

Mary Ann Foley
VITA (Abbreviated Version—September 2020)

Address:

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Education:

Ph.D., Experimental Psychology, SUNY at Stony Brook, Stony Brook, New York
B.A., Sociology, Nazareth College, Rochester, NY

Academic Positions:

Professor emerita, Skidmore College, 2014-present
Professor, Skidmore College, 1998-2014
Class of 1948 Professor for Excellence in Teaching, Skidmore College, 2004-2009
Professor & Chair, Skidmore College, 2001-2008
Associate Professor & Chair, Skidmore College, 1995 – 1998
Associate Professor, Skidmore College, 1990-1998
Assistant Professor, Skidmore College, 1984-1989
Assistant Professor, Nazareth College, Rochester, NY, 1982-1984.
Dissertation Fellow, Department of Psychology, SUNY at Stony Brook, 1981-1982.
Research Assistant, Department of Psychology, SUNY at Stony Brook, 1977-1981.
Research Associate (full-time), Political Science, SUNY at Stony Brook, 1973-1977

Academic Honors & Awards:

Class of 1948 Endowed Chair, Professor for Excellence in Teaching, Skidmore College

Edwin Moseley Faculty Lecture Award, Skidmore College
(In recognition of scholarly accomplishments, highest honor Skidmore Faculty bestow on a faculty member)

Dissertation Fellowship Award granted by Stony Brook University

Commendation for Excellence in Scholarship
(Department of Psychology, State University of New York at Stony Brook, 1981)

Research Grant Awards from External Funding Agencies:

National Science Foundation BCS/RUI Research Award: *Guided Imagery and Memory Errors: Identifying Basic Mechanisms*, September 2010 – June 2014.

National Science Foundation SES/REU Grant (Research Experience for Undergraduates): *An Insider's Perspective on Psychological Research*, May 1999 – May 2001 (CO/PI, Hugh Foley)

National Science Foundation Instrumentation Grant, ILI Program: *Developing Visual & Auditory Experiments for a Perception Laboratory* (CO/PI with H. Foley as PI) June 1998 - June 2000

National Science Foundation Grant, BCS/REU Program: *Undergraduate Research Experience in Psychology, Summer Program*, March, 1997 - March, 1999 (CO/PI, Hugh Foley)

National Science Foundation Grant, BCS/REU Program: *An Insider's Perspective on Research*, April 1996 – April 1997 (CO/PI, Hugh Foley)

Spencer Foundation Research Grant: *Further Investigations of Children's Elaborative Processes*, Academic Years 1989 - 1991.

Spencer Foundation Research Grant: *Investigation of the Role of Effort in Children's Memory Processes*, Academic Years 1987 - 1989.

National Science Foundation Instrumentation Grant, College Science and Instrumentation Program: *Enhancing A Psychology Laboratory*, 1986 - 1988.

National Science Foundation BCS/RUI Research Award: *Children's Confusions About Memories for Real and Actions*, September, 1984 – September, 1986.

Sigma Xi Research Grant Award: *The Study of Adults' Memory Confusions*, 1983.

Publications:

*Undergraduate Co-authors

Foley, M. A. (September, 2020). Effects of photographic reviews on recollections of the personal past: A new perspective on costs and benefits. *Review of General Psychology*, in press.

Bays, R. B., Foley, M. A., & *Cohen, A. (2020). Is it all in the details? Description content and false recognition errors, *Cognitive Processing*, 21(2), 185-196.

Ratner, H. H., & Foley, M. A. (2020) The role of goals and outcomes in young children's memory for actions. *Cognitive Processing*, 21(3), 411-425..

Bays, R. B., Foley, M. A., *Madlener, S., & *Haorei, C. (2019). Memory accuracy and errors: The effects of collaborative encoding on long-term retention. *Current Psychology*, 38, 1335-1346.

Ratner, H. H., Foley, M. A., Lesnick, C. S. (2019). Kindergarten children's event memory: The role of action prediction in remembering, *Cognitive Processing*, 20, 227-241.

Foley, M. A. (2018). Reflecting on *how* we remember the personal past: Missing components in the study of memory appraisal and theoretical implications. *Memory*, 28(5), 634-652.

Foley, M. A. (2015). Setting the records straight: Impossible Memories and the Persistence of Their Phenomenological Qualities. *Review of General Psychology*, 19(3), 230-248.

Bays, R. B., & Foley, M. A. (2015). Autobiographical elaboration and the DRM illusion: Investigating the content and process of lure activations. *Applied Cognitive Psychology*, 29, 742-752.

Bays, R. B., Zabucky, K. M., & Foley, M. A. (2015). Imagery induction processes differentially impact imagination inflation. *Imagination, Cognition, and Personality*, 35(1), 5-25.

Foley, M. A., Bays, R. B., Foy, J., & *Woodfield, M. (2015). Source misattributions and false recognition errors: examining the role of perceptual resemblance and imagery generation processes, *Memory*, 23(5), 714-735.

Foley, M. A., *Fried, A., *Cowan, E., & Bays, R. B. (2014). Collaborative encoding and memory accuracy: Examining the effects of interactive components of co-construction processes. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 40, 25-40.

- Foley, M. A. (2014). Children's Source Monitoring. In P. Bauer & R. Fivush, (Eds.), Wiley-Blackwell *Handbook on the Development of Children's Memory, Vol 1* (pp. 427-454).
- Foley, M. A. (2013). Children's Source Monitoring of Memories for Imaginations. In M. Taylor (Ed.), *The Oxford Handbook of the Development of Imagination*, Oxford University Press.
- Bays, R. B., Foley, M. A. & Zabrucky, K. M. (2013). Time does matter: Examining imagery's impact on the temporal origins of false beliefs. *Acta Psychologica*, 142, 30-37.
- Foley, M. A. (2012). Imagery Encoding & False Recognition Errors: Exploring the Boundary Conditions of Imagery's Enhancing Effects, *Memory*, 20, 700-716.
- Foley, M. A., *Cowan, E., *Schlemmer, E., & *Belser-Erlich, J. (2012). Acts of generating and their sources: Predicting the effects of imagery encoding on false recognition errors. *Memory*, 20, 384-399.
- Foley, M. A., Foy, J., *Schlemmer, E., & *Belser-Ehrlich, J. (2010). Imagery encoding and false recognition errors: Examining the role of imagery process and imagery content on source misattributions. *Memory*, 18, 801-821.
- Foley, M. A., Ratner, H. H., & *Gentes, E. (2010). Walking in another's shoes: The role of perspective in children's memory for collaborative exchanges. *Journal of Cognition and Development*, 11, 217-239.
- Foley, M. A., *Hughes, K., *Librot, H., & *Paysnick, A. (2009). Imagery encoding effects on memory in the DRM paradigm: A test of competing hypotheses. *Applied Cognitive Psychology*, 23, 828-848.
- Foley, M. A., & *Foy, J. (2008). Pictorial encoding effects in the Deese-Roediger-McDermott paradigm: Evidence for spontaneous imagery. *Memory*, 16, 712-717.
- Foley, M.A., & Foley, H.J., *Scheye, R., & *Bonacci, A. (2007). Remembering more than meets the eye: A study of source memory confusions about incomplete visual information. *Memory*, 15, 616-633
- Foley, M. A., & Foley, H. J. (2007). Source monitoring judgments about anagrams and their solutions: Evidence for the role of cognitive operations information in memory. *Memory & Cognition*, 35, 211-221.
- Foley, M. A., *Wozniak, K. H., & *Gillum, A. (2006). Imagination and false memory inductions: Investigating the role of process, content, and source of imagination. *Applied Cognitive Psychology*, 20, 1119-1141.
- Foley, M.A., Foley, H. J., *Durley, J. A., & *Maitner, A. T. (2006). Anticipating partners' responses: Examining item and source memory following interactive exchanges. *Memory & Cognition*, 34, 1539-1547.
- Foley, M. A., Ratner, H. H., & *House, T. (2002). Anticipation and source monitoring errors: Children's memory for collaborative activities. *Journal of Cognition and Development*, 3, 385-414.
- Foley, M. A., Foley, H. J., & *Korenman, L. (2002). Adapting a memory framework (Source Monitoring) to the study of closure processes. *Memory & Cognition*, 30, 412-422.

- Ratner, H. H., Foley, M. A., & Gimpert, N. (2002). The role of collaborative planning in children's source monitoring errors and learning. *Journal of Experimental Child Psychology*, 81, 44-73.
- Foley, M.A., & Ratner, H.H. (2001). The role of action-based structures in activity memory. In H. D. Zimmer, R. L. Cohen, M. J. Gynn, J. Engelkamp, R. Kormi-Nouri, & M.A. Foley (Eds.), *Memory for Action: A Distinct Form of Episodic Memory?* (pp. 155-188). New York: Oxford University Press, Counterpoint Series.
- H. D. Zimmer, R. L. Cohen, M. J. Gynn, J. Engelkamp, R. Kormi-Nouri, & M.A. Foley (Eds.), (2001). *Memory for Action: A Distinct Form of Episodic Memory?* New York: Oxford University Press, Counterpoint Series.
- Ratner, H.H., Foley, M.A., & McCaskill, P. (2001). Understanding children's activity memory: The role of outcomes. *Journal of Experimental Child Psychology*, 79, 162-191.
- Foley, M.A., Foley, H.J., & *Cormier, K. (2000). Developmental comparisons of source monitoring abilities: A study of face identification. In K. Roberts & M. Blades, (Eds.), *Children's source monitoring* (pp. 289-316). Mahwah, NJ: Lawrence Erlbaum.
- Ratner, H.H., Foley, M.A., & Gimpert, N. (2000). Person perspectives on children's memory and learning: What do source-monitoring failures reveal? In K. Roberts & M. Blades, (Eds.), *Children's source monitoring*, (pp. 85-114). Mahwah, NJ: Lawrence Erlbaum.

Teaching Interests & Courses Taught:

*Interdisciplinary

Cognitive Psychology	Experimental Psychology
Autobiographical Memory (Seminar)	Introductory Psychology
Advanced Cognition	Memory & the Courts (Law & Society)
Memory Development	ID Capstone: The Self* (team taught)
Mind: Metaphors & Theory*	The Remembering Self (Seminar)
<i>Imagine That!</i> (First-Yr Seminar)*	Imagination (advanced level seminar)*
Imagination I—1 credit, First Yr Seminar*	Imagination II-1 credit, Senior Seminar*

Professional Affiliations:

Cognitive Development Society
 Council on Undergraduate Research
 Psychonomic Society
 Society for Research in Child Development
 Women in Cognitive Science