

## Thomas Gordon Hutcheon, Ph.D.

Bard College  
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### ACADEMIC POSITIONS

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<b>Assistant Professor</b> , Bard College	Fall 2020 - Present
<b>Visiting Assistant Professor</b> , Bard College	Fall 2014 – Spring 2020
<b>Adjunct Professor</b> , Agnes Scott College	Spring 2014

### EDUCATION

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<b>Ph.D.</b> , Georgia Tech	2014
Cognition and Brain Science, Minor: Quantitative Psychology	
<b>M.S.</b> , Georgia Tech	2010
Cognition and Brain Science	
<b>B.A.</b> , Bates College	2005
Psychology	

### TEACHING EXPERIENCE

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**Instructor, Bard College** (courses in italics taught since conversion to tenure track)  
*PSY 141: Introduction to Psychological Science; PSY 128: The Science of Behavior (with Lab);*  
*PSY 203: Statistics for Psychology (with Lab)*  
*PSY 230: Cognitive Psychology*  
*PSY 233: Sensation and Perception*  
*PSY 235: Attention*  
*PSY 238: Human-Computer Interaction*  
*PSY 262: Advertising and Consumer Behavior*  
*PSY 306: Face Perception*  
*PSY 321: Cognitive Aging*  
*PSY 322: Executive Control of Thought and Action*

*PSY 323: Human Visual Perception*

PSY 341: Predicting Behavior

PSY 346: Brain Training

*PSY 403: Junior Conference*

*PSY 404: Senior Conference*

*PSY PERCE: Advanced Methodologies in Perception*

**Instructor, Agnes Scott College**

Introductory Psychology: Biological Foundations and Cognitive Processes

**Instructor, Georgia Tech**

General Psychology

**PUBLICATIONS (\*indicates undergraduate collaborator)**

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David\*, A., Ingwu\*, J., Meselsohn\*, N., Retzloff\*, C., & **Hutcheon, T. G.** (in press).

Precrastination across physical and cognitive tasks. *The Quarterly Journal of Experimental Psychology*.

**Hutcheon, T. G.** (2022). What is cued by faces in the face-based context-specific proportion manipulation? *Attention, Perception, & Psychophysics*, 84, 1248 – 1263.

**Hutcheon, T. G.**, Lian\*, A., & Richard\*, A. (2019). The impact of a technology ban on students' experience and performance in Introduction to Psychology. *Teaching of Psychology*, 46, 47-54.

**Hutcheon, T. G.** (2018). *Technology bans and student experience in the college classroom*. In W. Altman, L. Stein, & J. E. Westfall (Eds.), Essays from E-xcellence in Teaching (Vol. 17, pp. 40-44).

**Hutcheon, T. G.**, Spieler, D. H., & Eldar\*, M. (2017). Properties of context-driven control revealed through the analysis of sequential congruency effects. *Acta Psychologica*, 178, 107-113.

**Hutcheon, T. G.**, & Spieler, D. H. (2017). Limits on the generalizability of context-driven control. *The Quarterly Journal of Experimental Psychology*, 70, 1292-1304.

Mayr, U., Spieler, D. H., & **Hutcheon, T. G.** (2015). When and why do old adults outsource control to the environment? *Psychology and Aging*, 30, 624-633.

**Hutcheon, T. G.**, & Spieler, D. H. (2014). Contextual influences on the sequential congruency effect. *Psychonomic Bulletin & Review*, 21, 155-162.

**MANUSCRIPTS UNDER REVIEW (\*indicates undergraduate collaborator)**

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**Hutcheon, T.G.**, McMahon\*, H., Retzloff\*, C., Samat\*, A., & Tinker\*, C. (resubmitted). The Attractiveness of Face Cues does not Modulate the Gaze Cuing Effect.

**Hutcheon, T. G.** (in revision). Comparing the location-based context specific proportion congruent effect across the horizontal and vertical meridian.

**MANUSCRIPTS IN PREPARATION (\*indicates undergraduate collaborator)**

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**Hutcheon, T. G.**, Retzloff\*, C., David\*, A., Ingwu\*, J., Meselsohn\*, N., & Kaplan, A. *Gender differences in the use of social and non-social spatial cues.*

Golden,\* M. J., Mathis, K., **Hutcheon, T. G.**, Cohen-Shikora, E., & Kahan, T. The alerting congruency interaction: A window into the dynamics of attention and response selection.

**Hutcheon, T. G.** Does the race of distracting faces impact attentional performance?

**PRESENTATIONS (\*indicates undergraduate collaborator)**

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**Hutcheon, T. G.** (2024, March). *The eyes have it! Face and gaze perception as a window into mental representations.* Talk presented as part of the Bard College Psychology Program Colloquium Series. Annandale-on-Hudson, NY

Kaplan, A., David\*, A., Ingwu\*, J., Meselsohn\*, Retzloff\*, C., & **Hutcheon, T. G.** (2024, March). *A Repulsive Inquiry: The impact of cognitive load on aversive gaze behaviors.* Poster presented at the 94<sup>th</sup> annual meeting of the Eastern Psychological Association, Philadelphia, PA.

Retzloff\*, C., David\*, A., Ingwu\*, J., Meselsohn\*, N., Kaplan, A., & **Hutcheon, T. G.** (2024, March). *Gender differences in the use of social and non-social spatial cues.* Poster presented at the 94<sup>th</sup> annual meeting of the Eastern Psychological Association, Philadelphia, PA.

McMahon\*, H., Retzloff\*, C., Samat\*, A., Tinker\*, C., & **Hutcheon, T.G.** (2023, October). *The Attractiveness of Face Cues does not Modulate the Gaze Cuing Effect.* Poster presented at the Bard Summer Research Institute Poster Session. Annandale-on-Hudson, NY.

Hulbert, J. C., & **Hutcheon, T. G.** (2023, April). The psychology of reading: From saccades to semantics. Invited talk at the first annual Bard Reading Initiative Conference. Annandale on-Hudson, NY.

David\*, A., Ingwu\*, J., Meselsohn\*, N., & **Hutcheon, T.G.** (2023, March). *Pre-ccrastination in physical and cognitive tasks*. Poster presented at the 94<sup>th</sup> annual meeting of the Eastern Psychological Association, Boston, MA.

Fisher, P., Beins, B., Ghirardelli, T., **Hutcheon, T. G.**, & Bodenlos, J. (2022, March). *Experiential learning as part of the curriculum*. Panel held at the 93<sup>rd</sup> annual meeting of the Eastern Psychological Association, New York, NY.

**Hutcheon, T. G.**, Caliandro\*, M., Tucker\*, G., Wang\*, M., & Wu\*, K. (2022, March). *Can race serve as a context in context-driven attentional control?* Poster presented at the 93<sup>rd</sup> annual meeting of the Eastern Psychological Association, New York, NY.

**Hutcheon, T. G.** (2021, May). *Context-driven control is not cued by gender*. Poster presented at the 33<sup>rd</sup> Annual Meeting of the Association for Psychological Science, Virtual Meeting.

**Hutcheon, T. G.** (2021, April). *The impact of social categories on context-driven attention*. Talk presented as part of the Bard College Psychology Program Colloquium Series. Annandale-on-Hudson, NY.

Ostbirk\*, K., Herrera Garcia\*, I., & **Hutcheon, T. G.** (2021, March). *Active learning discomfort: The role of classroom professor-student rapport*. Poster presented at the 92<sup>nd</sup> annual meeting of the Eastern Psychological Association. Virtual Meeting.

Ostbirk\*, K., Herrera Garcia\*, I., & **Hutcheon, T. G.** (2020, October). *Social anxiety and active learning discomfort: The impact of classroom comfortability and professor-student rapport*. Poster presented at the Bard Summer Research Institute Poster Session. Annandale-on-Hudson, NY.

**Hutcheon, T. G.** (2020, October). *Aging and Attention*. Invited talk for the Lifetime Learning Institute's "Bard Masters of Math and Math Science" series. Annandale on-Hudson, NY.

**Hutcheon, T. G.**, Zion\*, I., & Arnold\*, J. (2019, November). *Context-specific contingency learning under low but not high memory load*. Poster presented at the 60<sup>th</sup> annual meeting of the Psychonomic Society, Montreal, QC, Canada.

Kolovoskaia\*, D., & **Hutcheon, T. G.** (2019, April). *The impact of working memory load on stimulus-driven control*. Talk presented at the 8<sup>th</sup> Annual Smolny International Student Conference, St Petersburg State University, St. Petersburg, Russia. **[Winner of Best Student Presentation Award at the Smolny International Student Conference]**

**Hutcheon, T. G.**, Augustin\* A., Coffey\*, B., Griffin\*, C., Kolovoskaia\*, D., & Zion\*, I (2019, March). *Stimulus-driven control in the absence of contingency learning*. Poster presented at the 90<sup>th</sup> annual meeting of the Eastern Psychological Association, New York, NY.

**Hutcheon, T. G.**, Gibson\*, O., Sullivan\*, A., & Fitzgerald\*, E. (2018, November). *Evidence for stimulus-driven control under concurrent memory load*. Poster presented at the 59<sup>th</sup> annual meeting of the Psychonomic Society, New Orleans, LA.

**Hutcheon, T. G.** (2018, September). *Seeing how you are doing: Providing students with grade visualizations reduces grade-related stress*. Presentation given at the 20<sup>th</sup> Annual Mid Atlantic Conference on the Teaching of Psychology, Largo, MD.

**Hutcheon, T. G.** (2018, March). *Learning to ignore: The impact of stimulus experience on cognitive control*. Talk presented as part of the Bard College Psychology Program Colloquium Series. Annandale-on-Hudson, NY.

Nielsen\*, S., Fitzgerald\*, E., Lian\*, A., & **Hutcheon, T. G.** (2017, October). *The impact of grade visualization on college students' academic stress*. Poster presented at the 23<sup>rd</sup> Annual Meeting of the Northeast Conference for Teachers of Psychology, Newton, MA.

Lian\*, A., Nielsen\*, S., & **Hutcheon, T. G.** (2017, September). *See Figure 1: The relationship between eye fixation patterns on PowerPoint slides and subsequent memory performance*. Poster presented at the Bard Summer Research Institute Poster Session. Annandale-on-Hudson, NY.

Frishberg\*, E., & **Hutcheon, T. G.** (2017, May). *The effects of autobiographical growth narratives on math performance in women*. Poster presented at the 29<sup>th</sup> Annual Meeting of the Association for Psychological Science, Boston, MA.

**Hutcheon, T. G.**, Lian\*, A., & Richard\*, A. (2016, November). *Applying response time distribution analysis to item-level manipulations: Evidence for stimulus-driven control*. Poster presented at the 57<sup>th</sup> annual meeting of the Psychonomic Society, Boston, MA.

**Hutcheon, T. G.**, Richard\*, A., & Lian\*, A. (2016, October). *The impact of a technology ban on student's perceptions and performance in introduction to psychology*. Poster presented at the Society for the Teaching of Psychology 15<sup>th</sup> Annual Conference on Teaching, Decatur, GA. [Winner of the STP early career psychologist poster award].

Eldar\*, M., & **Hutcheon, T. G.** (2016, April). *The readability of serif and sans serif fonts across native and non-native English speakers*. Poster presented at the 5<sup>th</sup> annual Westchester Undergraduate Research Conference, Dobbs Ferry, NY.

Lian\*, A., Brown\*, H., Givens\*, G., Richard\*, A., & **Hutcheon, T. G.** (2016, April). *The effect of a technology ban on professor-student rapport in the college classroom*. Poster presented at the 30<sup>th</sup> Annual Conference on the Teaching of Psychology sponsored by Farmingdale State University, Tarrytown, NY.

Rodriguez\*, W., Konefal\*, R. J., Brown\*, H., & **Hutcheon, T. G.** (2016, April). *The effect of a technology ban on student engagement in the college classroom*. Poster presented at the 30<sup>th</sup> annual Conference on the Teaching of Psychology sponsored by Farmingdale State University, Tarrytown, NY. **[Second place in the student poster competition]**.

Eldar\*, M., Bremner\*, M., & **Hutcheon, T. G.** (2015, October). *Moving beyond the mean in studies of stimulus-driven control*. Poster presented at the 55<sup>th</sup> annual meeting of the New England Psychological Association, Fitchburg, MA.

**Hutcheon, T. G.**, Eldar\*, M., & Bremner\*, M. (2015, May). *Investigating the specificity of proactive control in tasks of selective attention*. Poster presented at the 27<sup>th</sup> annual meeting of the Association for Psychological Science, New York, NY.

**Hutcheon, T. G.** & Spieler, D. H. (2014, November). *Properties of context-driven control revealed through the analysis of conflict adaptation effects*. Poster presented at the 55<sup>th</sup> annual meeting of the Psychonomic Society, Long Beach, CA.

**Hutcheon, T. G.** (2014, February). *Attentional performance in the future based on the immediate past*. Invited talk presented to the Auditory Research Group at the Medical University of South Carolina, Charleston, SC.

**Hutcheon, T. G.**, & Spieler, D. H. (2013, November). *Using delta plots to assess the time course of conflict adaptation*. Poster presented at the 54<sup>th</sup> annual meeting of the Psychonomic Society, Toronto, ON, Canada.

**Hutcheon, T. G.**, & Spieler, D. H. (2012, April). *Sequential adjustments in performance are influenced by stimulus context in both younger and older adults*. Poster presented at the 14<sup>th</sup> annual Cognitive Aging Conference, Atlanta, GA.

**Hutcheon, T. G.** & Spieler, D. H. (2011, November). *Generalization/discrimination and conflict adaptation effects*. Poster presented at the 52<sup>nd</sup> annual meeting of the Psychonomic Society, Seattle, WA.

**Hutcheon, T. G.**, & Spieler, D. H. (2010, November). *The generalization of item specific control to semantically related words*. Poster presented at the 51<sup>st</sup> annual meeting of the Psychonomic Society, St. Louis, MO.

**Hutcheon, T. G.**, & Spieler, D. H. (2010, April). *The specificity of putative general control mechanisms*. Poster presented at the 13<sup>th</sup> annual Cognitive Aging Conference, Atlanta, GA.

**Hutcheon, T. G.**, & Spieler, D. H. (2010, February). *The role of stimulus information in tasks of selective attention: A computational model of Stroop performance*. Poster presented at the Georgia Tech Research and Innovation Conference, Atlanta, GA.

**Hutcheon, T. G.,** & Spieler, D. H. (2009, November). *Selective attention in the immediate future based on the recent past*. Poster presented at the 50<sup>th</sup> annual meeting of the Psychonomic Society, Boston, MA.

**Hutcheon, T. G.,** & Spieler, D. H. (2009, May). *Dynamic modulation of control: Time series analysis of Stroop performance*. Research talk presented at the 81<sup>st</sup> annual meeting of the Midwestern Psychological Association, Chicago, IL.

#### **CONFERENCE PROCEEDINGS (\*indicates undergraduate collaborator)**

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Kolovoskaia\*, D., & **Hutcheon, T. G.** (2019). The impact of working memory load on stimulus-driven control. *The Smolny Student Conference Journal*. St Petersburg State University: St. Petersburg, Russia.

**Hutcheon, T. G.** (2019). Seeing how you are doing: Providing students with grade visualizations reduces grade-related stress. In H. Scherschel & S. Baker (Ed.). *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2018-19*.

Frishberg\*, E., & **Hutcheon, T. G** (2018). The effects of autobiographical growth narratives on math performance in women. In R. L. Miller and A. Martinez (Eds.). *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2016-17*.

**Hutcheon, T. G.**, Richard\*, A., & Lian\*, A. (2018). The impact of a technology ban on student's perceptions and performance in introduction to psychology. In R. L. Miller and A. Martinez (Eds.), *Teaching Tips: A Compendium of Conference Presentations on Teaching, 2016-17*.

#### **SENIOR PROJECT SUPERVISION AT BARD COLLEGE**

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(Date indicates semester(s) of supervision, \*\*indicates empirical project)

Jhalil Rondon Trelles (Spring 2024). TBD.

Justyne Ingwu (Spring 2024). TBD.

Jared Toby (Spring 2023). *The Effectiveness of Virtual Training: Comparing Virtual and In-person Sport Specific Cognitive Training\*\**.

Atom Carrasco (anticipated Fall 2022 – Spring 2023). *The Psychology Behind Immersive Controls in Video Games and their Real-World Effects*

Asa Kaplan (Fall 2022 – Spring 2023). *Exploration of Disgust: The Cognitive Resources Necessary for Disgust Resilience\*\**.

Henry McCullers (Fall 2022 – Spring 2023). *Incubation, not sleep, aids problem-solving*.

Ana Quigley (Fall 2022). *Analyzing the effects of Cooperative Video Games on Social Anxiety and Communication*.

Ivy Wu (Fall 2022). *How Lyrics Influence the Effect of Music on Emotions Regarding Differences in Musical Training\*\**.

Cam Goldberg (Spring 2022 – Fall 2022). *Is transphobia conditional? The impact of coming out before or after getting to know someone\*\*.*

Itzel Herrera Garcia (Spring 2022 – Fall 2022). *The power of representation: The relationship between media representation of black people and implicit bias\*\*.*

Freddie Hernandez (Fall 2021 – Spring 2022). *Color me Impressed: using the lexical decision task to understand color-word associations \*\*.*

Jess Rylander (Fall 2021 – Spring 2022). *The effects of music-induced emotion on memory\*\*.*

Anya Swinchoski (Spring 2021 – Fall 2021).

*A Major Decision: Examining the relationship between emotional Intelligence, mindfulness, and security in college major\*\**

Isabela Cruz-Vespa (Fall 2020 – Spring 2021).

*The college choice: Adolescent identity uncertainty and group entitativity\*\**

Gabriel Rosado Torres (Fall 2020 – Spring 2021).

*Music as medicine: Supporting NASA’s advancement into long-duration space missions.*

Poppy Sheehan (Fall 2020 – Spring 2021).

*Back to Wonderland: Can imaginative play improve creativity in adults?*

Kirsten Ostbirk (Spring 2020 – Fall 2021).

*The differences in attentional gradients between synesthetes and non-synesthetes as identified through visual search.\*\**

Alina Augustin (Fall 2019 - Spring 2020).

*The effects of virtual reality on motor performance in the first person point of view.\*\**

Immanuel Zion (Fall 2019 – Spring 2020).

*The effects of smartphone separation and dependence on selective attention.\*\**

Nikolai Grumet (Fall 2018 – Spring 2019).

*Reducing panic through olfaction.*

Rachael Rice (Fall 2018 – Spring 2019).

*How creating art impacts visual perception.\*\**

Luke Sandbank (Fall 2018).

*To conceive of consonance in chaos: The influence of the harmonic series on the perception of a new musical system.\*\**

Elizabeth Fitzgerald (Spring 2018).

*Nothing tastes as good as starvation feels: Anorexia nervosa as a maladaptive mechanism of emotion regulation.*

Aileen Lian (Fall 2017 – Spring 2018).

**“Boys will be boys”: Examining the relationship between men’s conformity to masculine norms and perceptions of psychological abuse. \*\* [Winner of the 2018 Andrew J. Bernstein award for senior project in psychology at Bard College]**

Chanya Riddick (Fall 2017 – Spring 2018).

*The unwilling spectator: How secondary exposure to trauma through journalism impacts emotional processing. \*\**

Sydney Sinclair (Fall 2017 – Spring 2018).

*Cream of the crop or the bottom of the barrel: An exploration of the variation in susceptibility to social influences present in genocides.*

Eva Frishberg (Fall 2016- Spring 2017).

*The impact of self-generated growth narrative on women's persistence and effort on math tasks. \*\* [Winner of the 2017 Andrew J. Bernstein award for best senior project in psychology at Bard College]*

Sarah Genung (Fall 2016 – Spring 2017).

*Human chameleons: Are biracial individuals with integrated racial identities more prone to body dissatisfaction?*

Glenisha Givens (Fall 2016 – Spring 2017).

*Putting micro-aggressions under the microscope: Examining the effects of micro aggressions on student engagement in the college classroom. \*\**

Maayan Eldar (Fall 2015 – Spring 2016). *What's your type?: Readability of fonts across native and non-native English speakers. \*\**

Zachary Goodman (Spring 2016).

*Substance abuse and mobile gaming addiction.*

Nicole Lang (Fall 2015 – Spring 2016).

*The influence of arousal on the perception of colors. \*\**

Veronika Mojzesova (Spring 2015 – Fall 2015).

*The difference in motor memory as a function of the characteristic movements of musical instruments.*

Michelle Lee (Fall 2014 – Spring 2015)

*Eating disorders in Asian-American women: The role of self-esteem and fat phobia. \*\**

## **EXTERNAL SENIOR PROJECT COMMITTEE MEMBERSHIP**

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Maya Golden (Spring 2023). Bates College Honors Thesis.

## **PROFESSIONAL SERVICE**

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Chair (January 2022 – present),  
Society for Teaching of Psychology, Early Career Psychologist Travel Grant Committee

Ad Hoc Journal Reviewing:

*Acta Psychologica; Advances in Cognitive Psychology; Aging, Neuropsychology, and Cognition; Attention, Perception, & Psychophysics; British Journal of Psychology; Experimental Psychology; Cognition; Frontiers in Psychology; Journal of Cognitive Psychology; Journal of Experimental Psychology: Human Perception and Performance; Journal of Experimental Psychology: Learning, Memory, and Cognition; Memory & Cognition; New Ideas in Psychology; Psychological Research; Psychology and Aging; Psychonomic Bulletin & Review; Teaching of Psychology; The Quarterly Journal of Experimental Psychology*

Textbook Reviewing:

Oxford University Press (*Sensation and Perception*); Sage Publishing (*Introduction to Psychology*); Worth Publishers (*Introduction to Psychology*)

## AWARDS AND HONORS

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Society for the Teaching of Psychology, Early Career Psychologist Travel Grant  
Society for the Teaching of Psychology, Early Career Psychologist Poster Award  
Georgia Institute of Technology, Presidential Fellow  
Georgia Institute of Technology, Graduate Student Travel Award

## FUNDING

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**Bard Summer Research Institute (BSRI) Grant 2023, 2020, 2017**  
**Bard Research Fund, Spring 2023 – Spring 2024**  
“Does race serve as a context for context-driven attention?”  
**Bard College, Center for Civic Engagement, Fall 2020 – Fall 2021**  
“Visual Illusions”. Co-PI with Valeriia Karpinskaia, Smonly College  
**Bard College, SMC Division Summer Research Grant, Summer 2016**  
(\$3,000)

## DEPARTMENTAL AND COLLEGE SERVICE

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*Member*, Bard College Institutional Review Board (IRB), Spring 2020, Fall 2022 – Present.  
*Chair*, Bard College Institutional Review Board (IRB), Fall 2020 – Spring 2022  
*Member*, Bard College Fulbright Committee, Fall 2022 - Present.  
*Member*, Bard Reading Initiative, Fall 2021 - Present  
*Faculty-Student All-Star*, Men’s Soccer Team, Fall 2019 - Present  
*Member*, Attention Working Group, Fall 2018 - Present  
*Administrator*, Sona Experiment Management System, Fall 2017 – Present  
*Junior Faculty Fellow*, Bard College Center for Faculty and Curricular Development, Spring 2022 – Fall 2022  
*Coordinator*, Psychology Program Colloquium Series, Spring 2017- Spring 2019

## PROFESSIONAL MEMBERSHIP

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Association for Psychological Science  
Eastern Psychological Association  
Psychonomic Society  
Society for the Teaching of Psychology