Every ten years academic departments at MSU are asked to engage in a review of their programs. These reviews usually consist of a compilation of statistics by our Graduate School, a self study report, and a visit by an external review team of prominent scholars in the discipline. The object of this review is to evaluate what we are doing with a view to the identification of needed change. Our last review was in 1991-92, so Dean Baba requested a review of our department this academic year. As a function of preparing our self study document over the last six months, I am familiar with a great deal of data regarding our department faculty, staff, and students and their activities. I thought I would share some of these data with you.

In terms of size, we are one of the largest departments on campus with approximately 50 tenure-stream faculty members and 105 graduate students in one of six graduate programs (Behavioral Neuroscience, Clinical, Cognitive, Community/Ecological, Industrial/Organizational, and Social/Personality). Currently, we have just under 1400 undergraduate majors, about 110 Honors majors, 124 Teacher Education students whose teaching minor is Psychology, and 194 Social Science Interdisciplinary Studies students whose cognate is Psychology. In 2002-03, we produced a total of 41,405 student credit hours, an average of over 900 per full time faculty member. In the last term for which we have student reactions data, they were quite favorable. Virtually all average ratings were above the midpoint of our five point rating scales—much higher than the university average.

Faculty members continue to be productive and visible researchers as well. Over the past five years, 35 different faculty members have received external funding for their work totaling just under $27,000,000. In the last three years, between 79 and 89% of our faculty have published at least one paper in a peer-reviewed journal; the average last year was three papers. Seven of our
faculty members serve as editors or associate editors of major academic journals and well over half serve on the editorial boards of various scientific journals. Our faculty members serve as directors of Neuroscience and Cognitive programs, both multidisciplinary efforts. Our Industrial/Organizational program continues to be ranked as the best of its kind by various sources. The Community/Ecological program is active in several major research/outreach efforts that involve the courts and various community agencies and the Psychological Clinic staffed by graduate students and faculty in Clinical Psychology continues to serve several hundred clients annually, many of whom are unable to pay for those services.

Moreover, the department has arguably improved significantly in areas that the last review team identified as problems. Our cognitive program faculty has increased in numbers from six to eleven, Neuroscience from four to eight, and all interest areas now include at least six faculty members. At the last review, the external team questioned the viability of our Developmental program; we have discontinued this program and hired faculty members with developmental interests in Social/Personality, Cognitive, and Neuroscience. Partly as a function of technology money available, our computer and technical resources are up-to-date and this next summer we plan to move into new space. These data all point to the fact that we have strong programs and productive faculty members and staff.

One data point is very disturbing, however. In the last four years since I have been Chair, we have taken reductions of over $800,000 in our base recurring budget. To provide some context for this figure, our total departmental budget is just under $6,000,000, almost 90% of which is faculty and staff salaries. The discretionary part of our budget (mostly graduate student support and supplies and services) is nearly gone; we have been managing on various “released” funds and a gift account. The results of these reductions are only beginning to be felt; they will make a much greater impact in the future as these “backup” funds are depleted. We have given up one faculty position and will likely give up two more this year. We have reduced staff by three positions and will likely take at least one additional reduction this year. Graduate student support has declined from approximately $850,000 to $550,000. We no longer provide any support to faculty members attending professional conferences, we have tried to transfer all justifiable expenses to grants, we have reduced telephone lines in the department, and have enacted many other relatively trivial cost saving practices. Undergraduate programs which were not affected much to date will be cut next year. We will not offer one Honors course and four large undergraduate classes, and all classes will likely be larger. Class size is now limited by the size of the available rooms on campus.

Reductions here and at this point in time are not unique among major publicly supported institutions. The portion of MSU’s budget that comes from tax dollars has declined consistently over the last several decades. It also appears if you read politicians’ statements and letters to the editor in newspapers that the public believes cuts in higher education are appropriate and maybe even overdue. This year when I hear justifiable complaints about the cuts we have made, I am going to routinely suggest that the person making the complaint write their congressional representatives and the governor outlining their specific concerns and the more general decline in support for public higher education and advocating for more support in future state allocations. I hope you will join in this effort by doing the same. Our situation will really only improve if and when we have significant changes in public opinion. The alternative which is now rapidly becoming a reality is that students and their parents will pay most or all of the cost of education and if we continue to experience the cuts which have become routine, the quality of that education must also decline.
My journey to this stage in my career has been rather straightforward. I earned a B.S. in Psychology with a minor in Women’s Studies in 1995 and went on to complete my doctorate in Psychology in 2002 at the University of Illinois at Urbana-Champaign. In August of the same year, I joined the Clinical Interest Group here at MSU. It has been an incredible 18 months. Since arriving I have witnessed many exciting changes in the department, including hiring new faculty members and finalizing plans for the department’s move to the former Physics-Astronomy Building. We are certainly a department headed for even greater accomplishments and I am honored to be a part of these changes.

Broadly defined, my research focuses on harassment, with an emphasis on the ways in which status variables (e.g., gender, race, age) influence the nature of harassment, perceptions of targets (those harassment is directed toward), and the psychological, health, and work/academic-related outcomes. I have studies in various stages with employed adults, college students, and minors in elementary, middle and high schools. I recently conducted a series of focus groups with employed African American women to explore their experiences of workplace harassment. I found that their experiences included both subtle and not-so-subtle combinations of racism and sexism, better defined as racialized sexual harassment. In addition, I worked on a series of studies with African American and Latina women and found that many factors unique to women of color affected their harassment. For Latina women, important concerns included the cultural norms surrounding interactions between men and women, the length of time they lived in the United States, and their level of acculturation to US culture. For African American women, key factors included the race of the person harassing them and whether they were employed in blue-collar or professional positions. These findings are exciting because they demonstrate the ways in which multiple forms of harassment intersect and may illuminate the process of psychological harm resulting from harassment.

Since arriving at MSU, I have also collected survey data with almost 800 college students and employed adults. This survey addresses a wide range of experiences such as harassment, academic achievement, psychological well-being, and physical health. Preliminary results indicate that Asian and Latina women’s experiences of sexual harassment and their ways of coping with harassment reflect cultural norms within collective communities. I also found that stereotype threat—the concern that one’s performance will be used to confirm stereotypes about one’s group—affects the academic achievement and psychological health of African American and Latino/a college students. These results can be used to design interventions that reduce harassment on campuses and workplaces and ameliorate the academic and psychological effects of harassment on ethnic minority women.

In addition, I have initiated a series of studies exploring harassment among minors. School-based sexual harassment includes any unwanted sexual behavior that interferes with a student’s life, ranging from spreading sexual rumors to forced sexual contact. Gendered bullying is a form of sexual harassment that includes a wide range of behaviors that target students due to gender or reinforce gender-role stereotypes, (e.g., saying girls are stupid or telling a boy he is acting “gay” if he cries). Using these definitions, studies find that 83% of girls and 79% of boys will experience at least one incident of this kind before graduating from high school—making sexual harassment and gendered bullying the most common forms of violence experienced in American schools. Harassed youth experience many negative consequences from harassment, including depression, decreased self-esteem, academic withdrawal, and feelings of worthlessness and powerlessness. In addition, childhood harassment occurs at key stages of development, when the resulting feelings related to self-worth and feelings about one’s body can have a deleterious effect on identity development and later psychological health. Therefore, understanding and intervening in childhood gendered bullying can result in long-term improvements for all students, making it an important and exciting new area of research.

Continued....
To explore gendered bullying and sexual harassment among minors, this line of research has three stages: 1) analysis of teachers to further define the scope of behaviors constituting gendered bullying; and 3) surveys incorporating behaviors uncovered in stage 2, that explore the extent of gendered bullying in schools and its effects on academic goals, psychological well-being and the physical health of victims. Currently, I am collaborating with the Eaton Intermediate School District’s Safe and Drug Free Schools Program to conduct this project locally. I am also negotiating with schools in Grand Rapids and Lansing for future extensions of the project. The response from schools has been very positive and I hope that research results will illuminate points of intervention to end harassment and minimize the long-term consequences for harassed children. As the research continues, I also hope to examine how gendered bullying among children corresponds to and diverges from adult harassment. This may allow examination of how these experiences connect to academic achievement, career aspirations, and current psychological functioning among victims of harassment.

In addition to these research endeavors, I have been busy developing new undergraduate and graduate level courses on various aspects of multicultural psychology. To my knowledge, these are the first classes of their kind offered in the Department of Psychology at MSU. As such, it has been in high demand. Nevertheless, the department has been committed to keeping these courses small to allow extensive discussion and interaction among students. Although this is a challenging topic, the initial response has been exciting and students report learning and growing in ways hardly imagined. I am grateful that the department has actively supported this course and has recognized the educational value of this material at both the graduate and undergraduate level.

In sum, MSU has been good to me and I hope to return the favor. I am living my dream of integrating research, teaching, and service in ways that actively benefit the communities in which I am a part and working to ameliorate the social ills that plague our society. Thank you MSU for this opportunity, and I hope to continue this work for many years to come!

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**University Fellowship Winners**

This year’s incoming class included two University Fellowship winners. **Shanette Porter** came to MSU for the Industrial/Organizational graduate program after completing her undergraduate degree at Yale University. Shanette was awarded the University Distinguished Fellowship. **Damian Zuloaga** has entered our Behavioral Neuroscience graduate program after earning a BA and Master’s degree from San Diego State University. Damian was awarded the Competitive Doctoral Enrichment Fellowship. Congratulations to both of these first year Spartans!
Multicultural Society Speakers Series

Supported by a grant from the University Provost, Lou Anna K. Simon, the Psychology Dept of MSU offered three outstanding speakers this Spring semester.

Thursday, March 4, 2004
Dr. Stanley Sue, University of California, Davis

Controversies over the U.S. Surgeon General’s Report on the Mental Health of Ethnic Minorities.

In the Surgeon General’s Report (supplement), the perspective was that mental health disparities exist for members of ethnic minority groups. However, the disparities were attributed to differential access to services and quality of care not to intrinsic differences in the rates of psychopathology. I argue, using available epidemiological studies, that there are fundamental differences in the prevalence of disorders that cannot be solely attributed to differential services.

Monday, March 15, 2004
Dr. Roderick J. Watts, Georgia State

Liberation Psychology and the Making of African American Activists

A meaningful perspective on diversity must acknowledge how social inequity and oppression shape intergroup relations. This talk describes a liberatory perspective on psychology, which aims to address this reality explicitly. It will include a discussion of theory and research on activists as an example of liberation psychology’s potential contribution to the field.

Thursday, April 29, 2004
Dr. Jennifer L. Eberhardt, Stanford University

Seeing Black: Race, Representation, and Visual Processing

In American society, Blacks are strongly associated with criminality. This association influences how both ordinary citizens and police officers will perceive and analyze the stimuli they encounter. Face stimuli, in particular, play a critical role in the association of Blacks with criminality. Not only are Black faces thought to look more criminal than White faces, highly stereotypical Black faces are thought to look most criminal of all. Furthermore, the association of Blacks with criminality may inform decisions about where and how to look. For example, thinking about crime may alert perceivers to Black faces more so than thinking about other matters. The mere presence of a Black face may enhance perceivers’ ability to detect degraded images of crime-relevant objects. In this talk I will present studies using multiple methods that focus on the relationship between race, crime, and visual processing. I argue that the perception of faces is an important means through which the association of Blacks with criminality is evident and maintained.
Professor Dozier W. Thornton Retires

Dr. Dozier Thornton will be retiring from our department after 39 years of service. Dozier received bachelor’s, master’s and doctoral degrees from the University of Pittsburgh in Psychology. He came to the MSU Psychology Department in 1965 and spent his entire academic career as a Professor of Psychology. Dr. Thornton held several administrative posts including Assistant Dean of the Graduate School (1991) and Associate Dean of the Graduate School (1994) and retired as Acting Dean of the Urban Affairs Programs. Earlier in his career, he served as the Director of Clinical Training in the Psychology department.

Dr. Thornton did research on the application of social cognitive theory to self-regulation and on the etiology and treatment of depression. His current research is on improving preschoolers attention competency for self-imposed delay of gratification. His teaching interests included a variety of undergraduate courses and the clinical training and mentoring of graduate students.

He was one of the founders of The Listening Ear, a 24 hour, all-volunteer, crisis intervention center. This organization has served the East Lansing and university communities since 1969. He has conducted national workshops on helping relationships and has offered many programs on the training of change agents. Community mental health centers, volunteer groups, and business organizations have benefited from consulting arrangements with Dr. Thornton.

Dozier is working on a variety of institutional and professional questions during his consulting year including concerns about the recruitment and retention of faculty members of color, and an American Psychological Task Force on Urban Psychology. He and his wife, Kazuko Thornton, reside in East Lansing. Dozier is an avid tennis player, an exercise walker and a novice sculptor.

Joel Nigg wins Teacher-Scholar Award

Six MSU Teacher-Scholar Awards are given each year to faculty early in their careers. According to the criteria for these awards, winners “have earned the respect of students and colleagues for their devotion to and skill in teaching. The essential purpose of the award is to provide recognition to the best teachers who have served at MSU for seven years or less.” This year Professor Joel Nigg was one of these winners!

The citation for this award reads, “Joel T. Nigg’s undergraduate students find that he is an involved and caring instructor who pushes them to acquire knowledge and skills beyond their expectations. Nigg’s research and writing are recognized nationally and internationally for their contribution to the understanding of attention deficit/hyperactivity disorder.”

We couldn’t have said it better! Congratulations, Joel.
Dr. Norman Abeles steps down as Director of the Psychological Clinic

After 26 years at the helm of the MSU Psychological Clinic, Professor Norman Abeles is stepping down. Norm will resume full-time professorial duties beginning this fall.

The MSU Psychological Clinic was founded in 1949 and Norm was the eighth (and longest serving) director. Other directors include Al Rabin, Lucy Ferguson, Dozier Thornton, C. Lee Winder, Bob Shell, Art Seagull, and Bob Zucker. During his term as director, Norm instituted many changes and improvements in the way the clinic was run. Norm reflected on his service, “Under my direction we began a systematic effort at collecting psychotherapy process and outcome data. We also began collecting mood and memory data on older adults. Along with this, clinical graduate students conducted mood and memory workshops for older persons. The focus of this research initially began with an exploration of subjective memory complaints and their relationship to objective memory functioning and the impact of attention on memory processes. The current focus is on the comorbidity of depression and anxiety. Other related research includes the evaluation of mild cognitive impairment and white matter lesions as they are represented by magnetic resonance imaging (MRI).”

The introduction of research into the clinic was a significant innovation. Norm said, “There was not much research going on in the Clinic until I started the therapy research project and the aging project, both of which have been part of the Clinic. A good number of dissertations on psychotherapy came out of the clinic data bank.” Norm thinks that it is now much more difficult to get IRB approval for therapy research. However, he stated that “the older data is still available and at least two recent students have worked on that. Of course the aging data is constantly being used for research.”

Another addition to the clinic under Norm’s direction was a focus on psychological assessments. Over the years these assessments have taken place at the Ingham Medical Center’s geriatric ward and at the Grand Rapids Home for Veterans. In addition to neuropsychological and aging assessments, students have also conducted learning disability assessments (in conjunction with the Resource Center for Disabilities) and child assessments (most recently supervised by Professor Joel Nigg). Norm said, “The aging assessments were funded by contracts with the relevant agencies as were the learning disability assessments.”

As Dr. Abeles leaves his post, the clinic is on the cusp of many significant changes. In addition to a new director, the clinic will be moving to new space in the renovated Physics/Astronomy building this summer. For the first time ever, the clinic will be housed in the same building as the rest of the Psychology Department. We hope this proximity to faculty and students will bring many opportunities for collaboration and new projects. As we begin a new era at the MSU Psychological Clinic, we appreciate all of Norm’s accomplishments and successes during the last quarter century.

Thank you, Norm.
A number of years ago, the Psychology Department instituted a new course, PSY 493 (W) - Issues in Psychology. This course was intended to serve several purposes: it was to be writing-intensive and was an opportunity for faculty to develop new courses that might, over time, become regular offerings in our curriculum. Here are some of the courses that have been offered recently by some of our newest faculty members....

Professor Chris Larson offered “The Science of Human Emotions” in the Fall of 2003. The main objective of this course was to gain a scientific understanding of human emotions and the role they play in our lives. The class examined the cognitive, physiological, and behavioral processes underlying emotional experience and expression by focusing on the primary theories and supporting research in each of these domains. They also explored how emotional states affect cognitive processes, such as memory and attention, as well as social functioning, such as cultural differences in expression and experience of emotion. The implications of emotional responses and tendencies for long-term physical and mental health were also addressed.

Professor Laura Smale is teaching “Biology of Sleep and Rhythms” this semester. The course covers a variety of issues related to the biology of behavioral rhythms and sleep, including: what sleep is, what biological rhythms are, which animals engage in sleep and which don’t ever sleep, how patterns of sleep and rhythms differ among species, and how natural selection may have shaped the evolution of sleep and rhythms. The course also examines the development and the mechanisms regulating sleep and rhythms. For example: how do patterns of sleep and rhythms change as young animals grow old, how does the nervous system regulate these processes, how do these neural mechanisms change across the lifespan, and how does the brain generate a dream. The course will end with discussion of how research on biological rhythms and sleep can be applied to help resolve problems of human health and well-being.

Professor NiCole Buchanan is currently offering “Multicultural Psychology.” This course has three focuses: 1) exploring diverse perspectives in psychology and how they influence and are influenced by psychology, 2) exploring privilege, domination, and various “-isms” (e.g., sexism, racism, heterosexism, classism, ableism and their intersections), and their relationship to psychology, and 3) understanding individual and collective “spaces” in the world and in psychology (as members of a particular class, gender, ethnicity, etc.) and how this impacts thinking, interactions, and work with others.

Professor Alessandra Passaroti is also teaching “Cognitive Development” during the Spring semester. The focus of this class is a critical review of the recent literature (especially cognitive and developmental fMRI studies) examining cognitive and neurological development, with emphasis on development of attention, memory and language, as well as issues of brain development and brain plasticity.
Psychology Alumni Notes

1940’s

Mrs. Beverly J. Leese, B 1949 Psychology
Beverly lives in Birmingham, Michigan where she is enjoying retirement with her husband, James. In 1970 she graduated from Wayne State University with a master’s in library science. She then spent many years as a school library substitute for the Birmingham and Bloomfield school systems. Her husband retired as a telephone company engineer. She has a married daughter with one grandson who has just been accepted for enrollment at MSU in 2004. She also has a married son in Seattle with two grandsons. Beverly now is a volunteer tutor for first and second graders in a Pontiac grade school, helping them with their reading skills.

1960’s

Mr. Bruce M. Campbell, BA 1961 Psychology
Bruce and his wife Judy (also an MSU alumni), live in Pearl Beach, Michigan. Bruce worked as a high school teacher for the Adrian Public Schools and Judy is the Director of Training for Leader Dogs for the Blind in Rochester, Michigan. Bruce stays active in his community by serving as the Treasurer of the MSU Alumni Chapter of St. Clair County (Bluewater MSU Alumni), and works with special needs children after school in that same area. When he reflects on his time at MSU he is filled with a sense of warmth and loyalty. Bruce would especially like to thank Dr. Toch for playing an important role in his education as well as Dean Winburn. Bruce and his wife visit the campus often since they are season ticket holders to the football games.

Karen and her husband Dr. Robert Pearson recently moved to Grand Rapids, Michigan to enjoy retirement. She worked as clinical psychologist while her husband was a physician. Her work in Texas included serving as the President of both the Houston Psychological Association and the Texas Psychological Association. In addition, Karen also became an examiner for the American Board of Professional Psychology and the Texas State Board of Examiners of Psychology.

Whenever she reflections on her time at MSU she is filled with a great sense of affection and loyalty. The most important thing she learned while attending school MSU was the ability to think through and solve problems. She would especially like to thank her supervisor Bill Kell from the Graduate School.

Karen has remained active within the MSU community even while living in Texas. This includes work serving on the MSU College of Social Science Board of Visitors and establishing the Kamerschen-Pearson Scholarship Fund for undergraduate psychology majors. She frequently visits the university to participate in both sporting and development events.

Dr. L. Robert McConnell, B 1965 Psychology
Robert and his wife Cordree live close to MSU in Lansing. He retired from working as a rehabilitation administrator for the State of Michigan while she worked as an administrator with the Michigan Department of Natural Resources. Currently he is an assistant professor in the School of Public Affairs and Administration at Western Michigan University. Robert stays active in the community by working with the Capital Area District Library and is President of the Trinity AME men’s group. The last time he visited the university was to attend a basketball game.
Psychology Alumni Notes

Mr. James R. Stegman, P.C., BA 1968 Psychology
James currently resides in West Bloomfield, Michigan with his wife Cindy. He works as a lawyer with James R. Stegman, P.C. and she is a teacher. Whenever he thinks of MSU he is reminded of all the fun times he had here and how much he enjoyed his education. James and Cindy are thrilled to have their son, David become a part of the MSU community by having the opportunity to attend the DCL College of Law.

1970’s

Mrs. Mary K. Vanderkolk, BA 1972 Psychology, BS 1975 Nursing
Mary and her husband Michael (Lyman Briggs, 1974) currently reside in Traverse City, Michigan. She works at Northwestern Michigan College as a nursing professor while he works as a surgeon. They have 4 children between the ages of 11 and 18. Mary completed her MSN at WSU in 1980, an MBA through LSSU in 1993, and coursework toward a PhD in Nursing at WSU. When Mary thinks of MSU she recalls the quality education that she received here. She makes trips back to the university to catch a football game and to show her kids the campus to encourage them to consider MSU in their own college choices.

Dr. John M. Rauschenberger, BS 1973 Psychology, MA 1975 Industrial Psychology, PhD 1978 Industrial Psychology
John and his wife Valerie currently reside in Dearborn, Michigan. He works for the Ford Motor Company as the Manager of Personnel Research and she is a registered nurse. Whenever John thinks of MSU he is reminded of football and basketball. The biggest impact on his education were his studies in psychology and he would especially like to thank Dr. Neal Schmitt, Dr. John Hunter, Dr. Frank Schmidt, and Dr. Jack Wakeley for playing an important role in his education. The last time John visited MSU was to speak with Dr. Neal Schmitt, and other faculty and students in the Industrial Psychology program.

Jill and her husband Sherman remain an integral part of the MSU community. He currently serves as the Dean of the James Madison College and she works as a private consultant. She is very active in her community by volunteering in the Okemos school district and at the Potter Park Zoo. The test class, which she took with Dr. Hanley, proved to be important in providing direction to Jill’s graduate education. She makes frequent visits to the MSU campus especially to attend a Spartan basketball game. Jill and Sherman have three children.

Mrs. Grace L. Dshaw-Wilner, BA 1978 Psychology
Grace, her husband Paul Wilner and two daughters reside in Okemos. She has been employed by the Michigan Dental Association since graduation, and currently is Assistant Executive Director. In 1990 she became a Certified Association Executive. Her husband, also an MSU grad (MA 1985), is a special education teacher of severely emotionally impaired high school students. Both Grace and Paul are lifetime members of the MSU Alumni Association. She stays active in her community by serving on the board of the Michigan Society of Association Executives. The most important thing that she learned while attending MSU was the ability to comprehend an issue from various points of view. Grace frequently returns to the MSU campus for a variety of functions, and her daughter Lindsey, a senior at Okemos High School, has applied to MSU for Fall 2004 where she hopes to minor in psychology.
Mrs. Kathleen Hunter, J.D., BA 1978 Psychology
Kathleen and her husband, John M. Hunter, University Distinguished Professor Emeritus, recently moved to Mesa, Arizona, after residing in East Lansing for over 30 years. She worked as an Assistant Prosecuting Attorney in Eaton County for some years before becoming an Assistant Attorney General for the State of Michigan. In that position she worked extensively in the area of federal habeas corpus, which deals primarily with criminal constitutional law.

An important part of Kathleen’s preparation for law were her experiences with MSU professors Margerie Gesler, history (deceased) and Howard Spaeth, political science, who stimulated her interest in constitutional matters both historical and current.

1980’s

Dr. Roxanne Sullivan, Ph.D. 1984 Psychology
Roxanne is an associate professor in Psychology and Chair of Women’s Studies at Bellevue University in Bellevue, NE. She’s been teaching there since 1983. She is a founding board member of the Nebraska Psychological Society (currently serving as program chair). She hosted the 10th anniversary fall meeting (Nov. 1, 2003) on her campus, which included 65 paper, poster, and symposia presentations by undergraduate psychology majors from Nebraska. She serves as a reviewer for the Journal of Psychological Inquiry, a regional, refereed journal for undergraduate Research. Her focus over the past 20 years has been on undergraduate research and developing different techniques for teaching research skills at the undergraduate level. She is active in the Rocky Mountain Psychological Association and is a member of the Council for Teaching of Undergraduate Psychology.
In the last 6 months, several Psychology faculty and students have received grants to support their research and training.

**Professor Alexander von Eye** was awarded a FACT Coalition grant to support a project entitled “The Evaluation of Genesee County’s Implementation of a Health Education Program for Preschool aged Children and their Families.”

**Professor Anne Bogat** was awarded a Michigan Department of Community Health grant for the project entitled “Medicaid Administrative Match Agreement 2003-2004.”

**Ioanna Kalogiros**, a graduate student in Clinical Psychology working with **Professor Kelly Klump**, was awarded a grant from the Fahs-Beck Fund for a project entitled “Factors Associated with Overweight Adolescents Psychological Function.”

**Professor NiCole Buchanan** received a FACT grant for her project entitled “Examining Gendered Bullying, its Psychological and Academic Outcomes, and Anti-Harassment Policies among Rural High School Students.”

**Professor Alytia Levendosky** also received a FACT grant for her project entitled “Evaluation of a Group Intervention for Women and Children Experiencing Domestic Violence.”

Two Psychology Professors have received B-START (R1) grants from the National Institute of Mental Health. **Professor Isis Settles** received support for her project, “Measurement of Race and Gender Identity Functions.” **Professor Cheryl Kaiser** received support for her project “Interpersonal Costs of Attribution to Discrimination.”

**Professors Christine Larson and Kelly Klump** both received IRGP awards from MSU. Chris received support for her project “Delineating the Chronometry of the Neural Circuitry of Pathological Fear: An fMRI Investigation of the Role of the Thalamus in Specific Phobia.” Kelly received support for her project “Phenotypic and Genetic Relationships Between Disordered Eating and Ovarian Hormones During Puberty.”

**Torri Miller**, a Clinical graduate student received an NIH supplement to work on the grant “Inhibition and Cognition in Adolescent and Adult ADHD.” The PI’s on this grant are **Professors Joel Nigg, John Henderson, and Fernanda Ferreira.**

**Professors Becki Campbell and Cris Sullivan** joined four other MSU faculty to win a grant from the Michigan Department of Community Health, entitled “Development of an Evidence-based Family Intervention to Reduce the Risk of Unintended Pregnancy and Sexually Transmitted Disease.”

**Professor Kelly Klump** was one of this year’s recipients of the Honors College Award for Distinguished Contributions to Honors Students. This award recognizes exceptional contributions to Honors College students through teaching, advising, or mentoring. Congratulations to Kelly.
Contributors

Thanks to all the contributors who have generously donated to the Psychology Development Fund. Listed below are April 2003 through March 2004 donors.

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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 new 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. These funds are described in more detail on the Direct Giving page.

Thanks for your generosity.

The Department of Psychology would like to hear from you. Please send us information about your professional and personal achievements.

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