

Nicole Ruther Guajardo



Education

Ph.D. Life-span Developmental Psychology, West Virginia University	May 1997
M.A. Experimental Psychology, Wake Forest University	August 1993
B.A. Psychology, Wake Forest University	May 1987

Administrative Experience

Christopher Newport University, January 2004-Present

Christopher Newport University (CNU) is a residential, public comprehensive liberal arts and sciences university located in Newport News, Virginia. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). CNU is a primarily undergraduate institution that enrolls approximately 5,000 students across 46 majors and four five-year master's programs, three of which are supported by the College of Natural and Behavioral Sciences. The core values of Christopher Newport are academic excellence, leadership, and civic engagement. We strive to guide students to live lives of significance to impact positively the world around them. CNU is ranked second among public regional universities in the South and fifth among all regional universities in the South by US News and World Reports and by Princeton Review as one of the top 15 universities in Making an Impact, Internships, and Most Engaged in Community Service.

Dean, College of Natural and Behavioral Sciences, Christopher Newport University (July 2013-Present)

Adaptable, forward-thinking leader with a collaborative leadership style, who openly listens to the ideas of all constituents including department chairs, faculty, staff, and students affected by decisions. Values collaboration and open communication. Shares relevant information and the rationale for decisions to help facilitate transparency and understanding. Committed to creating an inclusive environment that fosters success for all students and faculty.

Responsibilities: Responsible for the overall organization, administration, and fiscal management of the College of Natural and Behavioral Sciences, comprising 100 faculty members, 12 staff members, close to 2,000 students, a \$15 million budget, five academic departments (mathematics; molecular biology and chemistry; organismal and environmental biology; physics, computer science and engineering; and psychology), and one cross-departmental program (BS degree in neuroscience). Coordinates academic programs and instructional activities of the college. Works collaboratively with the Provost and Deans to establish university academic policy. Supports faculty research and teaching efforts. Conducts faculty annual reviews and promotion and tenure reviews. Fosters relationships between the college and outside organizations. Collaborates with the chairs and faculty in these areas to ensure that students studying science at Christopher Newport University develop solid foundational skills as well as relative expertise in their chosen field to secure professional positions and admission to graduate school.

Key Achievements:

- Increased the percentage of students studying science at Christopher Newport University by 33%
- Expanded the number of faculty members within the college from 89 to 100. Ten percent of new hires have been faculty of color, 13% represented cultural diversity, and 24% were women hired into departments in which women are underrepresented
- Partnered with Advancement to build relationships with donors and industry resulting in \$4.6M in support of the College of Natural and Behavioral Sciences
- Led successful ABET initial accreditation of the electrical engineering program, ABET reaccreditation of both the computer engineering and electrical engineering programs, and an initial ACS accreditation of our chemistry degree
- Achieved State Council of Higher Education of Virginia (SCHEV) approval for BS degrees in electrical engineering and in neuroscience
- Developed a BS in Biology with a Major in Kinesiology, a BS in Cybersecurity, and a minor in Data Science
- Support a STEM Research Program for students from underrepresented groups
- Support a mentoring program for women in physics, computer science, and engineering, connecting women in these majors with women in industry
- Developed early assurance programs with Eastern Virginia Medical School's Master of Physician Assistant, Masters of Biomedical Sciences, Research and the Masters of Biotechnology programs and with Virginia Commonwealth University's School of Medicine
- Established a guaranteed admission program in nursing with Sentara Health Sciences Program
- Established a collaborative agreement with Virginia Polytechnic Institute and State University's Computer Science and Applications Masters of Engineering Program
- Awarded \$14.7 million from the state of Virginia as a participant in Virginia's Tech Talent Investment Program
- Supported faculty in securing \$16 million in grant funding over the past 7 years, which has supported students as well as faculty
- Developed a Biotechnology and Management Program in conjunction with Christopher Newport University's Luter School of Business
- Established a partnership with Virginia Commonwealth University's Pauley Heart Center to provide a summer research internship
- Led an initiative to establish a donor lab and incorporate the experience into anatomy and physiology labs
- Collaborated with local business to create scholarship opportunities
- Created an Interdisciplinary Research Committee to establish faculty connections within the college to foster interdisciplinary research
- Involved in initial planning and design for our Integrative Science Center III, providing additional space for our Departments of Physics, Computer Science and Engineering and of Mathematics, as well as our majors in Neuroscience and Kinesiology
- Worked with the Center for Career Planning and faculty to develop programs and approaches to help students make coursework-career connections
- Developed a Student Advisory Board to enhance student input into the administration of the college
- Developed continuing opportunities to enhance faculty understanding of student experiences across racial and mental health domains to foster an inclusive teaching environment
- Created opportunities for inter-departmental faculty discussion and engagement

Additional Service:

- Member of the University Budget Advisory Committee (2013-Present)
- Member of the SACSCOC 5th-year Interim Report Committee (January 2022-Present)

- Member of Christopher Newport University's Instructional Delivery and Scheduling Work Group to prepare for the 2020-2021 academic year and beyond in the context of the pandemic (Summer 2020 – Present)
- Newport News Educational Foundation, Member (2013-Present), Secretary (2020-2021), Vice President (2021-Summer, 2022), President (Summer, 2022-Present)
- Smart Beginnings Virginia Peninsula, Board of Directors (Formerly Leadership Council; 2009-2021) including two terms as Chair (2015-2017), two as Vice Chair (2013-2015), and a term as Secretary (2020-2021)
- Impact 100, Member and Grant Subcommittee Member (2019, 2020), Chair (2022)
- Professional service includes member of the Gender Committee of the Council for Colleges of Arts and Sciences, 2019

Executive Assistant (Special Assistant) to the President for Student Success, Office of the President, Christopher Newport University (May 2010-July 2013)

Responsibilities: Invited by the President to create and manage Christopher Newport's student success efforts with emphasis on the core advising program, learning communities for first-year students, and enhancement of the Center for Academic Success to promote student achievement. Created student engagement activities for first- and second-year students. Collaborated with faculty and staff in academic affairs and in student affairs to enhance communication and collaborative efforts to support student success at all levels.

Key Achievements:

- Increased student retention and graduation rates by 5.5% and 9%, respectively, over a three-year period
- Enhanced faculty involvement in and commitment to student success efforts
- Trained 60 faculty to serve as Core Advisors for first- and second-year students to support them in their transition to college, both socially and academically
- Created learning communities for all first-year students
- Bridged resources and fostered collaboration across academic and student affairs faculty and staff to support student success
- Trained student Resident Assistants on student success programs so that they could support first-year students in an informed manner
- Established Signing Day for second-year students, a new university tradition when students formally declare their major
- Refined the process by which first-year students registered for classes
- Created new strategies to identify and work with students at risk

Chair, Department of Psychology, Christopher Newport University (May 2009-May 2010)

Responsibilities: Managed and oversaw the Department of Psychology, comprising sixteen faculty and 450 students. Conducted annual review of departmental faculty and our administrative assistant. Collaborated with faculty to create the department schedule and to refine the curriculum. Resolved student concerns, including scheduling issues and grade appeals.

Key Achievements:

- Refined curricular requirements to facilitate students' time to degree and registration
- Successfully led two tenure-track reviews, one promotion and tenure review, and one post-tenure review

- Initiated the Department of Psychology's inclusion in the new Integrated Science Center and participated in initial planning for the new building
- Managed the departmental resources, including \$50,000 budget for expenditures

Additional Experience

Professor of Psychology: Christopher Newport University, Assistant Professor 2004 (January) - 2006, Associate Professor 2006 - 2009, Professor August 2012 - Present

- Committee service included: Student Success Committee; Faculty Senate, including Senate Executive Committee and Vice-President; Retention Planning Team; Chair of the Search Committee for the inaugural Dean of Natural and Behavioral Sciences; Co-captain for the Faculty/Staff Campaign; Phi Beta Kappa Committee, including member of the Writing Committee for the University's application; Academic Status Committee; Undergraduate Degrees Committee; Undergraduate and Graduate Research Council
- Community service included: Smart Beginnings Virginia Peninsula, Board of Directors; Evaluator for the Governor's School Mentorship Presentations; Head Judge for the Tidewater Science Fair
- Editorial Board Member, *Journal of Experimental Child Psychology*, Since January, 2020
- Supervision of undergraduate research projects included 20 student-led presentations at local and regional conferences

Associate Professor of Psychology: Idaho State University, Assistant Professor 1997-2002, Associate Professor 2002-2003 (December)

- Grant awards included \$25,698 in internally funded grants
- Committee service included: Academic Standards Council, Dean's Promotion and Tenure Advisory Committee; Humanities and Social Sciences Research Grant Committee; Undergraduate Self-Study Committee; Committee for the Accreditation of the Clinical PhD Program; Thesis committees across the departments of Psychology, Education, Counseling, and Physical Therapy
- Community service included working as a CASA volunteer and providing a CASA in-service presentation on methamphetamine addiction
- Manuscript reviews included: *Cognitive Development* and *Journal of Cross-cultural Psychology*
- Professional service included: Child Development Consultant for Idaho State University's Early Learning Center
- Supervision of graduate research projects included one dissertation and three theses as well as several thesis and dissertation committees

Professional Education and Affiliations

HERS Next Stages Next Steps Workshop, 2019

HERS Denver Summer Leadership Institute, 2015

The Virginia Network for Women in Higher Education of the American Council on Education, Senior Leadership Seminar for Women Administrators, 2015-2016

Omicron Delta Kappa, Inducted 2014

Member, Council of Colleges of Arts and Sciences

Member, American Conference of Academic Deans

Member, Society for Research in Child Development

Member, Cognitive Development Society

Member, Association for Psychological Science

Commitment to Enhancing Diversity and Inclusivity

Committed to fostering a diverse and inclusive environment for faculty, staff, and students to optimize learning and personal growth. Growth includes an emphasis on self-reflection and encourages continuous learning about self and others. Dedicated to ensuring values of diversity and inclusivity permeate throughout all we do within the college.

Co-PI, NSF ADVANCE Catalyst Grant Proposal, *Self-assessment to establish equity among STEM faculty at public liberal arts institution*, Under Review

Hampton Diversity College, Completed Levels I, II, and III certificates

Advancing Diversity & Inclusivity through Multilevel Strategic Leadership, November 2018

21 Day Racial Equity Habit Building Challenge, January-February 2019

Trust Building in a Diverse World, January 2019

Diversity Deep Dives: Microaggressions, March 2019

Diversity Deep Dives: Religious & Spiritual Diversity in the Workplace, September 2019

Supporting the Mental & Emotional Health of Marginalized Students, October 2019

DEI and COVID-19: Implications and Strategies for Institutional Response, April 2020

Publications

Book chapters:

Cartwright, K. B., & Guajardo, N. R. (2015). The role of hot and cool executive functions in pre-reader comprehension. In A. DeBruin-Parecki, A. van Kleeck, & S. Gear (Eds.), *Developing early comprehension: Laying the foundation for reading success*. Brookes Publishing.

Articles in peer-reviewed journals (* denotes a student co-author):

Nixon, B.*, & Guajardo, N. R. (2002) The digital chameleon: Factors affecting perceptions of convergence in computer-mediated communication. *Journal of Language and Social Psychology*. Advanced online publication. <https://doi.org/10.1177/0261927X221146143>

Guajardo, N. R., Nixon, B.*, Royster, L.*, & Roccato, R.* (2022). The roles of behavioral and affective cues and theory of mind in children's trait attributions. *Journal of Experimental Child Psychology*, 222, 1-19.

Weimer, A. A., Warnell, K. R., Ettekal, I., Cartwright, K. B., Guajardo, N. R., & Liew, J. (2021). Correlates and antecedents of theory of mind development during middle childhood and adolescence. *Developmental Review*, 59, 100945.

Guajardo, N. R., McNally, L.*, & Wright, A.* (2016). Children's spontaneous counterfactuals: The effects of outcome valence, outcome expectancy, and cognitive flexibility. *Journal of Experimental Child Psychology*, 146, 79-94.

Guajardo, N. R., & Cartwright, K. B. (2016). The contribution of theory of mind, counterfactual reasoning, and executive function to pre-readers' language comprehension and later reading awareness and comprehension in elementary school. *Journal of Experimental Child Psychology*, 144, 27-45.

Guajardo, N. R., Petersen, R.*, & Marshall, T. R. (2013). The role of explanation and feedback: A microgenetic analysis of false belief understanding. *Journal of Genetic Psychology: Research and Theory on Human Development*, 174 (3), 225-252.

- Lee, S. A., & **Guajardo, N. R.** (2011). Affect intensity and alexithymia differentially influence the relationship between neuroticism and depressive symptomatology among college students. *Personality and Individual Differences, 50* (5), 646-650.
- Drayton, S. *, Turley-Ames, K. J., & **Guajardo, N. R.** (2011). Counterfactual thinking and false belief: the role of executive function. *Journal of Experimental Child Psychology, 108*, 532-548.
- Lee, S. A., **Guajardo, N. R.**, Short, S. D.*, & King, W.* (2010). Individual differences in ocular level empathic accuracy ability: The predictive power of fantasy empathy. *Personality and Individual Differences, 49*, 68-71.
- Guajardo, N. R.**, Parker, J. *, & Turley-Ames, K. J. (2009). Associations among false belief understanding, counterfactual reasoning, and executive function. *British Journal of Developmental Psychology, 27*, 681-702.
- Guajardo, N. R.**, Snyder, G., & Cutler, R. (2009). Relationships among parenting practices, parental stress, child behavior, and children's social cognitive development. *Infant and Child Development, 18*, 37-60.
- Weimer, A. A., & **Guajardo, N. R.** (2005). Theory of mind, emotion understanding, and social skills among Head Start and non-Head Start children. *Early Education and Development, 16* (3), 341-366.
- Guajardo, N. R.**, & Turley-Ames, K. J. (2004). Preschoolers' generation of different types of counterfactual statements and theory of mind understanding. *Cognitive Development, 19*, 53-80.
- Guajardo, N. R.**, & Watson, A. C. (2002). Narrative discourse and theory of mind development. *The Journal of Genetic Psychology, 163*, 305-325.
- Watson, A. C., & **Guajardo, N. R.** (2000). Talking about pretending: Young children's explicit understanding of representation. *Child Study Journal, 30*, 127-141.
- Guajardo, N. R.**, & Best, D. L. (2000). Do preschoolers remember what to do? Reinforcement, incentive, and external cues in prospective memory. *Cognitive Development, 15*, 75-97.
- Best, D. L., & **Ruther, N. M.** (1994). Cross-cultural themes in developmental psychology: An examination of texts, handbooks, and reviews. *Journal of Cross-Cultural Psychology, 25*, 54-77.
- Ruther, N. M.**, & Richman, C. L. (1993). The relationship between mothers' eating restraint and their children's attitudes and behaviors. *Bulletin of the Psychonomic Society, 31*, 217-220.

Work in Progress

- Cartwright, K. B., & **Guajardo, N. R.** *Relations of hot and cool executive functions to health literacy and reading comprehension.* Data analysis in progress.

Grants

- Guajardo, N. R.,** Rollings, L., & Dickerson, V. (Under Review) NSF ADVANCE Catalyst Grant Proposal, *Self-assessment to establish equity among STEM faculty at a public liberal arts institution.*
- Guajardo, N. R.** (Summer, 2007). *Teaching workshop on research in developmental science.* Dean's Office Grant, Christopher Newport University (\$800).
- Guajardo, N. R.** (Fall, 2006). *Programmatic study of counterfactual reasoning during early Childhood.* Dean's Office Grant, Christopher Newport University (Course Release).
- Guajardo, N. R.** (Summer, 2005). *Manuscript preparation: The role of marital quality, marital conflict, and parenting practice in theory of mind development.* Dean's Office Summer Grant, Christopher Newport University (\$2000).
- Guajardo, N. R.** (2002). *The role of marital quality, marital conflict, and parenting practices in theory of mind development.* Grant funded by the Faculty Research Committee, Idaho State University (\$4,489).
- Guajardo, N. R.,** & Dehle, C. M. (2000). *The role of parental communication in children's understanding of emotion and theory of mind.* Grant funded by the Humanities/Social Sciences Research Committee, Idaho State University (\$21,209.00).

Conference Presentations

Peer reviewed submissions

- Guajardo, N. R.,** Nixon, B., D'Souza, I., Waddy, T., Vioral, E., Mills, E., & Hunter., L. (2021, April). *The roles of behavior, affect, and theory of mind in trait attributions.* Poster presented at the biennial meeting of the Society for Research in Child Development. <https://srcd21biennial.vfairs.com/>
- Guajardo, N. R.,** Cartwright, K. B., Royster, L., Woodrum, K., & Roccato, R. (2017, October). *Executive function and theory of mind as predictors of reading expressiveness.* Poster presented at the biennial meeting of the Cognitive Development Society. Portland, OR.
- Cartwright, K. B., **Guajardo, N. R.,** Lopez, E., Hoyes, A. Horst., K., Smith, B., Dewey, K., & Banks, N. (2017, April). *Executive functions contribute to health literacy in emerging adults.* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Lopez, E., Horst, K. V., Smith, B., Banks, N., Welsh, E., Hoyes, A., Dewey, K., **Guajardo, N. R.,** & Cartwright, K. B. (2017, February). *Contributions of executive function and theory of mind to reading comprehension in university students.* Poster presented at the Eastern Educational Research Association, Richmond, VA.
- Guajardo, N. R.** (2014, December). Chair, *The Role of Hot and Cool Executive Functions in the Development of Comprehension.* Paper symposium presented at the annual meeting of the Literacy Research Society. Marco Island, Florida.

- Guajardo, N. R., & Cartwright, K. B.** (2014, December). *The Contribution of Hot and Cool EF to Pre-Readers' Narrative Comprehension and Later Reading Comprehension in Elementary School*. Paper presented at the annual meeting of the Literacy Research Society. Marco Island, Florida.
- Guajardo, N. R., Turley-Ames, K. J., & Pham, A.** (2013, April). *Executive Function and Counterfactual Reasoning: All Counterfactual Tasks are not the Same*. Poster presented at the biennial meeting of the Society for Research in Child Development. Seattle, Washington.
- Beck, S., & **Guajardo, N. R.** (2011, March/April). Chairs, *Executive Control and Complex Cognition*. Paper symposium presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- Cartwright, K. B., & **Guajardo, N. R.** (2011, March/April). *A Longitudinal Study of the Role of Theory of Mind in Elementary Students' Metacognition and Reading Comprehension*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- Guajardo, N. R.** (2011, March/April). *The Role of Cognitive Flexibility in Preschool and Elementary School Children's Counterfactual Reasoning*. Paper presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- Guajardo, N. R., Birkeland, C., & Philyaw, C.** (2011, March/April). *The Effects of Outcome Valence and Expectancy on Children's Spontaneous Counterfactual Reasoning*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- Philyaw, C. J., Birkeland, C., & **Guajardo, N. R.,** (2011, March). *Does Cognitive Flexibility Predict Counterfactual Reasoning?* Poster presented at the annual meeting of the Eastern Psychological Association, Boston, MA.
- Guajardo, N. R., Berry, T. IV, & King, W.** (2010, May). *An Examination of Adult Theory of Mind Assessments and Individual Differences*. Poster presented at the meeting of the Association for Psychology Science, Boston, MA.
- Guajardo, N. R., Betts, C., & Otter, E.** (2009, April). *The effects of outcome valence and expectancy on children's spontaneous generation of counterfactuals*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver, CO.
- Drayton, S. D., Turley-Ames, K. J., & **Guajardo, N. R.** (2009, April). *Counterfactual thinking and theory of mind: the role of executive function*. Poster to be presented at the biennial meeting of the Society for Research in Child Development. Denver, CO.
- Guajardo, N. R., Betts, L., Sanzi, M., & Hammell, S.** (2008, April). *Children's spontaneous counterfactuals: Do outcome valence and expectancy matter?* Paper presented at the biennial meeting of the Conference on Human Development. Indianapolis, IN.
- Marshall, T., & **Guajardo, N. R.** (2008, April). *Adult theory of mind and emotion regulation*. Poster presented at the biennial meeting of the Conference on Human Development. Indianapolis, IN.
- Petersen, R., **Guajardo, N. R., & Marshall, T. R.** (2007, March). *A microgenetic analysis of theory of mind development*. Poster to be presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

- Parker, J., & **Guajardo, N. R.** (2007, March). *Examining relationships among theory of mind, attribution style, and intimacy*. Poster to be presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- Velkey, A.J., Atkinson, R., Bartels, B., **Guajardo, N.**, Reimer, M., Underwood, L., & Reddick, K. (2006, October). *Great transformations: Achieving excellent research-rich education for all undergraduate students*. Poster presented at the annual Project Kaleidoscope F21 National Assembly, Chicago, IL.
- Velkey, A.J., Atkinson, R., Bartels, B., **Guajardo, N.**, Reimer, M., Underwood, L., & Reddick, K. (2006, November). *Great transformations: Achieving excellent research-rich education for all undergraduate students*. Poster presented at the annual meeting of Sigma Xi, the Scientific Research Society, Detroit, MI.
- Guajardo, N. R.**, Parker, J., & Wignall, J. (2006, March). *Associations among information processing skills, counterfactual thinking, and theory of mind*. Paper presented at the Annual Meeting of the Eastern Psychological Association. Baltimore, MD.
- Guajardo, N. R.**, Parker, J., Christman, J., & Bartley, T. (2006, March). *Preschoolers' generation of different types of counterfactual statements*. Poster presented at the Annual Meeting of the Eastern Psychological Association. Baltimore, MD.
- Guajardo, N. R.**, Snyder, G., Cutler, R., Elkington, K., & Gibson, L. (2005, April). *Parental behaviors as predictors of children's social cognitive performance*. Poster presented at the meeting of the Society for Research in Child Development. Atlanta, GA.
- Snyder, G., **Guajardo, N. R.**, & Cutler, R. (2005, April). *The impact of child misbehavior and parenting on theory of mind performance*. Poster presented at the meeting of the Society for Research in Child Development. Atlanta, GA.
- Cutler, R., & **Guajardo, N. R.** (2005, April). *A microgenetic look at theory of mind*. Poster presented at the meeting of the Society for Research in Child Development. Atlanta, GA.
- Clark, A., Dehle, C., Roberts, V., **Guajardo, N. R.**, & Larsen, D. (2004, November). *Attributions and marital functioning: Associations among attributional statements, attributional styles, communication style, and marital quality*. Poster presented at the meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Snyder, G. S., **Guajardo, N. R.**, Cutler, R. & Owens, R. (2004, November). *Psychometric properties and concurrent validity of the parenting scale in a community sample*. Poster presented at the meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Snyder, G. S., **Guajardo, N. R.**, Cutler, R., & Elkington, K. (2004, November). *Boys will be boys: The differing relationship of child deviance and parenting practices on children's social cognitive development*. Poster presented at the meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Guajardo, N. R.**, Snyder, G., Cutler, R., Elkington, K., & Drayton, S. (2004, April). *Relationships among parental stress, marital satisfaction, and children's theory of mind and emotion understanding*. Poster presented at the Conference on Human Development, Washington, D.C.

- Guajardo, N. R.,** Dehle, C., Weimer, A., Cutler, R., Clark, A., Snyder, G., & Larsen, D. (2002, April). *Marital quality, theory of mind, and emotion understanding*. Poster presented at the meeting of the Society for Research in Child Development. Tampa, FL.
- Nash, H. M., **Guajardo, N. R.,** & Culp, R. (2002, November). *A micro-level analysis of training effects on preschool children's understanding of theory of mind, social interaction, and conservation*. Poster presented at the meeting of the Association for the Advancement of Behavior Therapy, Reno, NV.
- Thomas, B., Roberts, M., **Guajardo, N.,** & Jamison, H. (2002, November). *The sibling conflict resolution scale*. Poster presented at the meeting of the Association for the Advancement of Behavior Therapy, Reno, NV.
- Guajardo, N. R.,** Dehle, C. M., Larsen, D., Miera, A., Cutler, R., & Morrison, A. (2002, April). *Parents' interactions styles and children's theory of mind development*. Poster presented at the biennial Conference on Human Development, Charlotte, NC.
- Thomas, B., Jamison, H., Roberts, M., & **Guajardo, N. R.** (2001, November). *The effects of child sex on conflict within sibling dyads*. Poster to be presented at the meeting of the Association for the Advancement of Behavior Therapy, Philadelphia, PA.
- Guajardo, N. R.,** Langenwalter, C., & Schlader, K. (2001, April). *Narrative discourse and theory of mind development*. Poster presented at the meeting of the Society for Research in Child Development, Minneapolis, MN.
- Guajardo, N. R.,** & Turley-Ames, K. J. (2001, April). Theory of mind and counterfactual thinking: Mutating the antecedent vs. the consequent. In R. Guttentag, & E. Amsel (Chairs), *Children's counterfactual thinking: Its nature, development, and consequences*. Symposium conducted at the meeting of the Society for Research in Child Development, Minneapolis, NM.
- Nash, H. M., & **Guajardo, N. R.** (2000, November). *The effects of social skills training Versus training to task upon young children's theory of mind performance*. Poster presented at the meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Guajardo, N. R.** (1999, April). *Discourse as a cause of theory of mind development*. Poster presented at the meeting of the Society for Research in Child Development, Albuquerque, NM.
- Guajardo, N. R.,** & Turley-Ames, K. J. (1999, April). Social cognitive development: Theory of mind and counterfactual thinking. In K. E. Phelps (Chair), *Social cognition and young children's understanding of the mind*. Symposium conducted at the meeting of the Society for Research in Child Development, Albuquerque, NM.
- Guajardo, N. R.** (1998, March). Increased exposure to narrative as a mechanism of change In theory of mind. In A. W. O'Reilly (Chair), *Individual differences in mindreading and correlates in the social domain*. Symposium conducted at the meeting of the Southwestern Society for Research in Human Development, Galveston, Texas.

Ruther, N. M. (1997, May). Increased exposure to narrative as a mechanism of change in Theory of mind development. In A. W. O'Reilly (Chair), *Developing a theory of mind: How children change from being behavior analysts to mentalists*. Symposium conducted at the meeting of the Association for Behavior Analysis, Chicago, Illinois.

Ruther, N. M. (1997, April). *Mental references in children's story books*. Poster presented at the meeting of the Society for Research in Child Development, Washington, D.C.

Shaw, R. J., Huang, W., **Ruther, N. M.**, Laumann, L. L., Keefover, R. W., & Rankin, E. D. (1996, April). *Characteristics of free recall in normal aging and Alzheimer's disease*. Paper presented at the Cognitive Aging Conference, Atlanta, Georgia.

Ruther, N. M., & O'Reilly, A. W. (1995, March). *Children's understanding of the role of knowledge and mental representation in pretense*. Poster presented at the meeting of the Society for Research in Child Development, Indianapolis, IN.

Best, D. L., Slawinski, J. L., Tchividjian, L. F., Bachrach, P. S., & **Ruther, N. M.** (1994, July). *Misattributions about memory performance: A developmental perspective*. Paper presented at the Practical Aspects of Memory Conference, College Park, MD.

Ruther, N. M., & Best, D. L. (1994, April). *Prospective memory performance of preschoolers*. Paper presented at the Conference on Human Development, Pittsburgh, PA.

Ruther, N. M., & Best, D. L. (1993, March). *Development of prospective memory in preschoolers*. Paper presented at the meeting of the Southeastern Psychological Association, Atlanta, GA.

Best, D. L., & **Ruther, N. M.** (1992, February). *Cross-cultural themes in developmental psychology*. Paper presented at the meeting of the Society for Cross-Cultural Research, Santa Fe, NM.

Ruther, N. M., & Richman, C. L. (1992, March). *Mothers' eating restraint and their children's attitudes and behaviors*. Poster presented at the meeting of the Southeastern Psychological Association, Knoxville, TN.

Unreviewed submissions

Guajardo, N. R., Pham, A., Royster, L., Woodrum, K., & Roccato, R. (2013, October). *Preschoolers' trait attributions: The roles of theory of mind and behavioral and affective cues*. Poster presented at the biennial meeting of the Cognitive Development Society. Memphis, TN.

Guajardo, N. R., Parker, J., Hallett, K., Wignall, J., Silvent, J., & Turley-Ames, K. J. (2005, October). *An examination of associations among physical counterfactuals, social counterfactuals, and theory of mind performance*. Poster presented at the biennial meeting of the Cognitive Development Society. San Diego, CA.

Guajardo, N. R. (2005, August). *Parents' interaction and discipline styles as predictors of their children's social-cognitive development*. Paper presented at The University Faculty Conference on Teaching, Scholarship, Research, and Learning. Christopher Newport University, Newport News, VA.

Guajardo, N. R., Snyder, G., Cutler, R., & Elkington, K. (2003, October). *Parenting practices, parenting stress, and children's social cognitive development*. Poster presented at the meeting of the Cognitive Development Society. Park City, UT.

Guajardo, N. R., & Watson, A. C. (1999, October). *Theoretical considerations of training effects on theory of mind development*. Poster presented at the meeting of the Cognitive Development Society, Chapel Hill, NC.

Invited Presentations

Guajardo, N. R. (2010, November). *I know what you are thinking: Children's understanding of mental states*. Paper presented at the Tidewater Association for Early Childhood Education. Newport News, Va.

Guajardo, N. R. (2010, February). *Becoming a mindreader: the importance of inferring others' thoughts*. Department of Psychology Colloquium Series, Christopher Newport University.

Guajardo, N. R. (2009, July). *Cognitive development and perspective taking*. Presentation to a class at the Governor's School, Christopher Newport University.

Guajardo, N. R., & Parker, J. (2006, March). *An examination of Information processing skills and preschoolers' social cognitive development*. Presentation for the Faculty-Student Research Presentations sponsored by the Undergraduate and Graduate Research Committee. Christopher Newport University.

Guajardo, N. R. (2006, March). *Understanding and supporting memory performance in late adulthood: A workshop for professionals*. Paper presented at the Forum on Aging, Christopher Newport University.

Guajardo, N. R. (2005, January). *Considering alternatives to reality: Theory of mind and counterfactual thinking*. Presentation as part of the Distinguished Alumnae Colloquium Series, West Virginia University.

Guajardo, N. R. (2004, February). *Theory of mind development*. Presentation to Early Childhood Development class.

Guajardo, N. R. (2004, January). *Do you know what I know? Children's understanding of the mental world*. Presentation at BS Talks, Psychology Department at Christopher Newport University.

Guajardo, N. R. (2003, September). *Do you know what I know? Children's understanding of the mental world*. Presentation at Idaho State University College of Arts & Sciences' ISU Weekend. Invited by Dean Dick Pratt to present.

Guajardo, N. R. (2001, September; 2002, November). *Cognitive performance in late adulthood*. Presentation to the Idaho State University Physical Therapy Program. Pocatello, ID.

Guajardo, N. R. (2000, November). *Cognitive and social-emotional functioning in late adulthood*. Presentation to the Idaho State University Physical Therapy Program. Pocatello, ID.

- Guajardo, N. R., & Nash, H. M.** (2000, April). *What are you thinking?: Children's understanding of their own and others' thoughts and feelings*. Invited presentation at the Early Childhood Conference, Pocatello, ID.
- Guajardo, N. R.** (1999, December). *Development of attachment relationships*. Invited presentation to Bright Tomorrows: A community outreach to stop child abuse.
- Guajardo, N. R.** (1999, April). *Cognitive performance in late adulthood*. Presentation to the Idaho State University Physical Therapy Program. Pocatello, ID.
- Guajardo, N. R.** (1998, April). *Reactive attachment disorder: Background and current status*. Invited presentation to School District 25 school counselors and psychologists.
- Guajardo, N. R.** (1997, September). *Social cognitive processes of a typical 9-year-old*. "Brown Bag" presentation to the clinical faculty and doctoral students, Idaho State University.

Recent Mentored Undergraduate Student Conference Presentations

- Nixon, B., & **Guajardo, N.** (2021, May). *The digital chameleon: Mimicry and empathy in computer mediated communications*. [Poster presentation]. UCLA Psychology Undergraduate Research Conference.
- Nixon, B., & **Guajardo, N.** (2020, October 23). *Effects of mindset priming and technology on theory of mind performance* [Elevator pitch]. Mid-Atlantic Regional Conference of Undergraduate Scholarship.
- Azzam, N., McGovern, E., Smith, B., Banks, N., Dewey, K., Cartwright, K. B. & **Guajardo, N. R.** (2018, April). *The contribution of autism traits to reading comprehension in university students*. Poster presented at Paideia, 17th Annual Conference for Student Research, Christopher Newport University, Newport News, VA.
- Banks, N., Barnes, C., Dewey, K., Smith, B., Cartwright, K. B., & **Guajardo, N. R.** (2018, April). *Hot and cool executive functioning in university students' skilled and less skilled reading comprehension*. Poster presented at Paideia, 17th Annual Conference for Student Research, Christopher Newport University, Newport News, VA.
- Banks, N., Razavi, S., Payne, S., Smith, B., Dewey, K., Cartwright, K. B., & **Guajardo, N. R.** (2017, November). *The contribution of executive functions to health literacy in university students*. Poster presented at the Tidewater Sigma Xi Student Poster Competition, Newport News, Virginia.
- Dewey, K., Wakilpoor, S., Schaaf, L., Banks, N., Smith, B., Cartwright, K. B., & **Guajardo, N. R.** (2017, November). *Hot and cool executive skills in adults with good and poor reading comprehension*. Poster presented at the Tidewater Sigma Xi Student Poster Competition, Newport News, Virginia.
- Payne, S., Schaaf, L., Banks, N., Smith, B., Dewey, K., Cartwright, K. B., & **Guajardo, N. R.** (2018, April). *The relation of executive functioning to health literacy in emerging adults*. Poster presented at Paideia, 17th Annual Conference for Student Research, Christopher Newport University, Newport News, VA.

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- Smith, B., Azzam, N., Monahan, E., Knowles, E., Banks, N., Dewey, K., Cartwright, K. B., & **Guajardo, N. R.** (2017, November). *The relation of autism traits to reading comprehension in university students*. Poster presented at the Tidewater Sigma Xi Student Poster Competition, Newport News, Virginia.
- Rowland, S., Hoyes, A., Natale, O., Welsh, M., Bentivegna, C., Cartwright, K. B., & **Guajardo, N. R.** (2015, April). *The role of hot and cool executive skills in adults' reading comprehension and health literacy*. Poster presented at Paideia, 14th Annual Undergraduate and Graduate Research Conference, Christopher Newport University, Newport News, VA.
- Pham, A. (April, 2013). *An Examination of Behavioral Cues and Theory of Mind Understanding in Preschoolers' Trait Attributions*. Poster presented at Paideia, 12th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.
- Pham, A., & Woodrum, K. (October, 2012). *The role of theory of mind and behavioral cues in young children's trait attributions*. Poster presented at the annual Mid-Atlantic Regional Conference of Undergraduate Scholarship, Sweet Briar College.
- Roccatto, R., & Soto, A. (April, 2012). *The effect of theory of mind on trait attributions of preschoolers*. Paper presented at Paideia, 11th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.
- Philyaw, C., & Birkeland, C. (March, 2011). *Does cognitive flexibility predict counterfactual reasoning?* Paper presented at Paideia, 10th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.
- Royster, L., Soto, A., Roccatto, R. (March, 2011). *The role of behavior and display of affect in children's trait attributions*. Paper presented at Paideia, 10th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.
- Philyaw, C. (October, 2010). *Does cognitive flexibility predict counterfactual reasoning?* Poster presented at the Mideastern Regional Conference for Undergraduate Scholarship, Sweet Briar College.
- Frank, A., Philyaw, C., & Birkeland, C. (April, 2010). *Does cognitive flexibility predict counterfactual reasoning?* Poster presented at Paideia, 9th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.
- Wright, A., Soto, A., & Winstead, C. (April, 2010). *The effects of valence and outcome expectancy on the spontaneous generation of counterfactuals*. Paper presented at Paideia, 9th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.
- Barber, K. (April, 2009). *A personality approach to the theory of mind assessments in adulthood*. Paper presented at Paideia, 8th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.
- King, W. (April, 2009). *Relationships among various adult theory of mind measurements*. Paper presented at Paideia, 8th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.

Lewis, E., Coppage, E., & Philyaw, C. (April, 2009). *A longitudinal study of the role of theory of mind in metacognition and reading comprehension*. Paper presented at Paideia, 8th Annual Undergraduate and Graduate Research Conference at Christopher Newport University, Newport News, VA.

Barber, K., & Owens, K. (October, 2008). *The relation between theory of mind performance and personality characteristics in adulthood*. Paper presented at the Mideastern Regional Conference for Undergraduate Scholarship, Sweet Briar College, Newport News, VA.

King, W., & Barber, K. (October, 2008). *Interrelationships among theory of mind measures in adulthood*. Paper presented at the Mideastern Regional Conference for Undergraduate Scholarship, Sweet Briar University.

Reviewer Experience

Editorial Board, *Journal of Experimental Child Psychology*

Ad Hoc Reviewer:

British Journal of Developmental Psychology
Child Development
Cognition and Emotion
Cognitive Development
Developmental Psychology
Early Childhood Research Quarterly
Early Education and Development
Educational Psychology
Infant and Child Development
Journal of Cross-cultural Psychology
Social Development

Teaching Experience

Undergraduate Courses:

Introduction to Human Growth and Development I and II
Introductory Psychology; Investigating the Social Context of Behavior and Cognition
Introduction to Human Development
Child Development
Adult Development and Aging/Psychology of Adulthood
Research in Child Behavior
Psychology of Learning
Cognitive Development with a corresponding Lab
Senior Seminar: Social-cognitive Development; Theory of Mind Development
Senior Seminar: Designing Research about Theory of Mind
Seminar on Applying to Graduate School
Parent-Child Interactions from a Cross-Cultural Perspective
Independent Study in Psychology
Honors Seminar on “Mindreading” in Early Childhood and Adulthood

Graduate Courses:

Advanced Developmental Psychology

Honors and Awards

Saber Award, 2022, Award presented by student organization in recognition of supporting students beyond the classroom

Selected for Academic Keys Who's Who in Curriculum & Education, Higher Education, 2019

Omicron Delta Kappa

Most Valuable Person, CNU's Center for Career Planning, Summer 2011

Who's Who Among American Teachers & Educators, 2006-2007

Nominated for Professor of the Year, Christopher Newport University, Spring 2005

West Virginia University Distinguished Alumna, 2005

Phi Beta Kappa

References

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