

APPOINTMENTS

Assistant Professor of Psychology, Skidmore College, 2014 - 2020
Associate Professor of Psychology, Skidmore College, 2020 - present

EDUCATION

Ph.D., Developmental Psychology, UCSD. June, 2014.
M.A., Developmental Psychology, UCSD. June, 2010.
B.A., Wesleyan University. June, 2008.

HONORS, AWARDS, AND FUNDING (since joining Skidmore)

2018-2022: NSF #1749524: Collaborative Research (DS): Origins of Recursive Mathematical Knowledge in Childhood (\$561,147 total Skidmore + UCSD, \$273,465 awarded to Skidmore, Sullivan PI)
2022: Dean's discretionary funds for hands-on science projects (\$6,000)
2017-2019: NIH R03 #HD09147: Archiving a large audiovisual dataset of early childhood experience (awarded \$147,134, Sullivan PI)
2019: Bridge Experience Pedagogy Cluster Award (\$1000)
2018: OSF Preregistration Challenge (3 awards, each of \$1000)
2017-2018: Sabbatical Enhancement Award.
2017: Teagle Award for teaching course integrating the Tang Museum.
2015: Glushko Dissertation Prize, Cognitive Science Society (\$10,000).
2015: Skidmore Center for Teaching and Learning: Innovative Pedagogy Award (CLTL).
2014-2017: Consultant on Grant NSF #1420249 (PI: Shusterman).

JOURNAL PUBLICATIONS (N = 34; since joining Skidmore N = 27; since tenure N = 12)

[⌘] indicates co-author was undergraduate at time of data collection and/or writing

- [34] **Sullivan, J.**, Ciociolo, A. & Moss-Racusin, C. (in press). The developmental trajectory of gender stereotypes. *PLOSOne*
- [33] Wilton, L., **Sullivan, J.**, & Apfelbaum, E. (in press). How, when, and why adults (don't) talk about race with children. *Child Development*.
- [32] **Sullivan, J.**, Alvarez, J., & Goldstein, B[⌘]. (in press) Preschoolers' computation of relevance inferences in linguistic and non-linguistic contexts. *Developmental Science*.
- [31] Kertesz, F.A.[⌘], Alvarez, J., Afraymovich, M.[⌘], & **Sullivan, J.** (in press). The role of accent and speaker certainty in children's selective trust. *Cognitive Development*.
- [30] Visser, I., Bergmann, C., Byers-Hamlin, K., Dal Ben, R., Wlodzislaw, D.,...**Sullivan, J.** et al. (in press). Improving the generalizability of infant psychological research: The ManyBabies model. Commentary in *Behavioral and Brain Sciences*.
- [29] **Sullivan, J.**, Mei, M., Perfors, A., Wojcik, E., & Frank, M. (2021). A large, longitudinal audiovisual dataset of infant-perspective footage. *Open Mind*.
https://doi.org/10.1162/opmi_a_00039
- [28] Marušič, F., Žaucer, R., Saksida, A., **Sullivan, J.**, Skordos, D., Wang, Y., & Barner, D. (in press).

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Do children derive exact meanings pragmatically? Evidence from a dual morphology language. *Cognition*.

- [27] Schneider, R., **Sullivan, J.**, Guo, K., & Barner, D. (2021). What counts? Sources of knowledge in children's acquisition of the successor function. *Child Development*.
<https://doi.org/10.1111/cdev.13524>
- [26] **Sullivan, J.***, Wilton, L.*, & Apfelbaum, E. (2021). Adults delay conversations about race because they underestimate children's processing of race. *Journal of Experimental Psychology: General*, 150(2), 395–400.
- [25] Chu, J., Cheung, P., Schneider, R., **Sullivan, J.**, & Barner, D. (2020). Counting to infinity: Does learning the syntax of the count list predict knowledge that numbers are infinite? *Cognitive Science*, 44(8).
- [24] Schneider, R., **Sullivan, J.**, Biswas, P., Marusic, L., Zaucer, R., & Barner, D. (2020). Do children use language structure to discover the recursive rules of counting? *Cognitive Psychology*. <https://doi.org/10.1016/j.cogpsych.2019.101263>
- [23] Marchand, E., Wade, S. [✉], **Sullivan, J.**, & Barner, D. (2020). Language-specific numerical estimation in bilingual children. *Journal of Experimental Child Psychology*.
- tenure -----
- [22] **Sullivan, J.**, Davidson, K., Wade, S. [✉], & Barner, D. (2019). Differentiating pragmatic contrast from scalar implicature in language acquisition. *Journal of Child Language*, 46, 733-759.
- [21] **Sullivan, J.**, Boucher, J. [✉], Kiefer, R. [✉], Williams, K. [✉], & Barner, D. (2019). Discourse coherence as a cue to reference in word learning: Evidence for Discourse Bootstrapping. *Cognitive Science*, 43.
- [20] **Sullivan, J.** (2019). The Primacy Effect in Impression Formation: Some Replications and Extensions. *Social Psychological and Personality Science*, 10, 432-439.
- [19] **Sullivan, J.**, Bale, A., & Barner, D. (2018). Most children do not know most. *Language Learning and Development*, 14, 320-338.
- [18] Deutchman, P. [✉] & **Sullivan, J.** (2018). The Dark Triad and Framing Predict Selfish Behavior In a One-Shot Prisoner's Dilemma. *PLoS ONE*, 13, e0203891.
- [17] **Sullivan, J.**, Moss-Racusin, C., Lopez, M., & Williams, K. [✉] (2018). Backlash against gender stereotype-violating preschool children. *PLoS ONE*, 13, e0195503.
- [16] Johnson, C., **Sullivan, J.**, Jensen, J., Buck, C., Trexel, J. [✉], & St. Leger, M. (2018). Prosocial predictions by Bottlenose Dolphins (*Tursiops* spp) based on motion patterns in visual stimuli. *Psychological Science*, 29, 1405-1413.
- [15] Frank, M., Bergelson, E., Bermann, C., ...**Sullivan, J.**,...et al. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory building. *Infancy*, 22, 421-435.
- [14] Alvarez, J. [✉], Abdul-Chani, M. [✉], Deutchman, P. [✉], DiBiasie, K. [✉], Iannucci, J. [✉], Lipstein, R. [✉], Zhang, J. [✉], & **Sullivan, J.** (2017). Estimation as analogy-making: Evidence that preschoolers' analogical reasoning ability predicts their numerical estimation. *Cognitive Development*, 41, 73-84.
- [13] **Sullivan, J.**, Frank, M., & Barner, D. (2016). Intensive Math Training Does not Affect Approximate Number Acuity: Evidence From a Three-Year Longitudinal Curriculum Intervention. *Journal of Numerical Cognition*, 2, doi: 10.5964/jnc.v2i2.19
- [12] Marušič, F., Žaucer, R., Plesničar, V., Razborssek, T., **Sullivan, J.**, & Barner, D. (2016). Does Grammatical Structure Accelerate Number Word Learning? Evidence from Learners of Dual

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and Non-Dual Dialects of Slovenian. *PLoS ONE*, *11*, doi:10.1371/journal.pone.0159208

[11] Barner, D., Alvarez, G., **Sullivan, J.**, Brooks, N., Srinivasan, M., & Frank, M. (2016) Learning mathematics in a visuospatial format: A randomized, controlled trial of mental abacus instruction. *Child Development*.

[10] **Sullivan, J.**, & Barner, D. (2015). Discourse bootstrapping: preschoolers use discourse cues to learn new words. *Developmental Science*. doi: 10.1111/desc.12289

[9] Johnson, C., **Sullivan, J.**, Buck, C., Trexel, J. [✉], & Scarpuzzi, M. (2015). Visible and invisible displacement with dynamic visual occlusion in bottlenose dolphins (*Tursiops* spp). *Animal Cognition*, *18*, 179-193.

[8] **Sullivan, J.**, and Barner, D. (2014). The development of structural analogy in number-line estimation. *Journal of Experimental Child Psychology*, *128*, 171-189.

----- arrived at Skidmore -----

[7] **Sullivan, J.**, & Barner, D. (2014). Inference and association in children's early numerical estimation. *Child Development*, *85*, 1740-1755.

[6] Almoammer, A.* , **Sullivan, J.*** , Donlan, C., Marušič, F., Žaucer, R., O'Donnell, T., & Barner, D. (2013). Grammatical morphology as a source of early number word meanings. *Proceedings of the National Academy of Sciences*, *110*, 18448-18453.

[5] **Sullivan, J.** & Barner, D (2012). How are number words mapped to approximate magnitudes? *Quarterly Journal of Experimental Psychology*, *66*, 389-482.

[4] **Sullivan, J.** & Barth, H (2012). Active (not passive) spatial imagery primes temporal judgments. *Quarterly Journal of Experimental Psychology*, *65*, 101-1109.

[3] **Sullivan, J.** & Juhasz, B., Slattery, T., & Barth, H. (2011) Adults' number-line estimation strategies: evidence from eye-movements. *Psychonomic Bulletin and Review*, *18*, 557-563.

[2] **Sullivan, J.** & Barner, D. (2011). Number words, quantifiers, and principles of word learning. *Wiley Interdisciplinary Reviews: Cognitive Science*, *2*, 639-645.

[1] Barth, H., Starr, A., & **Sullivan, J.** (2009). Children's mappings of large number words to numerosities. *Cognitive Development*, *24*, 248-264.

JOURNAL PUBLICATIONS UNDER REVIEW (R), REVISION (V), AND IN PREP (P)

[P] Tillman, K., **Sullivan, J.**, & Tulagan, N. [✉]. (in prep). Children spontaneously track temporal and causal relations within narratives. *Journal of Child Language*.

[P] **Sullivan, J.**, Alvarez, J., Schneider, R., & Barner, D. (in prep) It never ends: Children's intuitions of infinite space, time, and number develop in synchrony.

[P] Goldstein, B[✉]. & **Sullivan, J.** (in prep). Symbolic development: the role of intentions.

UNPUBLISHED WORK ON OPEN SCIENCE FRAMEWORK

Sullivan, J., Mei, M., Perfors, A., Wojcik, E., & Frank, M. (2019). SAYCAM: A large, longitudinal audiovisual dataset of infant-perspective footage. <https://psyarxiv.com/fy8zx/>

Bogdan, E. [✉], Johnson, R., Mekler, L. [✉], Nahabedian, D. [✉], Neglio, B. [✉], Vuvan, D., **Sullivan, J.**, White, T. [✉], Wilensky, S. [✉], & Zoppo, G. [✉] (2017). Preregistered replication of Condry & Condry, 1976. <https://osf.io/vgebr>

Sullivan, J., Amaral Lavoie, E. [✉], Bayes, R. B., Fontana, S. [✉], Goodkind, R. [✉], Johnson, R., Knickerbocker, H.F., & Lavoie, M. [✉] (2016). Replication of Elliot et al., 2010: Red, Rank, and Romance. <https://osf.io/pm7fx>

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PEER REVIEWED CONFERENCE PROCEEDINGS (N = 5)

- [5] Tillman, K., Sullivan, J., & Tualagan (2020). Children's spontaneous inferences about time and causality in narrative. <https://psyarxiv.com/92skc/>
- [4] Schneider, R., Sullivan, J., Guo, K., & Barner, D. (2019). What counts? Exploring the Mechanisms Underlying Children's Acquisition of the Successor Function. Symposium talk. *Proceedings of the 41st Annual Conference of the Cognitive Science Society*.
- [3] Vul, E., **Sullivan, J.**, & Barner, D. (2013) Slow drift of individuals' magnitude-to-number mapping. *Proceedings of the 35th Annual Conference of the Cognitive Science Society* (3717-3722). Austin, TX: Cognitive Science Society.
- [2] **Sullivan, J.**, & Barner, D. (2011). Children's use of Structure Mapping in numerical estimation. *Proceedings of the 33rd Annual Conference of the Cognitive Science Society* (1807-1812) Austin, TX: Cognitive Science Society.
- [1] **Sullivan, J.**, & Barner, D. (2010). Mapping number words to approximate magnitudes: Item based associative learning or structure mapping? *Proceedings of the 32nd Annual Conference of the Cognitive Science Society* (1246-1251) Austin, TX: Cognitive Science Society.

PRESENTATIONS (N = 60; since joining Skidmore N = 40; since going up for tenure N = 12)

⌘ indicates undergraduate co-author

- [60] **Sullivan, J.** (2022). Studying Race Developing in a Liberal Arts Environment. Invited talk, *UC San Diego, April, 2022*.
- [59] **Sullivan, J.** (2022). Barriers to talking with children about race. Invited talk, *UT Austin, April, 2022*.
- [58] Wilton, L., **Sullivan, J.**, & Apfelbaum, E. (under review). Beliefs about Black and White Children's Ability to Process Race. *SSPSI*.
- [58] Wilton, L. & **Sullivan, J.** (2022). The Social Science Behind When and How Young Children Learn about Race.
- [57] **Sullivan, J.** & Wilton, L. (2021). Critical Race Theory and Child Development. Invited panel: *Dispelling Myths: Critical Race Theory and Talking about Racism*.
- [56] Wilton, L. & **Sullivan, J.** (2021). The Social Science Behind the Development of Early Racial Awareness. Invited speakers: *Early Childhood Symposium 2021*.
- [55] **Sullivan, J.** (2021). A practical approach to teaching reproducibility and improving your own research at the same time. *TIER Symposium: Instruction in Reproducible Research: Educational Outcomes*.
- [54] Siegel, I.[⌘], Alfatafta, R.[⌘], Nick, S.[⌘], **Sullivan, J.**, & Wilton, L. (2021). How do parents speak with their children about race? *Society for Personality and Social Psychology*
- [53] **Sullivan, J.**, Tillman, K., & Shtulman, A. (2021). Stay away, Santa: Children's beliefs about the impact of COVID-19 on real and fictional beings. *Society for Research on Child Development*.
- [52] **Sullivan, J.** (2020). Why don't adults talk with children about race? Invited Talk, *Barnard College*.
- [51] Wilton, L. S., **Sullivan, J.**, & Apfelbaum, E. P. (February, 2020). Adults' misjudge how and when children process race. In L. Wilton (Chair), How Adults (Mis)understand and Shape Children's Race and Gender Experiences. Symposium conducted at the annual meeting of the Society for Personality and Social Psychology, New Orleans, Louisiana.
- [50] O'Brien, K.[⌘], **Sullivan, J.**, & Moss-Racusin, C. A. (2020). Backlash for children's gender

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stereotype violations. Poster presented at the annual meeting of the *Society for Personality and Social Psychology*, New Orleans, LA.

[49] **Sullivan, J.** & Goldstein, B.[Ⓢ]. (2020). Pragmatic inferences across domains. Poster, *Budapest CEU Conference on Child Development*.

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[48] Schneider, R., **Sullivan, J.**, Marušič, L., Žaucer, R., Biswas, P., Mišmaš, P., Plesničar, V., & Barner, D. (2019). A cross-linguistic investigation into children's acquisition of the successor function. Symposium Talk, *Mathematical Cognition and Learning Society Conference*.

[47] Schneider, R., **Sullivan, J.**, Guo, K.[Ⓢ], & Barner, D. (2019). Sources of knowledge in children's acquisition of the successor function. Symposium talk, *Mathematical Cognition and Learning Society Conference*.

[46] Schneider, R., **Sullivan, J.**, Guo, K.[Ⓢ], & Barner, D. (2019). Sources of knowledge in children's acquisition of the successor function. *Annual Meeting of the Jean Piaget Society*.

[45] Marušič, L., Žaucer, R., Saksida, A., **Sullivan, J.**, Skordos, D., Wang, Y. & Barner, D. (2019). Children's acquisition of the dual in Slovenian. *12th Mediterranean Morphology Meeting*.

[44] Chu, J., Schneider, R., Cheung, P., **Sullivan, J.**, & Barner, D. (2019). How does counting relate to children's understanding of infinity? *Society for Research on Child Development*.

[43] Schneider, R., **Sullivan, J.**, Guo, K.[Ⓢ], Biswas, P., & Barner, D. (2019). A cross-linguistic investigation into children's acquisition of the successor function. Symposium Talk, *Society for Research on Child Development*.

[42] Marušič, L., Žaucer, R., Saksida, A., **Sullivan, J.**, Skordos, D., Wang, Y. & Barner, D. (2019). On the acquisition of the dual in Slovenian. *Formal Approaches to Slavic Linguistics*.

[41] Alvarez, J., Schneider, R., Barner, D., & **Sullivan, J.** (2019). Exploratory, cross-domain investigations into the nature, origin, and time-course of concepts of infinity. Poster, *Budapest CEU Conference on Cognitive Development*.

[40] **Sullivan, J.**, Goldstein, B.[Ⓢ] & Moss-Racusin, C. (2019). The development of gender stereotypes across the developmental timespan. Poster, *Budapest CEU Conference on Cognitive Development*.

[39] Goldstein, B.[Ⓢ] & **Sullivan, J.** (2019). The role of intentions and conceptual understanding in symbolic reasoning. Poster, *Budapest CEU Conference on Cognitive Development*.

[38] Saksida, A., Skordos, D., **Sullivan, J.**, Marušič, L., Žaucer, R., & Barner, D. (2019). Exact Interpretation of Singular and Dual Forms in Slovenian. Poster, *Budapest CEU Conference on Cognitive Development*.

[37] Marušič, L, Saksida, A., Skordos, D., **Sullivan, J.**, Žaucer, R., & Barner, D. (2018). Slovenian preschoolers derive exact interpretations of singular and dual forms. Talk, *Boston University Conference on Language Development*.

[36] **Sullivan, J.**, Tulagan, N.[Ⓢ], Tillman, K., & Barner, D. (2017). Spontaneous temporal and causal inferences in preschoolers. *Association for Psychological Science*.

[35] Williams, K.[Ⓢ] & **Sullivan, J.** (2017). Pragmatic competence: Three year olds' abilities to compute pragmatic inferences. *Society for Research on Child Development*.

[34] Williams, K.[Ⓢ] & **Sullivan, J.** (2017). Pragmatic competence: Three year olds' abilities to compute pragmatic inferences. *Association for Psychological Science*.

[33] **Iannucci, J.**[Ⓢ], & Sullivan, J. (2017). The roles of function and shape when classifying animate and inanimate objects. *Association for Psychological Science*.

[32] Marchand, E., **Sullivan, J.**, Wade, S.[Ⓢ], & Barner, D. (2016). Bilingual estimation in French

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English bilinguals. Poster to be presented at the *Math Cognition Conference*.

- [31] **Sullivan, J.**, Boucher, J. [✉], Goodkind, R. [✉], Kiefer, R. [✉], Skyer, R. [✉], & Williams, K. [✉]. (2016). Explanation-based discourse inferences support early word learning. Poster to be presented at the *Cognitive Science Society*.
- [30] Wagner, K., Marušič, L., Plesničar, V. [✉], Razboršek, T. [✉], **Sullivan, J.**, Žaucer, R., & Barner, D. (2015). Beyond knower levels: Early partial knowledge of number words. *Cognitive Development Society*.
- [29] **Sullivan, J.** (2015). The Roles of Inference and Associative Learning in the Construction of Mappings between Number Words and Numerical Magnitudes. *Cognitive Science Society*.
- [28] Boucher, J. [✉], Alvarez, J. [✉], Hoang, L. [✉], Seibyl, J. [✉], & **Sullivan, J.** (2015). Factors influencing the learning of new words from context. *Association for Psychological Science 27th Annual Convention*.
- [27] Hoang, L. [✉], Seibyl, J. [✉], Alvarez, J. [✉], Boucher, J. [✉], & **Sullivan, J.** (2015). Reader's perspective influences memory for text *and* word interpretation. *Association for Psychological Science 27th Annual Convention*.
- [26] **Sullivan, J.**, Tulagan, N. [✉], Gruberg, N., Ferreira, V., & Barner, D. (2015). Preschoolers spontaneously track the structure of discourse. *Association for Psychological Science 27th Annual Convention*.
- [25] Seibyl, J. [✉], Hoang, L. [✉], Alvarez, J. [✉], Boucher, J. [✉], & **Sullivan, J.** (2015). Two failures to replicate primacy effects in social judgments. *Association for Psychological Science 27th Annual Convention*.
- [24] Jung, J. [✉], **Sullivan, J.**, & Barner, D. (2015). Learning new words from context: New evidence from eye movements that errors in word learning arise late in processing. *Association for Psychological Science 27th Annual Convention*.
- [23] Wade, S. [✉], **Sullivan, J.**, & Barner, D. (2015). Number Word Mappings in Bilingual Children: Evidence for Effects of Language Dominance on Estimation. Society for Research on Child Development (SRCD), Philadelphia, PA.
- [22] **Sullivan, J.**, Tulagan, N. [✉], Gruberg, N., Ferreira, V., & Barner, D. (2015). Preschoolers spontaneously encode discourse structure. Society for Research on Child Development (SRCD), Philadelphia, PA.
- [21] **Sullivan, J.**, Barner, D., Brooks, N., Alvarez, G., & Frank, M. (2014). Does intervention on symbolic math affect numerical discrimination and estimation? *Proceedings of the 36th Annual Conference of the Cognitive Science Society (72-73)* Austin, TX: Cognitive Science Society.

----- arrived at Skidmore -----

- [20] Wade, S. [✉], **Sullivan, J.**, Chavez, I. [‡], Valdivia, J. [‡], & Barner, D. (2013). Development of number representations and mappings in bilingual 5-to-7-year-olds. Society for the Neurobiology of Language.
- [19] **Sullivan, J.**, & Barner, D. (2013). Preschoolers use relevance inferences to learn new words. Poster presented at BUCLD 38, Boston, MA.
- [18] Plesničar, V. [✉], Razboršek, T. [✉], **Sullivan, J.**, Almoammer, A., Donlan, C., Barner, D., O'Donnell, T., Žaucer, R., & Marušič, F. (2013). "Number morphology as a source of early Mathematical content". Paper presented at "SinFonIJA 6", University of Niš, Serbia, Sept 26 - 28 2013.
- [17] **Sullivan, J.**, & Barner, D. (2013). Preschoolers can use discourse cues to learn new words. Symposium paper presented at the Biennial Meeting of the Society for Research in

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Child Development, Seattle, WA.

- [16] Barner, D., Razboršek, T. [✉], Plesničar, V. [✉], **Sullivan, J.**, O'Donnell, T., Žaucer, R., & Marušič, L. (2013). Language as a source of numerical concepts. Symposium paper presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- [15] **Sullivan, J.** (2013). Intentionality and language acquisition: Connecting socio-pragmatic inference, word learning, and early language processing. Chair, symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- [14] Barner, D., Marušič, F., O'Donnell, T., Plesničar, V. [✉], Razboršek, T. [✉], **Sullivan, J.**, Žaucer, R. (2013). Language as a source of numerical concepts. Poster presented at the 39th Incontro di Grammatica Generativa, Modena and Reggio Emilia, Italy.
- [13] Barner, D., Marušič, F., O'Donnell, T., Plesničar, V. [✉], Razboršek, T. [✉], **Sullivan, J.**, Žaucer, R. (2013). Language as a source of numerical concepts. Poster presented at Formal Approaches to Slavic Linguistics, 22, Hamilton, Ontario, Canada.
- [12] Vul, E., **Sullivan, J.**, & Barner, D. (2012) Mapping the Number Sense onto Numbers. Annual Meeting of the Psychonomic Society.
- [11] Kehler, A., Hayes, E., **Sullivan, J.**, & Barner, D (2012). Grammatical and Pragmatic Biases in Children's Pronoun Interpretation. 86th Annual meeting of the Linguistic Society of America, Portland, OR.
- [10] Bejar, K. [✉], **Sullivan, J.**, Chestnut, E., Bale, A., & Barner, D. (2012). Children's early interpretations of novel and familiar quantifiers. Poster, Southern California Conference on Development.
- [9] Wade, S. [✉], **Sullivan, J.**, Davidson, K., Razhas, I. [‡], & Barner, D. (2012). The role of contrast in children's interpretations of *some* and *all*. Poster, Southern California Conference on Development.
- [8] **Sullivan, J.**, Wade, S. [✉], Bejar, K. [✉], & Barner, D. (2011). The learning mechanisms guiding children's number word mappings. Poster, Seventh Biennial Meeting of the Cognitive Development Society, Philadelphia, PA.
- [7] **Sullivan, J.**, Davidson, K., & Barner, D (2011). Children's conversational implicatures. Paper presented at BUCLD 36, Boston, MA.
- [6] **Sullivan, J.**, & Barner, D (2010). The roles of associative learning and structure mapping in linking number words to magnitudes. Southern California Conference on Development.
- [5] Chase, E. [✉], Audet, J., **Sullivan, J.**, Wagner, K., & Barner, D (2010). What's least red to me is blue to you: pragmatic inference in categorization. Southern California Conference on Development.
- [4] Barth, H., Paladino, A., & **Sullivan, J.** (2009). The development of number line estimation: a proportion judgment account. Poster, Sixth Biennial Meeting of the Cognitive Development Society.
- [3] Barth, H., Paladino, A., & **Sullivan, J.** (2009). Developmental continuity in numerical estimation. Conference Abstract, Annual Meeting of the Psychonomic Society.
- [2] **Sullivan, J.**, Barth, H., MacDonald, K., & Paladino, A. (2009). Children's mappings of number words to large numerosities. Poster, Annual Meeting of the Society for Research in Child Development, Denver, CO.
- [1] **Sullivan, J.** (2009). Borderland poets and models of bilingual semantic processing: using cognitive science to understand the literature of the US-Mexico border. Paper, Science, Technology, and the Humanities: a New Synthesis.

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TEACHING

Instructor

Hidden Data (HF 201, Skidmore College, Spring, 2020, co-taught)
 Psychology of Infinity (Skidmore College, Spring, 2019; Fall, 2019; Fall, 2021)
 Bodies and Self (Bridge Experience, Skidmore College, Fall, 2021)
 Bodies and Identities (Scribner, Skidmore College, Fall, 2018; Fall, 2021)
 Perceptions of Time (HF 201, Skidmore College, Spring, 2017, co-taught)
 Cross-Cultural Development (PS312B, Skidmore College; Fall, 2015; Fall, 2018; Fall, 2019)
 Cognitive Development With Lab (PS305B, Skidmore College; Service Learning, Lab, and
 Methods/Statistics Course; Spring 2015; Spring, 2019; Spring, 2021; Spring, 2022)
 Research Methods I (PS202, Skidmore College; Lab and Methods/Statistics Course; Fall
 2014; Fall, 2015; Fall, 2016)
 Developmental Psychology (PS206, Skidmore College; Spring, 2017; Spring, 2020; Fall,
 2020)
 Psychology of Language (2013, UCSD).
 Student Forum on Teaching English as a Second Language (2008, Wesleyan University).

Text Book

Creator of official (publisher's) accompanying slides for Frank Keil's *Developmental Psychology: The Growth of Mind and Behavior* (W.W. Norton & Co.).

PROFESSIONAL SERVICE

Editorial

Editorial Board: *Developmental Psychology*

In-College

All-College Service (Working Groups and Elected Committees Highlighted)

HHMI Inclusive Excellence Committee Member (2020-present)

Faculty Compensation Working Group Members (2021-2022)

IdeaLab Director Search Committee Member and Inclusive Hiring Representative (2021-2022)

IdeaLab Steering Committee (2018-present)

Committee for Academic Freedom (2018-2021; Chair 2020-2021)

Greenberg Advisory Committee (2017-2021)

Summer Advisor (2018, 2021)

Investment Working Group (2017-2018)

Bridge Experience Subcommittee for New Curriculum (2017-2018)

Reviewer, Goldwater Student Applications (2016)

Ad-hoc college service pool (2016-2017)

Faculty Writing Group (2014-2020)

Departmental Service

Associate Chair (2021-2023)

Chair of Psychology Faculty Search (2022-2023)

Assist with Clinical Psychology Search (2019-2020)

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Health Psychology Search Committee member (2019-2020)
Colloquium Committee (2020-2021)
Assessment Committee (2018-2020)
Chair, Participant Review Board (2016-2017)
Inclusivity in Hiring Representative (2015-2016)
SONA System coordinator (2015-2016)
Developmental Search Committee member (2015-2016)
Assist with Cognitive TT faculty search (2015-2016)
Assist with Open Area TT-faculty search (2014-2015)
Assessment Plan Committee Member (2014-2015; 2019-2020)

Reviewing

Animal Behavior, Boston University Conference on Lang. Dev., Brain Research, Cognition, Cognitive Development, Cognitive Science (Journal), Cognitive Science Society (Conference), Developmental Psychology, Frontiers in Developmental Psychology, Journal of Child Development, Glossa, Journal of Experimental Child Psychology, Journal of Numerical Cognition, Quarterly Journal of Experimental Psychology, Society for Research in Child Development

Other

New York Six Teacher-Scholar Network member