

**BIOGRAPHICAL SKETCH**

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NAME: John E. Edlund

eRA COMMONS USER NAME (credential, e.g., agency login): jeegsh

POSITION TITLE: Associate Professor of Psychology

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Northern Illinois University, DeKalb, IL	BS	05/03	Psychology
Northern Illinois University, DeKalb, IL	MA	05/06	Psychology
Northern Illinois University, DeKalb, IL	PhD	08/08	Psychology

**A. Personal Statement**

I am pleased to provide my psychological expertise as a participating faculty member for the Rise application. I have made focusing my research to facilitate student expertise and development. In my career, many of my students have collaborated with me on peer-reviewed publications (such that over half of my recent publications have featured student co-authors) including having students as lead authors on the publications. I have also mentored many undergraduate students who have gone to pursue advanced degrees.

I also believe that it is particularly worth noting that I have dedicated particular attention to working with deaf and hard of hearing students and concerns. I have supervised multiple deaf students who have gone onto master's and dissertation work. Additionally, I have a manuscript in preparation that features numerous deaf student collaborators; this manuscript is looking at the understanding of Miranda rights in deaf participants.

**B. Positions and Honors****Positions and Employment**

2007-2008 Adjunct Instructor, Department of Psychology, Rockford College, Rockford, IL  
 2007-2008 Adjunct Instructor, Department of Psychology, Aurora College, Aurora, IL  
 2007-2008 Adjunct Instructor, College of Liberal Arts, Kishwaukee Community College, Malta, IL  
 2008-2009 Visiting Assistant Professor, Department of Psychology, Hamilton College, Clinton, NY  
 2009-2015 Assistant Professor, Department of Psychology, Rochester Institute of Technology, Rochester, NY  
 2015-present Associate Professor, Department of Psychology, Rochester Institute of Technology, Rochester, NY

**Other Experience and Professional Memberships**

2009-present Editorial Board Member, Evolutionary Psychology  
 2010-present Editorial Board Member, Journal of Social Psychology  
 2015-present Research Director, Psi Chi  
 2003-present Member, Midwestern Psychological Association

2005-present Member, Society for Personality and Social Psychology  
 2006-present Member, Association for Psychological Science  
 2006-present Member, Human Behavior and Evolution Society  
 2008-present Member, Society for the Teaching of Psychology  
 2012-2015 External Reviewer, National Science Foundation  
 2003-2006 President, Graduate Student Advisory Committee, Northern Illinois University  
 2006-2008 President, Graduate Student Committee, Society for Personality and Social Psychology  
 2007-2008 Editorial Board Member, New School Psychology Bulletin  
 2005-2009 Member, Society for the Psychological Study of Social Issues  
 2005-2007 Member, Graduate Student Committee, Society for the Psychological Study of Social Issues  
 2005-2007 Member, American Psychology-Law Society

### **Honors**

2005 Honorable Mention, Graduate Student Poster Award, Society for Personality and Social Psychology's Annual Conference  
 2006 Grants-In-Aid Award, Society for Psychological Study of Social Issues,  
 2007 Dissertation Facilitation Award, Northern Illinois University  
 2007 American Psychological-Law Society Grants-in-Aid Program  
 2014 Nominee, Sage Young Scholars Award, Society for Personality and Social Psychology  
 2014 Nominee, Provost's Innovative Teaching With Technology Award, Rochester Institute of Technology  
 2016 Most significant influence on a student award, Alpha Sigma Lambda, Rochester Institute of Technology  
 2017 Nominee, Eisenhart Teaching Award, Rochester Institute of Technology

### **Manuscript Reviewer**

2006-present Evolutionary Psychology  
 2007 Handbook of Computer Mediated Communication, 2007  
 2007, 2013 North American Journal of Psychology  
 2007-present Personality and Individual Differences  
 2007-2008 Journal of Personality  
 2008-2009 Basic and Applied Social Psychology  
 2008-2009 Interpersona: An International Journal on Personal Relationships  
 2008-2011 Journal of Happiness Studies  
 2008-present Journal of Social Psychology  
 2011 Evolution and Human Behavior  
 2011-present Journal of Social and Personal Relationships  
 2011-present Personal Relationships  
 2012 Journal of Nonverbal Behavior  
 2012 Social Influence  
 2012-2013 International Journal of Interactive Communication Systems and Technologies  
 2012-2013 Scandinavian Journal of Psychology  
 2013 Social Psychological and Personality Science  
 2013 Twin Research and Human Genetics  
 2014-2015 Journal of Family Issues  
 2015 European Journal of Social Psychology  
 2015 Journal of Family Studies  
 2015 Journal of Individual Differences

### **C. Contribution to Science**

One of the most heavily debated evolutionary psychology findings is related to the sex difference in jealousy. The sex difference in jealousy is the finding that men (relative to women) are more upset about the sexual components of an infidelity, whereas women (relative to men) are more upset about the emotional components of an infidelity. In this literature, debates have occurred as to the theoretical reasons for this, whether this effect occurs in response to actual infidelity, and other effects. I have published a number of articles related to a

number of the theoretical and empirical influences on the sex difference in jealousy. In all of these studies, I have been one of the lead contributors (even in the studies when I have not been the first author)

**Edlund, J.E.** et al. (in press). Sex Differences in Jealousy: The (Lack of) Influence of Researcher Theoretical Perspective. *Journal of Social Psychology*

**Edlund, J. E.** & Sagarin, B. J. (2017). Sex Differences in Jealousy: A 25 Year Retrospective. *Advances in Experimental Social Psychology*, 55, 259-302.

Baschnagel, J., & **Edlund, J.E.** (in press). Affective Modification of the Startle Eye-blink Response during Sexual and Emotional Infidelity Scripts. *Evolutionary Psychological Science*

Zengel, B. G., **Edlund, J.E.**, & Sagarin, B.J. (2013). Sex Differences in Jealousy in Response to Infidelity: Evaluation of Demographic Moderators in a National Random Sample. *Personality and Individual Differences*, 54 (1), 47-51.

Sagarin, B.J., Martin, A.L., Coutinho, S.A., **Edlund, J.E.**, Patel, L. G, Zengel, B. G, & Skowronski, J.J. (2012). Sex differences in jealousy: A meta-analytic examination. *Evolution and Human Behavior*, 33, 595-614.

**Edlund, J.E.** & Sagarin, B.J (2009). Sex differences in jealousy: The misinterpretation of non-significant results as refuting the theory. *Personal Relationships*, 16, 67-78.

**Edlund, J.E.**, Heider, J.D. G, Scherer, C.R. G, Farc, M.M. G, & Sagarin, B.J. (2006). Sex differences in jealousy in response to actual infidelity experiences. *Evolutionary Psychology*, 4, 462-470.

My next major contribution to science is also in the realm of evolutionary psychology. Beyond studying the sex difference in jealousy, I have extensively studied interpersonal attraction and factors that influence these attractions. In particular, I have extensively studied a concept known as "Mate Value". Mate value can roughly be characterized as the worth of an individual to another in the mating domain. I have designed a well utilized measure of mate value (Edlund & Sagarin, 2014) that has been extensively validated.

Castagno, M. D. U, Lange, K.M. U, & **Edlund, J. E.** (2017). Nesting effects across the menstrual cycle. *North American Journal of Psychology*, 19 (1), 103-112.

Phelan, N.C. G & **Edlund, J.E.** (2016). How Disgust Affects Romantic Attraction: The Influence of Moods on Judgements of Attractiveness. *Evolutionary Psychological Science*, 2 (1), 16-23.

**Edlund, J.E.** & Sagarin, B.J. (2014). The Mate Value Scale. *Personality and Individual Differences*, 64 (1), 72-77.

**Edlund, J. E.** & Edlund, A.E. (2014). Contextual effects on abortion decisions: A short report. *North American Journal of Psychology*, 16 (1), 159-163.

**Edlund, J.E.** & Sagarin, B.J (2010). Mate value and mate preferences: An investigation into decisions made with and without constraints. *Personality and Individual Differences*, 49, 835-839.

Anglin, S.M U, Amaral, M. U, & **Edlund, J.E** (2010). Keep the mate or keep the child: Abortion decisions under different conditions. *Personality and Individual Differences*, 49, 374-379.

My final major contribution to science has been in the realm of research methods. I have extensively studied meta-experimental effects (such as "crosstalk" – which is how much participants talk to one another outside of studies) along with studying issues related to informed consent.

- Edlund, J.E.**, Edlund, A.E., & Carey, M.G. (2015). Patient Understanding of Risk and Benefit with Informed Consent in a Left Ventricular Assist Device Population: A Pilot Study. *Journal of Cardiovascular Nursing*, 30 (5), 435-439.
- Nichols, A.L., & **Edlund, J.E.** (2015). Practicing What We Preach (and Sometimes Study): Methodological Issues in Laboratory Research. *Review of General Psychology*, 19 (2), 191-202.
- Edlund, J.E.**, Nichols, A.L., Okdie, B.M., Guadagno, R.E., Eno, C.A., Heider, J.H., Hansen, E. <sub>G</sub>, Sagarin, B.J., Blackhart, G., Cottrell, C.A., & Wilcox, K.T. <sub>U</sub> (2014). The Prevalence and Prevention of Crosstalk: A Multi-institutional Study. *Journal of Social Psychology*, 154 (3), 181-185.
- Edlund, J.E.**, Hartnett, J.H., Heider, J.H., Perez, E.J. <sub>G</sub>, & Lusk, J. <sub>G</sub> (2014). Experimenter characteristics and word choice: Best practices when administering an informed consent. *Ethics and Behavior*, 24 (5), 397-407.
- Edlund, J.E.**, Sagarin, B.J., Skowronski, J.J., Johnson, S. <sub>G</sub>, & Kutter, J. <sub>G</sub> (2009). Whatever Happens in the Laboratory Stays in the Laboratory: The Prevalence and Prevention of Participant Crosstalk. *Personality and Social Psychology Bulletin*, 35, 635-642.

*U* indicates an undergraduate co-author  
*G* indicates a graduate student co-author

## D. Research Support

### Previous Research Support

*College of Liberal Arts, Rochester Institute of Technology, Faculty Research Grant* 5/1/14-4/30/15  
Influences of Race and Tattoos on Perceptions of Attractiveness.

#### **Role: Principal Investigator**

This project has provided initial funding to investigate how the type of tattoo, the location of the tattoo, and the race of the individual interacted to lead to impression formation. The results suggest that the nature of the tattoo (masculine, feminine, tribal) led to very different impression of the tattooed target and this impacted numerous domains of impressions.

*College of Liberal Arts, Rochester Institute of Technology, Mentorship Grant* 5/1/13-4/30/14  
Exploring Informed Consent in Ventricular Assist Device Patients.

#### **Role: Principal Investigator**

This project has provided initial funding to investigate the knowledge of patients who have had a Left Ventricular Assist Device (LVAD) implanted. As part of this grant, we developed a quiz on the nature of the LVAD device and its impact on patients' lives. Additionally, we are collecting demographic data along with measuring verbal and quantitative abilities in an attempt to see what influences could play a role on the assessment of patients' knowledge. It is anticipated that this project will identify specific deficiencies in the consent process for the LVAD, which will then be addressed in a later study.

*Society for the Teaching of Psychology, Collaboration Grant* 12/1/12-11/30/13  
Encouraging critical thinking using electronic discussion boards in statistics and research methods classes.

#### **Role: Principal Investigator**

This project is testing whether discussion boards can be used to improve critical thinking in research methods courses in psychology. These discussion boards consist of a series of recent popular press articles featuring science in the news, applications of scientific knowledge to your life, and other real world applications. In this study, we are comparing whether critical thinking (as assessed by multiple published critical thinking measures) improves during a semester using these discussion boards (compared to a control semester where the discussion boards are not used). Specifically, we will measure critical thinking abilities at the start of the

semester along with measuring critical thinking abilities at the end of semester. We expect that our discussion boards will lead to an increase in critical thinking (when compared to the normal change that occurs during a control semester).