

Curriculum Vitae

Ellyn A. Riley, Ph.D., CCC-SLP

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EDUCATION

- Ph.D.** Communication Sciences & Disorders, **2011**
Northwestern University, Department of Communication Sciences and Disorders,
Evanston, Illinois
Doctoral Dissertation Director: Dr. Cynthia K. Thompson
- M.A.** Speech-Language Pathology, **2009**
Northwestern University, Department of Communication Sciences and Disorders,
Evanston, Illinois
- B.S.** Biology, Minor: Speech and Hearing Sciences, **2004**
University of New Mexico, Albuquerque, New Mexico

WORK EXPERIENCE

- Assistant Professor**, Dept. of Communication Sciences & Disorders, **2014 – present**
Syracuse University, Syracuse, NY
- Adjunct Assistant Professor**, Dept. of Neurology **2016 – present**
SUNY Upstate Medical University, Syracuse, NY
- Program Coordinator**, DaZy Aphasia Centre, BGSU Division, **2013 – 2014**
Bowling Green State University Speech Clinic, Bowling Green, OH
- Assistant Professor**, Dept. of Communication Sciences & Disorders, **2012 – 2014**
Bowling Green State University, Bowling Green, OH
- Research Fellow**, Aphasia and Neurolinguistics Research Lab, **2011 – 2012**
Northwestern University, Evanston, IL
- Speech-Language Pathologist (PRN)**, Whitehall Healthcare Center, **2011**
Deerfield, IL
- Speech-Language Pathologist**, Ravinia Reading Center, **2010 – 2011**
Highland Park, IL
- Speech-Language Pathology Clinical Fellow**, Northwestern University, **2009 – 2010**
Evanston, IL
- Graduate Research & Teaching Assistant**, Northwestern University, **2005 – 2009**
Evanston, IL
- Apprentice Speech-Language Pathologist**, Albuquerque Public Schools, **2004 – 2005**
Albuquerque, NM
- Discrete Trial Trainer**, Preschool Program, Albuquerque Public Schools, **2004**
Albuquerque, NM
- Tutor Coordinator**, Upward Bound Program, University of New **2002 – 2003**
Mexico, Albuquerque, NM

COMPETITIVE FELLOWSHIPS AND HONORS

- **National Institutes of Health Loan Repayment Program (NIH LRP),** **2016-2018**
National Institute of Deafness & Other Communication Disorders (NIDCD).
Recipients selected from national competition. LRP awards repay up to \$35,000 annually of researcher's qualified educational debt in return for a commitment to engage in NIH mission-relevant research.
- **Conference Fellow** for NSAS Neural Stem Cell Development and Brain Repair Symposium and Workshop. Participants represented a wide variety of nationalities and fields of study and were selected based on merit and promise in neuroscience research. **2015**
- **Conference Fellow** for ASHA Lessons for Success grant writing workshop. Participants competitively selected from early-career scholars engaged in speech, language, and hearing research. **2015**
- **Seminar Fellow** for BGSU's grant writing seminar and individual training. Participants competitively selected from across the university. **2013**
- **Conference Fellow** for Clinical Aphasiology Conference. National Institute of Deafness & Other Communication Disorders (NIDCD). Fellows competitively selected from graduate students selected to present research at the Clinical Aphasiology Conference in May 2011. **2011**
- **Rearwin Fellowship** for Dissertation Research. Northwestern University, School of Communication. Recipients competitively selected from ABD graduate students in the School of Communication. **2011, 2010**
- **Alumni Citizenship Award**, University of New Mexico. Competitively selected from students graduating with Bachelor's degrees across the university **2004**

RESEARCH TRAINING / EXPERIENCE

Post-Doctoral Training, Mentor: Cynthia K. Thompson, Ph.D., Aphasia and Neurolinguistics Research Laboratory, Northwestern University

- Designed and conducted research study investigating semantic typicality effects in Primary Progressive Aphasia
- Acquired EEG data and analyzed ERP responses for study investigating argument structure comprehension in aphasia
- Co-wrote NIH grant proposal investigating effects of repetitive transcranial magnetic stimulation (rTMS) on anomia in Primary Progressive Aphasia
- Substantially contributed to development and publication of three aphasia assessments, the *Northwestern Naming Battery*, the *Northwestern Anagram Test*, and the *Northwestern Assessment of Verbs and Sentences*, including data analysis and writing test manuals.
- Developed training protocols and materials for study investigating neurobiology and recovery of passive sentences in agrammatic aphasia
- Acquired and analyzed neuroimaging data, including functional and anatomical MRI, for studies investigating neuroplasticity and recovery in agrammatic aphasia
- Differentially diagnosed acquired neurogenic communication disorders in team assessments

Doctoral Training and Dissertation, Mentor: Cynthia K. Thompson, Ph.D., Communication Sciences and Disorders Department, Northwestern University

Committee Members: Matthew Goldrick, Ph.D., Steven Zecker, Ph.D.

- Implemented single-subject experimental design for dissertation study
- Developed novel reading training protocol using principles of phonological complexity for dissertation research
- Assisted with development of treatment studies focused on syntactic complexity training to improve sentence and verb production in agrammatic aphasia
- Designed neuroimaging protocols and assisted with acquisition of functional MRI data for studies investigating neuroplasticity and recovery in agrammatic aphasia
- Developed and conducted research study investigating semantic typicality effects in acquired alexia
- Completed training in academic peer-review and published resulting article critique

Doctoral Research Rotation, Mentor: James Booth, Ph.D., Communication Sciences and Disorders Department, Northwestern University

- Assisted with research design and data collection for pilot study investigating the developmental learning mechanisms underlying reading acquisition

PEER-REVIEWED PUBLICATIONS

1. **Riley, E.A.** (2016). Patient fatigue in aphasia treatment: A survey of speech-language pathologists. *Communication Disorders Quarterly*. doi:10.1177/1525740116656330
2. **Riley, E.A.**, & Thompson, C.K. (2015). Training pseudoword reading in acquired dyslexia: A phonological complexity approach. *Aphasiology*, 29(2), 129-150. doi: 10.1080/02687038.2014.955389
3. Costell, M. & **Riley, E.A.** (2015). Intensive therapy for aphasia: What does “intensive” really mean? *eHearsay: Electronic Journal of the Ohio Speech-Language Hearing Association*, 5(1), 99-109.
4. Thompson, C.K., **Riley, E.A.**, Den Ouden, D.B., Meltzer-Asscher, A., & Lukic, S. (2013). Training verb argument structure production in agrammatic aphasia: Behavioral and neural recovery patterns. *Cortex*, 49(9), 2358-2376. doi: 10.1016/j.cortex.2013.02.003
5. **Riley, E.A.** & Thompson, C.K. (2010a). Semantic typicality effects in acquired dyslexia: Evidence for semantic impairment in deep dyslexia. *Aphasiology*, 24 (6-8), 802-813. doi: 10.1080/02687030903422486

INVITED MANUSCRIPTS AND BOOK CHAPTERS

1. **Riley, E.A.**, Brookshire, C.E., & Kendall, D.L. (2016). The acquired disorders of reading. In Papanthassiou, C., Coppers, & Potagas (Eds.), *Aphasia and Related Neurogenic Communication Disorders*, 2nd Ed. Sudbury, MA: Jones & Bartlett Learning, LLC.
2. **Riley, E.A.**, Brookshire, C.E. & Kendall, D.L. (2015). Acquired alexias: Mechanisms of reading. In Raymer, A.M. & Gonzalez-Rothi, L.J. (Eds.), *Oxford Handbook of Aphasia and Language Disorders*. New York: Oxford University Press.

3. **Riley, E.A.** & Kendall, D.L. (2011). The acquired disorders of reading. In Papathanassiou, Coppens, & Potagas (Eds.), *Aphasia and Related Neurogenic Communication Disorders, 1st Ed.* Sudbury, MA: Jones & Bartlett Learning, LLC.
4. **Riley, E.A.**, & Thompson, C.K. (2010b). Ortho-phonological cueing may be a viable method of treating anomia in Chinese for speakers with alphabetic script knowledge. *Evidence-Based Communication Assessment & Intervention, 4(1)*, 49-53. doi: 10.1080/17489531003722087

MANUSCRIPTS IN REVIEW/PREPARATION

1. **Riley, E.A.** & McFarland, D. (under review). EEG error prediction as a solution for combining the advantages of retrieval practice and errorless learning.
2. **Riley, E.A.** & Hylkema, J. (in preparation). Vigilance and cognitive performance in aphasia therapy: Results from a cohort of age-matched controls.
3. **Riley, E.A.**, McVoy, O., Joy, M., & Brosious, J. (in preparation). Knowledge of aphasia in health care settings.
4. **Riley, E.A.** (in preparation). Effects of task engagement on EEG-measured levels of alertness.

PEER REVIEWED RESEARCH PRESENTATIONS

1. **Riley, E.A.**, McFarland, D., & McVoy, O. (November, 2016) EEG error detection as a solution for combining advantages of retrieval practice & errorless learning. Technical presentation at American Speech-Language-Hearing Association. Philadelphia, PA, USA.
2. **Riley, E.A.** & Hylkema, J. (November, 2016) Vigilance and cognitive performance in aphasia therapy: Results from a cohort of age-matched controls. Poster presentation American Speech-Language-Hearing Association. Philadelphia, PA, USA.
3. **Riley, E.A.** & Hylkema, J. (May, 2016) Vigilance and cognitive performance in aphasia therapy: Results from a cohort of age-matched controls. Poster presentation at 9th World Congress for Neurorehabilitation. Philadelphia, PA, USA.
4. **Riley, E.A.** & Costell, M. (November, 2014) Patient fatigue in aphasia treatment: A survey of speech-language pathologists. Technical presentation at American Speech-Language-Hearing Association. Orlando, FL, USA.
5. Welfle, K., Joy, M., Rieman, J., Brosious, J., Nutter, A. & **Riley, E.A.** (November, 2013) Aphasia knowledge in health care settings. Technical presentation at American Speech-Language-Hearing Association. Chicago, USA.
6. Kloet, J., **Riley, E.A.**, & Thompson, C.K. (October, 2012) Semantic typicality effects in PPA. Poster presentation at the Annual Meeting of the Academy of Aphasia. San Francisco, CA, USA.
7. Kagan, A., Simmons-Mackie, N., Boyle, M., Elman, R., **Riley, E.A.**, & Thompson, C.K. (November, 2011) The complexity hypothesis: Research and ideas for aphasia treatment. Seminar presentation at American Speech-Language-Hearing Association Convention. San Diego, USA.
8. **Riley, E.A.** & Thompson, C.K. (October, 2011) Effects of phonological complexity training on pseudoword reading in acquired phonological dyslexia. Poster presentation at the Annual Meeting of the Academy of Aphasia. Montreal, Canada.
9. **Riley, E.A.** & Thompson, C.K. (June, 2011) Effects of phonological complexity training on pseudoword reading in acquired phonological dyslexia. Poster presentation at Clinical Aphasiology Conference. Ft. Lauderdale, FL, USA.

10. **Riley, E.A.**, Den Ouden, D.B., Lukic, S., & Thompson, C.K. (June, 2010). Neural mechanisms of verb argument structure training in agrammatic aphasia. Poster presentation at the Annual Meeting of the Organization for Human Brain Mapping. Barcelona, Spain.
11. Den Ouden, D.B., **Riley, E.A.**, Lukic, S., & Thompson, C.K. (May, 2010). Neural mechanisms of verb argument structure training in agrammatic aphasia. Platform presentation at Clinical Aphasiology Conference. Isle of Palms, South Carolina, USA.
12. **Riley, E.A.**, den Ouden, D.B., Lukic, S., & Thompson, C.K. (October, 2009). Neuroplasticity and recovery from aphasia: Treatment-induced recovery of verbs and sentence production. Poster presentation at the Annual Meeting of the Academy of Aphasia. Boston, USA.
13. **Riley, E.A.** & Thompson, C.K. (May, 2009) Semantic typicality effects in acquired dyslexia: Evidence of impaired lexical-semantic access in deep dyslexia. Poster presentation at Clinical Aphasiology Conference. Keystone, CO, USA.
14. **Riley, E.A.** & Thompson, C.K. (November, 2008) Semantic typicality effects in acquired dyslexia. Poster presentation at American Speech-Language-Hearing Association. Chicago, USA.
15. **Riley, E.A.** & Thompson, C.K. (October, 2008) Semantic typicality effects in acquired dyslexia: Evidence of impaired lexical-semantic access in the visual modality. Poster presentation at the Annual Meeting of the Academy of Aphasia. Turku, Finland.
16. **Riley, E.A.** & Thompson, C.K. (September, 2008) Semantic typicality effects in acquired dyslexia: Evidence of impaired lexical-semantic access in the visual modality. Oral presentation at Science of Aphasia conference. Chalkidiki, Greece.
17. den Ouden, D.B., Fix, S., **Riley, E.**, Rulf, K., Shook, A., Parrish, T., & Thompson, C.K. (June, 2007). Verb argument structure in movies and pictures: An fMRI study. Poster presentation at the Annual Meeting of the Organization for Human Brain Mapping. Chicago, USA.
18. Palmer, P. & **Easley, E.** (November, 2004). Oral function & quality of life after LSVT. Poster presentation at the American Speech-Language and Hearing Association. Philadelphia, USA.

OTHER PROFESSIONAL PRESENTATIONS

1. **Riley, E.A.** (February, 2017) Role of sleep and fatigue on stroke and aphasia recovery. Upstate Stroke Center Stroke Support Group. Syracuse, NY, USA. Invited presentation.
2. **Riley, E.A.** (January, 2016) Fatigue after stroke: Impact on recovery from aphasia. Medical SLP study group meeting of the Central New York Speech-Language-Hearing Association. Syracuse, NY, USA. Invited presentation.
3. **Riley, E.A.** (April, 2014) Patient fatigue in aphasia treatment: A survey of speech-language pathologists. Proseminar presentation at Bowling Green State University. Bowling Green, OH, USA.
4. **Riley, E.A.** (March, 2014) Effects of CVA on communication and swallowing: A brief overview of motor speech disorders, aphasia, cognition, and dysphagia. Continuing Education presentation at St. Rita's Medical Center. Lima, OH. Invited presentation.
5. **Riley, E.A.** (March, 2014) The devil's in the details...or is it? A discussion of the factors affecting aphasia treatment outcomes. Seminar presentation at Syracuse University, Syracuse, NY, USA. Invited presentation.
6. **Riley, E.A.** & Selhorst, A. (December, 2013) Sleep patterns in aphasia: A preliminary investigation. Proseminar presentation at Bowling Green State University. Bowling Green, OH, USA.
7. Joy, M., Rieman, J., Brosious, J., Nutter, A., & **Riley, E.A.** (April, 2013) Aphasia knowledge: Health care professions and settings. Proseminar presentation at Bowling Green State University. Bowling Green, OH, USA.

8. **Riley, E.A.** (February, 2013) More than meets the eye: What can eye-tracking tell us about phonological processing in acquired dyslexia? College of Health and Human Services Colloquium Presentation at Bowling Green State University. Bowling Green, OH, USA. Invited presentation.
9. Welfle, K., Lyle, M., & **Riley, E.A.** (November, 2012) Aphasia knowledge in healthcare settings: A study in development. Proseminar presentation at Bowling Green State University. Bowling Green, OH, USA.

RESEARCH SUPPORT

Funded, in Progress

American Speech-Language-Hearing Foundation New Investigators Research Grant; EEG Quantification of Vigilance in Aphasia. Project period 12/1/16 to 11/30/17. Awarded November 2016. PI: Ellyn Riley.

Syracuse University Seed Grant Program; Establishing New Research Collaborations to Investigate Sleep and Dreaming in Persons with Aphasia. Project period 12/1/15 to 11/30/16. Awarded November 2015, PI: Ellyn Riley.

Completed

Syracuse University Neuroscience ILM Summer Research Fellowship Grant; The Relationship Between EEG-Measured Vigilance and Cognitive Performance in Older Adults. Project period 5/1/15 to 8/31/15. Undergraduate summer funding awarded to undergraduate student, Jennifer Hylkema. Role: Faculty Mentor.

BGSU Center for Undergraduate Research Summer Grant; Task-related fatigue in young control participants: Fatigue detection using a subjective perceptual measure. Project period 5/1/14 to 8/31/14. Undergraduate summer funding awarded to undergraduate student, Tiffany Geise. PI: Ellyn Riley.

BGSU Center for Undergraduate Research Summer Grant; Sleeping Patterns in Individuals with Aphasia. Project period 5/1/13 to 12/31/13. PI: Ellyn Riley. Undergraduate summer funding awarded to undergraduate student, Allison Selhorst. PI: Ellyn Riley.

School of Communication Graduate Research Ignition Grant and Northwestern University Graduate Research Grant. Effects of phonological complexity on error production and pseudoword training in acquired phonological dyslexia. Project period 5/1/10 – 5/1/11. PI: Ellyn Riley

Submitted but Not Funded

The National Institutes of Health (NIDCD) R03; Improving Vigilance in Aphasia Therapy through EEG-Guided Fatigue Management. Submitted October 2015. PI: Ellyn Riley.

Syracuse University/SUNY Upstate University Collaboration Grant; Reducing Fatigability in Aphasia Rehabilitation Following Treatment of Obstructive Sleep Apnea; Submitted November 2015, PI: Ellyn Riley.

American Speech-Language-Hearing Foundation New Investigators Research Grant; EEG Quantification of Vigilance in Aphasia. Submitted April 2015. PI: Ellyn Riley.

McKnight Foundation Neuroscience Scholar Award; Asleep at the Wheel: Electroencephalographic Quantification of Sleepiness, Alertness, and Task-Related Vigilance in Stroke-Induced Aphasia. Submitted January 2015. PI: Ellyn Riley.

American Speech-Language-Hearing Foundation New Investigators Research Grant; Objective Real Time Mental Fatigue Detection in Aphasia. Submitted May 2014. PI: Ellyn Riley.

The National Institutes of Health (NIDCD) R21; Anomia in Primary Progressive Aphasia: rTMS Intervention. Submitted February 2013. PI: C.K. Thompson. Role: Consultant.

TEACHING EXPERIENCE

Complete Courses

- Neurogenic Communication Disorders I (graduate course) **Fall 2016**
Role: Assistant Professor, Syracuse University
- Cognitive Neuroscience of Speech and Language (undergrad/graduate course) **Spr 2015, 2016**
Role: Assistant Professor, Syracuse University
- Fundamentals of Speech Science (undergrad/graduate course) **Fall 2014, 2015; Spr 2016**
Role: Assistant Professor, Syracuse University
- Neuropathologies of Language (graduate course) **Fall 2014, 2015, 2016**
Role: Assistant Professor, Syracuse University
- Neurological Oddities: Functional Neuroanatomy in Case Studies (undergrad/graduate course) **Spr 2014**
Role: Assistant Professor, Bowling Green State University
- Promoting Aphasia Awareness in the Community (undergrad course) **Spr 2013**
Role: Assistant Professor, Bowling Green State University
- Aphasia (graduate course) **Fall 2013**
Role: Assistant Professor, Bowling Green State University
- Dysphagia (graduate course) **Spr 2013, 2014**
Role: Assistant Professor, Bowling Green State University
- Research Methods (graduate course) **Fall 2012, 2013**
Role: Assistant Professor, Bowling Green State University

- An Edible Expedition: The History, Experience, and Appreciation of Food (undergraduate honors course)
Role: Student Instructor (capstone, supervised teaching experience), University of New Mexico

Spr 2004

- Individual or Series Lectures**
- Language Science II (graduate course)
Written language processing lecture.
Role: Guest Lecturer

Winter 2012
- Overview of Language Disorders (graduate course)
Overview, assessment, and treatment of aphasia: 3 lecture series.
Role: Guest Lecturer

Winter 2012
- Dysphagia (graduate course)
4 lectures throughout semester on variety of topics.
Lecturer, assistance with course design

Spr 2008

Role: Guest
- Aphasia (graduate course)
Written language processing lecture.
Role: Guest Lecturer

Winter 2008,2009
- Fluency Disorders (graduate course)
Fluency assessment lecture.
Role: Guest Lecturer

Fall 2007
- Language Disorders in Preschool Children (graduate course)
Language development review lecture.
Role: Guest Lecturer

Fall 2007
- The Field of Special Education (graduate course)
Language development review lecture.
Role: Guest Lecturer

Fall 2006

STUDENT MENTORING

Doctoral and Master's Level

- Jasleen Singh, Doctoral Audiology student, Syracuse University.
Role: Pre-Qualifier Examination Committee Member

2016
- Amelia Kelly, Master's Speech Language Pathology student, Syracuse University. *Role: Thesis advisor*

2014 – 2015
- Greta Sjolie, Master's Speech Language Pathology student, Syracuse University. *Role: Thesis Committee Member*

2015
- Melissa Lyle, Master's Speech Language Pathology student, Bowling Green State University. *Role: Thesis advisor*

2013

Undergraduate Level

- Stacia Tsakonas, Communication Sciences & Disorders student, Syracuse University. *Role: Honors Thesis advisor* **Fall 2015 – present**
- Communication Sciences & Disorders students (total of 4), Syracuse University. *Role: Independent study advisor* **Fall 2016**
- Communication Sciences & Disorders students (total of 7), Syracuse University. *Role: Independent study advisor* **Fall 2015; Spr 2016**
- Communication Sciences & Disorders students (total of 2), Bowling Green State University. *Role: Independent study advisor* **Spr 2013**

PROFESSIONAL LICENSURES AND CERTIFICATIONS

- New York Licensure, New York State Education Department, Office of the Professions, License # 024483 **2015 – present**
- Ohio Licensure, Ohio Board of Speech-Language Pathology and Audiology, License # 03661 **2012 – 2014**
- Illinois Licensure, State of Illinois Department of Financial and Professional Regulation, License #146010442 **2010 – present**
- Certificate of Clinical Competence in Speech-Language Pathology, American Speech, Language and Hearing Association, ASHA # 12087145 **2010**

PROFESSIONAL MEMBERSHIPS

Current

- American Speech, Language and Hearing Association (ASHA)
- ASHA Special Interest Group 2: Neurophysiology and Neurogenic Speech and Language Disorders
- Academy of Neurologic Communication Disorders and Sciences (ANCDS)
- Academy of Aphasia, Associate Member
- Society for Neuroscience, Regular Member
- World Federation for NeuroRehabilitation
- AphasiaAccess Corresponding Affiliate
- Central New York Speech, Language, and Hearing Association

Past

- J.P. Scott Center for Neuroscience, Mind, and Behavior **2012-2014**
- BGSU Center of Excellence for Health and Wellness, Faculty Affiliate **2012-2014**
- Ohio Speech-Language-Hearing Association (OSLHA) **2013-2014**
- Illinois Speech-Language-Hearing Association (ISHA) **2010-2012**
- Member of Human Brain Mapping Organization **2010**
- National Student Speech Hearing Language Association (NSSHLA) **2004-2009**

SERVICE AND TRAINING

Professional Service

Committees & Specific Activities

- Reviewer for Veterans Health Administration Rehabilitation, Research, & Development Small Projects in Rehabilitation Research (SPiRE) grant program
- Volunteer Mentor for ASHA's Mentoring Academic-Research Careers (MARC) program, Fall 2016
- American Speech-Language Hearing Association, Reviewer for the Students Preparing for Academic-Research Careers (SPARC) Awards, May 2016
- Academy of Neurologic Communication Disorders and Sciences, Scientific Affairs Committee, Member, Nov 2015-2016

Journal Reviews

- Aphasiology, ad-hoc reviewer, 2016, 2014
- Neural Plasticity, ad-hoc reviewer, 2016
- Speech Communication, ad-hoc reviewer, 2015
- American Journal of Speech-Language Pathology, ad-hoc reviewer, 2013
- Journal of Rehabilitation Research and Development, ad-hoc reviewer, 2013
- Neuropsychologia, ad-hoc reviewer, 2012

Textbook Reviews

- Jones & Bartlett Learning, ad-hoc reviewer
- Wolters Kluwer Health, ad-hoc reviewer

College and University Service

Syracuse University, Syracuse, NY

2015-2016

- Member of Neuroscience Research Day planning committee for interdisciplinary Neuroscience program, Fall/Spring
- Assisted with faculty training sessions in May/June 2016 for Summer Institute for Technology-Enhanced Teaching and Learning (SITETL)

2014-2015

- Assisted with interview process for new faculty hire in Neuroscience program, Spr 2015
- Member of Neuroscience Research Day planning committee for interdisciplinary Neuroscience program, Spr 2015

Bowling Green State University, Bowling Green, OH

2012-2014

- Represented College of Health & Human Services at BGSU Alumni event
- Faculty Research Committee (member)

Department Service

Syracuse University, Syracuse, NY

2016-2017

- Chair of Alumni & Employer Surveys committee, Fall/Spring
- Chair of Alumni Newsletter committee, Fall
- Academic advisor for 6 first-year and 5 second-year Master's SLP students, Fall/Spring

- Participated in comprehensive exam process for graduate students (wrote/scored question, proctored exam), Fall 2016
- Answered emails from prospective students as needed, Fall/Spring
- Met with prospective students as needed to provide information and tours of the department, Fall/Spring

2015-2016

- Member of SLP curriculum committee, assisted with preparation of documents for course/program changes, Fall 2015
- Participated in graduate student admissions process (conducted phone interviews), Spr 2016
- Participated in comprehensive exam process for graduate students (wrote/scored question, proctored exam), Fall 2015, Spr 2016
- Provided graduate school recommendation letters for 11 students, Fall 2015
 - Each student applied to average of 9 graduate programs
- Recruited prospective students at the American Speech-Language-Hearing Association convention, Fall 2015
- Academic advisor for 5 first-year and 6 second-year Master's SLP students, Fall/Spring
- Answered emails from prospective students as needed, Fall/Spring
- Met with prospective students as needed to provide information and tours of the department, Fall/Spring
- Co-Chair of Clinic Director Review Committee, Fall/Spring
- Chair of Alumni Survey Committee, Fall/Spring

2014-2015

- Participated in comprehensive exam process for graduate students (wrote/scored question, proctored exam), Spr 2015
- Co-chair of committee to assess use of standardized and/or simulated patients in graduate student training, Spr 2015
- Participated in graduate student admissions process (conducted phone interviews), Spr 2015
- Recruited prospective students at the American Speech-Language-Hearing Association convention, Fall 2014
- Answered emails from prospective students as needed, Fall/Spring
- Academic advisor for 5 first-year Master's SLP students, Fall/Spring
- Met with prospective students as needed to provide information and tours of the department, Fall/Spring
- Attended department functions (e.g., graduate orientation, open house for CSD), Fall/Spring

- Contributed to the departmental decisions related to requirements for the Ph.D. program in Audiology and Speech Pathology, ASHA standards tracking, and changes to the SLP curriculum, Fall/Spring

Bowling Green State University, Bowling Green, OH

2012-2014

- Graduate admissions committee, Spring 2014
- Faculty representative for CDIS Dept. in graduation ceremony, Fall 2013
- Faculty representative at BGSU Graduate Program Preview event, Spring 2013
- Graduate Studies Committee (member), Fall/Spring all years
- Represented CDIS Dept. in BGSU "Preview Day," Fall 2012

Community Service

- Contributed article, “Hillary Clinton Does Not Have Aphasia. Here’s Why…” to *The Huffington Post*, which focused on educating the public about aphasia.
 - http://www.huffingtonpost.com/entry/hillary-clinton-does-not-have-aphasia-and-heres-why_us_57ba626ce4b07d22cc38e61b
 - As of 9/5/16, this article has been shared on social media at least 810 times and has received over 1,000 “likes” from readers
- Organized Cognitive Screening Events in the Syracuse community
 - YMCA in Liverpool, NY, December 2016
 - YMCA in Baldwinsville, NY, November 2016
 - YMCA in Fayetteville, NY, June 2016, October 2016
 - YMCA in Manlius, NY, May 2016
- Guest speaker at CEU Event, Multi-Disciplinary Approach to Advanced Rehab for the CVA Patient, St. Rita’s Hospital, Lima, OH, April 2014
- Presented information about recovery after stroke to ProMedica Stroke Support Group, Flowers Hospital, Sylvania, OH, April 2014
- Provided information about BGSU aphasia clinic and research resources at ProMedica Stroke Update 2013 conference, Toledo, OH, Dec 2013
- Organized and hosted Bowling Green State University Aphasia Awareness Day, Bowling Green, OH, June 2013
- Provided information about aphasia awareness and resources at Promedica “Strike Out Stroke” Day, Toledo, OH, May 2013
- Organized student-led presentations in local area hospitals about aphasia awareness, Toledo, OH, 2013
- Facilitated monthly aphasia support group, Northwestern University, Evanston, IL, 2008—2010

Professional Development and Training

- Completed National Center of Neuromodulation for Rehabilitation (NM4R) Level 1 Basic Skills Workshop, October 24-28, 2016. Center funding provided by National Institute of Child Health & Human Development (NICHD) project P2CHD086844.
- Office of Sponsored Programs and Research, Syracuse University, Participated in grant training event/workshop, Dec 2015
- Summer Institute for Technology-Enhanced Teaching and Learning (SITEL), Syracuse University, Participated in week-long workshop focused on improving classroom learning through use of technology, May 2015
- UNYTE Scientific Collaboration Session, Participant in the Session “Hitting the Accelerator: Health Research Innovation through Data Science, University of Rochester, May 2015
- SUAdvance seminars and workshops, Syracuse University
 - “Building Powerful Personal and Professional Networks,” Sept 2015
 - “Writing Science: Write Papers that Get Cited and Proposals that get Funded,” Sept 2014
- ASHFoundation Implementation Science Summit, Participant in the Implementation Science Summit, a conference and workshop focused on understanding the role of implementation science in communication disorders research, March 2014
- Office of Sponsored Programs and Research, Bowling Green State University
 - “Write Winning Grants” workshop, Nov 2012
 - “Big Data” Research Day, Sept 2012
- Center for Teaching and Learning, Bowling Green State University

- Teaching and Learning Fair Presentation, Using “Teach Aide” as a tool for class discussion grading, Feb 2013
- Learning Communities, Pedagogy and Scholarship Using Mobile and Web Apps, 2012—2013
- Training Workshops
 - Active Learning Classroom, Nov 2012
 - Teaching Techniques, Oct 2012
 - Using RefWorks, Aug 2012
 - Using Canvas, Aug 2012
 - Facilitating Classroom Discussions, Aug 2012
- Northwestern University Graduate School, Grant-writing workshop, Oct 2011
- Spell-Links to Reading and Writing™, Certified Spell-Links™ Trainer, 2010
- Picture Exchange Communication System™, 13 contact hours of training, 2004
- Teaching Students with Limited English Proficiency, Albuquerque Public Schools, 48 contact hours of teacher training, 2004