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Message From the Chair

Professor and Department Chair
Richard Gonzalez

I welcome you to Michigan Psychology. This installment of our annual newsletter reports our activities for this past academic year. We added over 1,000 new alumni, rolled out a new concentration (which now has over 120 students), and hired four new faculty.

Our graduate students won major awards and fellowships (such as six National Science Foundation Fellowships, two Ford Foundation Fellowships, a Beinecke Fellowship, and a Samsung Fellowship). Faculty won major awards and grants for their research and teaching efforts, as described in the following pages. Our staff won a major LSA service award. As is clear throughout the pages of this newsletter, we are very proud of our accomplishments. We want you—alumni, faculty, students, staff, and friends of Michigan Psychology—to share in our pride.

Last year’s newsletter was a major success in reaching out to alumni who had lost contact with the department. I enjoyed getting acquainted with you as you wrote about fond memories of your Michigan Psychology experience. It is a true pleasure to hear from alumni about a wonderful experience in a particular course, or from a current student about an advisor who went the extra mile to help prepare a research poster, or a graduate student whose dissertation committee helped frame a finding into a major line of research, or a faculty member who came to celebrate the receipt of a major research grant. Interactions such as these energize me to work even harder for the department.

This year’s newsletter spotlights Patricia Gurin, PhD ’64, and former department chair. We also mark the 40th anniversary of our major service-learning course Project Outreach. You will also find pieces highlighting a few of our faculty so you may learn something more personal about them. I hope you enjoy reading about Michigan Psychology. Please see our departmental website to learn more about us (www.lsa.umich.edu/psych). Feel free to contact me with questions about the department or to get involved in our development efforts. My email address is psychchair@umich.edu. I hope to see you at the Tailgate on Oct. 28th!

Sincerely,

Richard Gonzalez
Spotlight: Patricia Gurin

Excerpts from a conversation between Nancy Cantor Distinguished University Professor Emerita Patricia Gurin, PhD’64, who was chair of the Psychology Department from 1992-2002, and Professor Richard Gonzalez, the current chair.

R: Pat, throughout your career your research interests have covered several related topics.

P: When I got interested in efficacy, it seemed clear to me that believing that the world has some major control over you has to be culturally and structurally grounded. People who’ve grown up in either class or race or some other kind of discrimination understand that the world often does impinge on you. The trick is to figure out how to have a sense of one’s own personal efficacy while being very aware of the structural limitations of the world. That comes from appreciating something about how people are not individual substitutes for the world. That comes through very personal in helping them grasp the complexities. They read and write a lot. I have them to my house; I cook. There is something special for a first-year student to come to a professor’s house. I think it is the combination of dealing with challenging material and personalizing students that makes me a good teacher.

R: You also make use of creative exercises.

P: One that I love to use when I’m discussing race, gender, class, sexual orientation, and religion is a kind of analysis of variance exercise. I want them to grasp two kinds of differences—between groups and within groups. They think that race is all about difference between groups. But I want them to grasp that there are also lots of differences within racial (and all other) groups. They need to understand these commonalities and differences both between and within.

So, I use a line exercise to convey this. I put students on one side of an imaginary line and say, “I want you to cross the line if the phrase I give you applies to you.” I use phrases like: paying for part of your college education, travelling outside the United States and Canada, growing up in a single-parent family to denote class and other phrases to denote other social categories. I use approximately forty such phrases. After they cross the line, they have to look at each other to notice who is on each side of the line. When it’s all over, we sit down and process what they learned. I’ve never had a time where the same students are on the same side of the line all the time. They understand differences and commonalities in a deeper way by visually demonstrating them. There are always students who say that they have been at Michigan for three years and thought they were different from everybody, but now realize that they have a lot in common with others in different groups. I love to use exercises to convey the complexity of categories and other concepts. Women’s Studies is what taught me this style of teaching.

R: Tell me about the new center you are directing—the National Center for Institutional Diversity.

P: I’m the acting director; we’re going to get a new director soon. A lot of what we’re doing is trying to bring in new voices for understanding the general issue of diversity. We’re bringing together faculty from all around the university and the nation to give an intellectual grounding to the role of diversity and the conditions under which it results in robustness and productivity rather than negative outcomes. It is gobs of fun. I’m also very busy doing other things too. I’m working with a group of people on developing a web-based resource for students to use to reflect on their learning. In addition to teaching, I am also heading up a ten-university random assignment study of the effects of intergroup dialogue. I love this freedom I now have, it’s terrific.
Honors and Awards

The Commission on Ethnic Minority Recruitment, Retention, and Training Task Force awarded the Clinical Psychology program with a 2005 Suinn Minority Achievement Award. The award letter stated, “Your school’s selection for its second Suinn Award in three years indeed speaks loudly to your commitment to cultural inclusion in psychology, and we would like to commend you for your achievement.” The presentation was made at the American Psychological Association (APA) Convention last August.

Elizabeth M. Douvan Collegiate Professor of Psychology Toni Antonucci has received several honors recently: being named President Elect of the Society for the Study of Human Development, serving as Chair of the APA Committee on Aging, and serving as an expert representative to the United Nations for the Society for the Psychological Study of Social Issues (SPSSI), APA Division 9.

Professor Jill Becker has been appointed as visiting professor to the Jantina Tammes Chair, an interdisciplinary visiting professorship in Gender Studies for 2006 at the University Medical Center, Groningen.

Wilbert McKeachie Collegiate Professor Jacquelynne Eccles will be awarded the APA Division 7 Mentorship Award at this year’s APA Convention to be held August 10-13 in New Orleans, where a symposium will be held in her honor. Eccles will also be awarded an honorary doctoral degree—Doctor Honoris Causa from the Université Catholique de Louvain this fall.

Frederick G. L. Huetwell Professor of Psychology Susan Gelman received the inaugural Cognitive Development Society Book Award for best authored or co-authored volume for her 2003 book The Essential Child.

Associate Professor Bruno Giordani has completed his term as the elected chair of U-M Senate Advisory Committee on University Affairs and the Faculty Senate Assembly and was just elected as vice-chair.

Nancy Cantor Distinguished University Professor Emerita Patricia Gurin has been made acting director of U-M’s new National Center for Institutional Diversity (NCID), which plans to advance the discussion of diversity past the issue of representation. Says Gurin, “We want to move beyond issues that were covered by the University’s experience with admissions lawsuits and to include new voices and points of view in this discussion.” In a related note, Lecturers Jane Hassinger and Mark Creekmore have been named NCID Fellows. In collaboration with faculty from the University of Johannesburg and Wits University in South Africa, they are developing project-based research opportunities for students and faculty.

James Jackson, the Daniel Katz Distinguished University Professor of Psychology and director of the U-M Institute for Social Research, has been elected a Fellow of the American Association for the Advancement of Science (AAAS). Jackson was cited for outstanding research contributions to understanding the role of race, culture and ethnicity in the nature and expression of complex social behaviors and physical and mental health. Jackson has also been honored as one of two recipients of the Association for Psychological Science’s (APS) James McKeen Cattell Fellow Award for 2006-07. This is the APS’ highest award and honors distinguished APS Members for a lifetime of outstanding contributions to applied psychological research. The award will be presented at the opening ceremony of next year’s APS Convention in Washington, D.C. on the evening of May 24, 2007.
Professor Stephen Maren was recipient of a 2005 U-M Faculty Recognition Award. His citation notes, “One of the finest behavioral neuroscientists of his generation, Maren has made a number of advances in our understanding of the neural systems involved in an important form of learning, fear conditioning. His work is especially impressive because it spans so many disciplines, ranging from beautifully designed and executed behavioral studies to electrophysiological studies of synaptic physiology. He has also authored important theoretical writings that provide an integrative view of all levels of inquiry into this important and exciting topic. Maren’s work has been highly influential in understanding the basis within the brain of several types of learning. He is a rising star in the neuroscience community and a dedicated faculty member.”

Professor David Meyer has been appointed as Scientific Director for The Mind and Life Institute (www.mindandlife.org), a private foundation devoted to promoting scientific research and dialogue at the interface between psychological science, neuroscience, meditation, contemplative practice, and Buddhism under the auspices of the 14th Dalai Lama.

Professor Frederick Morrison (along with Carol Connors and Leslie Katch) was recently awarded the Dina Feitelson Research Award from the International Reading Association for the paper, Beyond the Reading Wars: Exploring the effect of child-instruction interaction on growth in early reading in Scientific Studies of Reading.

ACM SIGCHI, an international, interdisciplinary forum for the exchange of ideas about the field of human-computer interaction, has presented Professors Gary Olson and Judith Olson with its Lifetime Achievement Award. Their award citation notes, “Although each stands alone as a strong, independent contributor and each was separately inducted into the CHI academy, this award recognizes their major, lifetime impact as the collaborative study of collaboration: not only making a major contribution to the development of the science of collaboration, but living the same role themselves. This award honors their long, productive collaboration as a single, unique contribution to the field of computer-human interaction, or perhaps more accurately, of human-human collaboration, mediated and enhanced through modern technologies.”

Assistant Research Scientist Vinay Parikh received a Janssen Young Investigator Award from the Collegium Internationale Neuro-Psychopharmacologicum.

Associate Professor Thad Polk has been honored with a lifetime Arthur F. Thurnau Professorship, which recognizes outstanding contributions to undergraduate education. The Thurnau Professorships, named after Arthur F. Thurnau, a U-M student in 1902-04, are supported by the Thurnau Charitable Trust established through his will. Polk was cited for being “committed to students beyond just their academic performance. He regularly invites groups of students for coffee or dinner at his family’s home, and his instruction in teaching Introduction to Cognitive Psychology, a 300-student course, has garnered Polk near-perfect student ratings and an Excellence in Education Award from LSA.”

Professor Richard Price has been named the Berger Family Professor of Organizational Studies in LSA.

Professor Norbert Schwarz has been awarded a Rackham Distinguished Graduate Mentor Award, presented to faculty members who “guide students throughout their professional training in a continuing, multifaceted partnership sustained by mutual respect and concern.” Schwarz also received the Thomas Young Investigator Award.

What has been your greatest achievement?

My greatest personal achievement is being married for sixty-one years to my war bride, June. Professionally, I always had great pride in my students. When they stay in touch and especially when they send their kids to you, the continuing contact over many years is very rewarding. I am also proud of working with Theodore Newcomb to plan the Residential College and Alice Lloyd Scholars, and in directing the Inteflex Program, which combined bachelor’s and medical degree programs and was very popular.

What has been your most humbling experience?

Some would say that I’ve never been humble, but that’s not true (chuckle). I would have to say that my most humbling moment was being one of the first to liberate Dachau—seeing such total destruction of human beings. Unlike combat with its rules; it was like nothing I had ever seen before—life was not worth living. I have never been the same since. This award recognizes our major, lifetime impact as the collaborative study of collaboration; but living the same role ourselves. This award honors their long, productive collaboration as a single, unique contribution to the field of computer-human interaction, or perhaps more accurately, of human-human collaboration, mediated and enhanced through modern technologies.”

What do you wish you had known at the beginning of your career?

I had questions about whether I would make it—whether I would get tenure.

What is one thing most people don’t know about you?

Early in my career, Nevit Sanford called to say he’d received $2 million to study women’s education at Vassar; I joined him in the research. I spent 13 years teaching at Bryn Mawr; I still believe there is a place for women’s colleges. Some of that appears in “Women’s Lives Through Time” (Hulbert & Schuster, 1993).
Norbert Schwarz
Professor, Social Psychology

My research interests focus on social cognition, in particular the interplay of feeling and thinking; conversational influences on judgment and reasoning; and applications of social cognition to methodological issues of social science research.

What has been your proudest moment?
Personally, one that stands out is when I organized a high school strike in 10th grade, during the politically hot days of the late 1960’s. It closed down two local high schools, produced more change than we expected and shifted the sense of power in a very hierarchical and authoritarian German school. At the time, anything seemed possible. Professionally, some of my proudest moments are when my students and post-docs are doing well and get their own research launched and acknowledged. I’ve now been around for long enough to see some early promises fulfilled and that’s great to watch.

What has been your most humbling experience?
A vividly remembered one is the day when I found a note with a great study idea buried in a folder. I couldn’t understand why we hadn’t immediately done that study and rushed to a lab meeting to get this rolling—there was an increasingly odd look in the students’ faces as I kept going on and on. We had already tried this thing three semesters earlier and it never worked. It’s bad enough to rediscover someone else’s wheel—but rediscovering your own, let alone one that doesn’t roll...

What do you wish you had known at the beginning of your career?
Doing many different things looks “scattered” and “unfocused” early in your career, but “broad” and “diverse” later on. Had I known, I wouldn’t have worried.

If you had to choose another career, what would it be?
I always thought it would be nice to be a vintner in the wine region where I grew up. In fact, my alter ego exists and colleagues recently had a wine tasting at the Weingut Norbert Schwarz. I don’t know the owner, but he sure makes a good dry Riesling.

What is one thing most people don’t know about you?
My secret.

In the News
A report on Professor Jacquelynne Eccles’ landmark, 25-year study examining what motivated first- and seventh-graders in three school districts was covered in a November 2005 Time Magazine article about how some children lose their drive to succeed.

M. Ostrom Award for contributions to social cognition research from the Person Memory Interest Group at their annual conference in October 2005. Lecturer Shelly Schreier and Associate Professor Margaret Shih received LSA Excellence in Education Awards in January for special contributions to the educational mission of the College, especially in the areas of classroom teaching, curricular innovation, supervision of student research and other significant contributions to the teaching-learning environment. In addition, Shih will be presented on September 25 with the 2006 Class of 1923 Memorial Teaching Award for outstanding teaching of undergraduates. The citation letter states, “Your teaching is extraordinary. You also shine in your mentoring of undergraduate and graduate students in the research lab.”

In 2005, the University bestowed a high honor on Abigail Stewart, nominating her Sandra Schwartz Tangri Distinguished University Professor of Psychology and Women’s Studies, “for her scholarship on the psychology of women’s lives, personality, and adaptation to personal and social changes. She is equally respected for her teaching, mentoring and leadership at the University, as well as other institutions.”

Professor Henry Wellman has received a National Institutes of Health Merit Award from the National Institute of Child Health and Human Development. Wellman has also been elected President of the Cognitive Development Society.

Brad Bushman’s research suggesting that violent video games actually change brain function and desensitize chronic players to real-life violence appeared in the Ann Arbor News in December 2005. Professor Catherine Lord’s research on advances in the diagnosis of autism was published in the June issue of Archives of General Psychiatry, and her work with an autistic child recently appeared on MSNBC and the Today Show.

Nick Jr. show will feature Kailan, a Mandarin-English bilingual speaking girl, and her grandfather, as well as backyard world creatures large and small. Research performed by many of our faculty members appears in news outlets around the globe. To learn more, visit www.lsa.umich.edu/psych/news/.

www.lsa.umich.edu/psych/news/
Five Minutes with Steve Maren
Professor, Biopsychology

My research interests center on the neurobiology of learning and memory, with a special emphasis on the neural systems and cellular mechanisms of emotional learning and memory (e.g., fear conditioning); contextual modulation of memory formation and retrieval; and synaptic plasticity and memory storage.

What has been your proudest moment?
Certainly the births of my daughters are my proudest personal moments. In my professional life, I am most proud of the early career award I received from the American Psychological Association. It is really wonderful to see the hard work and long hours yield something meaningful and lasting, and know that my colleagues value that contribution.

What has been your most humbling experience?
I have had some close friends die young—one of leukemia, another in a motorcycle accident. Experiencing death first hand is humbling, especially when the lives lost are friends in their prime.

What do you wish you had known at the beginning of your career?
I tend to get interested in many different questions in my research and as a consequence I have too many irons in the fire at times. I wish that I had appreciated earlier in my career that you must focus on the most important questions and leave the others behind.

What is one thing most people don’t know about you?
When I was in high school, I was a competitive tennis player. Our team was runner-up in the Illinois state tournament in 1984, and I was a ranked player in the Midwest/Chicago district of the United States Tennis Association. It is hard to believe that I was actually agile at one time in my life!

If you had to choose another career, what would it be?
I’m hard pressed to come up with something as enjoyable as academia. But I really enjoy cooking, and have often imagined starting up a little restaurant—maybe a Japanese diner with fried pork cutlets, spicy curries, and sushi. Unfortunately, job security in the culinary arts is not great; even good chefs don’t get tenure.

Transitions
Promotions
To Professor of Psychology: Sandra Graham-Bermann, Stephen Maren, and Brenda Volling. To Associate Professor of Psychology with Tenure: Patricia Deldin, Stephanie Rowley, Priti Shah, and Margaret Shih.

New Faculty Members
We welcome Jacinta Beehner to a joint appointment as Assistant Professor in the Biopsychology area and in the Department of Anthropology, effective in September. Beehner has a Ph.D. in Biological Anthropology from Washington University. She has been a postdoctoral researcher at the Princeton Department of Ecology & Evolutionary Biology since January 2004, doing laboratory analysis (by RIA) of fecal steroid hormones collected for four years from female yellow baboons in the Amboseli National Park of Kenya. She has also been supervising graduate and undergraduate students in Jeanne Altmann’s laboratory at Princeton. Her research interests lie in the areas of: behavioral ecology and endocrinology; reproductive and stress physiology; evolution of social behavior; and social cognition.

Thore Bergman will also join us in September as an Assistant Professor in the Biopsychology area. Bergman has a Ph.D. in Population and Evolutionary Biology from Washington University and while at the University of Pennsylvania as a postdoctoral fellow, he has studied vocal communication and cognition in baboons at the Moremi Game Reserve in Botswana. His research interests include animal cognition, animal behavior, evolution of social behavior, mechanisms and evolution of animal communication, vocal communication, behavioral endocrinology, signal honesty, stress physiology, behavioral aggression, sexual selection, mating and parental investment strategies, and hybrid zone theory.

We welcome Jacqui Smith to a joint appointment as Professor of Psychology in the Developmental area, and as Research Professor in the Institute for Social Research, effective in September. Her research interests include: psychological predictors of longevity and mortality; profiles of psychological functioning in the young old and oldest old; systemic concepts of development and aging (intra- and inter-individual differences); potentials and risks for development and successful aging; and applications of intelligence, cognition, and life knowledge during adulthood. Smith has a Ph.D. in Psychology from Macquarie University in Australia. She comes to us most recently from a position as Deputy Director of the Center for Lifespan Psychology at the Max Planck Institute for Human Development in Berlin.

Daniel Weissman will also join us in September as an Assistant Professor in the Cognition & Perception area. Weissman has a Ph.D. in Biological Psychology from the University of Illinois at Urbana-Champaign, and comes most recently from a position as Assistant Research Professor with the Center for Cognitive Neuroscience at Duke University. His research interests lie in the areas of cognitive control, attention, multisensory processing, social cognitive neuroscience, hemispheric asymmetries/interactions, and functional neuroimaging (fMRI and EEG).

New Research Fellows
May’05: Megan Mahoney w/ Lee Sep’05: Elizabeth Peckham w/ Becker Oct’05: Xiaoqin Mai w/ Tardif & Keating Dec’05: Tamar Kushnir w/ Wellman Jul’06: Brooke Davis w/ Becker Sep’06: Alireza Kashef w/ Berridge, Ewelina Knapska w/ Maren, Denise Kubose w/ Volling, and Elizabeth Ware w/ Gelman.
INTRODUCING: the Chair’s Advisory Committee

The Chair’s Advisory Committee consists of former chairs and faculty, as well as alumni and donors. The primary role of this committee of distinguished individuals is to cultivate a partnership with our 17,000 Psychology alumni and friends. In addition, committee members represent a variety of perspectives on the value of the learning experience for current and future Psychology students. At present, committee members include Al Cain, Robyn Dawes, Patricia Gurin, Wilbert McKeachie, Virginia McKeachie, Ronald Morgan and John Swets.

Meetings so far have covered a broad overview of the department and focused on the undergraduate research experience. Providing engaging research experiences for undergraduates is what makes the Michigan Difference in Psychology. Students are able to interact with faculty in a one-on-one partnership through work on a research project. They learn the skill of asking empirical questions and find out how to collect information to test those research questions—skills that will serve our graduates well in any career path they pursue. With the recent LSA award for our undergraduate concentration and our focus on undergraduate involvement in research, including our new Undergraduate Research Forum, the Advisory Committee aims to build on this strength and broaden our view of what is possible in undergraduate education.

The committee will also play a role in advising the Chair on fundraising and alumni outreach initiatives to build and strengthen our community of alumni. We would like the Chair’s Advisory Committee to grow. If you are interested in serving on the committee, please let us know by writing to psych.alumni@umich.edu. We look forward to hearing from you.

FACULTY News

Retirements
Stanley Berent (Jun’06), Lawrence Hirschfeld (May’05), Martin Maehr (May’06), and Howard Shevrin (Dec’05).

Sabbaticals & Leaves

In Memoriam
Associate Professor Carol T. Mowbray died on August 23, 2005, of cancer. She is survived by two sons, Orion and Nicholas. To read more about Carol’s life and work, please visit http://www.ssw.umich.edu/CarolMowbrayObit/.

Farewells
Barb Fredrickson to University of North Carolina at Chapel Hill.

Committee Members
Top: Ron Morgan
Above: Pat Gurin
Below, committee members surround a bust of W.B. Pillsbury at their last meeting:
1 to r: Ginny McKeachie, Al Cain, Bill McKeachie, Robyn Dawes, Chair Rich Gonzalez and John Swets.

What has been your proudest moment?
Hard to say. One particularly memorable moment was in graduate school, when I got a “conditional acceptance” on the first article I submitted for publication.

What has been your most humbling experience?
Getting a firm “rejection” on the second article I submitted for publication. But I refused to take NO for an answer. I revised and resubmitted to the same journal—and they rejected it yet again. (I later published the article in another journal.)

What do you wish you had known at the beginning of your career?
My research falls at the intersection of Psychology and Women’s Studies, but throughout most of my undergraduate years, I knew very little about Women’s Studies. I took a Psychology of Women course as a senior which totally opened my eyes to the vibrant world of feminist psychology. I dove right in, loved it, and never left.

What is one thing most people don’t know about you?
In the days of my misspent youth, I was quite the pool player. A girlfriend and I would “run the tables” at the local bars in Baton Rouge, Louisiana. We especially enjoyed beating smug opponents who chuckled about “girls” not being able to shoot pool. Little did they know...

If you had to choose another career, what would it be?
Graphic art. Once upon a time I loved to draw and paint, but art never seemed like a particularly lucrative career. (Instead, I chose academic psychology—what was I thinking?!)
Hello from the Graduate Office! The past year has been exciting and successful for Psychology graduate students. Last fall, 39 new students began their studies with us—bringing our total number of active graduate students to 213. During the fall term, we held a Town Meeting for graduate students to discuss issues important to them with Rich Gonzalez, Lesley Newton, Kathy Hatfield and me. This annual event enables good communication and always generates some useful new ideas. This year students suggested more departmental social events so we organized three occasions for Afternoon Tea, an opportunity to socialize with coffee, tea and cookies in the late afternoon. The teas were attended by many faculty, staff, and students, and have proven to be a nice way to meet people throughout East Hall.

During winter term, graduate students organized Recruitment Weekend activities including a fun evening at Sabor Latino and three stimulating presentations as part of the Pat Gurin Lectures. This year, the Graduate Committee included five faculty: Scott Paris, Phillip Akutsu, Stephanie Rowley, Martin Sarter, and Laura Kohn-Wood, along with five students: Jan Habarth, Christian Waugh, Ellen Hamilton, Marina Epstein, and Michelle Segar. Among other things, we designed ways to improve mentoring relationships between graduate and undergraduate students, as well as between faculty and graduate students. The Committee is already planning several activities for next year including a satisfaction survey, new mentoring guidelines, increased GSI training, and a Career Day.

Our graduate students continued their record of excellent teaching; Enrique Neblett and Cathleen Power were selected as two of 20 Outstanding GSIs by the Rackham School of Graduate Studies. In addition, six graduate students won prestigious NSF Fellowships: Andrea Angott, Amanda Brandone, Marc Berman, Alexander Chavez, Lydia Chen, and Katherine Moore. Please read more about our award winners on the next few pages.

We are also excited that 35 new graduate students will join us in the fall. Graduate students and alumni, please send us news about your professional achievements so that we can share them in the next newsletter (send email to psych.alumni@umich.edu).

~Scott Paris
Graduate Student Award Recipients 2005-06

AARP Scholars Program: Katherine Fiori
APSA STUDENT COUNCIL EARLY RESEARCH AWARDS: In Basic Science: Kyle Smith in Applied Science: Adam Grant in APA Student Travel Award: Marcella Epstein
APIC/CODGOP Graduate Research Scholarship: Jennifer Mohawk
American Academy of Political and Social Sciences Graduate Fellow: Michael Mackenzie
American Association of University Women (AAUW): Michelle Segar
Asian American Psychological Association Graduate Student Travel Grant: Barbara Oshinsky Award: Oona Chang
Bishop Edward S. Bordin Research Award: Marisela Huerta, Torges Ciara Smalls, Stancio Alex Chavez
CP: Cognition & Perception
Brianna Caza
Mackenzie McDermott
Konrath Epstein Barbara Perry
GP: CPEP Graduate Research Scholarship: James McKeen Cattell Dissertation Award: Anne-Noel Samaha
IRIS Awards: Founder’s Dissertation: Emily Messersmith
International Innovation in Social Sciences Graduate Individual Fellowship: Chao Liu
ISA Awards: RSB: Ross School of Business
James McKeen Cattell Dissertation Award: Annemarie Hirst
Marquis Award: Karen Johnson
CP: Cognition & Perception
Meyer Award Scholarship: Peregine Silverschanz
National Defense Science and Engineering Graduate Fellowship: Lydia Chen
National Head Start Association Zigler Award: Angela McDonald-France
National Science Foundation Fellowship: Ashley Bangert
Derek Nee
National Head Start Association, William T. Grant Foundation Fellowship: Sarah Konrath
PSC: Personality & Social Contexts
Dana Rodgers
National Research Service Award: Azra Safiri, Rhinnan Lyuster
NIH Council for Social Work Education (CSWE)
Underrepresented Mental Health Minority Research Fellowship Award: Jenel Clarke
NIH Interdisciplinary Research Program on Violence Across the Lifespan: Wendy Taylor
Patricia Gurin Award: Andrea Dottolo
Patricia Gurin Lecture Series: presented at Recruitment Weekend: Adam Grant, Sarah Konrath, Christian Waugh
Power Fellowship: Kristin Lindanksy
Eric Berman Research Award: Erika Lunkemper
Edward S. Bordin Research Award: Somer Bishop, Breanne Fahs, Marcus Ivey
Fortune 500 Organization Employee Assistance Foundation Research Grant: Adam Grant, Brandon Coulter
Humphrey Fellowship: Sunandi Balan, Ryan Sandoval
International Committee on Organizational Research Studies Grant: Adam Grant

INSTITUTE FOR RESEARCH ON WOMEN AND GENDER AWARDS, Graduate Research Award: Dana Levin
Community of Scholars Fellowship: Sunandi Balan, Masudia Epstein
International Institute Individual Fellowship: Chao Liu
IRIS Awards: Founder’s Dissertation: Emily Messersmith
Innovation in Social Sciences Graduate Individual Fellowship: Chao Liu
ISA Awards: RSB: Ross School of Business
James McKeen Cattell Dissertation Award: Anne-Noel Samaha
Judith & Howard Sims Medal: Jacoba Linssen
LSA Honors Program Fellow: Christina McDermott
Lee Nakel Graduate Student Dissertation Scholarship: Adam Grant
Margaret Ayres Host Award: Annemarie Hirst
National Defense Science and Engineering Graduate Fellowship: Lydia Chen
Derek Nee
National Head Start Association Zigler Award: Angela McDonald-France
National Science Foundation Fellowship: Ashley Bangert
Derek Nee
Patricia Gurin Award: Andrea Dottolo
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Edward S. Bordin Research Award: Somer Bishop, Breanne Fahs, Marcus Ivey
Fortune 500 Organization Employee Assistance Foundation Research Grant: Adam Grant, Brandon Coulter
Humphrey Fellowship: Sunandi Balan, Ryan Sandoval
International Committee on Organizational Research Studies Grant: Adam Grant

Spring/Summer ’05 (For students who are graduating this semester) 22: Julie Konik, 6, L. Cortina, Hariett. North American and Latin American Adolescents.

Melanie Overby, 6, Lowry. Conversations about culture: Racial-ethnic socialization practices of African American families in a cultural museum.


Melanie Overby, 6, Lowry. Conversations about culture: Racial-ethnic socialization practices of African American families in a cultural museum.


Melanie Overby, 6, Lowry. Conversations about culture: Racial-ethnic socialization practices of African American families in a cultural museum.
Pat Gurin Lectures
Adam Grant. Beneficiaries and the Art of Motivation Maintenance: How making a difference makes a difference. My research focuses on increasing and maintaining work motivation by connecting employees to the beneficiaries of their jobs. In an experiment with university fundraising callers, I found that introducing them to one scholarship student more than doubled the amount of time they spent on the phone and the amount of donations they secured a full month later; callers in two control conditions did not change on persistence and performance measures. Three more experiments showed that contact with beneficiaries increased motivation by enabling individuals to perceive their impact on and identify with beneficiaries, and these effects held provided that the work made a difference in beneficiaries’ lives and individuals did not receive unfavorable information about beneficiaries. Together, the experiments suggest that redesigning the relational architectures of jobs may play a significant role in the art of motivation maintenance.

Sara Konrath. Similarity to Self Reduces Narcissistic Aggression. Research has found that narcissists behave aggressively when receiving a blow to their ego. Our studies examined one method of attenuating the aggression: inducing a unit relationship between the potential aggressor and target. Participants were told they shared either a birthday (Study 1) or a fingerprint type (Study 2) with a partner. Control participants—not given any information about their similarities—were more aggressive toward their partner after an ego threat. However, aggression was eliminated when participants believed they shared a key similarity with their partner, even under ego threat. It is possible that aggression following ego-threat thrives when the connection between individuals is at its weakest. Thus, establishing commonalities between individuals may be a powerful strategy for keeping ego-driven aggression in check.

Christian Waugh. Adapting to Threat: Individual differences in resilience when anticipating and recovering from a stressful event. Participants anticipated a possible negative stimulus appearing 50% of the time. In an fMRI study, nonresilient participants showed greater activity in the orbitofrontal cortex (OFC), a brain area associated with anticipating punishment. This OFC activity also predicted the inability to recover when negative stimuli did not appear. In study 2, nonresilient people generated more negative expectations when anticipating the possible negative picture by overestimating the picture’s frequency. In study 3, participants rated their affect continuously. They failed to recover fully when receiving a neutral picture that could have been aversive, with an even stronger effect for nonresilient participants. These studies suggest that resilient people are better able to adapt because they have more realistic expectations of the probability of negative events, and this allows them to recover more quickly when that negative event does not occur.

The Graduate Student Committee selects three students to present the Pat Gurin Lectures each year during Recruitment Weekend. This year’s speakers were Christian Waugh, Sara Konrath and Adam Grant, pictured left to right above.

Five Minutes with Chris Monk
Assistant Professor, Developmental

I use behavioral measures and neuroimaging to examine affective-cognitive processing during adolescent development. My research focuses on how behavioral and brain-based responses vary across ages in normally developing youth as well as those with or at risk for psychopathology (i.e., anxiety, depression and autism). My teaching interests include developmental psychology, cognitive development and developmental neuroscience.

What has been your proudest moment? It is easier for me to describe several moments that made me feel particularly fortunate. First was the moment I realized that a woman, whom I would later marry, was possibly interested in me. The second was discovering that I could feed, burp and look after my children as infants with minimal supervision. Third was seeing my first published manuscript in print.

What has been your most humbling experience? There have been two instances when family members have been hospitalized and the outcome was unclear—my wife had preterm labor and our daughter had an aggressive infection. Both situations left me feeling particularly powerless. Fortunately, in the end, everyone was fine.

What do you wish you had known at the beginning of your career? There are two things that I have slowly learned and wish I understood from the beginning. The first is to grow accustomed to rejection. The faster one can rebound from rejections, the easier it is to succeed in the long run. The second is to always seek out advice from friends, colleagues and mentors.

What is one thing most people don’t know about you? I have the capacity to eat an alarmingly large number of pastries.

If you had to choose another career, what would it be? Political pollster or organizer of political focus groups.

What is one thing most people don’t know about you? I have the capacity to eat an alarmingly large number of pastries.

If you had to choose another career, what would it be? Political pollster or organizer of political focus groups.
Research in my laboratory uses an interdisciplinary approach to study the interface between emotion and decision making.

What has been your proudest moment?
Graduating from high school! I can still remember graduation like it was yesterday. I had never been so happy in my life because I was finally free of the “taxation without representation” that is high school.

What has been your most humbling experience?
Having children. (I sense I am answering the questions in the wrong order...) I wasn’t the least bit prepared for the physical and emotional difficulties involved in having and raising children. Now that I have experienced some of these things for myself, what was once obliviousness or even negative judgment is now empathy and compassion (except under conditions of cognitive load, when I revert back to my old, judgmental ways). Hey! Someone should study this!

What do you wish you had known at the beginning of your career?
Academia has a lot in common with business. Like the John Cusack character in Say Anything, I chose my career because I didn’t want to “sell anything, buy anything or process anything...sell anything bought or processed...or buy anything sold or processed...or process anything sold or bought...or repair anything sold, bought or processed.” Oops! Got to go. I have a grant deadline coming up!

What is one thing most people don’t know about you?
I want my MTV.

If you had to choose another career, what would it be?
I am drawn to careers where you can unlock hidden or suppressed potential in order to reveal inner beauty. I have fantasized about being a hairdresser, a home remodeler, and a life coach because those are all things where you start with someone or something that is being held back by negative influences (fear, insecurity, anxiety, sloth), and help them to realize the joy that comes from embracing life and one’s self. Speaking of which, have you seen that show Made on MTV??
Enriching the lives of students through academic service-learning has been the mission of Project Outreach since its origination. On this occasion, we invite you to join us in celebrating the role of Project Outreach in making a difference in the community. Over 40,000 Michigan students have participated in Project Outreach. Their combined total of 1,400,000 hours equals 58,333 days or 160 years of service to the community. Project Outreach has a reputation for fostering a path of life-long service through a tradition of experiential learning. We celebrate the excellence of Project Outreach as a collaboration of students, faculty, staff and the community focusing on social psychology that has nurtured a diverse community. The program has evolved with innovative experimentation that expands across all disciplines and diverse populations in the spirit of community.

Founders In 1966, Introduction to Psychology as a Social Science was a four-credit course. The founders of Project Outreach wanted to add to the course a relevant and meaningful emphasis on educational experimentation and experiential learning. The course was redefined as three credit hours of lecture plus one credit of service learning: Project Outreach was born. The idea was to offer students an opportunity to live richer lives, learn and grow, empathize with diverse people, act effectively in the world, and provide a meaningful impact on the lives of all involved.

We are proud of the shared intellectual innovation of the alumni and faculty who collaborated to create Project Outreach. One of the founders, Professor Emeritus Richard ‘Dick’ Mann, PhD'58, said he gives tremendous credit to the department chair at the time, Professor Emeritus Wilbert ‘Bill’ McKeachie, PhD'49, for his endorsement of Project Outreach 40 years ago. “Without Bill,” said Mann, “we would not be celebrating today.” Since the inception of Project Outreach, remarkable contributions have been made by former department chairs Bill McKeachie, Al Cain, PhD'73, and Pat Gurin, PhD'64, who all remain active in the department, and exceptional leadership continues today with Chair Richard ‘Rich’ Gonzalez.

Psychology alumni Solomon ‘Sonny’ Cytrynbaum, PhD'71, a graduate student during the natal days of the program, put it well, saying, “For Outreach to be born, grow and flourish required a special culture and time in history, faculty and department leadership and support... The origins and growth of outreach truly reflected the times—the struggle for relevance, challenging authority, freedom to follow emotionally powerful, experiential learning opportunities.”

Adjunct Associate Professor Jerome ‘Jerry’ Miller, PhD'73, is proud of his longstanding tradition of involvement in Project Outreach. Current faculty community liaison for the program, he recalls his involvement as a student and proudly confirms that while the academic core hasn’t changed, the need has increased and there has been tremendous growth in the program to meet it. “Coordinating academic service-learning courses is immensely rewarding,” he said. “The course provides an unusually rich and educationally sound set of unique student experiences.”

In 1966, no transportation was provided, but then U-M began to provide bus service for 1400 students. By the late 60s, 15-20 buses were running 2-3 evenings per week. • 1969: Faculty Coordinator Dick Mann and GSI Sonny Cytrynbaum gave a presentation on Project Outreach at the APA Convention.

In the 1970s, the program began to see growth in leadership for undergraduate students, who wanted “real world” experiences. • 1970: In the Spring term, the course fee increased to $30. • 1974: One of the most important issues the founders struggled with was grading—how to assign a letter grade to students of varying abilities. With the department’s consent, the course began to be offered on a credit/no-credit basis.

In 1980, the course fee increased by $10 and remains at $20 today. • 1981: In order to re-emphasize its commitment to comprehensive field-based experience, the Psychology Department agreed to count placements in two different sections as the equivalent of one of the advanced labs required of all Psychology majors. • 1989: Project Outreach moved out of the Corner House and into West Quad. • 1989: Recreation Director Denise Thomas reintroduced Project Outreach to W.J. Maxey Boys Training School. “I had coordinated Project Outreach at the Adrian Training School but when I arrived at Maxey, it had not been active in quite some time,” said Thomas. “Today, Project Outreach is strong. I have students have been instrumental in donating books to our young men. The facility has a library managed by a Librarian, and 2-3 groups of students provide service every term.”

In the 1990s, students increasingly viewed their education as an investment. With a very competitive job market, students wanted service based skills. • Project Outreach moves out of West Quad and into its current home in East Hall. • 1999: Karen Petticrew retires as the administrative assistant to Project Outreach after serving for 20 years. Says Petticrew, “My time with the program was educational, exciting, inspiring, and, yes, at times a lot of hard work. But I loved it! One thing that has remained constant is the enthusiasm of the students enrolled in the course, as well as the student leaders for the various programs. The chance to get out into the community and put into practice some of the theories they have learned in Introduction to Psychology is a chance of a lifetime for them. And they love it. That feeling of actually being able to make a difference is most satisfying.”

In 2000, A Policy and Procedures manual has been created which includes information on: 35-45 hour community placements and special training: weekly 2-hour lectures and group discussion sections; student journaling: a 3-5 page mid-term project; and a 3-5 page final project. • About 50 guest speakers from the community speak to the students each term. • The lab fee remains $20. • An additional vehicle has been added for student transportation. Gasoline prices have risen to more than $3 per gallon in Michigan. • Project Outreach is staffed by a half-time faculty coordinator, quarter-time administrative assistant, a graduate student instructor for each section, and 100 group leaders. This allows us to offer students 1000 seats each year.
Eugenia Patru, AB'84, AM'71, MSW'77: The most rewarding part of Project Outreach was realizing that I could intervene with a young child in a way that seemed useful. Any experience that enriches the typical classroom cannot be overstated as a requirement for good undergraduate training. I am a forensic social worker in New Orleans. The respect that Project Outreach showed toward the children in our group inspires me as I continue community work today.

Sue Sand, PhD '94: I volunteered at Northville State Hospital. My most vivid memory is being in the day room where patients sat listlessly in front of a TV behind chicken wire and hearing the news flash that Martin Luther King had been assassinated. Even the most catatonic became agitated. It was a frightening and sad evening for everyone. Attending U-M in the late 60s made us aware of our responsibility to reach out to others, to provide community service and to make our education relevant to our lives. Professionally, Project Outreach informed my career choice and my continued sense of duty as a citizen.

Nancy Holczer, AB'72: As a freshman in the fall of 1968, I was placed at Yorkwoods, which was the children's unit at Ypsilanti State. I got my boyfriend, an engineering student, involved one semester and we now are approaching our 33rd wedding anniversary. We still can remember the names of the children on that ward. For the last 24 years I have run a community service learning program in Newton, Massachusetts. Obviously for me Project Outreach was the first chapter of a long commitment to service to community through education.

Tom Ostrander, AB'72: Project Outreach was one of the most influential experiences that I had at U-M. I still relate stories about the program to friends and family.

Janet Frankel, AB'83: I really liked Intro to Psychology, so I enrolled in Project Outreach to experience some real life psychology! I was placed at Peace Neighborhood Center in Ypsilanti; I felt so 'slow' verbally compared to everyone there, and yet I was the college student who was supposed to tutor them in math and reading.

Blanca Almanza, AB'84, MSW'86: After a positive experience at Ypsilanti State, I supervised Project Outreach students at the Center for Forensic Psychiatry. It was far more challenging than anticipated, and it was rewarding to learn from our center staff. I would advise students to discuss experiences openly and honestly with one another during roundtable discussions. Now Vice-President for a non-profit organization, Project Outreach helped me gain a better understanding of our customers, many of whom are returning citizens (ex-offenders), and also planning programs that will meet their unique needs.

Lori Kaplan, AB'90, MS'95, MUP'95: I valued the leadership opportunities that Project Outreach provided both at the placement and as a section coordinator. Each fostered critical skills in negotiation, strategy and agenda setting. Project Outreach demonstrated, in a very tangible way, how one individual can have an impact on many lives, and it influenced my interests and career path. My placement was Community Day Care in Burns Park, and the weekly wisdom of children helped me put my life’s worries in perspective. When I moved to the Washington DC area I volunteered as a tutor for elementary school children. While my professional life as a deputy research director at National Public Radio may seem a far leap from Project Outreach, the mission-directed activities of National Public Radio are not. As each student in Project Outreach has the ability to change lives for the better, each story that we air has the potential to shape lives and better inform decision making at all levels in our democracy. I treasure that connection every day.

Randall Kaplan, AB'90: Project Outreach was an incredibly terrifying experience. It gave me the opportunity to spend time with many others much less fortunate—and to try to help those in need—and this powerful and rewarding experience motivated me to pursue many other charitable efforts as my career progressed.

Sacha Coupet, MA'96, PhD'97, was the Big Sibs section GSI in 1993 and designed a t-shirt for the program (pictured above). Now a faculty member at Loyola University, her professional interests combine her background in children's mental health and the law.

Jessica Brown, AB'89, MS'90, MSW'95, AB'90, MS'95, MUP'95: I was delighted to hear of the opportunity to highlight Project Outreach in this year’s newsletter. Project Outreach was extremely influential on my past, current and future goals. I learned more about people and myself in this program than I would ever be possible from a textbook. Thank you to all who participated in celebrating the 40th Anniversary of Project Outreach and I look forward to meeting many more fellow alumni in the future! Go Blue!

Emily Arents, AB'89: Project Outreach has profoundly affected my life; I have grown so much, learned so much from the experience, and it continues to shape who I am as a person.

In 2006’s beyond: We are committed to building strong civic commitment through academic service learning courses. Project Outreach’s success has led to a variety of service learning courses. Since 1995 Professor John Hagen has taught advanced developmental psychology labs which provide students with the opportunity to attend professional conferences and present their work. (See photos on page 38.) In 1995, the Detroit Initiative (DI) was established to provide opportunities for students and faculty to engage in education, service, and research through a focus on community-identified priorities. Says Professor Loraine Gutiérrez, “DI students learn about community psychology while working in after school programs and Head Start centers in two Detroit neighborhoods. The organizations benefit from the help our students provide, and the students benefit by seeing both the problems and the resources that exist in low-income communities.” Adjunct Assistant Professor Ellen Quarrt coordinates Michigan Mentorschip, which provides mentoring for students in the Ann Arbor Public Schools. U-M students are paired with elementary and high school students in order to help with homework, encourage effective learning strategies, set goals, and develop appropriate coping strategies. College students who relate to their concerns are a tremendous resource for the mentees’ learning and motivation. This year, in collaboration with the Athletic Department and through the support of an anonymous donor, a new course was created: Community-Based Leadership with Youth in the Ann Arbor area.
The Next 10 Years:

The quality of our social environment has dramatically improved due to the achievements of Project Outreach. As our commitment to academic service-learning continues, we are making a conscious effort to reconnect with and engage many more alumni, students, faculty, staff and friends in the life of the Department of Psychology. It is our intent to raise awareness and give recognition to all participants and supporters of Project Outreach. You may be one of the 40,000 alumni of Project Outreach or a supporter of academic service learning and in both cases we encourage you to stay in contact with us. In honor of the program’s 40th anniversary, funds are being solicited to enrich the student academic experience.

Goals for the new Psychology Project Outreach Fund (Code: 310715) include:

- An Endowment for a Faculty Community Liaison will ensure the program will remain strong. Dick Mann, the original faculty liaison for the program, notes, “Project Outreach never would have gotten off the ground in the 60’s without the energetic personal and budgetary support of Bill McKeachie, but those lovely days of fiscal flexibility are long gone. Now, Outreach needs the energetic financial support of all the people who benefited from taking or teaching in this great project. That's us, folks.”

- Transportation/Vehicles will ensure students reach their chosen project site in the community. Transportation Coordinator Jennifer Catey, APha, knows all too well the effect of increased gasoline prices are having on the transportation/vehicle budget. She notes, “for transportation to be successful, three key items need to come together: dedicated staff to maintain the program, strong faculty support, and continued financial support—all of which have a strong history in the department.”

- Awards to recognize students for their service and faculty for mentoring students. “Donations will help to ensure the continued breadth and success of the many activities Project Outreach provides to the community. In addition, we would like to establish one or more awards for students to recognize their special service learning achievements,” says Jerry Miller.

- Specific Projects make a difference. Gifts may be designated to support a specific project. Bill McKeachie, PhD’60, fondly remembers a project called “Hooked on Books,” designed by the late Richard Guttler, former U-M Psychology Professor and Vice President of Academic Affairs. Forty years ago, Guttler distributed paperback books to the students at Maxey Boys Training School, which made a significant difference in the reading levels of the young men.

The Next 10 Years:

Celebrate!

We would like to recognize all alumni, students, faculty, and staff who have supported Project Outreach over the last 40 years. To celebrate, we invite alumni of Project Outreach to attend the Department of Psychology’s 3rd Annual Homecoming Tailgate on Saturday, October 28, 2006. For more information, please visit our website at www.lsa.umich.edu/psych/. Click on the Tailgate’06 Info quicklink for more information.

There are many avenues to support the Department of Psychology, and all gifts are appreciated. At the present time, the new Psychology Project Outreach Fund, the Psychology Undergraduate Research Fund, the Pat Gurin Fellowship Endowment, and the Psychology Department Strategic Fund are high priority efforts. You may use the enclosed envelope to send a contribution in support of these or other funds, or make a gift online (when giving online be sure to include the fund name and code). If you have a specific desire for your gift that does not appear on this page or if you would like more information, please contact us by email to psych.giving@umich.edu or call us at 734.764.7429.

Additional Fund Information

Psychology Undergraduate Research Fund (Code: 309961)

We are proud that research is a major cornerstone of our undergraduate curriculum. Undergraduate psychology students are actively involved in research projects—in many cases those projects lead to important results that appear in conference presentations or in published articles. The support of undergraduate research projects is becoming increasingly important as graduate schools across the country require some form of research experience for admission. More information about undergraduate research in the Department can be found on pages 34-35, and information about students attending conferences and presenting research is also found on page 38.

Patricia Gurin Fellowship Endowment (Code: 570508)

This fellowship endowment fund provides financial support for one or more graduate students in the Psychology program. Specifically, it is awarded to a student who exemplifies Pat Gurin’s active research program in the areas of identity, diversity, self-efficacy, and control. More about Pat’s career can be found on pages 4-5, and this year’s Pat Gurin Award recipient is listed on page 18.

Psychology Department Strategic Fund (Code: 308084)

The strategic fund provides resources for the department’s focused initiatives, facilitates the creation of new undergraduate courses based on important current events and facilitates the purchase of specialized equipment for new courses. The fund permits a focused response to innovative opportunities that build on the talents of our faculty and the interdisciplinary strength at the University of Michigan, such as joint faculty hires or interdisciplinary research, and facilitates a departmental response to the recruitment and retention of the best faculty and graduate students. The Strategic Fund provides resources for the development of new research projects which require preliminary results (“pilot data”) in order to mount a competitive proposal for federal and nonfederal grant support. This fund is an excellent way to make an investment in the future of the Department of Psychology.
It is hard to believe that the 2005-06 academic year is over. Another busy and event filled year has come to an end in the Psychology Department.

Last year we announced the Neuroscience undergraduate degree, a joint program with the Department of Biology. At the end of the first year, we have 125 concentrators and several students already collected those first Neuroscience diplomas at the end of winter term. This has not been the only source of growth in our department, however.

As LSA continues to grow, so does our student body, with over 1250 General Psychology and nearly 600 Brain, Behavior and Cognitive Science (BBCS) students. We have also seen growth in Psychology courses being a key component of other programs. For example, the School of Nursing has arranged to have all the entering Nursing students take Introductory Psychology and Introduction to Developmental Psychology during their first year. A separate class period will be added each term to accommodate the 120 students from Nursing. And, as always, a large number of students from other LSA departments, Engineering, Kinesiology and other schools take one or more Psychology courses. It is clear that for a large number of undergraduates at U-M, an education includes learning about behavior. Students who have gone on to business, law, health care, teaching, and numerous other professional pursuits let us know every year how much their undergraduate education has helped them in the next phase of their lives or education.

One way the Department of Psychology measures its impact and success in serving concentrators and the wider student population is through our advising program. During the 2005-06 academic year, undergraduate concentration advisors scheduled more than 1500 formal appointments with students. In addition, the department has a very successful peer advising program. During the regular semesters, peers are available twenty hours per week for walk-in appointments.

I am enjoying the somewhat quieter and slower pace of the office during the summer months. However, the doors are open every day, and we hope that you will come by and see how the department has improved the student resource room with money from the LSA Undergraduate Initiative Award received last year in recognition of excellence in undergraduate education. Those funds have been put to good use in starting an Undergraduate Research Forum, expanding our materials for

Undergraduate Program News

Above: Undergraduate Program Chair Theresa Lee.
Opposite page and background: Undergraduate Research Forum presenters and attendees spend a day celebrating research.
UNDERGRADUATE News

students looking for career and graduate school information, and supporting our improved advising staff. We have invested in a large format printer capable of producing the large posters students and researchers present at conferences and meetings. This will provide students with a convenient and inexpensive resource for preparing and presenting their work. Some of the funds have also been used to improve the range and presentation of materials used in the fall Concentration Fair, which attracted hundreds of students seeking more information about Psychology.

For information about the Undergraduate Research Forum, this year's undergraduate award winners and more program news, see pages 34-38.

Five Minutes with Laura Kohn-Wood
Associate Professor, Clinical Psychology

My research is broadly related to psychopathology, in particular, African American populations, gender and ethnic differences in etiology and expression of symptoms, and contextual/familial risk factors.

What has been your proudest moment?
When I walked into my favorite restaurant last spring (the Common Grill in Chelsea), I was surprised by seeing most of my family members from all corners of the country. My husband organized everyone to fly in for a tenure celebration party. I couldn't believe that so many people would expend such time and effort in celebration of me being able to keep my job.

What has been your most humbling experience?
It was most humbling to realize that our accomplishments (such as tenure) truly mean something when they are shared with those we love.

What do you wish you had known at the beginning of your career?
I wish I had known so many things, and I feel there are so many things I still don’t know. One that comes to mind is how to graciously say “no.”

What is one thing most people don’t know about you?
While working my way through college I held an assortment of jobs in an array of industries: retail, restaurant, hotel, office, loading trucks for UPS, clerking for the Defense Investigative Service in the Department of Defense. These jobs helped me realize that I MUST go to graduate school in order to have a job I love.

If you had to choose another career, what would it be?
Were I younger I would have liked to train at the world famous Kronk gym in Detroit, win gold in the first Olympic boxing competition for women (still doesn’t exist), then turn pro with the ring name Laura KO Kohn.
Undergraduate Research

Undergraduate Program Chair Theresa Lee discusses undergraduate research in the Psychology Department and the first annual Undergraduate Research Forum held in April.

In general, the Department has been moving steadily toward a model of undergraduate education that encourages students to get involved in research early and often. For years, students enrolled in Introductory Psychology have participated in the subject pool. More recently, our department has become heavily involved with the Undergraduate Research Opportunities Program (UROP), and that opens the door to research for many undergraduates at U-M.

Interestingly, students who participate in UROP working with psychology students and faculty, and then go on to take advanced psychology courses with more research. Some start as early as their first semester of their first year working with a research lab and continue to work in that lab through their senior honors thesis. More commonly, students come in as sophomores through an outreach course or another introductory course, and then go on to take advanced labs or set up research projects with Psychology faculty. Our seniors have typically been working on research for at least one, but more often two or three years by the time they graduate.

The quality of work shown in our senior theses is typically as good as those often found at the Master’s level in other places. It is not uncommon for theses to be published either as part of work done by graduate students and faculty, or even with the student being the primary author of the work. This is happening across the department and is becoming more common.

One exciting outcome of this is that our students are enjoying a much higher rate of acceptance to graduate school because of their experience with such an advanced level of research. However, the biggest advantage for the student is that it makes things the students learn in the classroom, like statistics and critical thinking, into something that they understand in a real-life context. The experience of being in a lab meeting, discussing ideas, formulating theories, teasing apart ways to test ideas about why something works into concrete experiences. Students who have the experience of participating in research become much more critical consumers of information about science, health, biology, and more. The experience of participating in research makes the next step so much easier for our students, particularly when their future plans include academics.

Because so many of our students are involved in research, this year we decided to institute an annual poster session. The posters covered a range of topics across all of the disciplines in the department and, though mainly upper-division, there were as many as ten lower-division students presenting their research. Ribbons were presented to the best poster from each area, as well as a ribbon for the best lower division poster. Local businesses were involved, donating merchandise and coupons, and participants received certificates honoring them for involvement in the event. In Psychology tradition, there were refreshments for all who attended.

Congratulations to these award winners, and to all who participated!


Clinical: Martha Skup, senior. The Effect of Negative Interpersonal Relationships on Depressive Symptoms: A Cross Cultural Comparison (Kira Birditt, Toni Antonucci)

Cognition & Perception: Adam Christopher Savine, junior. Changes in Error Monitoring During Motor Learning

Developmental: Allison Ziegler, senior. Associations Between Parenting and Interpersonal Relationships During Adolescence and Romantic Relationships in Adulthood


Lower Division: Deborah Peterson, C&P Freshman. The Effect of Incompatibility on Task-Switching Performance (Mary Askren, Cindy Lustig)

Thank you to Forum sponsors! The Forum was sponsored by a generous grant from the James McConnell Memorial Fund. These businesses generously donated to the Research Forum: Afternoon Delight, Ameri’s Delicatessen, Bruegger’s Bagels, Bubble Island, Cottage Inn, Espresso Royale, Faz Pizza, Good Time Charlie’s, Leonardo’s Pizza, Panchero’s Mexican Grill, Red Hawk Bar & Grill, Starbucks Coffee, Stucki’s, and Ulrich’s Bookstore.

The Forum was organized by: the U-M Department of Psychology; the U-M Chapter of Pi Chi (the National Honor Society in Psychology); and the U-M Undergraduate Psychological Society.
Department concentrators who have excelled in academics have the opportunity to complete a senior thesis through the Psychology Honors Program. This program involves two terms of research in close collaboration with a faculty mentor. The students, working with their mentors, collect and analyze empirical data, and write a complete report suitable for submission to a scientific journal. This academic year, over seventy students completed an honors thesis in our program, comprising over 10% of our graduating concentrators, and almost 25% of all students graduating with honors in LSA. These top students pursued a wide variety of research topics across areas in the department, including parenting in inner-city neighborhoods, perinatal depression, brain structure in Autism Spectrum disorder, cheating in academics, marital quality and sibling rivalry. The entire set of seventy theses form an extremely impressive array of novel scientific contributions to the field of Psychology.

A graduation ceremony was held to honor these students and mentors on the day before the college graduation events. The graduates attended in cap and gown, and were awarded completion certificates along with pins (the "psyche" Greek letter) to wear on their academic gowns. Seniors Lisa Yang and Michael Mohr addressed the graduates, emphasizing the impact of the honors project on their Michigan experience. Both also thanked their families for their contributions to their academic success. Chair Richard Gonzalez gave the closing remarks and the Honors Ceremony was followed by the departmental reception for all graduates. This gave students the opportunity to share their celebration with their faculty mentors, families, and graduating friends.

Professor Colleen Seifert has served for five years as director of the Psychology Honors Program, during which it has grown from just under thirty to over seventy graduates each year. Staff Coordinator Jennifer Catey’s efforts have been central to increasing the program’s capacity to include as many qualified students as possible. Professor Denise Sekaquaptewa will become director of the program beginning with the 2006-07 academic year.
My research interests include: emotion, psychology and law; person perception; cross-cultural psychology; and research methods.

What has been your proudest moment?
I feel especially satisfied whenever one of my students produces really excellent, imaginative research. It is really wonderful to see a student start out as a vague, uncertain novice, work hard and grow over the course of months or years, and emerge as a person whose work I admire.

What has been your most humbling experience?
Meeting people whose intelligence is so much greater than my own that it’s in a different category. Two people like this stand out. Biologist Evelyn Hutchinson took me under his wing when I was just starting out at Yale. His knowledge of topics ranging from evolution to Shakespeare was astonishing; he was infallibly open-minded to new ideas, no matter how much they contradicted his own theories; his work was elegant, mathematically rigorous, and socially responsible; and he was kind and helpful to clueless young people like me. The other is a law professor, Anthony Amsterdam, whose thinking seems to have twice the depth and 10 times the speed of everyone else. He has written brilliant articles, and has worked around the clock for decades on cases challenging the death penalty. I got involved in death penalty research primarily because of the opportunity to work with someone so much smarter and more dedicated than myself. It is an honor to be a member of the same species as these people.

What do you wish you had known at the beginning of your career?
I wish I had known how to budget my time better. I still wish I knew...

What is one thing most people don’t know about you?
I supported myself in college by designing greeting cards, writing for True Confessions magazines (don’t look: I NEVER used my real name!), and working as a waitress at a topless bar (luckily for me, the waitresses didn’t have to be topless—I was underqualified). I was also a research assistant, but you probably knew that.

If you had to choose another career, what would it be?
Fiction writer.

The Michigan Difference
Cindy Lustig presents research at Florida Seminars, accompanied by student Tiffany Cannon

Assistant Professor Cindy Lustig made two presentations at the Michigan Difference Florida Seminars on February 28 and March 2. Rising to the Challenge: Successful Brain Activation and Memory Training in Older Adults was attended by 49 alumni at one session and 80 at the other. Lustig’s research shows that older adults can activate their brains to meet challenging tasks, and that they may also use parts of their brains that young adults do not. In addition, she discussed her research about a training program to help improve older adults’ memory, suggesting that older adults—and their brains—still have great potential. Tiffany Cannon, who works in Lustig’s lab through the Undergraduate Research Opportunities Program (UROP), joined Cindy at the Seminars. Tiffany was able to discuss her research with attendees and noted, “It was a great experience working in the lab, from learning how to analyze data to attending the Michigan Difference Conference this past February. Attending the Conference gave me an opportunity to get to know Dr. Lustig on a personal level as she, too, got a chance to know me better. Working in the Lustig lab was my first job at the University, and has greatly benefited me both personally and academically. I would encourage all students who have the opportunity to participate in the Undergraduate Research Opportunities Program because it has had a positive impact on my college experience.”

Five Minutes with Phoebe Ellsworth
Professor, Social Psychology

My research interests include: emotion, psychology and law; person perception; cross-cultural psychology; and research methods.

What has been your proudest moment?
I feel especially satisfied whenever one of my students produces really excellent, imaginative research. It is really wonderful to see a student start out as a vague, uncertain novice, work hard and grow over the course of months or years, and emerge as a person whose work I admire.

What has been your most humbling experience?
Meeting people whose intelligence is so much greater than my own that it’s in a different category. Two people like this stand out. Biologist Evelyn Hutchinson took me under his wing when I was just starting out at Yale. His knowledge of topics ranging from evolution to Shakespeare was astonishing; he was infallibly open-minded to new ideas, no matter how much they contradicted his own theories; his work was elegant, mathematically rigorous, and socially responsible; and he was kind and helpful to clueless young people like me. The other is a law professor, Anthony Amsterdam, whose thinking seems to have twice the depth and 10 times the speed of everyone else. He has written brilliant articles, and has worked around the clock for decades on cases challenging the death penalty. I got involved in death penalty research primarily because of the opportunity to work with someone so much smarter and more dedicated than myself. It is an honor to be a member of the same species as these people.

What do you wish you had known at the beginning of your career?
I wish I had known how to budget my time better. I still wish I knew...

What is one thing most people don’t know about you?
I supported myself in college by designing greeting cards, writing for True Confessions magazines (don’t look: I NEVER used my real name!), and working as a waitress at a topless bar (luckily for me, the waitresses didn’t have to be topless—I was underqualified). I was also a research assistant, but you probably knew that.

If you had to choose another career, what would it be?
Fiction writer.
Second Annual Tailgate, October 8, 2005

Michigan Psychology alumni, faculty, staff and students attended the Psychology Department’s second annual homecoming tailgate last October. Department Chair Rich Gonzalez and special guest Al Cain, PhD’63, greeted attendees, along with Psychology alums who were U-M athletes during their days as students. WAAM cohosts Lucy Ann Lance and Dean Erskine interviewed Cain as part of their pre-game radio show, and Chair Gonzalez presented him with gifts of appreciation for his contributions to the Department. Several current Psychology students welcomed alums, presenting each with a U-M Psychology stadium cushion, and recognizing our alumni athletes with a small token of appreciation. Under the Psychology tent, attendees enjoyed hot and cold beverages, and filled their plates with food. The department offered souvenir photos as a gift to commemorate the day. All had a wonderful time catching up with fellow alums, faculty and current students. To enjoy photos from the event, visit the website at www.lsa.umich.edu/psych/news/spotlight/ and click the link for the tailgate.

LSA 50th Reunion, June 23-24, 2006

The College of LSA hosted a 50th Reunion celebration for the Classes of 1955 and 1956 on June 23-24. In conjunction with the festivities, the Department of Psychology hosted a luncheon. Several students presented their research and a talk was given by Professor Emeritus Elliot Valenstein.

Save the Date!
Third Annual Homecoming Tailgate, October 28

Please join us for this year’s tailgate on Saturday, October 28, at 9:30 a.m. This year we will honor Professor Emerita and former Department Chair Pat Gurin, PhD’64. In the spirit of community, we will also be celebrating the 40th Anniversary of Project Outreach, recognizing alumni who participated as students. The tailgate will again be held outside the Student Theater Arts Complex on Kipke Drive. Bring your family for brunch and fun. Just as last year, we will offer photos for you to keep as a momento of the day. Tickets for the tailgate will be $10, but free to those age 14 and under. We ask that you RSVP by October 9 for this event. Kick-off will be at noon, and we have a limited number of football tickets available for those attending the tailgate (limit two per Psychology alum) on a first-come, first-served basis for $54 each (face value). For more detailed information, please click on the Tailgate ‘06 Info quicklink on the website at www.lsa.umich.edu/psych/ or call 734.647.8104.

Opposite page and background: Alumni enjoy good food and great company at the Second Annual Psychology Homecoming Tailgate. Top left: Al Cain being interviewed by WAAM cohost Lucy Ann Lance. Center and Right: Tailgate attendees took home souvenir photos from the event. Pictured in center are Duane and Joyce McKeachie with Ginny and Bill McKeachie. Pictured at right are graduate students John Paul Stephens, Cathryn Fabian, Tiffany Griffin and Mesmin Destin. Above right: Undergraduate Psychology students Andrea Cahan and Danielle Ravich greet alumni at the registration table.

Below left: LSA 50th Reunion Psychology luncheon attendees listen to Elliot Valenstein discuss his recent research.
Below right: Elliot Valenstein.
Five Minutes with Alumna Rosie Ceballo PhD’95

Alumni News

1930s
Michael Gilbert, AB’38, MS’46, MD’46, PhD’49, of Miami Beach, FL, has testified numerous times in various courts on issues involving criminal offenses, personal injury (with special reference to brain damage), divorce, child custody, and mental competency. These include court appointments, requested by both State Attorney’s Office and Public Defender’s Office, independent medical examinations, etc. He has also been the principle investigator in over 25 clinical studies done for various drug companies such as Wyeth, Upjohn, Eli Lilly, Smithkline, Abbot Labs, McNeil, and Parke-Davis, mostly on psychotropic and analgesic drugs, and also served as a consultant on development of research protocols for Phase III clinical studies for the FDA.

1960s
Allan Collins, MEd’61, PhD’70, will be featured in an upcoming book by Les Arènes Editions (Paris) that recounts the life and work of the most eminent living psychologists of the 20th century. Allan is a professor of education and social policy at Northwestern University. He is best known in psychology for his work on semantic memory and mental models; in artificial intelligence for his work on plausible reasoning and intelligent tutoring systems; and in education for his work on inquiry teaching, cognitive apprenticeship, situated learning, epistemic games and systemic validity in educational testing.

1970s
Charles Anthony “Tony” Peele, AB’73, noted in email, “I have not been directly involved in the study or field of psychology since my undergraduate days at Michigan, but I have greatly benefited from the knowledge and campus experience I shared in Ann Arbor. For the past 24 years, I have owned and operated a financial and tax planning/investment advisory business directed at individual and small business clients. There is no doubt that my initial introduction to psychology as an undergraduate has substantially benefited my later endeavors in business.”

1980s
Christine Vollbach-Wallace, AB’80, writes, “In early 2003 I received my Ph.D. in Public Administration from Western Michigan University. Currently, I teach at the University of St. Francis in Joliet, IL. I am the first professor teaching a new Organizational Leadership/Health Care Leadership program for undergraduates. Previously, I worked in private practice as a therapist after gaining my M.Ed in counseling from Augusta State University in Georgia. With this degree I also ran a medical research project, I have not been directly involved in the study or field of psychology since my undergraduate days at Michigan, but I have greatly benefited from the knowledge and campus experience I shared in Ann Arbor. For the past 24 years, I have owned and operated a financial and tax planning/investment advisory business directed at individual and small business clients. There is no doubt that my initial introduction to psychology as an undergraduate has substantially benefited my later endeavors in business.”

1990s
L. Joseph Rahn, AB’79, notes in an email, “While I completed my pre-med studies and psych degree in 1973, I ended up in micro-enterprise development and business as a profession. After retiring from a 20-year career in public service, I founded Lakeland Boatworks, Inc. In January, we were featured in Good Old Boat, Great Lakes Boating and Northern Breezes magazines. Jessica Galimore, my niece, is a current psych major at U-M and is on the precision swimming team.”

What has been your proudest moment?
My two children keep me humble. They constantly remind me about the importance of being patient and really listening to others. When I’m with my kids or volunteering at their schools, I’m always amazed by how bright, honest, and insightful children can be.

What do you wish you had known at the beginning of your career?
I wish I had been better warned about how enormously difficult it is to balance a marriage and raising children with the many demands and pressures of a tenure track academic position. I have this vivid memory of myself trying to get to work after my son was born. I was pushing a stroller into East Hall, trying to balance my briefcase, books, a diaper bag, and a gymfinity play mat on it, hoping that I would get everything up to my office in one piece (including my son). Of course, now that I have tenure, it all seems worth it!

What is one thing most people don’t know about you?
I started taking ice skating lessons two and a half years ago because I was having too much vicarious fun watching my daughter skate, and I decided it wasn’t too late to fulfill my childhood wish for skating lessons. It’s turned out to be a wonderful stress-reducing exercise for me.

If you had to choose another career, what would it be?
Even though I love my job and the academic world, I love to fantasize about different career options. I sometimes imagine owning a cozy little bakery with a fireplace in New England or being a writer who can write about anything, without paying attention to APA format, or being a photographer…

The primary focus of my research is how contextual aspects of poverty influence children’s development and family functioning.

What has been your proudest moment?
I’ve been so lucky and blessed to have many proud moments. One of my proudest was graduating from college. My parents are immigrants from the Dominican Republic, and they didn’t really understand the educational system in this country. When they came to my college graduation from Yale, with all the pomp and circumstance of a graduation, I felt like they really understood why it was such an accomplishment for me. Other proud moments include watching my students defend their dissertations and being able to “hood” my students at their U-M graduations.

What has been your most humbling experience?
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I can’t emphasize enough how work done throughout my career was based on explorations begun at Michigan. My early interests were in learning and motivation. Don Lauer stimulated my excursion into physiology, showing Al Raphelson and me how to implant a recording electrode on a dog’s femoral nerve and to curarize, respire, and condition it; our report served as a joint master’s thesis. Don convinced me to take neuroanatomy from the venerable Elizabeth Crosby. Don Marquis made me current in a seminar on neural mechanisms; my term paper was on aphasia. My interest in language led me to courses in phonetics, phonemics, and acoustic speech analysis taught in other departments. A year spent researching “conformity” on a large project with participants from 3 or 4 social science disciplines catered to my notion that multidisciplinary approaches would be fun and productive.

Mathematical psychology was next. Clyde Coombs’ courses were central and I needed mathematics courses for social scientists taught by Bob Thrall. Clyde’s area complemented Dick Thrall’s for social scientists taught by Bob research in human. I set up a laboratory to study human signal detection both in vision and audition. MIT hosted a conference on information theory that was celebrated as showing the outlines of a nascent cognitive science; Birdsall and I presented on a decision-making theory of signal detection. I followed Licklider to the MIT-sponsored think tank called Bolt Beranek and Newman Inc., now BBN. Technologies, part-time in ‘58 and full-time in ‘62. Under his aegis, an acoustics specialty led to behavioral sciences led to computer science at BBN. The firm contributed several major innovations in computing, including time-sharing of a large computer among several users, networking, and email. I continued to draw on my Michigan years as I built a computer-based lab for auditory and visual detection research and developed projects on computer-assisted learning of complex sounds, second languages, and medical diagnosis. I helped develop courses to teach thinking skills and probabilistic reasoning. Later years were devoted to recognition of complex visual patterns, primarily in medical imaging, and to extensions of detection theory and methods to the diagnostic process in medicine, materials testing, aptitude testing, information retrieval, weather forecasting, cockpit-warning systems, and polygraph lie detection.

Michigan/MIT/BBN colleague Dave Green and I wrote a book on Signal Detection Theory and Psychophysics. When we won a monetary award for work we'd done together on signal detection theory, we decided to use that to honor Spike Tanner, who had passed away. Al Cain, who was then chair of the Department, helped and we were able to add donations from others who had known and worked with Tanner. Tanner was always pursuing unusual or risky work, so we established an award on that basis for undergraduate students pursuing unusual areas of research present their early work at conferences. See page 38 for this year’s Tanner Award recipients.

worked as an expert witness for family court in two counties and ran my own consulting firm.

Debra Carter, PhD, established a private practice in Bradenton, FL, where she runs a small group practice, an intensive out-patient eating disorder clinic, and a Family Conflict Resolution Dispute Center. Debra says, “Since moving to Florida, I have had little contact with my colleagues ‘up north.’ I hope there may be an opportunity in the future to make contact with fellow U-M grads and hear about their lives.”

Dawn (Helfand) Hucler, PhD, recently published her second book, What To Do When You Worry Too Much: A Kid’s Guide To Overcoming Anxiety, and has been asked to author a series of What To Do Guides For Kids, teaching 6–12 year olds and their parents cognitive-behavioral strategies to overcome common mental health problems. She is a practicing psychologist in New Hampshire.

1990s

Shirley Yu, MA ’92, PhD ’96, received a University of Houston Provost’s Core Teaching Excellence Award in May. Shirley has received accolades from students and experts in her field for nearly a decade.

Mark Beitel, BVSc, was married on April 22 to Stephanie Ehrman at the Essex House in New York. Mark is a psychotherapy researcher at the Yale School of Medicine. He is also director of training and research at the Cognitive Therapy Institute in Westport, CT.

Jean Twenge, PhD, had her first book published in April. Generation Me is based on data from 1.3 million young people showing the differences among generations on things like self-esteem, individualism, anxiety, and sexuality. Much of the research was done while she was in the doctoral program at U-M. She says, “The first chapter even features a description of everyone getting lost in the grad library. And the cover has some Maize and Blue!” Jean is an associate professor at San Diego State University.

Paul Knepper, AB ’89, sent an email noting, “In 2002, I received a J.D. from Fordham Law School and have been practicing law in New York City since. For the first couple of years I was practicing criminal law and have recently been doing medical malpractice and personal injury law.”

Rebecca Sweder, BVSc, married Charles Platt in Newport, RI on May 20. Rebecca is program director of Telom, an organization that promotes social justice and community service among Jewish youth in Boston. She plans to begin a Ph.D. program in psychology at Yeshiva University this fall.

In Memoriam

Former faculty member Urie Bronfenbrenner, PhD, was an internationally renowned psychologist and authority on child development who in the mid-1960’s helped found the federal Head Start program, died on September 25, 2005 at his home in Ithaca, NY.

Carol Fleischer Feldman, PhD, died in Italy of complications of surgery on March 18. She is survived by her spouse, Jerry Bruner.

Former faculty member David Galinsky, PhD, died in an accident on January 25. He is survived by his wife, Maeda, and many other family members. He had retired from the University of North Carolina at Chapel Hill.

Please send your news to psych.alumni@umich.edu.

Alumni Spotlight: John Swets AB ’50, AM ’53, PhD ’54
We are thankful that many of you understand the need to support the Department of Psychology, whether your contribution is financial or one of time and effort. We deeply appreciate the support we have received from so many alumni and friends. Our goal is participation from all of our more than 17,000 alumni. Hopefully, this newsletter is a step in learning about the ways gifts can make an immediate and lasting difference, and will inspire you to learn more by visiting our website or contacting us for more information.

Why should you give to Michigan Psychology?

• Students: Three decades ago, the state contributed 80% of the cost for education; the remainder was covered by tuition and earnings on investments. Today, the state only contributes 26% of the cost of education, putting a huge burden on those paying tuition. We must raise funds to preserve the quality of our education and to keep Michigan competitive for the brightest students. The Pat Gurnick Endowment Fund, as well as other endowments for student funding and scholarships, will ensure that students have the opportunity to reach out to our alumni community.

• Research: New research projects often require preliminary results in order to mount a competitive proposal for federal and nonfederal grant support. We seek to build two core research/teaching facilities in the areas of brain imaging and social interactions. Endowed research accounts would ensure the development and ongoing support of innovative research that could not otherwise be funded.

• Faculty: To remain a top-ranked program, Michigan Psychology must compete and attract the best faculty in the field. Faculty endowments such as the one sought for a Project Outreach Faculty Community Liaison are one of the best ways to ensure our success despite fierce competition for the most talented faculty. Programs: We continually strive to improve our programs and the experience similar to our undergraduate concentrators and graduate students, as well as the many other students who take a Psychology course or participate in our many career and service-learning courses like Project Outreach.

Questions/Comments

Want More Information On Making a Gift to Psychology? Visit our website: www.lsa.umich.edu/psych/alumni/giving/. Send email to psych.giving@umich.edu. Call the Chair's Office at 734.647.4952.

Want to Make a Gift Online? Visit the U-M Giving website: www.giving.umich.edu; designate the Department of Psychology Fund of your choice by using its fund code (found on the enclosed gift form).

Visit our website: umich.edu/psych/. Call the Chair’s Office at 734.647.4952.
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