

**NEIL W. MULLIGAN**

**EDUCATION**

**University of North Carolina at Chapel Hill** (1989 - 1994)

Ph.D. in Cognitive Psychology, August, 1994

M.A. in Cognitive Psychology, August, 1992

**Duke University** (1982 - 1986)

B.S. in Computer Science and Psychology, 1986

**ACADEMIC EXPERIENCE**

**University of North Carolina**, Chapel Hill, NC (2002 - )

Associate to Full Professor of Psychology

Program Director, Cognitive Psychology Ph.D. Program (7/2004 - )

**Southern Methodist University**, Dallas, TX (1997 - 2002)

Assistant to Associate Professor of Psychology

Director of Graduate Studies. Director of M.A. and Ph.D. Programs in Experimental Psychology

**Illinois State University**, Normal, IL (1994 - 1997)

Assistant Professor of Psychology

**RESEARCH**

**Awards:**

1997 Young Investigator Award in Experimental Psychology - Awarded by Division 3 (Experimental Psychology) of the American Psychological Association.

1999 Young Investigator Award in Experimental Psychology - Honorable Mention - Awarded by Division 3 (Experimental Psychology) of the American Psychological Association.

University Research Initiative Award (1997) - Illinois State University

A University-wide award presented to faculty in the early stages of their career.

**Publications:**

Mulligan, N. W. (in press). Implicit Memory. In H. Pashler (Ed.), Encyclopedia of the Mind. Los Angeles: Sage.

Spataro, P., Mulligan, N. W., & Rossi-Arnaud, C. (in press). Effects of Divided Attention in the Word-Fragment Completion Task with Unique and Multiple Solutions. European Journal of Cognitive Psychology.

Mulligan, N. W., & Osborn, K. (2009). The Modality-Match Effect in Recognition Memory. Journal of Experimental Psychology: Learning, Memory and Cognition, *35*, 564-571.

Mulligan, N. W., & Peterson, D. (2008). Assessing a Retrieval Account of the Generation and Perceptual-Interference Effects. Memory & Cognition, *36*, 1371-1382.

Dew, I. T. Z., & Mulligan, N. W. (2008). The Effects of Generation on Auditory Implicit Memory. Memory & Cognition, *36*, 1157-1167.

Mulligan, N. W., & Peterson, D. (2008). Attention and Implicit Memory in the Category Verification and Lexical Decision Tasks. Journal of Experimental Psychology: Learning, Memory and Cognition, *34*, 662-679.

Mulligan, N. W. (2008). Attention and Memory. In H. L. Roediger (Ed.), Learning and Memory: A Comprehensive Reference (pp. 7 – 22). Oxford: Elsevier.

Mulligan, N. W. (2007). The Revelation Effect: Moderating Influences of Encoding Conditions and Type of Recognition Test. Psychonomic Bulletin & Review, *14*, 866-870.

Mulligan, N. W., Duke, M. & Cooper, A. (2007). The Effects of Divided Attention on Auditory Priming. Memory & Cognition, *35*, 1245-1254.

Mulligan, N. W., & Lozito, J. P. (2007). Order Information and Free Recall: Evaluating the Item-Order Hypothesis. Quarterly Journal of Experimental Psychology, *60*, 732-751.

Mulligan, N. W., Lozito, J. P., & Rosner, Z. A. (2006). Generation and Context Memory. Journal of Experimental Psychology: Learning, Memory and Cognition, *32*, 836-846.

Lozito, J. P. & Mulligan, N. W. (2006). Exploring the Role of Attention During Memory Retrieval: Effects of Semantic Encoding and Divided Attention. Memory & Cognition, *34*, 986-998.

Mulligan, N. W. (2006). Hypermnnesia and Total Retrieval Time. Memory, *14*, 502-518.

Mulligan, N. W., & Lozito, J. P. (2006). An Asymmetry between Memory Encoding and Retrieval: Revelation, Generation, and Transfer-Appropriate Processing. Psychological Science, *17*, 7-11.

Mulligan, N. W. (2006). Conceptual Implicit Memory and the Item-specific—Relational Distinction. In R. R. Hunt & J. B. Worthen (Eds.), Distinctiveness and Memory (pp. 183-210). New York: Oxford University Press.

Mulligan, N. W. (2005). Hypermnnesia, total retrieval time and delayed recall: Benefits of multiple recall tests apparent at a delay. Psychological Research, *69*, 272-284.

Mulligan, N. W., & Lozito, J. P. (2004). Self-generation and memory. In B. H. Ross (Ed.), Psychology of Learning and Motivation (pp. 175-214). San Diego: Elsevier Academic Press.

Mulligan, N. W. (2004). Generation and memory for contextual details. Journal of Experimental Psychology: Learning, Memory and Cognition, 30, 838-855.

Hornstein, S. L., & Mulligan, N. W. (2004). Memory for actions: Enactment and source memory. Psychonomic Bulletin & Review, 11, 367-372.

Mulligan, N. W., & Wiesen, C. (2003). Using the analysis of covariance to increase the power of priming experiments. Canadian Journal of Experimental Psychology, 57, 152-166.

Hornstein, S., Brown, A. S., & Mulligan, N. W. (2003). Flashbulb memories for the death of Princess Diana. Memory, 11, 293-306.

Mulligan, N. W. & Hornstein, S. L. (2003). Memory for Actions: Self-performed tasks and the re-enactment effect. Memory & Cognition, 31, 412-421.

Mulligan, N. W. (2003). Effects of cross-modal and intra-modal division of attention on perceptual implicit memory. Journal of Experimental Psychology: Learning, Memory and Cognition, 29, 262-276.

Ossman, J. M., & Mulligan, N. W. (2003). Inhibition and ADHD in adults. American Journal of Psychology, 116, 35-50.

Mulligan, N. W. (2003). Memory: Implicit versus explicit. In L. Nadel (Ed.), Encyclopedia of Cognitive Science (pp. 1114-1120). London: Nature Publishing Group/MacMillan.

Mulligan, N. W. & Brown, A. S. (2003). Attention and implicit memory. In L. Jimenez (Ed.), Attention, Consciousness, and Learning (pp. 297-334). Amsterdam: John Benjamins Publishing.

Mulligan, N. W., & Duke, M. (2002). Positive and negative generation effects, hypermnesia, and total recall time. Memory & Cognition, 30, 1044-1053.

Mulligan, N. W. (2002). The effects of generation on conceptual implicit memory. Journal of Memory and Language, 47, 327-342.

Mulligan, N. W. (2002). The generation effect: Dissociating enhanced item memory and disrupted order memory. Memory & Cognition, 30, 850-861.

Mulligan, N. W. (2002). The emergent generation effect and hypermnesia: Influences of semantic and non-semantic generation tasks. Journal of Experimental Psychology: Learning, Memory and Cognition, 28, 541-554.

Mulligan, N. W. (2002). The emergence of item-specific encoding effects in between-subjects designs: Perceptual interference and multiple recall tests. Psychonomic Bulletin & Review, 9, 375-382.

Mulligan, N. W. (2002). Attention and perceptual implicit memory: Effects of selective vs. divided attention and number of visual objects. Psychological Research, 66, 157-165.

Mulligan, N. W. (2001). Word frequency and memory: Effects on absolute order versus relative order and on item memory versus order memory. Memory & Cognition, 29, 977-985.

Hornstein, S., & Mulligan, N. W. (2001). Memory for action events: The role of object in memory for self- and other-performed tasks. American Journal of Psychology, 114, 199-217.

Mulligan, N. W. (2001). Generation and hypermnesia. Journal of Experimental Psychology: Learning, Memory and Cognition, 27, 436-450.

Mulligan, N. W. (2000). Perceptual interference and memory for order. Journal of Memory and Language, 43, 680-697.

Mulligan, N. W. (2000). Perceptual interference at encoding enhances item-specific encoding and disrupts relational encoding: Evidence from multiple recall tests. Memory & Cognition, 28, 539-546.

Mulligan, N. W., & Hornstein, S. L. (2000). Attention and perceptual implicit memory in the perceptual identification task. Journal of Experimental Psychology: Learning, Memory and Cognition, 26, 626-637.

Mulligan, N. W., Guyer, S., & Beland, A. (1999). The effects of levels-of-processing and organization on conceptual priming. Memory & Cognition, 27, 633-647.

Mulligan, N. W., & Stone, M. V. (1999). Attention and conceptual priming: Limits on the effects of divided attention in the category-exemplar production task. Journal of Memory and Language, 41, 253-280.

Mulligan, N. W. (1999). The effects of perceptual interference at encoding on organization and order: Investigating the roles of item-specific and relational information. Journal of Experimental Psychology: Learning, Memory and Cognition, 25, 54-69.

Mulligan, N. W. (1999). Applying a theory of implicit and explicit knowledge to memory research. Behavioral and Brain Sciences, 22, 775-776.

Mulligan, N. W. (1998). Perceptual Interference at Encoding Enhances Recall for High-but not Low-Imageability Words. Psychonomic Bulletin & Review, 5, 464-469.

Mulligan, N. W. (1998). The role of attention during encoding on implicit and explicit memory. Journal of Experimental Psychology: Learning, Memory and Cognition, 24, 27-47.

Mulligan, N. W., & Hirshman, E. (1997). Measuring the bases of recognition memory: An investigation of the process dissociation framework. Journal of Experimental Psychology: Learning, Memory and Cognition, 23, 280-304.

Mulligan, N. W. (1997). Attention and implicit memory tests: The effects of varying attentional load on conceptual priming. Memory & Cognition, 25, 11-17.

Ward, P., Johnson L. A., Mulligan, N. W., Ward, M. C., & Jones, D. L. (1997). Improving cardiopulmonary resuscitation skills retention: Effects of two checklists designed to prompt correct performance. Resuscitation, *34*, 221-225.

Mulligan, N. W. (1996). The effects of perceptual interference at encoding on implicit memory, explicit memory, and memory for source. Journal of Experimental Psychology: Learning, Memory and Cognition, *22*, 1067-1087.

Mulligan, N. W., & Hartman, M. (1996). Divided attention and indirect memory tests. Memory & Cognition, *24*, 453-465.

Mulligan, N. W., & Hirshman, E. (1995). Speed-accuracy tradeoffs and the dual-process model of recognition memory. Journal of Memory and Language, *34*, 1-18.

Hirshman, E., Trembath, D., & Mulligan, N. W. (1994). Theoretical implications of the mnemonic benefits of perceptual interference. Journal of Experimental Psychology: Learning, Memory and Cognition, *20*, 608-620.

Hirshman, E., & Mulligan, N. W. (1991). Perceptual interference improves explicit memory but does not enhance data-driven processing. Journal of Experimental Psychology: Learning, Memory and Cognition, *17*, 507-513.

## **EDITORIAL SERVICE**

### Associate Editor

Memory & Cognition (2005 - 2009)

Experimental Psychology (2008 - )

### Editorial Boards

Journal of Experimental Psychology: Learning, Memory, and Cognition (1999-2006)

Psychonomic Bulletin & Review (1998- )

Memory & Cognition (2001-2004; 2009 - )

Journal of Memory and Language (2008 - )

### Ad Hoc Reviewer

Psychological Bulletin, Psychological Science, Journal of Experimental Psychology: Human Perception and Performance, Neuropsychology, Cognitive Psychology, Psychology and Aging, Memory & Cognition, Journal of Memory and Language, Memory, Quarterly Journal of Experimental Psychology, American Journal of Psychology, British Journal of Psychology, European Journal of Cognitive Psychology, Psychological Research, Current Psychology of Cognition, International Journal of Human-Computer Interaction, School Psychology Review