

Kimberly Wright Cassidy
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UNIVERSITY P Interim President, Bryn Mawr College, July 2013-February 2014
Professor, Bryn Mawr College, 2007-present
Provost, Bryn Mawr College, 2007-2013
Chair, Department of Psychology, 2004-2007
Associate Professor, Bryn Mawr College, 2002-2007
Assistant Professor, Bryn Mawr College, 1998-2002
Lecturer, Bryn Mawr College, 1993-1998

EDUCATION:

Ph.D. University of Pennsylvania, 1993, Psychology
M.A. University of Pennsylvania, 1990, Psychology
M.S. Long Island University, 1989, Biology Education
B.A. Swarthmore College, 1985, with distinction in Psychology

National Institute of Health Grant: Principal Investigator on a project entitled, "Gender, Name Phonology and Children's Stereotypes," 2003-2007. Total Amount: \$144,660.

Cassidy, K.W. (2017, April 21). The college search: Where do I belong? Huffington Post. Retrieved from http://www.huffingtonpost.com/entry/the-college-search-where-do-i-belong_us_58fa0dfce4b0de26cfeae2f6

Cassidy, K.W. & Theobald, S. (2017). The Bryn Mawr College 360° program: Implementing high-impact educational practices. Liberal Education (journal of the Association of American Colleges and Universities), 103, 40-45.

Cassidy, K.W. (2017, February 24). Measuring a college's commitment to diversity. Huffington Post. Retrieved from http://www.huffingtonpost.com/entry/measuring-a-colleges-commitment-to-economic-diversity_us_58b0a314e4b0658fc20f94f0

Cassidy, K.W. (2017, January 20). When the marches are over, what will you do? Huffington Post. Retrieved from http://www.huffingtonpost.com/kimberly-cassidy/when-the-marches-are-over-what-will-you-do_us_589b0a314e4b0658fc20f94f0

Cassidy, K.W. (2015, Fall). Pairing the language flagship with liberal arts yields mutual benefits. Discourse, 3. Retrieved from https://thelanguageflagship.org/sites/default/files/Issue%2017%20Fall%202015%20FINAL_0.pdf

Cassidy, K.W. (2015, February 16). Letter to the editor. The New York Times. Retrieved from <https://www.nytimes.com/2015/02/16/opinion/getting-women-and-minorities-into-stem-fields.html>

Riggio, M. M. & Cassidy, K. W. (2009). Preschoolers' processing of false beliefs within the context of picture book reading. Early Education and Child Development, 20, 992-1015.

Papafragou, A., Cassidy, K. W. & Gleitman, L. R. (2007). When we think about thinking: The acquisition of belief verbs. Cognition, 105, 125-165.

Dalke, A., Cassidy, K. W., Grobstein, P. & Blank, D. (2007). Emergent pedagogy: Learning to enjoy the uncontrollable and make it productive. Journal of Educational Change, 8, 111-130.

Juliano, M., Werner, R. S. & Cassidy, K. W. (2006). The early correlates of preschool aggressive behavior according to type of aggression and measurement. Journal of Applied Developmental Psychology, 27, 395-410.

Werner, R. S., Cassidy, K. W. & Juliano, M. (2006). The role of social-cognitive abilities in preschoolers' aggressive behavior. British Journal of Developmental Psychology, 24, 775-799.

Cassidy, K. W. (2006). Gender differences in cognitive ability, attitudes and behavior. In D. Sadker & E. Silber (Eds.), Teaching and gender equity: Foundation, skills, methods and strategies. New Jersey: Lawrence Erlbaum.

Cassidy, K. W., Adamek-Griggs, R., Cosetti, M., Meier, V., Kelton, E., Richman, L., Stanhaus, H. (2005). Preschool children's understanding of conflicting desires. Journal of Cognition and Development, 6, 427-454.

Cassidy, K. W., Fineberg, D., Brown, K. & Perkins, A. (2005) Theory of mind may be contagious, but you don't catch it from your twin. Child Development, 76, 97-106.

Gleitman, L. R., Cassidy, K. W., Nappa, B., Papafragou, A. & Trueswell, J. C. (2005) Hard words. Language Learning and Development, 1, 23-64.

Cassidy, K. W., Werner, R. S., Rourke, M., Zubernis, L. S. & Balaraman, G. (2003). The relationship between psychological understanding and positive social behavior. Social Development, 12, 198-221.

- Royzman, E., Cassidy, K. W. & Baron, J. (2003). "I know, you know:" Epistemic egocentrism in children and adults. Review of General Psychology, 7, 38-65.
- Cassidy, K. W. & Cook-Sather, A. (2003). Putting the "social" back in "socially constructed": Revising the teaching of psychology as/in collaboration. Journal of Women and Minorities in Science and Engineering, 9, 35-51.
- Cassidy, K. W. & Kelly, M. H. (2001). Using phonology to infer grammatical class in vocabulary learning. Psychonomic Bulletin and Review, 8, 519-523.
- Cassidy, K. W., Kelly, M. H. & Sharoni, L. J. (1999). Inferring gender from name phonology. Journal of Experimental Psychology: General, 128, 1-20.
- Tepper, C. W. & Cassidy, K. W. (1999). Gender differences in emotional expression in children's literature. Sex Roles, 40, 265-280.
- Rourke, M., Wozniak, R. & Cassidy, K. W. (1999). Preschoolers' peer conflict behavior depends on the identity of their partners. Early Education and Child Development, 10, 209-227.
- Zubernis, L. S., Cassidy, K. W., Gillham, J. E., Jaycox, L. H. & Reivich, K. J. (1999). Prevention of depression symptoms in preadolescent children of divorce. Journal of Divorce and Remarriage, 30, 11-36.
- Cassidy, K. W. (1998). Are three-year-old children desire theorists? Cognition, 66, B1-B11.
- Cassidy, K. W. (1998). Preschoolers' use of desires to solve theory of mind problems. Developmental Psychology, 34, 503-511.
- Cassidy, K. W., Ball, L. V., Rourke, M. T., Werner, R. S., Feeny, N., Chu, J. Y., Lutz, D. J. & Perkins, A. (1998). Theory of mind concepts in children's literature. Applied Psycholinguistics, 19, 463-470.
- Cassidy, K. W., Chu, J. & Daahlgard, K. (1997). Preschoolers' ability to adopt justice and care orientations to moral dilemmas. Early Education and Development, 8, 419-434.
- Gleitman, H., Cassidy, K. W., Massey, C. & Schmidt, H. (1995). Instructor's manual. For H. Gleitman's Psychology (4th Edition). New York: W. W. Norton.
- Hirsh-Pasek, K., Goldman-Zakheim, M. & Cassidy, K. W. (1994). Children in a world of music. In H. Nuba, M. Searson, & D. L. Sheiman (Eds.), Resources for early childhood: A handbook. Boston: Houghton Mifflin.
- Cassidy, K. W. (1993). There's more to mental states than meets the inner "I". Peer commentary on Gopnik, A. (1993). How we know our minds: The illusion of first-person knowledge of intentionality. Behavioral and Brain Sciences, 16, 1-113.

Cassidy, K. W. & Kelly, M. H. (1991). Phonological information for grammatical category assignments. Journal of Memory and Language, 30, 348-369.

Kemler Nelson, D. G., Hirsh-Pasek, K., Jusczyk, P. W. & Cassidy, K.W. (1989). How the prosodic cues in motherese might assist language learning. Journal of Child Language, 16, 55-68.

Hirsh-Pasek, K., Kemler Nelson, D. G., Jusczyk, P. W., Cassidy, K. W., Druss, B. & Kennedy, L. (1987). Clauses are perceptual units for young infants. Cognition, 26, 269-286.

SELECTED PRESENTATIONS/PAPERS AT PROFESSIONAL MEETINGS:

Cassidy, K.W. (2018). Address. Shipley School Graduation. Bryn Mawr, Pennsylvania.

Cassidy, K.W. (2018). Educating global women leaders for tomorrow. NAFSA: Association of International Educators Annual Conference. Philadelphia, Pennsylvania.

Cassidy, K.W. (2018). Flagship language programs and liberal arts colleges. The Language Flagship Annual Meeting. Philadelphia, Pennsylvania.

Cassidy, K.W. (2018). Presentation. Posse Foundation STEM Summit: Diversity + STEM = X: Solving the Equation for Higher Education and the Workforce

- Cassidy, K.W. (2014). Technology-enabled education: enhancing faculty and student engagement in liberal arts colleges. Associated Colleges of the Midwest Conference. Chicago, Illinois.
- Cassidy, K.W. & Spohrer, J. (2014). What is blended learning and why does it matter? Blended Learning in the Liberal Arts Conference. Bryn Mawr, Pennsylvania.
- Cassidy, K.W., Helm, R., & Higdon-Topaz C. (2013). New online ventures by liberal arts colleges. Annapolis Group Conference. Annapolis, Maryland.
- Cassidy, K.W. & Spohrer, J. (2012). Blended learning in a liberal arts setting. Northeast Deans' Meeting. Northampton, Massachusetts.
- Cassidy, K.W. & Spohrer J. (2012). Going blended in intro STEM courses. Next Generation Learning Challenges Wave I Convening. Austin, Texas.
- Riggio, M. M. & Cassidy, K. W. (2009). Preschoolers' use of personality traits and gender stereotypes to predict behavior. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver, Colorado.
- Cassidy, K. W., Riggio, M. M. (2005). Name phonology activates gender stereotypes in preschool children. Poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, Georgia.
- Juliano, M. & Cassidy, K. W. (2005). Physical and relational aggression as they differentially relate to preschoolers' social cognitive abilities. Poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, Georgia.
- Cassidy, K. W. & Meyer, M. (2003). Toddlers' use of desire to predict others' behavior. Poster presented at the biennial meeting of the Society for Research in Child Development. Tampa, Florida.
- James, J. & Cassidy, K. W. (2003). Desire understanding versus false belief understanding in children with autistic-spectrum disorders. Poster presented at the biennial meeting of the Society for Research in Child Development. Tampa, Florida.
- Cassidy, K. W. (2001). The nature of preschool children's desire-based reasoning. Poster presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.
- Cassidy, K. W., Stetson, R. W., Rourke, M. & Zubernis, L. (2001). The relationship between psychological understanding and prosocial behavior in preschool children. Poster presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, Minnesota.

Ball, L. V., Cassidy, K. W. & Lalonde, C. (1999). Imaginary companions as vehicles for a dialogue between self and self: Adult reflections on the experience of having an imaginary companion. Poster presented at the annual meeting of the Jean Piaget Society. Mexico City, Mexico.

Stetson, R. W. & Cassidy, K. W. (1999). Understanding aggression in preschoolers: The role of social cognitive abilities and social functioning. Poster presented at the biennial meeting of the Society for Research in Child Development. Albuquerque, NM.

Ball, L. V., Cassidy, K. W. & Lalonde, C. (1998). Virtual research on imaginary companions: Using the internet to gather adult retrospective accounts of imaginary companions in childhood. Poster presented at the annual meeting of the Jean Piaget Society. Chicago, Illinois.

Cassidy, K. W. & Balaraman, G. (1997). Theory of mind ability in language delayed children. Poster presented at the biennial meeting of the Society for Research in Child Development. Washington, DC.

Stetson, R. W. & Cassidy, K. W. (1997). Children's psychological understanding and its relationship to social information processing. Poster presented at the biennial meeting of the Society for Research in Child Development. Washington, DC.

Cassidy, K. W. (1995). Use of a desire heuristic in a theory of mind task. Poster presented at the biennial meeting of the Society for Research in Child Development. Indianapolis, Indiana.

Ball, L. & Cassidy, K. W. (1995). Children's understanding of false belief in the context of picture books. Poster presented at the biennial meeting of the Society for Research in Child Development. Indianapolis, Indiana.

BROADCAST INTERVIEWS

Cassidy, K. W. (2016, September 30). Kim Cassidy: Executive Leaders Radio (B. Blackburn and J. Mack, Interviewers) [Audio file]. Retrieved from <http://www.executiveleadersradio.com/cassidy-kim-5307.aspx>

Cassidy, K. W. (2016, May 11). Interview by Tim Farley. *P.O.T.U.S. The Morning Briefing* [Radio broadcast]. New York: SiriusXM Radio.

INVITED COLLOQUIA:

Should we call her Lisa or Beth? The role of name phonology in the activation of gender stereotypes. Ursinus College, July, 2008.

Should we call her Lisa or Beth? The role of name phonology in the activation of gender stereotypes. Yale University, April, 2006.

External Honors Examiner, Swarthmore College, 1996, 1999, 2000, 2004. Areas:
Cognitive Psychology, Developmental Psychology.