

ARIANA ORVELL

Curriculum vitae

Department of Psychology, Bryn Mawr College
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ACADEMIC APPOINTMENTS

2020 – Present Assistant Professor of Psychology, Bryn Mawr College

EDUCATION & TRAINING

2019 – 2020 Post-Doctoral Research Fellow, University of Michigan

Ph.D. Psychology, University of Michigan, Ann Arbor, MI, 2019
Advisors: Ethan Kross & Susan Gelman

M.A. Teaching, *with Distinction*, Relay Graduate School of Education, New York, NY, 2013

B.A. Urban Studies, concentration in Psychology, *magna cum laude*, Columbia University, Columbia College, New York, NY, 2011

GRANTS

2019 – 2022 **Co-I** (with Ethan Kross; PI, Susan Gelman), John Templeton Foundation, “From ‘me’ to ‘we’: Children’s attention to kindness caring, and consideration for others through perspective shifts in language”
Total Amount: \$232,778

2019 - 2022 **Consultant**, John Templeton Foundation (PI: Ethan Kross), “The Toolbox Project: A Randomized Controlled Trial”
Total Amount: \$1,500,000

EDITORIAL SERVICE

Ad-hoc Reviewer

Nature Communications

Journal of Personality and Social Psychology

Proceedings of the National Academy of Sciences

Psychological Science

Personality and Social Psychology Bulletin
Psychological Bulletin
Journal of Experimental Psychology: General
Cognitive Development
Emotion
Journal of Language and Social Psychology
Cognition and Emotion
Organizational Behavior and Human Decision Processes
British Journal of Social Psychology
Affective Science
Stress and Health
Journal of Economic Psychology
International Review of Sport and Exercise Psychology

HONORS, AWARDS & FELLOWSHIPS

- 2022 Faculty Awards & Grants, Bryn Mawr College (\$1,500)
Grants are provided to members of the faculty seeking research support.
- 2021 Society for Personality and Social Psychology (SPSP) Small Research Grant (\$1,500)
Grants are intended to support relatively inexpensive, well-powered studies that, if successful, will be submitted for publication and presentation at the annual convention.
- 2019 Inaugural John A. Swets Memorial Award for Excellence in Collaborative Research in Psychological Science (2019).
Awarded biennially to honor research teams at the University of Michigan who are engaged in ongoing and potentially transformative collaborative research across disciplinary boundaries.
- 2019 Rackham One-term Dissertation Fellowship, Rackham Graduate School, University of Michigan
Awarded to doctoral candidates University-wide to provide full funding during their last term of study.
- 2019 Rackham Graduate Student Research Grant, Rackham Graduate School, University of Michigan (\$2,700)
Awarded to doctoral candidates University-wide to support research.

- 2018 Leonard Small Award, Rackham Graduate School, University of Michigan (\$5,000) (with Cristina Salvador)
Awarded annually to doctoral candidates University-wide to support international research.
- 2018 Pillsbury Award, Department of Psychology, University of Michigan (\$1,500)
Awarded annually to advanced graduate students to support research.
- 2017 Brickman Award, Department of Psychology, University of Michigan (\$1,500)
Awarded annually for the best paper submitted by a student in Social Psychology.
- 2017 Annual Convention Graduate Student Travel Award, Society of Personality and Social Psychology (\$500)
Awarded annually to support travel to SPSP convention based on “excellence of the submitted conference abstract and on the strength of the applicant’s scholarly achievements.”
- 2016 Rackham Graduate Student Research Grant, Rackham Graduate School, University of Michigan (\$1,500)
Awarded to predoctoral students University-wide to support research.
- 2016 Institute for Social Research, Rackham Summer Training Award, Rackham Graduate School, University of Michigan
Awarded to applicants to support training in a statistical course at the Inter-University Consortium for Political and Social Research Summer Institute.
- 2016 Research Grant for Scholarship and Creative Activities Focusing on Women and Gender, Rackham Graduate School, University of Michigan (\$1,000)
Awarded to applicants across the Social Sciences and Humanities to support research projects related to issues concerning women and gender.
- 2015 Ruth C. Hamill Award, Psychology Department, University of Michigan (\$1,000)
Awarded annually students in the Social Psychology area to support research.
- 2014 - 2019 Rackham Graduate School Conference Travel Grant, Rackham Graduate School, University of Michigan (\$3,200)
Awarded annually to students University-wide to support travel associated with conference presentations.
- 2014- 2019 Rackham Merit Fellowship, University of Michigan
Awarded to graduate students University-wide who demonstrate “a sustained commitment” to issues surrounding diversity and to students who “reflect a broad array of life experiences and perspectives.”

2014 Rackham Summer Institute Fellow, University of Michigan (\$6,000)

PUBLICATIONS

* =Equal Contribution; # = Undergraduate Mentee

Orvell, A., Elli, G., Umscheid, V., Simmons, E., Kross, E., & Gelman, S. A. (2022). Learning the rules of the game: The role of generic “you” and “we” in shaping children's interpretations of norms. *Child Development, 00*, 1–13. <https://doi.org/10.1111/cdev.13846>

Orvell, A. & Gelman, S.A. From “Me” to “We”: How Language Communicates Social Norms to Children. Blog post for “Child & Family Blog”

Orvell, A., Gelman, S. A., & Kross, E. (2022). What “you” and “we” say about me: How small shifts in language reveal and empower fundamental shifts in perspective. *Social and Personality Psychology Compass, 16*(5), e12665. <https://doi.org/10.1111/spc3.12665>

*Salvador, C.E., ***Orvell, A., Kross, E., Gelman, S.A.** (2022). How Spanish speakers express norms using generic person markers. *Scientific Reports 12*(5016). <https://doi.org/10.1038/s41598-022-08675-2>

***Orvell, A.,*Bruehlman-Senecal, E., Vickers, B., Kross, E., & Ayduk, O.** (2022). From laboratory to daily life: Self-distancing training buffers against daily rumination and depression over time. *Psychology of Consciousness: Theory, Research, and Practice*, advance online publication. 9(1), 68-68. <http://dx.doi.org/10.1037/cns0000323>

Orvell, A., Kross, E., Gelman, A. (2020) “You” speaks to me: Effects of generic-you in creating resonance between people and ideas. *Proceedings of the National Academy of Sciences. 117*(49), 31038-31045. <https://doi.org/10.1073/pnas.2010939117>

Fujita, K., **Orvell, A., & Kross, E.** (2020). Smarter, not harder: A toolbox approach to enhancing self-control. *Policy Insights from Behavioral and Brain Sciences. 7*(2), 149-156. <https://doi.org/10.1177/2372732220941242>

Orvell, A., Vickers, B., Drake, B., Ayduk, O., Moser, J., Verduyn, P., & Kross, E. (2020). Does distanced self-talk facilitate emotion regulation across a range of emotionally intense experiences? *Clinical Psychological Science. 9*(1), 68-78. <https://doi.org/10.1177/2167702620951539>

Featured in Vice

Orvell, A., Ayduk, O., Moser, J., Gelman, S.A., & Kross, E. (2019). Linguistic shifts: A relatively effortless route to emotion regulation? *Current Directions in Psychological Science*, 28(6), 567-573. <https://doi.org/10.1177/09637214198614>

Orvell, A. (2021, September 15). Lost perspective? Try this linguistic trick to reset your view. Invited submission for Psyche + Aeon Magazine.

Orvell, A., Kross, E., Gelman, S.A. (2019). “You” and “I” in a foreign land: The persuasive force of generic-you. *Journal of Experimental Social Psychology*, 85, 103869. <https://doi.org/10.1016/j.jesp.2019.103869>

Orvell, A. (2020, February 24). The persuasive power of you. Invited submission for “Character and Context” blog for the Society for Personality and Social Psychology.

Orvell, A., & Kross, E. (2019). How self-talk promotes self-regulation: Implications for coping with emotional pain. In S. Rudert, R. Greifender, & K. Williams (Eds.) *Current Directions in Ostracism, Social Exclusion and Rejection Research*.

Lee, D., **Orvell, A.**, Briskin, J., Shrapnell, T., Gelman, S., Ayduk, O., Ybarra, O., & Kross, E. (2019). When chatting about negative experiences helps—and when it hurts: Distinguishing adaptive vs. maladaptive social support in computer-mediated communication. *Emotion*. 20(3), 368–375. <https://doi.org/10.1037/emo0000555>

Orvell, A., Kross, E., & Gelman, S. A. (2019). Lessons learned: Young children’s use of generic-you to make meaning from negative experiences. *Journal of Experimental Psychology: General*, 148(1), 184 -191. <https://doi.org/10.1037/xge0000445>

Orvell, A., Kross, E., & Gelman, S.A. (2018). That’s how you do it: Generic “you” expresses norms in early childhood. *Journal of Experimental Child Psychology*, 165, 183-195. <https://doi.org/10.1016/j.jecp.2017.04.015>

Orvell, A., Kross, E., & Gelman, S.A. (2017). How “you” makes meaning. *Science*, 355(6331), 1299-1302. <https://doi.org/10.1126/science.aaj2014>

Featured in Science Podcast and BBC Radio’s All in the Mind.

Featured in The Smithsonian, The Washington Post, The Cut, Psychology Today, Thrive Global.

Kross, E., *Vickers, B, ***Orvell, A.**, *Gainsburg, I., Jonides, J., Moser, J., & Ayduk, O. (2017) Third-person self-talk reduces Ebola worry and risk perception by enhancing rational thinking. *Applied Psychology: Health and Well-being*, 9(3), 387-409. <https://doi.org/10.1111/aphw.12103>

Verduyn, P., Lee, D. S., Park, J., Shablack, H., **Orvell, A.**, Bayer, J., Ybarra, O., Jonides, J., & Kross, E. (2015). Passive Facebook usage undermines affective well-being: Experimental and longitudinal evidence. *Journal of Experimental Psychology: General*, *144*(2), 480-488. <https://doi.org/10.1037/xge0000057>

Commentary: Bohannon, J. (2014). Will Facebook make you sad? Depends how you use it, *Science*.

Featured in the New York Times and Good Morning America.

UNDER REVIEW

#Lebrón-Cruz, A. & **Orvell, A.** (under review, *Journal of Experimental Psychology: General*). I am What I am: The Role of Essentialist Beliefs and Neurodivergent Identification on Individuals' Self-Efficacy

***Orvell, A.**, *Baldwin, C., *Costello, C., Takahashi, S., Moser, J., Ayduk, O., Kross, E. (revise and resubmit, *Clinical Psychological Science*). Coping with COVID-19 anxiety.

IN PREPARATION

Orvell, A. & Luo, J.#. Expanding our view of emotion regulation choice: when and why people “outsource” reappraisal. (Target outlet: *Journal of Personality and Social Psychology*).

Niu, M., **Orvell, A.**, Costello, C., Gelman, S.A., Bhagwagar, N., Ying, L., Jurgens, D., Kross, E., Provost, E.M. (under revision). Automatic identification and use of generic-you in social media language.

CONFERENCE PRESENTATIONS & INVITED TALKS

Orvell, A. & Kross, E. (2023). *The Toolbox Project: A Case Study on Translating Psychological Science into Educational Practice*. Accepted for presentation at the International Convention of Psychological Science (ICPS) pre-conference Teaching Institute.

Orvell, A. (2023). *The Power of Advice: When Considering “You” Benefits “Me”*. Paper accepted for Data Blitz Presentation (30 talks selected out of 1700 submissions) at the Society for Personality and Social Psychology Annual Convention.

Orvell A. (2023). Talk accepted for presentation in Symposium, *Navigating Research and Publishing Across (Sub)Disciplines* at the Society for Personality and Social Psychology Annual Convention.

Orvell, A. Kross, E., Gelman, A., Ayduk, O., Moser, J. (2022). *How subtle shifts in language promote regulation and resonance*. Paper accepted for presentation in Symposium, *Taking a Closer Look at How and When Psychological Distance Influences Emotional*

Experiences at the Annual Meeting of the Society for Experimental Social Psychology, Philadelphia, PA.

- Muñoz, M., & Orvell, A., Salvador, C. (2022). One country, one People? Cultural variation in the perceived strength of norms among ethnic groups in the United States. Paper presented by **Salvador** in Symposium, *The Ties that Bind Us: How Ecology and Culture Shape Social Norms* at the Annual Meeting of the Society for Experimental Social Psychology, Philadelphia, PA.
- Orvell, A.** (2022). *Hidden in plain sight: How subtle shifts in language promote regulation and resonance*. Invited presentation at the Social Psychology Area Colloquium Series, Department of Psychology, Duke University.
- Orvell, A.** (2021). “You” speaks to me. Paper presented in **Co-Chaired Symposium** *How language connects and convinces* at the Society for Personality and Social Psychology Annual Convention.
- Orvell, A.** (2020). *Hidden in plain sight: How subtle shifts in language promote self-control*. Invited presentation at the Health, Social & Affective Neuroscience Area Colloquium Series, Department of Psychology, Rice University.
- Orvell, A.** (2020). *The persuasive force of generic-you*. Invited presentation at the Developmental Area Colloquium, Department of Psychology, University of Notre Dame.
- Orvell, A.** (2019) *Hidden in plain sight: How subtle shifts in language promote self-control*. Presentation at the Social Area Brown Bag Speaker Series, Department of Psychology, Michigan State University, East Lansing, Michigan.
- Orvell, A.** Kross, E., Gelman, S.A, Ayduk, O., & Moser, J. (2019) *Hidden in plain sight: How subtle shifts in language promote self-control*. Paper presented in **Chaired Symposium** *Thinking Outside the Self-Control Toolbox: How language, context and tacit knowledge promote the regulation of thoughts, feelings and behavior* at the Annual Meeting of the Society for Experimental Social Psychology, Toronto, CA.
- Orvell, A.**, Vickers, B., Drake, B., Ayduk, O., Moser, J., Verduyn, P., & Kross, E. (2019) *An emotion regulation tool for those who need it most: Leveraging language through distanced self-talk*. Paper presented in **Chaired Symposium** *Beyond the effortful control of emotion: Exploring relatively effortless and implicit routes to emotion regulation* at the Association for Psychological Science Annual Convention, Washington, D.C.
- Orvell, A.**, Kross, E., & Gelman, S.A. (2018). *How “you” makes meaning*. Paper presented in **Chaired Symposium** *Inside-Out to Outside-In: Expanding the Scope of Self-Regulation*

Research at the Society for Personality and Social Psychology Annual Convention, Atlanta, Georgia.

Orvell, A., Kross, E., Gelman, & S.A. (2018). *Hidden in plain sight: The psychological function of generic “you.”* Data Blitz presented at the Psychology of Language Preconference at the Society for Personality and Social Psychology Annual Convention, Atlanta, Georgia.

Orvell, A., & Sekaquaptewa, D. (2018). *What’s motherhood got to do with it? The role of identity conflict among women in STEM.* Presentation at the Social Area Brown Bag Speaker Series, Department of Psychology, University of Michigan, Ann Arbor, Michigan.

Orvell, A. (2017). *How “you” makes meaning.* Recruitment Weekend Data Blitz. Department of Psychology, University of Michigan, Ann Arbor.

Orvell, A., Bruehlman-Senecal, E., Kross, E., & Ayduk, O. (2016). *From the laboratory to daily life: A brief self-distancing intervention buffers against rumination and depression.* Paper presented in Symposium *Social Routes for Affect Regulation* at the Association for Psychological Science Annual Convention, Chicago, Illinois.

Orvell, A., (2016). *Lessons Learned: Generic language use promotes meaning-making and self-control.* Data Blitz at the Research Center for Group Dynamics Seminar Series, University of Michigan, Ann Arbor, Michigan.

Orvell, A., Kross, E., & Gelman, S.A. (2016). *“You” should know: Generic language use promotes rule-based thinking and self-control.* Presentation at the Social Area Brown Bag Speaker Series. Department of Psychology, University of Michigan, Ann Arbor, Michigan.

Orvell, A. (2016). *Motivation: An underlying component of self-control.* Presentation at the Toolbox Project Convening. Philadelphia, Pennsylvania

Orvell, A., Kross, E. & Hyde, L. (2015). *Mommy Says: Does “parental self-distancing” enhance emotion regulation for parents and children?* Presentation at the Social Area Brown Bag Speaker Series, Department of Psychology, University of Michigan, Ann Arbor, Michigan.

TEACHING

Teaching Interests: Social Psychology, Research Methods, Emotion, Self-control, Emotion Regulation

Unlocking the Self-Control Toolbox (advanced seminar in self-control and emotion regulation), Bryn Mawr College. Lead Instructor.
Taught: Fall 2021, Fall 2022

Laboratory in Social Psychology, Bryn Mawr College. Lead Instructor.
Taught: Spring 2021, Spring 2022

Introduction to Social Psychology, Bryn Mawr College. Lead Instructor.
Taught: Spring 2021, Spring 2022

Introductory Psychology, Bryn Mawr College. Lead Instructor.
Taught: Fall 2020, Spring 2021, Fall 2021, Fall 2022

Identity and Diversity in Organizations (IDO) Program, Ross School of Business, University of Michigan. Teaching Assistant.
Taught: Winter 2017

Introduction to Social Psychology, University of Michigan. Graduate Student Instructor.
Taught: Spring 2014, Fall 2015

MENTORING AND ADVISING

- 2021- 2023 **Undergraduate Thesis Supervision, Bryn Mawr College**
Mentor three students' senior theses in psychology annually. Guide students through hypothesis generation, IRB preparation, literature review, study design, data collection and analysis, writing, and development of presentations for undergraduate senior honors thesis symposium and posters at professional conferences.
- 2020 – 2022 **Mentoring of undergraduate students, Bryn Mawr College**
Advise and mentor 2-8 students each semester and over the summer, including through formalized programs (e.g., Summer Science Research program). Provide relevant literature for students to read; train students on qualitative coding, data cleaning, statistical analyses; guide students through aspects of study design and protocol development; provide oral and written feedback on end-of-term research paper and posters.
- 2014 - 2020 **Mentoring of undergraduate and graduate students, University of Michigan**
Advise and mentor 5-10 students each semester, including through formalized programs (e.g., Michigan Summer Program in Cognition and Early Development and the University Research Opportunities Program). Provide relevant literature to read; lead trainings on qualitative coding and data cleaning; provide written and oral feedback on end-of-term research paper and posters.

2016 – 2018 **Master’s and Undergraduate Honors Thesis Supervision, University of Michigan**
Supervised one Master’s thesis and two undergraduate senior honors theses students. Guided students through hypothesis generation, study design, data collection and analysis, writing, and development of posters for undergraduate senior honors thesis symposium and for presentation at national conference.

SERVICE & LEADERSHIP

2021-2023 Co-convener of the Junior Faculty, Bryn Mawr College
Convene the junior faculty to discuss relevant issues.

2021-2023 Committee on Endowed Lectures, Bryn Mawr College

Fall 2022 Search Committee for Assistant Professor in Mental Health Psychology, Department of Psychology, Bryn Mawr College

2021-2022 Diversity, Equity and Inclusion (DEI) Faculty Liaison, Department of Psychology, Bryn Mawr College
Develop and implement departmental DEI initiatives, in conjunction with student DEI representatives and psychology department faculty.

Fall 2020 Search Committee for Assistant Professor in Clinical Psychology, Department of Psychology, Bryn Mawr College

Spring 2021 Psychology of Racism: Three-Part Teach-In Series
Worked with colleagues in the Departments of Psychology at Bryn Mawr College and Haverford College to develop and present a three-part online teach-in on the psychology of racism.

2016-2018 Co-chair, Psychology Graduate Student Association, Department of Psychology, University of Michigan
Elected by the Psychology graduate students to represent their interests. Led monthly meetings to discuss ongoing issues and concerns in the department; planned social events to foster inclusion and community; served as a liaison between the student body and the administration.

2017-2018 Departmental Associate, Department of Psychology, University of Michigan
Two students from each area are selected annually by the faculty to attend and participate in monthly faculty meetings.

2017-2018 Michigan Association of Psychological Scholars Mentoring Program, Department of Psychology, University of Michigan
Mentored undergraduate Psychology students enrolled at the University of Michigan.

- 2017-2018 Psychology Graduate Student Peer Mentor, Department of Psychology, University of Michigan
Mentored incoming Psychology graduate student in the Social Psychology area.
- 2016-2018 Student representative, Graduate Leadership Council, Department of Psychology, University of Michigan
Attended bi-annual meetings with student leaders and administration to address department-wide issues.
- 2016-2017 Student representative, Admissions Committee, Department of Psychology, University of Michigan
Two students from the Social area selected by faculty to serve on the committee.
- 2016-2017 Brown Bag Coordinator, Department of Psychology, University of Michigan
Volunteered to coordinate Brown Bag lunches for the Social Psychology area.
- 2015-2016 Co-chair, Young Alumni Speaker Committee, Department of Psychology, University of Michigan
Two students from the Social Psychology are selected annually by the faculty to select an alumni speaker and coordinate a campus visit.

WORKSHOPS & SPECIAL COURSE ATTENDANCE

- 2017 **ICOS Big Data Camp**, Interdisciplinary Committee on Organizational Studies, Ross School of Business, University of Michigan, Ann Arbor, MI
- 2017 **Now that I have it, what grade should I give it? Grading Student Writing** Center for Research on Teaching and Learning, University of Michigan, Ann Arbor, MI
- 2016 **Summer Program in Quantitative Methods of Social Research** Inter-university Consortium for Political and Social Research, Ann Arbor, MI
- Multilevel Models: Introduction and Application
- 2015 **Summer Program in Quantitative Methods of Social Research** Inter-university Consortium for Political and Social Research, Ann Arbor, MI
- Regression II: Linear Modeling

PROFESSIONAL MEMBERSHIPS

Association for Psychological Science (APS)
Society for Personality and Social Psychology (SPSP)