Kimberly Wright Cassidy
July 2018

Office Address:
President's Office
Bryn Mawr College
101 North Merion Avenue
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UNIVERSITY POSITIONS:
President, Bryn Mawr College, February 2014-present
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

HONORS AND AWARDS:
Mary Patterson McPherson Award for Excellence, 2006
Mellon Trico Fellow, 2001-2002
Assistant Professor on the Rosalyn R. Schwartz Lectureship, 2000-2002
Phi Beta Kappa, Swarthmore College, 1985
Sigma Xi, Swarthmore College, 1984
Thomas B. McCabe Scholar, Swarthmore College, 1981-1985
May E. Parry Memorial Award, Swarthmore College, 1984-1985

GRANTS:
Andrew W. Mellon Foundation Grant: Principal Investigator on an institutional grant
entitled, "Developing a Liberal Arts Curriculum for the Digital Age," 2013-present.
Total Amount: $800,000

Next Generation Learning Challenge Grant from EDUCAUSE: Principal Investigator on
an institutional grant entitled, "Applying Blended Learning to Developmental and
Gatekeeper STEM Courses in a Liberal Arts College Environment," 2011-2012. Grant
also included 34 liberal arts college partners. Total Amount: $250,000.

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

Mellon Trico Fellowship: Co-Investigator with Debby Kemler Nelson on a project entitled, "Categorization of Artifacts in Children with Autism," 2001-2002. Total Amount: $5,000.

Harry Frank Guggenheim Foundation Grant: Principal Investigator on a project entitled, "The Relationships Between Theory of Mind, Social Information Processing and Aggression in Preschool Children," 1997-1998. Total Amount: $29,379.

Bryn Mawr College Faculty Research Grant, 1994-1997.

PUBLICATIONS:
Cassidy, K.W. (2018, July 17). Five things to do before your child leaves for college. Forbes. Retrieved from https://www.forbes.com/sites/kimcassidy/2018/07/17/five-things-to-do-before-your-child-leaves-for-college/#62caee2029d0

Cassidy, K.W. (2018, June 8). The swimsuit issue. Ms. Magazine. Retrieved from http://msmagazine.com/blog/2018/06/08/the-swimsuit-issue

Cassidy, K.W. (2018, May 29). Congress needs to follow the research and prioritize higher education. Forbes. Retrieved from https://www.forbes.com/sites/kimcassidy/2018/05/29/congress-needs-to-follow-the-research-and-prioritize-higher-education/#64072f175d42

Cook-Sather, A., Schlosser, J., Sweeney, A., Peterson, L., Cassidy, K.W. & Colon-Garcia, A. (2017). The pedagogical benefits of enacting positive psychology practices through a student-faculty partnership approach to academic development. International Journal for Academic Development. Retrieved from http://www.tandfonline.com/doi/full/10.1080/1360144X.2017.1401539

Cassidy, K.W. & Siesing, G. (2017). Taking a broader approach to solving the workforce's skills gap. Inside Higher Ed. Retrieved from https://www.insidehighered.com/views/2017/11/09/colleges-should-teach-technology-across-curriculum-essay

Cassidy, K.W. (2017, September 21). Finding the perfect college(s). Huffington Post. Retrieved from http://www.huffingtonpost.com/entry/59c2d789e4b0ffc2dedb5ac0

Cassidy, K.W. & Lindeborg, R. (2017). Community days of learning: Building capacity for challenging conversations. Diversity & Democracy (journal of the Association of American Colleges and Universities), 27-28.

Cassidy, K.W. (2017, June 2). Letter to the editor. The New York Times. Retrieved from https://www.nytimes.com/2017/06/02/opinion/from-bryn-mawr-college.html

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_b_14287646.html

Cassidy, K.W., Spohrer, J., & Lindeborg, R. (2017). Disrupting assumptions: e-learning at liberal-arts colleges. Trusteeship (journal of the Association of Governing Boards of Universities and Colleges), 30-35.

Cassidy, K.W. (2016, September 8). Creating a great college experience. Huffington Post. Retrieved from http://www.huffingtonpost.com/kimberly-cassidy/creating-a-great-college_b_11908920.html

Cassidy, K.W. (2016, August 8). Preparing the next generation of engaged voters. Huffington Post. Retrieved from http://www.huffingtonpost.com/kimberly-cassidy/preparing-the-next-genera_b_11388344.html

Cassidy, K.W. (2016, June 29). The visit every female college applicant should make. Huffington Post. Retrieved from http://www.huffingtonpost.com/kimberly-cassidy/the-visit-every-female-co_b_10735810.html

Cassidy, K.W. (2016, May 31). After the protests: What's next in the quest for true campus diversity? Huffington Post. Retrieved from http://www.huffingtonpost.com/kimberly-cassidy/after-the-protests-whats_b_10220664.html

Cassidy, K.W. (2016, May 9). Where women thrive in STEM. U.S. News & World Report. Retrieved from https://www.usnews.com/opinion/articles/2016-05-09/womens-colleges-can-close-the-stem-gender-gap

Cassidy, K.W. (2016, April 20). Why current college measures fail today's students. Huffington Post. Retrieved from http://www.huffingtonpost.com/kimberly-cassidy/why-current-college-measu_b_9740436.html

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. & Daahlsgard, 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. <u>Journal of Memory and Language</u>, <u>30</u>, 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. <u>Journal of Child Language</u>, <u>16</u>, 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. <u>Cognition</u>, <u>26</u>, 269-286.

<u>SELECTED PRESENTATIONS/PAPERS AT PROFESSIONAL MEETINGS</u>:
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. New York, New York.

Cassidy, K.W. (2017) Liberal arts sector perspective on educational technology, digital competencies, and the distinctive value of liberal arts education for work in the digital future. EDUCAUSE Board meeting. Philadelphia, Pennsylvania.

Cassidy, K.W. (2017) What inspires us to become better teachers and learners? Shipley School Faculty Workshop. Bryn Mawr, Pennsylvania.

Cassidy, K.W. (2017). Policy: Accreditation, financial aid and more. 2017 Online Learning Summit. Cambridge, Massachusetts.

Cassidy, K.W. (2017). Institutional advancement and philanthropy: Challenges and opportunities. Women's College Coalition Annual Conference. Decatur, Georgia.

Cassidy, K.W. (2015). Online learning: Shaping the future of higher education on and off campus. Harvard University Summit on the Future of Higher Education. Cambridge, Massachusetts.

Cassidy, K.W. (2015). Progress on the gender front in STEM. U.S. News & World Report STEM Solutions Summit. San Diego, California.

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.

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

Theory of mind goes to school: The relationship between theory of mind development and positive and negative social behavior in preschool. University of Delaware, October, 2001.

I want to go to the beach, but she doesn't: Preschool children's understanding of the desires of others. Swarthmore College, September, 2000.

Young children's understanding of desire. Institute for Research in Cognitive Science, University of Pennsylvania, April, 2000.

Children's use of desire in solving theory of mind problems. Penn State University, December, 1997.

The development of the child's theory of mind. Lehigh University Center for Cognitive Science, March, 1994.

The child's application of a belief-desire psychology. Rutgers Center for Cognitive Science, December, 1992.

PROFESSIONAL CERTIFICATIONS AND K-12 TEACHING EXPERIENCE:
                          Secondary and Elementary Level
Elementary School Teacher, Friends Academy, 1985-1989. Taught Kindergarten (1 year), Fifth Grade (3 years) and Sixth Grade Science (3 years).
Secondary School Teacher, Friends Academy Summer School, 1986 and 1987. Taught Chemistry, Biology and Mathematics.

New York State Permanent Certification in Early Childhood Education, Elementary Education, Chemistry Grades 7-12, Biology Grades 7-12 and General Science Grades 7-12.

PROFESSIONAL ACTIVITIES:
Sarah Lawrence College, Board of Trustees, 2018 - present

Pennsylvania Consortium of Liberal Arts Colleges, Board Chair, 2018 - present, Executive Committee member, 2015 - 2018

Consortium on Financing Higher Education (COFHE), Board of Directors, 2017 - present

Tower Hill School, Board of Trustees, 2017 - present

Annapolis Group, Executive Committee member, 2015 - 2018

21st Century Partnership for Science, Technology, Engineering and Mathematics Education, Board of Directors, 2007-2013

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