

THE SELF MONITOR

*The Official Alumni Newsletter of the Psychology Department
of the State University of New York at New Paltz*

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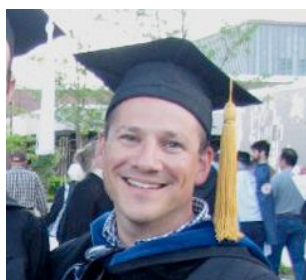
Special Volume Dedicated to the Career of Emeritus Professor, Dr. Phyllis Freeman

Edited by Dr. Glenn Geher (geherg@newpaltz.edu) & Dr. Karla Vermeulen (vermeulk@newpaltz.edu)

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Letter from the Chair, Dr. Glenn Geher



Academic Year 2013/2014 has come and gone – and, as usual, this means that lots of great students came through our classrooms and research labs – and that many have since graduated on to bigger and better things. In my own little world, the New Paltz Evolutionary Psychology Lab, we brought in some great researchers with all kinds of backgrounds (such as Rachael Cea, an undergraduate psychology major; Andrew Shimkus, a graduate student in the MA program; Gokce Sancak Aydin, a doctoral student at Middle East Technical University who is serving here as a visiting scholar; John Montgomery, a cognitive neuroscientist who is teaching technical courses for the department and conducting some great research with students; and more!). This depiction of the New Paltz EP lab is designed to give a sense of the

exciting, cross-disciplinary, and multi-generational teams that are being formed here in the department in the name of advancing scholarship. Not only is it fun – but these teams consistently lead to great outcomes, such as publications in major journals co-authored by students or trips that brought university-funded students to academic conferences in all corners of the globe.

For me, this is what sets us apart and makes us “not just another psych department at one of those SUNY schools.” The passion that our faculty bring for scholarly ideas – and the welcoming nature that our faculty have in encompassing students (at the undergraduate, graduate, and even post-graduate levels) – is the true lifeblood of this department. In many ways, this kind of “bring the students in; hands-on sort of research” represents the very best of what we do – and we know that students benefit accordingly. We know this because students who take advantage of these opportunities clearly do great at New Paltz and beyond. Just in the past few years, students in our programs who have played active roles in our research teams have gotten into such programs as Columbia University’s MSW program (Rachael Cea; BA class of 2014); Auburn University’s PhD program in counseling psychology (Raina Hafftk; BA class of 2014); Xavier University’s PhD program in clinical psychology (Bernadine Gangemi; BA class of 2014); Binghamton’s Evolutionary Biology PhD program (Melvin Philip; MA student who started in 2011); and more. Our intellectual seeds are spread in some of the best academic gardens there are! Our graduates make us proud – and provide the fuel for us to continue to build a community of scholars who blend teaching and research in a way that provides a unique, hands-on, and simply awesome education. I look forward to working with members of our community to continue to cultivate such activities moving forward, and wish an exciting and positive year for all members of the broader psychology community.

Glenn Geher (geherg@newpaltz.edu).
Chair, Psychology Department
www.newpaltz.edu/psychology

Celebrating the Career of Dr. Phyllis Freeman

After over 38 years of impassioned service to our academic community, Dr. Phyllis Freeman retired in December 2013. A retirement party attracted over 100 attendees, including current students, past students, current colleagues, former colleagues, administrators, and more. We played “Phyllis Freeman Trivia,” ate good food, and heard many wonderful toasts about the storied work and career of a true icon of the Psychology Department. Before she retired, Dr. Freeman honored Glenn Geher with the opportunity to interview her to help capture her unique, student-oriented, and deeply intellectual approach to her work as a scholar. Here is the result of that interview – appropriately published in the newsletter that she helped to create!

Reflections on Retirement by Phyllis R. Freeman

Undergraduate Preparation

I entered NYU, the University Heights campus (in Bronx, NY) as a pretty naïve freshman, intent on declaring a pre-med major and focused on an eventual career in psychiatry or maybe internal medicine. Going to college and living on campus was especially challenging for me since I had spent two and a half years on home instruction and only returned to public school as a second semester 10th grader. At NYU, I was assigned an academic advisor during orientation and registered for his Intro Psych class during the fall of 1966. He was a junior professor named Philip Zimbardo. Being in his class changed the trajectory of my professional life. He modeled how a passionate, energetic, creative, and somewhat intimidating professor could engage a class, and how an advisor could affect a student’s life choices. I did well academically, and he encouraged me to major in psych (I still have the letter he wrote me on my office wall).

I completed my psychology degree and was awarded the NYU Psychology Prize at graduation. The Heights campus (long since sold and now the Bronx Community College) was a small, leafy, residential college where majors took all of their classes together. Many of my classmates went on to impressive careers in psychology, law, or medicine

including the first woman to get tenure in the psychology department at Harvard (Dr. Ellen Langer) and the long-time deputy director of the National Institute of Health (Dr. Lana Skirboll). NYU during the late 1960s was an exciting place – many students were politically engaged with anti-war activities, and their academic work was supported by an amazing group of dedicated teachers that included Joan Gay Snodgrass, Allan Schneider (now at Swarthmore), and Phyllis Katz. As a college senior, I served as a teaching assistant in a research methods course with B.F. Skinner’s student, Charlie Catania, later editor of the *Journal of the Experimental Analysis of Behavior* and since I was a non-drinker, I ran the campus Friday night pub! I have no grades for the last semester of my senior year when students went on strike against the war, and so I have an undergraduate transcript that shows only “P” grades for the spring 1970 semester.



Phyllis at her retirement party with long-time colleague James Halpern and Department Chair Glenn Geher

Graduate School

NYU prepared me for the rigors of graduate life at Bryn Mawr College (the oldest graduate school for women in the US). Graduate school involved all-encompassing lab and classroom and library work 24/7. I took care of a fish and a rat colony, fixed and wired experimental equipment, took a full load of five classes even during the dissertation year, and of course, conducted research on animal learning in fish, rats, pigeons, and cats. (I even attempted to classically condition cats while Marty Seligman watched

me!) I chose Bryn Mawr from the places that accepted me since it was famous for the study of the evolution of animal learning (one of the founders of the field of Comparative Psychology, M.E. Bitterman, was chair of Psychology). I was an NDEA Fellow for my first three years. I'm not sure why the Defense Department thought that our work on learning would aid the defense of the United States, but this fellowship paid my tuition, and I promised to give back at least three years of teaching in exchange. I think I have repaid that debt! During my last two years in graduate school, I served first as a teaching assistant and later as head teaching assistant for the multiple sections of a two- semester course in Intro Psychology (part of the natural science department at Bryn Mawr). That experience was invaluable for what became my eventual career path. Along with my class work and research with, among others, Richard Gonzalez, Howard Hoffman, Earl Thomas, Clark McCauley, and Larry Stein, I also took a series of colloquium courses at University of Pennsylvania while at Bryn Mawr. How fortunate I am to have learned from Martin Orne, Leo Hurvich, Robert Rescorla, Paul Rozin, David Premack, Henry Gleitman, Richard Solomon, and Solomon Asch.

Marty Seligman was a frequent visitor to the Bryn Mawr classrooms at the time he was developing his learned helplessness model which later became the core of the positive psychology movement. I also worked on transplanting fish brains between embryos (a task that required incredibly steady hands) with a brilliant member of the biology department at Bryn Mawr. Classmates and I were invited to hear B.F. Skinner speak numerous times, and we attended the famous debate where he faced Margaret Mead and Daniel Lehrman. Although not part of my psych training, one of my most exciting experiences was the opportunity to meet and talk to the artist Georgia O'Keefe and the philosopher Hannah Arendt when they were awarded a prize at Bryn Mawr.

SUNY New Paltz

On a hot day in August 1975 I arrived via bus to New Paltz for my job interview. I had received my doctorate May of that year and had just finished teaching Intro Psych to two summer school classes of nurses at Manhattan Community College. I was ready

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FOCUS ON ALUMNI



Susan L. Rogers, Ph.D.

(B.S. in Psychology, 2003), SUNY Sullivan

After three years in her previous position, Dr. Susan L. Rogers was promoted to Associate Professor at SUNY Sullivan this past September. Dr. Rogers has been an active force at this local community college, and was recognized at the 2014 Commencement Ceremonies with the SUNY Chancellor's Award for Excellence in Faculty Service. Additionally, Dr. Rogers has been tapped to head up the brand new Division of Social Sciences and Sustainability Studies at SUNY Sullivan, and is looking forward to starting her new position as Chairperson this Fall. Congratulations, Dr. Rogers!

**Lindsay M. Ruckel (MA, 2012),
Social Psychology Ph.D. Student at
New Mexico State University**

I started my graduate school experience at SUNY New Paltz in the Fall of 2010 and graduated with my Masters in Psychology in May of 2012. Upon arriving at New Paltz, I started working as a graduate assistant in the Psychology department. I could not help but notice how approachable and warm everyone was in the department – always smiling. Although it was difficult to move away from home, being a part of the Psychology Department made it less difficult – it made me feel as though I belonged. The program really challenged my thinking and helped me to grow as a scholar and an individual. Despite getting rejected from Social Psychology Ph.D. programs twice, the faculty encouraged me to persist and supported me along the way.

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FOCUS ON ALUMNI

Lindsay Ruckel continued

In the Spring of 2013, I was accepted to two doctoral programs. I decided on New Mexico State University and in August of 2013, I moved to Las Cruces, New Mexico to pursue my Ph.D. in Social Psychology. Currently, I am conducting research with Dr. David Trafimow and another graduate student on projects in the areas of gender, social perceptions, the self, and sexuality. In addition, I'm a TA for two courses: Sexual Behavior and Research Methods, both topics which I enjoy teaching. In the Fall of 2014, I will be teaching Psychology of Women and I am very excited.

Most recently, I was offered a position as a graduate assistant for the Quality Initiative Program, a program that is aimed at improving the college education system. The program offers an excellent opportunity to gain research experience, publish in educational journals, and obtain funding. Even more importantly, it offers me the opportunity to grow both academically and personally, so I accepted the offer.

I am very happy to be doing what I love to do – teaching and researching topics in psychology. I will never forget the support and encouragement provided to me by the faculty, staff, and students in the SUNY New Paltz Psychology Department. I hope to visit very soon. ☺



Want to share your grad school experience in a future newsletter?

Contact one of the editors:

- Dr. Geher (geherg@newpaltz.edu)
- Dr. Vermeulen (vermeulk@newpaltz.edu)

Celebrating Phyllis Freeman continued

for a full-time position. I remember being asked by Bob Presbie, a member of the hiring committee and a radical behaviorist, whether I could teach Perception and how I would do it. Despite never having taken a course in Perception (undergrad or grad), I remember saying “of course,” and that I intended to teach a unit on consciousness as part of the course. Bob said something like “But there isn’t anything to consciousness.” As a radical behaviorist, he never quite accepted that sleep, dreaming, meditation, split brain research, etc. were areas relevant to a course in Perception. The Chair of Psychology, Howard Cohen, also asked me to teach Experimental Psychology (Research Methods) which at the time was a laboratory course that included a unit on animal learning. I knew I could teach students to train rats to lever press! I was offered a one-year, nonrenewable position, substituting for a member of the department on sick leave. My salary was \$12,000. I spent that year working late into the night trying to stay one chapter ahead of the my students in the Perception text!

I knew that I needed to find another position pretty quickly, and in my first year at New Paltz, I had a job offer at another college. By then, Paul Brown (who in a stroke of incredible luck was the author of the paper that was the basis for my dissertation) was Department Chair, and he was able to get a line for the department for a faculty search. As a result of that search I was hired on my own Assistant Professor line in 1976 at a magnificent salary again of \$12,000. By 1976 I had met and then married my husband. So this was going to be home for the near(!) future, or so I thought. When I was hired, there was only one other woman in the department: Ann Myers, a developmental psychologist. When she left, I was the only woman in a department of approximately 15. Carol Vazquez was hired two years later, and so we became the only women in an otherwise all male department. Until Alison Nash was hired, only a few other women colleagues joined us and all of them left without gaining tenure.

The 1970s and 1980s saw a number of positive – and some very challenging – times for our department. The graduate program started and we attracted both undergraduate and graduate students who were

Celebrating Phyllis Freeman continued

among the very best students any university could teach. I offered the first course in Comparative Psych at the College and started research on the behavioral effects of prenatal methadone exposure on the developing rat fetus. Getting money for animal food and bedding was always a struggle, as was passing the rigorous state inspections. On more than one occasion, I threatened to release the rats into JFT unless money was allocated for their care. Despite a full course load, advising duties, and committee work, I was back to cleaning animal cages, just like in grad school! Since our department couldn't afford all the testing equipment for my methadone-exposed animals, each month in the late 1970s and early 1980s I would pack the rats into cardboard boxes, drive up the Thruway to SUNY Albany, and test my animals in Gordon Gallup's, Robert Rosellini's, and Ed Riley's labs. I often wondered how I would explain the loud noises of scratching, active rats if I were pulled over by a State Trooper so I drove slowly up the Thruway on my many journeys North! The relationship I established in those years with SUNY Albany led to a pipeline of sorts for our students. Many of our best majors and MA students received doctorates at Albany including Mark Plonsky, Joel Newman, Julian Keenan, Stephen O'Rourke, Joseph DeCola, Howard Stock, Sandra Petralia, and Glenn Abrahamson, among others. Along with James Halpern, other long term department members in those years included Paul Brown, Howard Cohen, Kurt Haas, Gerry Lazar (who I replaced), Don Schiff, David Schiffman, David Morse, Richard Sloan, Robert Nye, Mark Sherman, and Richard Panman. In looking back over the last 38 years, I can identify a number of ways that we have changed for the better from the "old" days:

1. Our department expects outstanding teaching (as it always did) but now coupled with progressive and sustained scholarly publication.
2. Students are more fully involved in our research activities.
3. Many of us are engaged in research activities and teaching that is service-oriented.
4. The psychology field has expanded to now include evolutionary psychology, cognitive neuroscience, and health psychology, cutting-edge research areas.
5. Our department faculty now more closely reflect the diversity of our society.

My Life at New Paltz

I love to teach and believe it is our primary mission at New Paltz. But I also have been excited by other challenges and ways to serve the New Paltz college community. I have worn numerous hats here that came with titles that included: Director of the Graduate Program in Psychology (11 years), Codirector of the all campus TA training program (12+ years), Assistant and then Associate Dean of Liberal Arts and Sciences (2 years), Director of the Honors Program, Founder and first Director of the Psychobiology Concentration, Acting Director of the Institute for Disaster Mental Health, and Dean of the Graduate School (5.5 years). Along with these positions, I have always taught at least two classes each semester. Having served as a faculty member and an administrator, I believe I know how New Paltz operates and who has helped make it the kind of educational institution I was proud to be part of.

Teaching

I think I've been known as a demanding but kind and fair teacher. I know that I have been heavily influenced in my thinking about what should happen in the classroom by exploring the scholarship of teaching along with my own teaching experiences. Numerous authors' writing about pedagogy have challenged me to teach well and to keep trying to get better. Parker Palmer perhaps more than any other writer has persuaded me that who we are in the classroom is as important as what we teach. I returned to his eloquent essays every few semesters for a reminder of why I teach and why it can matter. Broadly conceived, I believe that a liberal arts education should encompass the heart and soul along with engaging the mind. I know what people are capable of achieving when tested to their limits and when their accomplishments are acknowledged or celebrated. In the classroom and the laboratory, I strived to teach as a full human being. In Palmer's words I teach to "rejoin soul and role."

Scholarship

At first glance it might appear that I have had a varied research life at New Paltz, but there is a thread that runs through all my work. It did take me a while to find the pattern in my choices. I am fascinated by and have written about the intellectual and emotional development of college teachers and the personal

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FOCUS ON ALUMNI



Carly (Weber) Collins

(BA, 2011, Disaster Studies Minor)

After graduating from SUNY New Paltz, I began graduate studies at the University of Albany pursuing a Masters of Social Work (MSW) degree. During my time at the University of Albany I completed an internship at the Wilkinson Residential Facility in Amsterdam, New York. I worked as the social work liaison in the Adult Day Care program. As part of a multidisciplinary team I was responsible for creating care plans for elderly clients geared toward individualized, optimal social functioning. I conducted bi-annual client assessments, preliminary interviews with new clients to gather social history, as well as individual and group counseling. Skills I developed in training as a Disaster Studies minor positively influenced client interactions. As part of Oasis Haven I learned and practiced counseling techniques providing a strong foundation for applied fieldwork. Additionally, the academic rigor established at SUNY New Paltz conditioned me for graduate level courses. The commitment and excellence of the Psychology Department molded my academic career, providing the tools and theoretical base necessary for graduate study.

Along with the continuance of my academic career, I moved forward with personal milestones. In May of 2012 I married my long-time partner, Joseph Collins. We relocated to the state of Washington north of Seattle where he was stationed as a Surface Warfare Officer with the United States Navy. During our time in Washington I postponed my graduate studies, spending my time as a barista with the Starbucks Coffee Company. After 18 months we relocated to beautiful Monterey, California where my husband is now pursuing a Master's in Physics at the Naval Postgraduate School. Due to our nomadic lifestyle I researched the availability of online graduate programs and have applied to the University of Southern California to finish my MSW. As a prospective social worker I hope to inspire change by working with military families, easing the transition when veterans return home from combat deployment.

Celebrating Phyllis Freeman continued

narratives of their teaching lives. In reviewing my own scholarly life, I see a number of patterns. I started at New Paltz interested in the evolution of animal learning and then, using my animal testing skills, turned to study the behavioral consequences of prenatal exposure to opiate drugs in an animal model. I worked with colleagues here (David Morse) and at The Rockefeller University and despite the scholarly publications that resulted from this work (and gaining tenure and promotion), and the many students I helped to train in my lab, I humanely sacrificed many more animals than I felt comfortable doing again. My first sabbatical leave allowed me to broaden my interests on drugs and behavior to social policy and ethical issues of new drug development while I was at the Hasting Center for the Study of Society, Ethics and Social Sciences in 1983-84. Four years later as an NEH summer fellow at Cornell University, my interests in health and medicine led me to publish on mental illness in medieval Europe and how disease and health (including psychological health) are represented in our own culture and time. In 1990 I spent a summer as a post-doctoral student at the Institute for Behavioral Genetics at University of Colorado at Boulder where the newest work on genetic influences on health and illness were explored. During another sabbatical leave, I developed a course in Health Psychology (and later a graduate course as well) among other projects. Along with my colleague James Halpern, I helped start the Institute for Disaster Mental Health at SUNY New Paltz. We since have written and won grants, published research and taught together over the years for the Institute on issues of PTSD, trauma, stress, recovery, and coping. My commitment to reflective practice led me to publish a paper on our TA training program and in 2000, a co-edited book on reflections of midlife teachers. My interests in health, medicine, coping, and resilience, threads that were present in my work beginning in the 1980s, continue now with my interest and research on the psychoneuroimmunological basis of changes in emotional and cognitive behavior in those with chronic illness. My last sabbatical was truly transformative. I was able to use my research skills in service to a large internal medicine practice (and it is there that I will return to when I retire). I think the lesson of what at first might seem to be a varied

Celebrating Phyllis Freeman continued

pattern of a research life is to find the thread of your passion, hold it tightly, but not too tightly, and use it to weave a research career of meaning and reward.

What's Next

The process of ending a long teaching life at New Paltz has not been easy. As I leave my office of almost 30 years, give away my books, and file my course lectures notes, I feel a deep sense of gratitude for this career, and of course some sadness. I am saying goodbye to colleagues, some of whom I have known for almost 40 years. I am about to say farewell forever to students who I have taught, learned from, and walked next to on their educational journey. Over the last 38 years, more than 30 students who I mentored have earned Ph.D.'s or Psy.D's in psychology, and many are making their way as academics, clinicians and researchers. I am proud of this legacy. There is poem by T. Roethke in which he tells us that this is "one of the few professions that permit love." Love of subject matter and love of students, I think he means. In my classroom, I have challenged students to aim higher, to learn to think like scientists, to grow and to change. My students have challenged me to confront my own views, to crack open my own assumptions, to find ways to present material that matters in their lives, and to have the courage to "be" in the classroom. And yes, they have let me love them while teaching from the inside out. I will take the lessons I have learned about myself from this teaching life to my next role. I feel full with the possibilities ahead of me.



Phyllis with former graduate students, Dr. Steve O'Rourke, Dr. Julian Keenan, Dr. Steve Rappleyear, and school psychologist Adam Hammond

On behalf of the entire university community, thank you Dr. Freeman (former editor of this very newsletter) so much – you will always be a part of this department. And Godspeed! -Glenn Geher

FOCUS ON ALUMNI

**Erin Kellar
(BA, 2013, Disaster Studies Minor)**

I am currently a member of Americorps NCCC-FEMA Corps. FEMA Corps is a national service program for 18 to 24 year olds who are deployed across the country to support disaster response and recovery projects through the Federal Emergency Management Agency. My team is one of nine from the program that had the opportunity to work on a disaster preparedness presentation geared towards empowering teens between the ages of 14 and 18, with resources and information on how to effectively prepare for a disaster. My team and I are currently on a new project, assisting FEMA's Deployment Branch in deploying FEMA employees to disaster sites.

My time at New Paltz has provided me with the necessary knowledge, experience, and background to take on these projects. Through the classes, in particular the Disaster Practicum, I gained a thorough understanding of the trauma that manifests in the lives of disaster survivors. By educating students about the common disasters in their area and what they can do to prepare themselves and their families, I am confident that this program will increase their resiliency in the event of a disaster. I am currently gaining a more thorough understanding of just how fast action is taken in the event of a disaster, and how important organization is in terms of the relief efforts.

This program has already given me a closer view of both the role of the whole community, as well as the Federal response efforts in a time of disaster. FEMA Corps has shown me that the content of my education in the Disaster Studies Minor holds truth and validity in the world today. Disasters are happening, and people are being affected by them on a daily basis. I have learned a lot from my professors and colleagues, and I feel lucky to have the opportunity to continue spreading awareness about a topic that is so prevalent for us all.

To learn more about FEMA Corps, a branch of the AmeriCorps National Civilian Community Corps whose members focus on disaster preparedness, mitigation, response, and recovery activities, go to:
<http://www.nationalservice.gov/programs/ameri-corps/fema-corps>

Psychology Community Member Profiles

by Psychology Department Public Relations Representative, Brandon Reuter

Gökçe Sancak Aydan, Visiting Researcher, Evolutionary Psychology Laboratory



Interviewer: What are your research goals while here in the United States?

Gökçe Sancak Aydın: My goals while I'm here are to do my dissertation, which will be on Mating Intelligence. I've been working with Glenn Geher on it, as he is a renowned Evolutionary Psychologist. My major purpose is in collaboration in other studies – evolutionary psychology, mating, emotional intelligence, and creativity. My main focus is comparing Turkish students and US students in terms of mating.

I: Did you do any research in Turkey?

G: Yes, I looked at humor styles and mating, Facebook usage and its purposes, shyness and loneliness vs Facebook, psychological first aid, and examination of constraining beliefs about mating.

I: What made you decide to do that type of research?

G: When I was studying irrational beliefs about mating, I saw Glenn's book. I was impressed and so I pursued the topic, and decided to come to the USA.

I: What are your plans for the future?

G: I'm going to finish my dissertation, and then perform more cross-cultural studies about mating. I am currently in the advanced years of a doctoral program in psychological counseling at Middle East Technical University in Turkey. After I graduate with my doctorate, I plan to become a full-time instructor in the field of psychological counseling at another university in Turkey.

Psychology Department Secretary and Collage Artist, Jane Lehman

Interviewer: Hello Jane! When did you begin to focus on your artistic talents?

Jane Lehman: I began very early on by taking advantage of all of the high school art classes available. I put it aside for several years, especially in college where I concentrated on Literature and Creative Writing.

I: What made you decide to pursue becoming an artist?

J: It is something that developed in me, but it was always there, kind of anchoring me and influencing my point of view. I knew I needed this form of expression, and tried all types of mediums... painting, sketching, pottery. I finally found my home in a form of art that incorporates all of these media, collage assemblage or mixed media. It is a very forgiving medium, but at the same time a very demanding one.



An example of Jane's work

I: What is your inspiration? Is there any artist that you base yourself on?

J: I love Henri Matisse, Vincent Van Gogh, Paul Klee and Frida Kahlo. I am inspired by the Impressionist painters... they see a landscape or a still life arrangement, and add their interpretation, but in a beautiful way. I am not drawn to the edgy side of art, although I have always loved Frida Kahlo. I'm drawn to water, landscape, and birds for some reason.

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I: Where can one see your work?

J: I have some pieces in a gallery in Georgia; I've shown at the High Falls Wired Gallery's show which was held this year at the Mohonk Mountain House, and am a regular contributor to the shows at the Unframed Artist's Gallery. Friends far and wide have some of my pieces, and of course, I'm running out of wall space at home.

I: Do you do commissions?

J: Yes, I have done this, but I find those to be very difficult, because the direction I find a piece naturally going in is somehow short-circuited by my angst over what the person wants me to portray.

I: How do you get in the mindset to begin a new piece of work? Any particular music or place you prefer to go to?

J: I always work at my dining room table; music is good but not always, sometimes just the quiet gives the piece its own voice. You know I am working when the house is buried in paper and other materials! I'd love to have the space to create a studio at some point.

Jane also has a Facebook page:
<https://www.facebook.com/pages/Jane-Lehman/429635137181237>



More of Jane's artwork

FACULTY NEWS

Many congratulations to Dr. Navin Viswanathan for winning the Provost Award for Faculty Excellence in the category "Outstanding Pre-Tenure Award." The award attests to Dr. Viswanathan's ability to adopt innovative strategies in the classroom, motivate students, and promote active learning.



Furthermore, it attests to Dr. Viswanathan's ability to successfully integrate a clear and productive research agenda into the practice of teaching.

Dr. James Halpern appeared for an interview on Central China TV (America) regarding the traumatic reactions that followed the disappearance of Malaysian Airlines Flight 370. He also published an article in the Huffington Post, "Is Disaster Mental Health Helpful? Revisiting the Response to the Sandy Hook School Shooting," which talks about his experience as a volunteer Red Cross mental health professional sent to Sandy Hook following the 2012 shootings.

Professor and Department Chair Glenn Geher's book, "Mating Intelligence Unleashed," co-authored by Scott Barry Kaufman of UPenn, will be published in Chinese (simplified characters) in mainland China by The Commercial Press of Beijing in August 2015.

The article "Educating Undergraduate Psychology Students about Stigma and Mental Illness: From the Classroom to the Field," by Dr. Greta Winograd appeared in the winter 2014 newsletter of the American Psychological Association's Division 27 (Community Research and Action), The Community Psychologist. This article highlights a New Paltz internship opportunity for psychology students at Projects to Empower and Organize the Psychiatrically Labeled (PEOPLE, Inc.) in Poughkeepsie, N.Y.

In March Professor Doug Maynard went to Washington DC as a representative of the Society of Industrial-Organizational Psychology (SIOP) to meet with congressional members and staffers to discuss how SIOP might help inform discussion and federal policy relating to unemployment and underemployment.

Psychology Student Activities



Chair Glenn Geher with members of the 2014 NEEPS team

NEEPS 2014: New Paltz Reprise

By Briana R. Tauber, Gökçe Sancak Aydın, and Glenn Geher

The 8th annual NorthEastern Evolutionary Psychology Society (NEEPS) conference took place at the State University of New York at New Paltz from April 10-13. The three-day conference, preceded by the Feminist Evolutionary Psychology Society (FEPS) meeting and the Applied Evolutionary Psychology Society (AEPS) meeting, was filled with talks and poster presentations from both academics and students. This year, we had five continents represented with students, faculty, and alumni from around the globe taking part in conference activities including presenting posters and giving talks.

This year's conference included a unique event in an affiliated talk (hosted by the Philosophy Department) by Philip Kitcher of Columbia University, three special symposia (Evolutionary Psychology and Health, Evolutionary Psychology and the Urban Experience, and Feminist Evolutionary Psychology), two banquets, charades, the annual NEEPS 5K, awesome NEEPS 2014 t-shirts, and a book signing! The keynote speakers included world-renowned David Buss, Professor of Psychology at the University of Texas at Austin, and past NEEPS President, Rosemarie Sokol-Chang, of the American Psychological Association.

New Paltz students, alumni, and faculty were well-represented at NEEPS 2014, including Ana Cañas (B.A., 2013), Rachael A. Carmen (M.A., 2013), Haley M. Dillon (M.A., 2011), Christopher Farrington (M.A., 2016), Jessica Fell (M.A., 2014), Bernadine Gangemi (B.A., 2014), Glenn Geher (New Paltz faculty), Daniel J. Glass (M.A., 2012), Morgan Gleason (M.A., 2014), Amanda E. Guitar (M.A., 2013), Raina Hafftko (B.A., 2013), Laura L. Johnsen (B.A., 2011), John M. Montgomery (New Paltz faculty), Rebecca L. Newmark (M.A., 2013), Melvin M. Philip (M.A.), Gökçe Sancak Aydın (visiting scholar), Andrew Shimkus (M.A., 2015), Rosemarie I. Sokol-Chang (New Paltz faculty), Briana R. Tauber (M.A., 2014), Chris Tripoli (visiting scholar), and Alexandra VanBerge (M.A., 2016). These scholars gave presentations on such diverse topics as mating-relevant behavior, authenticity in mating, academic achievement in different educational settings, and evolutionary-informed fitness. Over 20 students at New Paltz stepped up to volunteer to help organize and implement this conference, most of whom were psychology majors.

Overseen by NEEPS President Daniel Kruger, along with the help of this year's local hosts at New Paltz, the conference was a huge success. We are all looking forward to attending next year's conference which will be hosted by Dan Glass (M.A. in Psychology, 2012, and current doctoral student in Clinical Psychology) at Suffolk University in Boston, Massachusetts.

Psychology Student Activities

Congratulations to the 2013-2014 Psychology Department Outstanding Students and Psychology Students of Excellence! The Outstanding Student award is given to a small number of students and honored at a campus wide event run by the Office of the President. The Students of Excellence is a departmental award given to students deemed exceptional in some way by the department faculty. Congratulations to all recipients!

Outstanding Students

Undergraduates: Amelia Batchelor, Stefanie Catalano, Bernadine Gangemi, Samantha Grove, Raina Haffka, Ariel Matasci, and Christine Vuolo

MS in Mental Health Counseling: Kara Lukowski

MS in School Counseling: Kimberly Pietris

MA in Psychology: Briana Tauber

Psychology Students of Excellence

Undergraduates: Robert Arena, Amelia Batchelor, Chloe Brittenham, Stefanie Catalano, Rachael Cea, Michael Costa, Blair Dawson, Daniel Decker, Bernadine Gangemi, Brian George, Samantha Grove, Raina Haffka, Miles Kilgour, Elisabeth Lister, Ashley Mannine, Ariel Matasci, Veronica Padro-Garone, Julianne Reilly, Katie Roosa, Samantha Schiffman Russell Seymour, and Samantha Weiss

MS in Mental Health Counseling: Kara Lukowski, Jeremy Litkin, Benjamin Brett, Kaitlin Pellegrin

MS in School Counseling: Samantha Cimbrello, Kimberly Pietris

Miss New Paltz? Come back in the Fall for **Alumni Weekend!**

Oct. 17-19, 2014

<http://www.newpaltz.edu/alumni/reunion>

Come back to New Paltz – meet with your old professors, reconnect with old friends, go for a hike in the Gunks, and have a coke at P&Gs! If you'll be in town, please let the department know so we can make sure to connect with you.

Psychology alum? (or current student? Or hanger-on?) Find the SUNY New Paltz Psychology Community on Facebook:

http://www.facebook.com/#!/home.php?sk=group_29569222443

PSYCHOLOGY DEPARTMENT NEWS

Follow the latest on faculty and student awards, publications, and other accomplishments at <http://www.newpaltz.edu/psychology/news.html>



SPOTLIGHT ON YOU!

Would you like to be featured in an upcoming newsletter? Do you have any news you'd like to share? We want to hear from you! Please contact one of the editors:

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