

A Note From the Chair

by Dan P. McAdams

I am happy to write to you all again, as we begin the 2013-14 school year here in the Psychology Department at Northwestern University. In this column, I usually tell you about all of the wonderful things that our stellar faculty members and outstanding students have been doing over the past year.

But hey, enough about them! Let's talk about ME. I mean, I had a great year. After looking on helplessly as my colleagues collected one award after another over the past four years, your Department Chair has finally won some stuff. And I think you should know about it! Like the Jack Block Award from the Society for Personality and Social Psychology (SPSP) for research contributions to the field of personality psychology, and an honorary degree from University of Basel (that's in Switzerland, you know). And I think you should be featuring on your coffee table the revised and expanded edition of my book, *The Redemptive Self: Stories Americans Live By* (Oxford University Press, 2013), which features, among other things, short psychological biographies of Barack Obama and George W. Bush.

Okay. I feel better now.

As I was saying, the Psychology Department enjoyed a productive and exciting year here at Northwestern. Among the many honors garnered by the faculty, the Association for Psychological Science (APS) named Doug Medin as the William James Fellow for a lifetime of significant intellectual contributions to the basic science of psychology – their highest honor. On the other end of the seniority continuum, our new faculty member Robin Nusslock was named an APS Rising Star. Every spring, the senior class chooses the one faculty member who they believe to be the most outstanding teacher *in the entire university*, to deliver what is called “the last lecture.” This year they chose our own Renee Engeln. This is the second time that Renee has been chosen.

We hired two new faculty members this past year. Jutta Joormann comes to us from the University of Miami, where she achieved widespread recognition for her groundbreaking work on affective disorders. Jutta will help to shore up our Clinical Psychology group. In a joint hire with Northwestern's Feinberg School of Medicine, we stole Dan Mroczek from Purdue



University for a senior position in “quantitative psychology.” Dan studies health and well-being across the lifespan, with an emphasis on personality traits in adulthood. His hire solidifies our new doctoral concentration in Personality and Health.

In my remarks to the graduating seniors and their parents this past June, I focused on stories about our undergraduates' involvements in research. In so doing, I was struck again by the breadth of inquiry displayed across the diverse labs in Psychology. Two examples illustrate this extraordinary scope, from neuroscience to the study of love.

On one end of the continuum, you have the research conducted by Melissa McSweeney and Alexander Krule in Professor Aryeh Routtenberg's lab. Melissa and Alexander conducted important studies on the *Caenorhabditis elegans* (*C. elegans*), which is a one-millimeter long roundworm that lives in temperate soil environments. *C. elegans* turns out to be a model organism for research into neural development because it is small (contains exactly 959 cells), easily cultivated in large numbers (you can squeeze 10,000 of them into a petri dish), and it is transparent (so you can see what is going on inside). Melissa conducted research on signaling behavior in *C. elegans*, and Alexander focused on aversive conditioning. In addition, Shivon Machandran collected the first convincing data to suggest that these animals begin to show dramatic forgetting in an olfactory chemotaxis at around 10 days of age. They only live for 14 days, so this finding has implications for understanding

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ABOUT PSYCHWATCH

PsychWatch is a newsletter for alumni, faculty, and friends of the Department of Psychology at Northwestern University. The graphics in the masthead of the newsletter are details from the lights in the Swift Hall entry, a distinctive architectural feature of our historic building. Your comments are always welcome. Please contact us either by mail, at PsychWatch, Department of Psychology, Northwestern University, 2029 Sheridan Road, Evanston, IL 60208; or e-mail at: gina.allen@northwestern.edu.

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Distinguished Faculty Profile: Mark Beeman

Mark Beeman is a cognitive neuroscientist who studies how people think. He is interested in “high-level cognition,” specifically how individuals solve complex problems, draw inferences, and understand metaphors and other complex language. In trying to understand how people think he focuses his research on how the brain thinks. In addition to behavioral studies, he uses fMRI and EEG scans to measure subjects’ brain activity during their thinking process to help connect the physical workings of the brain to the mental realm of the mind.

Professor Beeman’s interest in cognitive psychology began in college when he first learned about the famous Hubel and Wiesel study¹ that demonstrated how neurons in cats’ brains would become more or less active based on visual stimuli. The study showed how the brain constructs the visual world, and ever since hearing about it, Beeman has been hooked on investigating how the brain thinks. His dissertation and early research focused on language comprehension and differences in the way the right and left brain hemispheres process information, particularly in patients with damage to their right hemisphere. Although the common understanding is that the left hemisphere processes language, Beeman was interested in the way the right hemisphere contributes. The left hemisphere is the primary processor for many core language abilities; however, the right plays a critical role in story comprehension and understanding the bigger picture which are necessary for complete communication.

Over time Professor Beeman’s interests have branched out, in part due to the interests of new graduate students coming to his lab each year. Currently, his research is focused on creative cognition. Essentially he studies creative thinking, but he shies away from using the term as he finds it too broad - even at scientific conferences, many researchers define it differently. Although many people associate creativity with the arts, creative thinking occurs in all domains. Because he studies brain processing, he is less interested in the product, and more interested in the process. For instance, some people may be able to solve a problem with direct, methodical, analytic processing, while other people with different backgrounds may need to think creatively to solve the same problem. For over 15 years, Beeman has studied how people solve problems with sudden insight - those Eureka! moments - and has begun to elucidate the brain processes involved, and the variables that influence those processes.

When people solve with insight, the answer comes suddenly and surprisingly, but they are confident that the answer is correct. People may say “the answer just came to me from

nowhere,” but even though the brain process is less conscious than the analytic approach, there are still multiple processes that precede Aha! moments. Using fMRI and EEG scans, Beeman has been able to see distinct changes in brain processing occurring the moment before people solve a problem with insight. Before people even see a problem, fMRI and EEG reveal distinct states of brain activity, indicating distinct states of attention, that predict whether they will go on to solve with insight or with analysis. One key difference relates to how selectively focused people are: When people highly select their focus of attention on problem stimuli, they will be more likely to use an analytic approach; people who are less focused can use peripheral information to help arrive at an answer, and therefore are ripe to have an insight moment. People naturally differ in their tendency to focus, and to solve by insight or analysis, but each individual’s attention level may change across trials in the same session, or across sessions. Mood is one factor that affects both attention and solving method.

When he gives talks on his research, Professor Beeman is frequently asked how one can improve their chances of solving by insight. His response is that you do not always want to. Sometimes you just want to analyze the problem more, or differently. But if you can identify the right moment - when you have a hunch that some key concept connecting the dots lies just beneath conscious access - then you could take steps to loosen the focus of your attention. Many of these steps - such as looking away from the problem, taking a break, or putting yourself in a happy or relaxed mood - have been known and practiced for a long time. But better understanding the cognitive and neural processes of problem solving may eventually lead to more optimal approaches.

Professor Beeman has been on the faculty at Northwestern since 2002. When asked why he came to the university he replied simply, “it’s a great place to be.” In addition to his research, he teaches undergraduate and graduate level classes. One undergraduate class he teaches is Research Methods. The course is a requirement for Psychology majors, and he says students often come in with negative bias, but Beeman thinks “it’s a great course.” He tries to convey the importance of the subject matter even for those who do not want to go into research. He believes that in order to succeed in any field you need to be a good thinker, and to analyze and understand many types of research and information. By the end of the course he wants his students to learn to be critical and even skeptical, but not cynical. There is no perfect research study, so students should find criticisms and then use those, not to disregard the research, but to think about what



further research should be done. He likes to use colloquial examples such as global warming to get students engaged. If you want to be skeptical of it, you need to find or produce data that tests your ideas. Professor Beeman also teaches specialized seminars on creative thinking and on left and right brain processing to both undergraduate and graduate students. He enjoys having enthusiastic students who later end up working in his lab. He also keeps the material interesting to him over the years by picking new articles to teach each time, which means the courses are never the same. He describes his life outside of Northwestern as filled and fulfilled with his kids, two teenagers involved in many activities who keep him active and happy.

¹Hubel, D. H. & T. N. Wiesel, Receptive Fields Of Single Neurones In The Cat’s Striate Cortex, *Journal of Physiology*, (1959) 148, 574-591.

New Faculty Profile: Jutta Joormann

The Psychology Department is thrilled to welcome Professor Jutta Joormann to our faculty. Professor Joormann will be part of our Clinical and Personality program areas on the Evanston campus. Her research focuses on the identification of cognitive risk factors for depression as well as other anxiety disorders. She is interested in the role individual differences in emotion regulation play, and how these differences can both increase risk for the onset of depression and hinder recovery from the disorder. Her work has found that individuals at risk for depression seem to have biases toward negative cognition, such as quick recall for depressive events and rumination on depressive memories, which are present before they develop any symptoms of the disorder. Professor Joormann's goal is to use the findings about risk factors for the onset of disorders to develop more efficient and effective treatment and prevention programs.

Currently, Professor Joormann and her colleagues are working on a longitudinal study examining daughters of depressed mothers. They have recently reached the follow-up stage where they are gathering data to see if they can predict the onset of depressive symptoms in the daughters based on proposed risk factors. Professor Joormann believes in taking a multi-method approach in her research. She is guided by the idea that a more complete understanding of emotional disorders requires the integration of methods

and findings from clinical psychological, social/cognitive psychological, and biological research. In this longitudinal study, a variety of test measures are being utilized, including cortisol assessments to test stress reactivity, cognitive tasks to assess memory, event interpretation, and attention, as well as brain scans and genetic testing.

In her first year at Northwestern, Professor Joormann will teach an undergraduate psychology course on abnormal psychology and a graduate course on clinical assessment. Although most of her time is typically spent on her research, she says she loves teaching and is excited about connecting with Northwestern students. Abnormal psychology is always a popular class with undergraduates, and she looks forward to their enthusiasm and curious minds. Assessment is a new subject for her to teach, and she is eager to delve into that subject matter with the graduate students as well.

In addition to preparing for teaching, Professor Joormann is in the process of setting up her laboratory at Northwestern. She is looking forward to collaborating with Sue Mineka, Rick Zinbarg, and Robin Nusslock, all of whom she had previously met at conferences. The ability to collaborate with these new colleagues helped influence her decision to join the Clinical area at Northwestern. Professor Joormann comes to us from the University of Miami. While she is excited to join our faculty, she admits she is a bit nervous about the shift in climate. She welcomes any tips for how to



survive Chicago winters. Outside of work, her time is mostly spent taking care of her two and a half year-old daughter. The two of them can be found exploring the city and the surrounding area – at least until the weather takes a turn for the worse.

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the nature of aging and memory.

On the other end of the continuum, you have Professor Eli Finkel's social psychology lab, which focuses on interpersonal relationships among human beings. Eli's work regularly appears in the top journals and has been featured in the *New York Times* and in his recent TED talk. Graduate student Katie Carswell who runs many of the studies in the Finkel lab, has described for me some of the lab duties that the undergraduate research assistants perform. For example, Emily Reit was assigned the job of flirting with college men to see if their thinking about rejection made them like her more; and Jenny Heman videotaped people with crushes as they made social connections with an attractive undergrad to see if this could undermine the original crush, in a study entitled, "Crushing

Crushes." Also Stacie Lurie made friends with people who came into the lab, and Hannah Golanka served them food to see if developing a social connection with another human being "makes people pig out more" (quoting Katie there). In another study, Katie Johnson engaged participants in a mindfulness task to see if it reduced the number of pins they stuck in a voodoo doll of a romantic partner after imagining that their partner cheated on them.

Finally, let me add a note that will likely bring back strong and positive memories for many of you alums, especially if you were a graduate student at Northwestern University between the years 1971 and 2013. After 42 years of remarkable service to the Department, Florence Sales retired on September 20, 2013. We had hired consultants and

counselors of various stripes to try to convince Florence to change her mind. But to no avail. Florence was the heart and soul of our community for so long that I simply cannot imagine what life will be like without her in the main office. We had a big send-off on September 20, and wished Florence the best in the next chapter of her life story.

Wishing you the best, too. Send us an email, stop by campus, let us know how you are doing.

Warm wishes for 2013-14.

Jan T. McAdam

New Faculty Profile: Dan Mroczek

Originally from Chicago, Professor Mroczek has been eager to return to the area after his education and work led him first to the East Coast, and then to other cities throughout the Midwest. The Department of Psychology is thrilled to have him and welcomes him to the department this year. He comes to us from Purdue University in Indiana and will continue his focus on personality in his joint appointment between Psychology and Feinberg's Medical Social Sciences department on the Chicago campus. This joint appointment is part of the university's new "One Northwestern" initiative to bring the two campuses together and increase contact between all Northwestern students.

Professor Mroczek has ties to our department reaching back to his undergrad years at Loyola in Chicago. There he met current Northwestern Psychology Department Chair Dan McAdams, who at the time was a professor at Loyola. Mroczek credits McAdams for his long-term interest in the study of personality. They collaborated on research while at Loyola and Professor Mroczek has been studying personality ever since. He explains that he remains fascinated by it because personality is a major way in which people "differ psychologically" from one another and that it "can influence important life outcomes." Professor Mroczek's research focuses on how personality develops and changes over a person's lifetime, and how personality can predict success in areas such as relationships, jobs, or school, and can even predict a person's health and mortality.

He often conducts research using observations achieved over long-term longitudinal studies, and his work on personality change was one of his most surprising (and controversial) results when it was originally published. Professor Mroczek's results challenged the prevalent belief at the time that personality is stable throughout a person's life, and instead concluded that for many people but not all, personality changes across the lifespan. This led to his current interest in potentially creating interventions to help promote positive changes in personality, and relates to his research on the connection between personality and health. For example, if low-impulse control is a risk-factor for poor health behaviors and early death, Professor Mroczek hopes that interventions to encourage better impulse control will lead to better health, higher quality-of-life, and greater longevity.

At Northwestern, Professor Mroczek plans to continue this research on personality change, health, and the possibility of designing such interventions. He is excited to collaborate with his new colleagues on this work as well as on a new project, Integrated Analysis of Longitudinal



Studies of Aging (IALSA), which is a "collaborative effort among 40 major studies of aging worldwide to pool data and conduct coordinate analyses of key research questions". Because Professor Mroczek is jointly appointed with Feinberg, he will also be working on new projects in the medical school on the Chicago campus.

A Chicagoan at heart, Professor Mroczek describes himself as a Cubs fan and is excited to introduce his family to the city. His wife Jana, originally from New York City, is happy to be back in a big metro area and is looking forward to getting to know Chicago better. They have two children, Xander, age 6, and Ayla, age 4. Ayla was adopted from Ethiopia, and everyone is excited to try some of Chicago's Ethiopian restaurants and immerse themselves in the many Ethiopian cultural centers in the area. They are also planning to take advantage of the city's cultural institutions, in particular a visit to the Art Institute where Xander hopes to see the artwork he has recently learned about in summer camp. The final member of the family is a black lab originally bred to be a guide dog, Ruby, who has discovered that swims in Lake Michigan are her favorite part of Chicago life.

GRADUATE STUDENT PROFILE: KHARAH ROSS IN CLINICAL/HEALTH

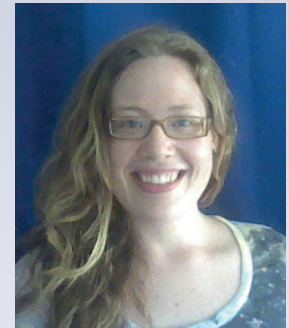
Kharah grew up in Calgary, Alberta, where she spent her childhood summers wandering the grasslands of Nose Hill, and her winters prying her siblings and toboggan out from under inopportunistically placed chain-link fences.

Kharah started on the medical track in the Biological Sciences program at the University of Calgary, but after several volunteer stints and med school interviews she concluded it wasn't for her. Kharah decided that her goals might be better met by tackling health from outside the healthcare system, specifically through research showing that disease is more than biological mechanics and patients are more than their symptoms. To this end, Kharah added a Psychology degree to the mix and convinced Dr. Tavis Campbell of the Behavioral Medicine Lab to take her on as an Honors student and RA. After dabbling with several topics, including mindfulness, motivational interviewing, Irritable Bowel Syndrome, and tormenting participants with public speaking tasks, Kharah was hooked. During the graduate school application process she decided that her interests were best matched to

Dr. Greg Miller and the University of British Columbia's Health Psychology program, so she only submitted the one application. Her gamble paid off and she hasn't looked back since. In Fall 2012, Kharah intrepidly followed Greg to Northwestern to continue her PhD.

Early on, Kharah earned a reputation as being someone who loves her work regardless of any deadline, obstacle or bureaucratic tangle thrown her way. She has a wide range of interests and has been privileged to work on various projects with several research talents. Kharah's own work tends to focus on understanding how psychosocial processes shape pre-disease states, and to date she has had the opportunity to explore the metabolic syndrome, cortisol, self-esteem, oxytocin, social interactions, white coat hypertension, heart rate variability, inflammation, and socioeconomic status. For her dissertation, she has pulled together various interests while continuing to explore new avenues (and getting some "psyc" back into psychoneuroimmunology) by looking at social relationships and inflammation during pregnancy. Kharah's curiosity and enthusiasm continues to propel her along, and she looks forward to further developing her psychosocial toolbox.

Kharah hopes one day to land an academic job where she can continue doing pretty much what she's doing now. Otherwise her goals in life are modest: she would one day like to have a bit of ground to grow things in, and maybe a garage with nearby secondary highways for her motorcycle, too.



Noteworthy Lab Feature: Self-Control and Relationships Lab

Northwestern's Self-Control and Relationships Lab is one of a number of labs within the Psychology Department, but its unique focus on romantic relationships leads Professor Eli Finkel to wonder "why anybody chooses to do anything else."

Finkel runs the lab, based in Swift Hall on the Evanston campus, and can distinctly remember when he realized it was possible to create a career around the study of romantic relationships. "It took me less than a second," he explains, "to know that that's what I wanted to do with my life." Finkel describes his professional life as "scintillating" and it's not hard to see why, considering the lab's research lets him focus on the details of human romantic lives, from dating to marriage, and all the conflict and challenges universal to our relationships.

One of their most surprising findings is that people cannot accurately describe what attracts them to others romantically. To study this topic, Finkel and Northwestern graduate student Paul Eastwick asked heterosexual Northwestern students to report on what qualities they want in a potential partner (warmth, earning prospects, good looks, etc.), both before attending a speed-dating event 10 days later. After each speed-date, participants evaluated, in Finkel's words, "the extent to which each partner possessed the relevant qualities (warmth, etc.) and their level of romantic interest in him or her."

The results were remarkable: individual differences in the extent to which people self-reported they cared about a given quality were totally unrelated to their romantic interest in potential partners' rankings in that quality. Indeed, even though men (more than women) self-reported that they cared about a partner's physical attractiveness, and women (more than men) self-reported that they cared about a partner's earning prospects, Finkel noted that "these sex differences regarding hypothetical partners disappeared once they met a live, flesh-and-blood partner."

Becoming more aware of behavior within dating and relationships also has practical applications in marriage, and research in the lab has led to interventions to improve satisfaction in marriages over time. One recent intervention has been featured in the *New York Times* in an op-ed written by Finkel titled *Dear Valentine*,

I Hate It When You ... and in a TEDx talk given by Finkel at the University of Chicago called The Marriage Hack.

The intervention centered on fights—not whether to eliminate them, but rather how to navigate them more effectively. Married couples were asked to write about three fights in their relationship as if they were a neutral third-party observing and, as this observer, identify a positive aspect to the fight. Whereas couples who did not experience this intervention became less satisfied over time, couples who were assigned to implement the intervention sustained high levels of satisfaction over time.

Additionally, local dance group Striding Lion is basing their 2014 annual show around research Finkel has conducted on the social psychology of "I" vs. "we" in American culture. It will incorporate his research with pop culture and the concept of individualism using characters based around specific studies chosen by Finkel. The show will consist of short dance and performance pieces viewed through a smartphone app within an interactive gallery setting. Performances are scheduled for April 2014.

For more information about the Northwestern Psychology Department's Self-Control and Relationships lab, visit and look for Professor Eli Finkel's faculty page.



Professor Eli Finkel's Self-Control
and Relationships Lab

GRADUATE STUDENT PROFILE: BETHANY OJALEHTO IN COGNITIVE

bethany grew up in the foothills of the Cascade Mountains in Monroe, Washington. She spent most of her time reading books

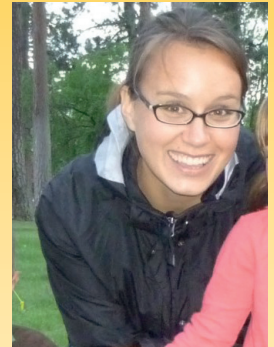
or wandering the woods with her cousins and siblings. Her joint love of the wilderness and books brought her to Evanston to study people's concepts of nature with Doug Medin. In these city streets she frequently dreams of the woods.

Growing up in the Pacific Northwest, bethany's dad taught her to appreciate the mountains both intellectually and spiritually. Some people consider modern devices like GPS to be useful navigational devices, but her dad taught her that felt memory for the subtle mountain terrain affords a more developed sense of direction. It is true that there are times when the subtle terrains prove even subtler than one might hope, but those are precisely the times when spiritual appreciation for the mountains is engaged. Human perceivers do not always know where the branching paths lead. The irrational perception of being lost subtracts from this experience.

This approach to mountain wandering has proven critical to bethany's research at Northwestern, where she feels deeply fortunate to study with Doug Medin, whose knowledge and brilliance are matched only by his generous willingness to walk a few miles every which way. She is also grateful for the inspiration and support of Sandy Waxman, Sid Horton, Karl Rosengren, and anthropologists Rebecca Seligman, Fernando Santos-Granero, and the late Phil Young. Together, bethany's investigations with these advisors focus on the role of cultural frameworks in conceptualizing natural systems, exploring implications for theory of mind, causal reasoning, and morality.

bethany has had the incredible opportunity to work with the Indigenous Ngöbe community of Panama for the past three years. She spends much of her time in a small island community, living with and learning about nature from friends there. Salino Garcia, an unparalleled naturalist and psychologist, collaborates closely with her in these research endeavors. Their work strives to answer questions that are useful to both cognitive science and the Ngöbe community. In the future, bethany hopes to continue addressing such questions in a place with a view of the mountains.

People sometimes ask why her name is not capitalized. Rather than expound on that, she will paraphrase the observation of a friend: "I hate it when people try to act humble by writing their names in small caps. You're an academic, you're not humble, get over it."



PhD Recipients 2012-2013

ALISON ALDEN

(Richard Zinbarg- Adviser)
"An Initial Evaluation of a Model of Depression Sensitivity"

JULIA COLHOUN

(Dedre Gentner- Adviser)
"The Role of Constraining Relations in Analogical Inference"

KEITH COX

(Dan P. McAdams- Adviser)
"It Was the Best of Times; It Was the Worst of Times: A Process-by-Person Account of Episodic Autobiographical Memories for Emotionally Intense Life Story Episodes"

CHIN MING HUI

(Daniel Molden- Adviser)
"Understanding the Development of Cooperation in Social Dilemmas: A Social Relations Model Approach"

JOHN MEIXNER

(J.P. Rosenfeld- Adviser)
"Neuroscience Issues in American Courts: A Broad Approach"

HEATHER NORBURY

(Sandra Waxman- Adviser)
"Asymmetries in Language and Nonlinguistic Representations of Fit: A Cross-Linguistic, Developmental Study"

KATHERINE OEHLBERG

(Susan Mineka- Adviser)
"Temporal Analysis of Attentional Bias Assessment and Modification"

CHIVON POWERS

(Mark Beeman- Adviser)
"Training Attention: Effects of Meditation on Thinking and Problem Solving"

KATIE ROTELLA

(Jennifer Richeson- Adviser)
"Groups' Search for Meaning: Meaning-Making as a Tool in Intergroup Reconciliation for Victims and Perpetrators"

DANIEL SANCHEZ

(Paul Reber- Adviser)
"Performing From Memory (Systems): Using Skills Learning to Contrast the Operating

Characteristics of Implicit and Explicit Memory"

NINA SIMMS

(Dedre Gentner- Adviser)
"Overcoming the Object Bias in Analogical Development: Encoding Time, Allocation of Attention, and Relational Knowledge"

JENNIFER SUMNER

(Susan Mineka- Adviser)
"Reduced Autobiographical Memory Specificity: An Investigation of Mechanisms and Contributing Factors"

MICHAEL WINOGRAD

(J.P. Rosenfeld- Adviser)
"Information Exposure, Presentation Modality, and Cognitive Mechanisms of Countermeasures in P300 Concealed Information Tests"

GRADUATE STUDENT PROFILE:

PRIYA KAMAT IN SOCIAL

Priya is a fifth year graduate student in the social psychology program. After growing up in various places, but only being old enough to remember Miami, Florida and Roswell, Georgia, Priya attended the University of Pennsylvania, where she double majored in Psychology and English, with a concentration in creative prose. Following graduation, she moved to San Francisco, where she enjoyed spending time at parks and farmers' markets while working on psychology research at UC San Francisco and in health services research at the VA Medical Center.

At Northwestern, Priya has been working with Wendi Gardner on research that broadly explores how people navigate between their various identities. Much of her work



examines how the subjective experience of identities, as integrated (i.e., unified and harmonious) versus non-integrated (i.e., compartmentalized and conflicting), influences psychological outcomes, such as willingness to engage in health behaviors and self-regulation. For instance,

when two identities (e.g., parent and employee, or Asian and American) are experienced as non-integrated, having to unexpectedly switch between them requires greater use of self-control than maintaining activation of a single identity, leading to poorer performance on subsequent self-regulatory tasks. However, when the two identities are experienced as integrated, switching between them does not require greater self-control.

Priya's dissertation research focuses on unfulfilled possible identities – what people had once hoped to become but were not able to achieve – and the impact that they may have on psychological well-being and cognitive functioning. Typically, greater clarity of self-knowledge (i.e., having a clear general understanding who and what one is) proves beneficial for well-being. However, Priya's work so far suggests that maintaining a clearly defined representation of an unfulfilled identity may be associated with negative outcomes, such as poorer satisfaction with life. After graduation, Priya plans to continue conducting research at an academic institution.

Though she currently spends more time on scientific writing than she does writing fiction, Priya still spends much of her leisure time reading novels and short stories. Priya loves eating chocolate and making chocolate confections and baked goods. She has tried over 100 chocolate bars from around the world, about which she (naturally) keeps meticulous tasting notes.



Swift Hall

Photo Credit: Katie Meyer

MA/MS Recipients 2012-2013

MA Recipients

JACOB DINK

Adviser: Lance Rips

MONICA GAMEZ-DJOKIC

Adviser: Dan Molden

CHRISTIAN HOYOS

Adviser: Dedre Gentner

MS Recipients

DEEPIKA ANAND

Adviser: Susan Mineka

KATHLEEN CARSWELL

Adviser: Eli Finkel

ELAINE CHEUNG

Adviser: Wendi Gardner

DAVID CONDON

Adviser: William Revelle

BROCK FERGUSON

Adviser: Sandy Waxman

KATHRYN GIGLER

Adviser: Paul Reber

AMANDA HERRERA

Adviser: Doug Medin

ERIKA MANCZAK

Adviser: Dan McAdams & Sarah Mangelsdorf

KELLY SHEEHAN

Adviser: David Uttal

KEEGAN WALDEN

Adviser: Dan McAdams

LEI YUAN

Adviser: David Uttal

JACOB ZWEIG

Adviser: Marcia Grabowewsky

GRADUATE STUDENT PROFILE:

DARYA (DASHA) ZABELINA IN BRAIN, BEHAVIOR, AND COGNITION

As a child living in the Central Asian country of Kyrgyzstan, Dasha was first introduced to the possibilities of freedom, prospects of education, and a desire to make an impact through American PeaceCorps volunteers who taught the English language at her school. The PeaceCorps has since become a metaphor for giving, growing, and creating. At age 16, she felt fortunate to receive an International Research and Exchanges Scholarship to study abroad, and she still remembers the mixture of excitement and trepidation at the opportunity to leave her home country and explore what the world had to offer. Since then she has traveled the world, but her thirst for knowledge has never subsided.

Working now with Mark Beeman as her academic advisor and mentor, she cannot imagine a better place to explore what she is most passionate about – the neural and cognitive bases of creativity. What happens in our brain as we are being creative? Why are some people more creative than others? Why are we more creative on certain days? Can creativity be enhanced? Is there one type of creativity or are there many? To come to a deeper understanding of these questions, she applies a variety of techniques, most recently cognitive neuroscience.

As an example, one project in Beeman's laboratory investigates the neural and genetic markers of attention and sensory processing in creative individuals. Particularly, they explore whether creative people have "leaky" (unselective) or selective attention. Leaky attention is prevalent in people with schizophrenia. It has been suggested that leaky attention may allow people access to alternate information, or associations, which may lead to psychopathology or creativity, depending on other protective factors. Their findings suggest that there may be different components of attention that relate to different components of creativity. They found that highly divergent thinkers (divergent thinking is a standard measure of creative cognition) have more selective attention, while people with high real-world creative achievements have more leaky attention.

The results of this project were recently presented as part of the neuroscience of creativity symposium at the annual APA convention. As an organizer of the symposium, Dasha felt it was exciting to see a truly enthusiastic interest from the audience. In addition to studying creative thinking, she also enjoys experiencing creativity in many forms, particularly through poetry, opera, symphony, and visual art.



Undergraduate Honors Students 2012-2013

DANIELLE ALCORN

Adviser: Renee Engeln

PAULA BERNHARD

Adviser: Michael Bailey

KYLE FROST

Adviser: M. Losh

KAYLA GRAYSON

Adviser: Renee Engeln

MICHAEL HERNANDEZ

Adviser: Richard Zinbarg

SAMUEL JAHANGIR

Adviser: Wendi Gardner

KYEONGGOOK PARK

Adviser: William Revelle

CUMMINGS RORK

Adviser: Ken Paller

KATHERINE SANFORD

Adviser: M. Goldman

MICHAEL SLADEK

Adviser: Renee Engeln

LISA VELKOFF

Adviser: Richard Zinbarg

LAURA VENN

Adviser: Jennifer Richeson

WILLIAM WEBER

Adviser: Ken Paller

RICHARD WOZNAK

Adviser: Doug Medin

Awards

Faculty Honors and Award

Faculty members of the Department of Psychology continue to receive numerous awards for their contributions in research and teaching at the international, national, and local level

Dean Sarah Mangelsdorf was named a Fellow of the American Psychological Association

Assistant Professor Joan Chiao received the 2013 SAGE Young Scholars Award

Professor Alice Eagly was selected as the new President-Elect of the Society for the Psychological Study of Social Issues (SPSSI). She also received the Women With Vision award from the Women's Bar Association of Illinois and an Honorary Doctorate from Erasmus University Rotterdam

Senior Lecturer Renee Engeln was selected by the class of 2013 to deliver the "Last Lecture"

Associate Professor Steve Franconeri received the Psychonomic Society's Outstanding Young Investigator award

Assistant Professor Robin Nusslock was named a Rising Star by the Association for Psychological Science. He also received the 2012-2013 Undergraduate Psychology Association Award for Excellence in Teaching

Professor Dan McAdams received an honorary doctorate from the University of Basel in Switzerland

Professor Doug Medin was named a William James Fellow by the Association for Psychological Science for a lifetime of significant intellectual contributions to the basic science of psychology

Distinguished Senior Lecturer David Smith and Senior Lecturers Renee Engeln and Ben Gorvine received the Panhellenic Faculty Appreciation Award for excellence in undergraduate teaching for 2012-2013

Jennie Woodring received the Weinberg Community Excellence Award for 2012-2013

Graduate Student Honors and Awards

Alex Browman was awarded the National Science

Foundation (NSF) Graduate Research Fellowship and received a 2012-2013 APA Basic Psychological Science Research Grant

Maureen Craig received a Law and Social Science (LSS) Dissertation Fellowship from the American Bar Foundation for 2013-2014

Emily Hollenbeck, Alissa Mrazek, and Christine Nothelfer received the National Science Foundation (NSF) Graduate Research Fellowship Honorable Mention for 2012-2013

Grace Larson was awarded the National Science Foundation (NSF) Graduate Research Fellowship

Ryan Lei received a Ford Foundation predoctoral award Honorable Mention for 2012-2013

Vida Manzo received the Ford Foundation Fellowship Predoctoral award and the Diversity Fund Graduate Travel Award for the 2013 SPSP conference

David Miller received the 2013 Anne Anastasi General Psychology Graduate Student Award, the 2012-2013 APA Basic Psychological Science Research Grant and was awarded a Clara Mayo grant from the Society for the Psychological Study of Social Issues (SPSSI) for his proposal "How Does Removing Stereotype Threat Maximize Women's Spatial Skills"

Alissa Mrazek received an NSF East Asia and Pacific Summer Institute (EAPSI) award

Bethany Ojalehto won an award at the Society for Anthropological Sciences conference

Danielle Perszyk received the National Science Foundation (NSF) Graduate Research Fellowship

Mike Winograd was awarded a Graduate Research Fellowship from the National Institute of Justice for 2012-2013

Darya (Dasha) Zabelina received a Philanthropic Educational Organization (P.E.O.) Scholar award and the 2012 American Psychological Foundation/Council of Graduate Departments of Psychology (APF/COGDOP) Graduate Student Research Scholarship

Undergraduate Honors and Awards

Two psychology majors have received the special Benton J. Underwood Summer Research Fellowship from the psychology department to support their research this summer:

Leah Grodinsky "The Advantages of Adult Play"
Faculty Advisor: Wendi Gardner

Samantha Reznik: "Reward-Sensitivity in Bipolar Symptoms"
Faculty Advisor: Robin Nusslock

In addition, the following psychology undergraduates received Undergraduate Summer Research Grants to support their research from the University's Undergraduate Research Grants committee:

Peironnet Block: "Anxiety Disorders: Clinical Significance"
Faculty Advisor: Rick Zinbarg

Chancellor Cim: "Homeless Resident Health"
Faculty Advisor: Ben Gorvine

Sara Coverdale: "Preterms' Categorization Using Language"
Faculty Advisor: Sandra Waxman

Jermaine Dictado: "Facilitation of Categorization"
Faculty Advisor: Sandra Waxman

Rachel Galvin: "Impact of Online Relationship Comparison"
Faculty Advisor: Wendi Gardner

Sandeep Jain: "Motivational Factors on Self-Control"
Faculty Advisor: Daniel Molden

Jonathan Landis: "Neural Markers of Depression and Anxiety"
Faculty Advisor: Robin Nusslock

Congratulations to the co-winners of the Win Hill Award, Devika Basu and Blake Murphy, for the best papers in Research Methods. Devika's paper was entitled "The Effects of Gender and Priming on Ideal Marriage Age" and Blake's was entitled "Does Race Matter? Examining Positions on Capital Punishment".

All of the students listed below won Psychology Department Undergraduate Travel Awards to support their travel to conferences for the presentation of their research

Society for Research in Child Development (SRCD) in Seattle, WA
Michael Sladek

Association for Psychological Science (APS) in Washington D.C.
Dani Alcorn
John Castellanos
Reggie Hearn
Parker Murphy
Jennifer Siedjak
Michael Sladek

Alumni News

1940s

Louise Evans, BS '49 was selected as one of the "International Biographical Centre's Top 100 Health Professionals of 2012" and awarded a commemorative medal for her outstanding contributions to the field of psychology. For many years, Dr. Evans' biography has been included in IBC's numerous *Who's Who* publications. She was the recipient of a Merit Award College of Arts and Sciences in 1997.

1950s

Robert Erickson, BA '51, retired from his faculty position at Duke University in 2000. He was a professor and chair of psychology and neurosciences and a professor of neurobiology. He was a Lt. JG. in the Navy after graduation from 1951-1954 serving in Korea and the Mediterranean. He obtained his Ph.D. in psychology from Brown University in 1957, and then served as an instructor. He completed his post-doctoral work in neurobiology at University of Washington from 1958-61 and then taught at Duke University from 1961-2000. He has published works in brain organization. He and his wife, Marilyn Frey, have five sons. Since retiring he has continued his education in literature, music, art, gardening and classical piano.

1970s

David J. Skorton, BA '70, M.D., '74, is currently serving as the president of Cornell University.

Penny Levin BA '77 has a private psychology practice, and is an adjunct assistant professor in Psychology at Temple University in Pennsylvania. Her clinical practice specializes in health, fitness and performance. Penny's husband (Phil Rosenberg) is also an alum of Northwestern University, and they are proud to say that their two daughters (Sarina and Brenna Rosenberg) are Northwestern alums now as well.

Andrew Gersten, BA '79 is a licensed psychologist with his own private practice. He is also an adjunct faculty member at Antioch University in New England. He authored *Integrative Assessment: A Guide for Counselors*, a graduate textbook for helping professionals, which was published in August 2012. In October, Dr. Gersten had a wonderful reunion with current Northwestern Professor William Revelle at his home in Evanston. He had the privilege as an undergraduate student of helping out in Dr. Revelle's lab that was investigating the interaction of personality, caffeine, and time of day on performance. Dr. Gersten credits Revelle with facilitating his understanding of that complex relationship as well as inspiring in him an appreciation for measurement, which he acknowledged in his textbook.

1980s

Shari Kaplan, BA '82 works at Mount Sinai Medical Center where she is the director of the C.A.R.E. (Care and Respect for Elders in Emergencies) volunteer program for geriatric emergency department patients. She is delighted to be collaborating with Northwestern Memorial Emergency Department staff on a major federal grant through CMMI to promote innovative work with geriatric emergency department patients, including delirium prevention through volunteer interventions.

Dana Mendel, BA '83 is a licensed clinical psychologist with her doctorate degree from The California School of Professional Psychology. She has a private practice in La Jolla, California. Dr. Mendel is currently pursuing additional professional training at The San Diego Psychoanalytic Society and Institute. She is married and has a step-daughter at Vassar College.

1990s

Kris Gardiner-Barry BA '95 has worked as a licensed clinical psychologist in a federally qualified health clinic for the past eight years in the tiny mountain town of McCloud, CA. She and her husband live in Mt. Shasta, CA.

Gayle Bessenoff, PhD '98, is an associate professor at Southern Connecticut State University. She teaches courses in social psychology, research methods and psychology of women at the undergraduate and graduate level. Her research includes aspects of feminist psychology (gender norms, violence against women, body image, self-esteem) as well as issues surrounding stigma of marginalized groups (e.g., overweight individuals, LGBT youth). She is also currently the concertmaster of the Hamden Symphony Orchestra in Hamden, CT.

2000s

Sara Rubin, BA '02, is currently pursuing a School Specialist Degree in school psychology from Illinois State University as a graduate student to Dr. Mark Swerdlik. She has been the first year and second year recipient of the Audrey J Grupe Fellowship in School Psychology.

Edward Oriole BA '05 is employed by Old Irving Park Community Clinic as a therapist for uninsured patients who access the clinic. He graduated with his masters from The Family Institute at Northwestern in 2008 and earned his clinical professional counselor license in March 2012.

Adam Paoli Sr., BA '05, works as a financial strategist for The Heartland Group. He runs a financial services practice, educating clients on how money works and how to implement innovative, non-traditional strategies with traditional financial products. In January 2013 he assumed the role of President of the Northwestern Gridiron Network, the booster club supporting Northwestern Football. His son, Adam David Paoli, Jr. was born in March 2012.

Gregory Olmsted BA '08 is a first year emergency medicine resident at the Maricopa County Hospital in Phoenix, Arizona. After getting his bachelors from Northwestern he graduated from Rush Medical School in June 2012. He was thrilled to match at his first choice of Maricopa County Hospital.

In Memoriam

We are saddened to learn that Dr. George W. Doten passed away in June 2012. After earning his PhD from Northwestern University, Dr. Doten taught at St. Lawrence University in Canton, New York for four years before leaving to work for the RAND Corp. in Santa Monica, California. During this time he spent a year at SAC headquarters, and time in Washington,

D.C. with the U.S Army Behavioral Science Research Lab. In 1968, he came to Hartford as Chairman of the Psychology Department of Trinity College. He is survived by his wife of 63 years, Ramona Card, two sons, Reed C. Doten of Framingham, MA and Todd W. Doten, his wife Caryn, and his one and only special granddaughter, Emily Grace Doten of Wethersfield. He has many nieces and nephews in MA, CT, and FL. Dr. Doten was an avid bridge player and crossword puzzler; the University of Connecticut girls games gave him pleasure during the winter and during the summer it was the Red Sox. He will be dearly missed.

Note from an Alum

by Gary A. Chalus

I received my Ph.D. degree from Northwestern in Personality and Abnormal psychology in 1976. During most of my time at Northwestern, I assumed that after graduation I'd teach and do research on behavioral/psychiatric disorders (my dissertation being on defensive projection and paranoia).

But, looking back, I wasn't fully committed to this direction. An acquaintance of mine in the Kellogg School of Management was taking a course in marketing research. Borrowing her textbook, I found that the subject matter (figuring out how best to sell products and services to consumers) interested me.

Psychology professor Ken Howard suggested I contact a friend of his who worked in market research in New York City. After looking into the industry, I decided to pursue a career in advertising, specializing in consumer research. I knew that, given my degree from Northwestern, this might be an unorthodox career path to follow.

Almost all of my 25+-year career was spent in, or helping to run, the research departments of large New York City-based ad agencies.

From the start, it was amazing. Despite my lack of experience, prospective employers were impressed with my degree in psychology from Northwestern. My first job quickly taught me that the research methodologies, the approaches used in data analysis and interpretation, and the ways of thinking about human emotions and motivations were directly transferable from psychology to advertising research. It felt like a seamless transition.

Sometimes you're lucky but you don't know it at the time. Now I truly appreciate what I learned during my four years in the psychology department, knowledge and skills that clearly provided me with a strong foundation for my career.

Ken Howard, Lee Sechrest, Richard Bootzin, and Peter Herman were all especially helpful to me.

Thank you Psychology department, and Go Cats!

Psychology Faculty

J. MICHAEL BAILEY

PhD University of Texas, 1989
Sexual orientation, gender nonconformity, sexual arousal, behavior genetics, evolutionary psychology

MARK BEEMAN

PhD University of Oregon, 1991
Cognitive neuroscience, higher order language comprehension and disorders, insight problem solving, hemispheric differences.

GALEN BODENHAUSEN

PhD University of Illinois, 1987
Prejudice, stereotyping, and intergroup relations; self-regulation of social cognition; influences of emotion and arousal on judgment and decision-making

EDITH CHEN

PhD University of California, Los Angeles, 1998
Health psychology, socioeconomic status and health

JOAN CHIAO

PhD Harvard University, 2006
Cultural neuroscience; social and affective neuroscience across development; social and emotional perception; social dominance and affiliation

MESMIN DESTIN

PhD University of Michigan, 2010
Perception and interpretation of socioeconomic status; educational motivation; youth perception of future economic success linked to everyday choices and educational outcomes

ALICE EAGLY

PhD University of Michigan, 1965
Sociopolitical attitudes of women and men; gender and leadership; heroism; the content of stereotypes; prejudice; attitudinal selectivity in exposure and memory

ELI FINKEL

PhD University of North Carolina, 2001
Interplay between close relationships, the self and health processes; optimal self-regulation as interpersonal process; determinants of

romantic attraction

STEVEN FRANCONERI

PhD Harvard University, 2004
Visual attention, visual memory, reflexive attention capture, object tracking, number perception

WENDI GARDNER

PhD Ohio State University, 1996
Social exclusion and belonging, cross-cultural differences in social cognition and behavior, social aspects of the self, social neurology, emotion and evaluation

DEDE GENTNER

PhD University of California, San Diego, 1974
Cognition and language in learning and development, processes of similarity, analogy and metaphor, acquisition of word meaning

SUSAN HESPOS

PhD Emory University, 1996
Comparison of object, spatial and number representation abilities in children and adults

WILLIAM (SID) HORTON

PhD University of Chicago, 1999
Higher-level aspects of language use and conversation, figurative language and narrative comprehension

JUTTA JOORMANN

PhD Freie Universität, 2000
Cognition and emotional regulation in depression

SARAH MANGELSDORF

DEAN OF WEINBERG COLLEGE
PhD University of Minnesota, 1988
Social and emotional development in infants and young children

DAN MCADAMS

PhD Harvard University, 1979
Personality and development, adult development, identity and development of the self, culture, political psychology, biography

DOUGLAS MEDIN

PhD University of South Dakota, 1968
Concept and classification learning, cross-cultural cognition, decision making, computational models of cognition, culture and education

GREGORY MILLER

PhD University of California, Los Angeles, 1998
Health psychology, mechanisms linking stress and health

SUSAN MINEKA

PhD University of Pennsylvania, 1974
Behavioral and cognitive processes of fear, anxiety and depression; cognitive and behavior therapy for anxiety disorders, primate models of psychopathology

DANIEL MOLDEN

PhD Columbia University, 2003
Influences of motivation on judgment processes, notably strategies of hypothesis testing; processes by which meaning is assigned to behavior

ROBIN NUSSLOCK

PhD University of Wisconsin, Madison, 2009
Biopsychosocial models of bipolar disorder and unipolar depression

DAN MROCZEK

PhD Boston University, 1992
Lifespan personality development; influence of personality

KEN PALLER

PhD University of California, San Diego, 1986
Memory, disorders of memory, face perception, combining neuropsychology with brain imaging and EEG methods to study human cognition

DAVID RAPP

PhD SUNY- Stony Brook, 2000
Reading comprehension; identifying and remediating struggling readers' difficulties; mechanisms underlying narrative experience; multimedia based influences on learning

DONORS 2012-2013

We would like to extend our utmost gratitude to all our donors. Every donation helps to support the department in its teaching, research and outreach endeavors. Your support is truly appreciated.

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Craig Martin Kopulsky

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 John Templeton Foundation
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 Nadia Wasylyshyn
 Henricus J.J. and Karen Dollenmayer
 Vroegh

PAUL REBER
 PhD Carnegie Mellon University, 1993
 Human learning and memory, nonconscious memory, cognitive neuroscience, functional neuroimaging.

WILLIAM REVELLE
 PhD University of Michigan, 1973
 Personality theory and assessment; interrelationships of personality, motivation, and cognitive performance; biological basis of personality; measurement and psychometrics.

JENNIFER RICHESON
 PhD Harvard University, 2000
 Intergroup contact, controlling prejudice, detecting and confronting prejudice and discrimination, racial categorization.

LANCE RIPS
 PhD Stanford University, 1974
 Human reasoning, semantics and long-term memory; experimental, computational, and mathematical analysis of deduction.

J. PETER ROSENFELD
 PhD University of Iowa, 1971
 Psychophysiology; mechanisms, processes, and detection of deception.

KARL ROSENGREN
 PhD University of Minnesota, 1989
 Cognitive and motor development.

ARYEH ROUTTENBERG
 PhD University of Michigan, 1965
 Molecular basis of memory.

SATORU SUZUKI
 PhD Harvard University, 1995
 Mental encoding of physical dimensions; influences of prior experience, attention, intention and mental states on perception.

DAVID UTTAL
 PhD University of Michigan, 1989
 Cognitive development, specifically of symbolic and spatial reasoning in toddlers and preschoolers; cultural differences in mathematics cognition and achievement.

SANDRA WAXMAN
 PhD University of Pennsylvania, 1985
 Conceptual development and language acquisition in infancy and early childhood; cross-cultural perspectives on language acquisition; development of conceptual knowledge and reasoning abilities.

RICHARD ZINBARG
 PhD Northwestern University, 1989
 Vulnerability to and psychotherapy for anxiety disorders; structure of anxiety; relations between personality and psychopathology; psychometric theory.

SARA BROADERS
SENIOR LECTURER
 PhD University of Chicago, 2003

RENEE ENGELN
SENIOR LECTURER
 PhD Loyola University Chicago, 2004

BENJAMIN GORVINE
SENIOR LECTURER
 PhD University of Michigan, 2002

JOAN LINSSENMEIER
SENIOR LECTURER
 PhD Northwestern University, 1977

DAVID SMITH
DISTINGUISHED SENIOR LECTURER
 PhD Virginia Commonwealth University, 1993

MARCIA GRABOWECKY
RESEARCH ASSOCIATE PROFESSOR
 PhD University of California, Berkeley, 1992



Psychology Department Faculty
 Photo Credit: Sara Jensen

Alumni Questionnaire

Name

Title	First	Middle	Last
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Northwestern psychology degree(s)

Degree(s)	Year(s)	Advisor(s)
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Current employer

Job title and description

Home phone () Email

Home address

City State Zip Code

Do you have any news you wish to appear in our next newsletter? Information might include positions, promotions, awards, publications and items of personal interest.

Please return the completed questionnaire to: Department of Psychology, Alumni News, 2029 Sheridan Road, Evanston, IL 60208
You can complete the questionnaire online at: http://nwpsych.qualtrics.com/SE/?SID=SV_77YzCJ1G5IFVUqw

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