

University of Michigan

DEPARTMENT OF **Psychology**



*On Our Minds...*

Summer 2005, Issue 7

# Contents

*A Message from the Chair* . . . . . 3

*Spotlight: Al Cain* . . . . . 4

*Five Minutes with*

*Rob Sellers* . . . . . 10

*Cathy Lord* . . . . . 11

*Patti Reuter-Lorenz* . . . . . 16

*Monique Ward* . . . . . 18

*Chris Peterson* . . . . . 19

*Bill McKeachie* . . . . . 23

*Margaret Shih* . . . . . 26

*Cindy Lustig* . . . . . 27

*Department News* . . . . . 6

*Graduate Program News* . . . . . 12

*Undergraduate Program News* . . . 20

*Honors Program News* . . . . . 24

*Alumni News & Events* . . . . . 28

On Our Minds...  
Department of Psychology Newsletter

Richard Gonzalez, Department Chair  
Scott Paris, Graduate Program Chair  
Theresa Lee, Undergraduate Program Chair  
Robert Davies, Administrator  
Esther Epele, Editor and Designer

Department of Psychology  
The University of Michigan  
1012 East Hall  
530 Church Street  
Ann Arbor, MI 48109-1043

(734) 647-4952 voice  
(734) 764-3520 fax

[psych.alumni@umich.edu](mailto:psych.alumni@umich.edu)  
[www.lsa.umich.edu/psych/](http://www.lsa.umich.edu/psych/)

© The Regents of the University  
of Michigan 2005.

The University of Michigan is an equal  
opportunity/affirmative action employer.

The Regents of the University of Michigan  
David A. Brandon, Ann Arbor  
Laurence B. Deitch, Bingham Farms  
Olivia P. Maynard, Goodrich  
Rebecca McGowan, Ann Arbor  
Andrea Fischer Newman, Ann Arbor  
Andrew C. Richner, Grosse Pointe Park  
S. Martin Taylor, Grosse Pointe Farms  
Katherine E. White, Ann Arbor  
Mary Sue Coleman, ex officio

# A Message From the Chair



Richard Gonzalez, Department Chair

Welcome to this year's edition of *On Our Minds*, the newsletter of the Department of Psychology at the University of Michigan.

Our newsletter has a new look this year. We are highlighting the more personal side of our faculty through short spotlights. Current students and alumni may recognize the faculty showcased in this issue; future newsletters will showcase different subsets of faculty. To learn about the research activities of our faculty, or to find out more about the courses they teach, please visit our web site at <http://www.lsa.umich.edu/psych/>.

The newsletter also highlights our accomplishments. This year we received the Department Award for Contributions to the Undergraduate Initiative from LS&A. This award recognizes the Psychology Department's exemplary commitment to undergraduate education. Our graduate program remains strong and continues to be rated

among the best Psychology graduate programs in the country. Our award-winning faculty provide students with quality research experiences and continue to lead the field with major theoretical and empirical advances.

We are proud of all of our students who graduated this year. Congratulations! We wish you continued success in your future endeavors.

The UM Psychology Department continues to reach out to our alumni. During the Michigan Homecoming weekend, we hosted a football tailgate for our alumni season ticket holders. Because it was a great success, we have decided to make this an annual event for all of our alumni. In addition, we are organizing a team of Psychology Ambassadors who have volunteered to host events in their local communities that highlight Psychology and UM.

We hope that you continue to stay in touch with us during the coming years. Please keep us informed about developments in your professional and personal lives. Visit our website to update your contact information and submit news at <https://www.lsa.umich.edu/psych/community/>.

Best Regards,

Richard Gonzalez

Below (l to r): Rich chats with an alum at the Tailgate. Rich congratulates each Honors graduate and presents each with a "psi" pin. Rich addresses the Honors graduates and their families.



## On the Cover

Background image: East Hall architectural detail. (©U-M Photo Services, Martin Vloet).

Inset Photos (top to bottom): Graduate students from a Statistics course. Honors Program Students at the Psychology Department ceremony celebrating their graduation. Professor Catherine Lord evaluates a child for autism at the U-M Autism and Communication Disorders Clinic. (Unless otherwise noted, all photos throughout *On Our Minds*: ©Esther Epele, U-M Psychology Department.)



# Spotlight: Al Cain



Excerpts from a conversation between Professor Al Cain (above left), chair of the Psychology Department from 1981-1991, and Professor Richard Gonzalez (above right), current chair.

## **Rich:** When did you first come to the University of Michigan?

Al: In 1950, right out of high school. Way back then I had an introductory course—small, about 25 students. I had a fabulous teacher who very much excited my interests in psychology... It was really stamped in on the clinical side between my junior and senior year. U-M had a summer camp—Fresh Air Camp near Hell, Michigan—for disturbed boys, almost all delinquent, aggressive kids with control problems. The camp ordinarily only took graduate students in psychology, sociology and social work, but never undergraduates. It happened to be at the time of the Korean War and a number of their staff had been drafted (the males), so they had a real shortfall... I was accepted. It was an intensive, draining experience, and it persuaded me just how much could be done even through only eight-week sessions. It was work that I loved. So, senior year was much more psychology and then I had another year to follow other interests and take courses for application and admission to the doctoral program.

## **Rich:** Your graduate studies began in 1955. What are some highlights of your graduate program?

Al: Splendid teaching and supervision by first-rate,

experienced clinicians who were quite challenging and who made it quite clear that there were pervasive developmental issues you had to recognize if you were going to work with kids. Plus, a great group of classmates from whom I learned richly.

## **Rich:** You became an assistant professor right after receiving your PhD.

Al: Yeah, a joint position as an assistant professor in both psychiatry and psychology at the UM Children's Psychiatric Hospital. Then, only a couple years later, I became the chief psychologist at the children's hospital.

*The Michigan Way is that we hire the very best people and back them to the hilt.*

## **Rich:** The second or third year into your assistant professorship you became the chief psychologist! And you were promoted very quickly—in 1965.

Al: Yes; it probably helped that I had four or five predoctoral publications. When working on the next couple, Bobbie (my wife) said, "Could you maybe put that aside and finish your doctoral dissertation?" Also, the pace of promotion could be quite different back then.

## **Rich:** Tell us about the topics of those early papers.

Al: They range widely: self-aggression in young children; psychotic behavior in

children. I wrote an article about borderline children who at times played crazy as a means of mastering and containing their inner chaos: it received a particularly warm reception. With Irene Fast, I studied and wrote on the impact of death on families: pioneering work on sibling death, SIDS (crib) death, and on the impact of parent death, especially parent suicide, on children—virtually all of this derived from clinical samples. My current research and writing continues to address the effects of parent death on children. Initiated with Neil Kalter and in collaboration throughout with a wonderfully talented group of our clinical graduate students plus social work colleagues, and supported handsomely at points by The Power Foundation and the National Funeral Directors Association, it is a 10- to 13-year longitudinal, quantitative and qualitative study of a community sample of such families, employing multiple measures and multiple data sources. A key role in our research team is currently played by Amy Saldinger, whose thesis on anticipated deaths won the Department's Marquis Award, among other honors.

## **Rich:** A major part of your life here at U-M was being Chair of the Psychology Department for 10 years. What were some of the reasons that lead you to agree to become chair?

Al: I had served as acting chair during the previous chair's sabbatical—that was Warren Norman... I got a taste of it, I thought I could do it, and I enjoyed the problem solving... I'd been blessed with

two splendid chairs—Bill McKeachie (Psychology) and Stu Finch (Children's Psychiatric Hospital); they demonstrated the difference a chair could make, not just institutionally but also in the lives of faculty. The Michigan Way is that we hire the very best people and then back them to the hilt, providing them with whatever resources we can muster and helping remove any obstacles they encounter. That was very attractive to me.

*You work with first-rate people in a distinguished department.*

## **Rich:** What were some of the highlights of your term as chair?

Al: We strengthened and broadened several areas in the department; refreshed the undergraduate curriculum; reduced the years of out-of-state tuition costs for our graduate students by some curricular changes; fought for and won definitive approval for the 'new' building; recruited a magnificent set of new faculty in the face of a 10% budget cut. There was magnificent support throughout, one of the unique joys in this department, amidst all the inevitable frustrations and costs of administration. You work with first-rate people in a distinguished department. I had a great associate chair, Tony Morris, and wonderful staff led ever so effectively by Nancy Bates. The faculty were, and still are, devoted to the well-being of the department, not just their individual or program interests, and what a difference that makes! And of course, I took pride in continuing and fulfilling our tradition of commitment to being both a first-rate graduate training and research department as well as dedicated to excellence and innovation in undergraduate teaching. We both know how rare and difficult an achievement that is.



Photos: Gerald P. Moncher



Photos: courtesy of Al Cain.

Far left: Al Cain, 3rd from front, attends an NIMH conference on child clinical psychology; Left: Al Cain, 1978.

## Department News



### Faculty Honors and Awards

Professor **Kent Berridge** received a Guggenheim Fellowship for distinguished achievement and exceptional promise for future accomplishment. The fellowship will support a yearlong sabbatical at Cambridge University in England, where Berridge will study the psychology and neurobiology of reward.

Professor **Susan Gelman** was named a Fellow of the Academic Leadership Program, Committee on Institutional Cooperation (CIC), 2004-05.



Assistant Professor **Joseph Gone** received a Ford Foundation Post-doctoral Diversity Fellowship for 2005-06, which will provide one year of support for him to study the *Ethnopsychologies of*

*Algonquian Native American Peoples.*

Professor **Catherine Lord** received the Irving B. Harris Early Childhood Lecture Award (2004) and the New York University Child Study Center Scientific Achievement Award (2005).

Assistant Professor **Laura Kohn-Wood** received an LS&A Excellence in Teaching Award.

In October 2004, LS&A honored three Psychology faculty with collegiate professorships, one of the highest honors LS&A can bestow for distinguished achievement and reputation. **Toni Antonucci** was named Elizabeth M. Douvan Collegiate Professor of Psychology;



**John Jonides** (left) was named Daniel J. Weintraub Collegiate Professor of Psychology and Neuroscience; and **Martin Sarter** was named Charles A. Butter Collegiate Professor of Psychology.

Professor Emeritus Wilbert **'Bill' McKeachie** received a Presidential Citation from APA President Ron Levant for "extraordinary contributions to APA for over 50 years."

Associate Professor **Stephen Maren** received a U-M Faculty Recognition Award for 2004-05, for significant achievements in scholarly research and/or creative endeavors; excellence as a teacher, advisor and mentor; and participation in service activities.

Associate Professor **Carol Mowbray** is receiving the 2005 APA Harold Hildreth Award, for a senior professional whose career and accomplishments embody the highest principles of public service. In addition, the U.S. Psychiatric Rehabilitation Association has renamed its Early Career Research Award as the Carol T. Mowbray Award.

Professor **Daphna Oyserman** has been named a fellow of the American Psychological Society, awarded to members who have made sustained outstanding contributions to the science of psychology in the areas of research, teaching, service and/or application.

Professor **Arnold Sameroff** received a Distinguished Scientist Award from the Society for Research in Child Development (SRCD) and was elected President-Elect of the SRCD.

In September 2004, Professor **Norbert Schwarz** was named an Honorary Member of the German Psychological Association and was awarded the Wilhelm Wundt Medal for distinguished contributions to psychology.

In October, Professor **Abigail Stewart** will be presented with a Distinguished University Professorship, which recognize faculty for exceptional scholarly achievement, national and international reputation, and superior teaching skills.



Associate Professor **Brenda Volling** received an Independent Scientist Award (a five-year career development award) from the National Institute of Child Health and Human Development.

## In the News

Professor of Psychology and Women's Studies **Abigail Stewart** was mentioned in the New York Times for leading UM's effort to increase awareness of sex bias in hiring.

In the Time Magazine special issue on Mind & Body: research by Professor **Norbert Schwarz** and Professor **Christopher Peterson**. Schwarz was on the team that developed the Day-Reconstruction Method, in which participants fill out a long diary and questionnaire detailing everything they did on the previous day and whom they were with at the time and rating a range of feelings during each episode (happy, impatient, depressed, worried, tired, etc.) on a seven-point scale. Peterson's work focuses on defining such human strengths and virtues as generosity, humor, gratitude and zest and studying how they relate to happiness.

The Michigan Humor Initiative looks at humor "from psychological, medical, anthropological, cultural, historical and other points of view," using every cartoon published by the New Yorker since 1925. The initiative has been mentioned in a number of media outlets, including the New York Times and the Discovery Science channel. Associate Professor **Rick Lewis** and a number of others from the department are working with Bob Mankoff, cartoon editor for the New Yorker on the initiative, which is jointly funded by the Institute for the Humanities, the Psychology Department, the Depression Center and Rackham.

Research performed by many of our faculty members appears in a wide variety of news outlets. To learn more, visit the website at <http://www.lsa.umich.edu/psych/news/>.

## Transitions Promotions

**To Associate Professor with Tenure:** Seema Bhatnagar, Edward Chang, Laura Kohn-Wood, & Oliver Schultheiss.  
**To Professor:** Barbara Fredrickson

## New Faculty Members

**Christopher Monk** will join us in the Developmental Area in September. He comes to us from a position as a research fellow at the Section of Development and Affective Neuroscience at the National Institute of Mental Health in Bethesda, MD. He received his PhD in child psychology with a minor in neuroscience from the University of Minnesota. He uses behavioral and brain-based measures to examine affective-cognitive processing during adolescent development. In particular, his research focuses on how these responses vary across ages in normally developing youth and those with or at risk for psychopathology. His teaching interests include developmental psychology, cognitive development and developmental neuroscience.

**Stephanie Preston** will join the Cognition & Perception Area in September. She comes to us from a postdoctoral fellowship with the Neurology Clinic at the University of Iowa College of Medicine. She received her PhD in Behavioral Neuroscience from the University of California, Berkeley. Her research examines cognitive neuroscience, proximate and ultimate mechanisms of behavior, stress and decision-making, emotion physiology, empathy, spatial memory, cognitive ethology and animal behavior. Currently, she is studying decision-making processes, including resource-allocation decisions, testing normal and impaired populations to determine the neural bases of decisions to keep or discard items and the basis of pathological hoarding. Among other topics, she also looks at the effects of reward and punishment on future decisions.

## New Research Fellows

**With Joshua Berke:** Siobhan Robinson (Aug'05) and David Wilson (Oct'05).  
**With Kent Berridge:** Alexis Faure (June'05). **With Fred Morrison:** Rachel Pulverman (July'05). **With Stephen Kaplan:** Leann Fu (Sept'04).  
**With Martin Sarter:** Rouba Kozak and Vinay Parikh (Sept'04).

## New Administrator

All the best to **Mary Ann Bryant** (below, left), who retired from U-M on April 1. We welcomed **Bob Davies** (below, right) as our new department administrator in May; he comes to Psychology from the U-M Depression Center.



Mary Ann Bryant, U-M Psychology

## Sabbaticals

**Fall'05:** Kent Berridge, Dick Nisbett, Patricia Reuter-Lorenz, L. Monique Ward. **Fall'05-Winter'06:** Rosie Ceballo, Barbara Smuts. **Winter'06:** Al Cain,

Oliver Schultheiss, Jun Zheng. **Fall'05-Summer'06** (Scholarly Activity Leave): Joseph Gone.

## Farewells

Susan Nolen-Hoeksma to Yale  
Seema Bhatnagar to U. Penn.  
Monique Fleming to UCLA

## Retirements

Professor Emeritus **Robert Lindsay** retired in August 2004.

Professor **Ed Smith** (left) retired in June 2004. He was sent off with an "Ed Fest," which included a Mind & Brain symposium in his honor.

## In Memoriam

Former Professor **Ward Edwards** passed away in February.

Professor Emeritus **Harold Stevenson** passed away on July 8 after a long illness. A memorial service will be held in Ann Arbor in August; please see the website for more information about the service, and about Stevenson's life and work. <http://www.lsa.umich.edu/psych/>

## New Program Area: Personality & Social Contexts

For many years, the Personality Area faculty have realized that their research and teaching interests extend well beyond what is usually considered to be "personality psychology"—study of the traits of skin-bounded, de-contextualized individuals. For one thing, personality includes other variables besides traits: for example, motives, beliefs, values, self-concept and identity. Personality, moreover, is shaped and channeled by social contexts—both immediate situations and also enduring contexts such as gender, race and ethnicity, social class, institutions, culture, and history. Most area faculty research involves the combinations or "intersections" of personality characteristics with the affordances and barriers of social context. At the same time, several faculty members in the Organizational Area with research and teaching interests in the intersection of the individual and context have decided to join with the Personality faculty to form the Personality & Social Contexts Area.

This new area combines the traditional interests of personality psychology (examination of traits and individual differences) with the traditional focus associated with many organizational psychologists (the impact of the environment and context on individual behavior) into a new approach that examines the intersection of both the individual and the social context. As such, the focus of the Personality and Social Contexts Area is the dynamic nexus between characteristics of the individual and characteristics of the context in which they reside. In order to effectively study this nexus, it is important that we are able to also effectively study the individual and context separately. Thus, the research interests of the faculty in the area range on a continuum from those whose primary focus on individual characteristics to those who primarily focus on the study of contextual characteristics. All area faculty, however, recognize the importance of the nexus of the individual and contexts in the way that they conceptualize their research. Watch the website for more information about this area.

## Five Minutes with Rob Sellers

### *What has been your proudest moment?*

I've had a lot of proud moments, but probably the proudest would be when I watched my first group of doctoral students walk across the stage at their graduation. That's the closest I've ever come to feeling like a proud parent; at that moment, it was an incredible feeling to see them succeed after having gone through the hard times with them—through all the blood, sweat and tears—and that it was 99.99% them and about 0.01% me.

### *What has been your most humbling experience?*

Getting married. At our wedding, I saw so many people whose paths I have crossed in life; it was incredibly humbling to have them come and share such a wonderful moment with us.

### *What do you wish you had known at the start of your career?*

I wish I had known that it is okay to not know stuff. So many have the feeling that you have to have an answer for everything, but along the way I've learned that it is really okay to not know things.

### *What is one thing that most people don't know about you?*

I spent a summer reading the encyclopedia.

### *If you had to choose another career, what would it be?*

As a kid, I always wanted to be an architect, but then I sat next to my best friend in algebra class and learned no algebra. Then, for a while, I wanted to be a pro football player. If I had to choose another path now, I'd probably be a high school history teacher and football coach.

#### **Professor Robert Sellers**

#### **Area: Personality & Social Contexts**

My research interests include ethnicity, racial and ethnic identity, personality and health, athletic participation and personality.

*Rob enjoying the wide expanse of the ocean.*



Photo courtesy of Rob Sellers

## Five Minutes with Cathy Lord

### *What has been your proudest moment?*

I have three: my two children and 32 years of being married to Fred; creating diagnostic instruments in autism that have allowed researchers to work together and that a greater diversity of children can be included in research; and participating in UMACC – the staff and students.

### *What has been your most humbling experience?*

Being unable to help a family whose child with autism is aggressive and unhappy. On a lighter note, one rainy day when my 12 year-old daughter and I were the only passengers on a guided tour of Lisbon in an open, Disneyland-style tram. We were seated in the back, and when we stopped on the top of a hill to look at a view, I got out, and then the tram started to leave. I ran after it with my daughter screaming in the back; when I finally managed to run up by the side of the tram to ask the driver to stop (in my best, incomprehensible Portuguese), the tour guide shouted at me, "You are in the back of the bus; you cannot sit here. What are you doing here? You're not allowed to sit here!" (While pointing back to my daughter, but not asking the driver to halt.) Eventually, they let me enter the back of the bus, soaking wet and breathless.



*Cathy Lord evaluates a child for autism.*

### *What do you wish you had known at the start of your career?*

I wish I'd known earlier how exciting and fun it is to work on questions where you feel you can really make a difference, whether to the field or to a family or child.

### *What is one thing that most people don't know about you?*

I was the tallest child in my class, even having skipped a grade, until 6th grade. Someone predicted from my height at age 2 that I would be 6'6".

### *If you had to choose another career, what would it be?*

A percussionist or a translator of fiction and poetry.

#### **Professor Catherine Lord**

#### **Areas: Clinical, Developmental**

My major research interests are autism and related developmental disorders. Current studies include: a longitudinal study of two cohorts of children referred for possible diagnosis of autism; development of diagnostic instruments for autistic spectrum disorders; genetics and pathophysiology of autism; and atypical development of language, cognitive and social skills at ages two and three.



The Graduate Office provides support to almost 200 graduate students. Lesley Newton and Kathy Hatfield manage admissions, recruiting, student awards, and budgets; they provide efficient organization and good advice to students. Monique Ward served as Interim Chair while Scott Paris was on sabbatical during winter term 2005, and we thank her for work on behalf of students. The Graduate Committee included Laura Kohn-Wood, Jeff Hutslar, Daphna Oyserman, Ramaswami Mahalingam, Ellen Hamilton, Christian Waugh, Adam Krawitz, Anne-Marie McEvoy-Conley, and Michelle Segar; they met throughout the year to supervise awards, curricula, and student affairs. Thanks to all of them for their service to the department.

This was another successful year in many ways. Applications to doctoral programs in Psychology increased again this year. There were 698 total applications, including 496 women and 149 students of color, not including applications to joint programs with Education, Social Work, and Women's Studies. Across all ten joint programs and areas, 41 new students will begin their studies in Fall '05, of those 26 are female and 15 are minority students. The new students



*Scott Paris, Graduate Program Chair*

are highly qualified academically with a mean GRE Verbal of 646, Quantitative of 719, and Writing of 5.5. Six of the new students have won external fellowships, either domestic or international, to support their graduate studies.

Excellent teaching by our graduate students remains a high priority in the department. Andrew Smiler, a postdoctoral fellow in Developmental Psychology, taught "Psychology of Teaching and Learning" this year, assisted by Rebecca Stotzer. We are pleased that Amy Rauer and Nicole Zarrett were selected as Outstanding GSIs in a campus-wide Rackham Graduate School competition.

The Graduate Council student group organizes social events, helps with recruiting, and chooses the recipients of the Pat Gurin lecture award, who present their research during Recruitment Weekend. This year's winners were Ciara Smalls, Shawna Lee, and Hannah Faye Chua. (For more about their presentations, see page 14.)

During the year, 32 Psychology graduate students completed their dissertations and graduated. Seventy-five percent of the new graduates accepted academic positions in colleges and universities—of those, one-third accepted postdoctoral positions and two-thirds went to new faculty positions; the remaining 25% of our doctoral graduates accepted positions in business, industry, or other settings.

*Photos on opposite page: Left: Graduate Office Staff Kathy Hatfield, Scott Paris & Lesley Newton; Center & Right: Recruitment Weekend 2005. Below: Monique Ward, Interim Graduate Program Chair, Winter 2005.*



## Graduate Program News



Ciara Smalls, Shawna Lee, and Hannah Faye Chua

## Pat Gurin Lectures

**Ciara Smalls:** The impact of previous parent school experiences and parent involvement on child academic attitudes and behaviors. We explored how parents' past experiences and demographic characteristics influence academic involvement with their youth. Parents' past experiences included their own school experiences as well as support they received from their parents. We also explored how past experiences and academic involvement influence various study attitudes and behaviors reported by youth. The results suggest that parents with more positive past experiences have youth who demonstrate more academic persistence and willingness to be labeled as high achievers.

**Shawna Lee:** **Balancing acts: The possible selves of low-income women.** We analyzed the possible selves—the future oriented component of self-concept—among women transitioning from welfare to work. Possible selves are context-dependent: participants in job training programs had a higher proportion of work-oriented possible selves, in contrast to women applying for welfare benefits, who were more focused on child-oriented possible selves. Furthermore, priming women to think about the difficulties of work increased the salience of child-oriented possible selves.

**Hannah Faye Chua:** **High-level scene perception: Eyetracking evidence comparing Chinese and Americans.**

We measured the eye movements of

# M

## Congratulations to our 2004-05 PhD Graduates!

Erika Bauer  
Alysia Blandon  
Aysecan Boduroglu  
Connie Boudens  
Allison Caruthers  
Chi-Ying Cheng  
Joyce Chu  
Joshua Cohen  
Kevin Corcoran  
Graham Flory  
Julie Garcia  
Leon Gmeindl  
Kareem Johnson  
Lauren Kachorek  
Jason Kanov  
David Kerr  
Amy Kiefer  
Janna Kim  
Janxin Leu  
Sandy Lim  
David Liu  
Nestor Lopez  
Alicia Merline  
Lora Park  
Cheri Philip  
Wizdom Powell  
Anne-Noel Samaha  
Diana Sanchez  
Deborah Schooler  
Amy Tindell  
Adrian Willoughby  
Daryl Wout

Americans and Chinese participants as they viewed pictures having a focal object on a complex background. Striking differences in eye movements were observed as early as after the first saccade, and within the first second of viewing the pictures.

## Graduate Student Award Recipients 2004-05

**American Association of Women International Fellowship:** Sandy Lim (Org)

**APA: Dissertation Award:** Cheri Philip (Pers). **Division 27 Student Poster Competition:** Janice Habarth (Clin/WS). **Student Travel Award:** Katherine Fiori (Dev), Sara Konrath (Soc)

**APF/COGDOP Graduate Research Scholarship:** Derek Nee (C&P)

**Barbara A. Oleshansky Award:** Katherine Cappell (C&P), Isabel Ng (Pers), Cathleen Power (Soc/WS), Amy Rauer (Dev), Wendy Taylor (Clin)

**Barbara Perry Roberson Award:** Somer Bishop (Clin), Katherine Cappell (C&P), Ellen Hamilton (Dev), Asha Ivey (Clin), Suzanne Perkins (CPEP), Cathleen Power (Soc/WS), Michelle Segar (Pers), Ciara Smalls (Pers), Cynthia Torges (Pers)

**Blue Cross/Blue Shield of MI Student Award 2004:** Janice Habarth (Clin/WS), Jacoba Lilius (Org), Michelle Segar (Pers)

**Clyde Hamilton Coombs Scholarship:** Brianna Barker (Org), Lydia Chen (C&P)

**Daniel Katz Dissertation Fellowship:** Katherine Fiori (Dev)

**Douglas Jenkins Memorial Fund:** Amy Trahan and Brianna Barker

**Psychology Dept: Dissertation/Thesis Grant, Fall'04:** Aysecan Boduroglu (C&P), Allison Caruthers (Dev), Joyce Chu (Clin), Yvette Clinton (Dev), Jason Kanov (Org), Shawna Lee (SW/Soc), David Liu (Dev), Yu Niiya (Soc), Cheri Philip (Pers), Christina Rhee (CPEP), Michelle Segar (Pers), Christian Waugh (Soc). **Winter'05:** Somer Bishop (Clin), Arran Caza (Org/Bus School), Sarah Dunphy-Lelii (Dev), Breanne Fahs (Clin/WS), Hilda Halabu (Clin), Glenetta Hudson (Clin), Lauren Kachorek (Clin), Jason Kanov (Org), Jacoba Lilius (Org), Erika Lunkenheimer (Dev), Lora Park (Soc), Michelle Segar (Pers), Cynthia Torges (Pers), Amy Trahan (Org), Camille Ward (Bio)

**Eric Bermann Research Award:**

Alysia Blandon (Dev)

**Ford Dissert. Fellowship:** Julie Garcia (Soc)

**Hough Summer Research Fellowship:** Nicola Knight (C&P), Sara Konrath (Soc), Jacoba Lilius (Org)

**Institute for Research on Women and Gender:**

**Graduate Research Award:** Jacoba Lilius (Org). **Community of Scholars Fellowship:** Breanne Fahs (Clin/WS), Cathleen Power (Soc/WS)

**Judith & Howard Sims Medal:**

Jacoba Lilius (Org)

**Marquis Award:** Anne-Noel Samaha (Bio)

**National Science Foundation Fellowship:** Adam Grant (Org), Tiffany Griffith (Soc)

**NIAAA Multidisciplinary Alcoholism Research Predoctoral Fellowship:** Somer Bishop (Clin), Erika Lunkenheimer (Dev)

**Patricia Gurin Award:** Cheri Philip (Pers)

**Patricia Gurin Lecture Award** (presenters at Recruitment Weekend): Hannah Faye Chua (C&P), Shawna Lee (SW/Soc), Ciara Smalls (Pers)

**Power Fellowship:** Christina Downey (Clin), Enrique Neblett (Clin)

**Rackham: Distinguished Dissertation Award:** Anne-Noel Samaha (Bio). **Harold & Vivian Shapiro Award:** Rhiannon Luyster (Dev).

**Outstanding GSI:** Amy Rauer (Dev), Nicole Zarrett (Dev). **Predocctoral Fellowship:** Ellen Hamilton (Dev), Michelle Wirth (Bio), Elizabeth Johnson (SW/Dev)

**Roger W. Brown Award:** Justin Jager (Dev)

**U-M Center for Chinese Studies Endowment Award:** Cheri Chan (Dev)

**U-M Giving Voice Award:** Alysia Blandon (Dev)

**W. K. Kellogg Foundation Fellowship in Children & Families:** Michael Mackenzie (SW/Dev)

**Walter M. Pillsbury Research Award:** Jennifer Mohawk (Bio), Barbara O'Brien (Soc)

## Congratulations!



# Five Minutes with Patti Reuter-Lorenz

## What has been your proudest moment?

My greatest source of pride is my son, Aaron. But as a professional, nothing gives me more pride than seeing my students attain their academic goals. Whether it is my undergraduate honors students receiving their degrees, or that moment I first congratulate my Ph.D. student on a successful dissertation defense, the feeling of pride and honor is overwhelming.

## What has been your most humbling experience?

I am most awed and humbled by nature—the force of ocean waves, the vastness of the Grand Canyon, the majesty of the Rocky Mountains, the tranquility of a pristine lake deep in the woods, the infinite expanse of a star-filled sky. In moments when I behold these sites (which don't come often enough), I am reminded how miniscule and helpless we are, how busily we pursue our goals, striving for this and that, and how transient most of these actions are in the face of the nature's perpetual might and the eternal force of the universe. Such experiences inspire my curiosity into the exquisite complexity of the human brain, a product of magnificent forces capable of marveling at their magnificence.

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

The most surprising feature of my career has been the continual excitement of life as a scientist and academic. The work is inherently dynamic and adventurous.

Scientists are always learning new things and making new discoveries. Add to this the opportunities for travel and professional interactions that are intrinsic to the dissemination of knowledge, and you have a delightfully varied, stimulating and invigorating career. The demands of this career are relentless; there's always another deadline, another grant or paper to write, another experiment to design or interpret, another lecture to prepare. But the rewards are simply immeasurable!

## What is one thing that most people don't know about you?

Before becoming an academic, I thoroughly enjoyed a relatively short but successful career as a fashion model in Manhattan—hob-knobbing with

## Professor Patricia Reuter-Lorenz

### Area: Cognition & Perception

My current research investigates cognitive and emotional working memory, attention and executive functions using brain imaging to understand how these functions are organized in younger brains, and how normal aging affects these abilities.

celebrities, riding around in limousines, wearing beautiful clothes, and being part of the flashy disco scene that took NYC by storm in the late 1970's. Several transformative experiences, including an enlightening undergraduate course on the psychology of consciousness taught by Professor Richard Davidson, inspired me to abandon the glitz and glamour of modeling to become a psychology major and then obtain a doctorate in neuro-psychology. During this time I also took up the study of Buddhism and meditation practice for several years. Today, Davidson has become one of the leading scientists working with the Dalai Lama to discover the neural underpinnings of mindfulness and meditation; had it not been for his inspiration and guidance, I would not be where I am today.

## If you had to choose another career, what would it be?

From the idealistic vantage point of youth, I wanted to be an artist—a painter, a poet, a photographer. I went to a fine arts college to be a writer, and most of my college friends became artists, so I know how hard a career path this would have been. Knowing what I know about money pressures, raising a family and the desire to live a comfortable life that sets in at 30-something, an artist's life would not suit me now. What would? Maybe an international journalist, a career that would allow me to travel, learn, and use my skills as a writer.

## New Graduate Cohort, Fall'05

Andrea Angott – C&P  
Mary Askren – C&P  
Brian Bartek – C&P  
LaToya Branch – CPEP  
Amanda Brandone – Developmental  
Allyson Bregman – CPEP  
Jerel Calzo – Developmental  
Alexander Chavez – C&P  
Lydia Chen – C&P  
Jinsoo Chun – Clinical  
Nicola Curtin – Personality/Women's St  
Mesmin Destin – Social  
Quyen Epstein-Ngo – Clinical/Wom St  
Ashley Evans – Developmental  
Katherine Gotham – Developmental  
Teresa Granillo - SW/Social  
Chao-Yi Ho – Biopsychology  
Noelle Hurd – Clinical  
Vikram Iyer – Biopsychology  
Shanta Kanukolli – Clinical/Women's St  
Hyang Sook Kim – Clinical  
Madhur Kulkarni – Clinical  
Emily Leskinen - SW/Personality  
Chao Liu – Developmental  
Jennifer Maddox – CPEP  
Jamaal Matthews – CPEP  
Laura Maurizi - SW/Developmental  
Scott McCann – Developmental  
Giovanni Minonne – Clinical  
Scott Moeller – Social  
Jinkyung Na – Social  
Nicky Newton – Personality  
Roisin O'Mara – Clinical  
Fernando Rodriguez – CPEP  
Brent Rosso – Organizational  
Katherine Sledge – C&P  
Lisa Slominski – Developmental  
Michael Varnum – Social  
Jennifer Walsh – Developmental  
Erin Weir - SW/Developmental  
Damon Young – Biopsychology

**Welcome!**



Patti Reuter-Lorenz

## Five Minutes with Monique Ward

### *What has been your proudest moment?*

There are several. Watching my children (now 7 and 9) as they mature into wonderful, smart, thoughtful people makes me continually proud. And being awarded tenure stands out, perhaps because it was so recent. Reading my graduate students' final dissertations is a high point as well.

### *What has been your most humbling experience?*

Having my first manuscript rejected. Sitting on the Psychology Department's AEC and seeing how you really measure up in comparison to some spectacular scholars. When I failed my driver's test the first time (at age 25), and watched teeny boppers pass around me.

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

Not to hold on to manuscripts too long; just get it written and get it out. I think I nursed each of my first few manuscripts for about a year.

### *What is one thing most people don't know about you?*

I was captain of my High School Bowl team, which was a local TV quiz show. Unfortunately we lost that year, or came in second as I like to say.

### *If you had to choose another career, what would it be?*

I think I'd like to be a screenwriter. I love films and creative writing, and have been working on a script since 1990. Okay, so I'm a slow writer.

*Monique Ward enjoying a sunny afternoon.*



Associate Professor L. Monique Ward

**Area: Developmental**

My research interests center on children's and adolescents' developing conceptions of gender and sexuality, and the contribution of those notions to their social and sexual decision-making.

## Five Minutes with Chris Peterson

### *What has been your proudest moment?*

At the risk of posturing, let me say that I am most proud that I work in the Department of Psychology at the University of Michigan. Our prestige and history are of course nice, but what I most treasure are my colleagues, so many of whom I respect and like, as psychologists but even more so as people.

### *What has been your most humbling experience?*

Let me avoid deep disclosure and say that what makes me most proud—being here at Michigan—is also what makes me most humble. I work in the academic equivalent of Lake Woebegone where everyone, except me, seems far above average. My professional life is an ongoing challenge just to keep up.

### *What do you wish you had known at the start of your career?*

Notorious bank robber Willie Sutton was asked by a reporter why he robbed banks. His answer, presumably delivered with incredulity, was simple: "Because that's where the money is." Thirty years ago, I wish I had known where the banks were.

### *What is one thing that most people don't know about you?*

I am a tournament Scrabble player.

### *If you had to choose another career, what would it be?*

I have been a psychologist for thirty of my fifty-five years. At this point in life, I am comfortable with what I do, and if I did something else, I would not be me. Still, I could see myself as a writer, probably of mystery or science fiction novels.

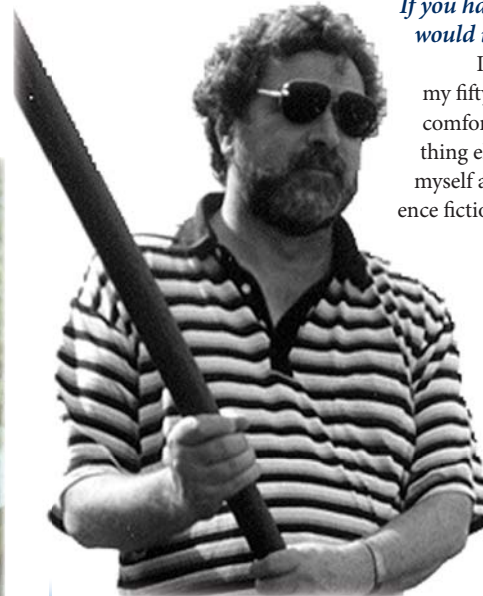


Photo courtesy of Chris Peterson

**Professor Christopher Peterson**

**Area: Clinical**

My research is concerned with how and why cognitive personality variables (perceived control and explanatory style) pertain to such outcomes as depression, achievement, and physical well-being. I am also interested in the classification of measurement of human strengths and abilities.



Much has happened during the 2004-05 academic year to improve the services for undergraduates in the Psychology Department. Probably the most visible change for our students is the reorganized advising services. Mark Erichson joined the staff to direct the 3-tiered advising system. He works with Dr. Nancy Davis to train the peer advisors. They have twenty hours per week in which students can walk in to ask general questions about any of our concentrations. Mark also oversees the appointment process for students to meet with professional advisors who deal with routine questions about course plans, transfer of courses from other universities, etc. This group of trained professionals also encourages students who are seeking advice about graduate school, professional programs or other career choices to visit the faculty concentration advisors. The result of this new system is that students can meet relatively quickly with an advisor, and our peer-advisors are even better trained.

The Biopsychology and Cognitive Science concentration changed names (again) to Brain, Behavior and Cognitive Science (BBCS) in preparation for a third concentration that arrives in Fall 2005. After much work by a committee



*Theresa Lee, Undergraduate Program Chair*

of neuroscientists, the Psychology and Biology departments are unveiling a joint Neuroscience undergraduate concentration. This new concentration will focus equally on Behavioral Neuroscience (primarily from Psychology faculty) and Molecular Neuroscience (mostly from Biology faculty). We believe that this concentration will meet the need of students who have been creating a joint Bio/Psych independent concentration for a number of years. Unlike most undergraduate Neuroscience degrees, our program will produce students well-versed in the breadth of the field and they will be excellent candidates for graduate Neuroscience programs.

At the same time, we continue to strengthen the BBCS and Psychology concentrations with new course offerings and a reorganization of the laboratory courses. Students are now required to take statistics prior to taking their laboratory courses, and a new course focused on research design, methods and writing (Psych 303) is now seating 400 students a year. In addition, we have added a

*Opposite Page (left to right): A happy graduate receives her honors certificate; Students in Laura Kohn-Wood's lab; Just a few of the Winter'05 Peer Advisors. Below, UGO Staff: Lori Gould, Mark Erichson, Jennifer Catey, Betsy Waldrop, Jennifer Taylor, Brian Wallace.*



*Sandra Becker, U-M Psychology Department*

## Undergraduate Program News

new, graded 300 level research course to our research track, allowing students to take credits for research as second year students, working up to a senior thesis if they so desire. As graduate schools become more insistent on students having extensive research experience as undergraduates, we now offer that capability to all our students for multiple semesters of research.

As always, we offer many 300 and 400 level courses for students with interests across all Psychology disciplines. With the arrival of new faculty over the last few years, new courses are emerging that are at the forefront of the field. Ram Mahalingam and Cindy Lustig have introduced new seminars for advanced undergraduates, Immigrant Psychology and Cognition and Aging, respectively, and Scott Paris' Educational Psychology is proving to be a popular addition to the department's course offerings.

The department is very proud that, for the second year in a row, 70+ seniors have completed their senior theses. Under the well-organized guidance of the Honor's program (Dr. Colleen Seifert and her very capable assistant, Jennifer Catey), students are guided through the thesis process with a set of monthly group meetings, deadlines and gentle prodding. It is notable that these students are mentored by nearly as many faculty (approximately 40% of all faculty each year).

This year we have awarded a number of prizes within the Psychology Department to deserving students.

**Tanner Memorial Award:** Elizabeth Anderson, Blair Sutton and Jonathan Pargament

**Anne Rudo Memorial Scholarship:** Snezhana Tuxhari

**Albert Cain Travel Award:** Lisa Slominski

**Muenzer Memorial Award:** Stacy Dodd

**W.B. Pillsbury Prize:** Juliana Breines and Kathleen Lentz

It is this commitment to excellence in undergraduate education on the part of faculty, students and staff that led LS&A to select the Department of Psychology as recipient of the 2005 Departmental Award for Contributions to the Undergraduate Initiative. The award cites our "...strong commitment to undergraduate education in recent years through a number of impressive improvements. The department's commitment to the new neuroscience curriculum, course clusters, the use of CTools in your courses, improved advising system, and strengthening the Honors program all make significant contributions to undergraduate education." We all take pride in this award which recognizes our outstanding undergraduate program and the effort behind it.

As always, we looked forward with mixed emotions to our farewell event for graduating seniors. We are proud of our Honor's students and the great effort they have made to enter the next level of the academic enterprise in their senior year. We were also sad to see them leave as many have worked with their faculty mentors for 3 semesters or more. We were equally happy for the success of all of our other graduating seniors and pleased that the department could help them and their families celebrate the beginning of the next step in their lives.

All of us in the undergraduate office are looking forward to the next successful academic year. In the meantime, we hope you are having the summer of your dreams.

## Five Minutes with Bill McKeachie

### *What has been your proudest moment?*

In 1976 I pitched 3 no-hitters. (I was also APA President that year).

### *What has been your most humbling experience?*

Regularly finding on the student ratings comments, "The best part of the course was the discussion section" (led by teaching assistants).

### *What do you wish you had known at the start of your career?*

Nothing different. I was just lucky all along the way.

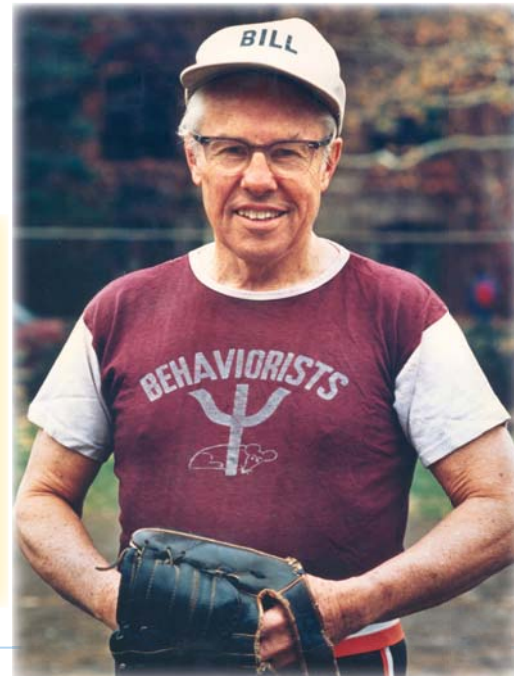
### *What is one thing that most people don't know about you?*

I worked my way through college playing piano in a barn, in a Grange Hall, in a beer garden, and in a bar.

### *If you had to choose another career, what would it be?*

It couldn't have been better! But if I had been a better ball player, my aspiration was to play professional baseball. More realistically, if World War II hadn't intervened I would have been a high school math teacher. I did teach in a four-teacher 10-grade school in Trout Lake, Michigan when I graduated from college, but that lasted only two months before I had to join the Navy.

*Bill McKeachie, ready for some baseball*



### **Professor Emeritus Bill McKeachie**

#### **Area: General Psychology**

My research interests include motivation and information processing in university classes; anxiety, learning strategies; college teaching; faculty evaluation/faculty development; life span development of faculty; and religious attitudes and stereotypes.



## Honors Program News

Concentrators who have excelled in academics have the opportunity to complete a senior thesis through the Honors Program. The honors research program work in Psychology and in Bio-psychology & Cognitive Science involves two terms of research in close collaboration with a faculty mentor. The projects involve collecting empirical data and writing a complete report suitable for submission to a journal publication.

This academic year, over seventy students completed an honors thesis in our program, comprising almost 10% of our concentrators. These top students pursued a wide variety of research topics across areas in the department, including co-parenting, identity, dopamine activation, perfectionism, acoustic coding, empathy, job burnout, prenatal hormones, and internet relationships. Our program graduates represent over 20% of all graduates from the Honors College of LS&A this year.

A graduation ceremony was held to honor these students on the day before the U-M graduation events. The graduates attended in cap and gown, and were awarded completion certificates along with department pins (the “psi” Greek letter) to wear on their academic gowns. Seniors **Jung Min** (right) and **Kathleen Lentz** (below, right) addressed the graduates, and stressed the impact of the honors project on their Michigan experience. Both also thanked their families for their contributions to the students’ academic successes. Chair Richard Gonzalez gave the closing remarks, and the Honors Ceremony was followed by a Psychology Department reception, giving



*Colleen Seifert, Honors Program Coordinator*

students a chance to celebrate with their faculty mentors and families.

An annual award honoring Professor W. B. Pillsbury is awarded each year in recognition of outstanding research performance in the field of experimental psychology. Two seniors shared the award this year: **Juliana Breines** was honored for her research on women’s self-objectification in daily life, advised by Professor Jennifer Crocker; and **Kathleen Lentz** received the award for her thesis work (with Professor Margaret Shih) on the impact of racial disclosure on self-esteem. Lentz was also awarded the Virginia Voss Memorial Scholarship Award for excellence in writing by the Honors College of LS&A. While over sixty professors assisted with a thesis, Professor Jennifer Crocker served as a mentor to six of our graduating seniors this year.

Another program graduate was honored by the LSA Honors College for her overall excellence in scholarship. **Evelyn May Lyn Tan** was awarded the Marshall Sahlins Social Science Award for the best student in the college across the social sciences. Her honors thesis, on class and religious identities, was advised by Professor Fiona Lee. Tan actually completed two honors thesis, with her second in the economics concentration honors program. The entire set of seventy theses form an extremely impressive array of novel contributions to the field.



*Photos, above: Jung Min; Kathleen Lentz. Opposite page and this page, right: Honors Graduation Ceremony.*

## Five Minutes with Margaret Shih

### What has been your proudest moment?

I'd love to say my proudest moment was when I received my Ph.D. or got my job here at Michigan (which are proud moments as well), but actually, my proudest moment was the day that my very rambunctious and energetic puppy graduated from obedience school. I've always been good at school and this was the first time I was receiving remedial attention in class. Einstein only wanted to run and play with the other dogs in the class. After a lot of practice, trips to Arby's for roast beef (as rewards) and reviewing of learning theories (e.g. operant conditioning), we finally made it through the program. I've finally been able to apply directly the material I learned in class to something important. Finding out that the students in my lab have been accepted to top graduate programs, or have secured terrific jobs, or won prestigious awards come in a very, very close second in terms of proud moments as well. I have worked with some terrific students.

### What has been your most humbling experience?

My most humbling experience was my first week here at Michigan. I thought I had learned a lot in graduate school. But during my first week here at Michigan, after being surrounded by so many distinguished colleagues and interacting with so many motivated, bright students, I realized that I still had a lot to learn.

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

I truly love my job and I really can't imagine myself doing anything else. But I wish I had known how many sacrifices, how much isolation I would have to endure, and how much commitment, in terms of both time and psychological/emotional energy, I would have to make for this career.

*Einstein and her servant, Margaret*



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

I am scared of polka dots, or any pattern with lots of dots.

### If you had to choose another career, what would it be?

I think I would choose to be a physician or a veterinarian.

## Five Minutes with Cindy Lustig

### What has been your proudest moment?

I can't think of one moment I would claim as THE proudest. However, I have really enjoyed seeing some of the enthusiastic students/RAs who have worked with me come into their own doing conference presentations of our work, moving on to graduate school, and so on.

*Cindy Lustig*

### What has been your most humbling experience?

A recently-diagnosed Alzheimer's participant grasped my hand and said, "I know it won't help me, but I hope this helps someone else in the future." It really drove home the generosity of these people at a very difficult time in their lives.

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

Ask me this one after tenure review!

### What is one thing that most people don't know about you?

Why would I tell you that now? I guess I can tell you that I drink chocolate milk everyday.

### If you had to choose another career, what would it be?

I'd definitely be a product tester at Ghiradelli.



### ^ Assistant Professor Cindy Lustig Area: Cognition & Perception

My research uses both behavioral testing and fMRI to understand how older adults—and their brains—respond to demands for controlled attention. Of particular interest are the different patterns of brain activation often shown by older adults compared to young adults, and whether they reflect attempts to compensate for age-related changes in brain structure and attentional control.

### < Assistant Professor Margaret Shih Area: Personality & Social Contexts

My research interests include social identity and organizations; the influence of stereotypes on social interactions, social perceptions, communication, and performance; multiple social identities; diversity; and organizations and culture.



#### LSA 50th Reunion, May 19-20, 2005

The College of LSA hosted a 50th Reunion celebration for the Classes of '53 and '54. Professor **David Meyer**, of the Cognition and Perception Area, was a featured speaker during the LSA Showcase at that event. A number of alumni attended and enjoyed his talk, *Mastering Multitasking*. An interview with Meyer about his multitasking research aired recently on the nationally syndicated NPR program, *The Infinite Mind*. Articles about Meyer's research have appeared over the past year in the New York Times, Los Angeles Times, Wall Street Journal, Business Week, and other public news media.

#### Coming Up! U-M Psychology Alumni Gathering, August 18

Join us at APA on Thursday, August 18, 6-8pm, following the APA Opening Session. Your hosts for the reception will be Professor and Chair Rich Gonzalez and Professor Emeritus **Bill McKeachie, PhD'49**. They look forward to seeing all of you who plan to attend the APA Convention, as well as any of you who live or will be in the area at that time. Card tables will be set up—Bill is itching for the chance to play a few hands of *Murder!* Registration for the convention is not required to attend this event. You will find us in Meeting Room 16 of the Renaissance Washington DC Hotel, located at 999 Ninth Street NW, directly across the street from the Washington Convention Center. For more information about the hotel

(including maps and the room location), visit their website at: <http://marriott.com/property/propertypage/WASRB>. An RSVP to [psych.alumni@umich.edu](mailto:psych.alumni@umich.edu) or 734.764.7429 is requested.



#### Psychology Homecoming Tailgate, October 8

Last fall, Psychology season ticket holders were invited to our inaugural Homecoming tailgate in honor of **Wilbert 'Bill' McKeachie, PhD'49**, and it was a great success. Bill—also a former department chair, longtime faculty member and mentor to many—thoroughly enjoyed greeting Psychology alumni, faculty and students. It was a gorgeous football Saturday—perfect weather for tailgating—and we enjoyed catching up with old friends and meeting new ones. The food was delicious, the company superb, and we beat Northwestern! We couldn't have asked for a better day. Of course, if you join us, this year's tailgate will be even better. We now plan for this to be an annual event for all psychology alumni. Join us on **Saturday, October 8**, three hours before game time. Check our website for more information and to make a reservation.

## Alumni News & Events

Photos, opposite page and above: Psychology Homecoming Tailgate, October'04. Below: LSA Alumni at their 50th reunion enjoy a presentation by Professor David Meyer (center).



# Continue to Make A Difference: Support U-M Psychology

A gift is a personal gesture, reflecting the loyalty, affection and interests of the giver. Gifts to the Psychology Department are also personal. Sometimes they reflect loyalty built during an experience as a student, a researcher, a member of the faculty or staff. Gifts may express gratitude for a particular experience, for the department in general, or for an individual mentor, instructor, student, staff member, faculty member, or colleague. Or a gift may emerge from a desire to see progress made in a particular area of research. Our website provides information about the research interests of our faculty and potential donors may find particular themes of research ripe for funding.

There are many avenues to support the Department of Psychology, and all gifts are appreciated. At the present time, the **Psychology Department Strategic Fund** and the **Undergraduate Research Fund** are high priority efforts; our website lists other funds as well, at <http://www.lsa.umich.edu/psych/alumni/giving/>.

You may use the enclosed envelope to send a contribution to these or other funds. To request more information, please contact us at [psych.giving@umich.edu](mailto:psych.giving@umich.edu). We are happy to discuss ways that your gift can further the efforts to fulfill the Psychology Department's mission. We also welcome volunteers for our Psychology Ambassadors Program, designed to bring together alumni who live in the same area. There are over 17,000 active alumni from the Department of Psychology. Help us make the Psychology Ambassadors Program a success.

## About the Funds

### Psychology Department Strategic Fund

The ability to respond in a timely manner is critical to any organization. The strategic fund provides resources for the department's focused initiatives. The fund facilitates the creation of new undergraduate courses based on important current events (such as a course on the Psychology of Terrorism or Psychological Aspects of Globalization) and facilitates the purchase of specialized equipment for new courses (such as the kind needed for a course on the use of psychophysiological techniques). The fund permits a focused response to innovative opportunities that build on the talents of our faculty and the interdisciplinary strength at the University of Michigan, such as joint faculty hires with Women's Studies or research with the School of Engineering on optimal user-centered product design. The strategic fund also facilitates a departmental response to the recruitment and retention of the best faculty and graduate students. The Strategic Fund provides resources for the development of new research projects, which require preliminary results ("pilot data") in order to mount a competitive proposal for federal and nonfederal grant support. This fund is an excellent way to make an investment in the future of the Department of Psychology.

### Undergraduate Research Fund

We are proud that research is a major cornerstone of our undergraduate curriculum. Undergraduate psychology students are actively involved in research projects—in many cases those projects lead to important results that appear in conference presentations or in published articles. In April 2005, 20 of our undergraduates attended the international meetings of the Society for Research on Child Development in Atlanta, Georgia. This fund facilitated travel expenses for those 20 students. One student commented "going to the SRCD convention was a great experience for me as an undergraduate student." The support of undergraduate research projects is becoming increasingly important as graduate schools across the country require some form of research experience for admission.

Research by a team led by *Jason Riis, PhD'03*, while he was at U-M was the subject of a February article in the *New York Times*. The study, described in *The Journal of Experimental Psychology*, compared levels of happiness between a group of people with end-stage kidney failure with that of a group of healthy people. Both groups were provided with electronic devices that prompted them to record their moods at various times throughout the day. They found that the levels of happiness were about the same for the two groups, and concluded that it would take a lot more than most people think to make a person permanently miserable. Riis is now at Princeton.

*Benita Jackson, PhD'00*, married Samuel Ruhmkorff on March 20, 2004. She is Assistant Professor of Psychology at Smith College and a post-doctoral research fellow at Harvard Medical School studying how social factors affect respiratory health.

*Rebecca Goldenberg Schoepfer, AB'99*, married Matthew Schoepfer on April 3. She is a psychologist at the Department of Homeland Security in Washington, DC, and is a doctoral candidate in industrial organizational psychology at George Washington U.

*David Schwalb, PhD'85*, and *Barbara Schwalb, PhD'87*, recently co-authored (with Dr. Jun Nakazawa) their third book, *Applied Developmental Psychology: Theory, Practice, and Research from Japan* (Information Age Publishing, 2005). It was dedicated to Professor Emeritus *Bill McKeachie, PhD'49*, and to *Harold Stevenson*.

*Naomi Schechter, PhD'78*, and B. Shimon Schwarzschild were married on October 3, 2004. She is a practicing psychologist and artist in Manhattan.

Please send your news to [psych.alumni@umich.edu](mailto:psych.alumni@umich.edu) or at <https://www.lsa.umich.edu/psych/community/>.



University of Michigan

DEPARTMENT OF **Psychology**

530 Church Street  
Ann Arbor, MI 48109-1043



NONPROFIT ORG.
U.S. POSTAGE
PAID
PERMIT NO. 144

