KRISTIN KUHLMAN ATCHISON, PH.D.

ASSISTANT PROFESSOR OF INSTRUCTION
DEPARTMENT OF PSYCHOLOGY • UNIVERSITY OF TEXAS AT DALLAS
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Education

UNIVERSITY OF TEXAS AT DALLAS, Richardson, Texas
Ph.D. in Psychological Sciences   2009
   Dissertation: "*Development of Infant-Directed-Speech Categorization: Effects of Facial-Vocal Synchrony*"
   Advisor: Dr. Melanie Spence • Completed: Fall 2009

   Qualifying Thesis: "*Faces and Categorizing Infant-Directed Speech*"
   Advisor: Dr. Melanie Spence • Completed: Fall 2006

TEXAS A&M UNIVERSITY, College Station, Texas
B.S. in Psychology, *cum laude*   2002

Professional Experience

UNIVERSITY OF TEXAS AT DALLAS
Richardson, Texas
Assistant Professor of Instruction • Department of Psychology   2021 - present
Lecturer • Department of Psychology   2020-2021
   ·Prepared and delivered engaging, lectures for diverse, undergraduate and graduate students enrolled in
      Lifespan Development, Cognitive Development, Infancy, Introduction to Psychology, and Research
      Methods courses.

GEORGIA STATE UNIVERSITY
Atlanta, Georgia
Part-Time Instructor • Department of Psychology   2016- 2019
Visiting Lecturer • Department of Psychology   2013 - 2015
   ·Prepared and delivered engaging lectures for diverse, undergraduate students enrolled in both traditional
      and hybrid sections of the following courses: Introduction to Psychology, Developmental Psychology;
      Advanced Research Design and Analysis
   ·Worked with fellow faculty members on research investigating teaching methods. Projects included
      comparing traditional and hybrid sections, and the effectiveness of online adaptive learning programs.

NEVADA STATE UNIVERSITY
Henderson, Nevada
Online Instructor • Department of Psychology   2016-2017
   ·Prepared and designed an online course, including video lectures, for diverse, undergraduate students
      enrolled in Perception.

UNIVERSITY OF NORTH GEORGIA
Gainesville, Georgia
Part-Time Instructor • Department of Psychology   2013
   ·Prepared and delivered engaging lectures for undergraduate students enrolled in Lifespan Development.

CALIFORNIA STATE UNIVERSITY - EAST BAY
Hayward, California
Lecturer • Department of Psychology   2012

·Prepared and delivered engaging lectures for diverse, undergraduate students enrolled in Developmental Psychology and Methods of Investigation in Psychology.

UNIVERSITY OF TEXAS AT DALLAS
Richardson, Texas
Lecturer I • School of Behavioral and Brain Sciences   2010
·Prepared and delivered engaging lectures for diverse, graduate and undergraduate students enrolled in Experimental Projects, Research Design and Analysis, and a graduate course on the Developing Child: Infants and Toddlers.

Lab Manager • Infant Learning Project (Melanie Spence)   2004 – 2009
·Coordinated research projects with infants, including:

-Infant-directed speech categorization   -Audio-visual speech perception
-Facial affect categorization   -Other-race effect

Teaching Assistant • School of Behavioral and Brain Sciences   2004 – 2008
·Assisted faculty and lecturers in various courses as assigned by the Dean of Graduate Studies of the School of Behavioral and Brain Sciences.

Pre-doctoral Teaching Associate • School of Behavioral and Brain Sciences   2008
·Prepared and delivered engaging lectures for undergraduate students enrolled in Statistics for Psychology.

ADAPT OF TEXAS
Dallas, Texas   2002 – 2004
Community Support Specialist
·Provided community based skills training, service coordination, and treatment planning as a qualified mental health professional for 20-40 low-income adults with severe mental illness and low GAF scores.

TEXAS A&M UNIVERSITY
College Station, Texas
Research Supervisor / Assistant • Infant Cognition Lab (Teresa Wilcox)   2001 – 2002
·Conducted and supervised research investigating infants' development of object knowledge.

Teaching Experience

Introduction to Psychology: Traditional large-lecture format, hybrid and online courses for sections of 100+ undergraduates from diverse majors.
Developmental Psychology: Traditional, hybrid and online courses: 2000-level lifespan development; 4000-level child development; Infancy (upper-division undergraduate); Cognitive Development (upper-division undergraduate); Infants and Toddlers (Graduate course)
Perception: Upper division online undergraduate course.
Research Methods: Traditional, hybrid and online courses: Introductory and advanced courses for undergraduates including a senior level experimental projects course.
Statistics: Traditional, hybrid and online courses: introductory and advanced courses for undergraduates and graduate students
Online video lectures (2014 - 2019) are available at: https://www.youtube.com/channel/UCHWccRUr_yd9rh0ZAfM8CyQ
As of 2/2023: 7.16K followers; Most watched (Factorial Design) lecture has 102K views.

Grants and Awards

Redecker Fellowship in Child Studies • Initial Recipient, in recognition for an outstanding graduate student in the Psychological Sciences program, School of Behavioral and Brain Sciences, University of Texas at Dallas, 2008

International Society on Infant Studies Student Travel Award, 2008

Office of Graduate Studies Student Travel Award, University of Texas at Dallas, 2008

Dissertation Support Grant, School of Behavioral and Brain Sciences - University of Texas at Dallas, 2008

Professional Membership

Society for the Teaching of Psychology

Professional Service

Inclusion, Diversity, Equity and Anti-Racism (Psychology Standing Committee) • Member
Subcommittees: Comet Cupboard Food Drive, Book/Movie/Podcast Club

School of Behavioral and Brain Sciences Undergraduate Scholarship Committee • Member

Development and Workshops

2023 **Effective Teaching Practices: Designing Learner-Centered and Equitable Courses**
University of Texas at Dallas, Cohort C - Association of College and University Educators
  • Module Badges earned or submitted: Aligning Learning Experiences with Course Outcomes;
    Creating Equity with Checklists and Rubrics; Developing Equitable Grading Practices

2022 **Life and Work Balance in Academia**
Faculty Mentoring Workshop, The University of Texas at Dallas

Effective Teaching Practices: Creating an Inclusive and Supportive Learning Environment
University of Texas at Dallas, Cohort C - Association of College and University Educators
  • Module Badges earned: Leading the First Day of Class; Promoting a Civil Learning
    Environment; Ensuring Equitable Access to Learning; Helping Students Persist in Their Studies;
    Embracing Diversity in Your Classroom; Checking for Student Understanding; Providing Useful
    Feedback

Navigating Difficult Moments in Teaching Diversity and Social Justice
Center for Teaching and Learning, The University of Texas at Dallas

Effective Teaching Practices: Promoting Active Learning
University of Texas at Dallas, Cohort C - Association of College and University Educators
  • Module Badges earned: Developing Effective Class Sessions and Lectures; Teaching Powerful
    Note-Taking Skills; Using Groups to Ensure Active Learning; Using the Active Learning Cycle;
    Planning Effective Class Discussions; Facilitating Engaging Class discussions

Effective Teaching Practices: Designing Learner-Centered and Equitable Courses
University of Texas at Dallas, Cohort C - Association of College and University Educators
  • Module Badges earned: Ensuring Learner-Centered Outcomes; Designing Aligned Assessments
    and Assignments

2021 **Teach-In on Trans Recognition, Respect, and Rights in Higher Education**
School of Arts and Humanities, The University of Texas at Dallas

Menstrual Equity Teach-In
School of Arts and Humanities, The University of Texas at Dallas

Annual Conference on Teaching
Society for the Teaching of Psychology, Division 2 of the American Psychological Association

**Understanding Implicit Bias in the Classroom - How Implicit Bias Impacts Teaching, Student
Learning, and the Sense of Belonging**

Center for Teaching and Learning, The University of Texas at Dallas

Safe Zone Ally Training
Galerstein Gender Center, The University of Texas at Dallas

Back to the future: Preparing Faculty, and Preparing Faculty to be Student-Ready, for the Return to Campus
Center for Teaching and Learning, The University of Texas at Dallas

Decolonizing Psychology Training Conference
Teachers College, Columbia University

2020   **Is Higher Education Ready to (Really) Talk About Race?**
Center for Teaching and Learning, The University of Texas at Dallas

Research Statement

Broadly, I am fascinated by the cognitive abilities of infants and young children. In graduate school, I focused my interests on infant categorization. Specifically, my dissertation investigated the role of audio-visual synchrony on 4- and 6-month-old infants' abilities to categorize infant-directed speech. As a lecturer, I have turned my research efforts towards successful teaching methods. I was part of a research group that investigated learning objectives in both traditional and hybrid courses for an upper division research methods and statistics course. I was also on the team of Psychology instructors who participated in university-wide Gates Foundation grant looking at the effectiveness of online adaptive learning programs on student learning outcomes.

Publications, Posters, and Presentations

Goode, C. T., Lamoreaux, M., **Atchison, K. J.,** Jeffress, E. C., Lynch, H. L., & Sheehan, E. (2018). Quantitative Skills, Critical Thinking, and Writing Mechanics in Blended Versus Face-to-Face Versions of a Research Methods and Statistics Course. *Teaching of Psychology, 45*(2), 124–131. https://doi-org.ezproxy.gsu.edu/10.1177/0098628318762873

Goode, C., Lamoreaux, M., Sheehan, E., **Atchison, K. K.,** Jeffers, E. & Lynch, H.L. (2017, January). *Quantitative Skills, Critical Thinking, and Writing Mechanics in Blended vs. Face-to-Face Course Sections.* Poster presented at the 39th Annual National Institute on the Teaching of Psychology, St. Petersburg, FL.

Atchison, K. K. & Spence, M. J. (2010, March). *Development of Infant-Directed Speech Categorization: Effects of Facial-Vocal Synchrony.* Poster presented at the biennial meeting of the International Conference on Infant Studies, Baltimore, MD.

Atchison, K. K., Spence, M. J., & Shepard, K. G. (2010, March). The Impact of Faces on Infants' Categorization of Infant-Directed Speech: Change from 4 to 6 Months. In C. H. Cashon (Chair), *Changes and Complexities in Face Processing during the Middle of the First Year*. Symposium to be conducted the International Conference on Infant Studies, Baltimore, MD.

Atchison, K. K., Shepard, K. G., & Spence, M. J. (2009, October). *Categorization of Infant-Directed Speech: Processing Asynchronous Audio-Visual Speech*. Poster presented at the biennial meeting of the Cognitive Development Society, San Antonio, TX.

Atchison, K. K., Spence, M. J., & Touchstone, E. W. (2009, April). *Categorization of Synchronous Infant-Directed Speech by 4- and 6-Month-Old Infants.* Poster to be presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Atchison, K. K., Spence, M. J., & Touchstone, E. W. (2008, March). The impact of faces on infants' categorization of infant-directed speech. In M. Goldstein (Chair), *New functions of Infant-directed speech: Evidence from word learning and categorization*. Symposium conducted the International Conference on Infant Studies, Vancouver, BC.

Atchison, K. K., Spence, M. J., & Touchstone, E. W. (2008, March). *Disruption of six-month-olds infant-directed speech categorization in the presence of faces*. Poster presented at the biennial meeting of the International Conference on Infant Studies, Vancouver, BC.

Touchstone, E. W., Spence, M. J., & **Atchison, K. K.** (2008, March). *Infants' categorization of dynamic faces: Changes from 6 to 10 months.* Poster presented at the biennial meeting of the International Conference on Infant Studies, Vancouver, BC.

Atchison, K. K. & Spence, M. J. (2007, March). *Four-month-old infants' categorization of infant-directed speech when viewing female, male, and scrambled faces.* Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Kuhlman-Atchison, K. & Spence, M. J. (2006, April). *The influence of social context on 4-month-olds' categorization of infant-directed speech.* Poster presented at the biennial meeting of the Society for Research in Human Development, Fort Worth, TX.

Spence, M. J., **Atchison, K. J**., Granado, E., & Soloksy, J. (2005, October). *A test of voice familiarity effects on 4-month-olds' categorization of infant-directed speech.* Poster presented at the biennial meeting of the Cognitive Development Society, San Diego, CA.