CURRICULUM VITAE

Eleni Pinnow, MA, PhD
University of Wisconsin-Superior
Psychology Program
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Education
PhD, Cognitive Psychology, State University of New York at Binghamton, 2009
Master of Arts (MA), Psychology, State University of New York at Binghamton, 2006
Bachelor of Arts (BA), Psychology, St. Olaf College, Minnesota, 2004 (magna cum laude)

Professional Experience
Editor, Project Syllabus, Society for the Teaching of Psychology (Division 2 of the American Psychological Association), 2022-2024
Professor of Psychology, University of Wisconsin-Superior, 2019-present
Behavioral Neuroscience Program Coordinator, University of Wisconsin-Superior, 2016-present
Senior Year Experience Coordinator, University of Wisconsin-Superior, 2016-2018
High Impact Practice Coordinator, University of Wisconsin-Superior, 2015-2016
Associate Professor of Psychology, University of Wisconsin-Superior, 2014-2019
Interim Coordinator of the Center for Academic Service-Learning, University of Wisconsin-Superior, 2013, Spring
Assistant Professor of Psychology, University of Wisconsin-Superior, 2009-2014
Instructor, Binghamton University, 2006, 2008

Honors
University of Wisconsin-Superior Faculty and Staff Recognition Program, Community Engagement Award, 2018-2019
University Excellence Awards, Teaching/Online Teaching Excellence Award, 2017-2018
Fellow of the Midwestern Psychological Association, 2018
University Performance Awards, Outstanding Academic Advisor Performance Award, 2012-2013
University Excellence Awards, Academic Service-Learning Excellence Award, 2011-2012
Queer and Allied Student Union, Outstanding Ally Recognition, 2011-2012, 2012-2013
UW-Superior McNair Scholars Program, Faculty Mentor of the Year, 2011-2012
Binghamton University, Department of Psychology Excellence in Teaching Award, 2008-2009
Binghamton University Graduate Student Award for Excellence in Teaching, 2008-2009
Psi Chi, Member

Publications
Pinnow, E. (2021). Psyc 275: Reading and writing for psychology. *Project Syllabus*.
Pinnow, E. (2021). Psyc 350: Behavioral neuroscience. *Project Syllabus*.
Pinnow, E., Connine, C.M., & Ranbom, L. J. (2017). Processing pronunciation variants: The role of probabilistic knowledge about lexical form and segmental co-occurrence.

Journal of Cognitive Psychology, 29, 393-403.

Pinnow, E. (2016). Decoding the disciplines: An approach to scientific thinking.
Psychology Learning and Teaching, 15(15), 94-101.

Bolton Holz, K., & Pinnow, E. (2015). Do differences in background influence students'
likelihood to enroll in academic service-learning classes? *Journal of Scholarship of
Teaching and Learning*, *15* (6), 39-47.

Pinnow, E. & Connine, C.M. (2014). Phonological variation: Representation and rules.
Language and Speech, *57*, 42-67.

Connine, C.M. & Pinnow, E. (2006). Phonological variation in spoken word recognition:
Episodes and abstractions. *The Linguistic Review, 23*, 235-245.

Book Chapters

Pinnow, E. & Bolton Holz, K. (In preparation). Disability is not a bad word:
Equipping students to talk about disability and challenge ableism. In M. Fortner & I.
Katzarska-Miller (Eds.), *Empowering students as change agents in psychology courses.*
Society for the Teaching of Psychology eBook.

Carroll, D. W. & Pinnow, E. (2015). Theories of language development. N. J. Smelser &
P. B. Baltes (Eds.), *International encyclopedia of the social and behavioral sciences, 2nd
Edition*

Pinnow, E. (2014). Assessing academic advising. J. Irons & R. Miller (Eds.), *Academic Advising:
A handbook for advisors and students volume 1*.

Carroll, D.W., & Pinnow, E. (2011). Engaging students in the psychology of language. In R.
Miller & R. Rycek (Eds.), *Student engagement eBook*.

Conference Presentations

Pinnow, E. (2021, July 22-23). Teaching behavioral neuroscience using C.R.E.A.T.E
[Conference session]. 1st Neuroscience Teaching Conference, Virtual.

Downs, A.* & Pinnow, E. (2021, April 22-24). Stigma reduction in Psych 101 [Poster
presentation]. 93rd Annual Meeting of the Midwestern Psychological Association, Chicago,
IL.

Pinnow, E. (2021, April 22-24). Teaching writing for psychology: Challenges, tips and best
practices [Roundtable discussion]. 93rd Annual Meeting of the Midwestern Psychological
Association, Chicago, IL.

Rappley-Larson, M. & Pinnow, E. (2021, April 22-24). Let's talk about drugs: Different
approaches to teaching addiction [Roundtable discussion]. 93rd Annual Meeting of the
Midwestern Psychological Association, Chicago, IL.

Hassebrock, R.* & Pinnow, E. (2020). Impact of hometown size on homophobia and LBGTQ+
allyship [Oral presentation]. Talk accepted for the 92nd Annual Meeting of the Midwestern
Psychological Association. (Conference canceled) **Psi Chi Award Winner**

Nielsen, K.* & Pinnow, E. (2020). The impact of social reaction on help-seeking behavior [Poster
presentation]. 92nd Annual Meeting of the Midwestern Psychological Association.
(Conference canceled)

Tuve, R.* & Pinnow, E. (2020). Financial stress and well-being in college students [Poster
presentation]. 92nd Annual Meeting of the Midwestern Psychological Association.
(Conference canceled)

Pinnow, E. (2018). C.R.E.A.T.E.ing an appreciation of psychological science. Poster
presented at the 90th annual meeting of the Midwestern Psychological Association.

Pinnow, E. (2018). Reducing stigma about mental illness in introductory psychology.

Roundtable discussion presented at the 90th annual meeting of the Midwestern Psychological Association.

Cameron, L., Duffy, K., Pace, D., & Pinnow, E. (2018). Decoding the disciplines to improve scientific literacy in students of Psychology. Symposium presented at the 90th annual meeting of the Midwestern Psychological Association.

Cameron, L., Duffy, K., Pinnow, E., & Pace, D. (2018). Applying decoding the disciplines to improve student learning. Talk presented at the 25th annual Midwest Institute for Students and Teachers of Psychology.

*Ammer, M. & Pinnow, E. (2017). Overcoming spontaneous trait inferences. Poster presented at the annual meeting of the National Council on Undergraduate Research, Nashville, TN.

Pelzel, H., Pinnow, E., & Klavins, S. (2017). CREATE'ing in the classroom. Workshop presented at the OPID Spring Conference on Teaching and Learning, LaCrosse, WI.

Bolton Holz, K. & Pinnow, E. (2017). Gender diversity in academic psychology. Roundtable presentation to be presented at the annual meeting of the Association for Women in Psychology, Milwaukee, WI.

*LeMay, E. & Pinnow, E. (2016). Social Perspective taking and stress perception. Poster given at the Psi Chi program at the 88th annual meeting of the Midwestern Psychological Association, Chicago, IL.**Psi Chi Award Winner**

Pinnow, E., *Campa, N., *LeMay, E., & *McGraw, H. (2015). The influence of statistical learning on the processing of phonotactic probability. Poster given at the Annual Meeting of the Psychonomic Society in Chicago, IL.

McCormick, J., Pinnow, E., Krausch, M., White-Farnham, J., & McGrew, H. (2015). Modeling and scaffolding academic literacy: Multi-disciplinary approaches to improving academic reading and writing. Presented at the UW-System Conference on Advancing Academic Literacy.

Pinnow, E. & Bolton Holz, K. (2015). Implementing High Impact Practices (HIPs) across a Psychology curriculum. Roundtable discussion given at the 87th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Bolton Holz, K. & Pinnow, E. (2015). Self-selection effects in service-learning. Talk given at the 87th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Pinnow, E., Pelzel, H., *Bergstrom, K., & *Bartell, C. (2014). Using the C.R.E.A.T.E. methodology to teach Psychology as a science. Symposium given at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Bartell, C. & Pinnow, E. (2014). Poster given at the Psi Chi program at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Bergstrom, K. & Pinnow, E. (2014). Poster given at the Psi Chi program at the 86th annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Bergstrom, K. & Pinnow, E. (2013). The effects of negative stereotypic expectancies on male reading comprehension scores. Poster given at the Psi Chi program at the 85th annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Osterlund, J. R. & Pinnow, E. (2013). Cross-modal illusory conjunctions and congruency reaction times. Poster given at the Psi Chi program at the 85th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Bolton Holz, K.,& Pinnow, E. (2013). Feminist best practices for academic service-learning. Workshop given at the Annual Meeting of the Association for Women in Psychology in Salt Lake City, UT.

Pinnow, E., *Wolden, A. C., & *Osterlund, J. (2012). The Influence of phonotactic probability on lexical and sublexical processing. Poster given at the Annual Meeting of the

Psychonomic Society in Minneapolis, MN.

Pinnow, E. (2012). Reading and writing like scholars: The influence of scholarly article deconstruction on student writing. Poster given at the Society for the Teaching of Psychology Program at annual meeting of the Midwestern Psychological Association, Chicago, IL,.

Pinnow, E. & Bolton Holz, K. (2012). Getting engaged: Service learning and psychology at UWS. Presentation given at the Lake Superior Service Learning Conference, Duluth, MN.

Pinnow, E., Austin, B., Grbavcich, E., Keveles, G., & Raunio, M. (2012). Academic service learning: A high impact practice for any discipline. Presentation given at Lake Superior Service Learning Conference, Duluth, MN.

*Cradick, W. & Pinnow, E. (2012). Lexical access: Veterans and non-veterans. Poster given at the Psi Chi program at the 84th annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Kubisch, L. & Pinnow, E. (2012). The effects of priming gratitude on helping behavior. Poster given at the Psi Chi program at the 84th annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Siu Siu, G. K. & Pinnow, E. (2012). Intercultural communication: Greetings with cultural awareness. Poster given at for the Psi Chi program at the 84th annual meeting of the Midwestern Psychological Association, Chicago, IL.

Meyer, J., Pinnow, E., Keveles, G., Grbavcich, B., & Austin, B. (2011). Academic service-learning: Pedagogy for any discipline. Presentation given at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Milwaukee, WI.

*Bieneck, A. & Pinnow, E. (2011). The emotional internet: Motivations and consequences of Facebook use amongst college students. Poster presented at the Psi Chi program at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Cline, C. & Pinnow, E. (2011). A comparison of self esteem in men and women with regards to relationship status. Poster presented at the Psi Chi program at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Wolden, A. & Pinnow, E. (2011). Hemispheric dominance and the spinning silhouette illusion: Debunking the "left vs. right brain test." Poster presented at the Psi Chi program at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

*Howard, S. *Ferguson, J., & Pinnow, E. (2011). The effects of language fluency on the recognition of words spoken in a novel accent. Poster presented at the Psi Chi program at the 83rd annual meeting of the Midwestern Psychological Association, Chicago, IL.

Pinnow, E. (2011). Teaching scientific thinking about psychology with the decoding the disciplines approach. Poster presented at the Society for the Teaching of Psychology Program at annual meeting of the Midwestern Psychological Association, Chicago, IL,.

Pinnow, E. & Connine, C.M. (November, 2010). The role of probabilitistic phonotactics in the recognition of reduced pseudowords. To be presented at the annual meeting of the Psychonomic Society, St. Louis, MO.

Ranbom, L., Pinnow, E., & Connine, C.M. (November, 2009). Representation of multiple variant forms in spoken word recognition: Friends not enemies. Poster presented at the Psychonomic Society, Boston, MA

Pinnow, E. & Connine, C.M. (March, 2009). Processing and representational accounts of phonological variant recognition: Similarity and frequency. Talk presented at the Meeting of the Eastern Psychological Association, Pittsburgh, PA.

Ranbom, L.J., Pinnow, E. & Connine, C.M. (March, 2009). Representation of multiple variant forms in spoken word recognition: Friends, not enemies. Talk presented at

the Meeting of the Eastern Psychological Association, Pittsburgh, PA.

Pinnow, E. & Connine, C.M. (November, 2008). Similarity and Frequency in Phonological Variant Recognition: An Artificial Lexicon Study. 49th Meeting of the Psychonomic Society, Chicago, IL.

Ranbom, L.J., Pinnow, E. & Connine, C.M. (November, 2008). Representation of multiple variant forms in spoken word recognition: Friends, not enemies. Meeting of the Acoustical Society of America, Miami, FL.

Pinnow, E. & Connine, C.M. (June, 2006). Phonological variation in spoken word recognition: Episodes and abstractions. Meeting of the Acoustical Society of America, Providence, R.I.

Pinnow, E. & Connine, C.M. (November, 2005). Learning new phonological variants in spoken word recognition: Episodes and abstractions. Presented at the 46th meeting of the Psychonomic Society, Toronto, Canada

Pinnow, E., Bachman, A., & Wolfe, U. (2004). Influence of proprioception of initial position on endpoint accuracy of visually-guided human pointing movements. American Psychological Society Annual Convention, Chicago, IL

Wolfe, U., Bachman, A., & Pinnow, E. (2004). Interaction of touch, proprioception and vision in eyelid position sense. Vision Sciences Society Annual Meeting, Sarasota, FL.

*indicates student author

Invited Talks
Invited keynote speech at the Great Plains Psychology Conference. (2018).
Invited talk at the University of Wisconsin-Milwaukee. "The role of probabilistic phonotactics in the recognition of reduced pseudowords." (2017).

Book Reviews
Carroll, D. W. & Pinnow, E. (2017). Language as cognitive reorganization. [Review of the book *Entrenchment and the Psychology of Language Learning: How We Reorganize and Adapt Linguistic Knowledge.* edited by H.-J. Schmid]. *PsycCRITIQUES, 62*.

Carroll, D.W., & Pinnow, E. (2010). Cutting edge reviews of cognitive psychology [Review of the book *The psychology of learning and motivation: Advances in theory and research, volume 52*]. *PsycCRITIQUES, 52.*

Teaching Experience
Laboratory in Perception
Language Development through the Lifespan
Introduction to Psychology
Biological Psychology/Behavioral Neuroscience
Senior Research
Psychology of Language/Psycholinguistics
Sensation and Perception
Applied Behavior Analysis
Memory and Cognition
Psychology of Monsters
Psychopharmacology
Psychology of Dogs
Introduction to the College Experience

Reading and Writing for Psychology
Learning and Behavior
Child and Adolescent Development

Program Service
Behavioral Neuroscience Program Coordinator, 2017-present
Twin Ports Undergraduate Psychology Conference coordinator, 2012-present
Advisor, Psi Chi, 2011-present
Advisor, Inkblots, 2011-present
Coordinated Psychology Program library orders, 2009
Psychology Personnel Committee, 2009-present
Psychology Strategic Planning Committee, 2009- present

Department Service
HBJD Department Personnel Committee (voting), 2015-present
HBJD Department Personnel Committee (non-voting), 2009-2015
Psychology Search and Screen Committee, 2009-2010, 2010-2011*, 2013-2014*, 2014-2015*, 2017-2018,* 2020^ (* chair, ^co-chair)
Ad-hoc committee: Recruitment and Enrollment (2010)

University Service
Chancellor's Cabinet Plus, Faculty Representative, 2021-2022
Planning and Budgeting Council, 2016-2022, elected council; chair 2017-2022
Strategic Planning Core Team, Faculty Representative, 2019-2020
Campaign Steering Committee, Faculty Representative, 2018-2020
Institution Change Team (ICT) for the UW-System Math Initiative, 2018
Faculty Shared Governance Policy Design Team, 2018
Developed Behavioral Neuroscience Minor, 2016
Facilitated an Early Admissions Agreement between Hazeldon Betty Ford Graduate Program in
        Addiction Studies and UW-Superior's Psychology program, 2016
HLC Team: Criterion 3 Team Leader, 2015-2017
Promoting New Academic Programs Task Force, 2016
Center for Community Engaged Learning development committee, 2015-2016
IDS/IDM Committee Ex-Oficio, 2015-2016
Institutional Review Board, 2011-2015, Chair 2012-2015
Undergraduate Academic Affairs Council, 2012-2015, Chair 2014-2015
AS-L and Writing Intensive courses approved via governance
Student Leadership Awards Committee, 2015
Invited Keynote Speaker: Admit Days, 2015
Strategic Planning Team 5 (Team Leader), 2013-2014
Expanded Strategic Planning Steer Committee, 2014
Advisor, The Alliance (formerly Queer and Allied Student Union), 2012-2017
Yellow Jacket Union Rules Review, 2011-2012
Undergraduate Research, Scholarship and Creative Activities Committee, 2011-2012
BA/BS Committee, 2010-2011
Developed an Academic Service learning course for Spring 2010, Fall 2010, Fall 2011
Chancellor Search and Screen Committee, 2010-2011
Developed a First Year Seminar for Fall 2010, 2012, 2014

New Faculty Orientation Planning committee, 2010

Professional Service
Editor, Project Syllabus, Society for the Teaching of Psychology (Division 2 of the American
      Psychological Association), 2022-2024
Associate Editor for Social Sciences, *Prompt: A Journal of Academic Writing Assignments*,
      2021-2023
Ad-hoc Reviewer, Project Syllabus
Ad-hoc Reviewer, Glossa: a Journal of General Linguistics
Ad-hoc Reviewer, Journal of Cognitive Psychology
Ad-hoc Reviewer, Journal of the Scholarship of Teaching and Learning (JoSoTL)
Ad-hoc Reviewer, Language, Cognition and Neuroscience Journal
Ad-hoc Reviewer, Laboratory Phonology
Ad-hoc Reviewer, Psi Chi poster session at Annual Meeting of MPA
Ad-hoc Reviewer, APA Division 2 (Teaching of Psychology) Convention

Professional Memberships
Association for Psychological Science
Psychonomic Society (Associate Member)
Midwestern Psychological Society (Fellow)
Society for the Teaching of Psychology

Professional Development
Sabbatical to develop open educational resources/course shells for Psy 305: Learning and
      Behavior (Spring 2021)
University of Wisconsin System Faculty College (2010)
CETL First Year Faculty Orientation
CETL Book Club, Spring 2010
Enhancement Day presentation: Academic Service Learning at UW-S, Fall 2010
Enhancement Day presentation: Using the IRB, Spring 2012

Grants and fellowships
Faculty Development Grant, $500 (2018)
Faculty Development Grant, $500 (2016)
Innovation Grant: Behavioral Neuroscience Minor, $4,000 (2015)
Academic Service Learning mini-grant, $500 (2010)
Teaching with Technology mini-grant, $500 (2010)
Faculty Development Grant, $375 (2010)
Faculty Development Grant, $600 (2010)
Academic Service-Learning Engaged Program Grant, with Kenna Bolton Holz and RaLynn
Schmalzried, $8000 (2011)
Classroom/Lab Modernization Fund, $9000 (2011)
Student Tech Fee Fund, $12,950 (2011)
WiSys Reassignment time grant, $3500 (2011)
CETL Scholarship grant, $800 (2012)

Academic Advising and Mentoring

Academic advisor, 56 advisees (2010-present)

Mentor, McNair Scholars Program, Abby Voss. 2022

Mentor, McNair Scholars Program, Jackie Fontaine, "D/deaf individual's experience of healthcare bias and access." 2021

Mentor, McNair Scholars Program, Deon Haywood, "COVID-19, Social Distancing, and Wellbeing." 2020

Mentor, Summer Undergraduate Research Fellows Program, Katja Nielsen, "The impact of social reaction on help-seeking behavior." 2019

Mentor, Summer Undergraduate Research Fellows Program, Abby Downs, "Reducing stigma against mental illness in college students."

Mentor, McNair Scholars Program, Brittany Pufall,"Working memory and self-esteem in abstinence" 2017-2018.

Mentor, McNair Scholars Program, Amber Bennett, 2016-2017, "High Authoritarian preference suggests low moral competence."

Mentor, Summer Undergraduate Research Fellows Program, Maria Ammer, "Overcoming spontaneous trait inferences through education," 2016

Mentor, Summer Undergraduate Research Fellows Program, Brooke Collins, "Student conduct and retention," 2015

Mentor, McNair Scholars Program, Ileigh Gorham, "Rape Victim Blaming in Women of Color," 2013-2014

Mentor, Summer Undergraduate Research Fellows Program, Kelly Bergstrom, "The effect of distractors in a sustained attention task," 2013

Mentor, McNair Scholars Program, Jenna Osterlund "Can cross-modal illusory conjunctions be induced?" 2011-2012

Related skills and proficiencies
Proficient at E-prime