Transitions

In any organization including academic units, there is nearly constant change. In the past year, we have perhaps had more than our share. I mentioned in this newsletter last fall that we were hoping to recruit seven new faculty members this year. We also received authorization to hire a faculty person in the Quantitative area as part of our college’s Quality Fund initiative. The process of recruiting and hiring these people has occupied a large share of my time and that of many of our faculty members and graduate students in the past several months.

As a result of these efforts I am happy to report that Dr. Fred Leong has accepted a senior-level faculty position to lead our Multicultural Psychology Initiative. Dr. Margaret Semrud-Clikeman will be joining our Clinical group in the fall, with a joint appointment in Psychiatry. In addition, Dr. Joseph Cesario will be joining our Social/Personality group and Dr. Ryan Bowles was hired in the area of Quantitative Psychology. We will be featuring all of these new people in this newsletter next year.

Next year, there will be continued faculty recruitment. In addition to positions in the areas of Cognitive Neuroscience, Applied Cognitive, and Clinical, we will make efforts to replace Dr. Dan Ilgen who is leaving the Hannah Chair of Psychology and Management, but plans to continue his role in our department as a half time faculty member. We also hope to replace Drs. Jim

Continued....
and Rose Zacks who will be starting their consulting year and retiring after the 07-08 academic year. Both promise to be available to our department for several more years. For Jim, Rose, and Dan, we cannot compete with the demands of grandchildren and the need for greater flexibility in how they spend their time. All three have been productive and valuable members of our department for two or more decades. We will also hope to begin the process of replacing Drs. John Henderson and Fernanda Ferreira who have accepted chair positions at the University of Edinburgh and Dr. Cheryl Kaiser who will be joining the Social Psychology group at the University of Washington. We wish all these people the very best in their new roles.

Faculty recruitment has changed rather radically, I think, in the last ten years. At the beginning of this time period, competitiveness in salary was a very important factor. Candidates also requested lab space and computers to do their work and occasionally requested some graduate research assistant help as they began their research and teaching careers here and elsewhere. Today, these things are important, but new faculty candidates are now requesting very expensive lab and computer equipment, summer salary for several years, the help of research assistants and lab managers, payment for research participants, travel and professional membership fees. These “startup packages” now routinely exceed a half million dollars in some areas of Psychology. We have had very good support from the dean’s office and the higher administration at MSU and have competed successfully at this level, but it is increasingly difficult and complex to do so. Replacement and growth of faculty resources is probably the most important factor in the continued vitality of our six graduate programs as well as our undergraduate programs. We will introduce new faculty members in this newsletter and we hope that you will visit us when you have the opportunity to meet these new people and reacquaint yourselves with those who may have been here when you were students at MSU.

Neal Schmitt

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.
Graduate Student Appreciation Week: April 17-21, 2006

Graduate Student Appreciation Week, sponsored by the National Association of Graduate and Professional Students, is designed to celebrate and raise awareness of the role of graduate and professional students within America’s colleges and universities. This year we honored our outstanding graduate students with our 2nd annual Graduate Student Appreciation Party, held April 18th.

Many faculty turned out to appreciate our outstanding graduate students.

Students received door prizes as part of the celebration.
Psychology Goes Virtual!

By Cathleen McGreal, Ph.D.
Associate Professor and Coordinator of Online Programs

Do you remember those decisions you had to make every summer when you were an undergraduate? No – not those decisions – the academic ones! Should you stay in East Lansing and enroll in a summer session class? That seemed sensible given the courses you planned to take during the next academic year. But living rent free with the parents hundreds of miles from campus made economic sense. There were problems to be faced even if you lived close to campus. Would it be wise to accept the offer of a Monday through Friday full-time job and save all that money for tuition? That choice would mean giving up the on-campus course offered in the middle of the afternoon twice a week. But taking one summer course could keep you on track to graduate in four years. Decisions, decisions! If only you could be in two places at one time. If only professors would lecture at 11:00 at night. Life would be so much easier. Well, today’s undergraduates still have plenty of decisions to make but at least some of their choices are more appealing because of the Department of Psychology’s Fully Online Course Program. And for those of you alums who remember Lionel Ritchie before he was known as Nicole Ritchie’s dad, our course availability is described by his hit song “All Night Long.” The online course system tracks when students access different parts of the course. Students indeed choose to attend class at different times but one group or another are listening to lectures:

“All night long! (all night)
All night long! (all night)
All night long! (all night)
All night long! (all night)”

This summer there will be seven Psychology courses offered online. Students have the opportunity to find out about these courses during registration by visiting the Psychology Online Preview Page. Psych 382: Human Service Internship in Psychology II is a full session course taught by Prof. Cris Sullivan that allows students to be completing internships anywhere in the world while receiving intensive academic supervision. The other six courses are accelerated courses taught in half-semester, 7-week sessions.

Prof. Linda Jackson began our department’s online course program with her Psych 101: Introductory Psychology class. This popular course is offered in both summer sessions. In addition, she teaches what is called a hybrid (or blended) enriched course in Introductory Psychology to High School ‘High Achievers’ every summer. A hybrid enriched course has the

Continued on Page 5
same number of F2F (face to face) hours as other on-campus courses but it is enriched by significant online quality instruction. These high school students praise the course and the snacks that Linda provides – after all, the class does run from 9:00 a.m. until 12:40!

Prof. Cathleen McGreal developed Psych 244: Infancy through Childhood as a new online offering for the Summer of 2005. In order to help the students make a connection with their own childhood experiences she was videotaped in the children’s gardens introducing course concepts, such as fantasy and pretend play in the “spider-web” tree house. Cathleen captured the attention of her students by lecturing while sitting on the sheep in the gardens, encouraging them to connect their own childhood experiences with the content of the course. Perhaps the biggest video surprise came when she spun a lever to make a frog’s mouth squirt water into a pond while explaining that even babies learn to repeat an action to make an interesting sight recur. The first spin didn’t lead to a squirt so she tried again with a bit more vigor. As hard as she tried, that frog would not cooperate, unexpectedly leading her to demonstrate violation of expectations!

How many students sign up for an online I-O class and find out that their instructor is a past president of the Society for Industrial-Organizational Psychology? Probably very few! Those taking Psych 255 with Prof. Dan Ilgen are delighted to be the rare exceptions to have this experience. On his “Welcome Page” there is a video in which Dan introduces himself to his students and then explains how the hyphen in I-O psychology has a descriptive characteristic, in a sense creating a horizontal continuum. It is intersected by a line that goes from “Science” at the top to “Practice” at the bottom. A graphic table of this 2-dimensional space is inserted into the video and it is referred to throughout the course as an organizational guide. Dan’s lectures are recorded using a program called “Breeze.” As students sit at their computers, PowerPoint slides automatically advance as Dan’s voice provides the details. If you weren’t fortunate enough to have a class with Dan Ilgen while you were a student at MSU maybe it is time to become a lifelong learner! [It’s easy! http://www.reg.msu.edu/ROInfo/EnrReg/LifelongEducation.asp]

In 2004, Prof. Kelly Klump offered Psych 280, Abnormal Psychology, online for the first time and 99 students eagerly signed up for the course. Word spread quickly about her class because the following year she had over 160 students enrolled! Kelly used cartoons to keep the students’ attention when she wrote her lectures. For example, in her first lecture, when teaching about psychoanalysis, Kelly inserted a cartoon of Freud sitting in a chair smoking a cigar. He is wearing a slip and a pair of slippers. Arrows point to his head (Freud), to the slip (Freudian slip) and to his footwear (Freudian slippers). The course also has audio flash cards to help students learn vocabulary central to the various disorders. Prof. Anne Bogat will be teaching Psych 280 this summer. Anne’s “Welcome Page” features a videotape in which she introduces herself and some basic aspects of clinical psychology, such as DSM-IV.

Continued on Page 6
Health Psychology, Psych 320, was brought fully online in the summer of 2005 by Prof. Cris Sullivan. The first assignment engaged the students in a way few will forget. Students viewed “Miss Evers’ Boys,” a film based on the true story of the Tuskegee syphilis experiment. They learned that informed consent wasn’t obtained because the doctors didn’t want the men to know the real purpose of the study. The primary goal was to examine whether African-Americans reacted to syphilis in the same way as European-Americans. Once penicillin was discovered to be effective it was withheld because the scientists were studying untreated syphilis. Could this type of study happen today? Students had to address this and other issues in written assignments, supporting their opinions. Written assignments are easily submitted through online drop boxes. Prof. Cathleen McGreal will be teaching Psych 320 this summer.

Psych 424, Child and Family Psychopathology, is a Tier II Writing course offered online. This is a writing requirement geared toward the student’s major. Prof. Alytia Levendosky teaches this course and she insures that students learn what they need to know through a variety of learning aids. She has several lectures videotaped and also provides detailed lecture notes. Alytia helps students get used to writing essays and turning them in a “Cyberspace” classroom by providing a practice exam before her first test. The essay questions are interesting for students to write and for instructors to read! Students in Alytia’s class are divided into five-person teams for online group discussions. For example, the entire class may take a survey about child neglect and then each team discusses the class findings.

Last September in her Sesquicentennial Convocation Address, President Lou Anna Simon described our strategic commitment of “Boldness by Design” and our goals for the year 2012. Our online courses are another avenue that the Psychology Department is reaching out across the nation and across the world. Our research is recognized worldwide. Given the steady growth and quality of our online courses, by 2012, we may enroll students throughout the world drawn to the excellence and accessibility of our teaching.

Associate Chair’s Note: Each year online courses taught across the university compete for the SBC Faculty-Staff Awards for Instructional Technology. This year PSY 244 (Child Development: Infant to Childhood) won an Honorable Mention in the Best Fully Online Course category, and PSY 344 (Developmental Psychology: Adolescence-Youth) won an Honorable Mention in the Best Blended Course category. Both of these courses are taught by Professor Cathleen McGreal. Of the six courses to win awards university-wide, only two were undergraduate courses (PSY 244 & 344) and only two were in the college of Social Science (PSY 244 & 344). The success of our department’s online program is largely due to Cathleen’s enthusiastic leadership. Thanks Cathleen!
A new Outreach Scholarship Community Partnership Award was presented for the first time at Michigan State University’s Annual Awards Convocation on Thursday, February 9, 2006.

Cris Sullivan, professor of ecological/community psychology, and Suzanne Coats, executive director of Turning Point, Inc., shared the debut award. Their partnership was recognized as a model of campus-community collaboration that applies rigorous research methods to assess the quality of interventions for victims of domestic violence and sexual assault.

“This new award recognizes a sustained, mutually beneficial campus-community research partnership. It is further evidence of MSU’s strong commitment to the scholarly model of outreach research, teaching, and service,” said Hiram E. Fitzgerald, Associate Provost for University Outreach and Engagement and University Distinguished Professor of Psychology.

“Professor Sullivan and Ms. Coats set a high bar for future Outreach Scholarship Community Partnership Award recipients. Their work reflects the University’s scholarly engagement standards of significance, contact, scholarship, and impact.”

Dr. Sullivan is recognized nationally for her research on violence against women. She has generated more than $7.5 million in research funding, primarily from the National Institute of Mental Health and the U.S. Department of Justice. Her scholarly work is published in peer-reviewed scientific journals as well as in community-focused outlets such as training manuals and technical reports.

Turning Point is a service agency based in Mount Clemens, Michigan, that provides programs and resources to help survivors of domestic and sexual abuse regain control of their lives. Executive director Suzanne Coats is a nationally renowned advocate known for delivering demonstrably effective community intervention programs.

In addition to their research collaborations, Dr. Sullivan and Ms. Coats co-wrote Outcome evaluation strategies for sexual assault service programs: A practical guide which has been enthusiastically received nationally. Their most recent collaboration involves applying for a 5-year NIMH grant (with Professors Rebecca Campbell, Deborah Bybee, and Celia Wills) to develop a research infrastructure within Turning Point able to support a wide variety of research studies pertaining to effective mental health services for survivors.

Rebecca Campbell and Cris Sullivan were members of an interdisciplinary team at MSU that received Phi Kappa Phi’s 2006 Excellence Award in Interdisciplinary Scholarship.

Christine Larson received the Psychology Department’s 2006 Teacher of the Year Award.

Robin Miller is now a fellow of the Society for Community Research and Action, Division 27 of APA.

Joseph Nunez was inducted into Phi Kappa Phi Honor Society.
Sian L. Beilock received PhDs in both Psychology (cognitive) and Kinesiology (sport psychology and motor learning) from Michigan State University in 2003. These dual degrees reflect Dr. Beilock’s interest in examining the cognitive processes governing performance across different task types, performance environments, and levels of expertise. Now an assistant professor in the Department of Psychology at The University of Chicago, Dr. Beilock was highlighted as a “rising star” in the September 2005 issue of Chronicle of Higher Education. Last year she also received the young investigator award for distinguished research in sport psychology and motor learning from the International Society of Sport Psychology.

Dr. Beilock has already received substantial funding to support her research. The National Science Foundation awarded her $199,000 over the next three years to study “stereotype threat,” a phenomenon that causes a subject’s awareness of their own social identity to adversely affect their skill performance. The Department of Education awarded her $428,000 over three years to examine how various testing environments affect students’ scores.

In addition to significant scholarly recognition of her work, Dr. Beilock has also received coverage in The New York Times and has been interviewed on National Public Radio. MSU’s Psychology Department is extremely proud of this outstanding alumnus!
Undergraduate Honors

Shawn Katterman, an honors student working in Professor Kelly Klump’s lab, was awarded MSU’s Genevieve Gillette Fellowship to support summer research.

Our undergraduate Honors students did an outstanding job in the University Undergraduate Arts and Research Forum on April 7th. Prize winners included:

Edward Witt, First prize in Social Sciences 1 Oral Presentations
Mikhila Humbad, Merit award in Social Sciences 2 Oral Presentations
Laura Boucher, First prize in Social Sciences 1 Poster Session
Dan Atkinson, First prize in Social Sciences 2 Poster Session
Michelle Rubinlicht, Merit award in Social Sciences 1 Poster Session
Elizabeth Hingst, Merit award in Social Sciences 1 Poster Session
Brett Guth, Merit award in Social Sciences 1 Poster Session
Haritha Reddy, Merit award in Social Sciences 2 Poster Session

Undergraduate Office Awards, Honors, Scholarships and Assistantships:

Emily Anne Jones, MSU Federal Credit Union Study Abroad Scholarship
Joanne Marie Johnson, MSU’s Trustee Scholarship
Kaitlin Tiplady Obenauf, Teach for America
Benjamin Bakalyar, Teach for America

PSY CSS Study Abroad Grant Winners - Spring 2006

Kathryn Dold
Jennifer D. Jones
Katherine Latocki
Brian Mund
Jennifer Simmons
Elisabeth St. Thomas
The undergraduate Psychology major is an important part of the Department of Psychology, although sometimes is only part of the background for people who do not have direct contact with it. We have about 1600 undergraduate majors, 140 of whom are members of the Honors College, and we also serve as many as 200-300 more students who are completing either a teaching minor in Education or a psychology cognate in the Interdisciplinary Program in Social Sciences. And of course many students take psychology courses that are not part of their programs. This year we offered 92 sections to a total of 10,140 students over the fall and spring semesters. So our program is large!

There are many facets to our undergraduate program beyond simply offering courses, although “simply” in this case is an understatement. We take pride that a substantial proportion of our courses are taught by regular faculty members. In this academic year, 88% of our courses were taught by regular faculty during the fall and spring semesters. But our major is more than a set of courses. Advising this number of majors and people who are considering changing to the major is an important part of our program. Because our graduates go on to a wide variety of careers after completing the major, advising requires more than knowledge of how to prepare for a career in Psychology. While about about 20% of our majors go on to graduate school in Psychology, they are only a minority of our students. Of those who join the workforce after graduation, the most frequently reported area of employment was in the general area of human services. Because of the need for an understanding of the broad range of careers for which our students are preparing we have adopted the model of having professional advisers rather than faculty advisers. We currently have three outstanding advisers and are going to be adding a fourth person in the summer. These advisers advise students on all matters related to creating programs that will help them to achieve their goals for success while a student and after they graduate. When students have professional interests related to areas of expertise of faculty members, they are often referred to them for additional advising in that area. Many undergraduates become involved in research in faculty laboratories and through this often receive additional mentoring from graduate students. This has been a very effective model for providing students with both the standard information related to fulfilling requirements in and outside of psychology, while at the same time providing students with advising over a broad range of topics of importance to them.

In addition to coursework and advising, there are other opportunities available to our undergraduates. For those with a professional interest in Psychology we have two student organizations, the Psychology Scholars and (for those who qualify academically) a chapter of Psi Chi, the national honorary society in psychology. They have regular meetings with programs of interest to those in psychology, often having faculty speakers. These organizations continue to exist because of the dedication of one of the undergraduate advisers, Sally Grady. In the recent past we have tried to supplement Sally’s support for the
organizations with the participation of Professors Brent Donnellan and Lauren Harris, who work with these organizations as faculty advisers.

In addition to opportunities in the classroom, a significant number of our undergraduates have become involved in the ongoing research of the department. As a result every year we always have a number of undergraduates whose work on a research project has led to a co-authorship on a publication. We have also had undergraduates present their work at professional scientific meetings, sometimes as the senior author. An illustration of the range of projects in which students participate can be had by going to the web site where we advertise some of these research opportunities (http://psychology.msu.edu/Undergrad/IndStudF.html).

Still another opportunity that has grown significantly in the past several years, has been the Undergraduate Assistantship Program. Students who qualify by having a very strong academic record and having been successful taking a course are selected to be Undergraduate Assistants in the course. They assist the faculty member (and graduate TA, where there is one) with many of the activities of the course. The faculty have been virtually unanimous in their praise of the undergraduates who serve in this capacity, and the students who do so regularly report it to have been one of their most rewarding experiences as an undergraduate. They often report that they learned more helping to teach other students than when they took the course themselves. For those with an interest in a career in academics, that has proved to be an especially valuable opportunity to learn more about the professional life of an academic.

A final acknowledgement of the importance of undergraduate instruction has been the creation of a training program on how to teach for graduate students who intend to become university faculty members. We have always provided our graduate students with an opportunity to teach during the summer session, but now Professor Kevin Ford is offering a course on teaching that all of the first-time graduate instructors enroll in during the summer when they teach. In addition to providing useful information on every facet of teaching, Professor Ford also visits the classroom of each of the graduate instructors and provides them with useful feedback on their classroom activities.

If it sounds like the department is invested in undergraduate education, that is an accurate depiction of the situation. A final change that has recognized the importance of undergraduate education in the overall mission of the department has been the designation of an Associate Chairperson for Undergraduate Affairs, a position which I currently hold and which will be filled by Professor Kevin Ford beginning in the fall of 2006.

As you can see, undergraduate education is a central activity in the Department of Psychology.
New Faculty Grants – Spring 2006

**Erik Altmann** received a grant from the U.S. Department of the Navy Naval Research Office entitled “Managing the disruptiveness of interruptions.” ($90,000)

**Anne Bogat**, with colleague Denise Holmes, received a public service grant from the Michigan Department of Community Health entitled “Mental and physical health consequences of domestic violence for women and children receiving Medicaid.”

**Rebecca Campbell**, with colleagues **Kevin Ford** and **Deborah Bybee**, received a grant from the National Institute of Justice, “A Systems Change Analysis of Sexual Assault Nurse Examiner (SANE) Programs.”

**Bill Davidson** received a grant from Ingham County to conduct a “Risk and Systems Assessment.”

**Pennie Foster-Fishman** received a grant from the W.K. Kellogg Foundation, titled “Proposed Evaluation Plan for the Battle Creek Programming Area.”

**Lauren Harris**, with colleagues Jessica Barnes, Christopher Dunbar, Holly Brophy-Herb, Carl Taylor, and Denise Holmes, received a grant from the Michigan Department of Community Health entitled “Promoting a culture of change in disadvantaged youth.”

**Linda Jackson**, with colleagues **Hiram Fitzgerald**, Rena Harold, **Alexander von Eye**, & Yong Zhao received a grant from the National Science Foundation, entitled “An Ecological Systems Theory Approach to Examining the Impact of IT.”

**Kelly Klump** was awarded a grant from the University of Pittsburgh to study the genetics of anorexia nervosa.
Grants (continued)

Joel Nigg received an Education/Public Service grant from the National Institute of Mental Health, “Temporal Acuity and Cognitive Control in Adults with ADHD.”

Fred Oswald and Zach Hambrick were awarded a grant from UT Battelle LLC to study “Multitasking work environment in the US Navy.”

Neal Schmitt received a grant from the American Board of Emergency Medicine, “Research on the American Board of Emergency Medicine Survey.”

Neal Schmitt and Fred Oswald received a grant from The College Board to evaluate concerns associated with the implementation of noncognitive measures of college student potential.

Juli Wade received a grant from the National Institute of Health entitled “Developmental Regulation of Brain and Behavior.”

Student Grants and Fellowships

Zermarie Deacon (Ecological/Community) was awarded a Fulbright Scholarship to conduct her dissertation research in Mozambique.

Nidal Karim (Ecological/Community) has been awarded the CIC Foreign Language Enhancement Program (FLEP) Scholarship; the Foreign Language and Area Studies (FLAS) Fellowship; and the Tinker Field Research Grant.

Brian Kim (Industrial Organizational) was awarded a Summer Support Fellowship from the Graduate School.

THE DEPARTMENT OF PSYCHOLOGY WOULD LIKE TO HEAR FROM YOU.

PLEASE SEND US INFORMATION ABOUT YOUR PROFESSIONAL AND PERSONAL ACHIEVEMENTS.

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