

George J. Hollich: Abbreviated Curriculum Vitae

Contact Information

Department of Psychological Sciences, 703 Third Street,
Purdue University, West Lafayette, IN 47907-2004.

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Employment

2002 - 2008. Assistant Professor, Psychological Sciences, *Purdue University*.

2008 - present. Associate Professor, Psychological Sciences, *Purdue University*.

Education/Training

1991 – 1995. *Lebanon Valley College*, B.A., Psychology – Summa Cum Laude.

1994. *Carnegie Mellon University*, Summer Program, Mathematical Modeling.

1996 – 1999. *Temple University*, Ph.D., Cognitive Psychology, Advisor: K. Hirsh-Pasek.

1998. *Oxford University*, Summer Program, Connectionist Modeling.

1999 – 2002. *Johns Hopkins University*, Postdoctoral Fellow, Advisor: P. Jusczyk.

Selected Honors and Awards

1995. Anthony Neidig Collegiate Award, *Lebanon Valley College*.

1999. Marianth Georgoudi Dissertation Award, *Temple University*.

2006. Early Career Contribution Award, *International Society on Infant Studies*.

2007. Boyd McCandless Early Career Award, *American Psychological Association*.

2008. James C. Naylor Award for Teaching Excellence in Psychology.

Monograph

1. Hollich, G., Hirsh-Pasek, K., & Golinkoff, R. (2000). Breaking the language barrier: An emergentist coalition model of word learning. *Monographs of the Society for Research in Child Development*, 65 (3, Serial No. 262).

Peer-Reviewed Journal Articles

2. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (1999). Trends and transitions in language development: Looking for the missing piece. *Developmental Neuropsychology*, 16, 139-162.
3. Seidl, A., Hollich, G., & Jusczyk, P. (2003). Infants' and toddlers' comprehension of subject and object wh-questions. *Infancy*, 4, 423-436.
4. Younger, B. A., Hollich, G., & Furrer, S. (2004). An emerging consensus: Younger and Cohen revisited. *Infancy*, 5, 209-216.
5. Hollich, G., Newman, R., & Jusczyk, P. (2005). Infants' use of synchronized visual information to separate streams of speech. *Child Development*, 76, 598-613.
6. Prince, C. G. & Hollich, G. (2005). Synching models with infants: A perceptual-level model of infant audio-visual synchrony detection. *Journal of Cognitive Systems Research*, 6, 205-228.

7. Hollich, G. (2006). Combining techniques to reveal emergent effects in infants' segmentation, word learning, and grammar. *Language & Speech*, 49 (1), 3-19.
8. Hollich, G., Golinkoff, R., & Hirsh-Pasek, K. (2007). Young children associate novel words with complex objects rather than salient parts. *Developmental Psychology*, 43, 1051-1061.
9. Hollich, G., & Prince, C. (2009). Comparing Infants' Preference for Correlated Audiovisual Speech with Signal-Level Computational Models. *Developmental Science*, 12, 379-387.
10. Gogate, L. & Hollich, G. (in press). Invariance detection within an interactive system: A perceptual gateway to language development. *Psychological Review*.
11. Schmale, R., Hollich, G. (in press). Contending with foreign accent variability in early lexical acquisition. *Journal of Child Language*.

Book Chapters and Conference Proceedings

1. Hollich, G., Hirsh-Pasek, K. & Golinkoff, R.M. (1998). Introducing the 3-D intermodal preferential looking paradigm: A new method to answer an age-old question. In C. Rovee-Collier (Ed.), *Advances in Infancy Research, Vol. 12* (pp. 355-373). Norwood, NJ: Ablex Publishing Co.
2. Arnold, K., Driscoll, K., Golinkoff, R., Hirsh-Pasek, K., Rocroi, C., Hollich, G., Hennon, E. (1999). The whole is greater than the sum of the parts: An investigation of the object scope principle. *Proceedings of the 24th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.
3. Golinkoff, R.M., Hirsh-Pasek, K., & Hollich, G. (1999). Emergent cues for early word learning. In B. MacWhinney (Ed.), *The Emergence of Language*. Mahwah, NJ: Lawrence Erlbaum Associates.
4. Hirsh-Pasek, K., Golinkoff, R., & Hollich, G. (2000). An emergentist coalition model for word learning: Mapping words to objects is a product of the interaction of multiple cues. In R.M. Golinkoff, K. Hirsh-Pasek, L. Bloom, L. Smith, A. Woodward, N. Akhtar, M. Tomasello, G. Hollich, *Becoming a Word Learner: A Debate on Lexical Acquisition*. New York, NY: Oxford University Press.
5. Hollich, G., Hirsh-Pasek, K., Tucker, M., & Golinkoff, R. (2000). A change is afoot: Emergentist thinking in language acquisition. In P.B. Anderson (Ed.) *Downward Causation*. Aarhus, Denmark: Aarhus University Press.
6. Hollich, G., Jusczyk, P., & Brent, M. (2001). How infants use the words they know to learn new words. *Proceedings of the 25th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.
7. Hollich, G., Jusczyk, P., & Luce, P. (2002). Lexical neighborhood effects in 17-month-old word learning. *Proceedings of the 26th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.
8. Seidl, A., & Hollich, G. (2002). Infants' and toddlers' comprehension of subject and object wh-questions. *Proceedings of the 26th Annual Boston University Conference on Language Development*. Boston, MA: Cascadilla Press.

9. Prince, C. G., Hollich, G., Helder, N. A., Mislivec, E. J., Salunke, S. & Memon, N. (2004). Taking synchrony seriously: A perceptual-level model of infant synchrony detection. *Proceedings of the Fourth Annual Workshop on Epigenetic Robotics*. Sweden: Lund University Cognitive Studies.
10. Hollich, G., & Houston, D. (2007). Language Development: From speech perception to first words. In A. Slater & M. Lewis (Eds.) *Introduction to Infant Development* (Second edition). New York, NY: Oxford University Press.
11. Bahrlick, L., & Hollich, G. (2008). Intermodal perception. In M. M. Haith & J. B. Benson (Eds.). *The Encyclopedia of Infant and Early Childhood Development, 2nd edition*. London: Elsevier Ltd.
12. Hollich., G. (in press). Perceptual Development: Speech Perception. In B. Goldstein (Ed.) *Encyclopedia of Perception*. New York: Sage Publications.
13. Hollich, G. (in press). Early Language. In G. Bremner & T. Wachs (Eds.) *Handbook of Infant Development*. New York: Blackwell.

Grants Received

2004. PI – Summer Research Grant, *Purdue Research Foundation*, \$7K.
 2005. PI – Research Incentive Grant, *Purdue Research Foundation*, \$1K.
 2006. PI – International Travel Grant, *Purdue Research Foundation*, \$1K.

Invited Addresses and Colloquia in Past 3 Years

1. Hollich, G. (2008, Feb). *Language-Learning From the Earliest Stages of Typical Development*. Invited Speaker, Developmental Psychology Brown Bag Series, University of Chicago.
2. Hollich, G. (2008, August). *Promoting Language and Early Literacy Development for Infants & Toddlers*. Invited Speaker, Infants and Toddlers Specialists of Indiana, 2008 Institute, West Lafayette, IN. (More than 100 attended).
3. Hollich, G. (2009, April). Challenges for Developmental Psychology Training Programs, 2009-2011. Invited Panelist, Directors of Training in Developmental Psychology session at Society for Research in Child Development, Denver, Co.
4. Hollich, G. (2010, August). *Promoting Language and Early Literacy Development for Infants & Toddlers*. Invited Speaker, Infants and Toddlers Specialists of Indiana, 2010 Institute, Indianapolis, IN. (More than 50 attended).

Papers Presented at Professional Meetings in Past 3 Years (* indicates primary advisor)

1. Hollich, G. & George, K. (2008, March) *Modification of the preferential looking paradigm to obtain individual differences*. International Conference on Infant Studies, Vancouver, Canada.
2. Kaganovich, N., Hollich, G. & Weber-Fox, C. (2009, March). *Audio-visual synchrony enhances working memory update*. Annual Meeting of the Cognitive Neuroscience Society, San Francisco, CA.

ADDENDUM

Dissertations and Thesis directed:

Ph.D.

1. Schmale, R. (2008, August). The role of variability in voice and foreign accent in the development of early word representations.

Masters

2. Schmale, R. (2006, December). 26-month-old's use of word order to learn new adjectives.
3. Pope, S. (2008, May). Infant detection of audiovisual synchrony in continuous speech.
4. Rashad, F. (2008, May). Infant word learning in noise.

Current Graduate Students: Fatimah Rashad (Ford Fellowship), Arum Han, Ashley Vance.

Graduate Student Committees (w/major advisor): Alex Da Fonte (L. Lloyd); Denise Finneran (L. Leonard); Stephanie Furrer (B. Younger); Johanna Hasink (L. Leonard); Jongmin Jung (D. Ertmer); Priya Shimpi (J. E. Huttenlocher, University of Chicago); Marco Vasconcelos (P. Urcuioli).

Professional Activities Outside the University

Courtesy Appointments: *Florida International University Infant Development Center.*

Editorial Boards: *Child Development, Infancy, Monographs of the Society for Research in Child Development, Oxford University Press Developmental Psychology Advisory Panel.*

Panelist: *National Science Foundation Advisory Panel for Developmental and Learning Sciences; NIH Scientific Review, Cognition and Perception (CP) Study Section.*

Reviewer: *Cognition; Cognitive Development; Developmental Psychology; Developmental Science; Infancy; Journal of Child Language; Journal of Experimental Child Psychology; Journal of Speech, Language, and Hearing Research; Language Learning & Development; National Science Foundation External Grant Review; Oxford University Press; Perception & Psychophysics; Psychological Science; Psychonomic Bulletin & Review; Science; Society for Research in Child Development Program Review; International Conference on Epigenetic Robotics Program Review; 11th IASCL conference Program Review; Thrasher Research Fund External Grant Review.*

Member: *American Psychological Association, Association for Psychological Science, Cognitive Development Society, International Society on Infant Studies, Society for Language Development, Society for Research in Child Development.*

Technical consulting for: Rebecca Brand, Sonja Choi, Susan Goldin-Meadow, Rebecca Gomez, Derek Houston, Nina Hyams, Jeffery Lidz, Rochelle Newman, Annette Karmiloff-Smith, Janet Werker, Juergen Weissenborn.

University Service & Affiliations

Purdue Affiliations: Courtesy appointment to Purdue University Department of Speech Language and Hearing Sciences; Purdue Autism Network; PHASE (Purdue Hearing/ Acoustics Science and Engineering) Discovery and Learning Center.

CLA Service: CLA Senate, 2007-2010.

Purdue Departmental Service: Undergraduate Committee, 2002-2003; Colloquium Scheduling Committee, 2003; Human Subjects Review Committee, 2003-2004, Developmental Area Coordinator, 2008-2009; Website Committee, 2005, 2008-present; Graduate Committee, 2009-present; Bradley Lab Committee, 2010-present; Director of Undergraduate Studies, 2010-present.

Teaching Experience

Undergraduate Courses: Introductory Psychology, 1997-1998; Language Acquisition, 1999, 2001; Infant Research Methods, 2002-present; Child Psychology, 2002-present; Issues in Child Development, 2004, 2010; Supervisor, Research Focused Honors, 2005-present (3 students, 3 MPA presentations).

Graduate Courses: Language Development, 2002, Development in Infancy, 2006. Workshop on Infant and Toddler Language, 2006, 2008, (Infants and Toddler Specialists of Indiana).

To gauge teaching effectiveness, the Department of Psychological Sciences Teaching Excellence Committee compiled teaching evaluations for each course taught at Purdue that were large enough to preserve anonymity. That was Child Psychology (PSY235). University Core items:

PICES 1. Overall, I would rate this course as:

PICES 2. Overall, I would rate this instructor as:

Course Number	# of students	# of evals	% response	PICES 1	PICES 2
PSY 235 (Sp 10)	155	90	58.06	4.4	4.7
PSY 336 (Sp 10)	26	13	50.00	3.8	4.2
Average	91	52	54.03	4.1	4.5