

# Rachel A. Leshin

697 Bergen Street Apt. 3, Brooklyn NY 11238  
rachel.leshin@nyu.edu | 781-264-8556

## EDUCATION

---

**Northwestern University**, Evanston IL

June 2015

Bachelor of Arts, Psychology and Gender Studies

Cumulative GPA: 3.92/4.00 - *Summa Cum Laude*

Psychology GPA: 4.00/4.00; Gender Studies GPA: 3.97/4.00

Psychology Honors Thesis: “Blissfully Ignorant? Implicit and Explicit Bias in Preschool-Aged Children”  
(Supervisor: **Dr. Sandra Waxman, PhD**)

## PUBLICATIONS

---

Foster-Hanson, E., **Leshin, R.A.**, Cimpian, A., & Rhodes, M. Asking children to “be helpers” backfires after setbacks. *Child Development*. Manuscript under review.

**Leshin, R.A.**, Coleman, L., & Cimpian, A. Funding disparities in entrepreneurship: Racial bias in venture capitalism. Manuscript in prep.

## GRANTS, HONORS, & AWARDS

---

Phi Beta Kappa Society, Alpha Chapter of Illinois - Northwestern University *Spring 2015*

Hunt Award for Outstanding Senior Psychology Thesis – Northwestern University *Spring 2015*  
-Awarded to one honors psychology student each year (**\$500**)

Undergraduate Research & Arts Exposition: Selected Oral Presenter - Northwestern University *Spring 2015*

Academic Year Undergraduate Research Grant - Northwestern University *Winter 2015*  
-Awarded to support independent research for senior honors thesis (**\$1000**)

Fletcher Undergraduate Research Prize Finalist - Northwestern University *Fall 2014*

Underwood Psychology Research Grant - Northwestern University *Summer 2014*  
-Awarded to support independent research of one psychology student each year (**\$3000**)

## RESEARCH EXPERIENCE

---

### **Lab Manager, Cognitive Development Lab**

*Fall 2016-Present*

Department of Psychology, New York University – New York, NY

Principal Investigator: **Dr. Andrei Cimpian, PhD**

- Create, develop, and maintain infrastructure and organizational framework of research lab
- Manage research projects, IRB protocols, and testing logistics of 20-person lab
- Administer in-person studies with children ages 4-11 at local schools and children’s museums
- Coordinate, train, and mentor 15-20 undergraduate and graduate research assistants

### **Junior Research Scientist, Conceptual Development & Social Cognition Lab**

*Fall 2016-Present*

Department of Psychology, New York University – New York, NY

Principal Investigator: **Dr. Marjorie Rhodes, PhD**

- Conduct interactive in-person studies on language and social cognition with children ages 4-8

- Develop method, design, and data collection process for studies administered through online platform
- Coordinate and liaise with web development company to create online study administration system
- Oversee data collection and analysis for new online study exploring children's engagement in science

**Research Assistant, Social Relations Lab**

*Summer 2016*

*Department of Psychology, Columbia University - New York, NY*

*Principal Investigator: Dr. Geraldine Downey, PhD*

- Collaborated with lab members to develop theory-informed coding schemes
- Created codebook to operationalize measures and standardize across independent coders
- Used coding schemes to code participant responses in a total of 96 videos
- Participated in weekly lab seminars of relevant research articles

**Head Research Assistant, Project on Child Development**

*Spring 2014-Spring 2015*

*Department of Psychology, Northwestern University - Evanston, IL*

*Principal Investigator: Dr. Sandra Waxman, PhD*

- Conducted cognitive-, linguistic-, and social-developmental studies with infants and young children
- Coded and organized eye-tracking video data and qualitative data obtained in studies
- Entered experimental and demographic data into online database
- Oversaw general research assistant duties and mentored other RAs in running experiments

**Research Assistant, Summer Treatment Program Lab**

*Summer 2012*

*Department of Psychology, Harvard University - Boston, MA*

*Principal Investigator: Dr. John Weisz, PhD*

- Administered comprehensive psychological questionnaires and surveys to children ages 5-10
- Obtained saliva samples from children in treatment program for behavioral disorders
- Entered quantitative data reflecting children's daily behavior into online database
- Contributed to systematic review focused on mediators of mental illness

**PROFESSIONAL EXPERIENCE**

---

**SAGA Teaching Fellow**

*Fall 2015-Summer 2016*

*SAGA Innovations - Bronx, NY*

- Conducted in-school math tutorials for ninth-grade students at high-needs inner-city high school
- Created individualized, interactive lesson plans based on original SAGA math curriculum
- Provided socioemotional support to students in accordance with relationship-based tutoring model
- Led weekly advisory sessions with four to five students focused on path to higher education

**Recruitment Assistant**

*Winter 2016-Summer 2016*

*SAGA Innovations - Bronx, NY*

- Observed sample tutorials and provided in-depth feedback to candidates on performance
- Conducted comprehensive in-person and phone interviews with new candidates for fellowship
- Corresponded with prospective candidates via informational phone calls and emails

**Lead Arts Counselor**

*Summer 2015*

*Charles River Creative Arts: Creative Starts - Dover, MA*

- Served as one of three lead counselors for specialized arts summer program
- Helped manage cohort of 25 5-8-year-old children at varied developmental stages
- Developed and taught courses in creative drama, writing, and other art forms

**Private High School Tutor**

*Summer 2014-Spring 2015*

*Evanston, IL*

- Tutored ninth-grade student with significant learning challenges for 1.5 hours/week

- Provided assistance with organization, study habits, and time management skills
- Developed close mentor-mentee relationship with student and offered support for emotional issues

## **PROFESSIONAL PRESENTATIONS & SYMPOSIA**

---

**Leshin, R.A.,** Coleman, L., & Cimpian, A. (March, 2018) Funding disparities in entrepreneurship: Racial bias in venture capitalism. Poster to be presented at the *2018 Society for Personality & Social Psychology Annual Convention*, Atlanta, Georgia.

**Leshin, R. A.,** Foster-Hanson, E., Cimpian, A., & Rhodes, M. (October, 2017) Asking children to “be helpers” leads to less helping and more negative attitudes following setbacks. Poster presented at the *2017 Cognitive Development Society Bi-Ennial Conference*, Portland, Oregon.

**Leshin, R.A.,** Perszyk, D., Lei, R., Bodenhausen, G., Richeson, J., & Waxman, S. (June, 2015) Blissfully ignorant?: Implicit and explicit bias in preschool-aged children. Poster presented at the *2015 Northwestern Undergraduate Research & Arts Exposition*, Evanston, Illinois.

**Leshin, R.A.,** Perszyk, D., Lei, R., Bodenhausen, G., Richeson, J., & Waxman, S. (June, 2015) Blissfully ignorant?: Implicit and explicit bias in preschool-aged children. Symposium talk presented at the *2015 Northwestern Undergraduate Research & Arts Exposition*, Evanston, Illinois.

## **SKILLS**

---

**Analytical:** SPSS, R, JMP, Testable, Datavyu, Qualtrics, MATLAB, VLC

**Design:** Keynote, InDesign, Photoshop, iMovie

**Languages:** French (proficient)