

## Curriculum Vitae

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VALERIE PURDIE-VAUGHNS

*Columbia University*

Department of Psychology

402D Schermerhorn, 1190 Amsterdam Avenue

New York, NY 10027

Phone: (212) 854-1954

Fax: (212) 854-3609

Email: [vpvaughns@psych.columbia.edu](mailto:vpvaughns@psych.columbia.edu)

Website: <http://www.columbia.edu/cu/psychology/vpvaughns/>

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### Education

- 1998 – 2004      Stanford University, Stanford, CA  
Ph.D. in Social Psychology, June 2004  
Advisor: Claude M. Steele  
Dissertation Title: *Identity contingency threat: The impact of circumstantial cues on African-Americans' trust in diversity settings*  
Dissertation Committee: Jennifer Eberhardt, Dale Griffin, Hazel Markus, Robert Zajonc
- July 2001      Universität Osnabrück, Sogel, Germany  
Summer School, International School on Peace and Conflict
- 1989 – 1993      Columbia University, New York, NY.  
B.A. in Psychology

### Academic and Professional Appointments

- 2014 – Present      Associate Professor, Department of Psychology  
Core Faculty, Robert Wood Johnson Health & Society Scholars - Columbia
- 2009 – 2014      Assistant Professor, Department of Psychology  
Core Faculty, Robert Wood Johnson Health & Society Scholars - Columbia  
Columbia University, New York, NY
- 2004 – 2009      Assistant Professor, Department of Psychology  
Yale University, New Haven, CT
- 1996 – 1998      Research Assistant, Department of Psychology  
Columbia University, New York, NY
- 1993 – 1996      Director, "I Have A Dream" Foundation, Southfield Village Public Housing Project, Stamford, CT  
*National non-profit organization designed to provide a cohort of disadvantaged 3<sup>rd</sup> grade children with full scholarships to a major university upon high school graduation. Served as first director for Stamford region. Developed programs for 64 3<sup>rd</sup> grade children from local housing project.*

## **Research Focus**

One major contributor to inequality, my research suggests, is social-psychological in nature: the threats to identity people face in settings where their group has been historically marginalized. My goal is to understand the nature of this threat and ways that institutions can mitigate it. I also have a long-standing interest in intergroup (“us” vs. “them”) dynamics of which identity threat is related. Through this intergroup lens I study and seek to offer theory-driven solutions to a wide assortment of problems, including: (a) how to increase ethnic and gender diversity in the workplace, (b) how workplace policies modulate concealment for people with concealable or hidden identities, and (c) how racial minorities navigate intergroup communication about the history of racial oppression.

## **Awards & Distinctions**

2015	Society for Personality and Social Psychology Cialdini Award
2015	Columbia University, University Lecture hosted by President Bollinger and Provost Coatsworth
2014	Starvos Niarchos Brain Insight Lecture Series Speaker
2014	Elected, National Academies of Sciences in Education Fellow
2014	Society for Personality and Social Psychology Cialdini Award
2014 – 2016	Lenfest Distinguished Faculty Award, Columbia University
2011	Sex Roles, Top 20 Cited Article 2008-present
2011	Smashing Bias Prize for Article (honorable mention), Level Playing Field Institute
2007 – 2008	Junior Faculty Fellowship, Yale University
2004 – 2005	Stanford Black Community Service Center Graduate Student of the Year Award, Stanford University
2002 – 2004	National Institute of Mental Health Minority Predoctoral National Research Service Award
2002 – 2003	Dissertation Fellowship for the Research Center on Comparative Studies in Race and Ethnicity, Stanford University
2001 – 2002	Stanford Center on Conflict and Negotiation Graduate Fellow
2001	American Psychological Association Travel Award
1998 – 2001	National Science Foundation Fellowship
1995	Organization of 100 Black Men Community Service Award
1989 – 1993	Columbia University Varsity Letter

## **Research Grants**

NOTE: Several research grants have multiple PIs. “Lead PI” indicates who is the senior architect of the grant. This includes designing the research, preparing the grant proposal and managing daily grant activities. “PI” with no other names indicates that Purdie-Vaughns is the sole principal investigator. “Co-PI” indicates Purdie-Vaughns contributes substantially to the grant project but is not the Lead PI.

### *Pending Funding:*

\$2,450,158

National Science Foundation, Cook (Lead PI), Purdie-Vaughns (co-PI)

*Reducing Attrition in STEM Doctoral Education: A Longitudinal Investigation using Momentary Assessment and Social Psychological Intervention*

### *Current Funding:*

2015 – 2016

\$25,000

Provost’s Grants Program For Junior Faculty Who Contribute to Diversity Goals of the University, Purdie-Vaughns (PI)

November 2<sup>nd</sup>, 2015

*Evaluating the Bridge Program as a Test-Case for How to Increase Underrepresented Minority Participation in Science*

This project tests the effect of the Columbia University Bridge to the PhD program on doctoral retention in STEM for members of underrepresented groups.

2014 – 2017

\$1,007,993

National Science Foundation: Research on Education and Learning (NSF-REAL), 1420446,

Purdie-Vaughns (Lead-PI)

*Reducing Racial and Gender Achievement Gaps in STEM: Use of Natural Language Processing to Understand Why Affirmation Interventions Improve Performance*

Co-Principal Investigator with Cohen, G. (Stanford), Cook, J. (Penn State), Muresan, S. (Columbia)

The goal of this project is to develop and experimentally test a more robust values affirmation intervention for reducing social identity threat through the use of data mining and creating language models.

2014-2016

\$200,000

Institute for Data Sciences in Engineering (ROADS), Purdie-Vaughns (Lead-PI)

*Reducing Racial and Gender Achievement Gaps in STEM: Use of Natural Language Processing to Understand Why Affirmation Interventions Improve Performance*

Co-Principal Investigator with Cohen, G. (Stanford), Cook, J. (Penn State), Muresan, S. (Columbia)

The objective of this project is to create a series of quantitative language models, which will then be used to explore mechanistic questions regarding the efficacy of values affirmation interventions.

2014 – 2015

\$5,000

The Criminal Justice Initiative at Columbia University, Purdie-Vaughns (Lead-PI)

*Out But Still Doing Time: Effects of Employment Screenings on Job Applicants with Criminal Records*

Co-Principal Investigator with Naft, M. (Columbia)

This project seeks to gain greater insight into the experiences of formerly incarcerated individuals and human resources professionals in job-application contexts in relation to the experience of stereotype threat.

2014 – 2015

\$5,000

The Criminal Justice Initiative at Columbia University, Purdie-Vaughns (Lead-PI)

*Graying Out the Threat? Exploring the Impact of Age and Race in Criminal Sentencing Decisions*

Co-Principal Investigator with North, M. (Columbia)

This project explores the relationship of age and race in relation to perceptions of criminality and criminal sentencing decisions.

2013 – 2015

\$40,000

Spencer Foundation, Purdie-Vaughns (Lead PI)

*“Wise” truth-seeking: A social psychological intervention for teaching the history of slavery across the racial divide*

Co-Principal Investigator with Ditlmann, R. (Princeton)

This project explores the educational benefits and challenges of learning about the history of slavery between African-American and White students.

2013 – 2015

\$160,000

Columbia University Research Initiative For Science and Engineering (RISE), Purdie-Vaughns (Lead-PI)

November 2<sup>nd</sup>, 2015

*'Cells to society' approach to reducing racial achievement gaps: Neuro-physiologic pathways involved in stereotype threat and social psychological interventions*

Co-Principal Investigator with Cook, J. (Penn State), Burg, M. and Shimbo, D. (CUMC)

This project explores the psycho-physiological mechanisms underlying stereotype threat and academic testing, integrating heart rate and hormonal measures.

2012 – 2014

\$200,000 (Supplemental Award)

National Science Foundation: Research and Evaluation on Education in Science and Engineering (NSF-REESE), 1109548, Purdie-Vaughns (Lead-PI)

*Reducing the racial achievement gap in STEM: A social-neurological investigation and values-affirmation intervention*

Co-Principal Investigator with Cohen, G. (Stanford) and Cook, J. (Penn State)

This project explores the use of values-affirmation interventions to reduce the academic racial achievement gap in STEM fields.

2011 – 2014

\$932,700

National Science Foundation: Research and Evaluation on Education in Science and Engineering (NSF-REESE), 1109548, Purdie-Vaughns (Lead-PI)

*Reducing the racial achievement gap in STEM: A social-neurological investigation and values-affirmation intervention*

Co-Principal Investigator with Cohen, G. (Stanford) and Cook, J. (Penn State)

This project explores the use of values-affirmation interventions to reduce the academic racial achievement gap in STEM fields.

*Previous Funding:*

2010 – 2011

\$40,000

Spencer Foundation, Purdie-Vaughns (Lead-PI)

*Helping students reach their highest potential: A social psychological intervention approach*

Co-Principal Investigator with Cohen, G. (Stanford) and Cook, J. (Penn State)

2009 – 2010

\$200,000

National Science Foundation, 0918075, Purdie-Vaughns (Lead-PI)

*Testing the effects of the first African-American president on the affirmation process*

2007 – 2010

\$949,731

National Science Foundation, Purdie-Vaughns (co-PI)

*Reducing the racial achievement gap: A social psychological intervention*

2006 – 2007

\$3,000

Center for International Area Studies Grant, Yale University, Purdie-Vaughns (PI)

*Models of National Identity and Citizen-Immigrant Relations*

2005 – 2007

\$249,338

William T. Grant Foundation, Purdie-Vaughns (co-PI)

*Addressing the academic performance gap between minority and white students*

November 2<sup>nd</sup>, 2015

2005 – 2006

\$3,000

Paul Moore Memorial Teaching Grant, Yale University, Purdie-Vaughns (PI)

**Publications** [39 TOTAL ORIGINAL RESEARCH ARTICLES AND THEORETICAL REVIEW PAPERS IN PRESS/PUBLISHED + 5 ORIGINAL RESEARCH ARTICLES IN REVIEW/REVISION + 2 ORIGINAL RESEARCH ARTICLES IN PREPARATION]

NOTE: For every paper my name is in bold. For work published since coming to Columbia, names of my students, post-docs or research assistants are in *italics*.

NOTE: Purdie-Vaughns should be considered the senior author on publications in which her name is preceded only by her students or postdocs (indicated in *italics*). This is a fairly common convention in social-personality psychology (which has not traditionally used last authorship to index senior authorship).

Access to all publications at: <http://www.columbia.edu/cu/psychology/vpvaughns/pubs.html>

### **Original Research Articles, *in press or published***

1. Yeager, D., **Purdie-Vaughns, V.**, Garcia, J., Apfel, N., Brzustoski, P., & Cohen, G. L. (in press). The emergence and long-term educational consequences of institutional trust during adolescence. Child Development.
2. Powers, J., Cook, J. E., **Purdie-Vaughns, V.**, Garcia, J., Apfel, N., & Cohen, G. L. (in press). Changing environments by changing individuals: The hidden potential of psychological interventions. Psychological Science.
3. Brady, S., Reeves, S. L., Garcia, J., **Purdie-Vaughns, V.**, Cook, J. E., Taborsky-Barba, S., Tomasetti, S., Davis, E., & Cohen, G. L. (in press). The psychology of the affirmed actor: Spontaneous self-affirmation in the face of stress. Journal of Experimental Psychology-General.
4. Riddle, T., Bhagavatula, S., Guo, W., Muresan, S., Cohen, G. L., Cook, J. E., & **Purdie-Vaughns, V.\*** (2015). Mining a written values affirmation intervention to identify the unique linguistic features of stigmatized groups. Proceedings of the 8th International Conference on Educational Data Mining, 274-281.  
\* last authorship indicates senior authorship
5. Yeager, D. S., **Purdie-Vaughns, V.**, Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., Williams, M. E., & Cohen, G. L. (2014). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology – General, 143(2), 804-824.

### **Winner of 2015 SPSP Cialdini Prize**

6. Cook, J. E., **Purdie-Vaughns, V.**, Meyer, I., & Busch, J. T. (2014). Intervening within and across levels: A multilevel approach to stigma and public health. Social Science & Medicine, 103, 101-109.
7. Chen, C. Y., **Purdie-Vaughns, V.**, Phelan, J., Yu, G., & Yang, L. H. (2014). Racial and mental illness stereotypes and discrimination: An identity-based analysis of the Virginia Tech and Columbine shootings. Cultural Diversity & Ethnic Minority Psychology, 21(2), 279-287.

8. Sedlovskaya, A., **Purdie-Vaughns, V.**, Eibach, R., LaFrance, M., *Romero-Canyas, R., & Camp, N.* (2013). Internalizing the closet: Concealment heightens the cognitive distinction between public and private selves. Journal of Personality and Social Psychology, 104(4), 695-715.
9. Sherman, D. K., *Hartson, K. A., Binning, K. R., Purdie-Vaughns, V., Garcia, J., Taborsky-Barba, S., Tomasetti, S., Nussbaum, D. A., & Cohen, G. L.* (2013). Deflecting the trajectory and changing the narrative: How self-affirmation affects academic performance and motivation under identity threat. Journal of Personality and Social Psychology, 104(4), 591-618.  
**Winner of 2014 SPSP Cialdini Prize**
10. Yang, L., **Purdie-Vaughns, V.**, Link, B., & Phelan, J. (2013). Culture, threat, and mental illness stigma: Identifying culture-specific threat among Chinese-American groups. Social Science and Medicine, 88, 56-67.
11. *Shnabel, N., Purdie-Vaughns, V., Cook, J. E., Garcia, J., & Cohen, G. L.* (2013). Demystifying values-affirmation interventions: Writing about social belonging is a key to buffering against identity threat. Personality and Social Psychology Bulletin, 39(5), 663-676.
12. *Cook, J. E., Purdie-Vaughns, V., Garcia, J., & Cohen, G. L.* (2012). Chronic threat and contingent belonging: Protective benefits of values affirmation on identity development. Journal of Personality and Social Psychology, 102(3), 479-496.
13. Eibach, R., & **Purdie-Vaughns, V.** (2011). How to keep on keeping on: Framing civil rights accomplishments to bolster support for egalitarian policies. Journal of Experimental Social Psychology, 47(1), 274-277.
14. *Ditlmann, R., Purdie-Vaughns, V., & Eibach, R.* (2011). Heritage and ideology-based national identities and their implications for immigrant citizen relations in the United States and in Germany. International Journal of Intercultural Relations, 35(4), 395-405.
15. Mock, S. E., *Sedlovskaya, A., & Purdie-Vaughns, V.* (2010). Gay and bisexual men's disclosure of sexual orientation in the workplace: Associations with Retirement Planning. Journal of Applied Gerontology, 30(1), 123-132.
16. Cohen, G. L., Garcia, J., **Purdie-Vaughns, V.**, *Apfel, N., & Brzustoski, P.* (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. Science, 324(5925), 400-403.
17. *Tran, M., & Purdie-Vaughns, V.* (2009). Attentional asymmetry between Blacks and Whites for ingroup and outgroup faces. The Yale Review of Undergraduate Research in Psychology, 46-54.
18. **Purdie-Vaughns, V.**, Steele, C. M., *Davies, P. G., Ditlmann, R., & Randall Crosby, J.* (2008). Social identity contingencies: How diversity cues signal threat or safety for African Americans in mainstream institutions. Journal of Personality and Social Psychology, 94(4), 615-630.
19. Eberhardt, J. L., *Davies, P. G., Purdie-Vaughns, V., & Johnson, S. L.* (2006). Looking deathworthy: Perceived stereotypicality of black defendants predicts capital sentencing outcomes. Psychological Science, 17(5), 383-386.
20. *Adams, G., Garcia, D., Purdie-Vaughns, V., & Steele, C.* (2006). The detrimental effects of a suggestion of sexism in an instruction situation. Journal of Experimental Social Psychology, 42(5), 602-615.

21. Eberhardt, J. L., Goff, P. A., **Purdie, V.**, & Davies, P. G. (2004). Seeing black: Race, crime, and visual processing. Journal of Personality and Social Psychology, 87(6), 876–893.
22. *Mendoza-Denton, R.*, Downey, G., **Purdie, V.**, & Davis, A. (2002). Sensitivity to status-based rejection: Implications for African-American students' college experience. Journal of Personality and Social Psychology, 83(4), 896-918.
23. **Purdie, V.**, & Downey, G. (2000). Rejection sensitivity and adolescent girls' vulnerability to relationship-centered difficulties. Child Maltreatment: Journal of American Professional Society on the Abuse of Children, 5(4), 338-349.
24. Downey, G., **Purdie, V.**, & Schaffer-Neitz, R. (1999). Anger transmission from mother to child: A comparison of mothers in chronic pain condition and well mothers. Journal of Marriage and the Family, 61, 62-73.

### **Original Research Articles, under review**

1. *Romero-Canyas, R., Camp, N., & Purdie-Vaughns, V.* (forthcoming). The differential costs of a divided self: Compartmentalization and negative health outcomes among those with concealable stigmas. To be submitted to Journal of Social Issues: Special Issue on Stigma and Concealment.
2. **Purdie-Vaughns, V.**, Walton, G., & *Romero-Canyas* (revise and resubmit due 11/31/2015). The structure of equality: Group versus case-by-case selection decisions and demographic diversity. Journal of Personality and Social Psychology.
3. **Purdie-Vaughns, V.**, Cook, J. E., Cohen, G. L., Sumner, R., Garcia, J., & Apfel, N. (under review). A wrinkle in time: Transformational nature of the 2008 presidential election on adolescents' long-term motivation and achievement.
4. *Ditlmann, R. K.*, **Purdie-Vaughns, V.**, Dovidio, J. F., & *Naft, M. J.* (revise and resubmit due 1/30/2016). Voicing the unspeakable: Implicit power motive predicts when and how African Americans frame past racial injustice to White Americans. Journal of Personality and Social Psychology.
5. Spicer, J., Wager, T. D., Johnston, N., Harlapur, M., **Purdie-Vaughns, V.**, Cook, J. E., Fu, J., Burg, M. M., & Shimbo, D. (under review). A self-affirmation intervention attenuates endothelial cell injury in response to social threat. Psychological Science.

### **Original Research Articles, in preparation for submission**

1. Cook, J. E., **Purdie-Vaughns, V.**, Garcia, J., *Taborsky-Barba, S., Tomassetti, S., & Davis, E.* (in prep). A randomly-assigned values-intervention reduces body mass in response to stereotype threat.
2. **Purdie-Vaughns, V.**, Reddy, K., Cook, J. E., Garcia, J., & Cohen, G. L. (in prep). Affirming the self versus a threatened group: Implications for long-term performance.

### **Peer Reviewed Theoretical Papers, in press or published**

1. **Purdie-Vaughns, V.**, & Williams, D. R. (in press). Stand your ground is losing ground for racial minorities. Social Science & Medicine.
2. Williams, D. R., & **Purdie-Vaughns, V.** (in press). Needed interventions to reduce disparities in health. Journal of Health Politics, Policy and Law.



3. *Mohr, R., & Purdie-Vaughns, V. (2015). Diversity within women of color: Why experiences change felt stigma. Sex Roles, 73(9), 391-398.*
4. *Williams, D. R., & Purdie-Vaughns, V. (2015). Social and behavioral interventions to improve health and reduce disparities in health. (pp. 51-68). In R.M. Kaplan, M.L. Spittel & D.H. David, (Eds.), Population Health: Behavioral and Social Science Insights, NIH Office of Behavioral and Social Science Research.*
5. *Purdie-Vaughns, V., & Dittmann, R. (2010). Reflections on diversity science in social psychology. Psychological Inquiry, 21(2), 153-159.*
6. *Eibach, R., & Purdie-Vaughns, V. (2009). Change we can believe in? Barack Obama's framing strategies for bridging racial divisions. Du Bois Review, 6(1), 137-151*
7. *Purdie-Vaughns, V., Cohen, G. L., Garcia, J., Sumner, R., Cook, J. E., & Apfel, N. H. (2009). Improving minority academic performance: How a values-affirmation intervention works. Teachers College Record.*
8. *Purdie-Vaughns, V., & Eibach, R. (2008). Intersectional invisibility: The ideological sources and social consequences of non-prototypicality. Sex Roles. 59 (5), 377-391.*
9. *Brooks, R., & Purdie-Vaughns, V. (2007). The supermodular architecture of inclusion. Harvard Review of Law and Gender, 30, 379-387.*

### Peer Reviewed Chapters

1. *Dittmann, R. K., Wright, E., & Purdie-Vaughns, V. (2014). Organizational and individual colorblind approaches to past injustice. (pp. 93-118). In V. Plaut, K. Thomas & M. Tran, (Eds.), Diversity ideologies in organizations. Lawrence Erlbaum Associates.*
2. *Purdie-Vaughns, V., & Eibach, R. (2013). The social psychology of symbolic firsts: How Barack Obama's Presidency may affect student achievement and perceptions of racial progress in America (pp. 186-211). In F. Harris & R. Lieberman (Eds.), Racial equality in a post-racial world? New York, NY: Russell Sage Foundation.*
3. *Cohen, G. L., Purdie-Vaughns, V. & Garcia, J. (2012). An identity threat perspective on intervention. In M. Inzlicht & T. Schmader (Eds.), Stereotype threat: Theory, process, and application (pp. 280-296). New York, NY: Oxford University Press.*
4. *Purdie-Vaughns, V., & Walton, G. (2011). Is multiculturalism bad for Black Americans? In R. Mallett & L. Tropp (Ed.), Beyond prejudice reduction: Pathways to positive intergroup relations (pp. 159-177). Washington, DC: American Psychological Association.*
5. *Purdie-Vaughns, V., Sumner, R., Cook, J. E., Cohen, G. L., & Garcia, J. (2011). Malia and Sasha: Re-envisioning Black youth. In G. S. Parks (Ed.), Obama and a post-racial America? (pp. 166-192). New York, NY: Oxford University Press.*
6. *Yang, L. H., Wonpat-Borja, A.J., Opler, M., Compton, M. T., Kelly, M., Purdie-Vaughns, V., & Corcoran, C. M. (2011). Stigma in early stages of psychotic illness: Connections to cognitive neuroscience. In P. Fusar-Poli, S. J. Borgwardt, & P. K. McGuire (Eds.), Vulnerability to psychosis: From psychopathology to neurosciences. London, UK: Psychology Press.*



## **Popular Press**

1. **Purdie-Vaughns, V.** (2015, April 22). Why so few black women are senior managers in 2015. *Fortune*. Retrieved from <http://fortune.com/2015/04/22/black-women-leadership-study/>

## **Invited Talks**

### **2016 (accepted invitations)**

Society for Personality and Social Psychology, Gender Pre-Conference, San Diego, CA

Society for Personality and Social Psychology, San Diego, CA

*The effect of linguistic uncertainty in self-affirmations.*

Symposium; annual meeting of the Society for Personality and Social Psychology, San Diego, CA

*Values affirmation buffers academic social networks against erosion under threat.*

Harvard Business School, Cambridge, MA, Conference on Gender & Work

Northwestern Business School, Chicago, IL, Colloquium Series

University of Waterloo, Waterloo, Canada, Colloquium Series

WZB Berlin Social Science Center, Berlin, Germany, Institutional and Policy Experiments in Research on Migration, Ethnicity and Intergroup Relations

**2015** Columbia University, New York, NY, University Lecture  
*Teaching 2.0: Innovation in Teaching and Learning (with Brent Stockwell)*

Princeton University, Princeton, NJ, Center for the Science of Inequality

Columbia University, New York, NY, Dean's Day Speaker, Columbia University Alumni Weekend

Columbia University, New York, NY, Master Class, Columbia University Prospective Day for Undergraduates and Parents

Columbia University, New York, NY, Columbia University Justice Forum, *Justice for all? Reflections post Ferguson*, with Schomburg Director Khalil Muhammad

Harvard University, Cambridge, MA, The Kennedy School, Colloquium Series

Lawrence University, Appleton, WI, Workshop for all incoming university faculty on stereotype threat

University of Delaware, Newark, DE, Research-Based Interventions for Student Success Symposium

Society for Personality and Social Psychology, Group Processes, and Intergroup Relations (GPIR) Pre-Conference, Long Beach, CA  
*Values-affirmation interventions: linking education and health outcomes.*

Symposium; annual meeting of the Association for Psychological Science, New York, NY

November 2<sup>nd</sup>, 2015

*Group identity and body mass: Can affirmation interventions provide a health buffer against social identity threat?*

Symposium; annual meeting of the Association for Psychological Science, New York, NY  
*Detecting uncertainty in self-affirmation interventions.*

Symposium; annual meeting of the Association for Psychological Science, New York, NY  
*Computational methods for linguistic insights into personality and behavior.*

Symposium; annual meeting of the Association for Psychological Science, New York, NY  
*Investigating the content of values-affirmation interventions: A data driven approach to discovering topics in affirmation essays.*

**2014** Starvos Niarchos Brain Insight Lecture Series, Schomburg Center for Research in Black Culture, New York, NY  
*Race matters, but not how you think it does: How stereotypes affect how we live, work, play, and pray.*

Symposium; Inaugural Future of the Social Science in Public Health meeting, New York, NY  
*Racial differences in nonverbal anxiety behaviors of premedical students under stereotype threat.*

University of Virginia, Charlottesville, VA, Department of Psychology Colloquium Series

Haas School of Business, Berkeley, CA, Colloquium Series

UC Berkeley, Berkeley, CA, Department of Psychology Social Area Speaker Series

Symposium; annual meeting of the American Psychological Society, Washington, D.C.  
*Changing the default: How intersectional identities affect perception and behavior.*

New England Psychological Association, Lewiston, ME  
*The Obama effect: How the 2008 presidential election improved adolescents' motivation and achievement.*

Symposium; annual meeting of the Society for Personality and Social Psychology, Austin, TX  
*Antecedents and consequences of concealing chronic illness: The case of multiple sclerosis.*

**2013** University of Connecticut, Hartford, CT, Department of Psychology Social Brown Bag Seminar

Keynote Address for university wide faculty meeting on inclusion at the University of Wisconsin-La Crosse, La Crosse, WI

Columbia Law School, New York, NY, African American Policy Forum

American Education Research Association Executive Committee Annual Meeting

Keynote Speaker at the University of Virgin Islands, St. Thomas, U.S. Virgin Islands

Keynote Speaker at the American Association of College and University, Washington, D.C.

Harvard Business School, Cambridge, MA, Organizational Behavioral Meeting

White House Executive Committee on Education Summit

Symposium; annual meeting of the Society for Personality and Social Psychology, New Orleans, LA  
*Public and private contexts shape the architecture of the self: Concealable stigma and the distinction between public and private selves.*

**2012** Keynote Speaker at the National Science Foundation Joint Annual Meeting

Symposium; annual meeting of the Society of Experimental Social Psychology, Austin, TX  
*Invisible Black woman?: A Discussion of evidence for, nuances of, and limitations to the theory of intersectional invisibility.*

**2011** Symposium; annual meeting of the Society for Personality and Social Psychology, San Antonio, TX  
*Beyond the rhetoric: Empirical insights into current hot-button political issues.*

Symposium; biannual meeting of the European Association of Social Psychology, Stockholm, Sweden  
*Turning negative stereotypes on their head: Group affirmations reduce identity threat and improve performance.*

**2010** University of Exeter, Exeter, United Kingdom, Western Region Colloquium

Symposium; annual meeting of the Society for Personality and Social Psychology, Las Vegas, NV  
*Beyond particularism in the study of intersectional identities: Building and testing general theories of identity intersectionality.*

Symposium; NSF REESE PI meeting, Social and Organizational Factors in STEM Motivation and Achievement, 2010, Washington D.C.  
*Values Affirmation: Improving achievement by reducing psychological threat.*

**2009** Columbia University, New York, NY, Department of Psychology Social Lunch

University of Massachusetts Amherst, Amherst, MA, Department of Psychology Social Lunch

University of Connecticut, Storrs, CT, Department of Psychology Social Brown Bag Seminar

Symposium; annual meeting of the Society of Experimental Social Psychology, Portland, ME  
*Social and cultural reality monitoring: Psychological processes that influence.*

Symposium; National Association of Diversity Officers in Higher Education, Washington, D.C.  
*Transforming university settings to improve achievement for under-represented groups: The problems and promise of stereotype threat.*

Symposium; Institute for African American Research Studies, Columbia University, New York, NY  
*Stereotype and social identity threat in the classroom.*

Symposium; Third Annual Critical Race Studies Symposium: Race in Colorblind Spaces, Los Angeles, CA  
*Colorblindness and social science: Are we relevant to the law?*

**2007** Symposium; annual meeting of the Society of Experimental Social Psychology, Chicago, IL

November 2<sup>nd</sup>, 2015

*Self-affirmation processes over time: Following the impact of an affirmation intervention over two years.*

Symposium; International Congress and Law and Mental Health meeting, Padua, Italy  
*Race, class and the law: Why advantaged members of disadvantaged groups perceive legal injustice in the United States.*

Symposium; Twentieth Annual Conference on Peace and Conflict, Konstanz, Germany  
*Building trust in the face of small numbers: Identity threatening cues in educational, corporate and international contexts.*

Symposium; annual meeting of the Society for Personality and Social Psychology, Memphis, TN  
*Preventing bias by selecting a group: Demographic diversity and group versus individual decision-making.*

**2006** City University of New York, New York, NY, Department of Psychology Colloquium

Harvard University, Cambridge, MA, Department of Psychology Social Lunch

Tufts University, Medford, MA, Department of Psychology Social Lunch

Princeton University, Princeton, NJ, Department of Psychology Social Lunch

Symposium; annual meeting of the Society for Experimental Social Psychology, Philadelphia, PA  
*Danger at work, safe harbor at home: Concealable stigma and the compartmentalized self.*

Symposium; the Society for the Psychological Study of Social Issues 5th Biannual Conference, Long Beach, CA  
*Culture and intergroup contact: How the meaning of national identity shapes citizens' attitudes towards immigrants.*

**2005** Symposium; the National Black Law Journal 35th Anniversary Symposium, Los Angeles, CA  
*Stereotype threat and identity threat: How affirmative action based scholarship may inadvertently affect academic performance among UCLA law school students.*

Symposium; annual meeting of the Society for Experimental Social Psychology, San Diego, CA  
*Are cues always threatening: How minority representation and diversity philosophy interact to affect threat among African-Americans.*

#### **Poster Presentations** [Since 2005]

1. Mohr, R., & **Purdie-Vaughns, V.** (2016). *Understanding the Role of Perceived Gender in Judgments of Individuals with Intersectional Identities.* Poster to be presented at the 17th Annual Society for Personality and Social Psychology Conference, San Diego, CA.
2. Bhagavatula, S., Backer, R., Riddle, T., Muresan, S., & **Purdie-Vaughns, V.** (2016). *Content analysis of values affirmation essays.* Poster to be presented at the 17th Annual Society for Personality and Social Psychology Conference, San Diego, CA.

3. Riddle, T. A., Bhagavatula, S., Guo, W., Muresan, S., Cohen, G. L., Cook, J. E., & **Purdie-Vaughns, V.** (2015). Using natural language processing to investigate a values-affirmation intervention. *Society for Personality and Social Psychology*.
4. Dahlstrom, J., Riddle, T., Backer, R., Turetsky, K., & **Purdie-Vaughns, V.** (2015). Applying a values affirmation intervention to a project-based learning environment. *Columbia University Summer Research Program for Science Teachers*.
5. Pasek, M. H., **Purdie-Vaughns, V.**, Cook, J. E., Garcia, J., Sumner, R., & Cohen, G. L. (2015). Yes we can: Rekindling the “Obama Effect” to improve students’ motivation and achievement. *Society for Personality and Social Psychology*.
6. Germano, A., Turetsky, K., North, M., Cook, J. E., **Purdie-Vaughns, V.**, Mervis, J., & Hada, E. (2015). Identity threat and self-regulation: Post-Trier ego depletion among threatened Black premedical students. *Society for Personality and Social Psychology*.
7. Hada, E., Mervis, J., North, M., Turetsky, K., Germano, A., Lax, P., Cook, J. E., & **Purdie-Vaughns, V.** (2015). Racial differences in nonverbal anxiety behaviors of premedical students under stereotype threat. *Society for Personality and Social Psychology*.
8. Kenyon, E., Lee, M. M., Turetsky, K. M., Germano, A. L., Dahl, J. L., Pasek, M. H., Cook, J. E., Cohen, G. L., & **Purdie-Vaughns, V.** (2015). An intersectional approach: Gender, race, and the effect of theories of intelligence on students’ motivation to pursue medical school. *Association of Psychological Science*.
9. Backer, R., Ditlmann, R., & **Purdie-Vaughns, V.** (2015). Keeping a clean conscious: Colorblindness when discussing historical injustices. *Society for Personality and Social Psychology*.
10. Germano, A. L., Turetsky, K. M., North, M. S., Cook, J. E., **Purdie-Vaughns, V.**, Mervis, J., & Hada, E. (2015). Identity threat and self-regulation: Post-Trier ego depletion among threatened Black premedical students. *Society for Personality and Social Psychology*.
11. Hada, E., Mervis, J., North, M. S., Turetsky, K. M., Germano, A. L., Lax, P., Cook, J. E., & **Purdie-Vaughns, V.** (2015). Racial differences in non-verbal anxiety behaviors of pre-medical students under stereotype threat. *Society for Personality and Social Psychology Convention*.
12. Pasek, M. H., **Purdie-Vaughns, V.**, Cook, J. E., Garcia, J., Sumner, R., & Cohen, G. L. (2015). Yes We Can: Rekindling the “Obama Effect” to improve students’ motivation and achievement. *Society for Personality and Social Psychology*.
13. Riddle, T., & **Purdie-Vaughns, V.** (2015). Using natural language processing to investigate a values-affirmation intervention. *Society for Personality and Social Psychology*.
14. Germano, A., Cook, J. E., Stadler, G., & **Purdie-Vaughns, V.** (2014). Chronic illness and concealment among people with multiple sclerosis: A social identity threat perspective. *Society for Personality and Social Psychology*.
15. Mervis, J., Camp, N. P., Naft, M. J., Germano, A. L., Cook, J. E., **Purdie-Vaughns, V.**, & Cohen, G. L. (2014). Social identity threat undermines belonging in scholastic, but not social academic domains. *Society for Personality and Social Psychology*.

16. Dittmann, R. K., **Purdie-Vaughns, V.**, & Dovidio, J. (2014). "Fight the power" vs. "I have a dream": Implicit power moderates how African Americans promote intergroup understanding about injustice and oppression. *Society for Experimental Social Psychology*.
17. Huang, N., Glasser, Z., Germano, A. L., North, M. S., & **Purdie-Vaughns, V.** (2014). Graying out the threat: Ageism and its effects on perceptions of criminality. *Columbia Undergraduate Science & Engineering Research Symposium*.
18. Amoh, N., Hada, E., Mervis, J., Dittmann, R., & **Purdie-Vaughns, V.** (2014). Implicit power motive promotes progressive intergroup dialogues about racial history. *Association for Psychological Science*.
19. Mohr, R., Dittmann, R., **Purdie-Vaughns, V.**, & Camp, N. P. (2014). Exploring the link between intersectionality and beliefs about social inequality. *Association for Psychological Science*.
20. Amoh, N., Lobel, C., Gray, C., Dittmann, R., & **Purdie-Vaughns, V.** (2014). How Black and White college students navigate conversations about slavery. *Society for Personality and Social Psychology*.
21. Germano, A. L., Cook, J. E., Stadler, G., & **Purdie-Vaughns, V.** (2014). Chronic illness and concealment among people with Multiple Sclerosis: A social identity threat perspective. *Society for Personality and Social Psychology*.
22. Mohr, R., Dittmann, R., **Purdie-Vaughns, V.**, & Camp, N. P. (2014). Exploring the link between essentialism and intersectionality. *Society for Personality and Social Psychology*.
23. Mervis, J., Camp, N. P., Naft, M. J., Germano, A. L., Cook, J. E., **Purdie-Vaughns, V.**, & Cohen, G. L. (2014). Social identity threat undermines belonging in scholastic, but not social academic domains. *Society of Personality and Social Psychology*.
24. Naft, M. J., Romero-Canyas, R., Walton, G. M., & **Purdie-Vaughns, V.** (2014). A judge vs. the court, an oscar winning director vs. a decade of directors: group frames increase preference for diversity. *Society for Personality and Social Psychology*.
25. Spicer, J., Wager, T. D., Johnston, N., Harlapur, M., **Purdie-Vaughns, V.**, Cook, J. E., Fu, J., Burg, M. M., & Shimbo, D. (2013). A self-affirmation intervention attenuates endothelial cell injury in response to social threat. *American Psychosomatic Society*.
26. Camp, N. P., Chan, D., Cook, J. E., **Purdie-Vaughns, V.**, & Cohen, G. L. (2013). A values-affirmation intervention reduces body mass in African American men. *Society for Personality and Social Psychology*.
27. Walker, R., Cook, J. E., Mohr, R., & **Purdie-Vaughns, V.** (2013). Stereotype threat transference: Does minority sexual orientation increase concerns about negative racial stereotypes? *Society for Personality and Social Psychology*.
28. Germano, A., **Purdie-Vaughns, V.**, & Cook, J. E. (2013). Can a values-affirmation intervention improve minority performance on the Law School Admission Test? *Society for Personality and Social Psychology*.

29. Reeves, S. L., Brady, S. T., Davis, E., **Purdie-Vaughns, V.**, Garcia, J., Cook, J. E., Taborsky-Barba, S., Tomassetti, S., & Cohen, G. L. (2013). Self-affirmation effects over time: Spontaneous self-affirmation under stress. *Society for Personality and Social Psychology*.
30. Dittmann, R. K., Naghi, D., **Purdie-Vaughns, V.**, & Dovidio, J. (2013). Negotiating history: How Blacks engage Whites with the history of slavery. *Society for Personality and Social Psychology*.
31. Rouhani, N., Dawood, M., Kopf-Beck, J., Dittmann, R., & **Purdie-Vaughns, V.** (2013). Red white and you: Marginalized minorities show disengagement from an ideology-based national identity. *Society for Personality and Social Psychology*.
32. Montiel, K., Camp, N. P., Eibach, R., Mock, S., & **Purdie-Vaughns, V.** (2012). Occupational identity and the divided self: Self-disclosure concerns and cognitive organization of the self in professional and non-professional gay workers. *Society for Personality and Social Psychology*.
33. Gray, C., Naghi, D., Dittmann, R., & **Purdie-Vaughns, V.** (2012). Colorblindness ideology of past injustice associated with lower levels of collective guilt. *Society for Personality and Social Psychology*.
34. Dittmann, R., **Purdie-Vaughns, V.**, & Dovidio, J. (2012). Paving the way for Difficult Dialogues: How European-American and African-American students talk to each other about slavery. *Group Processes and Intergroup Relations Preconference*.
35. Camp, N. P., Rouhani, N., Gluszek, A., Eibach, R., & **Purdie-Vaughns, V.** (2011). Belongingness uncertainty increases preference for pedagogical structure among members of underrepresented groups. *European Association of Social Psychology Convention*.
36. Camp, N. P., Rouhani, N., Gluszek, A., Eibach, R., & **Purdie-Vaughns, V.** (2011). Structure preference and uncertainty avoidance in marginalized groups. *Association for Psychological Science*.
37. Dittmann, R. K., **Purdie-Vaughns, V.**, & Dovidio, J. (2011). Affective reactions of African-American and White participants to different representations of past injustice. *Society for Personality and Social Psychology*.
38. Camp, N. P., Cantor, A., Eibach, R., & **Purdie-Vaughns, V.** (2011). Belongingness uncertainty and preference for structure in school settings among members of underrepresented groups. *Society for Personality and Social Psychology*.
39. Liu, P., Akcinar, E., Dittmann, R. K., **Purdie-Vaughns, V.**, & Eibach, R. (2011). Underutilizing information about Black women when forming impressions of Black people and women. *Society for Personality and Social Psychology*.
40. Pearlmuter, A., Dittmann, R. K., **Purdie-Vaughns, V.**, & Eibach, R. (2011). Empirical test of intersectional invisibility: People under-utilize information about intersectionals in person-perception paradigms. *Society for Personality and Social Psychology*.
41. Camp, N.P., Sedlovskaya, A., Eibach, R., & **Purdie-Vaughns, V.** (2010). Clarity and concealment: The cognitive effects of a divided self. *Association for Psychological Science*.
42. Sumner, R., Bearns, C., Golaszewski, N., Apfel, N. H., Cook, J. E., **Purdie-Vaughns, V.**, Cohen, G. L., & Garcia, J. (2010). My President and I? Effects of the inauguration of the first African American president on perceived stereotype threat among 6th graders. *Society for Personality and Social Psychology*.



43. Golaszewski, N., Sumner, R., Bearns, C., Apfel, N. H., Cook, J. E., Cohen, G. L., Garcia, J., & **Purdie-Vaughns, V.** (2010). Refining self-affirmation interventions: Group and self-affirmation improve performance for academically at-risk minority students. *Society for Personality and Social Psychology*.
44. Bearns, C., Taborsky-Barba, S., Tomassetti, S., Sumner, R., Golaszewski, N., Davis, E., Apfel, N. H., Cook, J. E., **Purdie-Vaughns, V.**, Garcia, J., & Cohen, G. L. (2010). Placebo affirmations: Mere awareness of self-affirmation theory improves academic performance. *Society for Personality and Social Psychology*.
45. Bui, K., **Purdie-Vaughns, V.**, & Johnson, M. K. (2009). Interpersonal Reality Monitoring: Distrusting and Forgetting What Politicians Say. *Association for Psychological Science*.
46. **Purdie-Vaughns, V.**, Cohen, G. L., Garcia, J., Apfel, N., & Sumner, R. (2009). Raising minority student performance with a values-affirmation intervention: A two-year follow-up. *National Science Foundation REESE Principle Investigators Meeting*.
47. Akcinar, E. N., Hailey, S., Dittmann, R., Eibach, R., & **Purdie-Vaughns, V.** (2009) Intersectional Invisibility: The Distinctive Disadvantages of Contending with Multiple Subordinate Identities. *Society for Personality and Social Psychology*.
48. Beck, L. A., **Purdie-Vaughns, V.**, Mitchell, K. J., & Johnson, M. K. (2007). Age-based stereotype endorsement and interpersonal reality monitoring. *Society for Applied Research in Memory and Cognition*.
49. Sedlovskaya, A., **Purdie-Vaughns, V.**, & Eibach, R. (2007). The phenomenology of the closet: Work-home self schemas and the organization of the self-concept. *Society for Applied Research in Memory and Cognition*.
50. Gluszek, A., **Purdie-Vaughns, V.**, & Eibach, R. (2007). Structure as an intervention to lift stereotype threats in educational settings. *Association for Psychological Science*.
51. Gluszek, A., **Purdie-Vaughns, V.**, & Eibach, R. (2007). Coping with threatening environments: Structure as intervention to lift identity threats. *Society for Personality and Social Psychology*.
52. Beck, L. A., **Purdie-Vaughns, V.**, Mitchell, K. J., & Johnson, M. K. (2007). Emotional but not wiser: Interpersonal reality monitoring and age-based stereotype endorsement. *Society for Personality and Social Psychology*.
53. Grewal, D., & **Purdie-Vaughns, V.** (2006). Take charge or be a team player: How management style and gender representation affects women's perceptions of the workplace. *Society for Social and Personality Psychology*.
54. Dittmann, R., & **Purdie-Vaughns, V.** (2006). To be or not to be American/German. National identity threat and immigrant-citizen relations. *Society for Personality and Social Psychology*.
55. Sedlovskaya, A., & **Purdie-Vaughns, V.** (2006). Self- and public perceptions governing actions: How African-American men interact with the police. *Society for Personality and Social Psychology*.
56. Grewal, D., & **Purdie-Vaughns, V.** (2005). The effect of management style on perceptions of discrimination. *American Psychological Association*.

**Teaching/Instruction** [Note- Individual student teaching at end; Limited to courses taught at Columbia University]

Fall 2015	<i>Monday Seminar</i> -weekly speaker series, Department of Psychology Enrollment: 28 Students <i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology Enrollment: 13 Students <i>Independent Study</i> undergraduate/graduate supervised individual research, Department of Psychology Enrollment: 8 Students
Spring 2015	<i>Monday Seminar</i> -weekly speaker series, Department of Psychology Enrollment: 33 Students <i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology Enrollment: 8 Students <i>Introduction to Cultural Psychology</i> undergraduate lecture, Department of Psychology Enrollment: 143 Students
Fall 2014	<i>Monday Seminar</i> -weekly speaker series, Department of Psychology Enrollment: 33 Students <i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology Enrollment: 15 Students
Spring 2014	<i>Monday Seminar</i> -weekly speaker series, Department of Psychology <i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology <i>Introduction to Cultural Psychology</i> undergraduate lecture, Department of Psychology
Fall 2013	<i>Monday Seminar</i> -weekly speaker series, Department of Psychology <i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology
Fall 2012	<i>Introduction to Cultural Psychology</i> undergraduate lecture, Department of Psychology <i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology
Spring 2012	<i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology
Fall 2011	<i>Introduction to Cultural Psychology</i> undergraduate lecture, Department of Psychology
Spring 2011	<i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology
Fall 2010	<i>Introduction to Cultural Psychology</i> undergraduate lecture, Department of Psychology
Spring 2010	<i>Psychology of Culture and Diversity</i> undergraduate/graduate seminar, Department of Psychology
Fall 2009	<i>Introduction to Cultural Psychology</i> undergraduate lecture, Department of Psychology

**Service to the Scientific Community**

*Grant Reviews & Review Committees*

National Science Foundation REESE Program  
National Science Foundation CAREER Program  
National Science Foundation HBCU-Up Program

*National Conference Program Committees*

2013 – present	Member, Executive Committee, American Education Research Association (AERA) Committee on Professional Development
2013 – 2014	Program Chair, American Psychological Society (APS), Social Psychology
2010 – 2011	Program Committee Member, Society for Personality and Social Psychology (SPSP)

*National Advisory Boards*

2015 – present	Advisory Board Member, Systemic Justice Project, Harvard Law School think tank
2015 – present	Advisory Board Member, Edutopia, national non-profit sponsored by the George Lucas Foundation

November 2<sup>nd</sup>, 2015

2014 – present

Advisory Board Member, Reading Holiday Project (RHP)

2010 – present

Advisory Board Member, Partnership for After School Education (PASE) College Prep  
Advisory Council. New York City, NY

### *Peer Reviewer for Scientific Publication*

Science

Psychological Science

Journal of Personality and Social  
Psychology

Journal of Experimental Social  
Psychology

Personality and Social Psychology  
Bulletin

Group Processes and Intergroup  
Relations

Sex Roles

Social Science and Medicine

Teacher's College Record

### *Editorial Board*

2012 – present

Journal of Experimental Psychology-General

2016

Journal of Personality and Social Psychology

### *Additional Service*

2011 – 2013

Methodology Advisor, NSF-REESE, Review Panel to Revise Guidelines for Rigor in  
Educational Research

2006 – 2012

Education Consultant, Consortium for High Achievement and Success (CHAS), 2006-  
present.

### **Service to Columbia University**

2015 – present

Committee Member, Presidential Scholars in Society and Neuroscience

2015 – present

Committee Member, Strategic Planning Group to Office of the Dean

2013 – present

Member, Psychology Department Graduate Admissions Committee

2013 – present

Member, Search Committee for Executive Director of Institutional Review Board for  
Columbia University

2013 – present

Member, Columbia University Alumni Strategic Task Force

2013 – present

Member, Columbia University Howard Hughes Medical Institute Task Force (prepared  
grant to refine and reevaluate undergraduate science core)

2012 – present

Core Faculty, Robert Wood Johnson Health & Social Scholars

2011 – 2014

Founding Organizer, The Salon (faculty paper working group dinner series), Institute for  
Research on African American Studies (IRAAS)

2011 – 2013

Member, Robert Wood Johnson Stigma and Population Health Working Group

2011 – 2012

Mentor, BRIDGE to the PhD Program

2010 – 2012

Mentor, Leadership Alliance Diversity Research Program

2008 – present

Member, Executive Board for the Center for Institutional Change and Social Policy,  
Columbia Law School

2009 – present

Member, Institutional Review Board Committee

### **Professional Memberships**

2004 – present

European Association of Social Psychology (EASP)

2000 – 2010

Society for the Psychological Studies of Social Issues (SPSSI)

2000 – 2004

Western Psychological Association (WPA)

1999 – present

Society for Personality and Social Psychology (SPSP)

1998 – present

American Psychological Society (APS)

1997 – present

American Psychological Association (APA)

**Training and Student Supervision at Columbia University**

\* Denotes Honors Student

*Undergraduate Trainees:*

Tessa Thwaites	Fall 2015 – present
Valerie Pizzi	Fall 2015 – present
Caitlin Hills	1-year research project, Spring 2015 – present
Tiffany Ferund	1-year research project, Spring 2015 – present
Hannah Weinstock	1-year research project, Spring 2015 – present
Anna Raskind	1-year research project, Fall 2014 – present
David Watkins	1-year research project, Fall 2014 – Fall 2015
Emily Kenyon	1-year research project, Fall 2014 – present
Jaycee Parker	1-year research project, Fall 2014 – Summer 2015
Mamfatou Baldeh	1-year research project, Fall 2014 – present
Sahng-Ah Yoo	1-year research project, Fall 2014 – Spring 2015
Sydney Brinson	1-year research project, Fall 2014 – present
Zainab Aina	1-year research project, Fall 2014 – Spring 2015
Michelle Vogt	3-month research project, Fall 2014
Clare Hua	1-year research project, Spring 2014 – Spring 2015
Nathen Huang	2-year research project, Fall 2013 – Spring 2015
Courtney Bradford*	1-year research project, Fall 2013 – Summer 2014, Honors Student
Nirmal Ilyas	9-month research project, Summer 2013 – Fall 2013
Emmanuel Quiadoo	9-month research project, Summer 2013 – Fall 2013
Chinenyenwa Mpamaugo	6-month research project, Summer 2013
Zachary Glasser *	3-year research project, Spring 2013 – Spring 2015, Honors Student
Robert Mitchell	2-year research project, Fall 2012 – Spring 2014
Caroline Lobel*	2-year research project, Spring 2012 – Spring 2013, Phi Beta Kappa
Nana Amoh	2-year research project, Spring 2012 – Spring 2013
Tyrone Hinderson	1-year research project, Fall 2012 – Fall 2013
Maneeza Dawood	1-year research project, Fall 2012 – Spring 2013
Danielle Niaghi	1-year research project, Fall 2012 – Spring 2013
Nikita Prabhaker*	4-year research project, Fall 2009 – Spring 2013, Honors Student
Kevin Montiel *	4-year research project, Fall 2009 – Spring 2013, Honors Student
Chrystal Gray	3-year research project, Fall 2010 – Spring 2013

*Post-Baccalaureate Trainees:*

Julia Bottesini	Fall 2015 – present
Michelle Lee	1-year research project, Fall 2014 – present
Laura Currie	1-year research project, Summer 2014 – Spring 2015
Ellen Hada	1-year research project, Summer 2013 – Summer 2014
Michael Naft	1-year research project, Fall 2012 – Summer 2013
Ida Griesemer	3-month research project, Fall 2012
Joshua Mervis	2-year research project, Spring 2012 – Spring 2013
Adriana Germano	2-year research project, Fall 2011 – Spring 2013
Oksana Friedman	2-year research project, Fall 2011 – Spring 2013
Nina Rouhani	3-year research project, Fall 2010 – Summer 2014

*Graduate Research Trainees:*

Rebecca Mohr	Department of Psychology Ph.D. candidate, 2012 – present
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November 2<sup>nd</sup>, 2015

Kate Turetsky\*

Abdiel Flores\*

Department of Psychology Ph.D. candidate, 2013 – present, NSF-GRFP

Department of Psychology Ph.D. candidate, 2014 – present, NSF-GRFP  
(co-adviser Niall Bolger)

Maneeza Dawood

Department of Psychology Ph.D. candidate, 2015 – present

Nathen Huang

QMSS Masters Student, 2014 – present

*Graduate Student Advisory Committees:*

Sudy Majd

Department of Psychology M.A. candidate, 2014 – 2015

Melissa Boone

Psychology/Public Health Ph. D. candidate, 2008 – 2014

Travis Riddle

Department of Psychology Ph.D. candidate, 2009 – 2014

Christopher Crew

Department of Psychology Ph.D. candidate, 2008 – 2014

Kavita Reddy

Department of Psychology Ph.D. candidate, 2007- 2012

*Post-doctoral Trainees:*

Travis Riddle

Department of Psychology, 2014 – present

Michael North

Department of Psychology, 2013 – 2015

*Research Associates:*

Jonathan Cook

Department of Psychology, 2011 – 2013

Rainer Romero-Canyas

Environmental Defense Fund, 2012 – 2013