



## PROFESSIONAL POSITIONS (CONTINUED)

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2014 - 2018	<b>Teaching Assistant</b> <i>Responsible for assisting the primary instructor in developing courses, grading, lecturing, and helping students succeed.</i>	University of Wyoming
2012 - 2014	<b>Graduate Student Assistant</b> <i>Responsible for teaching laboratories in Research Design and Analysis (undergraduate) and Intelligence Testing (graduate). Also responsible for gathering, analyzing, and interpreting data from senior exist interviews.</i>	University of Central Missouri

## TEACHING EXPERIENCE

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### Primary Instructor

First Year Seminar (Learning to Learn)	Spring 2022	Earlham College
Attention, Memory, and Consciousness	Spring 2022	Earlham College
Motivation and Emotion	January 2022	Earlham College
Comprehensive Senior Research	Fall 2021	Earlham College
Research Methods and Statistics	Fall 2021	Earlham College
Learning and Memory	Spring 2021	Earlham College
Honors Seminar in Cognition	Spring 2021	Earlham College
Comprehensive Senior Research	Spring 2021	Earlham College
Comprehensive Senior Research	Fall 2020	Earlham College
Research Methods and Statistics	Fall 2020	Earlham College
Motivation and Emotion	Fall 2020	Earlham College
Research Methods and Statistics	Spring 2020	Earlham College
Comprehensive Senior Research	Spring 2020	Earlham College
Introduction to Psychology	Spring 2020	Earlham College
Comprehensive Senior Research	Fall 2019	Earlham College
Research Methods and Statistics	Fall 2019	Earlham College
Introduction to Psychology	Fall 2019	Earlham College
Cognitive Psychology	Spring 2019	Earlham College
First Year Seminar (Learning to Learn)	Spring 2019	Earlham College
Comprehensive Senior Research	Spring 2019	Earlham College
Motivation	Fall 2018	Earlham College
Comprehensive Senior Research	Fall 2018	Earlham College
Cognitive Psychology	Spring 2018	University of Wyoming
Cognitive Psychology	Spring 2017	University of Wyoming
Cognitive Psychology	Summer 2015	University of Wyoming

## TEACHING EXPERIENCE (CONTINUED)

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### **Primary Laboratory Instructor**

#### **Undergraduate Courses:**

Research Design and Analysis II	Spring 2013	University of Central Missouri
Research Design and Analysis I	Fall 2012	University of Central Missouri

#### **Graduate Courses:**

Individual Intelligence Testing	Spring 2013	University of Central Missouri
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### **Teaching Assistant and Guest Lecturer:**

Biological Psychology	Fall 2017	University of Wyoming
Social Psychology	Fall 2016	University of Wyoming
General Psychology	Spring 2016	University of Wyoming
Research Methods	Fall 2015	University of Wyoming
Cognitive Psychology	Spring 2015	University of Wyoming
Personality Science	Fall 2014	University of Wyoming
Research Design and Analysis II	Spring 2014	University of Central Missouri
Research Design and Analysis I	Fall 2014	University of Central Missouri
Individual Intelligence Testing	Spring 2013	University of Central Missouri

### **Teaching Awards**

2016	<b>John P. Ellbogen Outstanding Graduate Student Teaching Award</b> <i>Nominated by my department based on my performance and student reviews. The University of Wyoming's graduate council elected me as a winner.</i>
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### **Professional Development and Teaching Education**

January 2020	<b>National Institute on the Teaching of Psychology Attendee</b> <i>Attended this conference for professional development purposes. Several experienced faculty members offered great workshops, talks, and advice on best and evidence-based teaching and learning practices. I frequently incorporate what I learn in these conferences in my classroom.</i>
Summer 2019	<b>Psychology One Conference Attendee</b> <i>Attended the Psychology One conference at Duke University. This conference is devoted to the teaching of introduction to psychology. I am attending this conference to prepare to teach general psychology courses in the future.</i>

## TEACHING EXPERIENCE (CONTINUED)

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### Professional Development and Teaching Education (continued)

- Fall 2018      **Psychology Mentorship Program for New Faculty**  
*Participated in a mentoring program that facilitated a faster adjustment to teaching at Earlham. This program consisted of weekly meetings with several faculty members, as well as scheduled observations to see how they taught their classes (they, in turn, observed two of my class periods).*
- Summer 2018      **Teaching and Learning Faculty Workshops at Earlham College**  
*Attended and actively participated in teaching and learning workshops discussing factors related to course preparation and development in the specific context of teaching at Earlham College.*
- 2017      **Annual Conference on Teaching**  
*Presented and attended several workshops and talks at the Annual Conference on Teaching from the American Psychological Association's (APA) Division 2, Society for the Teaching of Psychology (STP).*
- 2015 - 2016      **Graduate Seminar on the Teaching of Psychology**  
*Exposed to evidence-based practices on teaching and learning. Additionally, this course evaluated and developed my ability to deliver lectures and construct good course materials (e.g., syllabi and assignments).*
- 2014 - 2018      **The Ellbogen Center for Teaching and Learning**  
*Frequently attended and participated in professional talks and workshops on the scholarship of teaching and learning.*

## ADVISING AND MENTORING EXPERIENCE

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- Senior Thesis Advisor**      *The course "Comprehensive Senior Research" (see teaching experience) involves advising students who are developing a senior thesis from start to end. **I have advised 51 senior theses at Earlham College in a span of 7 semesters. I am currently advising 6 senior theses this semester.***
- The Cognition and Motivation Lab**      *Currently running an active research laboratory at Earlham College. I am currently hosting five undergraduate students and we are conducting research in Human Cognition*

## ADVISING AND MENTORING EXPERIENCE (CONTINUED)

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- Academic Adviser** *Currently advising twelve first years and psychology students. Advising is not Centralized at Earlham College (unlike several larger universities). This means that faculty members directly and extensively advise undergraduate students. Students are comfortable coming to my office to talk about their student life, academic performance, seeking advice, and for enrollment management.*
- McNair Adviser** Advised two McNair students during the summer of 2020

### Oral Presentations and posters presented by students I mentored/advised

- +**Perkins, E. S.** *Exploring the effects of an acute meditation intervention on stress.* Paper to be presented at the Psi-Chi portion of the annual meeting of the Midwestern Psychology Association, Chicago, IL (cancelled due to the COVID-19 pandemic).
- +**Alba, R. B. O.** *Comparing the effects of social and selfish motivation on task persistence.* Paper to be presented at the Psi-Chi portion of the annual meeting of the Midwestern Psychology Association, Chicago, IL (cancelled due to the COVID-19 pandemic).
- +**Batista-Malat, E.** *College students' perception of people with dementia.* (2019, April). Paper presented at the annual meeting of the Mid-America Undergraduate Psychology Research Conference, Franklin, IN.
- \***Cox, A.,** Munoz Gomez Andrade, A., & McCrea, S. M. (2017, July). *Exploring prospective memory on Amazon's Mechanical Turk.* Oral presentation and poster presented at the annual SRAP-NSF-EPSCoR symposium, Laramie, WY.
- ++**Tryon, J. C.,** Kreiner, D. S., & Munoz Gomez Andrade, A. (2017, April). *Perception of ongoing task difficulty affects time-based prospective memory performance.* Poster presented at the Midwestern Psychological Association, Chicago, IL.
- \***Wilson, A.,** Munoz Gomez Andrade, A., & Penningroth, S. L. (2016, July). *Motivational and social prospective memory with the presence of material rewards.* Oral presentation and poster presented at the annual SRAP-NSF-EPSCoR symposium, Laramie, WY.
- \***Rottinghaus, F.,** Munoz Gomez Andrade, A., & Penningroth, S. L. (2016, July). *Factors contributing to commission errors in prospective memory.* Oral presentation and poster presented at the annual SRAP-NSF-EPSCoR symposium, Laramie, WY.
- +**Tryon, J. C.,** Kreiner, D. S., & Munoz Gomez Andrade, A. (2016, May). *Without a clock: Contextual change in relation to time-based prospective memory.* Poster presented at the annual convention of the Association for Psychological Science, Chicago, IL.

## ADVISING AND MENTORING EXPERIENCE (CONTINUED)

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### Oral Presentations and posters presented by students I mentored/advised (continued)

\*Naseer, Z., Munoz Gomez Andrade, A., Culwell, J. D., & Penningroth, S. L. (2015, July). *Prospective memory strategies in younger and older children*. Oral presentation and poster presented at the annual SRAP-NSF-EPSCoR symposium, Laramie, WY.

+ *Depicts an undergraduate student.*

++ *Depicts a graduate student*

\**Depicts a high school student recruited through the Student Research Apprentice Program (SRAP) funded by National Science Foundation (NSF) and EPSCoR Wyoming. I worked with these students during the summers of 2015, 2016, and 2017.*

## RESEARCH

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### Research Interests\*

Prospective Memory | Scholarship of Teaching and Learning (SoTL) | Learning | Self-regulation | Implementation Intentions | Motivation

*\*I enjoy helping students develop their own research ideas regardless of the extent to which they match my own. I am currently hosting several undergraduate students in my laboratory and we are exploring ways to reduce commission errors in prospective memory.*

### Publications

**Munoz Gomez Andrade, A.**, Kreiner, D. S., Penningroth, S. L., Ryan, J. J., & Hwang, H. (2015). Performing a prospective memory task under divided attention might lead to increased performance errors and commission errors. In A. M. Columbus (Ed.), *Advances in psychology research*. Hauppauge, NY: Nova Science Publishers, Inc.

Penningroth, S., Sensibaugh, T., & **Muñoz Gómez Andrade, A.** (2020). Memory change in old age. In R. Summers, C. Golden, L. Lashley, & E. Ailes (Eds.), *Essays in Developmental Psychology*. Retrieved from <https://www.assessmentpsychologyboard.org/edp/>

Penningroth, S., **Muñoz Gómez Andrade, A.**, Sensibaugh, T. (2020). Memory development. In R. Summers, C. Golden, L. Lashley, & E. Ailes (Eds.), *Essays in Developmental Psychology*. Retrieved from <https://www.assessmentpsychologyboard.org/edp/>

### Manuscripts in Preparation

**Munoz Gomez Andrade, A.**, & McCrea, S. M. Implementation intentions did not help diminish prospective memory commission errors arising from habits in a resource demanding task. Manuscript in preparation.

## RESEARCH (CONTINUED)

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### Manuscripts in Preparation (Continued)

**Munoz Gomez Andrade A.**, & Kreiner, D. S. *The role of prospective memory in teaching and learning: How to develop a prospective memory friendly course.* Manuscript in preparation.

Penningroth, S. L., Sensibaugh, T. K., **Munoz Gomez Andrade, A.**, & Scott, W. D. *Remembering to help: Implicitly priming a helping goal improves prospective memory performance that benefits others.* Manuscript in preparation.

### Invited Research Talks

**Munoz Gomez Andrade, A.** (2020 November). *Self-regulatory and social interventions to prevent prospective memory commission errors.* Virtual Research Talk. Colby College, Waterville, ME.

### Posters Presentation (first author)

**Munoz Gomez Andrade, A.**, \*Alba, R. B. O., \*Duran, V., \*Win, P., \*Salvatore, S., \*Liu, Z., & \*Lama, S. (2020, May). *A motivational intervention to reduce prospective memory commission errors.* Poster to be presented at the annual convention of the Association for Psychological Science, Chicago, IL (cancelled due to the COVID-19 pandemic).

**Munoz Gomez Andrade, A.**, McCrea, S. M., \*Robbins, J. L., \*Valle, L., \*Goll, G., \*Munoz Gomez Andrade F., & \*Hutchinson, E. (2020, April). *Implementation intentions were ineffective at reducing prospective memory commission errors.* Poster to be presented at the annual convention of the Midwestern Psychological Association, Chicago, IL.

**Munoz Gomez Andrade, A.**, McCrea, S. M., & Sensibaugh, T. K. (2017, November). *Reversed implementation intentions and goal intentions did not help decrease commission errors in prospective memory.* Poster presented at the annual convention of the Psychonomic Society, Vancouver, CA.

**Munoz Gomez Andrade, A.** (2017, October). *Measuring change in study habits, need for cognition, and self-efficacy for learning in a cognitive psychology class.* Poster presented at the Annual Conference of Teaching of the Society for Teaching of Psychology, San Antonio, TX.

**Munoz Gomez Andrade, A.**, Kreiner, D.S., Penningroth, S. L., \*Tryon, J.C., \*Cockrell, J. J., \*Munoz Gomez Andrade, F., Flint, I. R. (2016, May). *Divided attention hinders prospective memory performance in a multiple intention paradigm.* Poster presented at the annual convention of the Association for Psychological Science, Chicago, IL.

## RESEARCH (CONTINUED)

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### Posters Presentation (first author, continued)

**Munoz Gomez Andrade, A.**, Kreiner, D. S., Ryan, J. J., Hwang, H., Penningroth, S. L., \*Corwin, S. A., & \*Williams, D. P. (2015, May). *Performing a prospective memory task under divided attention might lead to commission errors*. Poster presented at the annual convention of the Association for Psychological Science, New York, NY.

**Munoz Gomez Andrade, A.**, \*Tryon, J. C., Flint, I. R., Kreiner, D. S., Nauser, J. W., \*Williams, D. W., & \*Corwin, S. A. (2014, May). *Habit strength correlates with neuroticism and negative prospective memory under divided attention*. Poster presented at the annual convention of the Association for Psychological Science, San Francisco, CA.

**Munoz Gomez Andrade, A.** (2013, March). *The intrinsic evaluation myth about the concept of the outsider: thinking rationally about outsiders*. Paper presented at the annual meeting of Society for the Interdisciplinary study of social imagery, Colorado Springs, CO.

**Munoz Gomez Andrade, A.** (2013, March). *How not to approach outsiders: Lessons learned from the movies Independence Day and The Day the Earth Stood Still*. Paper presented at the annual meeting of the Society for the Interdisciplinary Study of Social Imagery, Colorado Springs, CO.

**Munoz Gomez Andrade, A.** (2013, March). *Why do people choke under pressure?* Paper presented at the Thursday Afternoon Research Talks at the University of Central Missouri, Warrensburg, MO.

**Munoz Gomez Andrade, A.** (2010, May). *Situational helping differences between extraversion and introversion: Who is more likely to help?* Poster session presented at the Central Scholar Symposium at the University of Central Missouri, Warrensburg, MO.

**Munoz, Gomez Andrade A.** (2009, March). *The semantic issue of altruism: an interdisciplinary perspective*. Paper presented at the annual meeting of Great Plains Student Psychology Convention at Kearny, NE.

### Conference Presentations and Posters (collaborator)

Penningroth, S. L., Sensibaugh, T. K., **Munoz Gomez Andrade, A.**, & Scott, W. D. (2016). *Remembering to help: Implicitly priming a helping goal improves prospective memory performance that benefits others*. Poster presented at the 6<sup>th</sup> International Conference of Memory, Budapest, Hungary.

Kreiner, D. S., Davis, D. L., & **Munoz Gomez Andrade, A.** (2010, May). *A procedure for seeking student opinions about research*. Poster presented at the Midwestern Psychological Association, Chicago, IL.



## SERVICE

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### Ad-Hoc Reviewer to:

Memory & Cognition (last reviewed, Fall 2020)  
Scholarship of Teaching and Learning in Psychology (last reviewed, Fall 2020)

### Ad-Hoc Co-Reviewer to:

Journal of Cognitive Psychology / Aging, Neuropsychology, and Cognition / Memory  
Behavior Research Methods / Memory & Cognition

\*Reviewed under the supervision of Dr. Suzanna Penningroth and Dr. Sean McCrea.

### University Service

2021	<b>Committee on Assessment and Accreditation (3-year term)</b> I am a new member of this committee. This committee documents assessment driven decisions and outcomes for the Earlham community and the Higher Learning Commission's requirements for Open Pathways Accreditation.	Earlham College
2021	<b>Search: Web Developer for Marketing and Communications</b> Search committee member	Earlham College
2020	<b>Co-Chair of the Admissions and Financial Aid Advisory Committee (3-year term)</b> Develop recommendations pertaining to admissions and financial aid. This involves working with the Office of Admissions and the Office of Financial Aid. Additionally, we coordinate events where teaching faculty can help with admissions events (e.g., open houses and reaching out to prospective and admitted students).	Earlham College
2020	<b>Search: Vice-President for Marketing and Communications</b> Search committee member for an executive leadership position.	Earlham College

## SERVICE (CONTINUED)

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### University Service (Continued)

2020	<b>Earlham Branding Promise Workshop</b> <i>Over the spring and summer, I participated in a branding promise workshop to help Earlham market its identity. I participated in meetings and completed assignments.</i>	Earlham College
2020	<b>Search: Director of Marketing and Communications</b> <i>Because my involvement in previous committee work with the marketing department, I was asked to serve in this search committee as a teaching faculty member.</i>	Earlham College
2020	<b>Psi-Chi Chapter Adviser at Earlham College</b> <i>Currently serving as the Psi-Chi chapter adviser. In charge of determining which students meet the requirements to be inducted to Psi-Chi. I am also in charge of organizing Psi-Chi sponsored events and managing student members with leadership roles within our Psi-Chi chapter.</i>	Earlham College & Psi-Chi
2019	<b>Retention and first experience committee</b> <i>I primarily recommended ways to improve Earlham's mental health services after examining institutional and national data (and research articles) on students and mental health issues/services. I also suggested creating a college culture (through professional outreach) that destigmatizes mental illness and promotes help seeking behavior in the context of mental health.</i>	Earlham College
2019	<b>Search: Assistant Director of Human Resources</b> <i>I acted as the faculty member in this committee.</i>	Earlham College
2015 - 2017	<b>Graduate Student Representative and Note Taker for Psychology Faculty Meetings</b> <i>Attended every faculty meeting during this two-year period and delivered relevant minutes to my graduate student colleagues. Also voiced other graduate students' thoughts and concerns during these meetings.</i>	University of Wyoming
2015	<b>Prospective Graduate Students Coordinator</b> <i>Helped coordinate the visitation days for prospective graduate students. In charge of direct communication, scheduling, and multiple other logistics related to this event.</i>	University of Wyoming

2011 - 2014	<b>Departmental Review Board Reviewer (Psychology)</b> <i>Reviewed and screened undergraduate research proposals. This is similar to an Institutional Review Board (IRB).</i>	University of Central Missouri
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**Service to the Psychology Profession**

2020	<b>Psi-Chi Travel Grant Reviewer</b> <i>Reviewed and voted on several travel grant applications that members of Psi-Chi submitted. The applicants were mostly undergraduate and graduate students. A few faculty members also submitted travel grant applications.</i>	International Honor Society in Psychology Psi-Chi
2018-2019	<b>Project Syllabus Contributor</b> <i>Published two peer-reviewed syllabi to Project Syllabus. These syllabi are carefully reviewed to ensure that they adhere to best and evidence-based teaching practices.</i>	Society for the Teaching of Psychology
2018	<b>Annual Conference, Psi Chi Abstracts Reviewer</b> <i>Voted on the extent to which poster abstracts should be accepted and the extent to which they could potentially be considered award winning.</i>	Midwestern Psychological Association
Fall 2014	<b>Student Research Grant Competition Reviewer</b> <i>Reviewed grant proposals within my areas of expertise and determined the extent to which I believed the projects were worthy of being funded.</i>	Association for Psychological Science
Spring 2014	<b>Psychology Conference Judge</b> <i>Along with a committee, I voted on which presentations from a psychology session (six presentations total) should be awarded first, second, and third place.</i>	Missouri Academy of Science

**Service Awards:**

Spring 2014	<b>Outstanding Graduate Student Service Award</b> <i>Given in appreciation for my volunteer work as the prospective doctoral students' visiting days coordinator.</i>	University of Central Missouri
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## PROFESSIONAL AFFILIATIONS

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### Psychological Associations:

Society for the Teaching of Psychology (STP)  
Association for Psychological Science (APS)  
Psychonomic Society

### Honor Societies

Psi Chi | Alpha Kappa Delta | Delta Epsilon Iota | Phi Beta Delta | Pinnacle Honor Society

## LIST OF SELECTED SCHOLARSHIPS AND AWARDS

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Spring 2014	<b>Outstanding Graduate Student Award</b> <i>Given to a graduate student every year in recognition to outstanding work and dedication to the program.</i>	University of Central Missouri
2013 - 2014	<b>Joseph J. Ryan Graduate Scholarship (2<sup>nd</sup> time winner)</b> <i>Competitive scholarship given to finance the educational expenses of graduate students. Given to one graduate student every year</i>	University of Central Missouri
2012-2013	<b>Joseph J. Ryan Graduate Scholarship</b> <i>Competitive scholarship given to finance the educational expenses of graduate students. Given to one graduate student every year</i>	University of Central Missouri

## REFERENCES

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Feel free to contact any of the references below:

**Sean M. McCrea, Ph.D.** – *Associate Professor of Psychology (doctoral degree adviser)*

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**David S. Kreiner, Ph.D.** – *Professor of Psychology and Chair (master's degree adviser)*

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**Karen Bartsch, Ph.D.** – *Professor of Psychology (my former department chair)*

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**Rachael D. Reavis, Ph.D.** – *Associate Professor of Psychology (current colleague)*

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