

THE DEPARTMENT OF PSYCHOLOGY
at Bowling Green State University

BGSU®



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DEPARTMENT OVERVIEW

The Department of Psychology at Bowling Green State University has a long standing reputation for excellence. Since its foundation in 1948, the department has distinguished itself through innovative research, exceptional faculty and outstanding graduate students.

The psychology department has created an intellectually stimulating environment in which people of differing specialized interests and academic levels have come together and formed a scientific community for the significant advancement of psychological research. The department fosters an atmosphere of mutual support rather than competition and communication rather than isolation.

The department is committed to providing its graduate students with resources and opportunities to succeed in their program of study as well as to make a unique contribution to the field of psychology in both basic and applied settings. Students with diverse professional interests will find a community of dedicated faculty and staff to assist, collaborate and guide their professional interests and goals.

The Department of Psychology is organized into four areas (clinical, developmental, industrial/organizational, and neural and cognitive sciences), each offering a Ph.D. Each area gives students an opportunity to work closely with a small group of faculty and students and to advance in their discipline through specialized colloquia, courses and seminars. Although students often apply to and are admitted to a specific area, students are encouraged to take courses across different areas within the department. With the recognition that interests can be quite varied and do change, it is not uncommon for students to work with different faculty within and between areas.

Doctor of Philosophy degrees are awarded in four areas of psychology

- Clinical
- Developmental
- Industrial/Organizational
- Neural & Cognitive Sciences

Master of Arts degrees are commonly awarded to students in the above programs as intermediate degrees. At this time, a Master of Arts terminal degree program is not offered.

Interdisciplinary Study

Cognitive and Computing Sciences. The Cognitive and Computing Sciences program is a five-year course of study in which students earn dual masters degrees in psychology and computer science, along with a Ph.D. in psychology.



RESOURCES

■ **Psychology Building.** The psychology department is housed in a five-story building. A continuing program of updating the building and equipment holdings provides the department with one of the finest facilities in the nation for the pursuit of psychological research. Two large computer labs with full access to numerous popular statistical and data analytic software are located in the psychology building and are open to graduate students at all times. Office space equipped with telephones and high-speed data ports is provided for all graduate students. In addition, all faculty research labs have computers. Wireless internet access is available throughout the building. The building houses modern animal research facilities, including surgical, electrophysiological, biochemical and histological suites. Several laboratories have closed-circuit television systems for the monitoring and videotaping of data collection.

■ **The Psychological Services Center.** The Psychological Services Center (PSC), the clinical program's in-house training clinic, is a vibrant community and campus mental health center. The PSC's mission is to provide high quality psychological services to individuals and agencies in Bowling Green and the surrounding community while simultaneously providing specialized training experiences for clinical students. The wide breadth of graduate student training experiences includes conducting individual, couples and family therapy; psychological assessment; program development and evaluation; consultation and community education. The PSC is equipped with numerous individual, group and play therapy rooms, as well as diagnostic materials and tests, biofeedback equipment, PCs and a student resource center. Rooms provide supervisors with the choice of observing students providing clinical services via a one-way mirror or through closed-circuit audio/video.

■ **The Institute for Psychological Research and Practice (IPRA).** Created in 1981, the Institute for Organizational Research and Development, later renamed the Institute for Psychological Research and Practice (IPRA), is a broad-based interdisciplinary research institute that offers a wide range of professional services to organizations in both the private and public sectors. The institute has assisted clients in such areas as personnel selection and evaluation, recruitment and retention/turnover, staff training and development, program evaluation, employee health, workplace stress assessment, organizational development, benchmarking, employee attitude surveys, organizational analysis and EEO/Affirmative Action.

■ **J.P. Scott Center for Neuroscience, Mind & Behavior.** The J.P. Scott Center is comprised of faculty, post-doctoral researchers, graduate students and undergraduate students from the Departments of Psychology, Biology, Communication Disorders and Philosophy, who are pursuing interdisciplinary programs of research that advance understanding of the dynamic relationship between the nervous system, mind and behavior. Additional information on the J.P. Scott Center can be found at www.bgsu.edu/departments/nmb/.

Programs

CLINICAL PROGRAM

The clinical program follows a scientist-practitioner model of training in which the development in research skills, coursework and clinical practica are integrated into a coherent program of study. This integrated approach has prepared our graduates for employment in a variety of professional settings that include colleges and universities, medical schools and hospitals, community mental health and human service agencies, research centers and independent practices. The doctoral program in clinical psychology at BGSU has been accredited by the American Psychological Association since 1971.

CLINICAL FACULTY

Abby Braden

Eric Dubow

Dryw Dworsky

Annette Mahoney

William O'Brien

Harold Rosenberg

Kenneth Shemberg

Catherine Stein

Carolyn Tompsett



Kenneth Pargament

Graduate education in the clinical program is guided by training, research and service missions. The clinical program's training mission is to provide graduate students with the skills necessary to deliver competent and effective clinical service in a variety of healthcare settings. We promote an appreciation of the importance of cultural and individual diversity in research and practice, as well as a strong sense of social responsibility, ethics and professionalism. The clinical program's research mission is to encourage a sophisticated understanding of human behavior through active scholarship and research. Our goal is to advance understanding of important factors that influence human behavior and promote strategies that can be used to reduce human suffering and promote well being. The clinical program's service mission is to encourage a commitment to enhance academic, local, regional and national communities

through research, leadership, advocacy and clinical service.

All students receive core training in basic clinical skills and are exposed to a broad range of clinical issues in their first two years of required courses and practica. The clinical program's Psychological Services Center (PSC) is an in-house training clinic for graduate students. The PSC draws its clients from agencies in northwest Ohio, including referrals from university and community mental health agencies, health and human service agencies, law enforcement and the juvenile justice system, physicians, rehabilitation facilities, clergy and schools.

In their third or fourth years, students may choose a concentration in one of four areas within clinical psychology: 1) child clinical psychology, 2) community clinical psychology, 3) health psychology or 4) general clinical psychology. Concentration specialty is achieved through taking specific course electives, practica and research experiences. We also offer concentrated training in: occupational health psychology and the psychology of religion and spirituality. Detailed descriptions of each concentration area can be found under Graduate Programs (Clinical) at www.bgsu.edu/departments/psych/.

All graduate students in the clinical program are required to successfully complete a one-year, pre-doctoral clinical internship. Our doctoral students consistently secure highly competitive pre-doctoral internships in geographically and clinically diverse settings. A majority of graduates of our clinical program report feeling extremely well prepared for pre-doctoral internship and felt they had little or no difficulty obtaining their first professional position.

The clinical psychology program has enjoyed a long history of encouraging a supportive and collegial environment among faculty and students. Faculty members typically sponsor one or two newly admitted clinical students each year. The majority of students author or co-author articles/book chapters and conference presentations with one or more faculty members.

Each year, approximately 8-10 students are enrolled in our program out of a total applicant pool of approximately 150. Selection is based on academic promise, motivation for graduate study and compatibility with the goals of the program. Detailed descriptions of the characteristics of enrolled students, including mean GPA and GRE, graduation rates, internship application data, program completion data and program costs, can be found under Graduate Programs (Clinical) at www.bgsu.edu/departments/psych/.

Information about the accreditation status of our program (or any program) can be found by contacting the APA Commission on Accreditation at:

Office of Program Consultation and Accreditation

American Psychological Association

**750 First Street, NE,
Washington, DC 20002-4242**

Phone: 202-336-5979

Fax: 202-336-5978

Email: apaaccred@apa.org

Web:

<http://www.apa.org/ed/accreditation/>

Programs

DEVELOPMENTAL PROGRAM

DEVELOPMENTAL FACULTY

Yiwei Chen

Dara Musher-Eizenman

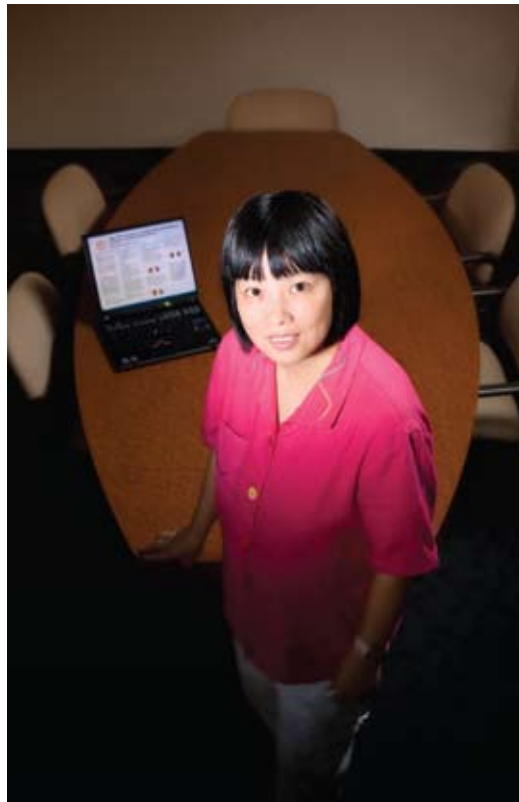
Marie Tisak

John Tisak

The developmental program provides a challenging, yet supportive environment in which students acquire a strong foundation in theory, research and methodology in developmental psychology across the life span. In collaboration with a diverse faculty, students actively engage in an individualized program of study. The training students receive prepares them for careers in both academic and research settings.

The core developmental faculty study individuals and methodologies across the lifespan from childhood and adolescence through adulthood and aging. Faculty research interests span a wide variety of areas including moral reasoning; peer relations; aggression and delinquent behaviors; decision making; attitude changes; weight biases; attitudes toward body size, food and dieting, and the effects of change and stability on developmental processes.

The program provides students with a thorough background in methodology, quantitative methods, and developmental theory and research. The developmental program draws on the expertise of faculty in other areas of the department, and interdisciplinary research is encouraged. The majority of students author or co-author articles/book chapters and conference presentations with one or more faculty members.



Yiwei Chen

One of the primary goals of the developmental program is to train students to become successful independent researchers and educators. Students who receive a doctoral degree in developmental psychology are well prepared for careers in both academic and research settings. Recent graduates have been hired for tenure-track positions at the University of Texas at Dallas and the University of Maryland, and research setting positions such as The Ohio Department of Mental Health.

Detailed descriptions of the developmental program can be found under Graduate Programs (Developmental) at www.bgsu.edu/departments/psych/.

Programs

INDUSTRIAL/ORGANIZATIONAL PROGRAM

INDUSTRIAL/ORGANIZATIONAL FACULTY

William Balzer

Clare Barratt

Milton Hakel

Scott Highhouse

Steve Jex

Russell Matthews

Mike Zickar



Scott Highhouse

The doctoral program in Industrial/Organizational (I/O) Psychology prepares students for careers as active contributors to the psychology of work. The program values a broad background in psychological theories and principles and the development of sound research and problem-solving skills. A mixture of classroom experience, individual study, research and supervised field experience provides students with a strong foundation as they begin or continue careers in teaching, research and consultation in either the private or public sector.

The I/O program enjoys an outstanding reputation. *U.S. News & World Report* ranks BGSU's I/O doctoral program among the best in the country. The program also received a competitive State of Ohio Academic Challenge grant to enhance graduate student education and promote field experiences for faculty and students.

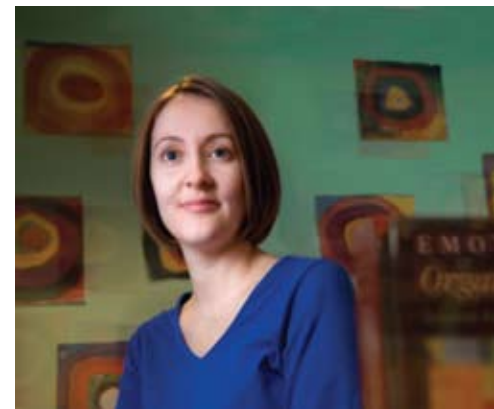
Faculty and students are actively involved in the I/O research community. Students are encouraged to explore all areas of I/O psychology and work with multiple faculty members throughout the course of their graduate training. Both the students and faculty are actively involved in presenting at conferences as well as publishing in journals and other publications. The faculty research interests at BGSU span a wide variety of topics, including employee selection, judgment and decision making, psychometric theory, stress and well-being in the workplace, work motivation and job attitudes.

The first two years of the program are structured to provide content knowledge in I/O and related areas of psychology, research design skills and statistical analysis skills. In addition to course learning, students have many opportunities to develop their application skills with field research, applied projects and internships. Most applied research opportunities are through the psychology department's Institute for Psychological Research and Application (IPRA). The institute has assisted clients in such areas as personnel selection and evaluation, recruitment and retention/turnover, staff training and development, program evaluation, employee health, workplace stress assessment, organizational development, benchmarking, employee attitude surveys, organizational analysis and EEO/Affirmative Action.

After completion of the master's degree, students are encouraged—although not required—to undertake full-time internships of up to one year in duration. Recent examples of internship placements include Proctor & Gamble, National Institutes for Occupational Safety and Health, Verizon, Development Dimensions International, PreVisor, PepsiCola, Sky Bank, Denison Consulting and John Deere.

With a doctoral degree in I/O psychology, students can choose among diverse employment settings. Recent I/O graduates have pursued and obtained academic (e.g., Portland State University, University of Arizona), industrial (e.g., Motorola, Procter & Gamble, IBM), consultation (e.g., Developmental Dimensions International, Personnel Decisions Inc.) and governmental (e.g., U.S. Naval Research Institute, National Institute for Occupational Health and Safety) employment.

Detailed descriptions of the I/O program can be found under Graduate Programs (Industrial/Organizational) at www.bgsu.edu/departments/psych/.



Jennifer Gillespie

Programs

NEURAL & COGNITIVE SCIENCES PROGRAM

Neural & Cognitive Faculty

Richard Anderson

Verner Bingman

Casey Cromwell

Anne Gordon

Mary Hare

Dale Klopfer

Patricia Sharp

EMERITUS

Michael Doherty

Jaak Panksepp

Ryan Tweney

The graduate program in Neural and Cognitive Sciences (NCS) is an interdisciplinary endeavor linking neuroscientists and cognitive scientists. The emphasis of the doctoral program is on the development of both theoretical and experimental skills in cognitive psychology and neuroscience.

Among the neural and cognitive science faculty, current research interests include attention, auditory perception, comparative psychology, computational modeling, emotions and behavior, human and animal timing, learning and memory, language, music cognition, neural networks, neuroethology, psychopharmacology, psychology of science, spatial navigation and cognition, speech and vision.



Richard Anderson

Students are encouraged to engage in research with faculty from the beginning phase of their training, with the development of independent projects expected with progression through the program. Interdisciplinary interests and research efforts are encouraged.

The curriculum includes course work in neuroscience research methods, cognitive research methods, cognitive psychology, basic neuroscience and cognition, neurophysiology, affective neuroscience, auditory and visual perception, cognitive development, psychology of language, speech perception, statistics and advanced seminars in selected topics. Various experimental approaches are available to students, including computer-controlled experimentation, recording neural activity (electrophysiology) in awake and anesthetized animals, analyses of behavior,

neurochemistry, gene transfer using viral vectors, eye-tracking, computational modeling, and functional magnetic resonance imaging (conducted off site).

The majority of the NCS faculty are affiliated with the J.P. Scott Center for Neuroscience, Mind & Behavior which is comprised of faculty, post-doctoral researchers, graduate students and undergraduate students from the Departments of Psychology, Biology, Communication Disorders and Philosophy. J.P. Scott Center affiliates are pursuing interdisciplinary programs of research that advance understanding of the dynamic relationship among the nervous system, mind and behavior. Members of the NCS faculty and J.P. Scott Center have successfully been awarded grants from a variety of agencies, including the National Science Foundation and the National Institutes of Health.

Detailed descriptions of the NCS program can be found under Graduate Programs (Neural and Cognitive Sciences) at www.bgsu.edu/departments/psych/ and www.bgsu.edu/departments/nmb for the J.P. Scott Center.



Anne Gordon

FINANCIAL AID

The psychology department invests considerable resources into its graduate program. Currently, all students accepted into our program receive full financial support for at least four academic years in the form of graduate assistantships and fellowships, teaching assistantships, clinical assistantships and privately-funded research assistantships. Support includes a stipend and tuition waivers. Summer assistantships as well as teaching opportunities for advanced students are frequently available. The department also provides generous funding support for research and participation in scholarly meetings so that students may present the results of their own research as well as benefit from the work of the scientific community.

The deadline for applications to be considered for fall admission to the industrial/organizational program is **December 1**, the clinical psychology graduate program is **December 15**. The deadline is **January 1** for developmental and neural and cognitive sciences. All application materials, including transcripts and GRE scores must be received by this date. Admissions are considered only for the fall semester. We only admit full-time students who are committed to attaining a Ph.D. Application instructions and materials can be found under Graduate Programs (Prospective Students) at www.bgsu.edu/departments/psych/.

APPLICATION REQUIREMENTS

While requirements vary slightly by area, a candidate for admission to the clinical, developmental and industrial/organizational areas should ordinarily have the following: a minimum of 3 hours in psychology. In addition to psychology majors, the neural and cognitive sciences area routinely admits students that major in areas outside of psychology—for example, biology students who may have had few, if any, psychology class experiences. Students of high ability and students transferring to psychology from disciplines that are highly relevant to an expected area of specialization within psychology may be accepted even though they lack some of these courses. The departmental admissions committee also considers Graduate Record Examination (GRE) scores and letters of recommendation. Preference is often given to students who have mathematics beyond college algebra and to those who have research experience. The number of admissions is limited each year. Therefore, grade-point averages are typically high (above 3.5). Similarly, excellent records coupled with strong recommendations are usually needed for admission.

Applicants are also evaluated on their supporting documents, career goals, career promise and research interests. Substantial additional weight is given to the quality and extent of prior research and other relevant experience.

ENGLISH PROFICIENCY REQUIREMENT

All applicants whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL).

ENGLISH IS NOT A FIRST LANGUAGE

Students whose first language is not English are required to take on-campus English proficiency tests before planning the first-semester academic program with their advisor and before registration. On-campus testing is required of all admitted international applicants whose first language is not English. The on-campus English tests are coordinated by the English as a Second Language (ESL) program. Based on the results of these tests, students may be required to enroll in courses as designated by the ESL program. Satisfactory completion of ESL courses is mandatory for continued University funding and graduation when students are required to enroll in such courses. ESL courses cannot be used to meet degree requirements.

DEGREE REQUIREMENTS

Graduate programs in psychology are research oriented, regardless of the special area of interest a student may have. Four areas of emphasis are available: clinical, developmental, industrial/organizational, and neural and cognitive sciences.

Students are encouraged to become engaged in laboratory, library and field research either independently or in collaboration with members of the faculty. Practice in research, in addition to the required dissertation research, is an integral part of graduate training. The departmental laboratories are well equipped for the investigation of a wide variety of problems in all areas of contemporary psychology.

CONTACT

**For further information,
write or email:**

Ms. Paula Watson, Graduate Secretary
Department of Psychology
Bowling Green State University
Bowling Green, OH 43403-0228
Phone: 419-372-2306
Email: pwatson@bgsu.edu

MASTER OF ARTS (M.A.) The Master of Arts degree is awarded as an intermediate degree to candidates for the Doctor of Philosophy degree who have satisfactorily completed 30 hours of graduate work (statistics and methods required). Candidates must complete a thesis and perform satisfactorily in an oral defense. The M.A. is granted as part of the total program as we only admit students who wish to pursue a doctorate degree.

Early in their program, students must present a plan of study. The plan of study must guarantee that the student finishes the program as a broadly-trained psychologist, competent to initiate, conduct and interpret empirical research. Within this framework, however, the provisions for a doctoral plan of study are quite flexible. The individual plan of study is worked out in collaboration with the sponsor. Students must complete satisfactorily a sequence of core courses (methodology and statistics) during the first two years. In addition, students are required to take and successfully master content core courses which are general courses covering the major fields of psychological study. A completed master's-level research project should be presented to the student's committee by the end of the second year of study.

DOCTOR OF PHILOSOPHY (PH.D.) The Doctor of Philosophy degree is awarded to candidates who have completed an approved program in their areas of specialization and meet departmental and Graduate College requirements for the degree. This must include:

- a. At least 90 hours of graduate work beyond the baccalaureate degree (60 post master's),
- b. a master's thesis,
- c. appropriate courses and seminars in the area of specialization and in related and supporting areas,
- d. satisfactory performance on an oral preliminary examination,
- e. completion of an acceptable dissertation and satisfactory performance of an oral examination in defense of that dissertation, and
- f. a full year of internship (for those pursuing a clinical emphasis).

It is emphasized that hour requirements are secondary in importance to breadth of understanding evidenced by satisfactory performance on examinations and demonstrated competence in research. The dissertation, and preparation for it, is central to the student's plan of study. Students are admitted to doctoral study only if there is an available sponsor to guide their research activities throughout the program. Students who enter the program with an M.A. or M.S. degree from another institution should arrange to be sponsored by a member of the graduate faculty by the end of the first semester on campus.

How do I apply?

Please see the application process section under Graduate Programs (Prospective Students) at www.bgsu.edu/departments/psych/ for application materials and instructions. To apply into one of our programs in psychology at Bowling Green State University you must complete two separate applications: (1) apply to the Department of Psychology under Graduate Programs (Prospective Students) at www.bgsu.edu/departments/psych/ and (2) apply for graduate study at Bowling Green State University at www.bgsu.edu/colleges/gradcol/page24959.html. Both of these applications must be completed and received by **December 1** for industrial/organizational, **December 15** for clinical or **January 1** for developmental and neural and cognitive sciences.

How are admissions decisions made?

In evaluating applications, the department considers your complete application, focusing on your grades, personal statement, letters of recommendation, GRE scores and research interest. Applied and research experiences also are considered when evaluating applications. Interviews, which are common but not required for admission in all areas, usually take place in February. Offers of admission will likely be made for all areas by April 1; notification of non-admission likely will be sent after April 15.

When can I submit my application?

Our deadline is **December 1** for industrial/organizational, **December 15** for clinical and **January 1** for developmental and neural and cognitive sciences. Your application should be completed by this date, including GRE scores, TOEFL scores (if required), letters of recommendation, personal statement and applications. We suggest that you request your transcripts to be sent to Bowling Green State University at the earliest possible date and that you take the GRE no later than November.

What kind of financial support is available?

Currently, all admitted students receive financial support in the form of a graduate assistantship, which includes a tuition scholarship and a stipend for at least four academic years.

How long does it take to complete the program?

The typical time for completing the Ph.D. program is four to five years for the developmental, industrial/organizational, and neural and cognitive sciences programs and five to six years (including the internship) for the clinical program.

Will graduate level courses/degrees from other institutions apply toward the psychology Ph.D. program at Bowling Green State University?

Graduate courses/degrees completed at other institutions are evaluated for equivalency with our requirements on an individual basis. The evaluation process is not started until you have been admitted and are on campus for your first semester.



CLINICAL

Braden, Abby, assistant professor
abbym@bgsu.edu
Ph.D., Case Western Reserve
Research areas: *Obesity Prevention and Intervention, emotion dysregulation, eating disorders.*

Dubow, Eric F., professor
edubow@bgsu.edu
Ph.D., University of Illinois at Chicago
Research areas: *Risk and protective factors in children's adjustment, development of aggression over time and across generations, school-based primary prevention programs to enhance children's competence.*

Dworsky, Dryw, assistant clinical professor and director of the Psychological Services Center
dworsky@bgsu.edu
Ph.D., Bowling Green State University
Research areas: *Community psychology, sports psychology, college student development.*

Mahoney, Annette, professor and director of clinical training
amahone@bgsu.edu
Ph.D., University of Houston
Research areas: *Links between marriage, parenting and child maladjustment; family violence in clinic-referred families; psychology of religion, especially as it pertains to family life, psychospiritual interventions.*

O'Brien, William H., professor and Vice Chair for Graduate Instruction
wobrien@bgsu.edu
Ph.D., Illinois Institute of Technology
Research areas: *Health psychology, clinical psychophysiology, behavioral assessment, behavior therapy, occupational health, acceptance and commitment therapy.*

Rosenberg, Harold, professor
hrosenb@bgsu.edu
Ph.D., Indiana University
Research areas: *Alcohol and drug problems, behavioral assessment, history of madness and mental illness.*

Shemberg, Kenneth, professor
kshembe@bgsu.edu
Ph.D., University of Nebraska
Research areas: *Psychotherapy, assessment, clinical training, history of madness and mental illness.*

Stein, Catherine H., professor
cstein@bgsu.edu
Ph.D., University of Illinois at Urbana-Champaign
Research areas: *Community psychology, social networks and mental health, community integration for people with serious mental illness, family therapy, life-span development.*

Tompsett, Carolyn, associate professor
cjtomps@bgsu.edu
Ph.D., Wayne State University
Research areas: *Ecological models of juvenile delinquency and adolescent substance abuse, neighborhood and economic effects on adolescent aggression, community psychology.*

DEVELOPMENTAL

Chen, Yiwei, professor
ywchen@bgsu.edu
Ph.D., Georgia Institute of Technology
Research areas: *Psychological well-being and aging, social cognitive reasoning, aging and decision making and emotion forecasting.*

Musher-Eizenman, Dara, professor and vice-chair for undergraduate instruction
mushere@bgsu.edu
Ph.D. University of Virginia
Research areas: *Social and personality development, development of young children's attitudes, beliefs, and behaviors about food, eating, and body.*

Tisak, John, professor
jtisak@bgsu.edu
Ph.D., University of California at Berkeley
Research areas: *Psychological measurement theory, statistical and mathematical methodology, longitudinal and life-span modeling.*

Tisak, Marie S., professor
mtisak@bgsu.edu
Ph.D., Stanford University
Research areas: *Development of social cognition and social behavior, such as aggression; development of moral and social reasoning, reasoning about authority and peer relations.*

INDUSTRIAL/ORGANIZATIONAL

Balzer, William K., professor
wbalzer@bgsu.edu
Ph.D., New York University
Research areas: *Performance appraisal, decision making, job attitudes; organizational issues, selection.*

Barrat, Clare, assistant professor
cbarrat@bgsu.edu
Ph.D., Texas A&M
Research areas: *Counterproductive work behavior and withdrawal, personal relationships in the workplace, high-risk occupations.*

Highhouse, Scott, professor and eminent scholar
shighho@bgsu.edu
Ph.D., University of Missouri-Saint Louis
Research areas: *Applicant recruitment and selection, corporate reputations, judgment and decision making, research methods.*

Jex, Steve M., professor
sjex@bgsu.edu
Ph.D., University of South Florida
Research areas: *Occupational stress and health, organizational citizenship behavior, counterproductive behavior in organizations, group effectiveness, work attitudes.*

Matthews, Russell, assistant professor
ramatth@bgsu.edu
Ph.D., University of Connecticut
Research areas: *Work-family interface and how (in)effective management of the work-family interface effects personal and organizational outcomes. Also conducts research on broader issues of worker health and safety.*

Zickar, Michael J., professor and department chair
mzickar@bgsu.edu
Ph.D., University of Illinois at Urbana-Champaign
Research areas: *Psychometric methods, personality measurement, personnel testing, history of psychology.*

NEURAL AND COGNITIVE SCIENCES

Anderson, Richard B., associate professor
randers@bgsu.edu
Ph.D., Pennsylvania State University
Research areas: *Judgment, memory, adaptive cognition, intuitive mathematical cognition, computational modeling, social cognition.*

Bingman, Verner P., professor
vbingma@bgsu.edu
Ph.D., State University of New York at Albany
Research areas: *Neural mechanisms of learning and memory, neuroethology, comparative brain anatomy and neurochemistry, mechanisms of vertebrate navigation.*

Cromwell, H. Casey, associate professor
hcc@bgsu.edu
Ph.D., University of Michigan
Research areas: *Neural mechanisms of motivation and emotion, movement integration and motor learning, anatomy and function of the basal ganglia system.*

Gordon, Anne K., associate professor
akg@bgsu.edu
Ph.D., Miami University (of Ohio)
Research areas: *Social psychology (deception or social judgments), evolutionary psychology (mating).*

Hare, Mary L., associate professor
mlhare@bgsu.edu
Ph.D., University of California, San Diego
Research areas: *Language comprehension, semantic and event memory, computational modeling.*

Klopfer, Dale S., associate professor
klopfer@bgsu.edu
Ph.D., Columbia University
Research areas: *Spatial problem solving in math and science, visual cognition, spatial information processing.*

Sharp, Patricia, professor
psharp@bgsu.edu
Ph.D., University of Colorado
Research areas: *Neural basis of Buddhist meditation and path, mind/body problems.*



UNIVERSITY

Bowling Green State University is a large public university located in northwest Ohio. More than 21,000 students from 49 states and 85 foreign nations attend BGSU. With an outstanding commitment to collegiate arts and music, BGSU is home to a vibrant music and arts community. BGSU has the country's only National Center for Marriage Research, established by the U.S. Department of Health and Human Services in fall 2007 with a five-year, \$4.35 million grant. The John P. Scott Center for the Study of Neuroscience is one of the first interdisciplinary research centers of its kind in the United States. BGSU's doctoral program in industrial/organizational psychology is ranked third in the nation by *U.S. News & World Report*.

Built on the edge of the Great Black Swamp, the city of Bowling Green has grown into a thriving community that provides high quality services yet maintains a caring, small town climate. Bowling Green boasts a very low cost of living, was recently rated one of the top places in Ohio to live, and is situated within close reach of Toledo and Ann Arbor, Michigan.