, and task-switching in a suite of executive function tasks." Presented at 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Lee, J., Hazeltine, E., & Mordkoff, J. T. (2012). "The effects of proportion congruent on the magnitude of Stroop interference: Controlling for the display frequency confound." Presented at 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Wifall, T. & Hazeltine, E. (2012). "Moving bottleneck? Assessing the dual-task costs across a range of task pairings." Presented at 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

Halvorson, K. & Hazeltine, E. (2012). "Eliminating dual-task costs depends on the relationship between tasks." Presented at 53rd Annual Meeting of the Psychonomic Society, Minneapolis, MN.

McMurray, B., Apfelbaum, K. S. & Hazeltine, E. (2011). "Statistical learning and phonics in a laboratory/classroom paradigm: Variability helps." Presented at 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Halvorson, K. M., & Hazeltine, E. (2011). "Feedback rather than performance influences subsequent perceptual judgments." Presented at 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Buss, A. T., Wifall, T., Schoener, G., Hazeltine, E., & Spencer, J. P. (2011). "Integrating mind and body in a response selection task: From neural decisions to mouse trajectories." Presented at 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Wifall, T. & Hazeltine, E. (2011). "How does task structure affect Hick/Hyman Law." Presented at 52nd Annual Meeting of the Psychonomic Society, Seattle, WA.

Organized Conferences

Symposium: The Role of Task Representation in Response Selection. Chair (with Eric Schumacher). International Meeting of the Psychonomic Society, Granada, Spain, May 5-8, 2016.

Conference Organizer: Responding to the Source of Stimulus: An Interdisciplinary Conference in Tribute to J. Richard Simon, Iowa City, Iowa, October 10-12, 2008.

Conference Organizer: Workshop: Crossmodal Action, Aachen, Germany, October 1-2, 2010.

Invited Addresses and Colloquia

Hazeltine, E. (2016). "How task representations guide central operations." Presented at International Meeting of the Psychonomic Society, Granada, Spain, May 5, 2016.

Hazeltine, E. (2015). "How does aging affect the learning of an associative motor skill?" Presented at Challenges of Successful Aging, Missillac, France

Hazeltine, E. (2010). "Searching working memory for modality effects on dual-task costs." Presented at Workshop: Crossmodal Action, Aachen, Germany

Hazeltine, E. (2008). "Simple Simon: Assessing conflict adaptation and repetition benefits with two-choice tasks." Presented at Responding to the Source of Stimulus: An Interdisciplinary Conference in Tribute to J. Richard Simon, Iowa City, Iowa

Hazeltine, E. (2008). "Sequential Effects in a Temporal Flanker Task." Presented at Conference on Cognitive Control, Ghent, Belgium

Hazeltine, E. (2004). "Dual-task costs and bimanual interference: Two forms of central crosstalk." Presented at Conference on Bimanual Control, Munich, Germany

Hazeltine, E. (2004). "What can stimulus-response modality pairings and dual-task costs tell us about central processing?" Presented at Conference on Dual-task Performance, Munich, Germany

Hazeltine, E. (2000). "The representational nature of implicit sequence learning: Evidence for goal-based codes." Presented at Attention and Performance, XIX, Kloster Irsee, Germany

Teaching and Student Supervision

Courses Taught since 2011

Semester/Year	Advisees		Courses taught	
	Undergrad.	Graduate	Course No. & Title	Students Enrolled
Fall 2016	6	2	PSY:2601:0AAA Introduction to Cognitive Psychology	168
Spring 2016	6	1	PSY:2701:0AAA Biological Psychology	178
			PSY:7020:0001 Seminar: Cognitive Neuroscience	4
Fall 2015	6	1	PSY:3071:0001 Cognition and the Brain	9
Spring 2015	7	1	31:330 Computer methods in Exp. Psychology	6
Fall 2014	4	1	31:121 Laboratory in Psychology	16
Spring 2014	6	2	31:121 Laboratory in Psychology	16
			31:280 Current Topics in Psychology	10
Fall 2013	6	2	31:016 Introduction to Cog. Psych.	192
Spring 2013	9	3	31:121 Laboratory in Psychology	15
			31:330 Research Practicum	6
Fall 2012	9	3	31:016 Introduction to Cog. Psych.	176
Spring 2012	8	2	31:121 Laboratory in Psychology	10
			31:330 Research Practicum	7

Student Supervision

Degree Objective	Name	Years	Outcome
Ph.D. candidates:	Caglar Ackay	2	M.A.
	Kimberley Halvorson	6	Ph.D.
	Timothy Wifall	6	Ph.D.
	Michael Freedberg	5	Ph.D.
	Jonathan Schacherer	2	
	Tobin Dykstra	1	

*Note: I have supervised between 1-9 undergraduate students in my laboratory since Fall of 2003.

Research Advisory Committee Service

Po-Han Lin
Ian Rasmussen
Aaron Buss
Hyunkyu Lee
Dan Vatterott
Jaeyong Lee
Andrew Kenning
Darin Cassler
Jennifer Ruff
Tanja Roembke
Brad Stillwell

Dissertation Committee Service

Zachary Roper
Andrew Smith
Joshua Cosman
Cheyenne Munson
Tana Luger
Keith Apfelbaum
Aaron Buss
Sara Hussain
Benjamin DeCorte
James Kent

Support

Ongoing Research Support

NSF Grant 1330318 PI: Hazeltine 08/01/13-07/31/17
Common principles in reading and skill acquisition
 Role: PI

Completed Research Support

NIH Grant R03 DA031583-01A1 PI: Hazeltine 09/15/12-05/31/14
Integrating perception and action in a neural field theory of response selection
 Role: PI

NSF Grant 1029082 PI: Spencer 07/01/10-06/31/13
The emergence of cognitive flexibility in neural-behavioral systems
 Role: Co-investigator

NSF Grant 1026794 PI: McMurray 9/01/10-8/31/11
Scaling learning theory to multiple pathways: Early reading as a model system
 Role: Co-investigator

NIH R01 NS33504 PI: Grafton (Dartmouth College) 2/01/03-1/31/07
Functional substrates of long-term motor learning
 This project examined the neural substrates of skill acquisition in neurologically healthy individuals using functional magnetic resonance imaging (fMRI).
 Role: Collaborator

Service

Departmental Service

Area Coordinator C&P	Summer 2014-present
Technology Committee	Fall 04-Fall 09; Fall 11-present, Chair, Fall 12-present
Strategic Communications Committee	Spring 14-present
Neurosciences Admissions Committee	Spring 05
Faculty Advisory Committee	Fall 09-Fall 12; Fall 2015-present
Brown Bag Coordinator for C&P area	Fall 13-present

University Service

Faculty Assembly	Fall 12-2015
Neuroscience Comprehensive Exam Committee	Fall 10-present, Chair, Spring 14-present
Neuroscience Curriculum Committee	Fall 13-2014

Professional Service

Review service: Journals

Guest editor for:

Acta Psychologica

Psychological Research

Consulting editor for:

Journal of Experimental Psychology: Learning, Memory, & Cognition

Psychonomic Bulletin & Review

Attention, Perception and Psychophysics

Psychological Science

Frontiers in Cognition

Ad hoc reviewer for

Attention & Performance

European Journal of Neuroscience

Journal of Cognitive Neuroscience

Journal of Experimental Psychology: Human Perception, & Performance

Nature

Neuropsychologia

Neuropsychology

Quarterly Journal of Experimental Psychology

Science

PLOS-One

Review service: Granting Agencies

Ad hoc reviewer for the National Institute of Health

Ad hoc reviewer for the National Science Foundation

Ad hoc reviewer for the Air Force Office of Scientific Research