

Thomas Gordon Hutcheon

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ACADEMIC POSITIONS

Assistant Professor , Bard College	Summer 2020 - Present
Visiting Assistant Professor , Bard College	Fall 2014 – Spring 2020
Adjunct Professor , Agnes Scott College	Spring 2014

EDUCATION

Ph.D. , Georgia Tech Cognition and Brain Science, Minor: Quantitative Psychology	2014
M.S. , Georgia Tech Cognition and Brain Science	2010
B.A. , Bates College Psychology	2005

TEACHING EXPERIENCE

Instructor, Bard College

Introduction to Psychological Science, The Science of Behavior (with Lab), Statistics for Psychology (with Lab), Cognitive Psychology, Sensation and Perception, Advertising and Consumer Behavior, Human Visual Perception (seminar), Linear Regression Analysis in Psychological Research (Seminar), Cognitive Aging (Seminar), Brain Training (Seminar), Executive Control of Thought and Action (Seminar), Cognitive Psychology: Advanced Methodology.

Instructor, Agnes Scott College

Introductory Psychology: Biological Foundations and Cognitive Processes

Instructor, Georgia Tech

General Psychology

PUBLICATIONS (*indicates undergraduate collaborator)

Hutcheon, T. G., Lian*, A., & **Richard***, A. (2019). The impact of a technology ban on students' experience and performance in Introduction to Psychology. *Teaching of Psychology, 46*, 47-54.

Hutcheon, T. G. (2018). *Technology bans and student experience in the college classroom*. In W. Altman, L. Stein, & J. E. Westfall (Eds.), *Essays from E-xcellence in Teaching* (Vol. 17, pp. 40-44).

Hutcheon, T. G., Spieler, D. H., & **Eldar***, M. (2017). Properties of context-driven control revealed through the analysis of sequential congruency effects. *Acta Psychologica, 178*, 107-113.

Hutcheon, T. G., & Spieler, D. H. (2017). Limits on the generalizability of context-driven control. *The Quarterly Journal of Experimental Psychology, 70*, 1292-1304.

Mayr, U., Spieler, D. H., & **Hutcheon, T. G.** (2015). When and why do old adults outsource control to the environment? *Psychology and Aging, 30*, 624-633.

Hutcheon, T. G., & Spieler, D. H. (2014). Contextual influences on the sequential congruency effect. *Psychonomic Bulletin & Review, 21*, 155-162.

MANUSCRIPTS UNDER REVIEW (*indicates undergraduate collaborator)

Hutcheon, T. G., & **Zion***, I. (in revision). Evidence for context-driven control under a concurrent memory load.

MANUSCRIPTS IN PREPARATION (*indicates undergraduate collaborator)

Hutcheon, T. G., & Spieler, D. H. The influence of stimulus experience in studies of context-driven control: An exemplar-based model of Stroop performance.

Hutcheon, T. G. Age differences in the implementation of stimulus-driven control.

Eldar*, M., & **Hutcheon, T. G.** Readability of fonts across native and non-native English speakers.

CONFERENCE AND INVITED PRESENTATIONS (*indicates undergraduate collaborator)

- Hutcheon, T. G.**, Zion*, I, & Arnold*, J. (2019, November). *Context-specific contingency learning under low but not high memory load*. Poster presented at the 60th annual meeting of the Psychonomic Society, Montreal, QC, Canada.
- Kolovoskaia*, D., & **Hutcheon, T. G.** (2019, April). *The impact of working memory load on stimulus-driven control*. Talk presented at the 8th Annual Smolny International Student Conference, St Petersburg State University, St. Petersburg, Russia. **[Received Best Student Presentation Award at the Smolny International Student Conference]**
- Hutcheon, T. G.**, Augustin* A., Coffey*, B., Griffin*, C., Kolovoskaia*, D., & Zion*, I (2019, March). *Stimulus-driven control in the absence of contingency learning*. Poster presented at the 90th annual meeting of the Eastern Psychological Association, New York, NY.
- Hutcheon, T. G.**, Gibson*, O., Sullivan*, A., & Fitzgerald*, E. (2018, November). *Evidence for stimulus-driven control under concurrent memory load*. Poster presented at the 59th annual meeting of the Psychonomic Society, New Orleans, LA.
- Hutcheon, T. G.** (2018, September). *Seeing how you are doing: Providing students with grade visualizations reduces grade-related stress*. Presentation given at the 20th Annual Mid Atlantic Conference on the Teaching of Psychology, Largo, MD.
- Nielsen*, S., Fitzgerald*, E., Lian*, A., & **Hutcheon, T. G.** (2017, October). *The impact of grade visualization on college students' academic stress*. Poster presented at the 23rd Annual Meeting of the Northeast Conference for Teachers of Psychology, Newton, MA.
- Frishberg*, E., & **Hutcheon, T. G.** (2017, May). *The effects of autobiographical growth narratives on math performance in women*. Poster presented at the 29th Annual Meeting of the Association for Psychological Science, Boston, MA.
- Hutcheon, T. G.**, Lian*, A., & Richard*, A. (2016, November). *Applying response time distribution analysis to item-level manipulations: Evidence for stimulus-driven control*. Poster presented at the 57th annual meeting of the Psychonomic Society, Boston, MA.
- Hutcheon, T. G.**, Richard*, A., & Lian*, A. (2016, October). *The impact of a technology ban on student's perceptions and performance in introduction to psychology*. Poster presented at the Society for the Teaching of Psychology 15th Annual Conference on Teaching, Decatur, GA. **[Received the STP early career psychologist poster award]**.

- Eldar*, M., & **Hutcheon, T. G.** (2016, April). *The readability of serif and sans serif fonts across native and non-native English speakers*. Poster presented at the 5th annual Westchester Undergraduate Research Conference, Dobbs Ferry, NY.
- Lian*, A., Brown*, H., Givens*, G., Richard*, A., & **Hutcheon, T. G.** (2016, April). *The effect of a technology ban on professor-student rapport in the college classroom*. Poster presented at the 30th Annual Conference on the Teaching of Psychology sponsored by Farmingdale State University, Tarrytown, NY.
- Rodriguez*, W., Konefal*, R. J., Brown*, H., & **Hutcheon, T. G.** (2016, April). *The effect of a technology ban on student engagement in the college classroom*. Poster presented at the 30th annual Conference on the Teaching of Psychology sponsored by Farmingdale State University, Tarrytown, NY. [**Second place in the student poster competition**].
- Eldar*, M., Bremner*, M., & **Hutcheon, T. G.** (2015, October). *Moving beyond the mean in studies of stimulus-driven control*. Poster presented at the 55th annual meeting of the New England Psychological Association, Fitchburg, MA.
- Hutcheon, T. G.**, Eldar*, M., & Bremner*, M. (2015, May). *Investigating the specificity of proactive control in tasks of selective attention*. Poster presented at the 27th annual meeting of the Association for Psychological Science, New York, NY.
- Hutcheon, T. G.** & Spieler, D. H. (2014, November). *Properties of context-driven control revealed through the analysis of conflict adaptation effects*. Poster presented at the 55th annual meeting of the Psychonomic Society, Long Beach, CA.
- Hutcheon, T. G.** (2014, February). *Attentional performance in the future based on the immediate past*. Invited talk presented to the Auditory Research Group at the Medical University of South Carolina, Charleston, SC,
- Hutcheon, T. G.**, & Spieler, D. H. (2013, November). *Using delta plots to assess the time course of conflict adaptation*. Poster presented at the 54th annual meeting of the Psychonomic Society, Toronto, ON, Canada.
- Hutcheon, T. G.**, & Spieler, D. H. (2012, April). *Sequential adjustments in performance are influenced by stimulus context in both younger and older adults*. Poster presented at the 14th annual Cognitive Aging Conference, Atlanta, GA.
- Hutcheon, T. G.** & Spieler, D. H. (2011, November). *Generalization/discrimination and conflict adaptation effects*. Poster presented at the 52nd annual meeting of the Psychonomic Society, Seattle, WA.

Hutcheon, T. G., & Spieler, D. H. (2010, November). *The generalization of item specific control to semantically related words*. Poster presented at the 51st annual meeting of the Psychonomic Society, St. Louis, MO.

Hutcheon, T. G., & Spieler, D. H. (2010, April). *The specificity of putative general control mechanisms*. Poster presented at the 13th annual Cognitive Aging Conference, Atlanta, GA.

Hutcheon, T. G., & Spieler, D. H. (2010, February). *The role of stimulus information in tasks of selective attention: A computational model of Stroop performance*. Poster presented at the Georgia Tech Research and Innovation Conference, Atlanta, GA.

Hutcheon, T. G., & Spieler, D. H. (2009, November). *Selective attention in the immediate future based on the recent past*. Poster presented at the 50th annual meeting of the Psychonomic Society, Boston, MA.

Hutcheon, T. G., & Spieler, D. H. (2009, May). *Dynamic modulation of control: Time series analysis of Stroop performance*. Research talk presented at the 81st annual meeting of the Midwestern Psychological Association, Chicago, IL.

LOCAL PRESENTATIONS (*indicates undergraduate collaborator)

Hutcheon, T. G. (2018, March). *Learning to ignore: The impact of stimulus experience on cognitive control*. Talk presented as part of the Bard College Psychology Program Colloquium Series.

Lian*, A., Nielsen*, S., & **Hutcheon, T. G.** (2017, September). *See Figure 1: The relationship between eye fixation patterns on PowerPoint slides and subsequent memory performance*. Poster presented at the Bard Summer Research Institute Poster Session. Annandale-on-Hudson, NY.

CONFERENCE PROCEEDINGS (*indicates undergraduate collaborator)

Kolovoskaia*, D., & Hutcheon, T. G. (in press). The impact of working memory load on stimulus-driven control. *The Smolny Student Conference Journal*. St Petersburg State University: St. Petersburg, Russia.

Hutcheon, T. G. (in press). Seeing how you are doing: Providing students with grade visualizations reduces grade-related stress. In S. Baker (Ed.). *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2018-19*.

Frishberg*, E., & Hutcheon, T. G (2018). The effects of autobiographical growth narratives on math performance in women. In R. L. Miller and A. Martinez (Eds.). *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2016-17*.

Hutcheon, T. G., Richard*, A., & Lian*, A. (2018). The impact of a technology ban on student's perceptions and performance in introduction to psychology. In R. L. Miller and A. Martinez (Eds.), *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2016-17*.

SENIOR PROJECT SUPERVISION AT BARD COLLEGE

(Date indicates semester(s) of supervision, **indicates empirical project)

Isabela Cruz-Vespa (expected Fall 2020 – Spring 2021). *TBD*.

Gabriel Rosado Torres (expected Fall 2020 – Spring 2021) *TBD*.

Poppy Sheehan (expected Fall 2020 – Spring 2021). *TBD*.

Kirsten Ostbirk (Spring 2020 – Fall 2021). *The differences in attentional gradients between synesthetes and non-synesthetes as identified through visual search.* **

Alina Augustin (Fall 2019 - Spring 2020). *The Effects of Virtual Reality on Motor Performance in the First Person Point of View.* **

Immanuel Zion (Fall 2019 – Spring 2020). *The effects of smartphone separation and dependence on selective attention.* **

Nikolai Grumet (Fall 2018 – Spring 2019). *Reducing panic through olfaction.*

Rachael Rice (Fall 2018 – Spring 2019). *How creating art impacts visual perception.* **

Luke Sandbank (Fall 2018). *To conceive of consonance in chaos: The influence of the harmonic series on the perception of a new musical system.* **

Elizabeth Fitzgerald (Spring 2018). *Nothing tastes as good as starvation feels: Anorexia nervosa as a maladaptive mechanism of emotion regulation.*

Aileen Lian (Fall 2017 – Spring 2018). *"Boys will be boys": Examining the relationship between men's conformity to masculine norms and perceptions of psychological abuse.* **

[Received the 2018 Andrew J. Bernstein award for senior project in psychology at Bard College]

Chanya Riddick (Fall 2017 – Spring 2018). *The unwilling spectator: How secondary exposure to trauma through journalism impacts emotional processing.* **

Sydney Sinclair (Fall 2017 – Spring 2018). *Cream of the crop or the bottom of the barrel: An exploration of the variation in susceptibility to social influences present in genocides.*

Eva Frishberg (Fall 2016- Spring 2017). *The impact of self-generated growth narrative on women's persistence and effort on math tasks.* ** **[Received the 2017 Andrew J. Bernstein award for best senior project in psychology at Bard College]**

Sarah Genung (Fall 2016 – Spring 2017). *Human chameleons: Are biracial individuals with integrated racial identities more prone to body dissatisfaction?*

Glenisha Givens (Fall 2016 – Spring 2017). *Putting micro-aggressions under the microscope: Examining the effects of micro-aggressions on student engagement in the college classroom.* **

Maayan Eldar (Fall 2015 – Spring 2016). *What's your type?: Readability of fonts across native and non-native English speakers.* **

Zachary Goodman (Spring 2016). *Substance abuse and mobile gaming addiction.*

Nicole Lang (Fall 2015 – Spring 2016). *The influence of arousal on the perception of colors.* **

Veronika Mojzesova (Spring 2015 – Fall 2015). *The difference in motor memory as a function of the characteristic movements of musical instruments.*

Michelle Lee (Fall 2014 – Spring 2015) *Eating disorders in Asian-American women: The role of self-esteem and fat phobia.* **

PROFESSIONAL SERVICE

Ad Hoc Journal Reviewing:

Acta Psychologica; Advances in Cognitive Psychology; Aging, Neuropsychology, and Cognition; Attention, Perception, & Psychophysics; Experimental Psychology; Frontiers in Psychology; Journal of Cognitive Psychology; Journal of Experimental Psychology: Human Perception and Performance; Journal of Experimental Psychology: Learning, Memory, and Cognition; Psychological Research; Psychology and Aging; Psychonomic Bulletin & Review; The Quarterly Journal of Experimental Psychology

Textbook Reviewing:

Oxford University Press (Sensation and Perception); Sage Publishing (Introduction to Psychology); Worth Publishers (Introduction to Psychology)

AWARDS AND HONORS

Society for the Teaching of Psychology, Early Career Psychologist Travel Grant
Society for the Teaching of Psychology, Early Career Psychologist Poster Award
Georgia Institute of Technology, Presidential Fellow
Georgia Institute of Technology, Graduate Student Travel Award

FUNDING

Bard College Fall 2020

Center for Civic Engagement: "Visual Illusions" (\$1,333)

Bard College, Summer 2020

Bard Summer Research Institute (BSRI) Grant (\$4,400)

Bard College, Summer 2017

Bard Summer Research Institute (BSRI) Grant (\$6,000)

Bard College, Summer 2016

Division of Science, Mathematics, and Computing Summer Research Grant (\$3,000)

DEPARTMENTAL AND COLLEGE SERVICE

Chair, Bard College Institutional Review Board (IRB), Fall 2020 - Present

Member, Bard College Institutional Review Board (IRB), Spring 2020

Member, Attention Working Group, Fall 2018 - Present

Faculty-Student All-Star, Men's Soccer Team, Fall 2019 - Present

Administrator, Sona Experiment Management System, Fall 2017 – Present

Coordinator, Psychology Program Colloquium Series, Spring 2017- Spring 2019

PROFESSIONAL MEMBERSHIP

Association for Psychological Science

Eastern Psychological Association

Psychonomic Society

Society for the Teaching of Psychology