As an industrial/organizational psychologist, I have grappled with performance evaluation of personnel in a wide variety of jobs including assembly workers, prison correctional officers, police officers, school principals, supervisors/managers in a number of organizations, FBI agents, and others. However, I have found evaluation of academic faculty members by far the most challenging. This is not unique to our department or university. The National Academy of Sciences has been engaged in a multi-year effort to update its evaluation of departments across US universities in the different academic disciplines. This evaluation has become truly “high-stakes” as the public, parents, and students demand greater accountability on the part of both public and private universities. This evaluation may affect the ability of departments to attract future faculty and graduate students and maintain the confidence of alumni and donors as well as state legislatures. Internally, evaluation of academic departments often determines the allocation of resources or the continuation of programs. On an individual faculty member level, it is central to promotion and tenure decisions, salary raise allocations, and increasingly, post-tenure reviews. So I thought it would be interesting to relate some of the issues both at the individual faculty member level, and the macro department level.

At the department level, faculty members are evaluated typically on their performance in research, teaching, and service or outreach activities. Most faculty members would agree that a productive program of research results in publication in peer-reviewed journals and externally funded research. However, Psychology includes a number of subdisciplines that do not often read each other’s work which is published in hundreds of different publications. In last year’s deliberations on salary raises, an innocent request that people in our different programs identify the best journals in their area so that cross discipline comparisons of faculty members’ productivity would be better informed resulted in considerable debate and the general conclusion that it was almost the case that the “best journals” would be unique to each faculty members’ area of research (i.e., family violence, team research, twin studies, attention deficit disorders, hormonal activity influences at puberty, etc.). One “objective” indicator...
that is often used is the number of times a person’s published work is cited. However, this depends on the number of scholars in an area of research as well as the time since publication and the type of work one does (i.e., reviews and general methods in research as opposed to primary empirical studies). The number of externally funded projects and the dollars they generate varies as a function of the availability of funding in different areas as well as the need for funding to accomplish one’s research objectives.

Evaluation of faculty teaching is no less difficult. We do pay close attention to student ratings and have a data file of ratings and grades for all our classes for the last ten years along with norm data for various course groupings. However, that data file reveals that the average student rating in our classes is correlated .50 with the average grades students receive in those classes. Student ratings are also influenced by the size of the class, the topic covered, and a myriad of other factors many of which are not under the control of the faculty member (e.g., quality of classroom technology). We could also evaluate the syllabi and content of the course offering and observe faculty members’ classroom performance. This would be very time consuming and would likely be no more convincing as a criterion. We do read student comments on their rating forms which often add a qualitative element to the actual numerical values associated with student ratings.

Finally, the service/outreach dimension includes both service to professional or scientific organizations as well as service to local, state, and community organizations. I leave you to guess how we would evaluate or weigh the importance and quality of these endeavors.

These problems at the individual level do not disappear when an effort is made to collect and interpret aggregate departmental or program data as is the objective of the National Academy of Sciences (NAS) effort mentioned above. In the past, these rankings were heavily dependent on reputational ratings by senior members in a field. This approach was heavily criticized perhaps with good reason. One example of the problem with reputational ratings was brought home to me when a German colleague mentioned that he advised students interested in IO Psychology to consider Ohio State’s program which was discontinued about a decade ago. Reputations in academe persist and are often not based on reality as prominent faculty members’ frequently change jobs or retire without replacement. In the current evaluation, the NAS has tried to be more “objective” collecting publications, number of graduates, students’ incoming standardized scores, the jobs they get and where, and many other numerical indices thought to relate to the quality and productivity of the unit. However, as only one indication of the problems these quantitative data represent is the difficulty of assigning a faculty member to a specific unit or program. Our faculty work jointly with and supervise and teach students in multiple departments across the university (e.g., zoology, radiology, psychiatry, management, law, communication, labor and relations, and many others). The NAS provided a complex formula to weight activity in different departments, but I suspect no one will be happy with the end result. The NAS report is due to be published this fall and if available next spring, I will report the results at that time. As mentioned above, these reports and the demand for accountability have real consequences for institutions and understanding how they are derived and what pitfalls occur when uninformed action based on these reports is taken are very important.

To put this whole discussion in context, however, I cannot neglect the fact that student enrollments usually spike most after a university’s football or basketball team has an especially good year! Go Spartans!
Judith Danovitch - Cognition & Cognitive Neuroscience

My interest in Psychology, and particularly cognitive development, began with my experience growing up as a native speaker of three languages (Spanish, Hebrew, and English) and the remarkable lack of confusion that this experience entailed. As a Psychology and Biology major at Harvard, I intended to study language acquisition, but I somehow ended up working in a mental imagery lab, and eventually I realized that what I was really interested in was not just language, but also the knowledge and concepts represented by language. I pursued these interests in the Ph.D. program at Yale University, where my research focused on children’s understanding of knowledge and expertise. I then spent an three years as a post-doctoral fellow in the autism program at the Yale Child Study Center, which gave me the unique opportunity to apply my research questions to issues facing children with autism spectrum disorders.

Broadly speaking, my research focuses on how children decide what they want to know and where to find the answers they seek. In other words, when a child wants to know something, how do they go about finding the answer? I have found that children have a growing insight into how knowledge is organized in the world and use this insight to guide them on their quest for information. For example, if children hear that a person is an expert on how fish breathe under water, they are more likely to think that this person will be better at answering a question about how birds fly than a question about how a car’s engine works. This is important because it suggests that an understanding of how knowledge is distributed in the world does not require extensive experience with the formal organization of knowledge into academic disciplines or similar systems, but rather that even young children have an intuitive sense of who knows what.

My research also examines how children evaluate the answers they receive to their questions, and how they prioritize the information they give to other people. I’m interested in what factors make an explanation satisfying to young children, and conversely, what kinds of answers leave them asking “why?” I am also interested in what kinds of information children choose to share with others when they are the ones who are more knowledgeable.

My work with children with autism has revolved around similar questions, focusing primarily on children with autism who develop extremely intense special interests. My ongoing research investigates the development of these special interests in children with autism, with an emphasis on how children with autism may use these interests as a means of seeking out and interpreting information about the world.

I am very excited about joining the department and I invite interested parents (and their children) to come visit the new MSU Knowledge in Development Lab!
Kimberly Fenn-Cognition & Cognitive Neuroscience

After graduating with my B.A., I chose to set aside my psychology degree to pursue what I thought at the time was a very different interest: equestrian sports. I spent two years as a professional equestrian, training horses and teaching people how to ride. While enjoying long days spent outside, I soon realized that what most interested me about this profession was learning about how my students obtained information and improved their skills, and designing new ways to accelerate their progress. When I discovered this intense interest skill acquisition, I decided to retire early, and pursue graduate education in psychology at the University of Chicago. After obtaining my PhD, I remained at the University of Chicago for a postdoctoral position at the Center for Cognitive and Social Neuroscience.

My work focuses broadly on the acquisition and consolidation of complex skills and episodic memory. I am interested in how people learn complex patterns of information and skills and how this information is maintained over time. The primary focus of my work is investigating the consolidation of memory and the role of sleep in consolidation. Intuitively, we all know that sleep is very good for the body and that a lack of sleep can be extremely detrimental for cognitive function. However, my work has shown that sleep itself can help to strengthen and stabilize memory. The brain is quite active during sleep and there is evidence that during sleep, the brain may actually be processing information learned during the day or “replaying” the events of the day.

I have been investigating the ways in which this sort of processing might affect memory as well as the type of memory that it may act on. In my first study, I investigated the role of sleep in learning using a perceptual speech learning task, a naturalistic task that produces generalization to novel stimuli. I found that sleep can both stabilize learning against subsequent loss, and more interestingly, can restore memory that appeared to have been lost at the end of the day. I have since replicated this basic pattern of results (stabilization of memory and restoration of “lost” memory) in a complex sensorimotor task of learning to play video games and have begun to look at the ways in which sleep affects skill transfer in naturalistic motor learning. These results are intriguing, but we still do not understand the processes of stabilization and restoration and one goal of my current work is aimed at trying to understand the mechanisms underlying these effects.

My research at MSU will maintain a focus on the consolidation of complex skills and episodic memory, but will extend this work in several ways. In addition to using basic cognitive paradigms, I will also employ various neurophysiological measures such as fMRI and EEG to better understand how the brain changes as a result of memory formation and consolidation, and how different physiological states contribute to consolidation. I will also begin to explore how changes in endocrine function (e.g. stress-induced release of cortisol) affect both learning and subsequent consolidation, with the ultimate goal of uncovering the cognitive, neurophysiological, and biological mechanisms of consolidation.

I’m thrilled to be a part of the intellectually engaging environment in the Psychology Department and look forward to participating in the active research community at Michigan State!
Christopher Hopwood-Clinical

I am a proud MSU alum who could not be more excited to be a Spartan again! After leaving East Lansing with a psychology degree, I taught English overseas, but I found myself drawn to the academy. I returned home and took a degree in clinical psychology at Eastern Michigan University. During that time, my interests narrowed and my research skills improved. After my doctoral training at Texas A&M University and a clinical internship at Massachusetts General Hospital, I am thrilled to return to the place that I love to do the work that I love.

My research broadly falls into three inter-related areas of clinical psychology:

First, I am interested in measurement and applied assessment. Psychology is difficult, in part, because the variables that we are interested in usually cannot be measured directly. Clinical psychology is particularly challenging, because many variables depicting abnormal behavior are highly correlated, making it difficult to tell them apart. However, psychological research, and the development of more effective clinical techniques, hinge critically on the reliability and validity of our measurement tools. The process of developing measures and testing their psychometric properties is an ongoing interest of mine.

Second, I am interested in personality pathology. Psychology and psychiatry have been wrestling for more than 50 years with how to conceptualize the aspects of personality that are important for clinical assessment and prediction. Yet, most in the field are generally dissatisfied with the contemporary nosology ‘personality disorders’ in the psychiatric diagnostic manual, the DSM-IV, and many have called for substantial revisions. I am broadly interested in the question of how personality can be most effectively conceptualized, as well as the more specific question of how personality pathology should be represented in future editions of the DSM.

Third, I am interested in dyadic interpersonal processes. I draw on Harry Stack Sullivan’s interpersonal theory in my research. A principle of this theory is that our behavior with others is determined in part by our own style, but also in part by the others’ behavior. However, the relative influence of these factors may depend in part on whether one or both people have personality problems. For example, some people may be rigid and inflexible in their behavior, and thus unresponsive to the behavior of others. I have been interested in the opposite pattern among people with Borderline Personality, who tend to be very reactive to others, and quite unstable and variable in their behavior more generally.

One of the advantages of a Ph.D. in clinical psychology is that it leads to opportunities in research, practice, teaching, and service, and I plan on doing all of these at MSU. I enjoy psychological assessment, psychotherapy, and clinical supervision, and will obtain Michigan state licensure in the next couple of years so that I can practice and supervise at MSU. I have been fond of teaching since tutoring at-risk youth as an undergraduate at MSU, and I look forward to teaching courses like introduction to psychology, abnormal psychology and psychological assessment. Luckily, I will be doing all of this at MSU, surrounded by collegial, top-notch scientists and bright, motivated students.

Go Green!
Rebecca Campbell Receives APA Award

At this year’s APA conference in Boston, Rebecca Campbell was awarded the 2008 Award for Distinguished Contributions to Psychology in the Public Interest (Early Career). This award recognizes scholars who have advanced psychology as a science and contributed significantly to the public interest while still in the early stages of their careers.

Dr. Campbell was honored for her substantial theoretical, empirical and practical contributions in the area of sexual violence against women. The primary focus of her research program has been examining how the legal, medical, and mental health systems respond to the needs of rape victims, and how that response affects victims’ recovery outcomes. Dr. Campbell’s research findings have revealed that rape survivors are often denied help by the legal and medical systems, and what help they do receive often leaves them feeling blamed, doubted, and re-victimized. These help-seeking difficulties are associated with significantly increased post-traumatic stress. Her research has also empirically substantiated that the services provided by rape victim advocates from community-based rape crisis centers significantly decreases the likelihood that victims experience secondary victimization in their post-assault help seeking experiences with the legal and medical systems. Several follow-up validation studies with diverse samples of rape survivors have confirmed these results.

Dr. Campbell’s research and public interest activities have had a discernable positive impact on the lives of rape survivors and violence against women organizations at the local, state, and national level. For example, her research was used to provide empirical support for the re-authorization of the federal Violence Against Women Act (VAWA). Her research was highlighted as the strongest empirical work to date on the services provided by rape crisis centers, their role in the prevention of secondary victimization, and the positive impact they have on victims’ recovery outcomes. Due at least in part to her work, VAWA was not only re-authorized, but funding for rape crisis services actually increased.

Second, Dr. Campbell’s research has been instrumental in evaluating the efficacy of new programs to improve services to rape victims and prevent secondary victimization. Sexual assault nurse examiner (SANE) programs were created by the nursing profession in the 1990s and hold great promise for an alternative, community-based approach for helping with victims post-assault needs. Dr. Campbell’s research on SANE programs has helped establish the utility of these programs for addressing victims’ mental health needs. In 2006, she received the Scientific Achievement Award for Distinguished Contributions to the Science of Forensic Nursing from the International Association of Forensic Nurses (IAFN). Notably, Dr. Campbell is the first psychologist to receive this award from IAFN. Congratulations!
Flight trainers, filmmakers, and a growing number of psychologists are adopting the use of an exciting new tool in behavioral research: immersive virtual environment technology, or virtual reality (VR). One might argue that the trade-off between naturalistic realism and experimental control that has long plagued social scientists has found its solution, at least in part, by way of VR. Computerized avatars can be more carefully controlled than human confederates, and have been found to elicit similar behavioral outcomes in human research subjects. Furthermore, it affords the potential for research on moral judgment processes regarding life and death outcomes that could never be conducted using conventional laboratory or field research methods.

Philosophers often use thought experiments to explore how different parameters affect our judgments in moral dilemmas. Such dilemmas are often framed along the lines of whether killing another human can be justified as a means to and end. Consider the following: A runaway trolley is hurtling towards five rail workers unable to detect it around a bend. Pulling a track switch will detour the trolley onto a sidetrack such that the deaths of the five workers are averted, but that a worker on the sidetrack is killed. Should the switch be pulled? Most philosophers would say yes. Consider an identical scenario, but where the switch is broken, and so a large man must be pushed onto the track, thereby slowing the trolley to a halt and allowing the five to escape. Should the man be pushed? Most philosophers say no.

As discussed in the philosophical literature, these cases generate different intuitions concerning moral permissibility. Though the outcomes of each dilemma are identical in terms of actions taken and lives saved or lost, most agree pulling the switch in the first scenario is permissible, but that pushing the man in the second scenario is not. Pure moral absolutes such as “killing is wrong” or pure utilitarian calculations of “maximizing the overall good” cannot explain the intuition that one is permissible but the other is not. So how could the intuitions of the professional philosopher be so disjointed when the dilemmas are actually identical?

Dr. Carlos Navarrete is interested in the question of why our moral compass seems so irrational, yet feels so right. How do we know when it is okay to trade the lives of one person for another? Does race, gender, age, nationality or other social categories dictate to what extent we think certain people’s lives are worth more than others? These questions are less “hypothetical” than at first glance, as such considerations characterize daily life by men and women in the health care, military, government, and insurance industries, among others.

Through the use of various reaction time protocols, questionnaires, and observations with human subjects making decisions in 3-D environments, Navarrete and his students are embarked on a research quest to (a) uncover whether such intuitions guiding the moral philosopher are shared with “normal” humans; (b) assess which features of the structure of moral dilemmas are relevant to subjects’ judgments; and (c) explore the extent to which people have access to the principles underlying their assessments of moral actions; and (d) to investigate the extent to which the social categorization of make a difference in people’s moral actions.

For more information on Dr. Navarrete’s study, a demo page can be accessed through [http://cdnresearch.net/vr.html](http://cdnresearch.net/vr.html)
For September through December, 2008, Dan Ilgen is serving as the acting chair of the MSU Social and Behavior science IRB. Dan is no stranger to IRBs. He has been involved in IRB issues far longer than even he wants to recall. He first served on the MSU IRB in the mid-1980s and has been on it ever since. Along the way, he served on two APA ad hoc committees on human subject research and was a member of a National Research Council study panel. In the latter case, he was one of the co-editors of the panel’s final report (Protecting participants and facilitating social and behavioral sciences research published by the National Academies Press, 2003). Across that time, his two primary concerns regarding IRBs have not changed. First, he agrees with the ethical and legal responsibility to protect human subjects in research and the necessity to have some mechanism other than the researcher himself or herself that passes judgment on whether or not a research protocol provides adequate protection. An IRB is such a mechanism. Second, given the fact that a large proportion of social science research represents no more than minimal risk to participants, he believes that, very frequently, policies and practices developed by IRBs create burdens on social science researchers and constrain social science research in ways that are unnecessary for the protection and ethical treatment of subjects. His goal has always been to maintain protection while bringing the means for providing that protection more in line with risk, particularly when that risk is low.

In the last few years, Michigan State University has made progress toward creating a better match between the need for protection and its IRB policies and practices. For example, the IRB functions were divided with one IRB created for addressing only social science research (SIRB). Other changes are taking place at the present time and more are being considered. Yet, in his opinion, much more is needed. Because of what Dan perceived to be an opportunity to provide a social and behavioral science often overlooked in an environment dominated by a medical model of research and also focused on legalistic issues made salient in a regulatory environment, he agreed to accept the acting chair position. We in Psychology are incredibly grateful for Dan’s expertise in this area and continued willingness to serve in this important capacity!
Recent Faculty Grants

**NiCole Buchanan** received $6,000 from MSU’s Assistant Provost’s Undergraduate Research Engagement Program.

**Alex Burt** and **Kelly Klump** were awarded $1,573,000 from the National Institute for Mental Health for their R01 study: “Gene-environment Interactions in Childhood Conduct Problems.”

**Rebecca Campbell** received a $227,000 contract from the Michigan Department of Community Health to conduct a state-wide evaluation of the implementation of the new federal Violence Against Women Act legislative mandate that all sexual assault survivors are entitled to receive a medical forensic exam at no cost.

**Bill Davidson** and Sean Hankins received $168,000 from Ingham County to fund the Adolescent Diversion Project.

**Bill Davidson**, Eyitayo Onifade and Christina Campbell received $29,000 from Ingham County for the project “Risk Assessment in a Juvenile Court.”

With geologists Julie Libarkin (MSU) and Heather Petcovic (Western Michigan Univ.), **Zach Hambrick** received a 3-year NSF grant to study the basis of learning and expertise in the geological sciences.

**John Hollenbeck** and **Dan Ilgen** were awarded $261,527 from the Air Force for a one year extension of their research on team behavior.

**Kelly Klump** and **Alex Burt** received $2,795,000 from the National Institute of Mental Health for their R01 study: “A Twin Study of Ovarian Hormones and Disordered Eating.”

**Frederick Leong** received a $16,000 grant from the Creating Inclusive Excellence program through the Office for Inclusion and Intercultural Initiatives to fund a conference to be sponsored by the Center for Multicultural Psychology Research entitled “Even the Rat was White: Towards an Inclusive Psychology via the MSU Symposium on Multicultural Psychology.”

**Rich Lucas** was awarded $118,000 from the National Institute on Aging (NIA): “Reaction and Adaptation to Major Life Events.”
Robin Miller was awarded a $162,000 contract from the Michigan Department of Community Health’s HIV/AIDS Prevention and Intervention Section to conduct a statewide study of the HIV prevention needs of adolescent and young adult African American men who have sex with men.

Ann Marie Ryan, Jessica Fandre, Elizabeth Poposki, Ruchi Sinha, and Alyssa Friede were awarded a grant of $62,686 from the Society for Human Resource Management Foundation for a study on work-life interference.

Isis Settles received a $14,000 grant from the Creating Inclusive Excellence program through the Office for Inclusion and Intercultural Initiatives titled “Risk and Protective Factors for Psychological and Academic Outcomes of African American Undergraduates in Science, Technology, Engineering and Mathematics.”

Holly Rosen and Cris Sullivan received a $224,000 grant from the U.S. Department of Justice entitled “Grant to Combat Violent Crimes Against Women on Campuses.”

Recent Faculty Awards

Norm Abeles (emeritus) received an APA Presidential Citation for “outstanding service to Psychology and the American Psychological Association…by promoting and advancing public awareness of psychology as a science, applying psychological principles to important social issues and assisting in the development of the profession of psychology.”

NiCole Buchanan received the Carolyn Payton Early Career Award for research making “a significant contribution to the understanding of the role of gender in the lives of Black women.”

NiCole Buchanan also received the 2008 International Coalition Against Sexual Harassment Researcher Award.

Rebecca Campbell received the American Psychological Association 2008 Award for Distinguished Contributions to Psychology in the Public Interest (Early Career).
Alumni Newsletter

Psychology Newsletter

Recent Graduate Student Awards & Publications

Archana Basu received a Graduate Student Research Enhancement Award from the MSU Graduate School.

Christina Campbell, Bill Davidson, and Eyitayo Onifade received $29,000 from Ingham County for the project “Risk Assessment in a Juvenile Court.”

Kristen Culbert received a Blue Cross Blue Shield of Michigan Excellence in Research Award for Graduate Students. She also received a Blue Cross Blue Shield of Michigan Dissertation Research Award, “Prenatal Testosterone and Risk for Disordered Eating during Puberty.”

Kristen Culbert received a Kirschstein National Research Service Award (NRSA) Pre-doctoral Individual Training Fellowship (1F31-MH084470), National Institute of Mental Health (NIMH), “Prenatal Testosterone and Risk for Disordered Eating during Puberty.”

Katie Meyer received two grants recently, both for work on her Master’s Project entitled “A Sibling-Mediated Imitation Intervention for Young Children with Autism.” The first was a $1700 Graduate Research Grant from The Organization for Autism Research. The second was a Predoctoral Fellowship from Autism Speaks for a total of $56,000 in research and stipend funds over the next two years.

Sarah Racine was awarded a Neuroscience T32 Training Fellowship (National Institute of Health/Public Health Services) under the direction of Professor Marc Breedlove.

Jennifer Slane received a Behavior Genetics Association (BGA) Associate Member Travel Fellowship.

Edward Witt received a Graduate Student Research Enhancement Award from the MSU Graduate school.

Recent Graduate Student Publications


Hiram E. Fitzgerald, University Distinguished Professor of Psychology and Associate Provost for University Outreach and Engagement, has been named Honorary President of the World Association for Infant Mental Health. He is only the second recipient to receive the international honor, presented in Yokohama, Japan during the organization’s 11th World Congress in August.

Robert Emde, the first Honorary President of the World Association for Infant Mental Health said, “Hiram Fitzgerald is one of our strongest contributors to infant mental health over the past four decades. His achievements as pivotal leader, researcher, and educator are legion. He has contributed as much to the betterment of infants, toddlers, and their families as any living human being.”

Fitzgerald’s leadership has impacted organizations devoted to enhancing the quality of life for very young children and their families. He has served as president and executive officer for both the Michigan Association for Infant Mental Health and the International Association for Infant Mental Health. Fitzgerald’s scholarly work has involved a diverse range of topics, including studies of infant learning and attention, interhemispheric specialization of function, community based prevention programs for families with infants and young children, the impact of fathers on early child development, and the etiology of alcoholism and associated psychopathology. He has published over 430 scholarly works.

New Award Named for Hi Fitzgerald

The Michigan Association for Infant Mental Health also recently created a new award in Dr. Fitzgerald’s honor: The Hiram E. Fitzgerald Emerging Scholar/Researcher Award. This honor was to recognize the significant and enduring contributions Dr. Fitzgerald has made to the infant mental health community in Michigan and to the world at large.
PSYCHFEST 2008 was a great success! The event was held at the MSU Spartan Stadium and housed more than 90 different community agencies, MSU resources, and graduate programs from all over the state. The event was held on September 24 from 3pm to 6pm. The hundreds of students who attended found PSYCHFEST 2008 to be very informative and they were glad that the department offered such an event. Many students were able to find volunteer experiences, internships, study abroad destinations and great networking with potential graduate programs. Our own PSY faculty attended the event and the students raved about the connections and conversations they had. This year’s event ended with a “tailgate” for the vendors to help create connections between on-campus offices, off-campus agencies and the PSY department advisors and faculty.
Alumni Spotlight

It is no exaggeration to say that Joe White (Ph.D. in Clinical Psychology from MSU in 1961) revolutionized the way people of color are perceived and understood in psychology. At the height of the civil rights movement, he helped introduce black perspectives into traditional psychological theories and approaches: his seminal article on the subject appeared in *Ebony* magazine in 1970, followed by numerous books. During the 1968 strike at San Francisco State, Dr. White was instrumental in establishing the University’s Black Studies Program, the first of its kind at an American four-year college. Then a professor of Psychology and dean of Undergraduate Studies, Dr. White shaped a curriculum that continues to speak to the needs of people of color today. His legacy can be seen in the diversity that he has fostered on college campuses across California. His mentoring has inspired countless students, and his role in founding the Educational Opportunities Program has provided disadvantaged students with supportive pathways into California State University.

Dr. White is Professor emeritus of Psychology and Psychiatry at University of California, Irvine, who has received many honors across his impressive career. Most recently, in 2007 he received an honorary Doctor of Law from the University of Minnesota, and in 2008 he was named San Francisco State University’s Alumnus of the Year. In 2008 he also received a Certificate of Honor from San Francisco Mayor Gavin Newsom, and was inducted into SFSU’s Hall of Fame. MSU’s Department of Psychology is proud to have such an outstanding alumnus as Dr. Joe White.
The department is happy to report that Bob Caldwell was reappointed to a second three-year term as Associate Dean for Graduate Studies in the College of Social Science.

Support Your Alma Mater

Higher education faces a fiscal crisis and MSU is no exception. Now, more than ever, we need the financial support of our friends and alumni. If you visit our web page (http://psychology.msu.edu), you will see a link for Direct Giving. When you click this link, you will be on your way to a secure, encrypted, University Development page that will allow you to make a credit card donation to the Psychology Department at MSU. You can give to the department or to one of the six new funds to support a specific interest group.

Thanks for your generosity.