

**FORM D – IV A INSTRUCTION**

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

**1. Undergraduate and Graduate Credit Instruction:**

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS\*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number Of Assistants**	Notes
			Lec	Rec	Lab			
Spring 2009	Psy 490	3				3	0	
	Psy 803	3	1			14	0	
	Psy 295	3	1			221	3	
Fall 2009	Psy 395	3	1		8	164	4	
	Psy 890	3				1	0	
Spring 2010	Psy 490	4				1	0	
	Psy 490	3				1	0	
	Psy 803	3	1			19	0	
	ZOL/CSE/LIN/PHL/PSY 867	3	1			10	0	
Fall 2010	Psy 491	3	1			1	0	
Spring 2011	Psy 491	4	1			1	0	
	Psy 491	2	1			1	0	
	Psy 395	3	1		10	235	5	
	ZOL/CSE/LIN/PHL/PSY 867	3	1			5	0	
Fall 2011	Psy 490	2	1			1	0	
	Psy 395	3	1		1	24	0	
Spring 2012	Psy 395	3	1		10	212	5	
	Psy 490	2	1			1	0	

\*Fall 2010 was a writing semester.

Course Ratings are provided at the end of this document – pages 22-25.

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**2. Non-Credit Instruction:**

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

- I organized a 2 day Bayesian Data Analysis Workshop that was held at MSU September 14 & 15, 2012. Dr. John Kruschke (author of leading textbook on the subject) led the workshop. Over 140 people attended the lecture on Friday afternoon and just under 100 attended the full day workshop on Saturday (room capacity was 100).

**3. Academic Advising:**

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

**Undergraduate:** I am active as an undergraduate advisor in many different capacities. Each semester I have 3 to 6 undergraduates study and work in my laboratory either as volunteers, 490/491 credit, or for pay. I have had six students complete honors projects in my lab: Ryan Brunton (2009), Alex Jenrusina (2010), Torrin Liddell (2011), Aaron Levin (2012), and Claudia Passalacqua (2012). Many students who have worked in my lab have subsequently been accepted to graduate programs in their chosen field of study. The table lists all the students that have worked in my lab and the placement of students after leaving my laboratory.

<i>Student</i>	<i>First Placement</i>	<i>Student</i>	<i>First Placement</i>
Kate LaLonde	Western Michigan PhD Program in Psychology	Don Zhang	Bowling Green University, PhD Program in Psychology
Kayleigh Vanenbussche	Unknown	Mark Bogner	Unknown
Jowhara Nagi Zindani	Unknown	James Koerber	Finishing degree at MSU
Alex Jenrusina	University of Illinois Chicago, PhD Program in Psychology	Michael Vo	Microsoft
James Ryan Burton	Miami University of Ohio, PhD Program in Psychology	Torrin Lidell	Indiana University, PhD Program in Psychology
Chris Heffner	University of Maryland, PhD Program in Linguistics	Claudia Passalacqua	Current Lab Member
Garrett Odzark	Unknown	Patrycja Zdziarska	Current Lab Member

**Graduate:** I am an active advisor for graduate students. Each year several students from the U.S. and abroad (Turkey, China, Iran, Taiwan, and the U.K.) apply to work with me. Last year, for example, I had 5 students formally apply to work with me even though I was not formally recruiting any students. Most applicants have fairly good GRE scores (Average Quantitative Percentile: 81% and Average Verbal Percentile: 88%).

I have been the primary advisor for 1 student (Avi Wershba) who received a master’s and has subsequently taken a non-academic position. I am currently an advisor for two students (Shuli Yu and Peter Kvam). I have also served as an informal advisor for several students outside of my immediate area including 2 students from organizational psychology (Jessica Keeney & James Grand), 1 student from the Department of Management (Dustin Slesman), and 1 student from the Department of Communications (Matthew Grizzard).

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To further aid in the advising and development of graduate students in psychology and the cognitive science program in *2011 I took the lead in organizing a regional conference called the Midwest Cognitive Science Meeting*. For more information see the section on service to scholarly/professional organizations. I see this meeting as filling a critical need our region by giving students (and faculty) a direct means to network and develop their research in the broader region. The conference now meets annually at different locations around the Midwest (Indiana, Ohio State, Wright State).

Also note the Bayesian data analysis workshop I organized in the Fall of 2012 (see non-credit instruction section above) had a large contingent of graduate students in attendance (60%).

**Postdoctoral Advisor:**

From January 2010 to September 2012, Dr. Taosheng Liu and I co-advised one postdoctoral student: Matthew Zeigenfuse. He is now a Research Scientist/Assistant Professor at the University of Zurich.

Graduate/Professional:

Other:

**b. Candidate’s undergraduate advisees (if applicable to individual under review):**

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees			1	2

**c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):**

	Masters	Doctoral	Professional
Number of students currently enrolled or active	2	0	0
Number of graduate committees during the reporting period	1	1	
Degrees awarded during the reporting period	1	0	0
Degrees awarded during career	1	0	0

**4. List of Instructional Works:**

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

NA

**5. Other Evidence of Instructional Activity:**

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

Overall I take a problem-centered approach to teaching. In so doing, I aim to instruct students in the current state of the art in the psychological sciences, but also train them to use their knowledge to solve new problems. These problems may rest in the psychological sciences, in other disciplines, or in everyday life.

## FORM D – IV A INSTRUCTION

While on the faculty at Michigan State University, I have

- Developed two graduate courses.
  - Higher order cognitive processes (Psy 803).
  - Nature and practice of cognitive science (ZOL/PSY/CSE 867).
- I have also developed a course in undergraduate research methods and design course (PSY395). This course also 2 honors components. One is an honors component offered during the large sections and a small honors section that I teach.
- Finally, I managed and worked and helped design the department's first online not-for-credit course: E-Prime: Introduction to Programming Computerized Behavioral Tasks.

I describe these courses in more detail below. Before doing so, I should mention, in recognition of this work, in 2011 the Psychology Department and the College of the Social Sciences at MSU nominated me for MSU's Teacher Scholar Award. The MSU Women's Volleyball team also honored me for my teaching based upon a nomination from a team member (Kristen Kelsay).

***The PSY803 course I developed*** instructs students in the current theories of categorization, judgment and decision making, Bayesian models of cognition, and problem solving. Moreover, simultaneously, students learn the basic principles and methods underlying cognitive modeling. I view this as an important component of this course, as cognitive modeling is becoming an important method in the cognitive sciences. All evidence suggests the course is successful. I regularly have 10 to 20 students from across the cognitive sciences (psychology, linguistics, education, computer science, communication) complete the course.

***The ZOL/PSY/CSE 867 course I developed*** is a survey of how different disciplines explore the cognitive processes underlying intelligent behavior. Cognitive science, however, by its nature is interdisciplinary. The interdisciplinary nature is a strength, but at the same time a barrier. It is a barrier to students because it requires them to recognize and be familiar with disciplines from psychology to computer science to philosophy. To reduce this barrier I have each student "adopt" a cognitive science researcher or more specifically a topic of research of a professor here at MSU. We read some foundational papers in this area, papers that are recommended by the adopted professor as "crucial in understanding his/her work." Then we read papers by the adopted professor on the topic of interest (ideally papers that are in preparation) and the student presents the work. Thus, the course exposes students to the current research going on in the Cognitive Science, but also simultaneously exposes students to the research going on at MSU.

***The PSY395 course I developed*** instructs students in the current methods and designs used in the psychological sciences. One critical component, besides the traditional topics of a research methods course, is a focus on the basic components of a psychological theory and the development of a psychological theory. A second critical component of the course is the completion of 4 exercises demonstrating different psychological studies. During these exercises students complete different psychological studies modeled on actual studies in psychology. This required me to develop 4 two-week lab assignments. In three of these assignments I either developed/programmed or significantly modified an existing experiment so that students could complete these studies in their weekly lab sections. Students then analyzed their own data from these studies. Thus, students essentially completed four psychological studies from data collection to analysis to write up over the first 2/3 of the course. During the last 1/3 of the course, students developed and completed their own psychological study (from design to data collection to write up). In the Fall of 2011, I morphed this course into an honors section where we worked twice a week in a computer lab. This was a great experience and it led me to develop a fully integrated laboratory course in Psychology, something that does not exist in our department.

***From February 2011 to February 2012, I worked with David McFarlane to develop E-Prime: Introduction to Programming Computerized Behavioral Tasks*** (see [http://psychology.msu.edu/Workshops\\_Courses/eprime.aspx](http://psychology.msu.edu/Workshops_Courses/eprime.aspx)). This is an online, not-for-credit course. I helped develop the course and advised David as he wrote the content. This involved identifying a way for David to give lectures via a video showing his screen while giving his lecture, organizing the course, writing quizzes, reviewing and editing the text and video lectures, getting the course approved for CEU credits, organizing the course structure, and implementing the course on Angel. As of October 2012 we have had 5X registered students and 4X of those were non-MSU students.

## FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

### 1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “\*”.

Indicate items with a significant outreach component with a “\*\*” (determined by the faculty member)

The list of publications is at the end of this document, beginning on page 26.

### 2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	0	5	0	14	0	34	0	5
During career	0	6	0	16	0	52	0	8

### 3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

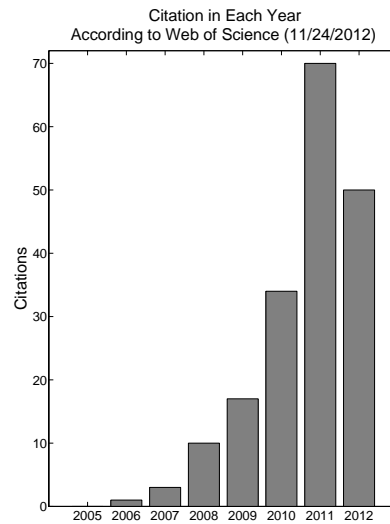
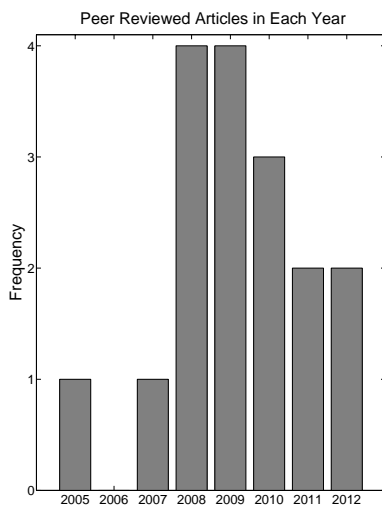
During the reporting period: 1 During career: 2

### 4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

Here is a summary of my research productivity downloaded fro Web of Science (11/24/12):

## FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES



Sum of Times Cited: 183
Sum of Times Cited (without self citations): 168
Citing Articles: 153
Citing Articles without self-citations: 145
Average Citations per item: 11.44
h-index: 9

I have been invited to write three chapters for three prominent handbooks in my field of mathematical psychology and judgment and decision making. They are listed here:

**Pleskac, T. J.** (submitted). Decision and Choice: Luce's Choice Axiom. *International Encyclopedia of Social and Behavioral Sciences, 2nd Ed.*

Diederich, A., Pleskac, T. J., & Wallsten (in prep). Decision making under risk and uncertainty. Invited chapter for *Oxford Handbook of Computational & Mathematical Psychology*. (Authors in alphabetical order; All contributing equally)

Pleskac, T. J., (in prep). Learning models in decision making . Invited chapter for *Blackwell's Handbook of Judgment & Decision Making*.

My colleague Dr. Taoshen Liu and I have a grant currently pending at the National Institute for Drug Abuse. It is a 1-year ISTART grant. It received a score of 21 (outstanding; Extremely strong with negligible weaknesses). We are hopeful for funding so that we can use it to obtain the pilot data we need for a larger R01.

I have been recognized for me work including receiving the following awards while at MSU:

- NSF Faculty Early Career Development (CAREER) Award, 2010
- Hillel Einhorn Young Investigator Award, Society of Judgment & Decision Making, 2008

## FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

### 1. Service within the Academic Community

#### a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

I serve on the editorial board's of *Psychological Science*, the *Journal of Experimental Psychology: General*, and *Frontiers in Cognitive Science*.

In 2009, I was the guest editor for the special issue "Markov Decision Models of Human Dynamic Decision Making", *Journal of Mathematical Psychology*, 2009, 119-194.

I have served as an ad hoc reviewer for 29 different journals including the following top journals: Nature, Proceedings of the National Academy of Sciences, Psychological Review, Cognitive Psychology, and Management Science. My reviewing has increased steadily every year. I now review between 20 to 30 articles a year.

I have served as an ad hoc grant reviewer for the National Science Foundation, United States Air Force Office of Scientific Research, Israel National Science Foundation, United States-Israel Binational Science Foundation, and the Swiss National Science Foundation. I have turned down two invitations to serve on NSF review panels.

In 2011, I organized a regional conference called the Midwest Cognitive Science Meeting. This meeting was held in April of 2011. We had 73 paper submissions and over 114 registered attendees (68% students). The submissions and conference attendees came from the Midwest and beyond including places like Indiana University, Ohio University, Ohio State University, Alma College, Eastern Michigan University, University of Notre Dame, to name a few. The conference was held again in 2012 organized by Indiana University. In 2013 Ohio State will organize the conference. I raised over \$5000 for the conference.

In 2012, I co-chaired (Dr. Michael Dougherty & Dr. David Budescu) a committee that organized a conference on cognitive decision theory. The conference was held in May of 2012 at the University of Maryland in College Park, Maryland. The conference had over 50 attendees. It also served as a celebration of the retirement of my former advisor (Dr. Thomas S. Wallsten).

In 2010, 2011, and 2012 I have served on the Program Committee for the Annual Meeting of the Cognitive Science Society. This means I have served as the primary reviewer on 6 to 10 submissions each year and made editorial recommendations on the submissions based on three secondary reviewers.

In 2010, 2011, and 2012 I served on the Hillel Einhorn Young Investigator Award Committee for the Society of Judgment and Decision Making. This means we review paper submissions (42 in 2012, 53 in 2011) and select a winner of this prominent award (Dan Ariely, George Loewenstein as well as myself)

In 2012, I took over as chair of the Hillel Einhorn Young Investigator Award Committee.

In 2008 and 2009, I was a poster judge for the Society of Judgment and Decision Making. This means I judged 12 to 15 posters at the annual meeting.

## FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

### b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

I have been active in the Department of Psychology, the Cognitive Science Program, and Cognition and Cognitive Neuroscience Interest group. Below I list the significant committee responsibilities I have had and the roles I have had.

- Department of Psychology
  - Chair of Quantitative Search Committee, 2012
  - Chair of Quantitative Methods and Evaluation Science Concentration, 2011 –
  - Opportunity Hire Committee, MSU, 2008
- Cognitive Science
  - Chair Midwest Cognitive Science Organizing Committee, 2011
  - Cognitive Science Distinguished Speaker Committee, MSU, 2008
- Cognition & Cognitive Neuroscience Interest Group
  - Comps Revision Committee, 2010
  - Cognitive Interest Group Website Committee, Dept. of Psychology, MSU, 2007, 2008, 2009, 2010



**FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued**

**2. Service within the Broader Community:**

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

NA

## FORM D - IV D ADDITIONAL REPORTING

### 1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

I have given 8 invited lectures during my time at Michigan State University. They are listed below

- Pleskac, T. J.** (February, 2012). Modeling belief formation...one time step at a time. Invited presentation at Center for Decision Research, Booth School of Business, University of Chicago.
- Pleskac, T. J.** (January, 2012). Modeling belief formation...one time step at a time. Invited presentation at Department of Cognitive Sciences, University of California Irvine.
- Pleskac, T. J.** (December, 2010). Folk choice theory: Consequences of gambling in a structured environment. Invited presentation at Experience, heuristics, and choice: Prospects for Bounded Rationality Workshop, Philosophy Department, Carnegie Mellon University.
- Pleskac, T. J.** (September, 2010). Using cognitive models to improve assessment of risk-taking. Invited presentation at Psychology Department, Dalhousie University, Halifax, Nova Scotia.
- Pleskac, T. J.** (November, 2009). Using cognitive models to improve assessment of risk-taking. Invited presentation at Department of Psychology, Miami University of Ohio.
- Pleskac, T. J.** (May, 2009). Using cognitive models to improve assessment of risk-taking. Invited presentation at Department of Psychology, Ohio State University.
- Pleskac, T. J.** (2008). Learning and decision making while taking sequential risks. Invited presentation for the Hillel Einhorn Young Investigator Award, Society for Judgment and Decision Making 29<sup>th</sup> Annual Conference, Chicago, IL.
- Pleskac, T. J. & Busemeyer, J. R.** (September, 2007). A Dynamic, Stochastic Theory of Confidence, Choice, and Response Time. Invited presentation Workshop on Diffusion Models of Decision Making: Neural to Computational. Columbus, OH.

### 2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

A component of MSU’s mission is to connect the sciences, humanities, and professions in practical, sustainable, and innovative ways to address society’s rapidly changing needs. My research on the cognitive processes used to make everyday judgments and decisions fits well within this mission. In this area, I develop rigorous cognitive theories that are useful for understanding how people with our abilities and limitations make judgments and decisions in daily life. I also work to connect this basic understanding to address critical applied questions. For instance, I have worked to use the basic understanding of judgment and decision making to understand why people use and experiment with drugs or even why they withdraw from college.

My teaching also reflects this integration between basic and applied research. For example, my graduate course on higher order cognitive processes challenges students to read and discuss both basic and applied papers in terms of understanding how cognition impacts everyday behaviors. The distribution of students’ chosen disciplines (Psychology; Education; Communication; Management; Business Information; Accounting; Computer Science; Criminal Justice) suggests that I am successful in challenging students to think about this integration.

### 3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

## FORM D - IV D ADDITIONAL REPORTING

I have received two awards while at Michigan State University

- NSF Faculty Early Career Development (CAREER) Award, 2010
- [Hillel Einhorn Young Investigator Award](#), Society of Judgment & Decision Making, 2008

Other forms of recognition include discussion of my work in textbooks and major review articles. As I describe in my research statement, in their leading textbook of judgment and decision making *Rational Choice in an Uncertain World: The Psychology of Judgment and Decision Making*, Reid Hastie and Robyn Dawes cite and briefly describe my dissertation in their concluding chapter titled “What’s Next? New Directions in Research on Judgment and Decision Making.” Pleskac (2008) was also discussed in Weber and Johnson’s (2009) article in *Annual Review of Psychology*. My work in developing a theory of belief formation is also starting to receive some recognition.

Pleskac (2007) has also been republished in the book *Heuristics* edited by Gerd Gigerenzer, Ralph Hertwig, and Thorsten Pachur. *The book is described as a “collection of what the editors consider the best papers on heuristic decision making worldwide.” Gerd Gigerenzer described the paper in the in its introduction as “an important insight that the signal detection framework, often used by theories of recognition memory, is the perfect tool for analyzing the extent to which a fallible recognition memory affects the performance of the [Goldstein and Gigerenzer’s] recognition heuristic” (Gigerenzer et al., 2010 p. 333).*

In the summer of 2012, Roger Ratcliff in his invited address to the Society of Mathematical Psychology referenced my paper – Pleskac and Busemeyer (2010) – as an example of the kind of modeling the society needs to be doing.

## FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.\*

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
<b>I. Instruction</b>							
Grantor:					<input type="checkbox"/>		
Focus:							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>II. Research/Creative Activity</b>							
Grantor: National Science Foundation	8/2/2012	492,448	X		<input type="checkbox"/>		Role: Co-Investigator (25%) PI: McAuley
Focus: A regulatory focus theory approach to individual differences in auditory perception							
Grantor: National Institute of Health	3/16/2012	227,575	X		<input type="checkbox"/>		Role: PI PI: Liu
Focus: Neural mechanism of preference formation during risky decisions							
Grantor: National Science Foundation	1/26/2012	112,197			X		Role: Co-I (12%) PI: McAuley
Focus: MRI: Acquisition of a Magstim/Brainsight TMS System for Research and Training in Cognitive Neuroscience							
Grantor: National Science Foundation	8/1/2012	549,111	<input type="checkbox"/>		x <input type="checkbox"/>		Role: Co-Investigator (25%) PI: McAuley

\*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Pending	Status		\$ Amount Assigned to Faculty Candidate (if	Principal/Co-Investigators (if not faculty candidate)
				\$ Amt Funded	Not Funded		
Focus: Regulatory focus theory and individual differences in auditory perception.							
Grantor: National Institute of Health	6/17/2011	225,400	<input type="checkbox"/>		X		Principle Investigator PI: Liu
Focus: Neural mechanism of decision formation during perceptual and risky decisions							
Grantor: National Science Foundation	8/2/2010	516,409	<input type="checkbox"/>		X		Role: Co-Investigator (25%) PI: McAuley
Focus: Regulatory focus theory and individual differences in auditory perception.							
Grantor: National Institute of Health	11/16/2009	397,200	<input type="checkbox"/>		X		Principle Investigator PI: Liu
Focus: Neural Mechanisms of Perceptual and Cognitive Decisions							
Grantor: National Science Foundation	9/2/2009	764,789	<input type="checkbox"/>		X		Principle Investigator PI: Liu
Focus: Neural Mechanisms of Perceptual and Cognitive Decisions							
Grantor: National Science Foundation	7/23/2009	706506	<input type="checkbox"/>	706,506			Principle Investigator
Focus: CAREER: Bringing a dynamic, stochastic and computational understanding to subjective probabilities							
Grantor: National Institute of Health	6/12/2009	397,200	<input type="checkbox"/>		X		Principle Investigator PI: Liu
Focus: Neural Mechanisms of Perceptual and Cognitive Decisions							
Grantor: National Institute of Health	2/16/2009	407,660			x		Co-Investigator (10%) PI: Ravizza
Focus: The influence of action processing on cognitive disorders in Parkinson's disease							

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor: College Board	11/29/2007	284,574		284,574			Co-Investigator: PI: Schmitt
Focus: PROPOSAL TO EVALUATE NONCOGNITIVE MEASURES OF COLLEGE SUTDENT POTENTIAL IN A MULTI- UNIVERSITY SAMPLE							
Grantor: National Institute of Health	10/8/2007	407,197			x		PI
USING COGNITIVE MODELS TO UNDERSTAND CAUSES OF RISKY BEHAVIOR							

### Pleskac Course Ratings

Mean (SD) Teacher Ratings for 5 Composite Factors from MSU.

1 – Superior; 2 – Above Average; 3 – Average; 4 – Below Average; 5 – Inferior

Course Number	No. Students	No. Responses	Instructor Involvement	Student Interest	Student instructor interaction	Course demands	Course organization
Psy395 SS12; Research Design & Methods	212	125	2.34 (0.17)	2.61 (0.25)	2.48 (0.21)	2.46 (0.11)	2.44 (0.16)
Psy395Honors FS11; Research Design & Methods	24	24	1.35 (0.11)	2.23 (0.35)	1.70 (0.27)	1.91 (0.16)	1.92 (0.07)
Psy395 SS11; Research Design & Methods	235	138	1.95 (0.14)	2.55 (0.24)	2.19 (0.20)	2.37 (0.06)	2.2 (0.02)
Zol/Psy 867 SS11 Nature and Practice of Cognitive Science	5	5	1.62 (0.12)	1.37 (0.27)	1.25 (0.17)	1.81 (0.27)	1.94 (0.27)
Zol/Psy 867SS10 Nature and Practice of Cognitive Science	10	10	1.31 (0.13)	1.61 (0.09)	1.20 (0.07)	1.67 (0.13)	1.81 (0.06)
Psy 803 SS10; Higher Order Cognitive Processes	19	19	1.28 (0.14)	1.57 (0.30)	1.26 (0.09)	1.79 (0.06)	1.83 (0.36)
Psy395 FS09; Research Design & Methods	164	22	2.00 (0.29)	2.47 (0.34)	2.15 (0.32)	2.38 (0.05)	2.23 (0.07)
Psy 803 SS09 ; Higher order Cognitive Processes	14	13	1.60 (0.28)	2.11 (0.33)	1.44 (0.06)	1.97 (0.16)	1.69 (0.14)

Psy 295 SS09 ; Data Analysis & Research Methods	221	90	2.27 (0.16)	2.69 (0.41)	2.52 (0.34)	2.48 (0.18)	2.27 (0.09)
Psy 803 SS08; Higher order Cognitive Processes	16	14	1.57 (0.30)	2.05 (0.07)	1.48 (0.29)	2.27 (0.09)	2.20 (0.15)
Psy 295 FS07 ; Data Analysis & Research Methods	17	8	1.84 (0.37)	2.72 (0.65)	1.88 (0.34)	2.47 (0.20)	2.03 (0.10)

### **Psy 395**

#### ***Positive***

- Good job teaching, however, more homework activities would have helped
- Dr. Pleskac is one of the best professors I've had at MSU. I learned a lot in Psy395 because of him.
- I thought the organization of the course was handled exceptionally. I really enjoyed this class and performing the experiments. Thanks for the experience.
- Dr. Pleskac did a wonderful job teaching this course. I was nervous going into it, but he encouraged questions and made sure students understood the material. Because of this, I am doing very well in the course. Dr. Pleskac is an outstanding professor.
- This is a very well and organized class. He is able to describe and discuss material in different ways so everyone is able to understand it. He is also very willing to help students with questions & concerns they may have.

#### ***Negative***

- Have lecture sides available online would be extremely helpful.
- More time to take notes from slides would be helpful
- It would have been helpful to have all the course notes posted.

### **Psy 395 Honors**

Dr. Pleskac did an excellent job teaching this course. He turned what could have been dull, demanding material into interesting lectures and labs. Great class.

Dr. Pleskac, overall, was an excellent instructor. However, I think that he sometimes stresses unimportant topics such as APA formatting.

I think it would be better if you posted all the slides for the notes instead of only some, it was hard to be organized. I enjoyed the structure of the class, I think you did a great job switching things up so that it wasn't boring.



Great class, very well organized, very good teaching. Challenging

... It was obvious the professor cared about the students progress. I suggest using more precise and concise wording in powerpoint lectures.

Dr. P is a great professor and I would take any other classes he may teach in a heartbeat. He's very enthusiastic and approachable and always answered all my questions. I thought the course was challenging and I had fun and learned a lot. I was unsure of the class coming in but it was a great experience. One of the best profs in the psych department.

### **Psy 803**

-I was actually impressed in the later part of the course how the new readings connected so well to the prior readings. I felt like we were presented with a real progression/history of cognitive psychology; most courses that does not happen.

-I found the course extremely enjoyable and opened new thoughts and ideas.

-Very fundamental. How about giving more applied paper based on the theories that we dealt with in class?

-I thought the quizzes were a good way making sure students knew what information was most important from the readings. In class, the enthusiasm was high, but sometimes examples were hard to follow. I think that having more examples would be helpful

-Reading – some have too many formulas. Maybe you could be more explicit what we should focus on (as you did later in the class). I liked the class a lot.

-Excellent selection of topics, followed by intelligent discussion

-Tim is a talented instructor. He would help you in any way he could, responding to emails. And has cultural awareness.

Excellent instructor. Lively class discussions with attention to student understanding of material.

-Tim is a really engaging teacher who makes complex ideas reasonable to understand. He is particularly good at managing the diversity of backgrounds that the students brought - & never making us feel stupid to ask basic questions amidst more sophisticated students. Great teaching.

### **Zol/Psy 867**

-Class was great. I really liked the teaching style with the students leading discussions.

-Great class! Favorite course of all courses taken in last 4 years!

One of my favorite courses at MSU. Changed my world view on a weekly basis and sparked my interest in cognitive science. I have not complaints about the course, and I wish that there were more classes like this available to grad students.

### **Psy 295**

Professor P is an excellent teacher. I've never been a fan of math related subjects, but this class was actually enjoyable.

Great teacher , he really knows this topic and is very good at lecturing to others.

Power point presentations were very helpful and I enjoyed the structure and environment of the classroom.

Negative

This class was boring. I had a hard time learning the concepts in this class.

Sometimes the notes were a little bit confusing and I felt that we rushed through some topics that I would have liked to spend more time covering.

**Publication Summary**  
**Timothy J. Pleskac**

First authorships are identified by author order;  
Publications with students are denoted with a \*

Book Chapters (with Citation Counts from Google Scholar)

Reviewed Chapter/Conference Proceeding	Citation Count from Google Scholar
5. <b>Pleskac, T. J.</b> (in press). Decision and Choice: Luce's Choice Axiom. <i>International Encyclopedia of Social and Behavioral Sciences, 2nd Ed.</i>	0
4. Wershbaile, A.*, & <b>Pleskac, T. J.</b> (2010). Making assessments while taking sequential risks. In S. Ohlsson & R. Catrambone (Eds.), <i>Proceedings of the 32nd Annual Conference of the Cognitive Science Society</i> (pp. 326-331). Austin, TX: Cognitive Science Society. <a href="#">PDF</a>	0
3. Hertwig, R. & <b>Pleskac, T. J.</b> (2008). Life is a gamble: How frugal sampling makes life's gambles easier. <i>Chapter in Chater, N. &amp; Oaksford, M. (eds.), The probabilistic mind: Prospects for rational models of cognition. Oxford University Press.</i>	30
2. <b>Pleskac, T. J.</b> & Busemeyer, J. R. (2007). A Dynamic, Stochastic Theory of Confidence, Choice, and Response Time. In D. S. McNamara & J. G. Trafton (Eds.), <i>Proceedings of the 29th Annual Cognitive Science Society</i> (pp. 563 - 568). <a href="#">PDF</a>	3
1. <b>Pleskac, T. J.</b> , Dougherty, M. R., Busemeyer, J. R., Rieskamp, J., & Tenenbaum J. (2007). Cognitive decision theory: Developing models of real-world decision behavior. In D. S. McNamara & J. G. Trafton (Eds.), <i>Proceedings of the 29th Annual Cognitive Science Society</i> (pp. 39 - 40). <a href="#">PDF</a>	0

Articles

Published Article	Citation Count from Web of Science / Google Scholar
14. <b>Pleskac, T. J.</b> (2012). Comparability effects in probability judgments. <i>Psychological Science</i> . 23(8), 848-854 DOI: 10.1177/0956797612439423 <a href="#">PDF</a>	0
13. McAuley, J. D., Henry, M. J.,* Wedd, A.*, <b>Pleskac, T. J.</b> , & Cesario J. (2012). Musical training, regulatory fit, and auditory perceptual classification, <i>Memory &amp; Cognition</i> . 40(2), 231-251, DOI: 10.3758/s13421-011-0146-4 <a href="#">PDF</a>	0
12. Liu, T., & <b>Pleskac, T. J.</b> (2011). Neural correlates of evidence accumulation in a perceptual decision task. <i>Journal of Neurophysiology</i> , 106, 2383-2398 <a href="#">PDF</a> <b>0 Citations</b>	0 / 3
11. <b>Pleskac, T. J.</b> , Keeney, J.*, Merritt, S., Schmitt, N., & Oswald, F. (2011). A detection model of college withdrawal. <i>Organizational Behavior &amp; Human</i>	0 / 2

- Decision Processes*, 115, 85-98 [PDF](#)
10. **Pleskac, T.J.,** & Busemeyer, J. (2010). Two-Stage Dynamic Signal Detection: A theory of confidence, choice, and response time, *Psychological Review*, 117(3), 864-901. [PDF](#) 22 /42
  9. Hertwig, R. & **Pleskac, T. J.** (2010). Decisions from experience: Why small samples? *Cognition*, 115, 225-237. [PDF](#) 8 /22
  8. Hau, R.\*, **Pleskac, T. J.,** & Hertwig, R. (2010). Decisions from Experience and Statistical Probabilities: Why They Trigger Different Choices Than A Priori Probabilities? *Journal of Behavioral Decision Making*, 23, 48-69. [PDF](#) 9/41
  7. Schmitt, N., Fandre, J., Quinn, A., Oswald, F. L., **Pleskac, T. J.,** Sinha, R., & Zorzie, M. (2009). Prediction of four-year college student performance using cognitive and non-cognitive predictors and impact on demographic status of admitted students. *Journal of Applied Psychology*, 94, 1479-1497 [PDF](#) 13/28
  6. Bishara, A. J., **Pleskac, T. J.,** Fridberg, D. J., Yechiam, E., Lucas, J., Busemeyer, J. R., Finn, P. R., & Stout, J. C. (2009). Similar processes despite divergent behavior in two commonly used measures of risky decision-making. *Journal of Behavioral Decision Making*, 22, 435-454. [PDF](#) 8/15
  5. Busemeyer, J. R. & **Pleskac, T.J.** (2009) Theoretical tools for understanding and aiding dynamic decision making. *Journal of Mathematical Psychology*, 53, 139-154. [PDF](#) 8/16
  4. **Pleskac, T. J.,** Dougherty, M. P., Rivadeneira, A. W., & Wallsten, T. S. (2009). Random error in judgment: The contribution of encoding and retrieval processes. *Journal of Memory & Language*, 60, 165-179. [PDF](#) 2/6
  3. **Pleskac, T. J.,** Wallsten, T. S., Wang, P., & Lejuez, C. W. (2008). Development of an automatic response mode to improve the clinical utility of sequential risk taking tasks. *Experimental & Clinical Psychopharmacology*, 16, 555-564 [PDF](#) 7/ 21
  2. Hau, R.\*, **Pleskac, T. J.,** Kiefer, J., & Hertwig, R. (2008). The description-experience gap in risky choice: The role of sample size and experienced probabilities. *Journal of Behavioral Decision Making*, 21, 493-518. [PDF](#) 28/81
  1. **Pleskac, T. J.** (2008). Decision making and learning while taking sequential risks. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 34, 167-185. [PDF](#) 12 /20
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## Presentations

36. Zeigenfuss, M., **Pleskac, T. J.#,** & Liu, T. (2012). *Rapid Decisions from Experience*. Spoken Presentation at Annual Conference of the Society for Judgment & Decision Making, Minneapolis, MN.
35. Yu, S.\*, & **Pleskac, T. J.** (2012). Dynamics of Confidence Judgments. Poster Presentation at Society for Judgment & Decision Making, Minneapolis, MN.
34. **Pleskac, T. J.** & Hertwig, R. (2012). Folk choice theory: Consequences of gambling in a structured environment. Spoken Presentation at Annual Conference of the Society for Mathematical Psychology, Columbus, OH.
33. Yu, S., & **Pleskac, T. J.** (2012). Dynamics of Confidence Judgments. Spoken Presentation at Annual Conference of the Society for Mathematical Psychology, Columbus, OH.

32. Zeigenfuss, M., **Pleskac, T. J.**, & Liu, T. (2012). *Rapid Decisions from Experience*. Spoken Presentation at Annual Conference of the Society for Mathematical Psychology, Columbus, OH.
31. Zeigenfuss, M., **Pleskac, T. J.**, & Liu, T. (2012). *Rapid Decisions from Experience*. Spoken presentation at Midwest Cognitive Science Meeting, Bloomington, IN.
30. Hakun, J.\*, **Pleskac, T. J.** & Ravizza, S. (2012). *Modeling Working Memory Capacity with the Drift Diffusion Model*. Spoken presentation at Midwest Cognitive Science Meeting, Bloomington, IN.
29. Yu, S., & **Pleskac, T. J.** (2012). Dynamics of Confidence Judgments. Spoken presentation at Midwest Cognitive Science Meeting, Bloomington, IN.
28. **Pleskac, T. J.** & Hertwig, R. (2011). Folk choice theory: Consequences of gambling in a structured environment. Annual Conference of the Society of Judgment and Decision Making, Seattle, WA.
27. Yu, S., & Pleskac, T. J. (2011). Dynamics of Confidence Judgments. Poster presentation at Society of Judgment and Decision Making, Seattle, WA.
26. **Pleskac, T. J.** (2011). Comparability effects in probability judgments: Evidence for a sequential sampling process. Spoken presentation at Psychonomic Society, Seattle, WA.
25. Hills, T., **Pleskac, T. J.**, Hertwig, R. (2011). Executive processing in information search. Spoken presentation at *Biennial Conference on Subjective Probability, Utility and Decision Making (SPUDM)* in London, England.
24. **Pleskac, T. J.** (2011). Comparability effects in probability judgments: Evidence for a sequential sampling process. Spoken presentation at *Biennial Conference on Subjective Probability, Utility and Decision Making (SPUDM)* in London, England.
23. Wershba, A.\*, & **Pleskac, T. J.** (2011). Making assessments while taking sequential risks. Spoken presentation at the *Biennial Conference on Subjective Probability, Utility and Decision Making (SPUDM)* in London, England.
22. **Pleskac, T. J.** (2011). Comparability effects in probability judgments: Evidence for a sequential sampling process. Spoken presentation at Midwest Cognitive Science Meeting, East Lansing, MI.
21. Wershba, A.\*, & **Pleskac, T. J.** (2011). Making assessments while taking sequential risks. Spoken presentation at the Midwest Cognitive Science Meeting, East Lansing, MI.
20. Yu, S., & Pleskac, T. J. (2011). Dynamics of Confidence Judgments. Poster presentation at Midwest Cognitive Science Meeting, East Lansing, MI.
19. Liu, T., & **Pleskac, T. J.** (2010). Neural mechanisms of evidence accumulation during perceptual decision making. Poster presented at the Annual Conference of the Society for Neuroscience. San Francisco, CA.
18. Wershba, A.\*, & **Pleskac, T. J.** (2010). Making assessments while taking sequential risks. Poster presented at the Annual Conference of the Society of Judgment and Decision Making. St. Louis, MO.
17. Henry, M. J.\*, McAuley, J. D., Hartmann, W. M., & **Pleskac, T. J.** (2010) Avoiding measurement artifacts in assessing the detection of 'expected' and 'unexpected' signals. Poster presentation at the Annual Meeting for the Acoustical Society of America.
16. **Pleskac, T. J.** (2010). Judgment Field Theory: A model of the dynamics of uncertainty. Spoken presentation at Annual Conference of the Society for Mathematical Psychology. Portland, OR.
15. Wershba, A.\*, & **Pleskac, T. J.** (2010). Making assessments while taking sequential risks. Paper presented at the 32nd Annual Conference of the Cognitive Science Society. Portland, OR.

14. **Pleskac, T.J.**, Fandre, J.,\* Merritt, S., Schmitt, N., & Oswald, F. (2009). A detection theory approach to modeling the decision to withdraw from college. Poster presentation at the Annual Conference at the Annual Conference of the Society for Judgment and Decision Making. Boston, MA.
13. **Pleskac, T. J.** & Busemeyer, J. R. (November, 2009). A dynamic, stochastic, and computational theory of choice, response time, and confidence. Poster presentation at the Annual Conference of Psychonomic Society, Boston, MA.
12. **Pleskac, T. J.** & Busemeyer, J. R. (August, 2009). A dynamic, stochastic, and computational theory of choice, response time, and confidence. Spoken presentation at the *Biennial Conference on Subjective Probability, Utility and Decision Making (SPUDM)* in Rovereto, Italy.
11. Hau, R.,\* **Pleskac, T. J.**, & Hertwig, S. (November, 2008). The description-experience gap: Beyond sampling error and recency. Spoken presentation at the Annual Conference of the Society for Judgment and Decision Making. Chicago, IL.
10. Wershvale, A. & **Pleskac, T. J.** (November, 2008). The role of response inhibition in action selection during risky decision making. Poster presentation at the Annual Conference of the Society for Judgment and Decision Making. Chicago, IL.
9. **Pleskac, T. J.**, Yechiam, E., & Lejuez, C. W. (November, 2008). A cognitive comparison of complex risky decision making tasks. Poster presentation at the Annual Meeting of the Psychonomic Society. Chicago, IL.
8. **Pleskac, T. J.** (November, 2008). Sequential risk-taking tasks. Spoken presentation at the Annual Conference of the Society for Judgment and Decision Making. Chicago, IL.
7. **Pleskac, T. J.** & Busemeyer, J. R. (November, 2008). A dynamic, stochastic, and computational theory of choice, response time, and confidence. Spoken presentation at the Annual Conference of the Society for Judgment and Decision Making. Chicago, IL.
6. **Pleskac, T. J.** & Busemeyer, J. R. (July, 2008). A Diffusion Model Account of Confidence Judgments in Perceptual and General Knowledge Decisions. Spoken presentation at the Annual Conference of the Society for Mathematical Psychology. Washington, D.C.
5. Hau, R.,\* **Pleskac, T. J.**, & Hertwig, S. (November, 2007). Do limited samples and limited memory explain the description-experience gap? Poster presentation at the Annual Meeting of the Society of Judgment and Decision Making.
4. Gilino, T. Franco-Watkins, A., **Pleskac, T. J.** (November, 2007). How does experience and inference impact decisions? Poster presentation at the Annual Meeting of the Society of Judgment and Decision Making.
3. Hau, R., **Pleskac, T. J.**, & Hertwig, R. (August 2007). Do limited samples and limited memory explain the description-experience gap? Paper presentation Biennial Conference on Subjective Probability, Utility and Decision Making (SPUDM) in Warsaw, Poland.
2. **Pleskac, T. J.** & Busemeyer, J. R. (August, 2007). A Dynamic, Stochastic Theory of Confidence, Choice, and Response Time. Spoken presentation at the 29th Annual Conference of the Cognitive Science Society. Nashville, TN.
1. **Pleskac, T. J.**, Dougherty, M. R., Busemeyer, J. R., Rieskamp, J., & Tenenbaum J. (August, 2007). Cognitive decision theory: Developing models of real-world decision behavior. Spoken presentation at the 29th Annual Conference of the Cognitive Science Society. Nashville, TN.

#### Reports & Other Papers

5. **Pleskac, T. J.** & Wershvale, A.\* (in press). Making assessments while taking sequential risks. *Journal of Experimental Psychology: General*.

4. Zeigenfuse, M., **Pleskac, T. J.**, & Liu, T. (manuscript). Rapid Decisions from Experience..
3. Schmitt, N., Billington, A., Golubovich, J., Keeney, J., Pleskac, T. J., Reeder, M., Sinha, R., & Zorzie, M. (2009). Report of the first-year follow up of college applicants at twelve universities. Report submitted to College Board. East Lansing, MI: Michigan State University.
2. Quinn, A., Fandre, J., Sinha, R., Zorzie, M., Oswald, F., Pleskac, T. J., & Schmitt, N. (2008). Longitudinal multi-institutional validation effort 2004-2008: Biodata and Situational Judgment Inventory as predictors of college student performance. Report submitted to College Board. East Lansing, MI: Michigan State University.
1. Fandre, J., Pleskac, T. J., Quinn, A., Schmitt, N., Sinha, R., & Zorzie, M. (2008). Comparison of the responses of college applicants and college students to biodata and situational judgment measures. Report submitted to College Board. East Lansing, MI: Michigan State University.