



# Psychology Times

WINTER 2010

DEPARTMENT OF PSYCHOLOGY | UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

## Personality, Continuity, and Change

By Brent Roberts

Have you ever wondered whether or not your coworker will ever grow out of that habit of showing up late to every meeting? Have you ever been thankful that your spouse is able to organize your life despite your inability to do so? Have you had the experience of watching your children grow up to be distinctly different from you? These and similar questions are the focus of personality psychology, especially the subfield of personality development. Personality psychology focuses on understanding the constructs, consequences, and development of individual differences exhibited by people every day. In our lab, we work on basic issues underlying the field of personality psychology, concentrating much of our



efforts on understanding the development of personality, especially in adulthood. In this essay, I hope to give you a brief overview of what we have found and why it is

proving to be more important than we originally suspected.

### Endurance of Personality Traits

Questions of consistency go to the heart of the definition of personality, especially personality traits. Personality traits reflect the enduring patterns of thoughts, feelings, and behaviors that distinguish people from one another. Given

the fundamental importance of the idea of “enduringness” to personality psychology, it is not too surprising that hundreds of studies have reported on the consistency of personality over time and age. In 2000, we

synthesized 152 of these studies in order to discern just how consistent personality traits are over the entire life course. Consistent with the definition of personality traits, we found that personality is, as defined, relatively enduring over time. In fact, the levels of consistency in personality traits are almost as high as those found with cognitive ability measures and higher than phenomena such as income, blood pressure, and cholesterol levels, and substantially higher than psychological ideas such as happiness and self-esteem. (Thanks to Professor Frank Fujita for putting this data together.)

Although personality shows high levels of continuity over time, it is not perfectly consistent. In fact, personality traits grow increasingly

consistent with age, but never become perfectly consistent at any stage in the life course. The peak of consistency comes when people are in middle age—around 50—rather than earlier in the life course. Clearly, people continue to change as they get older, despite going through the major transitions of adulthood, such as establishing a career, marrying, and starting a family, much earlier in their lives. This says something fundamentally interesting about human nature—personality is an open system and can change and develop throughout life, not just in childhood. Of course, people may not change fast enough

*Health psychologists and epidemiologists discovered that personality traits not only predict health outcomes, but also longevity.*

### Measuring Consistency of Personality Traits

Questions of development can be both methodologically and conceptually complicated. Therefore, we find it useful to break the question of development down into three more specific questions:

*How consistent are people over time?*

*How much do people change in general?*

*How and why do individuals develop in their own particular ways?*

These questions may seem redundant, but this turns out not to be the case. We like to invoke a harbor metaphor to capture the distinctions. Consistency is like how high or low different boats sit in the water in the harbor because of their shapes or cargo. General change, or what we refer to as mean-level change, is like the tide—it goes in and out, raising and lowering most, if not all, of the boats at the same time. Each boat can change in its own particular way because of the actions of the owner—the boat can be loaded down or lightened so that it rises or falls independently of the other boats around it.

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### PSYCHOLOGY TIMES

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## From the Department Head

I am pleased to announce the Department of Psychology has established an alumni advisory board. The inaugural meeting took place on November 14, 2008. The advisory board members identified several goals they would like to work on with the department: 1) enrich the educational experience of psychology undergraduates; 2) enhance the skills of undergraduates for career success; and 3) develop programs and activities to expand the department's communications and connections with our alumni.

With these goals in mind, the board is working with psychology faculty and staff to develop a summer internship program where students earn credit for work-related experience. They are also interested in establishing a formal mentoring program to help students prepare for jobs prior to graduation. For example, a student could request assistance with writing a résumé, participate in a mock interview, and explore career opportunities. The board is also helping the department explore alternative forms of communication with our diverse alumni and opportunities for alumni to connect with current students.

The Department of Psychology is fortunate to have a talented group of faculty and staff to help implement these goals: Associate Heads Susan Garnsey and Robert Wickesberg, Head Undergraduate Advisor Gary Wszalek, and Assistant Head for Alumni Affairs Cheryl Berger. I am confident that the alumni advisory board, with the support of psychology staff, will strengthen the ties between the department, its students and faculty, and alumni.

The alumni advisory board will be comprised of 10 to 20 members who serve two-year terms, and they will meet twice a year on the Urbana-Champaign campus. Alumni who are interested in being considered for the board should contact Andra Lee at (217) 333-7108 or [andraleee@illinois.edu](mailto:andraleee@illinois.edu). If you would like to discuss summer internship opportunities at your place of employment or mentoring opportunities, please contact Gary Wszalek at (217) 333-6478 or [wszalek@illinois.edu](mailto:wszalek@illinois.edu).

This issue of the department newsletter highlights the achievements and activities of several psychology alumni: Michael Ambinder, Christopher Peterson, William Schiemann, Jimmy de la Torre, and Fred Volkmar. I hope you will take the time to complete the Alumni Notes section on page 18 and update us on your professional and personal achievements.

I hope you enjoy the newsletter. Drop by if your journey ever brings you near East Central Illinois. You are always welcome.

**David E. Irwin**  
Professor and Head

## Introducing the Psychology Alumni Advisory Board



**Back row:** Lawrence Moller, Allen Shub, Celeste Hill, John Shustitzky, Jeffrey Ford  
**Front row:** Samuel Krug, Stephan Wiet, Catherine Lemon  
**Not pictured:** Denise Dallmier Burger, Matthew Difanis, Dale Hoke, Loren Kuzuhara

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### Allen N. Shub (BS '65)

Associate Provost  
 Northeastern Illinois University

### John Shustitzky (BS '73, MS '75, PhD '79)

President  
 Pillars Community Services

## Presidential Early Career Award



### Jimmy de la Torre

(PhD '03), a graduate from the Department of Psychology's Quantitative Division, has been selected to

receive a Presidential Early Career Award for Scientists and Engineers. The award is the highest honor bestowed by the U.S. government on young professionals in the early stages of their independent research careers. He was nominated by his funding agency, the National Science Foundation, in recognition of the research he has conducted in educational settings.

An associate professor in the Department of Educational Psychology at Rutgers University, de la Torre's research interests are in the field of psychological and educational testing and measurement, with specific emphasis on item response theory (IRT) and cognitive diagnosis modeling and how assessments can be used to inform classroom instruction and learning.

On September 29-30, 2009, de la Torre was on campus for several presentations, including a department colloquium, "A General Framework for Diagnostic Modeling," a Quantitative Division brown bag, and a graduate student workshop, "Starting a Successful Career in Academia: Top 10 Things to Remember." The workshop covered a wide variety of topics, including: how to take advantage of the graduate school experience to prepare for a position in academia, preparing for a job interview, balancing career demands with a personal life, the tenure process, and the importance of professional networking.

"My visit reminded me of how fortunate I was to have been part of a program and a department that nurtures graduate students and equips them with the necessary skills and experience to excel and achieve great heights in their chosen field," said de la Torre.

*Personality, Continuity, and Change* (continued from page 1)

for our tastes, but this research shows that change is possible nonetheless. More surprising is the fact that children are moderately consistent, and there are no serious dips or valleys in the patterns of consistency over time. Therefore, it seems there are no periods of the life course that impart dramatic change or reorganization of personality. Contrast this with the development of squids. (I'm not kidding—see Sinn, Gosling, & Molschaniwsky, 2008.) Squid personality (in the form of boldness versus shyness) is consistent before and after squid adolescence, but quite inconsistent when squids come of age. Apparently, the storm and stress of squid adolescence has more dramatic effects on their personalities than human adolescence does on human personalities.

### Patterns of Personality Trait Development

The second major question of personality trait development is whether most people go up or down on traits as they age. This is akin to the tide coming in and raising all boats. This kind of change is often referred to as normative change, which is the idea that it is “normal” for most people to change in a specific direction. Across numerous different types of studies—cross-sectional, longitudinal, meta-analytic—we have found surprisingly similar patterns of personality trait change across the life course. People increase in social dominance (being assertive and self-confident), agreeableness (being nice and nurturing), conscientiousness (being organized, hardworking, and rule-oriented), and emotional stability (being calm and relaxed). Interestingly, people show increases in open-mindedness early in life and commensurate declines in old age.

The biggest surprise is that the greatest normative increases in personality traits occur in young adulthood between the ages of 20 and 40, not earlier in adolescence. Furthermore, some traits, such as agreeableness and conscientiousness, show increases even in old age.

We were genuinely surprised by some of our findings on personality trait development. In contrast to theoretical models of development that view

adolescence as a time of intense change, most normative change seems to occur in young adulthood, well after adolescence. Also, unlike consistency in personality, which tends to increase across all traits over time, different traits show normative change at widely different times in the life course; emotional stability increases early in life, agreeableness increases later in life.

*This says something fundamentally interesting about human nature—personality is an open system and can change and develop throughout life, not just in childhood.*

Finally, nearly all of the normative changes in personality traits are in a direction consistent with positive functioning. Becoming more socially dominant, conscientious, agreeable, and emotionally stable over time are all inherently desirable outcomes. Of course, the changes that are found in personality traits are modest over short periods of time—five years—but rather profound over the entire life course. This means that you might have to wait a bit longer than you want for your office mate to get over his or her proclivity for showing up late to meetings.

Our initial work on continuity and change paints an intriguing picture of personality development in adulthood. For most people, their personalities become better and more consistent with age. The interesting question becomes why personality traits develop in this particular manner—a question that we have attempted to address in collaboration with other longitudinal researchers and in our own longitudinal studies. In terms of our harbor metaphor, these questions focus on why particular boats rise or fall faster or slower than the other boats around them.

### Social Investment

Most of our research addressing why personality traits change focused on life experiences particular to life stages of young adulthood and middle age. In these investigations, we found some sensible correlations of personality trait change. People who are more successful in their work—either subjectively or objectively—tend to increase faster in traits such as dominance, conscientiousness, and emotional stability. Similarly, achieving a stable, continuous, and satisfying marriage or marriage-like relationship is associated with increases in conscientiousness and emotional stability. The consistency of these findings combined with the fact that it is normative for people to embark on careers and establish their own families in young adulthood led us to characterize this process as “social investment.” We believe that the process of investing in the conventional social roles of adulthood is one of the driving forces behind normative increases in traits such as dominance, conscientiousness, and emotional stability.

### Non-Normative Development

Of course, personality psychology is the study of the individual, and it would be remiss of me not to note that there are some individuals for whom these types of normative changes do not occur. In several studies, we studied experiences that might be construed as non-normative, or even somewhat hostile, to the accepted rules of society. In one study, we found that women who continued to smoke marijuana into midlife failed to increase like their peers on conscientiousness. Similarly, we found that men and women who did things in their work described by some as “counterproductive,” such as stealing, fighting, and coming to work drunk, not only did not increase in traits of conscientiousness, but actually decreased on emotional stability in young adulthood. These studies show that people can buck the general trends that most people follow, not only in their actions and choices, but also in the forms of their personality development in adulthood.

## Implications for Personality Traits

These studies are intrinsically interesting (at least, we find them so), but at first blush they do not seem important from a pragmatic standpoint. What does it matter if your office mate never learns to show up on time? It might be irritating to you, but will it be of any consequence to your office mate? Surprisingly, the answer is yes. There was a time when personality psychology was thought to be an interesting thing to study, but not very useful because of the perception that personality traits predicted little of consequence. Recently, a number of scientists from outside of personality psychology demonstrated the unambiguous

traits predict outcomes such as income and longevity makes the question of personality development all the more important. If people can increase traits such as conscientiousness and emotional stability, then they might actually add years to their lives. Embarrassingly, we know very little about how people arrive at adulthood armed with different personality traits. Thus, we desperately need a new program of research dedicated to the understanding of the developmental processes in childhood and adolescence that serve as the foundation to the development of adult personality.

These are just a few of the ideas being addressed in our lab. We are also examining

*Over the last two decades, industrial psychologists have found that, typically in addition to IQ, personality traits predict job performance and job satisfaction.*

importance of individual differences in personality. Over the last two decades, industrial psychologists have found that, typically in addition to IQ, personality traits predict job performance and job satisfaction. Clinical psychologists found personality traits to be useful organizers of psychopathology, and in some cases, important precursors to many different forms of mental illness. Economists discovered that “non-cognitive” factors (i.e., personality traits) predict income over and above IQ and social class. And finally, health psychologists and epidemiologists discovered that personality traits not only predict health outcomes, but also longevity.

## Personality Research and the Future

These discoveries from outside our field have resulted in an increased interest in personality psychology and a new sense of urgency to understand the development of personality. For example, in our lab, we have embarked on a series of longitudinal studies examining the mechanisms that might explain how conscientiousness affects health and, ultimately, longevity. The fact that personality

the genetic etiology of personality, the emotional and behavioral mechanisms underlying personality, and the question of how one can go about changing personality. These are very exciting times for our lab, and we are grateful for the opportunities provided to us by the Department of Psychology and the National Institute on Aging to conduct our research.

Back to your office mate. What should you do the next time he or she shows up late to your meeting? On the one hand, you could tell them that they are not acting very conscientiously—and that they might want to work on improving their behavior. Their change in behavior might not only make you a more satisfied colleague, but it might have the unintended consequence of helping their occupational and health outlooks. On the other hand, if you don't feel comfortable confronting them, just wait. In a few years they might change.

**Brent Roberts** is a professor in the Social-Personality Division in the Department of Psychology. Roberts received his PhD from Berkeley in 1994 in personality



psychology and worked at the University of Tulsa until 1999 when he joined the faculty at the University of Illinois. He received the J.S. Tanaka Dissertation Award for methodological and substantive contributions to the field of personality psychology in 1995. He was awarded the prize for the most important paper published in the *Journal of Research in Personality* in 2000. Most recently, he received the Diener Mid-Career Award in Personality Psychology from the Foundation for Personality and Social Psychology, and he was appointed as a Richard and Margaret Romano Professorial Scholar at the University of Illinois and as a Fellow of the American Psychological Association and the Society for Personality and Social Psychology. He has served as the associate editor for the *Journal of Research in Personality* and as a member-at-large for the Association for Research in Personality. He is currently the executive officer for the Association for Research in Personality and serves on the editorial board of the *Journal of Personality and Social Psychology*, *International Journal of Selection and Assessment*, *Personality and Social Psychology Review*, and *Perspectives on Psychological Science*.

## Psychology Alumnus Receives Top Award from College 2009 LAS Alumni Achievement Award

Dr. Fred R. Volkmar was honored by the College of LAS during Homecoming weekend, October 9-10, 2009. Dr. Volkmar is one of four alumni selected to receive the 2009 LAS Alumni Achievement Award.

Dr. Volkmar has distinguished himself as one of the leading experts in the world on the diagnosis and treatment of autism and related disorders. He is the principal investigator of a major research project involving 10 different research sites around the country. The research involved in this project uses neuroimaging to gain insights into the neural substrates of autism and also investigates the genetic basis of autism and related conditions. A major focus of this work is to develop new and better tools for detecting autism early in life so that interventions can be implemented as soon as possible. Dr. Volkmar's research is of great importance given the rising prevalence of this pervasive developmental disorder and the lifelong consequences this disorder has on both individuals and families.

Dr. Volkmar's research has been funded by the National Institute of Health, National Science Foundation, John D. & Catherine T. MacArthur Foundation, and the William T. Grant Foundation, as well as by numerous organizations focusing specifically on

autism and related disorders. He also serves on numerous advisory boards for both national and international organizations working to advance the diagnosis and treatment of autism and related disorders.

Dr. Volkmar received his BS from the University of Illinois at Urbana-Champaign in 1972, graduating with High Honors and Highest Distinction in psychology. While at Illinois, Dr. Volkmar was a James Scholar and was nominated to Phi Beta Kappa. He was also awarded the Psi Chi National Prize for Undergraduate Research in Psychology.

Dr. Volkmar's first publication, based on research he conducted in Professor William Greenough's laboratory at Illinois, was in *Science*, one of the very top scientific journals. After leaving Illinois, he was awarded a master's degree in psychology at Stanford University in 1976 while simultaneously completing an MD at the Stanford University School of Medicine. He also completed his residency in psychiatry at the Stanford University School of Medicine.

Since 1982, he has had several academic appointments at Yale University, beginning as an assistant professor of psychiatry, pediatrics, and psychology. He is currently the Irving B. Harris Professor of Psychiatry, Psychology, and Pediatrics, department chair of the Child Study Center at Yale University, chief of child psychiatry at Yale-New Haven Hospital, a fellow of the American Academy of Child and Adolescent Psychology, and the recipient of the Blanche F. Ittleson Award from the American Psychiatric Association. The Department of Psychology at the University of Illinois honored Dr. Volkmar in May 2006 by awarding him the first Distinguished Alumnus Award in psychology.

Given all of his many accomplishments, Dr. Volkmar is highly deserving of the LAS Alumni Achievement Award. The Department of Psychology is extremely gratified that the LAS Alumni Association awards committee was equally impressed with his stellar record.



# Gaming & How Video Game

By Michael Ambinder

If you're curious about the real-world value of a psychology degree, I would like to share how my psychology degree landed me the coolest job in the world as an experimental psychologist for a well-known video game company.

Towards the end of my PhD, I was still trying to figure out what I wanted to do after I graduated. I did not think I wanted to stay in academia, but I did want to make use of the skills and knowledge I had acquired while in school. That desire led to thoughts about opportunities in applied psychology and how I could market myself as a consultant. To do so, I had to figure out if there was anything I had learned over the last six years that would be an asset to companies that do not normally consider hiring experimental psychologists.

## Marketing "Problem-Solving Skills"

I had spent my time in graduate school researching visual cognition (how people process visual information), designing experiments, testing hypotheses, and interpreting results. These all seemed like useful skills that I could broadly group under the category of "problem-solving skills." Another option was to break them down so potential employers could understand that I knew how to analyze a problem, examine the relevant research, propose a solution and a mechanism to test for a solution, and interpret the collected data to validate a hypothesis. While exploring my options, I realized there was also a whole cluster of knowledge in psychology, mostly unknown to the general public, that might be useful to companies as well.

## SURVEY ON INTERNSHIP OPPORTUNITIES

The Department of Psychology seeks to expand internship opportunities—especially summer internships—for its undergraduates. Internships, whether paid or unpaid, allow students to explore and clarify career plans. The department is also interested in identifying alumni who can serve as mentors to undergraduates. Mentors can provide real-world guidance on career planning and skills development. Our graduates' employment experiences can significantly benefit our students. Please help us identify potential internship and mentoring opportunities by completing a survey at [www.surveymonkey.com/s/NDQFLSR](http://www.surveymonkey.com/s/NDQFLSR). Your answers will be of great help to us in better serving our students.

# Psychology:

## *Companies Get Inside the Heads of Players*

For example, how to:

- foster cooperation or competition among people
- design more intuitive interfaces
- market effectively
- capture attention
- teach difficult concepts to children
- avoid biases in reasoning, etc.

I had a strong belief that explicit knowledge of human behavior would be an invaluable resource to a company in any industry. The abundance of psychological research provides a ready supply of relevant anecdotes and examples to make this point, and the skills described above demonstrate critical thinking ability.



### Real-World Applications of Cognitive and Perceptual Principles

I had played video games my entire life, so my initial industry of choice was video game development. Video game play is dominated by the visual experience, and there seemed to be an opportunity for me to be a resource in this area—designing efficient interfaces, guiding players to notice crucial events during game play, creating a more immersive experience, etc. Beyond that, there seemed to be a number of

additional opportunities: bringing more empiricism into the play-testing process (where games are tuned and bugs detected before release), developing appropriate schedules of in-game reward/reinforcement, working on controller design, aiding in the social aspects of multiplayer games, assisting in the early design process by designing experiments, and running analyses on the collected data.

Armed with these notions, I went to a video game conference and spoke with company representatives about what I wanted to do and to determine whether they saw any utility in my ideas. I found a company that was willing to bring me out for a day to talk about my ideas.

At the end of the day, they found those ideas interesting as well, and they offered me a job.

### Alternative Hardware Research

At work, I conduct psychological research, but instead of asking questions about basic human behavior, I ask how we can apply it to video games. More specifically, I am integrating objective data collection into the play-testing process, performing what we are calling “alternative hardware research,” which looks into next-generation controller/display technology, data collection, and statistical analysis on game play and

user preferences, and acting as a kind of in-house consultant when people have a question about human behavior. It is a pretty cool feeling when you can apply a principle from introductory psychology to a game that hopefully millions of people will play.

A degree in research psychology brings with it a whole host of useful skills that can make you a very attractive candidate in almost any field you might want to pursue. If you get lucky, you might even end up making a living from your childhood hobby.

Mike Ambinder has an AB in computer science and psychology from Yale University and received his PhD



in psychology from the University of Illinois in May 2008. At Illinois, he studied visual cognition in the Visual Cognition and Human Performance Division under the supervision of Professor Daniel Simons. Ambinder is currently an experimental psychologist for Valve, an entertainment software and technology company, based in Bellevue, Wash. Valve is best known for the highly popular video games they create, including Half-Life®, Counter-Strike®, Team Fortress®, Portal®, and Left 4 Dead®.

FALL 2009 LANIER LECTURE

# MINDSETS: UNDERSTANDING MOTIVATION & ACHIEVEMENT

Carol Dweck's research focuses on understanding why some people are helpless in the face of challenges whereas others are resilient, creatively thriving. A key behind her research is that people's mindsets influence how they navigate their worlds. People who believe they were born with all the smarts and gifts they are ever going to have approach life with what

Dweck calls a "fixed mindset" (or an entity theory); other people who believe that their abilities can expand over time, however, live with a "growth mindset" (or an incremental theory).

According to Dweck, there are no unmotivated babies. Yet many of the things we do to help motivate our children make them into non-learners. She raised the question, "How do we make sure our children remain learners?" Her extensive research to answer this

question lead to the development of "Mindset Rules." These rules identify the differences she noted between individuals who exhibit a fixed versus a growth mindset.

## MINDSET RULE #1

**Fixed mindset:**  
LOOK SMART AT ALL COSTS

**Growth mindset:**  
LEARN, LEARN, LEARN

Dweck discussed a study she conducted with several hundred students who were transitioning into seventh grade. This is often a difficult transition for children and it can

affect their performance in school. Dweck and her colleagues measured the mindsets of the students at the beginning of seventh grade and monitored their grades, especially in math, for the next two years. The students entered seventh grade with identical math scores. Dweck noted by the end of the first semester of seventh grade, students with

growth mindsets showed significant growth in their math achievement scores. These are a sample of some of the collected comments, regarding looking smart versus learning:

**Fixed mindset:**  
*"The main thing I want when I do my school work is to show how good I am at it."*

**Growth mindset:**  
*"It's much more important for me to learn things in my class than it is to get the best grades."*

(Blackwell, Trzesniewski, & Dweck, 2007)

## MINDSET RULE #2

**Fixed mindset:**  
IT SHOULD COME NATURALLY  
*"To tell you the truth, when I work hard at my schoolwork, it makes me feel like I'm not very smart."*

**Growth mindset:**  
WORK HARD, EFFORT IS KEY  
*"The harder you work at something, the better you'll be at it."*

Dweck posed the question: "Do geniuses work (i.e., Einstein), or does it just come

naturally?" She said one thing that separates people who make contributions from those who do not is the amount of time and effort they devote to their work over a long period of time. They are also not afraid of addressing their weaknesses.

Dweck's research on the seventh-graders identified why some bright students stopped working in school. For many years, these students were able to coast along until they encountered schoolwork that was more of a challenge. Rather than work hard and be considered "dumb," since it should come naturally, they were satisfied to rest on their laurels and "retire" versus revealing their deficiencies. The fixed mindset student prefers "looking smart versus learning" because a setback is seen as a personal failure. They do not view failure as an opportunity to problem solve and figure out different scenarios to address a challenge (i.e., this approach is not working, now I'll try this out).

## MINDSET RULE #3

**Fixed mindset:**  
HIDE MISTAKES, CONCEAL DEFICIENCIES

**Growth mindset:**  
CAPITALIZE ON MISTAKES, CONFRONT DEFICIENCIES

Dweck said a deficiency takes on the meaning of being a permanent failure, and students identify themselves as losers.

After a setback, students with a **fixed mindset** commented:  
*"I'd spend less time on this subject from now on."  
"I would try not to take this subject ever again."  
"I would try to cheat on the next test."*

After a setback, students with a **growth mindset** commented:  
*"I would work harder in this class from now on."  
"I would spend more time studying for the tests."*

A fixed mindset provides no recipe to recover from failure, and typical responses include giving up, retreating to a comfort zone, blaming others, and trying to feel superior.



Carol Dweck, a former U of I psychology professor, says mindsets matter. A fixed mindset believes intelligence is a fixed trait. A growth mindset believes intelligence is a malleable quality or a potential that can be developed.



## ORIGIN OF MINDSETS

According to Dweck, our language tells children what we believe and value. She used the example of the oft-quoted phrase, "praise your children and they will bloom." Dweck designed a study that involved the administration of a non-verbal IQ test (set of 10 problems) to 10- and 11-year-old children. The results were so striking she conducted the test five times. Subjects were divided up so a third of the children fell into the following categories:

### Intelligence praise:

*"Wow, that's a really good score. You must be smart at this."*

### Effort (process) praise:

*"Wow, that's a really good score. You must have tried really hard."*

### Control group:

*"Wow, that's a really good score."*  
(Mueller & Dweck, 1998)

Dweck said that students who received intelligence praise were turned into non-learners (fixed mindset). When given tasks to work on after the IQ test, the majority of these children took a task where they could look good. When given a difficult task, they concluded they were not smart and did not enjoy the task. In addition, when these students were asked to self-report test scores, they misrepresented their scores at a much higher percentage versus those who received effort praise or those in the control group. They could not anonymously admit they had a deficiency. Students who were praised for their effort continued to enjoy the task, showed a steep increase in their performance, remained engaged and confident, and learned strategies.

## A MINDSET WORKSHOP

Dweck, Blackwell, and Trzesniewski (2007) created two workshops for seventh-graders entering the second semester of the school

year. What these students had in common was a steep decline in their math grades.

### Growth mindset group:

Eight sessions of study skills plus the growth mindset.

### Control group:

Eight sessions of great study skills.

The students were read an article, "You Can Grow Your Intelligence," that stated the brain is like a muscle and it grows as you learn more. The students were excited to learn that the growth of their brains was in their hands. As a consequence, the growth mindset and daily skills took off. There was a 27 percent change in their motivation to learn.

Dweck also talked about a program, Brainology: Transforming Students' Motivation to Learn, which children were exposed to in the classroom. The program was very effective in showing the children they could grow their intelligence. Dweck highlighted a few of the responses from children to the question, "Have you changed your mind about anything?"

"My favorite thing from Brainology is the neurons part where when u learn something there are connections and they keep growing. I always picture them when I'm in school."

"Yes...I imagine neurons making connections in my brain and I feel like I am learning something."

## NEW DIRECTIONS

Dweck also discussed how her research on mindsets has direct applications to a variety of other issues, including: confronting prejudice (Israeli/Palestinian conflict, civil rights movement); organizational culture (Enron debacle); and growth organizations (sports and health industry). According to Rattan & Dweck (2009 in press), growth mindset predicts directly confronting in order to educate and also predicts willingness to continue a work and social relationship. Teaching a growth mindset leads to more

confronting and more hope for future interaction.

Dweck concluded that a growth mindset allows people to embrace learning and growth, understand the role of effort in creating ability, maintain confidence and effectiveness in the face of challenges and setbacks, and that it can be taught.

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**Carol Dweck**, a recognized leader in the fields of developmental, personality, and social psychology, is the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Dweck's research examines the self-conceptions people use to structure the self and guide their behaviors. Her research looks at the origins of these self-conceptions, their roles in motivation and self-regulation, and their impacts on achievement and interpersonal processes. In her 2006 book *Mindset: The New Psychology of Success*, Dweck applies her findings on mindsets to achievement, sports, business, relationships, and personal change.

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The Lanier Lecture is supported by a fund established by L. Gene and Catherine Lemon and Dr. Lyle H.

Lanier, Jr., in memory of their father, Lyle Lanier, former head of the Department of Psychology (1951-1959), dean of the College of Liberal Arts and Sciences, and provost of the Urbana campus. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus community.

# ALUMNI SHARE CAREER PATHS

## Department of Psychology Career Information Night

The Department of Psychology's Career Information Night has grown from its inception in 2007 due to the interest generated by both our alumni and undergraduate students. There were close to 100 students at the 2009 event, from freshmen to seniors, eager to explore their options. The department is gratified that so many psychology alumni want to offer students insight on how a degree in psychology can prepare them for a future career. Contact Cheryl Berger, assistant head for alumni affairs at (217) 333-3429 or [alumni@cyrus.psych.illinois.edu](mailto:alumni@cyrus.psych.illinois.edu) if you are interested in participating in the department's 2010 information night.

### 2008 Participants

**Marc Ansel** (BS '71, psychology; JD '74), attorney, Ansel & Small, Ltd.

**Steven Epstein** (BS '68, psychology; DDS '72), dentist (retired).

**Kara Federmeier** (BS '94, psychology), assistant professor, Department of Psychology, University of Illinois at Urbana-Champaign.

**The Honorable Jeffrey B. Ford** (BS '73, psychology; JD '76), circuit judge, Sixth Judicial Circuit, Champaign County.

**Dale Hoke** (BS '73, psychology), adjunct instructor of psychology, Heartland Community College.

**Ronald Rothschild** (BS '80, psychology; MSW '84), social worker, private practice.

**Peggy Ruff** (BS '75, math and psychology), vice president of logistics, Tate & Lyle Ingredients-America.

**Howard Schutz** (BS '50, psychology), professor emeritus of consumer sciences, Department of Food Science and Technology, University of California, Davis.

**Allen Shub** (BS '65, psychology), professor of management, Northeastern Illinois University.

**Stephan Zawistowski** (PhD '83, psychology), senior vice president/science advisor at ASPCA. Dr. Zawistowski had a prior commitment and could not attend Career Information Night. He felt it was important to be represented at the event and he asked three staff members from ASPCA to attend on



**Back row:** Celeste Hill, Steven Epstein, Matthew Difanis, Ronald Rothschild, John Shustitzky, Mark Ansel  
**Middle row:** Allen Shub, Samuel Krug, Lawrence Moller, Dale Hoke, Denise Dallmier Burger, Deneen Demarie (undergraduate advisor)  
**Front row:** Jeffrey Ford, Bree McClusky Ocasio, Katherine Whelchel, Angela Vogt, Karen McLaughlin, Cheryl Berger (assistant head for alumni affairs), Keri Carter Pipkins, Julie Hays Bartimus, David Irwin (head, Department of Psychology)

his behalf: Stephanie LaFarge, Pamela Reid, and Jennifer Sobie.

### 2009 Participants

**Marc J. Ansel** (BS '71, psychology; JD '74), attorney, Ansel & Small, Ltd.

**Julie Hays Bartimus** (BS '90, psychology), vice president of the Alumni Association Career Center, University of Illinois Alumni Center.

**Denise Dallmier Burger** (BS '93, psychology; AM '94), director of human resources, Horizon Hobby, Inc.

**Keri Carter Pipkins** (BS '96, psychology), assistant director, Career Center, University of Illinois.

**Matthew Difanis** (BS '98, psychology; JD '04), sales associate and ownership partner, RE/MAX Realty Associates.

**Steven Epstein** (BS '68, psychology; DDS '72), dentist (retired).

**The Honorable Jeffrey B. Ford** (BS '73, psychology; JD '76), circuit judge, Sixth Judicial Circuit, Champaign County.

**Celeste A. Hill** (AB '82, psychology), attorney at law, Clausen Miller PC

**Dale W. Hoke** (BS '73, psychology), adjunct instructor of psychology, Heartland Community College.

**Samuel Krug** (AM '68, PhD '71, psychology), chairman and CEO of MetriTech, Inc.

**Bree McClusky Ocasio** (BS '03, psychology), outpatient physical therapist, Carle Therapy Services.

**Karen McLaughlin** (BS '94, psychology; MS '97, Institute of Labor and Industrial Relations), associate director for college human resources, College of Agricultural, Consumer, and Environmental Sciences.

**Lawrence Moller** (BS '74, psychology and economics; MBA '76), president of Anthem Capital Group, Inc., and managing partner of Anthem Development Group, LLC.

**Ronald Rothschild** (BS '80, psychology; MSW '84), psychotherapist, private practice.

**Allen Shub** (BS '65, psychology), associate provost, Northeastern Illinois University.

**John Shustitzky** (BS '73, psychology; MS '75, PhD '79, counseling psychology), president and CEO of Pillars.

**Angela Vogt** (BS '05, psychology), police officer, Urbana Police Department.

**Katherine Whelchel** (BS '06 psychology and Spanish), police officer, Champaign Police Department.

## DISTINGUISHED ALUMNI HONORED

The Department of Psychology honored two distinguished alumni, Christopher Peterson and William Schiemann, at our graduation ceremony on May 10, 2008.



**Christopher Peterson** is one of the founders and principal contributors to the field of positive psychology. A native of Des Moines, Iowa, Peterson initially studied aeronautical

engineering at U of I, but an introductory psychology class, taken during his sophomore year because it was reported to be an “easy” class, proved to be fascinating. Peterson switched his major to psychology and graduated with a BS degree in 1972.

Peterson went to graduate school at the University of Colorado at Boulder, where he earned his PhD in 1976 with emphases in social psychology, personality psychology, and animal learning. His dissertation research entailed learned helplessness in people, at that time a brand-new topic.

Peterson’s academic journey has taken him from a teaching position at Kirkland College in New York, to the University of Pennsylvania in a postdoctoral re-specialization in clinical psychology, to Virginia Tech, where he extended his research on learned helplessness in people to address physical health. He was the first to show that optimism longitudinally predicted good health and long life (Peterson & Bossie, 1991).

Peterson went to the University of Michigan in Ann Arbor in 1986, and he is currently a professor of psychology and the Arthur F. Thurnau Professor. Peterson is the former director of the clinical psychology program and an award-winning teacher. He is among the world’s 100 most frequently cited psychologists.



**William Schiemann** received a PhD in organizational psychology from the University of Illinois. In 1977, Division 14 of the American Psychological

Association recognized his thesis work in organizational leadership and communications with the S. Rains Wallace National Dissertation Award. He received a BS in psychology from the Illinois Institute of Technology and an MBA from the Stuart School at IIE.

Schiemann is chairman and chief executive officer of the Metrus Group, an organizational research and advisory firm specializing in strategic performance measurement and employee alignment. Schiemann and his firm are known for their pioneering work in the creation of performance gauges and scorecards to measure strategy implementation, and for establishing linkages between employees, customers, and financial outcomes.

Schiemann is coauthor of *Bullseye! Hitting Your Strategic Targets Through High-Impact Measurement*, published by The Free Press in 1999. He has written extensively for many publications and has provided chapters for a number of books, including: *Achieving Internal Service Breakthrough: Winning From the Inside Out* and *Getting Action From Organizational Surveys*.

Prior to the founding of Metrus Group, Inc. in 1988, Schiemann was vice president of Opinion Research Corporation, an Arthur D. Little company, and served as both an internal organizational consultant and a manager of selection with AT&T. Prior to his business and consulting life, Schiemann served on the business school faculties at the Georgia Institute of Technology and the University of Iowa, teaching and conducting research in leadership, communications, organizational behavior, and human resources.

## Javdani Honored for Teaching Excellence



Congratulations to **Shabnam Javdani**, who was one of the recipients of the 2008 Campus and College of LAS Awards for Excellence in Undergraduate Teaching by a graduate instructor.

Javdani was also selected as the 2008 recipient of the departmental teaching award. It is quite an achievement to be recognized at the departmental, college, and campus levels.

Javdani was an instructor for Psychology 340/341: “Child Assault Prevention Program,” a service-learning course, from fall 2005 to summer 2007. Javdani created a new section of Psychology 340/341, “Girl’s Advocacy Project,” to advance undergraduate educational opportunities and to help close a gap in the community services available for girls either entering or exiting the local juvenile detention center. Javdani was responsible for the course from fall 2007 to spring 2008, and she served as a resource for the graduate student who was assigned to the course for the 2008-2009 academic year. Javdani was also a course instructor in Psychology 239: “Community Psychology” in summer 2008. Javdani received high ICES ratings for all the courses she taught for the department. Javdani will be entering her fifth year in the Clinical/Community Division in fall 2009 and, once again, she will be the instructor for Psychology 340.

“Across these contexts, my general approach to instruction is expressed in three primary goals: 1) emphasize development of critical analysis skills; 2) help bridge the link between knowledge and community action; and 3) foster sustained participation and engagement of students...

I have been motivated to put forth my best efforts because of the important opportunity it accords to play a part in the scholarly lives of some of the most creative and intelligent students and to encourage their continued development as scholars, leaders, and social contributors.”

## FACULTY RECOGNIZED FOR PROFESSIONAL EXCELLENCE

### FRAXA 2008 Dedication Award

**Bill Greenough** was the recipient of this award for his "longstanding, unwavering commitment to Fragile X translational research and to growing the Fragile X research community."

### 2009 Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring

**Lawrence Hubert** was selected as a recipient by the awards committee of Division 5 of the American Psychological Association (Evaluation, Measurement, and Statistics). The award is presented each year to an individual who has demonstrated excellence in teaching and mentoring in the Division-5-related areas.

### Association of American Publishers 2008 Prose Award

**Edward Diener** and his son, **Robert Biswas-Diener**, were awarded the 2008 Prose book of the year in psychology for *Happiness: Unlocking the Mysteries of Psychological Wealth*. The Prose Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books, journals, and electronic content in over 35 disciplines.

### Eminent Scholar Award in International Management

**Harry Triandis** (emeritus) was presented with the award at the Academy of Management Conference in August 2009 in Chicago.

### Helen Corley Petit Scholar Award

**Nicole Allen** was selected as the 2009-2010 recipient on the basis of her extraordinary record as an assistant professor. Helen Corley Petit, an alumna of the College of LAS who passed away six years ago, provided an endowment for the development of the scholarship and teaching of young faculty members in the college. Allen was promoted to associate professor in fall 2008.

### Standards for Educational and Psychological Testing

**Fritz Drasgow** was appointed to the joint committee for the revision of the Standards for Educational and Psychological

Testing, a set of testing standards developed jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.

### Messick Award

**Roderick McDonald** (emeritus) received the Messick Distinguished Scientific Contributions Award at the 2008 APA meeting in Boston.

### Richard and Margaret Romano Professorial Scholar

**Brent Roberts** was selected for the award by the College of Liberal Arts and Sciences for outstanding achievements in research.

### Society for Psychophysiological Research (SPR)

**Gabriele Gratton** is the new president-elect of the society, and **Kara Federmeier** has been elected to the board of directors.

### Fellowship Honors James H. Davis



The Department of Psychology launched the initiative in honor of James H. Davis with an anonymous gift of \$45,000 in 2002. Davis was a faculty member in the department for 30 years until his retirement in 1997. He is an expert in the field of social psychology who made significant contributions in the areas of group decision-making and problem solving.

The gift and initiative to raise fellowship funds remain as critical today as they were six years ago. Our goal is to raise \$150,000, and at this point in time, we are halfway to our goal. The James H. Davis Fellowship Fund will assist the department in the recruitment and retention of the most promising graduate students in social psychology. These students will have the honor of holding a fellowship named for one of social psychology's most distinguished individuals. For further information, or to make a contribution, contact Andra Lee at the Office of Advancement, College of Liberal Arts and Sciences at (217) 333-7108 or andralee@illinois.edu.

## NEW FACULTY JOIN PSYCHOLOGY DEPARTMENT

The department welcomed two new faculty members for the 2008 fall semester and one faculty member for the 2009 fall semester.



**Andrei Cimpian** joined the Developmental Division. His research focuses on cognitive development, generic language, the influence of language on children's thinking and motivation, naïve essentialism, and word learning.



**Roberto Galvez** joined the Biological Division. His research focuses on the neurobiology of learning and memory.



**Daniel Newman** joined the Social-Personality Division. His research includes race disparity in personnel selection (adverse impact); time, job attitudes, personality, and work performance (dynamic models, role engagement); social networks and levels of analysis (group agreement, climate emergence); and research methods (missing data in longitudinal/multilevel models, survey non-response, and Bayesian meta-analysis).

## FACULTY RETIREMENTS



**Edward Diener** retired in August 2008 after 34 years in the Social-Personality Division. Diener received a BA in psychology from California State University, Fresno (1968) and a PhD from the University of Washington (1974). Diener's research focused on several areas: measurement of subjective well-being (SWB); temperament and personality influences on SWB; demographics and well-being (e.g., income, sex, and age); and, most recently, cultural influences on subjective well-being.

Diener received many awards during his academic career, including: Highly Cited

Scientist List from the Institute for Scientific Information (12,000 total citations—cited in approximately 5,500 publications), Distinguished Scientist Award from the International Quality of Life Studies, Jack Block Award for Career Contributions to Personality Research from the Society of Personality and Social Psychology, and Distinguished Alumni Award from California State University, Fresno. He was the recipient of the following awards from the University of Illinois: Alumni Distinguished Professor of Psychology, Oakley-Kunde Award for Teaching Excellence, Psi Chi Undergraduate Teaching Award, Graduate Student Organization Teaching Award, Mabel Kirkpatrick Hohenboken Teaching Award, and Joseph R. Smiley Professor.

Diener is the founding and current editor of *Perspectives on Psychological Science* (2005–), *Social Indicators Research* (2008–), and former editor of the *Journal of Happiness Studies: An Interdisciplinary Periodical on Subjective-Well-Being* (1999–2006). He served as president of the International Positive Psychology Association (2007–2009), Society of Personality and Social Psychology (APA Division 8–2001), and International Society for Quality of Life Studies (1997–1998), and chair of the Subjective Well-Being Center-Positive Psychology Network (2000–2004) and National Accounts of Well-Being Project, Medici II (2004–2006).

He is currently heading up a program designed to advance national indicators of well-being to complement economic indicators or quality of life. He is also writing a popular book on well-being, *Beneficial Happiness*, with his son, Robert Biswas-Diener, and Richard Lucas, a former graduate student.



**Louise Fitzgerald** retired in spring 2008 after 21 years in the Clinical/Community Division. She received a BA from the University of Maryland (1974), and a MA (1975) and PhD (1979) from Ohio State University.

Prior to her appointment to U of I in 1987, Fitzgerald was an assistant professor at Kent State University and the University of California, Santa Barbara. Fitzgerald's

research focuses on sexual violence and victimization, particularly the antecedents and consequences of sexual harassment in higher education and the workplace. She was among the first to study sexual harassment in a scientific manner and developed the Sexual Experiences Questionnaire (SEQ). Fitzgerald utilized the SEQ to determine the level of sexual harassment in studies of American companies as well as the armed services.

Fitzgerald's groundbreaking research brought her to the attention of the legal community, where she was called upon to provide expert testimony on the impact of sexual harassment on victims. One of the most prominent cases she worked on involved the confirmation hearing for Supreme Court Justice Clarence Thomas in 1991. Fitzgerald was asked to work as a consultant for Anita Hill's legal team. The demand for Fitzgerald's services continued to rise and she was asked to consult with a wide variety of agencies to determine how to improve the treatment of plaintiffs in harassment and other victimization cases, including the U.S. Equal Employment Opportunity Commission, U.S. Department of Defense, U.S. Department of Justice, U.S. Eighth Circuit Taskforce on Gender Fairness in the Courts, U.S. Internal Revenue Service, State of Illinois Taskforce on Sexual Harassment, and State of Illinois Legal Assistance Foundation. She also served on the APA Taskforce on Male Violence Against Women and APA (Division 35) chair, Taskforce on Victim Privacy Concerns.

Fitzgerald was honored for her research by the American Psychological Foundation and the American Psychological Association in 2003 when she received an Award for Distinguished Contributions to Research in Public Policy.



**William Greenough**, Swanlund Professor and one of the nation's premier biological psychologists, retired in August 2009 after 41 years on campus. Greenough had diverse research, teaching, and

administrative interests that led to affiliations with many units on campus, including cell

and structural biology and bioengineering. He was codirector of the biological intelligence program located at the Beckman Institute, former chair of the Neuroscience Program, and director of the Center for Advanced Study for nine years.

Greenough's research ranged from behavioral to cell-biological studies of learning and memory. He was a major figure in the research that concluded that the formation of new synaptic connections between nerve cells is a fundamental aspect of memory storage in the brain. He also researched lifespan brain development and the effects of mental experience and physical exercise on the brain.

Greenough was the recipient of many awards in recognition of his research and commitment to the education and mentoring of students: University of Illinois Swanlund Endowed Chair, James McKeen Cattell Fellow, Fellow for the Center for Advanced Study, University Scholar, U of I Center for Advanced Study Professor, Outstanding Instructional Award from the Department of Psychology's Graduate Student Organization, and U of I Oakley-Kunde Award for Excellence in Undergraduate Instruction. Dr. Fred R. Volkmar is one of many students Greenough mentored who have been recognized for achievements in their fields of research.

He is a fellow in the American Academy of Arts & Sciences, American Association for the Advancement of Science, American Psychological Society (William James Fellow), American Psychological Association (Distinguished Scientific Contribution Award), and the National Academy of Sciences. Greenough received the FRAXA 2008 Dedication Award for his "longstanding, unwavering commitment to Fragile X translational research and to growing the Fragile X research community."

Greenough served on numerous national panels and committees in addition to his campus service commitments. He served as a consulting editor on 15 journals and had a prolific publication record in the most prestigious journals in his field of research.

(continued on page 19)

# Faculty, Student, and Staff Awards

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

## Mabel Kirkpatrick Hohenboken Award

**Chryle Elieff** was selected as the 2008 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.

## GSO Instructional Award

This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2008 recipient is **Daniel Simons** from the Visual Cognition and Human Performance Division.

## Psi Chi Teacher of the Year Award

**Chryle Elieff** received the award for demonstrated excellence in undergraduate teaching.

## 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. **Steven Luke** received the inaugural award in recognition of his outstanding contributions as an instructor of Psych 100.

## APF/COGDOP 2008 Graduate Research Scholarship

**Melody Chao** and **Naomi Sadeh** each received a \$1,000 scholarship in support of their innovative research. Chao's research was entitled "Lay Essentialist Theory of Race: Its Implication to Social Categorization and Racial Perception." Chao graduated in May 2009 and accepted a faculty position at The Hong Kong University of Science

and Technology. Sadeh's research was entitled "Attention-Emotion Interactions in Psychopathy: Modulation of the Startle Reflex." APF published notification of their awards in the *APA Monitor on Psychology* and in its newsletter *Psychology Giving*.

## Barbara Bremer Achievement Award for Clinical Service from the Champaign Area Psychological Society (CAPS)

**Jorge Marquez** received the award in recognition of providing therapy to underserved Latino individuals being treated at the Frances Nelson Health Center. He also developed and facilitated workshops on parenting and relationship skills to Latino families both at Frances Nelson and the Migrant Head Start Program.

## Fifth International Workshop on Language Production

**Jill Warker** won the award for best graduate student poster at the fifth International Workshop on Language Production (2008, Annapolis, Md.). Warker has a postdoctoral appointment in the Department of Psychology at the University of California, San Diego.

## Herman Eisen Award

**Shabnam Javdani** received the 2008 award for her leadership and vision in implementing a community-based intensive intervention project, Girl's Advocacy Project, for girls in the juvenile justice system.

## Ed Scheiderer Award

**Jennifer Stewart** received the 2007 award for her dissertation research on anger expression and cognitive control, combining EEG and

fMRI technologies. Stewart graduated in May 2008 and accepted a postdoctoral research position at the University of Arizona, Tucson, working with Dr. John Allen on EEG/fMRI studies of depression.

## Graduate College Dissertation Completion Fellowship

**Jamie Abaied** was awarded a one-year Graduate College Dissertation Completion Fellowship for her research entitled "Socialization of Coping with Peer Victimization and Negative Emotionality: Interactive Contributions to Children's Depressive Symptoms." The proposed research will examine how parents encourage their children to cope with peer victimization (i.e., socialization of coping) and how parent coping suggestions contribute to children's depressive symptoms.

## National Institute of Mental Health Predoctoral Fellowship

**Naomi Sadeh** was awarded a two-year pre-doctoral fellowship for her research, "Attention-Emotion Interactions in Psychopathy."

## Paul D. Doolen Graduate Scholarship for the Study of Aging

**Michelle Voss** was a recipient of the award for research in the field of aging, "Exercise Effects on Functional Brain Connectivity and Cognition in Elderly Adults." Voss' research uses functional magnetic resonance imaging (fMRI) to measure default mode network (DMN) function in elderly adults.



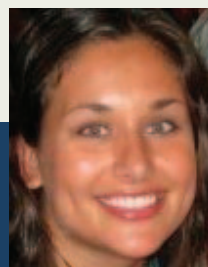
Chryle Elieff



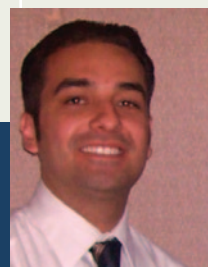
Daniel Simons



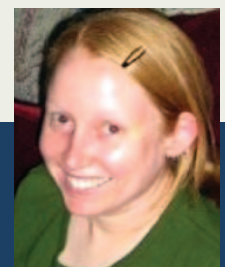
Steven Luke



Naomi Sadeh



Jorge Marquez



Jennifer Stewart

### Due and Ferber International Research Award and Barbara A. Yates International Research Award

**Eva Chen** was the recipient of both awards that are given to female students whose work promises to make significant contributions to the improvement of women's lives and gender equity in the developing world.

### Robert P. Larsen Grant for Research in Career Development

**Jing Jin** and **Serena Wee** each received a grant for their research that addresses the field of career development and that will increase knowledge related to career and vocational interests. Jin's research is titled "Stability and Change in Values: A Meta-Analysis of Longitudinal Studies." Wee's research is titled "Compromises in Career-Related Decisions: Hypothetical Choices, Individual Differences, and Actual Outcomes."

### Society of Multivariate Experimental Psychology Dissertation Research Award

**Stephen Broomell** received the award in support of his dissertation proposal that seeks to extend the research in the field of experience-based decision-making.

### Society for Research in Psychopathology Smadar Levin Award

**Naomi Sadeh** received this award for her outstanding poster presentation at the annual meeting. Sadeh's poster title was "Serotonin Transporter Polymorphisms Predict Psychopathic Tendencies in Youth as a Function of Socioeconomic Status."

### Society for Psychophysiological Research

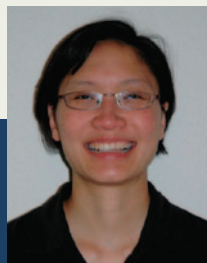
**Edward Wlotko** received a \$5,000 research award to fund a magnetoencephalography (MEG) project with Professors Ksenija Marinkovic and Eric Halgren at the University of California, San Diego.



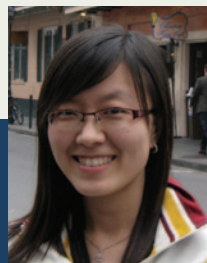
Jamie Abaied



Michelle Voss



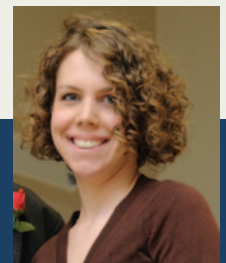
Serena Wee



Jing Jin



Stephen Broomell



Amber DiMascio

## UNDERGRADUATE AWARDS

### Community Action Award

**Amber DiMascio** was selected as the 2008 recipient for her work in the community in the area of children and women's rights and with the Rape Crisis Service.

### Distinction in Psychology

Graduating with Distinction requires significant research and academic effort by 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.

**Daniel Bedford, Michael DeMeyer, Jeremy Kovacik, Suzanne Lino, Callie Michaels, Laura Nobilette, William Roth, Rachel Specht, and Stephanie Veazie.**

## DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS

### Biological Psychology

Karl S. Lashley Award—Michael DeMeyer  
Donald O. Hebb Award—Azim Khan

### Brain and Cognition Psychology

Michael Coles Award—Caterina Gratton  
Honorable Mention—William Roth  
Emanuel Donchin Award—Daniel Bedford  
Honorable Mention—Rachel Specht

### Clinical/Community Psychology

Community Action Award—Amber DiMascio  
Frederick & Ruby Kanfer Award—Matthew Pfaff

### Cognitive Psychology

Charles Osgood Award for Undergraduate Research in Human Cognition—Ji Hae Lee

### Developmental Psychology

Joshua Richman  
Alexandra Marie Kale

### Quantitative Psychology

Paige Deckert  
Jason Kahn

### Social Psychology

Edward Diener Award—Jenna Meints  
Harry Triandis Award—John Oliver Siy

### Visual Cognition and Human Performance Psychology

Charles Eriksen Award—Stephanie Becker  
Christopher Wickens Award—Matthew Windsor

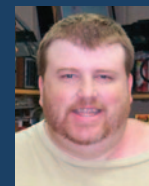
## STAFF AWARDS



### Department of Psychology Academic Professional Award

**Gary Wszalek** was the 2008 recipient of the department's Academic Professional Award.

Wszalek is the head academic advisor in the department's undergraduate advising office, which is responsible for working with 1,350 undergraduate psychology majors.



### Department of Psychology Staff Award

**Tom Hendricks** received the Department of Psychology's 2008 Staff Award. Hendricks is a clerk/distributor in the department's shop.

## 2008-2009 FELLOWSHIP AND AWARD RECIPIENTS

### Graduate Awards

#### Charles L. Hulin Fellowship

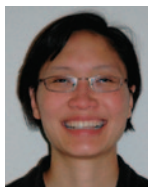


The Hulin Fellowship was established in 2000 by students, colleagues, and friends of Professor Charles L. Hulin, who is credited with developing the Industrial/Organizational Division (I/O)

at U of I. The Department of Psychology is proud to announce that the Charles L. Hulin Fellowship is now a fully-endowed fund. We would like to express our deepest appreciation to all of the individuals who joined us in our quest to achieve a fully-endowed fellowship named for one of I/O psychology's most distinguished individuals.

The I/O Division awarded **Serena Wee**, a fifth-year student, a Hulin Fellowship for the 2008-09 academic year.

Wee said she is grateful to have been selected for the Hulin Fellowship "because it has allowed me to devote my full-time efforts to research under the guidance of a great mentor, Charles L. Hulin. My dissertation research addresses an important, but frequently neglected issue in the area of career choice and development—the process by which individuals often compromise their aspirations and expectations in order to achieve alignment with an external reality where desirable career choices are not equally accessible or achievable. Based on a theoretical background that integrates sociological and psychological perspectives in explaining career development and choice, it examines the decision-making processes of individuals as they consider various occupational choices and tests the hypothesis that individuals' occupational choices are primarily motivated by the maintenance of an acceptable social identity, and only secondarily by psychological factors such as vocational interests." Wee anticipates receiving her PhD May 2010 and intends to seek a faculty position in academia.



#### Evelyn Hobson Fellowship in Psychology

Evelyn Hobson was a graduate of Harvard, Wellesley, and Columbia.

She was a noted child psychologist in the Los Angeles area, taught at UCLA, and started the Department of Psychology at Pomona College. Evelyn and her husband, Bill Hobson,



had a keen interest in higher education, and through the years provided generous support to many of the finest institutions in the country.

Among them are Stanford, CalTech, Harvey Mudd,

Pomona, Brigham Young, and Occidental.

The generous gift from the Hobsons allowed the department to offer fellowships to three students for the 2008-2009 academic year: **Isabel Gutierrez**, **Danielle Ranney**, and **Brian Woroch**. Gutierrez (Developmental Division) graduated May 2009 and accepted a postdoctoral appointment beginning fall 2009 with Professor Karl Rosengren in the Department of Psychology at Northwestern University. Ranney is currently a third-year student in the Biological Division and Woroch is a fourth-year student in the Brain and Cognition Division.



#### 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 to 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.

**Sylvia Yuan** was selected by the Developmental Division to receive the award based on the significance and quality of her research as well as her research productivity. Yuan

accepted a postdoctoral appointment with Professor Fei Xu at the University of California, Berkeley beginning fall 2009.

#### Nancy Hirschberg Memorial Award



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

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 that is kept on permanent display on the third floor.

The 2008 award was presented to **Christopher Nye** (Social-Personality) for his paper, "Testing the Measurement Equivalence of Personality Adjective Items Across Cultures."

#### Herbert Woodrow Fellowship

The Herbert Woodrow Fellowship is awarded to one or more of the ablest and most promising graduate students in the Department of Psychology doing basic scientific research in the field of psychology.

**Andrej Dietrich** and **Florian Lorenz**, graduate students in the Quantitative Division, each received a one-semester fellowship for the 2008-2009 academic year.





# Honors Fair



The Honors Program, coordinated in 2007-2008 by Professor Cindy Fisher, requires that students write a research-based thesis at a level comparable to a master's thesis and make several oral presentations on both assigned material and their own research. Students who complete the honors program graduate with a "Distinction in Psychology." Twelve students presented their research at the Honors Program Fair on April 23, 2008.

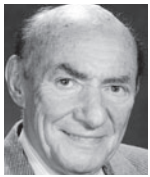
**Back row:** Stephanie Cramer, Steffen E. Olsen, Sarah Laszlo (B&C Graduate Student), Dr. Cindy Fisher, Matthew Pfaff

**Middle row:** Sarah E. Dalton, Azim R. Kahn, Catterina Gratton, Joshua C. Richman, Jessica Chen, Jenna Meints, John Oliver Siy

**Front row:** Ji Hae Lee, Ryan Lucas

## Undergraduate Awards

### Frederick and 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. The Department of Psychology would like to thank the Kanfer family, his colleagues, and friends whose generous contributions helped to endow the fund.

**Matthew Pfaff** was named the 2008 recipient for his commitment to research and his interest in changing policies and laws related to at-risk youth. The committee agreed that his research, which included an honors thesis "Investigating the Relationship Between ADHD Symptoms, Academic Achievement,



and Externalizing Behaviors," and applied accomplishments exemplified the principles of the Frederick and Ruby Kanfer Award.

### Janet Tritsch Award



The Janet Tritsch Award, established in memory of this enthusiastic participant in undergraduate research, was presented to **Joshua Richman** in 2008 for his honors thesis, "Lock Up Your Toys Before You Leave: Understanding of Deception and False Belief in 17-Month-Old Infants." Richman conducted his research in one of the nation's premier developmental psychologists' laboratory, Professor Renee Baillargeon.

### Julie Sutton Osgood Psychology Award



The Julie Sutton Osgood Psychology Award was established in 2008 by family and friends in memory of Osgood, whose career goal was to become a practicing physician.

Osgood trained as an emergency medical technician (EMT) and worked summers for an ambulance company while she was a psychology student at U of I. 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 working full-time. The Julie Sutton Osgood Psychology Award is intended to help students realize their dreams of becoming either physicians or other medical practitioners.

The first Julie Sutton Osgood Psychology Award was presented to **Natalie Pawlowicz** at the department's award program on May 10, 2008.

There is a great deal of similarity between Pawlowicz and Osgood's paths in life. Pawlowicz worked as an EMT for an ambulance company, and after graduating from U of I, planned on entering a physician assistant program at Southern Illinois University in Carbondale, Ill.

The Julie Sutton Osgood Psychology Award is a wonderful way to continue Osgood's legacy and to help students who want to pursue careers in the medical field. The Department of Psychology is grateful to Osgood's family and friends for their generosity and support of psychology students.



# ALUMNI NEWS

## 1980s

**Cynthia Wagner Carroll** (BS '85) has been married for 23 years to Professor Matthew Carroll, who earned a PhD in engineering at the University of Illinois at Urbana-Champaign. They are the proud parents of five children. Carroll has been involved in Christian work and also served as a counselor at the Care Net Pregnancy Center.

## 1990s

**Nicole Di Paolo Foster** (BS '99) completed a PhD in industrial/organizational psychology from DePaul University in Chicago. Foster is the associate director of Consultant Education and Development at Joint Commission Resources in Oak Brook, Ill.

**Catherine (Jose) Madison** (BS '94) is a counseling services director at a psychiatric care facility. She is married and has one child.

**Lauren M. Papp** (BS '98) is an assistant professor in the Human Development and Family Studies Program at the University of Wisconsin-Madison. Papp received an MA and PhD in developmental and counseling psychology from the University of Notre Dame.

**Callie T. Pittman** (BS '99) received her doctoral degree in clinical psychology with a concentration in child and adolescent psychology from Argosy University in October 2008.

**Lizette Smith-Banner** (PhD '90) has been promoted to director of clinical programs at Our Little Haven in St. Louis, Mo. Smith-Banner is responsible for overseeing programs including outpatient mental health, therapeutic preschool, a residential program, and foster care management. Banner-Smith is married and has two children.

## Christy K. Scott Funds Enhance Undergraduate Education

The undergraduate students enrolled in Psych 311: "Techniques of Biological Psychology" are introduced to research techniques used in the physiological study of mental processes. They learn about recording "brain waves," behavioral analysis of drug effects, anatomy of the brain, and related topics. They also have direct experience working with human and laboratory animal subjects to qualify for more advanced course and research opportunities.

Thanks to a generous private gift that established the Christy K. Scott Endowment Fund, the department upgraded the classroom with four new microscopes. This technology upgrade will provide a wide range of options for displaying information to students during classroom instruction. On behalf of our students and faculty, thank you for your investment in psychology at Illinois.

## INVEST IN THE FUTURE OF THE DEPARTMENT OF PSYCHOLOGY

The Department of Psychology at the University of Illinois has a reputation for excellence. The ability to maintain a challenging and dynamic environment is the key to continued excellence. Your generosity will have a tremendous impact on the department, and it is a visible and lasting reminder of your own dedication to excellence in education. Your gift is tax deductible as allowed by law.

The Partnership for Psychology Fund provides financial resources to:

- Improve classroom technology
- Provide scholarship and fellowship support
- Purchase and upgrade laboratory equipment
- Update research materials

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(Faculty Retirements, continued from page 13)



**Joe Malpeli** retired after 30 years with the Department of Psychology. Malpeli received a BS from MIT (1967), PhD from John Hopkins School of Medicine (1974), and he was a postdoctoral fellow

in MIT's Department of Psychology (1974-1977). Malpeli joined the Biological Division in the Department of Psychology in 1978.

Malpeli's research focuses on the ways brain structures processing visual information interact with each other. He was also engaged in a collaborative project to develop novel, noninvasive methods of assessing brain hemodynamics and neural activity. He published in the most prestigious journals, including: *Brain Research*, *Experimental Brain Research*, *Journal of Neurophysiology*, *Journal of Neuroscience Methods*, *Neuroscience Abstracts*, *Journal of Vision*, and *Science*.

Malpeli was the principal investigator on two grants supported by the National Institute of Health (National Eye Institute) from 1978 to 2008, and he received funding from the University of Illinois' Critical Research Initiative Program (2003-2005). Malpeli has a history of service at the departmental, campus, and national levels. He served as coordinator of the Biological Psychology Division several times over the course of 30 years in the department, and served on the Campus Institutional Animal Care and Use Committee, LAS Faculty Appeals Committee, Neuroscience Program Executive Committee, Campus Committee to Select University Scholars, Individual Programs of Study Committee, and on the Carnegie Initiative on Graduate Education (2003-2004).

Malpeli relocated to South Korea to join his wife, Eunjoo Kang, psychology alumna (PhD '95). Kang is a faculty member in the Department of Psychology, Kangwon National University, located in Chuncheon, South Korea.



**Sandra Goss Lucas** retired in May 2009 after 25 years in the Department of Psychology. Goss Lucas received a BS from the University of Illinois (1971), MAT from the University of Illinois (1972), and PhD

from Indiana University (1984). She was hired as a visiting assistant professor in 1984 and served as coordinator of Psychology 100/105 until 1986, associate course director of "Introductory Psychology" (1986-1998), and director of "Introductory Psychology" (1998-2009).

Over the last 25 years, Goss Lucas trained approximately 500 graduate students, many of whom decided to work on graduate teaching certificates and advanced graduate teaching certificates. In addition, she has been responsible for the education of 86,400 undergraduate students enrolled in Psych 100. She also served as the coordinator of the department's New Teaching Assistant's Orientation Program to prepare first-time teaching assistants for their fall appointments.

Goss Lucas received numerous awards in recognition of her contributions to teaching, including: Alpha Lambda Delta Award for Outstanding Teacher of Freshmen (2002); Department of Psychology, College of LAS, and Campus Awards for Excellence in Undergraduate Teaching (2005); Department of Psychology's Graduate Student Organization Instructional Award (2005); and Department of Psychology's Mabel Kirkpatrick Hohenboken Teaching Enhancement Award (2007). To honor Goss' legacy, the Department of Psychology established the Sandra Goss Lucas Award for Excellence in Teaching "Introductory Psychology" (2008) in recognition of outstanding Psychology 100 graduate student instructors.

Goss Lucas' future plans include developing a Psych 199 course on critical thinking about psychological research and a course for General Curriculum. She will also continue to support graduate students who want to pursue teaching certification through the Center for Teaching Excellence.

## FACULTY OBITUARY

**Jerry Hirsch**, professor emeritus of psychology, passed away May 3, 2008. Hirsch earned a BA, with highest honors, in 1952 and a PhD in psychology in 1955 from the University of California, Berkeley. Hirsch completed a two-year



Photo courtesy of the University of Illinois Archives

NSF postdoctoral appointment at the University of California, Berkeley, and a one-year NIH fellow appointment at the Center for Advanced Study at Stanford University before joining the University of Illinois psychology faculty in 1960 with a joint appointment in zoology.

Hirsch's research interests focused on a fly population, *Drosophila melanogaster*, which he used to study the relations between heredity and behavior, since this species was the most amenable to genetic study.

Hirsch is also known for creating and codirecting with James Anderson (educational psychology, U of I) the Institutional Racism Program at the U of I from 1977 to 1986. Its purpose was to develop minority researchers and to train social, behavioral, and biological scientists, as well as educators, to understand and conduct research on both institutional and scientific racism in their relations to mental health while working through the disciplines/subdisciplines of behavioral sciences/social behavioral sciences, genetics/behavior genetics, and psychology.

Hirsch received many awards, including: Doctorate Honoris Causa, U Rene Descartes (Paris V), France (1987), Officier dans l'Ordre des Palmes Académiques, Embassy of France to USA (1994), and the Behavior Genetics Association 2006 Dobzhansky Award for senior outstanding research accomplishments in the field of behavioral genetics.

**Department of Psychology**

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# ALUMNI NOTES

We would like to keep in touch with our alumni. Let us know what you are doing by sending a note to Cheryl Berger, University of Illinois, Department of Psychology, 603 E. Daniel, Champaign, IL 61820 or via email: [alumni@cyrus.psych.illinois.edu](mailto:alumni@cyrus.psych.illinois.edu).

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City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Year of Graduation \_\_\_\_\_ Degree \_\_\_\_\_

Division Affiliation \_\_\_\_\_

Yes, I am willing to be part of the occupation list for the Undergraduate Advising Office.

Personal and professional news: \_\_\_\_\_