



Searching for the Origins of Mathematics in the Amazon

By Daniel C. Hyde



Photo by Naya Fernandez

Humans are the only animals to distribute vaccines to ward off disease, develop technologies to communicate instantaneously over long distances, or establish institutions of higher learning to distribute specialized knowledge across the population. My research attempts to

understand the origin of the cognitive abilities that allow humankind to accomplish such feats and much of my work has focused on the origin of mathematics concepts. I spent nearly 3 months of last year investigating these questions through field research with an indigenous tribe called the Mundurukú of the Tapajós River Valley in the state of Pará, Brazil.

The Mundurukú people, who are estimated to have a total population of just over 10,000, live in small villages widely dispersed throughout a large, remote area of indigenous territory of the Brazilian Amazon.¹ Although traditionally communities were located deep in the heart of the jungle, modern times have brought a majority to reestablish their villages at the river front. This appears to allow easier access to both the food sources found in the jungle as well as the river, while providing easier access to communication and transportation between villages and with the outside world.

The Mundurukú are the focus of my field work for at least two reasons. First, their native language and traditional culture is one of only a handful that still exist in the world without a modern symbolic system of numbers. Their traditional numerical vocabulary is restricted to a few words for small numbers (e.g. single item = 1, pair of items = 2, a pair and a single item = 3, two pairs = 4, etc.)

and some isolated words referencing body parts for larger quantities (e.g. hand = 5).

Studying ideas or concepts of number in this traditional context can allow us to see what numerical or mathematical ideas might have been present before modern numerical systems were established. Second, although traditional language and culture persists, the influence of modern Brazilian culture, the Portuguese language, and the associated numerical system is quickly encroaching, leading many to desire a differentiated education that includes both traditional and modern teachings.

Studying education in this context may allow us insight into the mechanisms that allowed the establishment of formal mathematical systems in the first place, as well insight into the learning challenge young children of all cultures face when confronted with formal numerical and mathematical concepts for the first time. Working closely with native Mundurukú educators and Brazilian advocates, we also believe that our work will allow the Mundurukú information and materials to develop education to effectively facilitate learning in this context while maintaining traditional cultural concepts.

Based on a combination of previous field work, research in the Brain and Cognitive Lab here at Illinois, and the help of collaborators in France, Italy, and the U.S., we have developed computer-based games aimed at teaching early mathematics concepts like counting and simple arithmetic in Mundurukú. In several select indigenous villages and in collaboration with native Mundurukú teachers (and with gas powered generators), we have conducted some initial studies on the educational effectiveness of these computer games, with promising results. In

collaboration with other advocate groups and the Mundurukú themselves, we are now attempting to develop a small, but more permanent computer-based educational resource, as well as document cultural and cognitive changes associated with modern education within the Mundurukú territory.

Unfortunately, the Mundurukú people, culture, and language are under attack on a number of fronts that all seem to center on the exploitation of the natural resources (water, minerals, wood, etc.) present in their territory. For example, there are plans to build many dams (for hydroelectric power) along the rivers in Mundurukú territory. The realization of these plans will not only make our research impossible, but, more importantly, will directly threaten the existence of traditional villages and people living there. Initial efforts by the Mundurukú themselves and small advocate groups have been successful in delaying these plans, but global awareness and support is needed to indefinitely preserve the lands and culture of the Mundurukú people.²

Meeting the Mundurukú people and doing this field work with them has been an immense pleasure and promises to yield important insights into how numerical concepts evolved and how they are learned, as well as provide educational benefits to the Mundurukú people who desire them. ♦



Daniel C. Hyde is currently an Assistant Professor of Psychology and Director of the Brain and Cognitive Development Lab at the University of Illinois, Urbana-Champaign. He received his BS in Psychology from Brigham Young University in 2005, his AM in Psychology from Harvard University in 2008, and his PhD in Psychology from Harvard University in 2011. He studies the origin, nature, and development of psychological, quantitative, and spatial reasoning in infants, children, adults in the U.S. and in remote cultures using both behavioral and brain imaging methods. ♦



PSYCHOLOGY TIMES

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From the Department Head



When I arrived in Champaign-Urbana 25 years ago, I wasn't sure I would stay in this town for the next 25 years. I WAS sure, however, that I had found a home in this department. As all of us who inhabit or have inhabited this building know, this department is characterized by its helpful, considerate, and supportive environment, as much as by its excellence. Not only were my colleagues brilliant and accomplished, they were willing to share their knowledge and expertise with me. This department has nurtured my career and inspired me to do the best work I could.

As I now take on the leadership of the department, I feel immense gratitude toward my mentors and colleagues and look forward to the opportunity in turn

to nurture the work and careers of our faculty, grad students, and staff. I have even come to love living in Champaign-Urbana where rush hour lasts 10 minutes, world class music is around the corner and parking is free, and the prairie stretches out to the horizon like the sea.

Despite challenges that have arisen on our campus, our university and department continue to thrive and grow. The University of Illinois was tied with Cal-Davis and Wisconsin among top public schools on the U.S. News & World Report's annual Best Colleges list: colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/top-public; www.news-gazette.com/news/local/2015-09-16/go-figure-sept-16-2015.html; World University Rankings www.timeshighereducation.com/world-university-rankings/2016 placed the University of Illinois at #36 out of 801 schools all over the world. Especially notable, U.S. News & World Report described the Department of Psychology as among the best in the country: colleges.usnews.rankingsandreviews.com/best-colleges/uiuc-1775.

The department continues to build its excellence. We were extraordinarily pleased to enhance our ranks last year by hiring a new cohort of talented new faculty, some arriving this fall (Daniel Briley, Joey Chang, Amy Cohen, Joseph Cohen, Catherine Fairbairn, and Lili Sahakyan), one this spring (Sepidah Sadaghiani), and several next fall (Heidemarie Laurent, Sean Laurent, Thomas Kwapil). We recently received the exciting news that we have filled the chaired position so generously provided by the family of former distinguished faculty member Fred Kanfer (we will be joined by Professor Ben Hankin next fall).

As we attract the most promising and accomplished new faculty to our campus we can rest assured that this department will continue to maintain its stature in the field. Our generous and supportive atmosphere also continues to prevail. Our faculty and staff are participating enthusiastically in a new Faculty Development workshop series in which they share their knowledge with our new hires about the department, the campus, and various challenges that faculty face as they move forward in establishing their teaching and research programs. In addition, our department committee on diversity is actively working to promote diversity with a variety of innovative initiatives (see our new section of the Psychology Department website www.psychology.illinois.edu/about/diversity/).

In my first few weeks on the job I have come to understand that part of what makes this department work so well are the folks who tend to be behind the scenes. I must applaud our remarkable staff who work very hard and with great commitment to this department. I have also come to appreciate the important work our Alumni board and our donors are doing to promote the interests and excellence of this department. I look forward to working with all these dedicated individuals in the months ahead. ♦

Wendy Heller

Wendy Heller
Professor and Head

From Abnormal Psychology to the Bench

By Jill-Ellyn Straus (BS '79)



I arrived on the campus of University of Illinois on a hot, muggy, August day in 1975. I was seventeen. I was too shy to seek out and introduce myself to my new

roommate, Julie. Fortunately my eleven-year old sister was not. My parents, both in the class of 1956, gave me a quick tour of campus, pointing out dad's fraternity house and their initials carved into the staircase at the old Lincoln Hall, then they left. Julie and I headed out for the first adventure. We made our way through the masses to register for classes in the Armory. During those first weeks we discovered where to get the best pizza- no one ever agreed. Was it Garcia's, Papa Del's or somewhere else?

I loved sunny days hanging out on the quad, going to football games and nights out with friends at Kam's and Dooley's. I loved wandering the halls of the "underground undergrad", as the library was called. I loved coming back to the dorm with everyone freshman year to watch this crazy new show – "Saturday Night Live." I loved that I went to a university and studied with professors that encouraged me to think and to care about others.

How we think and why we respond to the world around us had always fascinated me. What makes people "tick"? My initial life plan was to be a doctor, but I wanted to keep all options open so a bachelor of science in psychology was an easy pick for me. I never gave that choice a second thought. As the semesters progressed and my communication skills outweighed my math skills, I veered towards being a lawyer instead of a doctor. My classes in abnormal psychology and the neurological basis for behavior, personality, and mental illness captivated me. I rounded out my studies with classes in speech communication, sociology and Spanish, once I set my path towards being a trial lawyer. I did two internships – one with the juvenile probation department in Champaign-Urbana and one with special needs preschoolers, primarily children diagnosed somewhere on the autism spectrum. I stayed the course. I have focused my legal career on children – children caught in the legal system either through abuse and neglect or due to delinquent acts. Mental

health issues have always been prevalent in my cases as a lawyer and as a judge.

I graduated from the University Of Denver College Of Law in 1982. I started at the 17th Judicial District Attorney's Office in 1983 and retired from there in 2008, upon my appointment to the bench as a District Court Judge for the 17th Judicial District of Colorado. As a prosecutor I specialized in crimes against children and juvenile delinquency. I was a Chief Trial Deputy for eighteen years. I trained professionals from many different disciplines on issues related to the investigation and prosecution of child abuse and neglect. I acted as a consultant with the child protection team for the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect, and was the prosecution representative on the State Child Fatality Review Committee for eighteen years. I am currently the co-chair of the juvenile justice committee for the Criminal Law Section of the American Bar Association. As a lawyer and as a judge, issues of addiction, mental competency, insanity, mental illness, intellectual delays and deficits have been part of so many of my cases. The science of psychology has always been woven through my professional life.

The advancements in the understanding of adolescent brain development and the advent of treatment courts for addressing substance abuse addiction, mental illness, and post-traumatic stress disorder in veterans are an integral part of the work I do and must understand. The justice system has finally recognized that addressing the reasons a person enters the system and helping them deal with their mental health issues and addictions will be more effective in getting them out and keeping them out of the system than traditional measures. This is true in every aspect of the judicial system. Certainly there are judges with business degrees and engineering backgrounds, but I would argue that my studies in psychology better prepared me for the daily issues I address than any amount of accounting or physics could have. There is the obvious – I respect the science of psychology and understand the terminology.

I did not end my education in psychology with my bachelor's degree, but have continued over the last thirty-six years to continue my education in psychological matters. I have had to learn about brain development and fetal alcohol syndrome and how it affects the way kids act and can be rehabilitated. I have had to learn to read the various editions of

the Diagnostic and Statistical Manual and have conversations with mental health professionals from all schools of thought. I have spent time with mental health professionals to learn what treatment modalities will work best for different situations. I firmly believe that addressing people's mental health issues can help them out of the court system and on to lead healthy and productive lives.

To many jurors, lawyers and judges, psychology is "voodoo" or "junk" science. It is often difficult to explain how we can "see" into another's mind or recognize the actual physical changes in the brain as a result of suffering psychological trauma. If you cannot use one of the five senses to examine something or test it, it is not "real". My respect for the science and my respect for its limitations play a very important part in my rulings and my decisions where mental health issues come into play. I have to review treatment plans in juvenile court and determine probation conditions in criminal cases. But it is more than that – I believe that my undergraduate studies taught me how to think and analyze situations and ask questions and communicate with other people.

I believe that my studies helped me to understand better what makes people "tick". As a prosecutor I got used to telling people that "motive" for a crime is not something that has to be proven. That is true – but human beings always want to know "why". Watch the news – talking heads spend countless hours analyzing "why" someone said or did what they said or did. We have an ingrained need to understand each other and yet we are not very good at it. We come from different walks of life and different life experiences – all of which play into our individual and collective psychology. An undergraduate degree in psychology might lead you down a professional path in the mental health field or law or medicine or teaching. The study of psychology will help you communicate, analyze, imagine the impossible and provide a path to further explore the people of this planet. It may simply open your mind to what is going on in others' minds – that is a very good thing.

My degree in psychology opened doors for me that I never could have imagined. When I lecture at the law schools or present to graduate students in psychology at the University of Northern Colorado for a professor who is a fellow "Fighting Illini", I always tell the students – keep your options open. You never know where your education will lead you. ♦

Psychology Alumni Advisory Board News

First Friday Alumni Panels

How do I use my Psychology degree for a career in Education?



(L-R): Jacquelyn Hines (BS '06), Michael Langendorf (BS '75), Liz Arnold (BS '12)

How do I use my Psychology degree for a career in Human Resources/Business?



(L-R): Kari Carpenter (BS '14), Susan Ward (BS '98), Randy Bell (BS '98)

How do I use my Psychology degree for a career in Law?



(L-R): Ben Ganellen (BS '12), Marios Karayannis (BS '83); The Honorable Judge Robert Villa (BS '92)

The Psychology Alumni Advisory Board introduced a new mentoring initiative, "First Friday of the Month Alumni Panel Series" last spring to help current students explore career options.

At each "First Friday of the Month" event we will also discuss tools, particularly LinkedIn, that students can utilize to network with alumni. Our goals are to encourage more students to create a LinkedIn account and use it, along with other networking tools.

If you are interested in participating in a future panel contact Cheryl Berger, Assistant Head for Alumni Relations at: cberger@illinois.edu.

For more information: www.psychology.illinois.edu/mentoring/firstfriday/ ♦

2015 Psychology Leadership and Career Development Workshop



The Psychology Alumni Advisory Board and the Department of Psychology co-sponsored a two-day "career camp" targeted to psychology undergraduates in September. The workshop featured Psychology alumni as well as a special presentation by Erin Gruwell, whose teaching career was the basis for the movie "Freedom Writers."

The workshop is highly experiential and engaging and focused on providing students with the knowledge and skills they need to identify job opportunities (e.g., networking and personal brand development) and to conduct an effective job search (e.g., resume preparation, job interviewing, evaluating job offers); and enabling students to acquire knowledge about how to work effectively in a professional workplace (e.g., dealing with office politics, managing your boss, conflict resolution) and how to develop critical leadership skills. ♦

Undergraduate Career Exploration Award

The Psychology Alumni Advisory Board created the *Career Exploration Award* to assist students as they explore a possible occupation and try an internship for the first time. The award will provide financial support for qualified undergraduate students in psychology who take on unpaid summer internships related to their field of interest.

Current psychology undergraduate students are eligible to apply if they have secured an unpaid summer internship lasting for at least six weeks with a minimum of 120 hours of total work performed; will achieve junior standing by the start of the fall semester (students currently completing their sophomore year); and earned a minimum GPA of 3.0 both in the major and overall.

Shape the Future Today Fund:

www.psychology.illinois.edu/giving/why/

Career Exploration Award Application:

www.psychology.illinois.edu/undergrad/opportunities/awards/Even_More_Awards.aspx

For more information about the award contact Keri Niehans (niehans@illinois.edu) or Robert Wickesberg (wickesbe@illinois.edu).

2015 Summer Award Recipients



Nicole Robinson

I worked exclusively with the Office of Talent Management, formerly the Office of Human Resource Development, at the University of Wisconsin-Madison. My role as a virtual intern foremost was to organize and develop a seminar on Customer Service Training that could be taught to faculty and staff on campus. My work entailed formulating a Powerpoint, Participant and Instructor Manuals, Quick

Reference Guide as well as Pre- and Post-Assessment Assignments.

After wrapping up this project, I was also able to work on some infographics and graphs to represent the Office of Talent Management Programs' statistics in a more condensed and eye-catching display. I analyzed and broke down the data taken from each of the seven programs, such as registration, attendance, and evaluation scores and presented them in a single page infographic. What I learned from this process is that a simplistic enough presentation as an infographic can provide insight and understanding into data that could be complex. Overall, my major take-away from this experience was that I truly enjoyed my taste of the Human Resource field, so much so in fact that I changed my career path to follow this newfound passion.



Daniel Szoke

This summer, I had the opportunity to intern at Zacharias Sexual Abuse Center in Gurnee, Illinois. In my time there, I completed a 40-hour training to become certified to work at any rape crisis center in Illinois. My work included survivor advocacy programs, such as legal advocacy and taking calls on the 24-hour support line, as well as prevention and development projects. I am most proud

of my contribution to the University of Illinois First Year Campus Acquaintance Rape Education (FYCARE) program. With help from Zacharias staff, I was able to compose a revision to the drugs and alcohol section of the FYCARE script. I not only gained applicable skills for my future, but also found an amazing group of professionals making a difference in my community.



Nicoletta Wagner

I was a part-time Marketing Intern for Developmental Services Center, a non-profit agency that provides services to families and children with developmental disabilities in the Champaign-Urbana area. My main task was to produce content for the Development Department's various marketing initiatives, including a paper quarterly newsletter and social media platforms.

I was interested in this internship because I wanted some real world experience in one of the fields I was considering going into. Marketing and human resources are two fields that I have been interested in exploring further, and this summer I was able to delve into this marketing position. I feel that I gained some very good experiences and new skills. Going forward, I think my next step will be to look for an opportunity to have experience in the field of human resources. ♦

Psychology Alumni Advisory Board Travel Award

The Psychology Alumni Advisory Board has designated funds from the *Shape the Future Today Fund* to support graduate student conference travel. Graduate students who are presenting a paper or a poster at a conference are eligible to apply for the award.

The Department of Psychology would like to express our deep appreciation to the Psychology Alumni Advisory Board for its commitment to enhance the educational experience of our graduate students.



Emily Hankosky

Thank you for the generous gift of supporting my travel to the Society for Neuroscience meeting. This was extremely valuable for my career goals! I am planning to defend my dissertation this May and was able to meet with several potential post-doctoral advisors. Having the chance to meet with them and share my ongoing research was invaluable in my search for the next step in my career! ♦

Laura Bolton Research Development Award



Laura and Russell Bolton

The Department of Psychology would like to thank **Dr. Laura Bolton** (BS'66), 2014 LAS Alumni Achievement Award recipient, and her husband, **Russell Bolton** (BS'55, MS'59, PhD'68 Ceramic Engineering, Illinois), for establishing the *Laura Bolton Research Development Award*. The award provides financial support to qualified undergraduate psychology students who are conducting summer research in a psychology lab on campus.

2015 Summer Award Recipients



Jacqueline Beck
Cognitive Development Lab

Beck studied how psychological essentialism might be related to national identity, and whether this relationship shapes our social beliefs and behaviors. She researched how children might have social preferences based on national identity.

"The financial assistance you provided will be a great help for me to concentrate on my educational goal."



Justin Lien
Cognitive & Affective Neuroscience of Pathology Lab

Lien assisted with a project that examines associations among executive functions, genetic risk, and ADHD.

"I am so fortunate to have received this award, as it will help to significantly lessen the financial concerns with staying on campus over the summer. It is a terrible feeling to have to pass on opportunities, but thanks to generous donors like you,

many people are able to pursue research experiences and further their academic careers. I sincerely thank you for helping achieve my aspirations."



Julia Nikolaeva
Brain and Cognitive Development Lab

Nikolaeva worked on research studies that evaluate how participants from infancy through adulthood understand numbers.

"My excitement and gratefulness in being selected as a recipient of the Laura Bolton Research Development Award is more than I could ever put into words."



Steven Rhoads
Behavioral Neuroscience Lab

Rhoads pursued studies focusing on neurotoxicity, particularly the effects of phthalates and Bisphenol A (BPA), commonly found in plastics, on maternal behavior.

"After graduating, I plan to attend graduate school to further my education and research interests in neuroscience.

This award will allow me to gain valuable research experience that will enhance my intellectual interest, practical knowledge of research, and skills necessary to pursue my future academic and career goals."

For more information about the Laura Bolton Research Development Award visit: www.psychology.illinois.edu/undergrad/opportunities/awards/More_Awards.aspx ♦

Alumni Professional Development Award

Your donations to the *Shape the Future Today Fund* have made it possible to help support undergraduate students in unpaid internships through the *Alumni Professional Development Award*. Two students received awards this summer:



Danielle Komsky had an internship at the Sleep and Behavior Institute in Vernon Hills, IL.

"Through my internship I will be learning and developing new skills and a deeper understanding of concepts that I learned in class through hands-on application. It will give me the opportunity to see what working in the medical field is like on a day-to-day basis. I will also gain business experience through working in a private organization that

will be useful in the event I decide to open my own practice as a psychiatrist which is something I have always dreamed of doing."



Lauren Santi had an internship at Portrait Health Center in Chicago, IL.

"My responsibilities will range from patient intake, secretary duties, insurance filing, and patient evaluations. I look forward to direct patient interaction and group therapy assistance/direction in the Portrait eating disorder support program during the second half of the internship. This internship is critical for my professional development as it

will mark my first official immersion into a mental health practice as a staff member.

In past years, I have worked full-time waitressing in Chicago to get by, and as a result, missed out on internship opportunities that are relevant to the career path I'm working towards at UIUC. With 20 hours of weekly unpaid time at Portrait, the support from the Professional Development Award will be extremely helpful and appreciated." ♦

Distinguished Alumnus Honored



The Department of Psychology honored **Samuel Krug**, a distinguished alumnus, at our awards program on May 16, 2015.

Dr. Krug received both his M.A. (1968) and PhD (1971) degrees in Psychology from the University of Illinois, Urbana-Champaign. He is currently chairman and CEO of MetriTech, Inc., an educational testing company that works primarily with large-scale, state testing programs. He has published many articles, books, and tests. His articles and books all relate to issues in applied personality and educational measurement.

Krug has also worked with Psychology Advisory Board member Denise Dallmier Burger to arrange and conduct mock interviews for students in the Capstone Internship Seminar. These mock interviews provide students not only with a realistic introduction to interviews in the business world, but gives them feedback and suggestions so that the students can be successful as they embark on their career paths. Krug has been very generous with his support to allow these mock interviews to be held during lunches at the Champaign Country Club.

Krug also helped to kick off our new Shape the Future Today campaign with his donation to create the Raymond B. Cattell Scholarship in Psychology. ♦

Alumni Share Advice

Thirty-five (35) Psychology alumni came back to campus on Monday, March 2, 2015 to offer students insight on how a degree in Psychology can prepare them for a future career. Four of the alumni, Kari Carpenter, Rebecca Darr, Brandon Dixon, and Nicole Shields participated in an hour-long panel discussion. The alumni shared information about their career paths and experiences followed by a question and answer session. Students had the opportunity to meet one-on-one with alumni from 5-6:30pm in the Psychology Atrium. The event is special for the students as well as the participating alumni. If you are interested in participating in the department's 2016 event, contact Cheryl Berger, Assistant Head for Alumni Relations at (217) 333-3429 or cberger@illinois.edu.

You can view a video of the panel discussion, Q & A, at:
www.psychology.illinois.edu/mentoring/videos/

You can view pictures from Career Information Night at:
www.psychology.illinois.edu/alumni/news/gallery/ ♦



Human Resources is a popular career with psychology students

(L-R): Kari Carpenter, Carrie Eisenmenger, Carrie Grady, Mardi Kaplan



(L-R): Kari Carpenter, Rebecca Darr, Brandon Dixon, Nicole Shields



(L-R) Angela Flanagan; Background: Eddie Bland IV



Students reviewing the Career Information Night program

"I wanted to thank you again for giving me the opportunity to speak with undergraduates about a career in school psychology. It is a career that I am very passionate about and my education and experiences from the U of I have truly served as a catalyst for where I am today." — Colleen Fischer BS 2006

2015 Career Information Night Alumni Participants

Bradley Axelrod (BS 1984, Psychology, Bronze Tablet, University of Illinois; PhD 1990, Clinical Psychology, Wayne State University) Staff Psychologist, Neuropsychologist, Department of Veteran Affairs

Eddie Bland IV (BS 2014, Psychology, University of Illinois) Teen Outreach Program Facilitator, SGA Youth & Family Services

Rachel Boyd (BS 2013, Psychology, University of Illinois) Research Assistant, Air Force Research Laboratory, Wright-Patterson Air Force Base

Denise Dallmier Burger (BS 1993, Psychology; MA 1994, Human Resource Management, University of Illinois) Director of Human Resources, Horizon Hobby, LLC.

Kari Carpenter (BS 2014, Psychology, University of Illinois) Talent Acquisition Coordinator, Providence Corporate Development Holding Company

Michelle Cruz-Santiago (BA 2005, Psychology & Economics, Hunter College of the City University of New York; MA 2009 & PhD 2012, Clinical/Community Psychology, University of Illinois) Assistant to the Director, U of I Office of Minority Student Affairs

Rebecca Darr (BS 1990, Graduated with Distinction in Psychology, Honors Program, University of Illinois; MA 1995, Clinical Psychology, John F. Kennedy University) Executive Director, WINGS Program, Inc.

Brandon Dixon (BS 2008, Psychology; JD & MHRIR 2012, University of Illinois) Associate Attorney, Labor & Employment Group, Jones Day

Carrie Eisenmenger (BS 2003, Psychology, University of Illinois) Director of Selection, Northwestern Mutual

Laura Faynor-Ciha (BS 1983, Psychology, University of Illinois; MS 1985, Illinois State University; PhD 1995, Illinois Institute of Technology) Licensed Clinical Psychologist

Angela Flanagan (BS 2012, Psychology, University of Illinois) Account Manager, Travelers Insurance

Colleen Fischer (BS 2006, Psychology, University of Illinois; EdS 2009; EdD 2015, The Chicago School of Professional Psychology) School Psychologist & Section 504 Coordinator, Adlai E. Stevenson High School, District 125

The Honorable Jeffrey Ford (BS 1973 Psychology; JD 1976, Law, University of Illinois) Circuit Judge, Sixth Judicial Circuit, Champaign County

Carrie Grady (BS 1999, Psychology, University of Illinois; MEd 2002, Community Counseling, Loyola University) Human Resource Manager, Deloitte

James E. Guelfi (BS 1996, Psychology, University of Illinois; MBA 2004, Eastern Illinois University) Assistant Director for Engineering, IT User Services Research, IT Support UIUC

Jacquelyn Hines (BS 2006, Psychology, University of Illinois; MS 2008, Counseling & Counselor Education, Indiana University, Bloomington, IN; PhD 2013, Counseling Psychology, University of Illinois) Staff Psychologist, University of Illinois McKinley Health Center

Dale Hoke (BS 1973, Psychology, University of Illinois; MS 1974, Psychology, Illinois State University) Adjunct Instructor of Psychology, Heartland Community College

Kari Hutjens (BS 2004, Psychology, University of Illinois; MS 2009, Counseling, Eastern Illinois University) Academic Advisor, Department of Economics, University of Illinois

Mardi Kaplan (BS 2002, Psychology; MHRIR 2003, University of Illinois) Regional Education & Development Management, Toyota Financial Services

Marios Karayannis (BS 1983, Psychology, University of Illinois; JD 1986, John Marshall Law School) Karayannis Law Offices, Owner

Loren Kuzuhara (BS 1985, Psychology, University of Illinois; Two years of Doctoral Studies in Counseling Psychology, University of Texas-Austin; MBA & PhD 1994, Business Administration, University of Wisconsin-Madison) Teaching Professor, University of Wisconsin-Madison

James Leonard (AB 1977, Psychology, University of Illinois; MD 1981, University of Illinois Medical School-Chicago) President & CEO, The Carle Foundation

Lynae Maciel (BS 2007, Psychology, University of Illinois; Med 2010, Educational Psychology, Loyola University-Chicago; EdS 2012, School Psychology, Loyola University-Chicago) Bilingual School Psychologist, Proviso Area for Exceptional Children Cooperative (PAEC)

Angela Adams Martin (BS 1992, Psychology; MS 2000, dual degrees in Human & Community Development and Social Work, University of Illinois) Director of Community Services, Cunningham Children's Home

Larry Moller (BS 1974, Psychology & Economics; MBA 1976, University of Illinois) President, Anthem Capital Group, Inc.

Keri Carter Pipkins (BS 1996, Psychology, University of Illinois; MS Ed Counseling 2000, Northern Illinois University) Associate Director, The Career Center, University of Illinois

Beth Rom-Rymer (BS 1973, Psychology, Princeton University; MA 1980, PhD 1986, Clinical Psychology, University of Illinois) Rom-Rymer & Associates, Clinical and Forensic Practice

Ronald Rothschild (BS 1980, Psychology; MSW 1984, School of Social Work, University of Illinois) Psychotherapist in private practice

Nicole Shields (BS 2005, Psychology; MSW 2008, University of Illinois) School Social Worker, Pre-K-5th grade, Paxton-Buckley-Loda School District Unit 10

John Shustitzky (BS 1973, Psychology; MS 1975, PhD 1979, Counseling Psychology, University of Illinois; Licensed Psychologist) Chief Executive Officer, The Alliance for Human Services

Susan Silver (BS 1982, Psychology; MSW 1986, School of Social Work, University of Illinois) Supervising Probation Officer, U.S. Probation Office for the Central District of Illinois-Urbana Division

Katherine St. Pere (BS 1993, Psychology, University of Illinois; MS 1998, Occupational Therapy, Washington University School of Medicine, St. Louis) Occupational Therapist, Saint Mary's Medical Center, Evansville, IN

Susan Ward (BS 1998, Psychology, University of Illinois; AS 1996, Parkland College) Business Administrative Associate, University Payroll & Benefits Service, University of Illinois

Susan Weitzman (BS 1981, Psychology; MBA 1982, University of Illinois) Senior Vice President-Financial Advisor, Senior Investment Management Specialist, The Green Weitzman Group, Morgan Stanley Smith Barney

Stephan Wiet (BS 1976, Psychology, University of Illinois; MS 1981, PhD 1983, Biopsychology, Rutgers University) Research Director of Consumer Sciences, McNeil Consumer Healthcare ♦

What's Your Story?

Undergraduate psychology students would like to know how you use your Psychology major in your current field/job/career. Contact Cheryl Berger, assistant head for alumni relations, at cberger@illinois.edu to share your story.



Rodney Hammond (BS'64) served as the Director of the Division of Violence Prevention at the National Center for Injury Prevention and Control for fifteen years. He was the first psychologist to serve as a director of a division of the CDC. "Psychology is much more than the traditional roles you may be aware of. When you think of a career in psychology, think beyond those limited roles!"



Anna Kokayeff (BS'01) is a physician in a private practice. "In my day-to-day practice, I synthesize my knowledge of anatomy, physiology, pharmacology, psychology and addictionology with interventional procedures. I credit a large part of my pursuing an atypical career path, as well as being able to consider problems from multiple perspectives, to the incredible diversity and quality of coursework I had at Illinois."



Brad Perlstein (BS'91; MBA'92) is Vice President of Human Resources for the world's second largest manufacturer of construction and mining equipment (Komatsu). "I use the principles I learned from my Psychology degree every day."

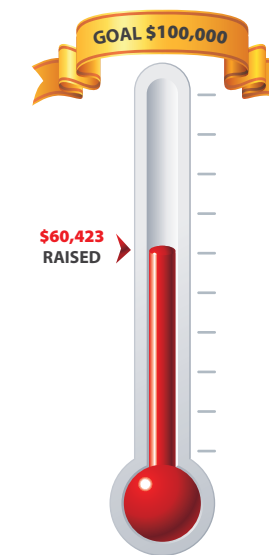
Read more about their careers at: www.psychology.illinois.edu/mentoring/yourstory/ ♦

Shape the Future Today Fund

We would like to thank all of the contributors to our first fundraising campaign for making it such a success. The campaign raised \$32,828 to provide need-based scholarships for unpaid internships and update classrooms with state-of-the-art audio-video technology. The campaign ended at 131% of our \$25,000 objective. We applaud you for having such a positive impact on the futures of current students.

The Psychology Alumni Advisory Board has decided to launch a new *Shape the Future Today Campaign*. We are expanding our scope and raising the financial goal to \$100,000. That is our goal as alumni—that will be our legacy.

For more information: www.psychology.illinois.edu/giving/shape/ ♦

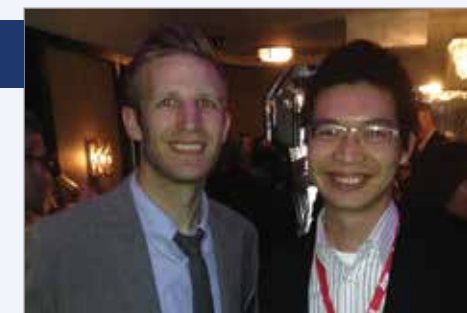


SIOP Alumni Reunion

Associate Professor Daniel Newman organized the reception for I/O alumni, current students, and colleagues at the 30th annual SIOP Conference held in Philadelphia, PA, April 23-25, 2015. ♦



(L-R): Scott Bedwell, Ana Hernandez, Krista Mattern Burrus, Rich Roberts



(L-R): Bradley Brummel, Sien Chieh "Louis" Tay



(L-R): Sang Eun Woo, Mindy Bergman



(L-R) Assistant Professor Nichelle Carpenter, Reeshad Dalal

Faculty Recognized for Professional Excellence

FACULTY AWARDS

American Academy of Arts and Sciences

(L-R) **Kay Bock** (Emeritus) and **Gary Dell**, both faculty members in the department's Cognitive Division, have been elected to the Academy, one of the longest standing honorary societies in the nation. ♦



National Academy of Sciences



Renee Baillargeon and **Gary Dell** have been elected to the National Academy of Sciences. Established by an Act of Congress, signed by President Abraham Lincoln in 1863, the NAS is charged with providing independent, objective advice to

the nation on matters related to science and technology. Scientists are elected by their peers to membership in NAS for outstanding contributions to science. ♦

2015 Kenneth and Mamie Clark Award



Carla Hunter received the award from the American Psychological Association of Graduate Students (APAGS). This APAGS award honors psychologists who have made outstanding contributions

to the professional development of ethnic minority graduate students. ♦

Ross Named Associate Dean and Executive Associate Dean



Brian Ross has been appointed as Associate Dean working with the Social/Behavioral Science units and the International Centers in the College of LAS. He was also appointed in August as Executive Associate Dean

in the College and will oversee management of the college offices. Ross served as interim head of the Department of Psychology, interim Associate Dean and interim Dean at the College. ♦

Linowes Faculty Fellow



Dov Cohen has been named a David F. Linowes Faculty Fellow by the Cline Center for Democracy for the 2015-16 academic year. Cohen's research focuses on the interaction between cultural logics, people

and contexts, with an emphasis on comparing 'face, dignity, and honor'-focused cultures. During his time as a Linowes Fellow, he plans to expand and enhance the Cline Center for Democracy's Composition of Religious and Ethnic Groups (CREG) database in order to improve the understanding of ethno-religious demography, lived socio-cultural traditions and their relationship to violent conflict. ♦

Professorial Scholars

The Psychology department started a new tradition two years ago of honoring faculty members who have achieved promotion to Associate or Full Professor with the title of Professorial Scholar. The Professorial Scholar titles are named after eminent emeritus faculty members in our department. This is very nice because it means that we honor not only our newly promoted faculty members but our esteemed emeritus faculty members as well. The appointments serve as recognition of our colleagues' outstanding achievements in research, teaching, and service, as validated by their promotion in rank. The appointments

are in effect for one year and each provides a discretionary fund to support scholarly activities. ♦



Judy DeLoache Professorial Scholar in Psychology:

Andrei Cimpian (left)

Edward Shoben Professorial Scholar in Psychology:

Sarah Brown-Schmidt (right)

Psychonomic Society Early Career Award

Sarah Brown-Schmidt won the award in recognition for her outstanding contributions to scientific psychology early in her career. The Psychonomic Society is the major professional organization for cognitive psychologists. ♦

Department of Justice: Office of Justice Program (OJP): Science Advisory Board



Nicole Allen has been invited to serve on the board for a four-year term. The objectives of the board are to provide the Assistant Attorney General of OJP and the OJP bureaus and offices with advice about the state of research in the justice system and aligned fields, including underserved and understudied populations. The board will advise on OJP's program development and provide guidance for OJP's adherence to the highest levels of scientific rigor and how to encourage the use of science and research by justice system stakeholders. ♦

Society for Community Research and Action

Nicole Allen has been made a fellow for her unusual and outstanding contributions or performance in community research and action.

Society for Industrial and Organizational Psychology (SIOP)



Dan Newman was named a Fellow of SIOP in recognition for his work in adverse impact/race and gender issues in hiring and minority recruiting, emotional intelligence and its relation to job performance, narcissism in

the workplace, job attitudes and their relations to work engagement and withdrawal, and research methods. ♦

M. Scott Myers Award for Applied Research in the Workplace



Fritz Drasgow, Dean at the School of Labor & Employment Relations, along with his former graduate students, Sasha Chernyshenko, Stephen Stark, and Christopher Nye, and U.S. Army Research Institute

colleagues, Len White and Tonia Heffner, received the Society for Industrial and Organizational Psychology award for developing the Taylor Adaptive Personality Assessment System (TAPAS) to support Army selection and classification decision. TAPAS has been used as part of enlistment screening for the Army since 2009. It has been found to be an effective enlistment screening tool that is resistant to "faking good." To date, close to one million applicants for enlistment have been assessed. ♦

TEACHING EXCELLENCE



Graduate Student Organization Instructional Award

This award is presented to faculty

for excellence in teaching and advising at the graduate level. The 2015 recipient is **Cindy Fisher** from the Developmental Division. ♦

Mabel Kirkpatrick Hohenboken Award



Andrei Cimpian was selected as the 2015 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, develop innovative approaches to teaching and influence the curriculum. ♦

NEW FACULTY



Daniel Briley is an assistant professor in the Social-Personality Division. His work seeks to understand how individuals' unique dispositions dynamically shape and interact with their environments to

influence personality and cognitive ability, and how these characteristics in turn affect meaningful life outcomes. His research draws on behavioral genetic theory and methodology with a particular focus on charting the complex and winding pathways from genotype to behavior over development and across environmental contexts. ♦



Joey Cheng is an assistant professor in the Social-Personality Division. Her research explores the psychological and biological underpinnings of social hierarchy and competition, and addresses questions such

as how individuals rise to positions of leadership, what role do emotions (pride, humility, admiration) play in maintaining social hierarchy, how do social networks influence our tendency to become overly confident about our abilities, and how achieving respect and recognition may alter our neuroendocrine systems.

Methodologically, her work employs a combination of experimental laboratory approaches and field studies, and draws an array of tools and techniques from diverse disciplines—including eye-tracking, voice pitch analysis, behavioral coding of non-verbal behavior, experimental economic games, and the measurement of testosterone and cortisol—to study social behavior in individuals' daily lives, face-to-face lab groups, and in naturalistic groups such as athletic teams and MBA social networks. ♦



Amy Cohen is an assistant professor in the Clinical Division. Her previous research has focused on the familial psychosocial stressors associated with Autism Spectrum Disorders (ASD), as well as the application of

applied behavioral analytic strategies to learning and skill acquisition. Dr. Cohen's current projects are focused on population-based screening for determining the epidemiology and prevalence of ASD. Starting in fall 2015, Dr. Cohen will be recruiting families for the Autism Clinic, a training-focused clinic offering diagnostic evaluations for individuals age 12 months -18 years with concerns for developmental disabilities. ♦



Joseph Cohen is an assistant professor in the Clinical Division. His research largely centers on issues related to developmental psychopathology, with a specific focus on the independent and interactive impact of

cognitive, interpersonal, and physiological processes on emotional distress in various youth populations. He is also interested in translating developmental psychopathology findings into improved community and medical screening procedures for at-risk youth. Currently, he is focused on developing objective, efficient psychosocial screeners to be used in emergency medical contexts. ♦

NEW FACULTY CONTINUED

Catharine Fairbairn is an assistant professor in the Clinical Division. Her work uses laboratory-based alcohol administration paradigms in order to explore the mechanisms underlying

alcohol use disorder. In particular, she is interested in examining how social processes might explain risk for heavy drinking, employing group drinking paradigms and nonverbal measures of emotion to examine alcohol's rewards in a social context. Questions she has explored in her work include: How does alcohol impact perceptions of social rejection? Do people at risk for alcohol use disorder gain more social reward from alcohol than others? Might certain social drinking contexts engender greater alcohol-related reward than others? ♦



Lili Sahakyan is an associate professor in the Cognitive division, investigating human long-term memory. She is interested in forgetting – from everyday forgetting that occurs incidentally, to motivated

forgetting, which occurs when we intentionally aim to forget something. We do not always wish to remember everything that happened to us, such as embarrassing or negative events, or even neutral information if it turns out to be wrong or outdated. She also investigates the flip side of forgetting – that is, what makes memories stronger, and which study strategies produce better memory. Finally, she examines how people estimate time. Our everyday experiences often involve estimating durations, which often have to be inferred from events stored in memory. Her research examines how memory for events and their boundaries influence time estimation. Finally, she investigates individual differences in memory among young adults with variability in attentional control and working memory capacity, as well as among healthy senior adults, and finally in non-clinical participants who have vulnerability for schizophrenia (i.e., schizotypy).

For more information about faculty research visit: www.psychology.illinois.edu/people/faculty/ ♦

FACULTY RETIREE NEWS

Professor Carolyn Anderson (PhD '92) organized the Lawrence Hubert Symposium May 29-30, 2015. Presentations were given by quantitative alumni, and current and former faculty colleagues. Hubert, the Lyle H. Lanier Professor of Psychology, Professor of Statistics and Educational Psychology, retired May 31, 2014 after twenty-seven years in the Department of Psychology. ♦



Professor Emeritus Harry Triandis recently published an e-autobiography, "A Cross-Cultural Life." For more information visit International Association of Cross Cultural Psychology: www.iaccp.org/ebooks/ ♦

The Lawrence Hubert Symposium



Back Row L-R: Clinton Davis-Stober, Hua-Hua Chang, Justin Dave Lubinski, Justin Kern, Eshan Bokhari, Jay Verkuilen, Michael Walker, Daniel Bolt, Douglas Steinley

Middle Row L-R: Jim Rounds, Ying Allison Chang, Nathaniel Helwig, Carolyn Anderson, Mark Aber, Jaqueline Meulman, Gila Budescu, Hans-Freidrich Köhn, Michelle Perry, Linda Hyman

Front Row L-R: Willem Heiser, Hsiu-Ting Yu, Larry Hubert, Peggy Miller, Jee-Seon Kim with Jeanne Bolt, David Budescu

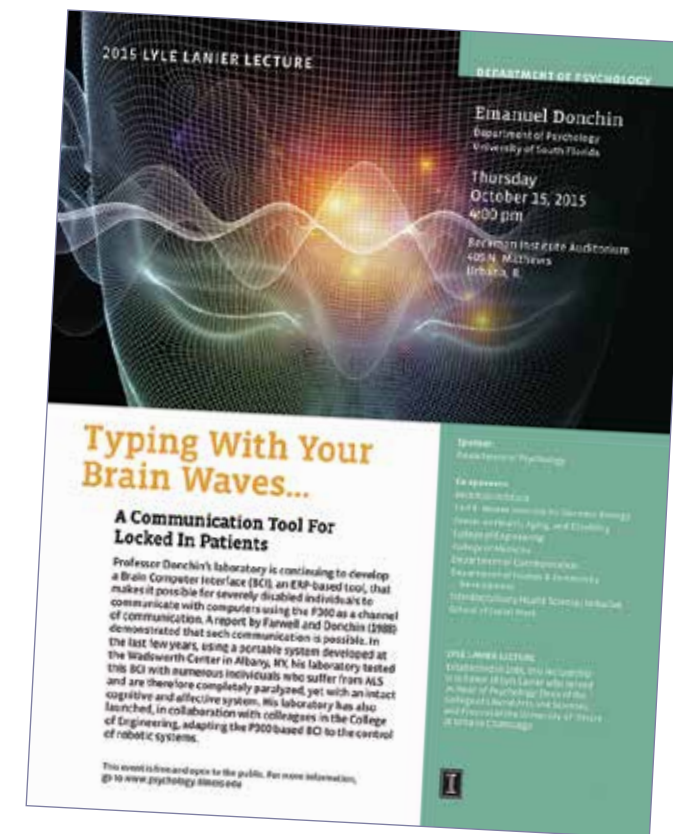
Lyle Lanier Lecture

Typing With Your Brain Waves... A Communication Tool for Locked in Patients



Emanuel Donchin was the featured speaker for the Department of Psychology's 2015 Fall Lyle Lanier Lecture on Thursday, October 15, 2015, 4 p.m. at the Beckman Institute Auditorium. Donchin received his PhD from the University of California, Los Angeles in 1965. Between 1965 and 1968 he was a research associate at Stanford's Department of Neurology and at the Neurobiology Branch at NASA-Ames Research Center.

Donchin joined the Department of Psychology at the University of Illinois in Urbana-Champaign in 1968 as an Associate Professor. He remained at Illinois until 2001, serving as head of the department between 1980 and 1994. He is currently a Professor Emeritus at Illinois and a Professor at the University of South Florida's Department of Psychology, serving as Chair from July 2001–August 2008. His field of professional interest is cognitive psychophysiology. ♦



LYLE H. LANIER FUND



Lyle H. Lanier received an undergraduate degree from Vanderbilt University in 1923, and an MA (1924) and PhD (1926) from Peabody College. Dr. Lanier was invited in 1950 to head the Department of Psychology at Illinois after a distinguished career at Vanderbilt University, New York University, and Vassar College. It was under his leadership that the department recruited the excellent faculty that established Illinois as one of the best departments in the country. He had a very broad concept of psychology that encompassed basic research

with a deep commitment to placing psychology in the public service.

The Department of Psychology would like to thank L. Gene and Catherine Lemon, and Lyle Lanier, Jr. for establishing the Lyle H. Lanier Fund in memory of Catherine and Lyle's father, head of the Department of Psychology (1951-1959); dean of the

College of Liberal Arts and Sciences (1959-1960); and provost of the Urbana campus (1960-1972).

In honor of his many contributions, the Department organized the Lanier Lecture Series to illustrate how the scientific approach to the analysis of the mind and of behavior can yield results of significance to a variety of human concerns. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus and local community. Previous Lanier Lecturers have included:

- Linda Bartoshuk, Yale University School of Medicine
- Marta Kutas, University of California, San Diego
- Hazel Rose Markus, Stanford University
- Richard Nisbett, University of Michigan
- Daniel Kahneman, Princeton University
- Avshalom Caspi, King's College, London; University of Wisconsin-Madison
- Susan Goldin-Meadow, University of Chicago
- Robert Bjork, University of California, Los Angeles ♦

Social Class Is Not In My Genes

By Jacinth Tan

A longstanding trend in many societies is that across race, gender and geographical locations, individuals of lower socioeconomic status have higher mortality rates than those of higher socioeconomic status. As more societies today face rising income inequality, such social class disparity in health becomes more imminent. Consequently, this has motivated much interest and effort by psychologists, sociologists and policy researchers in investigating ways to reduce the disparity.

One common approach taken by researchers to examine this issue is to explore *psychosocial factors*, or environmental and social influences, that could mitigate the negative health outcomes for individuals of lower socioeconomic status. To the same end, my advisor, Michael Kraus, and I were particularly interested in examining how holding certain lay beliefs about one's social status can have long term effects on one's health outcomes. Past research has shown that individuals, to varying degrees, can internalize other's as well as their own social identity by holding *essentialist beliefs*—that one's gender, race or social class is biologically determined and therefore unchangeable (Haslam, Rothschild, & Ernst, 2000; Keller, 2005; Kraus & Keltner, 2013).

In addition, research in the health domain has also found robust links between the chronic experience of negative self-conscious emotions (e.g., shame, anxiety) and poor physiological health profiles, such as elevated cortisol levels and proinflammatory cytokine activity (Dickerson & Kemeny, 2004; Dickerson, Grunewald, & Kemeny, 2004). Drawing from these lines of research, we speculated that holding essentialist beliefs about one's social class may be particularly toxic for lower-class individuals. Specifically, believing that your subordinate status is due to your "bad genes" is likely to elicit feelings such as shame and anxiety, which when experienced chronically, shapes negative health outcomes in the long run. We conducted a series of studies to test this possibility.

Our first study aimed to provide initial correlational evidence that essentialist beliefs about social class have links to lower-class individuals' health outcomes. We recruited participants from an online national sample and collected reports of their lay beliefs about social class using an essentialism beliefs scale (Kraus & Keltner, 2013), and their self-rated general health using items from the Short Form 36-item Health Survey (Ware & Sherbourne, 1992). This self-rated health measure has been well validated and established as a strong predictor of mortality in numerous epidemiological studies (Idler & Benyamini, 1997). Their social class was indexed by the average of their reported annual income and educational attainment. Analyses yielded the following finding: Lower-class participants who endorsed essentialist beliefs about social class reported poorer health than upper-class participants, while this reported health deficit was not observed for lower-class individuals who did not endorse essentialist beliefs.

To examine the potential causal effect that essentialist beliefs have on lower-class individuals' emotional experience, we conducted a second study that manipulated college students' lay beliefs about social class. Undergraduate participants were randomly assigned to read a scientific article that either provided support (*essentialist argument*) or no support (*non-essentialist argument*) for the biological basis of social class. Then, we measured their experience of negative self-conscious emotions (i.e., nervousness, guilt, shame and anxiety) after reading the article, as well as their parents' annual income and educational attainment to index their social class. In this study, we found that lower-class participants who read the

"Rejecting essentialist beliefs about social class can buffer lower-class individuals from negative emotions and poor health."

essentialist argument reported greater feelings of negative self-conscious emotions than upper-class participants who read the same argument. Conversely, lower-class participants who read the non-essentialist argument reported lower levels of such negative emotions, which was also similar to upper-class participants who read the same argument.

Finally, in our third study, we sought to investigate the causal pathway that essentialist beliefs can have on lower-class individuals' reported health outcomes, with the expectation that the effect acts through their experience of negative self-conscious emotions elicited by their beliefs. Once again, we examined undergraduate participants and employed the same essentialist beliefs manipulation with the same measures of negative emotions and self-rated health used in the previous studies. The results were consistent with our expected causal pathway: Lower-class participants who read the essentialist argument reported poorer health than upper-class participants who read the same argument, and this effect was explained by these lower-class participants' elevated experience of negative self-conscious emotions after reading the article. Lower-class participants who read the non-essentialist argument, on the other hand, reported similar emotional experiences and health levels as the upper-class participants who read the same argument.

Overall, our findings demonstrate that being in a lower social class does not inevitably lead to poorer health outcomes, contrary to what the longstanding social class health disparity would imply. The way lower-class individuals perceive their social status can influence their everyday emotional experience that can powerfully shape their future health trajectories. Importantly, our research suggest that rejecting the notion that social class is "in my genes" can offer protective benefits and buffer lower-class individuals from chronic negative feelings about themselves that can lead to poor health. ♦



Jacinth Tan is a 4th year graduate student in the Social-Personality division. Her research broadly revolves around examining how specific life conditions and socially acquired protective factors can improve lower-class individuals' affective experiences, health, and subjective well-being. She takes a social psychophysiological approach to study these questions in her own research. ♦

GENEROUS DONORS ASSIST STUDENTS

The Department of Psychology is grateful to the generous donors who have established fellowships and awards in honor of family members and distinguished faculty and staff who have influenced their lives. Gifts from alumni and friends enable the department to support the research of our most promising students.

GRADUATE STUDENT AWARDS

Nancy Hirschberg Memorial Award



Nancy Hirschberg was a member of the psychology department here in Champaign from 1964 until 1976, when she joined the psychology faculty at the U of I Chicago campus.

Shortly after her death in February 1979, her friends and colleagues at both campuses met to establish the Nancy Hirschberg Memorial Fund to create a living remembrance with the hope that her memory will serve to encourage others to attain their full potential.

The result is the *Nancy Hirschberg Memorial Award* that is presented each year to a psychology graduate student who, during that year, has performed outstanding original research or scholarship in areas related to Professor Hirschberg's interests. These areas include individual differences, personality, human judgment, and multivariate analysis. The



award consists of a cash prize and inscription of the recipient's name on a plaque which is kept on permanent display on the third floor.

Rachel Ryskin (Cognitive Division) and **Mengyang Cao** (Industrial/Organizational Division) are the 2015 recipients for this award.

Ryskin was nominated for two papers entitled, "Visuospatial Perspective-Taking in Conversation and the Role of Bilingual Experience" and "Perspective-Taking in Comprehension, Production, and Memory: An Individual Differences Approach." Cao was nominated for his manuscript entitled, "Examining the Process Underlying Responses to Personality Measures in High-Stakes Situations: Does the Item Response Process Matter?" ♦

J. McVicker Hunt Award for Excellence in Graduate Research



The *J. McVicker Hunt Award* was established in 2005 to honor the contributions of J. McVicker Hunt to the field of developmental psychology. Hunt was a faculty member in the Department of Psychology from

1951-1974. Hunt's book, *Intelligence and Experience* published in 1961, has been credited for laying the groundwork for Project Head Start, and the importance of early childhood education.

The J. McVicker Hunt Award recipients are selected based on the significance and quality of their research as well as their research productivity. **Yang Qu** (*above right*) and **Shelbie Sutherland** (Developmental Division) are the 2015 recipients for the award.

Since entering graduate school, Qu has been on a remarkable quest to understand how culture shapes children's development. To this end, he has pursued research focusing on the role of children's environment as well as their biology in their navigation of adolescence. This has demanded becoming an expert in multiple areas, each of which is quite challenging. His mastery of the conceptual and methodological aspects of these areas is admirable. Moreover, as a true scientist, Qu never stops asking questions and then seeking to answer them with the utmost rigor, even when the path poses challenges.

Sutherland's research is both broad and deep. It is broad because it explores many aspects of development, including children's ability to divide objects in the world into categories, their ability to learn and generalize information about these categories, and their ability to come up with explanations to make sense of the world. Sutherland's research is also deep because, for each of these topics, she cuts straight to the heart of the matter and asks the big, important questions that matter for our understanding of the relevant issues. ♦

Graduate Student Honored for Teaching Excellence



Congratulations to **Jorge Ivan Hernandez** (Social-Personality Division) who was the 2015 recipient of the Department of Psychology's Award for Excellence in Teaching by a Graduate Student.

Hernandez was an instructor in PSYCH 201: Introduction to Social Psychology and taught seventeen sections of the class (2011 fall semester through 2014 summer semester). He was on the list of Teacher Ranked as Excellent eight of the last nine semesters.

Hernandez's faculty supervisor, Caroline Tancredy, stated in her nomination letter, "In my first observation of Ivan, I witnessed unbridled passion for teaching. He has a classroom energy that is unmatched by his peers. . . . He has a passion for his subject matter and the drive to make learning fun and engaging for his students. I had the impression that I was witnessing the revival of the Socratic method, which is a method that requires

an instructor to know his material inside and out, to be unafraid to put himself in unscripted situations, to meet the students where they're at and bring them to where they need to be to succeed in the course, and to really get in the trenches of learning with eager, hungry minds. Given the level of excellence of our undergrads, I consider Ivan to be very, very brave."

Ivan describes his philosophy of teaching:

"Learning is not a stationary event. Students develop over the course of the semester-in their knowledge, maturity, and abilities. Because of this constant change, and because learning depends on the type of instruction, it is important for teachers to develop with their students, keeping in mind that some may develop at different rates, or in different directions. I confront this challenge as a teacher by striving to always be dynamic. To me a dynamic teacher offers a more individualized approach to teaching students (even when there are 100 of them), and must therefore value variety, spontaneity, flexibility, and collaboration." ♦

GRADUATE STUDENT AWARDS *(continued)*

Frederick & Ruby Kanfer Award



Frederick H. Kanfer, a member of the Department of Psychology from 1973 until 1995, was a pioneer in the behavioral therapy movement and a founding father of self-management therapy.

To honor his legacy, his family established the *Frederick and Ruby Kanfer Award*, to be presented to a psychology student whose scholarship and/or service in the field of clinical/community psychology is aimed at improving the psychological lives of all individuals.



Natalie Watson is the 2015 award recipient. Watson's integration of science and practice, with the goal of

improving people's lives, exemplify the ideals of the Frederick and Ruby Kanfer Award. Since beginning our doctoral program, Watson has maintained her focus on developing a program of research that utilizes an intersectionality lens to examine African American women's health, including factors (e.g., attitudes towards professional help-seeking) that play a role in the underutilization of mental health services. ♦

Sarah C. Mangelsdorf Graduate Award in Psychology



The *Sarah C. Mangelsdorf Graduate Award in Psychology* was established in 2008 to honor Mangelsdorf for her achievements and contributions to the U of I. Mangelsdorf served as associate head of the Department of Psychology

2000-2001, associate provost for the campus 2001-2003, head of the Department of Psychology 2003-2004, interim dean of LAS 2004-2006, and dean of LAS 2006 –summer 2008. Mangelsdorf served as dean of the Weinberg College of Arts & Sciences at Northwestern University fall 2008 – summer 2014. She accepted the position of provost at the University of Wisconsin-Madison fall 2014.



Marie Heffernan (Social-Personality Division) and **Si On Yoon** (Cognitive Division) received the 2015 award, which is designed to honor outstanding female graduate students who have exhibited excellence in research, scholarship, teaching, and have shown the potential to be an academic leader. ♦



UNDERGRADUATE STUDENT AWARDS

2014 FALL JAMES E. SPOOR SCHOLARSHIP RECIPIENTS

Fourteen undergraduate students received a James E. Spoor Scholarship based upon their outstanding academic achievements.



Front Row (L-R): Carly Graham, Leah Kling, Mariah Wu; Back Row (L-R): Tianjun Sun, Nicole Hakim, Taiji Yan, Eric Holmes, Jason Steinberg; Not pictured: Matthew Graden, Christopher Krebs, Emily Newton, Janice Ng, Kaja Switalska, Melissa Thomas.



James E. Spoor is a distinguished alumnus of the Department of Psychology and the University of Illinois (BS '58). The scholarships are a gift by his wife, Mrs. Nancy Spoor, to honor her

husband and help worthy undergraduate students.

Spoor had a very successful career that covered more than 25 years in human resources, line management and global HR operations with several respected Fortune 500 corporations in the energy, high tech, and food processing industries. During his career, Spoor earned a reputation as a respected visionary, pioneer, and innovator who focused on exploiting technology to address strategic business issues.

In 1984, Spoor founded SPECTRUM Human Resources Systems Corporation. With his passion for HR and technology, SPECTRUM established itself as a leading provider of HR, benefits administration, talent acquisition, and training and development systems to high expectation mid-market organizations.

In recognition of his achievements, the department presented Spoor with a Distinguished Alumni Award at the department's awards ceremony on May 13, 2007. ♦

UNDERGRADUATE STUDENT AWARDS *(continued)*

Julie Sutton-Osgood Psychology Award



The *Julie Sutton-Osgood Award in Psychology* was established in 2008 by family and friends in memory of Sutton-Osgood whose career goal was to become a practicing physician. Sutton-Osgood trained as an emergency medical technician (EMT) and worked summers for an ambulance company while enrolled as a psychology student at Illinois.

After graduation she completed a paramedic course and worked for Superior Ambulance Company and became their EMS coordinator through Christ Hospital and Hope Children's Hospital. A few years later she attended physician assistant school while she continued to work full-time. Sutton-Osgood fulfilled her goal to become a licensed Physician's Assistant. The *Julie Sutton-Osgood Award in Psychology* is intended to help students realize their dream of becoming either a physician or another type of medical practitioner.

The 2015 *Julie Sutton-Osgood Award in Psychology* was awarded to **Allison Marks** who aspires to become a Physician's Assistant. ♦

Janet Tritsch Memorial Award



The *Janet Tritsch Memorial Award* was established in 1975 in memory of Janet Tritsch, who as an undergraduate student was active in psychology research. The 2015 award was presented to **Mariah Wu** for her senior honors thesis, "The Effects of Amphetamine Exposure During Adolescence on Anxiety and Depression –like Behaviors and D1 Receptor Expression in Young Adulthood." Her research advisor was Associate Professor Josh Gulley. ♦

HONORS IN PSYCHOLOGY

The Honors Program, coordinated in 2014-15 by Professor Aaron Benjamin, is a three-semester sequence of courses designed to offer outstanding undergraduates an opportunity to do sustained scholarly work on a specific research project, culminating in the preparation of an undergraduate Bachelor's thesis, and a poster presentation at the Honors Program Fair. Students who complete the program graduate with "Honors in Psychology." Thirteen students presented their research at the Honors Program Fair on April 23, 2015. ♦



Front Row (L-R): Carly Graham, Nicole Hakim, Tianjun Sun, Kaja Switalska, Janice Ng, Leah Kling, Mariah Wu; Back Row (L-R): Yara Mekawi (graduate TA), Adam Cobert, Jason Steinberg, Taiji Yan, Eric Holmes, Matt Graden, Christopher Krebs, Professor Aaron Benjamin

CLASS OF 2015: SENIOR 100 HONORARY

Senior 100 Honorary, sponsored by the University of Illinois Alumni Association (UIAA) and Student Alumni Ambassadors (SAA), recognize 100 graduating seniors for their notable achievements as students as well as their future commitment to the university. Interested seniors from all of the Colleges across the campus have their applications reviewed by the UIAA and SAA. The honorees are active campus leaders who have developed leadership skills and demonstrate University loyalty through their past campus involvement as well as their future plans.

The Department of Psychology is pleased to announce that five psychology students were selected for this honor. ♦



Lauren Gay
(Political Science & Psychology)



Carly Graham
(Psychology & Philosophy)



Emily Newton
(Psychology)



Tianjun Sun
(Psychology & Statistics)



Neha Viswanath
(Psychology)

DISTINCTION IN PSYCHOLOGY

Graduating with Distinction in Psychology requires significant research and academic effort by undergraduate students. For Distinction, a student must work for two semesters on a research project with a faculty member, and then prepare an undergraduate bachelor's thesis. ♦

Front Row: (L-R) R. Mia Kaim, Heather Ross, Alana Glickman, Kathleen Kramer; Back Row: (L-R) Shuyun Hong, Mary Kennedy, Neetika Thapan, Steven Pratscher, Emma Healey, Andrew Sheriff, Hannah Travis, Brent Panozzo; Not pictured: Steven Anderson, Tammy Chen, Adam Gold, Jennifer Hart, Min Joo Kim, Nimot Ogunfemi, Julie Pascoe, Lauren Ruvola, Mei Yang



DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS



Your generous gifts to the Partnership for Psychology Fund bolsters our funding of awards for outstanding undergraduate research and academic accomplishments. ♦

Front Row L-R: R. Mia Kaim, Heather Ross, Resh Gupta, Nicole Hakim, Carly Graham, Leah Kling; Back Row L-R: Alana Glickman, Sarah Asaturian, Andrew Sheriff, Taiyi Yan, Christopher Bell, Zachariah Bertels, Eric Holmes, Michelle Naese; Not pictured: Brittany Baymon, Adam Gold, Rachel Kaim, and Janice Ng

BEHAVIORAL NEUROSCIENCE

Donald O. Hebb Award: Andrew Sheriff
Karl Lashley Award: Adam Gold

BRAIN & COGNITION

Michael Coles Award: Resh Gupta
Manny Donchin Award: Zachariah Bertels

CLINICAL/COMMUNITY

Community Action Award: Michelle Naese
Outstanding Clinical-Community Science Undergraduate Student Award: Leah Kling

COGNITIVE

Charles Osgood Award: Rachel Kaim
Outstanding Undergraduate Student Award: Eric Holmes

DEVELOPMENTAL

Outstanding Undergraduate Student Award: Sarah Asaturian, Christopher Bell, Alana Glickman, Heather Ross, Janice Ng

QUANTITATIVE

Outstanding Undergraduate Student Award: Brittany Bayman

SOCIAL-PERSONALITY-ORGANIZATIONAL

Harry Triandis Award: Taiyi Yan

VISUAL COGNITION & HUMAN PERFORMANCE

Charles Eriksen Award: Nicole Hakim
Christopher Wickens Award: Carly Graham

UNDERGRADUATE SPOTLIGHT



MIA ECCHER

I am currently a junior majoring in Psychology and Gender and Women's Studies with a minor in Leadership Studies. I am interested in organizational and clinical psychology. I enjoy working in the psychology research labs and participating in Psychology Student Leaders as well as the psychology honors society, Psi Chi. I am currently a Leadership

Development Intern for one of the psychology advisors. I also work for the Women's Resources Center as a facilitator for UIUC's First Year Campus Acquaintance Rape Education program.

Over this past summer, I was fortunate to intern at Crist Kolder Associates. Crist Kolder Associates is a boutique executive search firm that specializes in placing executives at the C-suite level for Fortune 100 clients. The company's past clients include: Hewlett Packer, General Motors, and McDonald's. The company is located in Downers Grove, IL, and with seventeen employees, the firm has a friendly and familial atmosphere. The president of the firm is also University of Illinois alum.

I discovered the internship opportunity through a personal connection, but the firm also promotes the internship on the University of Illinois's campus wide recruiting platform, I-Link. I received a phone interview as well as attended an in-person interview before receiving an offer for the position. The position was paid at a generous hourly rate. I also received an end of internship bonus based on my completion of the main project as well as other tasks. I worked full-time from June until the end of August, and working forty-hours a week gave me an accurate understanding of an office atmosphere.

Since the company is rather small, I was able to make personal connections with every employee and truly understand what each individual contributes to the firm's overall vision. I also had the opportunity to attend the company's weekly meetings and to shadow some of the consultants on high-level projects. This gave me great insights into how the company is run as well as taught me important project management skills.

My primary focus was conducting research on Fortune 500 companies and updating the Crist Kolder Volatility Report. This annual research study examines the volatility of movement at the CEO, COO and CFO levels at large publicly traded companies in the United States. I utilized my quantitative psychology skills when collecting data, analyzing the results and formatting the tables and graphs. I also used the communication skills I acquired through various psychology classes while interacting with the other employees and clients. I found that my psychology courses helped me to understand people and their unique styles. This helped me to build stronger connections with them and to better understand how they approached specific work assignments.

I found my summer to be very beneficial and meaningful. I was able to apply so many of the skills I have learned at U of I, and was able to contribute to Crist Kolder on work that is very important to their firm. ♦



JEFF RUSER

I am currently a senior and my main interest is Sports and Exercise Psychology and how it can be applied to people to improve their performance and overall well-being. I am in the process of applying to graduate programs in applied sports psychology, in the hopes that I will earn a master's degree or PhD.

I would then like to go on to counsel collegiate or professional athletes on improving their performance. I have been actively involved with the Psychology Leader Program since it was formed fall 2014.

I had an internship with the Danville Riverhawks, a professional minor league basketball team, from November 2014-April 2015. The Riverhawks had been based in Chicago and were previously known as the "Chicago Tide." The Riverhawks belong to the Premier Basketball League (PBL)—a league that is composed of 15 teams from the Midwest, North East and South East regions of the United States. The PBL employ players who are, most commonly former college players, continuing their playing careers post-graduation and ideally moving on from the PBL to go and play in more competitive leagues in Europe, Asia or the NBA.

As the team intern, I carried out a variety of tasks. Some of my responsibilities included assisting in team marketing operations, game day operations at the arena, and community outreach with the team. For the marketing side of my experience, I often set-up and positioned advertisements around the perimeter of the court so that our sponsors had advertisement exposure during the games. I was also asked to network with other local business owners in order to gain their financial support for the team.

On game day, my responsibilities included talking to players about the upcoming game and themselves so that I could gain experience building rapport with professional athletes. That aspect of the internship was extremely beneficial for me because I hope to become a professional sports psychologist after I attend graduate school. I was also asked on several occasions to oversee and help with operations at the score-table during the game.

Lastly, I joined the team on the days that the players went to the local Boys and Girls Club. This experience opened my eyes to the local youth and the daily routines and struggles they face before and after school. Joining the team at the Boys and Girls Club helped me get to know the players better, and also help with their efforts to give back to their new community.

Overall, I enjoyed my internship with the Riverhawks and learned more than I could have imagined by going through this experience. I remain in contact with the owners of the team and I will be going back to a game this year to see how things have progressed in their second season in Danville. ♦

I LOVE ILLINOIS WEEK

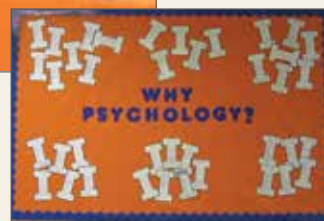
In honor of the birthday of the University of Illinois, the 1867 Society hosted "I Love Illinois" week February 23-27. As part of the festivities, Psychology Leaders organized a two-day "I Love Psychology" event in the lobby of the Psychology building. Students were enthusiastic about the chance to spin a wheel for a variety of prizes after they wrote what they loved about Psychology on a large cut-out "I".



"I love all of the different opportunities in psychology: the neuroscience classes, special topics courses, and research opportunities. They're great!"



"I love Illinois Psychology because of the great mentoring from department faculty and advisors!"



"I love Psychology because it forces me to think critically about human behavior and cognitive processes!"

"I love Psychology because of the cool courses and awesome faculty!"

INTERNSHIP FAIR 2015

On Wednesday, October 28, **Keri Niehans**, Internship Program Coordinator, and **Maddie Owens**, Program Development Intern, hosted Internship Fair 2015. The fair was designed to connect undergraduate psychology majors with internships available at a variety of campus and community agencies. Students were also able to talk with representatives about volunteer and job shadow opportunities. Eighteen organizations and 209 attendees took part in this inaugural event.

Our thanks to the following organizations for their participation:

Big Brothers Big Sisters, Champaign County Regional Planning Commission, CCRPC Youth Assessment Center, Champaign County Juvenile Detention Center, Community Elements, C-U at Home, Family Support Services of C-U, Feeding Our Kids, Generations of Hope, Illinois Abroad, International Student & Scholar Services, Office of Volunteer Programs, PACE, Inc., Promise Healthcare, Rape Advocacy, Counseling, and Education Services, U-Intern (The Career Center), University of Illinois Campus Recreation, and Urbana Adult Education.

To advertise a spring, summer, or fall internship experience to our psychology undergraduates, inquire about hosting an intern, or to obtain more information about the program, please contact Keri Niehans at niehans@illinois.edu.



STUDENT AND STAFF AWARDS

The following students and staff were recognized for excellence during the past year. All recipients receive certificates and have their names inscribed on award plaques that are kept on permanent display in the Psychology Building.

2015 Honoree: Women's Resources Center



Suvarna Menon was selected as the 2015 Honoree by the Women's Resources Center in the Office of Inclusion and Intercultural Relations in recognition of her invaluable work on behalf of women internationally.

NSF Graduate Fellowships



Jessica Siler was awarded the fellowship in this year's competition. She works with professor Aaron Benjamin.

Elizabeth Munsterberg Koppitz Graduate Fellowship



Shelbie Sutherland won the fellowship from the American Psychological Foundation. She works with associate professor Andrei Cimpian.

Ruth L. Kirschstein NRSA Predoctoral Fellowship



Konrad Bresin received the fellowship through the National Institute on Drug Abuse. The title of his research project is "Negative Affect and Illicit Substance Abuse: The Moderating Role of Self-Control."

Ed Scheiderer Memorial Research Award



Juyeon Hur received the award for her first-authored paper entitled "Interactive effects of trait and state affect on top-down control of attention." Because of the significant implications of her results for understanding emotional disorders, her paper was published in one of the most prestigious and influential journals in the field of neuroscience, Social, Cognitive, and Affective Neuroscience, impact rating 5.884, scan.oxfordjournals.org).

Sandra Goss Lucas Award for Excellence in Teaching Introductory Psychology



The award was established in 2008 in honor of Sandra Goss Lucas, who served as the director of the Introductory Psychology course for 11 years. **Whitney Street** (left) and **Pamela Clevenger** received the award for their outstanding contributions as instructors in Psych 100.

Herman Eisen Award



Zhenni Wang was nominated for her outstanding work with Chinese international students at the University of Illinois. She is a dedicated champion of the mental health of the Asian American community and utilizes diverse venues from program development to connecting students to on campus resources.



Department of Psychology Staff Award

Mae Donaldson

NIH Predoctoral Fellowship



Emily Hankosky was awarded the National Institute of Health pre-doctoral National Research Service Award in 2014 for her research entitled, "Methamphetamine effects of cognition and 5-HT receptors in orbitofrontal cortex." She works with associate professor Josh Gulley.



Department of Psychology Academic Professional Award

Daniele Frerichs



LAS Academic Advising Award

Keri Niehans

INCOMING GRADUATE STUDENT CLASS



Front Row (L-R): Meera Zukosky, Amanda Kelley, Selim Jang, Elizabeth Schafer, Kathy Do, Lynda Lin

2nd Row (L-R): Alexis DeCeanne, Jia Chong, Hope Holland, Brett Boeh, Tianjun Sun, Janice Ng, Melissa Akan, Tiffany Yang

3rd Row (L-R): Auburn Jimenez, Katherine Wood, Bo Zhang, Humberto Jaimes-Orozco, Trisha Patel, Gavin Ng, Diana Oh

Back Row (L-R): Nathan Eckland, Margaret O'Brien, Alvaro Cruz, Emily Sanders, Emily Cunningham, John Pfeiffer, Shirley Roitberg

Not pictured: Mona Ayoub, Xin "Emily" Zhang

PSYCHOLOGY ADVENTURES

Larry Moller (BS'74, MBA'76), President Emeritus and a current member of Psychology's Alumni Advisory Board, and his daughter, **Claire** (BS'12, Economics) planned an adventure trip through Peru, including hiking Wayna Picchu and Machu Picchu. They also traveled on the Amazon River. ♦



Larry Moller at the top of Wayna Picchu with Machu Picchu in the background.



Larry and Claire Moller at Machu Picchu.

Michelle Naese (BS'15) spent two weeks during winter break on a faculty-led trip in Cape Town, South Africa to study globalization, segregation, and social inequalities. "We got to explore many parts of the city, from very wealthy areas to some of the informal shack settlements where people were forced to relocate by the government. Many of these homes were made of tin and had very little space for the families who lived in them. It was incredibly eye-opening to explore the vast differences in opportunities for South Africans and it was so much fun to experience a new culture!"

Naese is currently the lab manager for psychology professor Eva Pomerantz's Center for Parent-Child Studies.

Where have you worn your commemorative Psychology T-shirt? Share your pictures with us and you can be featured in Psychology Times. Contact Cheryl Berger at cberger@illinois.edu. ♦



Michelle Naese at the top of Lion's Head mountain, South Africa.



Naese on Lion's Head mountain, South Africa.

ALUMNI NEWS

1960

Richard Sloan (BS '66) recently published a novel, *The Sorceress of Menlo Park*, on Kindle.

1970

Paul A. Thompson (BS '75) received a PhD ('83) in Psychometrics from the University of North Carolina, Chapel Hill. He was an assistant professor ('83-89) at Ohio State University, Columbus (Business School); assistant professor ('89-97) at Case Western Reserve University, Department of Psychiatry; associate professor ('97-09) at Washington University, St. Louis; and he is a pediatrics and biostatistics professor ('09-present) at the University of South Dakota-Sanford School of Medicine.

1980

Tony Bethel (BS '83) recently published a memoir titled "Between Black and White." He has written three books of poetry, including one with his son, Brian, titled "Father and Son: A Connection Through Poetry."

Anne (Elson) Crowe (BS '83) is a Special Education Program Supervisor for a regional education center. She also teaches undergraduate and graduate courses in education at Butler Community College and Westminster College. Crowe expects an early retirement from public school administration to teach full-time at the college level.

Kendra Kett (BS '83) was promoted in November 2014 to Vice President of Midwest Operations of Bright Horizons Family Solutions.

Richard Seseck (BS '88) was named the Tim Cook Professor of Industrial and Systems Engineering in the Samuel Ginn College of Engineering at the University of Auburn.

1990

Lesley Hoenig (BS '99) has been a partner at Barham Legal, LLC since November 2014.

Sylvi Kuperman Rothkopf (BS '91) joined the Center for the Economics of Human Development at UIC in January 2015, researching early childhood investments that produce long-term impacts throughout lifespan for the purpose of shaping public policy.

Robert Villa (BS '92) was appointed as an Associate Judge, 16th Judicial Circuit, April 2013.

2000

Laura Asbury (BS '08) was promoted to Director of the Kelley Institute of Social Impact at Indiana University March 2015.

Amanda Carey (BS '14) is a graduate student at Adler University in Chicago effective August 2015. She previously worked as a Crisis Clinician at Community Elements in Champaign, IL.

Andrew Case (PhD '14) won the SCRA Emory Cowen Dissertation Award. The title of his dissertation is "More Than Meets the Eye: Exploring a Black Cultural Center as a Counterspace for African American College Students." His research advisor was assistant professor Carla Hunter. Case joined the faculty in the Department of Psychology at the University of North Carolina at Charlotte fall 2015.

Jessica Dlask (BS '11) works with medical students, the Associate Dean, and Assistant Deans in the Office of Student Affairs and Curriculum at the University of Iowa's Carver College of Medicine. ♦

Psychology Alumni at the 2015 Homecoming Event

Seated L-R: Lavina Mohanlal Harjani-Kuzuhara, Loren Kuzuhara (BS '85), Carrie Grady (BS '99), Travis Green; **Back Row L-R:** Molly Hamilton (BS '14), Brian Ross, LAS Associate Dean for Social/Behavioral Science and International Centers, and Executive Associate Dean, Dale Hoke (BS '73), Anna Shustitzky (GSLIS graduate program), John Shustitzky (BS '73)





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Diversity in Psychology

The members of the University of Illinois at Urbana-Champaign Department of Psychology are committed to fostering and supporting a climate of inclusion, celebrating human diversity in all its forms, and engaging in cutting edge diversity science. For more information about diversity research in psychology, diversity awards, and campus resources visit: www.psychology.illinois.edu/about/diversity

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Update Your Information

Update us on your latest news and current email address at: www.psychology.illinois.edu/alumni

Psychology E-Newsletter

You can find a link to the E-newsletter at: www.psychology.illinois.edu/enewsletter. Let us know if you would like to be added to our email list at: alumni@cyrus.psych.illinois.edu.

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