Chair’s Report

Over the last several years, the attention of our department’s faculty and staff has often been directed toward concerns about our planned move to newly renovated space, an external review of our programs, and reactions to persistent reductions in funding. During this same time, however, we have instituted a number of changes or enhancements to our undergraduate programs and I thought I would describe some of those efforts in this newsletter. The number of our undergraduate majors hovers around 1500 and we serve a large number of non-majors in various classes that are either required or elective in the students’ majors.

One of the recommendations of the external review team was that we formally establish an Undergraduate Program Director position. We have done so and Dr. Jim Zacks, who was serving informally in this role already, now has primary responsibility for our various undergraduate programs. Jim is responsible for scheduling our classes, coordinating our undergraduate advising capacity, handling undergraduate grievances, coordinating our undergraduate assistant program, and a myriad of other administrative details. Jim, with Dr. Kevin Ford, also directs our undergraduate Honors program. Our Honors program is one of only two on campus that requires the Honors student to propose a research project, collect data, and report the results in written and oral form to a thesis committee. Our Honors program now includes about 120 students and represents a very significant part of the academic preparation of all Honors students, but especially those planning graduate education in Psychology or other disciplines.

We have a competent and highly engaged undergraduate advising staff including Francoise Bigelow, Sally Grady, and Sarah Handspike as undergraduate advisors and Keilha Kasel and Jan Reid as support staff. This group has initiated a number of programs over the last
several years that we feel have greatly enhanced the education of the undergraduates in our programs. They regularly publish an email newsletter, have initiated a course on Careers in Psychology, and organize an annual Psychfest. The latter brings together various groups that provide opportunities (e.g., internships, volunteer opportunities, career options) for undergraduate Psychology students. This latter event has increased in popularity over the last several years and is now attended by several hundred students. Our Psychology Scholars and Psi Chi groups are active and meet regularly to address interests and issues of concern and to socialize.

On a program level, we have initiated several efforts to better serve undergraduates. We have always enrolled a large number of undergraduates as research apprentices to faculty and graduate students and these “courses” have been very popular among both students and faculty members. In the last several years, we have also enrolled “undergraduate assistants” as apprentices to faculty in their teaching roles. These undergraduate assistants tutor students with difficulties, help with various clerical tasks, provide help in finding needed teaching material or information, and perform some limited grading functions. This effort has grown from four or five student participants a couple of years ago to about 25-30 the last two semesters. We are now piloting a similar program in the advising office. Next year, Dr. Cris Sullivan and Sarah Handspike will be initiating a two semester course designed to engage students as interns in various community agencies. Two years ago, we initiated an exchange program with the University of Lueneburg in which three to five German students attend MSU for a semester at the same time that our students attend classes at University of Lueneburg. As in any exchange program, there have been difficulties, but the opportunity to experience a different culture and a substantially different academic environment has proven to be valuable to a small number of interested students. We hope to expand these exchanges in the future.

Last summer, we initiated two course offerings (Introductory and Abnormal Psychology) in an online format. This summer we will be expanding this to a total of six of our undergraduate offerings. Enrollment for these courses has been open less than two weeks and we have about 500 students enrolled. The opportunity to take required courses at one’s home during the summer sessions has proven to be a very popular option. We continue to offer all the same courses on campus as well during both summer sessions.

This spring, for the first time, we had an open house in the Psychology Building immediately after the undergraduate Social Science graduation ceremony at Breslin on Saturday morning, May 7. All graduating seniors, their family members, as well as interested alumni were invited to meet faculty and staff members in the Psychology Building. It was a great success.

Finally, what is the reaction to these and our other efforts? I monitor student ratings every term and I am happy to report our student ratings as a whole are always favorable and significantly superior to those received by other instructors across campus. We have also initiated a survey of our undergraduate majors at the conclusion of their programs and most reactions to the totality of their undergraduate experience are also favorable. We have less systematic data about our alumni’s post graduate reactions, but will be trying to collect such data in the immediate future. In that context, we welcome unsolicited commentary from our alumni at any time; we do attend to those reactions.

Thank you for your continued interest and support of Psychology. I hope to see many of you at university events this next year.

..........Neal Schmitt
We’ve always known that our graduate students were the best, but we haven’t always been good about showing it. This year we took advantage of Michigan Governor Jennifer Granholm’s proclamation that April 4-8, 2005 would be Graduate Student Appreciation Week for Michigan’s universities to hold our first annual Graduate Student Appreciation pizza party on April 6. A good time was had by all!

Christine Gockel, a second year graduate student, holds one of the prizes awarded.

Banners were hung, pizza was served!

Mareike Wieth is happy to win an MSU pad holder.
The Behavioral Neuroscience Interest Group

Marc Breedlove, Professor, Neuroscience, Psychology, and Zoology
Cynthia Jordan, Associate Professor, Neuroscience and Psychology
Joseph Lonstein, Assistant Professor, Psychology
Antonio Nunez, Professor, Psychology and Zoology
Joseph Nunez, Assistant Professor, Neuroscience and Psychology
Sharleen Sakai, Professor, Psychology
Cheryl Sisk, Professor, Psychology
Laura Smale, Professor, Psychology and Zoology
Juli Wade, Professor, Psychology and Zoology

The Behavioral Neuroscience Interest Group was created in 2000 and grew from five to nine faculty members by 2004. Marc Breedlove and Cindy Jordan were recruited from the University of California Berkeley in 2001 as part of the Neuroscience Program hiring initiative in neural development and plasticity. Marc holds the Barnett Rosenberg Endowed Chair in Neuroscience and both Marc and Cindy are jointly appointed in Neuroscience and Psychology. Their research programs on steroid hormone regulation of sexual differentiation of the developing nervous system and adult neural plasticity are featured in this newsletter. Joseph Nunez came to MSU in 2004, also as part of the Neuroscience Program hiring initiative. Joseph studies the cellular mechanisms by which insults such as hypoxia and anesthesia damage the neonatal hippocampus and how this type of perinatal brain injury alters learning and cognition in adulthood. Joe Lonstein joined the BNS Interest Group in 2002 through the Department of Psychology’s hiring initiative in developmental psychology. Joe’s research is on the neurobiological underpinnings of parental behavior and the mechanisms through which pregnancy and lactation influence female social behaviors.

Research focus areas of the BNS Interest Group include development and sexual differentiation of the nervous system and behavior, behavioral neuroendocrinology, circadian rhythms, and sensory and motor systems related to social behaviors and communication. Interest group members are among the training faculty of both the Neuroscience Program’s NIH Predoctoral Training Grant (Sisk, PI) and the recently awarded NIMH Training Grant on the Integrative Neurobiology of Social Processes (Breedlove, PI). This training program supports pre- and postdoctoral fellows specializing in the biological basis of social behaviors in diverse animal models spanning humans to fish and using approaches ranging from molecular to field biology. Breedlove, Nunez, Sisk, and Wade joined forces with Psychology colleagues Joel Nigg and Kelly Klump to obtain an NIH Translational Research Development Grant (Nigg, PI). Both human and animal model approaches will be used to study the contributions of hormones to the developmental etiology of sex-biased psychopathologies.

Continued.....
such as ADHD and eating disorders. In March 2005, the BNS graduate students sponsored the first annual Behavioral Neuroscience Lecture. Dr. Larry Squire of the University of California San Diego spent two days on campus and gave a seminar on “Conscious and Unconscious Memory Systems of the Mammalian Brain”.

The BNS Interest Group relocated to the Neuroscience Wing of Giltner Hall in 2002 after the Department of Physiology moved to the new Biomedical and Physical Sciences Building. The recently renovated Giltner labs are larger and better outfitted for contemporary behavioral neuroscience research than the previous labs of the BNS faculty, who had been scattered across three different buildings on north and south campus. The BNS group is now next door to colleagues in the Psychology Building, and the Neuroscience Program Office in Giltner functions as the business hub for the BNS faculty and their labs. Members of the Behavioral Neuroscience labs include not only the BNS graduate students, but also students in the Neuroscience Program, the Department of Zoology, and the Ecology, Evolutionary Biology, and Behavior Program, as well as postdocs and many undergraduates.

Consolidation of the BNS Interest Group in Giltner Hall has facilitated research collaborations and led to the development of a highly interactive and close-knit intellectual community. A focal point of interactions May through September is the Giltner Garden, a corner alcove of the back parking lot tended by the BNS labs. The Garden is the venue for annual spring planting parties, Friday afternoon hotdog socials, and lunch on summer days. We invite you to stop by Giltner and see the BNS labs and facilities the next time you visit campus.
Lawrence A. Messé (1940-2004)  

By Norb Kerr

We regret to inform you that our friend and colleague Larry Messé died on December 1, 2004, after a long struggle against an implacable cancer. Larry is survived by his wife, Susan Rashkow Messé, his three sons, Nick, Dan, and Steven Messé, his sister, Sandra Messé Zirlin, and their families.

Larry was born in Chicago in 1940, grew up and completed his entire education in his home city. After graduating from Northwestern University, he did his graduate work at the University of Chicago, receiving his Ph.D. in 1968, and wandered only 200 miles away to spend his entire academic career at Michigan State University.

Although Larry didn’t range far residentially, he ranged quite far intellectually. The many topics that caught his interest and resulted in characteristically elegant work include the role of fairness norms in interpersonal behavior, personality and group processes, prosocial behavior, adult-child interaction, dissonance, minority influence, and group motivation. Those who knew his work—and especially those lucky enough to work with him—soon came to appreciate Larry’s keen intellect and superb research skills. He knew when a problem was important, he knew what the solution might teach us, and he knew how to bring all of our technical power to bear to solve it.

Larry was also a wonderful colleague and mentor. Joe McGrath once wrote of our profession that “You beg for feedback, then it cuts like a knife.” With Larry, you never had to beg; he was always willing to look at your work and to give you his penetrating take on it. And, although every sheet he returned to you had more red than black ink (“Ugh!” was a favorite summary evaluation), his feedback never cut like a knife. It was never personal, never diminishing, but always focused squarely on the work and on making it as good as it could be (which, when it meant measuring up to his high standards, meant making it very good indeed). Generations of colleagues, at his home university and elsewhere, knew that they could count upon his interest and his commitment to them.

Larry cared deeply about his students—certainly as young scholars, but even more, as individuals. Even during the later stages of his illness, when he was homebound and quite weak, he was meeting and guiding his students. When we discuss what characteristic of Larry was most unusual, we return always to his rich gifts for mentoring. He was gifted in mentoring young undergraduates, just beginning to grasp what research might be. And he knew how to tell graduate students what they needed to hear—that he was really on their side, that their ideas could and should be important, and that they could (with his help) meet the challenges of testing those ideas. Generations of students came to depend upon and treasure his very personal, nurturing style of mentorship and friendship.

All who knew him delighted in Larry’s spontaneous and always irreverent wit. No one could better deflate the tension (or pretension) of a meeting with a wry comment. No one could better prime a gathering with the joke that would transform the occasion into a gathering of friends. It was his rich aptitude for laughter and joy that we who knew him will probably miss the most.

A few of Larry’s former and current colleagues are exploring the feasibility of activities that might be sponsored through a fund in Larry’s memory. Some options for this fund include sponsoring an annual colloquium, funding grants for senior honors theses, or an award for mentorship. Because his talent for professional mentorship was such an unusual gift, another option is to support inquiry into effective mentorship (e.g., to contact his students and learn more about how he mentored). We would also appreciate hearing your suggestions. Those who would like to make a donation to commemorate Larry’s memory or to share the gifts that he gave them can do so by sending a check payable to Michigan State University and specifying that the tax-exempt donation is for the MSU/Messé Memorial Fund. The address is MSU Development Office, 4700 S. Hagadorn, Suite 220, East Lansing, MI 48823.
Jacques Levy, Who Directed ‘Oh! Calcutta,’ Dies at 69
Remembered by Al Rabin, Professor Emeritus:

Jacques Levy was a graduate of the New York City College and applied to the MSU Clinical program upon the recommendation of his undergraduate mentor. The latter was a friend of mine whose judgement I respected. Subsequently, I became his mentor and Ph.D. dissertation advisor. He was a versatile student with many interests outside the field of psychology. While a student in East Lansing, he was an active member of a local amateur theatrical group and starred in the leading role of “Guys and Dolls.”

Although his internship at the famous Meniger Foundation Clinic was stimulating and offered a good preparation for his profession of choice, he was not entirely satisfied. He believed that the professional life would make him get up too early in the morning. His love of the theater persisted following graduation from MSU and redirected his professional career. The Theater and Broadway captured him and altered his professional career.

In later years he returned as a faculty member to the “Halls of Ivy” in which his thespian aspirations were melded with his academic in a life-long career. As I recall the central theme of his dissertation was “creativity” and remained his guiding principle.

Tony Olejnik was, purely and simply, one of the finest young men I had the pleasure of knowing and teaching during my 32 year tenure at Michigan State. Tony received his Ph.D. from MSU in 1973. At a time when many his age were having difficulty making sense of a politically and morally chaotic world, Tony seemed to grow into adulthood with grace and confidence. He was always a gentleman, generous and kind. He came to Michigan State as an undergraduate from Detroit. A golf caddy when he was in high school, he was awarded an Evans scholarship to MSU, and lived as an undergraduate in the Evans House with other caddies who were also Evans Scholars.

He distinguished himself as a serious and bright student and the developmental interest group was pleased to accept him into our graduate program. I consider myself especially fortunate to have been his mentor during those years. Tony and I coauthored a paper, based on his master’s thesis, that was published in Developmental Psychology, one of the top journals in our field at that time. His thesis, “Antecedents of generosity in nursery school children: Prescriptive value orientation in the family,” dealt with a pro-social topic that was close to Tony’s heart and one about which he could speak with deep personal conviction, the development of generosity.

As a graduate teaching assistant Tony taught his own courses in child psychology. As supervisor of the teaching assistants during those years I can attest to Tony’s skill in that area. In fact, I can still recall a lecture that I observed during which I learned quite a bit from my own student about a topic that I thought I knew very well.

Tony went on to be a university professor, first at George Williams College and later at Aurora University where he was again recognized as an outstanding teacher and was appointed acting dean of the College of Liberal Arts and Sciences. Although he continued throughout his life to do research and to review the work of others, I think Tony’s main love were his students and his family. Whenever we met at conferences and conventions, his conversations would inevitably lead to one of those two topics. The field of psychology has lost a great teacher, administrator and colleague, and we have lost a dear friend. May he rest in peace.

Obituary by John P. McKinney, Professor Emeritus of Psychology

Sandra J. Frassetto
age 52, died April 5, 2005. Sandra was working towards her PhD in Psychology, with an emphasis in Child Development. She was a grief counselor at Ele’s Place for seven years. She loved her job as a Page Supervisor at the Hope Borbas Okemos Library. She was a Master Gardener and loved animals, decorating, traveling and bonfires at the lake. Sandra could chat with anyone about anything and gathered friends with ease. A natural mother and fabulous friend; she was much loved and will be greatly missed.

By Julie Detwiler
Psychology faculty and students have received recognition for their accomplishments this year.

This has been a very busy year for Cheryl Sisk, the Director of the Neuroscience Program. She won the Distinguished Faculty Award this year. Among her other qualifications for this award, she was cited for having developed, “a loosely engaged, multidisciplinary group of faculty into a coherent and nationally prominent graduate training and research program.” She also received a Supervisor Recognition Award in October for her support of staff work and life balance. She was one of six awardees out of more than 50 campus-wide nominees for this award. Finally, she has been elected President-elect of the Association of Neuroscience Departments and Programs. ANDP is an organization of member departments and programs from academic institutions in North America. Cheryl assumed this office in November 2004 and will become President Nov. 2005.

Shallimar Jones, a clinical graduate student, won an American Psychological Association Dissertation Research Award in January. This is the 17th year of this award and the competition this year was very intense.

Hiram Fitzgerald, MSU Assistant Provost for University Outreach and University Distinguished Professor of Psychology, received the 2005 Child Advocate Award from the Michigan Fatherhood Coalition. Hi was recognized, “for his work to raise awareness of the vital role fathers play in their children’s lives.”

Fourteen Psychology undergraduates presented their Senior Honors Thesis research at the University Undergraduate Research and Arts Forum as posters or talks. Together they won 6 of the 7 awards available in their areas. Arthur Sandt, Nancy Carlisle, and Leslie Crimin won first place awards in their categories, and Kendal Holtrop, Daniel Moore, and Andrew Poole won merit awards.
Norman Abeles was re-elected to the Executive Committee of Academic Council for a two-year term, August 16, 2005 through August 15, 2007.

Joel Nigg has accepted an invitation to serve as a member of the Child Psychopathology and Developmental Disabilities Study Section, Center for Scientific Review. He will serve until June 2008.

Kelly Klump is the 2005 recipient of the Division 12 (APA), David Shakow Early Career Award.

Zermarie Deacon, one of our Ecological/Community doctoral students, has been awarded a Fulbright Scholarship to conduct her dissertation research in Mozambique during the 2005-06 academic year.

Deborah Kashy has been named the winner of the 2005-06 Social Science Alumni Distinguished Teaching Award. She was nominated by the students in her undergraduate classes, the undergraduate advisors, and faculty colleagues.

John Henderson and Fernanda Ferreira presented a summary of their research activity in Cognitive Psychology to the MSU Board of Trustees on April 8, 2005. They were invited to do their presentation by VPRGS Ian Gray to highlight exemplary faculty research activity to the Board.

U. S. News & World Report’s ranking of graduate programs in Psychology ranked the Industrial/Organizational Psychology graduate program as No. 1 among I/O graduate programs in its survey published in April, 2005.

Congratulations to all of these Psychology Department members!
My research focuses on understanding the spectrum of events resulting from early brain injury. I am particularly interested in the effect of sex/gender and early hormonal environment on the response to brain injury. Of obvious clinical importance, few studies have systematically investigated the effect of gender/sex on early brain injury, with even fewer studies looking at why sex differences exist in response to early brain injury. These studies in the neonate are especially critical given that the developing brain is very susceptible to injury due to restricted oxygen availability and diminished blood flow (i.e. asphyxia, maternal smoking, diabetes, pre-eclampsia, and iron deficiency), seizures, prenatal alcohol, drug and anesthetic exposure. These traumatic events lead to pathological conditions such as chronic epilepsy, cerebral palsy, loss of gray matter, and numerous cognitive and behavioral dysfunctions. The emphasis of my laboratory is on premature human infant brain injury, specifically looking at gray matter damage. Greater than 50% of all premature human infants experience some form of early brain insult, with the damage and cognitive/behavioral deficits persisting into adulthood. In order to explore this problem, I have recently developed a model of premature human infant brain injury in the rat.

My research involves exposing newborn male and female rats to the excitotoxic neurotransmitter GABA, then investigating the response to injury with regard to the effect on: 1) behavior (cognitive and affective testing in adolescence and adulthood), 2) pathology (cell loss within numerous brain regions including the hippocampus, cerebral cortex and amygdala), and 3) physiology of affected cells (response to subsequent insult and normal stimulation). The behavioral and pathological studies are coupled with practically relevant methods of neuroprotection and therapeutic intervention, such as environmental enrichment and post-insult drug application. By investigating the mechanism of early brain injury, we will be able to elucidate more effective methods of neuroprotection.

Along with my interest in the deleterious effects of excitotoxic GABA, I am also currently investigating the damaging effects of neonatal asphyxia, fetal alcohol and early surgical anesthetic exposure upon the immature brain.

Direct Giving Now Possible

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.
My research interests were formed during my tenure at the Gay Men’s Health Crisis (GMHC), the oldest AIDS organization in the United States, where I spent nearly 8 years of my career developing the agency’s capacity to conduct sound program evaluations and use the results of these studies to inform program decisions. As GMHC’s principal intermediary between the worlds of science and practice, it was apparent to me that the knowledge bases of scientists and practitioners were seldom tightly coupled or mutually informative. Since leaving GMHC for an academic career, my scholarship has focused on understanding how programs are implemented in community settings and what organizational contingencies govern the application of scientific evidence-based programs to community-based service provision. To that end, I have evaluated indigenous prevention programs and those that are imported to such settings from universities. I have also conducted research to understand the organizational issues affecting use of social science knowledge as it is embodied in the form of best HIV prevention practices.

Scientists seeking to disseminate HIV prevention programs to communities often lack adequate information about why their programs may or may not be of interest, why providers offer the prevention programs that they do, and how setting-level factors affect the process of translating and sustaining programs in new settings. My research indicates a mismatch between what scientists design and what a majority of organizations have the capacity to implement. My program of research highlights the value of attending to the adaptability and philosophical fit of programs and to the dynamic context in which organizations are embedded when designing prevention programs and planning to move them into the day-to-day life of an organization.

I also conduct research to evaluate how proven HIV prevention strategies fare when implemented in community settings. Among my most recent projects was a 7-year multi-site study to examine the process and outcomes of four evidence-based interventions for young men who have sex with other men. As part of this effort, my colleagues and I articulated a framework for identifying and assessing organizational capacity to conduct HIV prevention programs. From this study, my research colleagues and I have added rich information to a very small literature on late adolescent and young adult men who have sex with men on a variety of issues affecting prevention-related behaviors among this population and on conducting HIV prevention research with this group.

Building on my recent work on AIDS organizations and the dissemination of evidence-based programs, in collaboration with Drs. Ralph Levine and David Lounsbury I am developing a project to model how AIDS-related community-based organizations change in response to their attempts to institutionalize evidence-based HIV prevention programs. I have also begun the process of collaborating with Detroit-area agencies that serve young Black men who have sex with men. Roughly 61% of AIDS cases in Michigan are among men who have sex with men; the vast majority of these cases occur among Black men and youth. Few documented program models exist that are tailored to these men’s lives. Better understanding of effective programs to promote the long-term health and well being of Black men who have sex with men is essential to improve prevention science and practice and to lower the incidence of HIV.
Grants - Spring 2005

Steven Kozlowski received year three funding from the University of Maryland for his grant, *Leadership: Enhancing team adaptability in dynamic settings.*

Steve Kozlowski and Rick DeShon also received three grants from the Air Force Office of Scientific Research to revamp their simulation lab, *OPTIMA Lab: Dynamic resource allocation and adaptability in teamwork,* and for their studies, *Dynamic resource allocation and adaptability in teamwork* and *Enhancing learning, performance, and adaptability for complex tasks: A research extension.*

Joel Nigg received the fifth year funding for his grant, *Family study of neuropsychological risk for alcoholism* from the University of Michigan. Along with Fernanda Ferreira and John Henderson he also received an additional year of funding from the National Institute of Health to continue their work on, *Inhibition and cognition in adolescent and adult ADHD.* With colleagues from other departments at MSU he received a grant from the National Institutes of Health to study, *Genetics of ADHD: Haplotype and endophenotype approaches.* Also from the National Institute of Health he was funded for the study, *Hormones in sex different developmental psychopathology.*

John Henderson and Fernanda Ferreira (along with colleagues from other MSU departments have received an additional year of funding from the National Science Foundation for their IGERT grant, *Sequential decision making as a unifying theme in cognitive science.*

Fernanda Ferreira received a grant from the Public Health Service to study the *Effects of disfluencies on language comprehension.*

Cynthia Jordan received a second year of funding from the National Institutes of Health for her grant, *Androgen targets in a simple behavioral system.*

Juli Wade receive a third year of funding from the National Science Foundation for her work on the, *Neuroendocrine regulation of behavioral differences.* She also received funding from the National Institutes of Health for two studies, *Sex differences in brain and behavior development,* and *Developmental regulation of brain structure and function.* Along with her student, David Bailey, she received an award from the National Institute of Mental Health to study, *Neural substrates of learning, memory and perception.* She was also funded by the National Science Foundation for her work on the *International meeting for the Society for Behavioral Neuroendocrinology.*

Erik Altmann received a third year of funding from the Naval Research Office for his study of, *Managing the disruptiveness of interruptions.*

Dan Ilgen, working with colleagues from the College of Business, received continued funding from the Navy for his work, *Organizational structures and adaptation strategies for command and control teams.* He also received funding from Purdue University to study, *The development and impact of happiness states at work.*
Grants (continued)

**Neal Schmitt** and **Fred Oswald** received two grants from the College Entrance Examination Board to study, *Non-cognitive criteria for college student success: Satisfaction and persistence,* and *Phase 3 of the development of biodata and situational judgment measures of college student preparedness.*

**Rose Zacks** received a subcontract of a National Institute on Aging grant to study, *Aging: Inhibition and the contents of working memory.*

**Kevin Ford,** with colleagues in the School of Labor and Industrial Relations received third year funding from the Michigan Department of Civil Service for their work, *Partnering and consulting capacity development for state of Michigan.* Kevin also continues in his role as organizational change facilitator as part of a grant through the School of Criminal Justice from the Office of Community Oriented Policing Services (COPS) in the U.S. Department of Justice.

**Laura Smale** received an award from the National Institutes of Health for her study, *The psychobiology of rhythms in diurnal mammals.* Along with **Cheryl Sisk,** she also received a grant from the National Science Foundation to study the, *Neuroendocrine determinants of Mating in the day versus night.*

**Cheryl Sisk** received the second year of support for a five-year NIH grant entitled, *Pubertal Organization of Brain and Behavior.* She is the sponsor of two NIH National Research Service Awards, *Effects of gonadal hormones during puberty on behavior,* awarded to Behavioral Neuroscience graduate student Kalynn Schulz, and *Steroid influences on brain maturation,* awarded to postdoctoral associate Julia Zehr. Sisk is also the PI on a training grant from the National Institute of Health entitled, *Interdisciplinary training program in neuroscience.* This training grant is now in its third year.

**Pennie Foster-Fishman,** along with one of her students, received a grant from the Michigan Nonprofit Research Program to study, *The role of social capital in domestic violence coordinating councils.* She also received another three years of funding from the Kellogg Foundation, for the project, *A formative and summative evaluation of Battle Creek programming.*

**Anne Bogat** received a *Medicaid Administrative Match Agreement* from the Michigan Department of Community Health.

**Hiram Fitzgerald** received funding from the University of Michigan for his work, *Family study of risk for alcoholism over the life course.*

**Christine Larson** received a grant from the National Institute of Health to study, *Chronometry of amygdala response to affective stimuli.*

**Joseph Núñez** has received the second year of funding on a National Institute of Health grant titled, *Novel GABA actions on the developing brain.*
Grants (continued)

**Joseph Lonstein** received an award from the National Institute of Child Health and Human Development to research the, *Neurochemical control of maternal behavior*.

**Richard Lucas** received funding from the Marchionne Foundation to study, *Values, needs, and life choices: A longitudinal investigation of the well-being of singles*.

**Cris Sullivan**, along with other colleagues, received a grant to combat violent crimes against women on campus from the US Department of Justice. She and other colleagues also received a grant from the Michigan Department of Community Health, *Development of an evidence-based family intervention to reduce risk of unintended pregnancy and sexually transmitted diseases among adolescent females on Medicaid*. She was also the faculty sponsor on a National Institute of Mental Health pre-doctoral fellowship (to Kelly Lewis) that funded the study, *Promoting African American well-being: A school-based rites of passage intervention*.

**William Davidson** received two grants from Ingham County Michigan. One funds the *Adolescent Diversion Project* and a second funds data analysis for *Risk assessment of juvenile offenders*.

**Ann Marie Ryan** was funded by the American Psychological Association to study, *Workplace sexual orientation harassment: Prevalence, outcomes, and implications*.

**NiCole Buchanan** was funded by the National Institutes of Health (NIH) for her project, *Examining psychological, health, and academic outcomes of gendered bullying/sexual harassment among primary and secondary school students*. Along with other colleagues, she also received a MSU FACT grant for the study, *Examining gendered bullying, its psychological and academic outcomes, and anti-harassment policies among rural high school students*. Finally, she received a grant from Michigan State University’s Assistant Provost and Assistant Vice President for Academic Human Resources to study, *The Impact of Race-based Harassment on Academic Success and Intentions to Quit College*.

A number of our faculty received support from the Intramural Research Grants Program since the last newsletter. **NiCole Buchanan** was funded to study the, *Effects of target race/ethnicity on perceptions of harassment*. **Alex Burt** received a grant to study *Gene-environment interactions and the origins of antisocial behavior*. **Rebecca Campbell** was funded to study the, *Role of forensic medical and DNA evidence in the prosecution of child sexual abuse*. **Brent Donnellan** was funded for the study, *A longitudinal investigation of the relations between personality trait development and adaptation in college students*. **Cheryl Kaiser**’s funded research is, *Interpersonal consequences of claiming discrimination: The claimant status asymmetry hypothesis*. 
Robert Jay Green (PhD, 1975) was promoted to Distinguished Professor at the California School of Professional Psychology – San Francisco campus (which is now a division of the newly created Alliant International University). For more information on Robert’s (aka “Bob Green’s”) professional activities, please visit his university website: www.alliant.edu/faculty/green.htm.

John (Jack) Marr (MA 1960; PhD 1961) has been awarded the University of Arkansas Alumni Award in both Teaching and Research. Jack is now a Professor Emeritus and is the Owner/Director of Behavior Therapy Clinics in Fayetteville and Rogers, Arkansas, and also the Learning 2 Center.

Steve Kincaid (PhD, 1994) has just taken a new job with the firm of Heidrick & Struggles International as a Leadership Services Consultant. He was also featured in Delta Airline’s magazine, Sky.

Larry Holmes (PhD, 2000) reports that he and his family are excited to return to the midwest after a couple of years living out west. He has recently been hired by a large medical clinic in northern Wisconsin, as the only Child Clinical Psychologist in the region.

The research of Professor Richard Lucas was featured in a Time magazine story on marital happiness (Is there a hitch? By Joel Stein, January 17, 2005). His research was cited to support the conclusion that marriage does not increase long-term personal happiness ratings.

Smriti Shivpuri and Brian Kim (current Industrial/Organizational Psychology graduate students) published an article entitled “Do Employers and Colleges See Eye-to-Eye” in the Fall 2004 edition of the National Association of Colleges and Employers Journal.

The New York Times (January 18, 2005) reported that testimony was offered by alumni Ruben Gur (Ph.D., 1973) in the case of a death row inmate in California.