



Making Sense of the World Via a Simple Rule of Thumb: The Inherence Heuristic and its Consequences

By Andrei Cimpian

As humans, we want to understand the world around us—to explain *why* things are the way they are: Why are some people rich and others poor? Why do girls like pink? Why do we drink orange juice for breakfast? This impulse to explain what we observe emerges from a young age, as is probably apparent to anyone who has been around little children, and continues unabated into adulthood. But how do people actually generate these explanations? A moment's reflection reveals that, for many of these *why* questions that we seem motivated to ask, finding a complete answer would require much careful thought and deliberation. They are often the sorts of questions that social and natural scientists spend many years puzzling over. And yet, despite the complexities involved, most of us can make a guess at an answer almost on the spot. (You can give it a try.) These explanatory guesses may not be very detailed or nuanced, but they nevertheless supply a sense of understanding and therefore fulfill that basic drive to make sense of the world.

In our lab, we have recently started to investigate the process by which these quick-and-easy ballpark explanations are generated. We have found that people often make use of a simple *heuristic* (that is, a rule of thumb) in this process. This heuristic leads them to assume, as a best first guess, that the broad patterns they observe in the world can be explained by the inherent features of the entities involved in these patterns. For example, maybe the rich have certain inherent qualities that help them succeed—they may be particularly smart or hard-working. Similarly, people often reason that girls like pink because there are some inherent features of this color that make it particularly suitable for girls—it is pretty, delicate, and flower-like. These are the sorts of answers that first come to many people's minds when they try to explain what they observe in the world. Because the explanations generated by this rule of thumb rely so heavily on inherent (rather than extrinsic or historical) features, we have dubbed it the *inherence heuristic*.



There are several important things to note about this heuristic. As with any simplification or shortcut, it often points us in the wrong direction. Many of the patterns that we observe in the world (such as girls' association with all things pink) are in large part explainable by historical factors (such as marketing campaigns by department stores) rather than by inherent properties. However, our typical reliance on the inherence heuristic makes us overlook these historical or extrinsic factors even when we possess knowledge of them. This does not mean that we simply cannot factor this sort of evidence into our explanations—we obviously can. However, it seems that overcoming the lure of the inherence heuristic requires some additional cognitive effort. In one study, for example, PhD student Erika Salomon and I found that participants who were distracted (because we had asked them to remember a long number over a delay) showed an enhanced preference for inherence-based explanations relative to participants who did not have the distracting memory

task to perform. This is exactly what one would expect if effort was needed to overcome or revise the easy intuitions supplied by the inherence heuristic. Along the same lines, Erika and I have found a relationship between people's reliance on the inherence heuristic and their cognitive abilities, as well as their cognitive style (specifically, their preference for effortful, nuanced thinking). That is, although the output of the inherence heuristic exerts a widespread influence on how people make sense of the world, those who have high cognitive abilities or who strongly prefer careful deliberation to quick, shoot-from-the-hip intuitions seem more likely to escape its grasp.

Another notable feature of the inherence heuristic is its developmental course. Because children have both limited cognitive resources and limited knowledge of historical/extrinsic facts, the inherence heuristic appears to be all the more influential at younger ages. For example, former Honors student

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PSYCHOLOGY TIMES

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From the Department Head

Greetings! The campus is buzzing with activity as 43,000 students (a new record) begin the academic year. There have been a few changes at the University since our last newsletter, the most prominent being the departure of our Dean, Ruth Watkins, who has become Senior Vice President for Academic Affairs at the University of Utah. Dean Watkins was an outstanding administrator and a true friend to the Department of Psychology. We will miss her very much but we wish her the best in her new position. Psychology Professor Brian Ross is now serving as

Interim Dean while the University prepares to conduct a national search for a permanent replacement. Brian is a fair, wise, and innovative leader and he served last year as Interim Associate Dean for the Sciences, so he is well-prepared to guide the College during this transition period.

There are several new faces in the department. Jaime Derringer is a new Assistant Professor in the Social/Personality area. Jaime is interested in how genetic and environmental influences explain individual differences in human behavior. This is an important and growing interdisciplinary area of research. Nu-Chu Liang is a new Assistant Professor in the Behavioral Neuroscience division, beginning January of 2014. Her research is aimed at identifying the underlying mechanisms of aberrant eating behaviors and how various factors develop these clinical conditions. Nathan Todd is a new Assistant Professor in the Clinical/Community division, also beginning January of 2014. His research focuses on factors that influence individual and group engagement with social justice. The research of Derringer and Liang aligns well with the University's new strategic initiative on health and wellness, while that of Todd is central to the new strategic initiative on social equality and cultural understanding. Thus, these recent hires strengthen not only the Psychology department, but the University community as a whole. Several new staff members began working for the department in the last year as well, including Kelli Manning in the Business Office and June Eubanks in the Graduate Advising office. The department is fortunate to have an extremely talented and motivated staff to support its work and initiatives.

We had very few departures last year. Assistant Professor Sungjin Hong has moved east to work for PepsiCo. Professor Kathryn Bock (profiled later in this issue) retired on August 15, 2013. In the realm of temporary departures, Professor Fritz Drasgow joins the ranks of psychologists serving as Interim Dean, having become Interim Dean of the School of Labor and Employment Relations during the summer.

We will be searching for at least three new faculty members this year. We will search for Assistant/Associate Professors in the areas of Social Psychology and Clinical Psychology, and we will continue our search to fill the Kanfer Professorship in Clinical Psychology. Search committees have been formed and the search process is underway. Furthermore, we are involved in searches with the Institute for Genomic Biology and several other social science departments for several senior cluster hires in the area of Sociogenomics.

More good news about the department can be found in this issue of the newsletter, which highlights "Making Sense of the World Via a Simple Rule of Thumb: The Inherence Heuristic and Its Consequences" by Assistant Professor Andrei Cimpian, a faculty member in the Developmental Division; the graduate research of Marie Heffernan, "Are We Attracted to People Who Resemble Our Parents?" and the reflections of Gerald Baldwin (BS '72).

Please feel free to visit the department if you can. You are always welcome.

David E. Irwin

David E. Irwin
Professor and Head

FLIGHT PATH

By Gerald Baldwin

Having grown up in the small, downstate Illinois town of Greenville, I arrived at the University of Illinois at Urbana-Champaign a little wet behind the ears in the autumn of 1968. My sister, Carmen (Baldwin) Trenton, received her MS degree in Mathematics from the University that spring, but I had visited the campus little.

One of the first people to greet me the day I arrived on campus was a graduate student acting as a counselor and they made the judgmental statement, "leave now, people like you do not graduate." My first day on campus was less than ideal, but fortunately I stuck it out, succeeded in completing my bachelor's degree, and my experience at Illinois ultimately revealed my career path and led to my personal happiness.

I met the love of my life, and now wife of forty years, Joan (Koval) Baldwin, at the University. I was introduced to Joan by her Chemistry 108 lab partner, Denis Lane, who was also my roommate, when we were freshmen. I decided to propose to Joan in our sophomore year. As a starving student I had no money to take Joan off to some exotic place to propose marriage. My family had few financial resources to support me at college since my father passed away when I was eleven years old and I was one of seven sisters and brothers. I managed to make ends meet by working in truck stops, service stations, and driving taxicabs during evenings and weekends while on campus. I borrowed a mere \$2,000 during my four years of study.

I proposed on bended knee as she sat on the marble steps. Today a bronze plaque bears our names at that very location. Ok—it commemorates our philanthropy, not my proposal, but our connection to that location, the College, and campus remains strong.

My academic career was also on a positive trajectory and by the first semester of my sophomore year I made the Dean's List. In my junior year I came across a notice that said oil companies would be interviewing on campus in the spring semester and I signed up for interviews. I had worked in the retail end of the oil business so I knew more about petroleum careers than any others. On the appointed day, I put on my best, navy suit, and headed for the administration building. After filling out the requisite applications, I presented them to the receptionist, a college employee. She looked up and said, "You're a junior."

I explained that I hoped to apply for an internship or other junior position and have a leg up after graduation. She repeated, "You're a junior. This is for seniors." She was very adamant. After a couple more entreaties with little effect, I gave up and left feeling very dejected. I walked slowly back to my residence thinking of how my "Career Day" plans had been thwarted. Entering my building, as habit would dictate, I went first to my mailbox then to my room. In the mail was a postcard from a Navy recruiter. That was it. I was not intended to work in the oil business—I was going to fly.

My first day on campus was less than ideal, but fortunately I stuck it out, succeeded in completing my bachelor's degree, and my experience at Illinois ultimately revealed my career path and led to my personal happiness.

I decided that since we were both students in the College of LAS, the marble staircase with the bust of President Lincoln, in the foyer of Lincoln Hall, would be a memorable and meaningful location for the

postcard said, "Check one: Surface, Subsurface, Air." I checked Air. I then set about joining the Naval Reserve, taking a battery of tests, and getting a flight physical. I spent that summer in Pensacola, FL, as



Gerald Baldwin
(BS '72, Psychology)
and his wife, Joan
(Koval) Baldwin
(BS '72, Chemistry,
magna cum laude;
MS '73, Library
Science), have
endowed the Gerald

E. and Joan K. Baldwin Scholarship Fund at the University of Illinois at Urbana-Champaign and they also provide scholarships to foster children in Washington State.

an Aviation Reserve Officer Candidate. I returned to campus in the fall, completed my degree in the allotted four years, returned to Pensacola, and started flying two weeks later. I would like to mention that during my senior year I was fortunate to have a kind psychology professor take me under his wing and steward me through the upper level psychology courses I needed to graduate.

The Vietnam War was winding down during my time in the Naval Aviation Schools Command. Upon graduating and getting Navy Wings on December 7, 1973, the Navy saw fit to make me a flight instructor. I also became a junior maintenance officer, thence Personnel Officer, and in early 1975, I was advanced over innumerable more senior officers to the position of Standardizations Officer, the head of instruction.

At the end of 1975, I transferred to VFP-63 to fly F-8 fighters in a reconnaissance role. F-8s were very old by that time and were seeing little service, so I asked for and got a new assignment to fly S-3 Vikings. I landed on the USS Lexington, USS Forrestal, USS Enterprise, USS Ranger, and did extended tours on the USS Constellation. Was it a coincidence that I had written a psychology paper on the use of landing aids for pilots on aircraft carriers? In 1979, I decided to leave the Navy for the airlines.

After the Vietnam War ended, numerous military pilots were getting out and attempting to get jobs in the airlines. I interviewed with both Trans World Airlines (TWA), and United Airlines (UAL). I was hired by United but late in the summer of 1979 while I was still in the Navy, United cut back on their

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Fall 2013 Lyle Lanier Lecture



Dr. Susan Goldin-Meadow was the featured speaker for the Department of Psychology's Lyle Lanier Lecture on Monday, October 7, 2013, 8 p.m. at the Alice Campbell Alumni Center.

Dr. Goldin-Meadow is the Beardsley Ruml Distinguished Service Professor in the Departments of Psychology, Comparative Human Development, and the Committee on Education at the University of Chicago. She earned a BA from Smith College (1971), and, inspired by a junior year abroad at the Institut des Sciences de l'Éducation in Geneva, completed her PhD in developmental psychology at the University of Pennsylvania (1975). She began her academic career as an assistant professor at the University of Chicago in 1976, and has stayed there throughout her career, with the exception of a brief visiting professorship on our own campus (1981).

Dr. Goldin-Meadow's research explores the role of gesture in language and cognition. She is best and most widely known for her work on the invention of Home Sign systems for profoundly deaf children who are raised without effective access to a conventional

signed or spoken language. Dr. Goldin-Meadow discovered that the children invent their own gestural communication systems that take on many of the forms and functions of language.

Another major line of Dr. Goldin-Meadow's research has examined the gestures produced by hearing children while they speak. Gesturing while speaking is a robust part of language use—we gesture even when talking on the phone or to blind listeners, for example. Gestures signal aspects of our thoughts that are not also conveyed by our words, sometimes thoughts of which we are unaware. Dr. Goldin-Meadow discovered that *mismatches* between speech and gesture signal a readiness to learn and change. She and her students have examined the value of such mismatches in predicting language development outcomes, and in predicting which children will profit most from classroom instruction.

Finally, most intriguingly, Dr. Goldin-Meadow has found that gesturing helps children learn, in part by providing a representational format for keeping track of their thoughts, much like a paper sketchpad. ♦

LYLE H. LANIER FUND



Lyle H. Lanier received an undergraduate degree from Vanderbilt University in 1923, and an MA (1924) and PhD (1926) from Peabody College.

Dr. Lanier was invited in 1950 to head the Department of Psychology at Illinois after a distinguished career at Vanderbilt University, New York University, and Vassar College. It was under his leadership that the department recruited the excellent faculty that established Illinois as one of the best departments in the country. He had a very broad concept of

psychology that encompassed basic research with a deep commitment to placing psychology in the public service.

The Department of Psychology would like to thank L. Gene and Catherine Lemon, and Lyle Lanier, Jr. for establishing the Lyle H. Lanier Fund in memory of Catherine

and Lyle's father, head of the Department of Psychology (1951-1959); dean of the College of Liberal Arts and Sciences (1959-1960); and provost of the Urbana campus (1960-1972).

In honor of his many contributions, the Department organized the Lanier Lecture Series to illustrate how the scientific approach to the analysis of the mind and of behavior can yield results of significance to a variety of human concerns. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus and local community. Previous Lanier Lecturers have included:

- Linda Bartoshuk, Yale University School of Medicine
- Marta Kutas, University of California, San Diego
- Hazel Rose Markus, Stanford University
- Richard Nisbett, University of Michigan
- Daniel Kahneman, Princeton University
- Avshalom Caspi, King's College, London; University of Wisconsin-Madison

Alumni Share Advice

Thirty-five psychology alumni came back to campus on Monday, February 25, 2013 to offer students insight on how a degree in psychology can prepare them for a future career. Four of the alumni, The Honorable Jeffrey Ford, Leanna Garcia, Carrie Grady, and Dr. James Leonard participated in a panel discussion from 4-5 p.m. in Room 142, Psychology Building. The alumni shared information about their career paths and experiences followed by a question and answer session. Students had the opportunity to meet one-on-one with alumni from 5-6:30 p.m. in the Psychology Atrium. If you are interested in participating in the department's 2014 event, contact Cheryl Berger, Assistant Head for Alumni Relations at (217) 333-3429 or cberger@illinois.edu. ♦



L-R: Alicia Brannon, Denise Dallmier Burger



Gale Stafford; background: Katie Vigil



Larry Moller; background L-R: Loren Kuzuhara, Stephan Wiet, Allen Shub



L-R: Leanna Garcia, Dr. James Leonard, Carrie Grady, The Honorable Jeffrey Ford

Psychology Alumni Participants

- **Andrea Aguiar** (MA 1996, PhD 1999), Research Assistant Professor, Department of Comparative Biosciences, College of Veterinary Medicine, University of Illinois; Assistant Director, Children's Environmental Health Research Center at Illinois
- **Bradley Axelrod** (BS 1984) Staff Psychologist, Neuropsychologist, Department of Veteran Affairs
- **Alicia Brannon** (BS 1992), Brannon HR Consulting, Owner; Nevaeh's Learning Center, Co-owner
- **Keri Carter Pipkins** (BS 1984), Associate Director, The Career Center, University of Illinois
- **Denise Dallmier Burger** (BS 1993; MA 1994), Director of Human Resources, Horizon Hobby, Inc.
- **Laura Faynor-Ciha** (BS 1983), Licensed Clinical Psychologist
- **The Honorable Jeffrey Ford** (BS 1973; JD 1976), Circuit Judge, Sixth Judicial Circuit, Champaign County
- **Leanna Garcia** (BS December 2011, MSW December 2013), Full-time graduate student, School of Social Work Program, University of Illinois
- **Diane Greco-Colravy** (BS 1980, Psychology; MSW 1983), Adoption Social Worker, Lifelink International Adoption
- **Tonja Henze** (BS 1986, Psychology; MS 1994, Animal Science), Animal Facilities Coordinator, Division of Animal Resources
- **Dale W. Hoke** (BS 1973), Adjunct Instructor of Psychology, Heartland Community College
- **Marios Karayannis** (BS 1983), Partner, Brady & Jensen, LLP
- **Sandra Kato** (BS 1977), Director, Upward Bound College Prep Academy, Assistant Dean, Office of Minority Student Affairs, University of Illinois; Site Supervisor: School Districts in Chatham, Danville, Highland, Ottawa, Peoria, Plainfield, Plano and Rock Falls, IL; Grand Canyon University, Phoenix, AZ
- **Sue Kiener Keller** (BS 1992; MSW anticipated 2014 University of Illinois), Psychosocial Rehabilitation Clinician and Case Manager, Community Elements
- **Loren Kuzuhara** (BS 1985), Teaching Professor, University of Wisconsin-Madison
- **Gregory Kyrouac** (BS 1978), Director of Education & Outreach Programs, Center for Alzheimer Disease and Related Disorders, Southern Illinois University School of Medicine
- **Dr. James Leonard** (AB 1977; MD 1981 University of Illinois Medical School-Chicago), President and CEO, The Carle Foundation
- **Karen McLaughlin** (BS 1994, Psychology; MS 1997, ILIR), Assistant Director, Labor & Employee Relations, Academic Human Resources, University of Illinois
- **Larry Moller** (BS 1974 Psychology & Economics; MBA 1976), President, Anthem Capital Group, Inc.
- **Bree Ocasio** (BS 2003), Senior Physical Therapist, Carle Therapy Services
- **April Ponte** (BS 2010), Admissions Counselor, Office of Undergraduate Admissions, University of Illinois
- **Stephanie Record** (BS 1993, Psychology; MSW 2001; MEd 2007, University of Illinois; LCSW 2009) Executive Director, Crisis Nursery
- **Beth Rom-Rymer** (MA 1980, PhD 1986), Rom-Rymer & Associates, Clinical and Forensic Practice
- **Ronald Rothschild** (BS 1980 Psychology; MSW 1984), Psychotherapist, Private Practice
- **Robert Schumacher** (MA 1987, PhD 1989), Executive Vice President, GfK User Centric
- **Mykel Selph** (BS 2001), Director, Office of Girls and Gender, Cook County Juvenile Temporary Detention Center
- **Allen Shub** (BS 1965), retired- Associate Provost for Personnel/Contract Administrator, Northeastern Illinois University
- **John Shustitzky** (BS 1973, Psychology; MS 1975, PhD 1979), CEO, The Alliance for Human Services
- **Susan Silver** (BS 1982 Psychology; MSW 1987), Supervising Probation Officer, U.S. Probation Office for the Central District of Illinois-Urbana Division
- **Gale Stafford** (BS 1995), Senior Process Analyst, Digital Computer Lab, CITES
- **Nancy Suchomski** (BS 1982), Associate Director of Resource Development, United Way of Champaign County
- **Katie Vigil** (BS 2004), Internship Coordinator/Career Advisor, Eastern Illinois University, Career Services; TDM & Associates
- **Angela Vogt** (BS 2005; 2006 Police Training Institute), Police Officer, Urbana Police Department
- **Lisa Zepeda Warren** (AM 1998, PhD 2004), Director of Clinical Services, The Center for Children's Services
- **Stephan Wiet** (BS 1976), Research Director of Consumer Sciences, McNeil Consumer Healthcare (over-the-counter pharmaceutical arm of Johnson & Johnson) Pharmaceuticals

Thank you to **Leslie Loftus Van Buskirk** and **Ashley Petrick** for sending statements to include in our Career Information Night program. ♦

Psychology Alumni Advisory Board News

We are excited to update you on the progress of our key platforms: internships, mentoring, communications, board enrichment, and development.

Internships

We are pleased to announce the continued growth and success of the Department's internship program and student interest in Psych 495: Internship Capstone Experience. The number of students who have enrolled in the capstone course after completing a summer internship has doubled each year. The success of the course is directly attributable to Robert Wickesberg, Associate Head for Undergraduate Affairs, who developed and has taught the course since its inception in 2009.

The capstone course connects students' summer internship experiences to their academic major in psychology and to their career goals. Students reflect, discuss and build on their internship experiences to help them identify the skills and abilities they have and need to be successful. They participate in both individual assignments and team projects that facilitate their ability to communicate in the many different careers available to students with a degree in psychology.

The Alumni Board would like to focus on offering more internship opportunities for psychology undergraduate students. We firmly believe that an effective internship can make a difference in both obtaining a first job upon graduation and building a foundation for a successful career.

Contact Robert Wickesberg at wickesbe@illinois.edu if you have an internship opportunity available for psychology students. You can find information about our internship program at: <http://www.psychology.illinois.edu/undergraduate/current/opportunities/departamental/InternshipOpportunities.html> ♦

Mentoring

The Psychology Mentor Program was launched at the beginning of the 2012-2013 academic year. We are currently in the process of soliciting feedback from the student/alumni participants to fine-tune the

program. Our goal is for students to benefit from the wisdom and experience of alumni and receive "real-world" guidance regarding career planning and skills development that cannot be provided solely in a classroom setting. We anticipate that both students and alumni will find the program a rewarding experience. ♦

Communications

The Alumni Board is pleased to announce the Department of Psychology's alumni networking group on **LinkedIn** has over 1,200 members. *Network with us on LinkedIn "University of Illinois Department of Psychology Networking."*

Let us know what career and professional networking advice is valuable to help launch our students into their careers and what information is useful to our alumni who are more established in their careers and/or are seeking new opportunities for growth.

One of the Board's goals for the 2013-2014 academic year is to develop a seminar to educate undergraduate students on the benefits of joining LinkedIn. We are working with Psi Chi, an undergraduate student organization that focuses on the study of psychology, to spearhead this effort.

f **Become a Psychology Facebook Fan**

Update Your Information
psychology.illinois.edu/alumni

Board Enrichment

The Board Enrichment Committee is exploring avenues to further enhance relationships between Alumni Board members and current faculty and students. In particular, strong consideration is being given to a proposal to support an *Early Career Lecture* by a recent Psychology graduate to share their experiences with faculty and students. Similar attention will be given to ideas encouraging the collaboration of current faculty and students with our undergraduate and graduate alumni. ♦

Shape the Future Today

Our first *Shape the Future Today Campaign* was a huge success. One goal of the campaign was to provide financial support for qualified undergraduate students in psychology who take on unpaid summer internships related to their field of interest. To date, 10 students have received the Alumni Board's *Professional Development Award* and we look forward to supporting more students in future years. Our second goal has been to utilize a portion of the funds to update classroom media technology to support web-based learning, participation in webinars, web-based conferences, lectures and interviews.

We are now formulating the *Shape the Future II Campaign*. In addition to supporting the above listed goals, we would like to fund an endowed scholarship to be awarded each year to a qualified undergraduate student. An additional goal is to apply a portion of the funds to a lecture series organized by a psychology graduate student organization, *Students of Psychology Ally for Riveting Colloquia (SPARC)*, formed with the goal of hosting exceptional speakers to give talks that appeal to individuals throughout the nine divisions in the department.

If you have any suggestions for any of the above committees, or would like to learn more about the Alumni Advisory Board and its initiatives, please contact Leslie Vermillion, Senior Director of Development, LAS Office of Advancement at (217) 333-7108 or lrv@illinois.edu. ♦

Professional Development Award Recipients



Kristine Barzano completed an internship the Elgin Mental Health Center.

The Elgin Mental Health Center is a 500-bed psychiatric hospital providing inpatient mental health treatment to adults. Barzano's internship focused on human resources including personnel, EEO/ADA issues and labor relations. Kristine found her internship through I-Link.

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Barzano plans to pursue a career as a human resources generalist. Her internship assisted her with learning about human resources with real-world hands-on experience, helped her make professional connections, network, and learn the "tricks of the trade" from an outstanding mentor, Darek Williams, at the mental health center. ♦



Kristal Vance completed an internship at Envision Innovation in Schaumburg, IL.

Envision Innovation is a small nonprofit that addresses the needs of people who are looking to build environments that create the connection and safety that lead to more meaningful and productive relationships. Vance was trained as a session facilitator and played an active role in workshops for colleges, churches and businesses. ♦

Alumnus Receives Honorary Degree

Fred R. Volkmar, MD was selected by the U of I's academic Senate to receive an honorary degree of Doctor of Science. The nomination is the University's highest honor and recognizes his role as one of the leading experts in the world on the diagnosis and treatment of autism and related disorders. He was presented with the degree at commencement on May 12, 2013.

Volkmar is the Irving B. Harris Professor of Child Psychiatry, Pediatrics, and Psychology and Director of the Yale University Child Study Center, Yale University School of Medicine. He is also the Chief of Child Psychiatry at Yale-New Haven Hospital, New Haven, CT. Volkmar received his BS degree from Illinois in 1972, graduating with High Honors and Highest Distinction in Psychology. He received a Master's degree in Psychology at Stanford while simultaneously completing an MD at the Stanford School of Medicine in 1976. Volkmar was a 2006 recipient of the Department of Psychology's Distinguished Alumni Award. ♦



Pictured L-R: Former College of LAS Dean Ruth Watkins, Vice President & Chancellor Phyllis Wise, Fred R. Volkmar, President Robert Easter (Photo by L. Brian Stauffer, News Bureau)

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Olivia Steinberg (BS '12) and I have found that 4-year-olds are more likely than 6-year-olds and adults to think that coins are round, that boys have short hair, or that fire trucks are red because of some inherent reason (e.g., there's something about coins that makes it impossible for them to be any other shape) rather than because that's simply what people decided at some point in the past. Because of their strong inference-based intuitions, younger children also reason that none of these observed patterns can be changed (even if everyone wanted to change them) and that these patterns have always been and will always be exactly as they are now.

Aside from shedding new light on the process by which humans make sense of the world, this research has important implications for the way we relate to one another and to the larger sociopolitical systems in which we are embedded. If we tend to see the world as being a certain way due to immutable inherent factors (e.g., rich people are rich because they have certain desirable traits), then we might also judge the current societal status quo to be fair and legitimate. As a result, we may see little reason to advocate for any sort of change to the system, even when it works to our disadvantage (as it often does for many groups that are disadvantaged and oppressed). This example highlights the power and reach of the cognitive shortcut identified by our lab. The inference heuristic is not only a basic feature of how the mind works but also a source of new insights into other psychological phenomena of great practical and societal importance. ♦



Dr. Andrei Cimpian received a PhD in Psychology from Stanford University in 2008 and has been an Assistant Professor in the Department of Psychology at the University of Illinois since then. His research focuses on the development of human concepts about natural

and social categories, as well as on the development of beliefs about ability and achievement. He was selected to be a 2012-2013 Fellow of the Center for Advanced Study at the University of Illinois. Dr. Cimpian's research has been published in journals such as *Behavioral and Brain Sciences*, *Psychological Science*, *Journal of Experimental Psychology: General*, *Cognitive Psychology*, *Cognition*, *Developmental Psychology*, and *Child Development*.

Faculty Recognized for Professional Excellence

FACULTY AWARDS

Ross Named Interim Dean of College



Brian Ross has been appointed Interim Dean of the College of LAS. Ross previously served as interim head of the Department of Psychology (2011-2012), and Interim Associate Dean for the College (2012-13). ♦

American Association for the Advancement of Science (AAAS)



Neal Cohen has been named a fellow of the AAAS. Cohen was recognized for his contributions to science and technology at the Fellows Forum held on February 16, 2013 during the AAAS annual meeting in Boston, MA. ♦

LAS Centennial Scholar

Kara Federmeier is one of ten faculty members who have been named Centennial Scholars in honor of the 100th anniversary of the creation of the College of Liberal Arts and Sciences at the University of Illinois. This award is in recognition of her scholarly productivity and contributions to the educational mission of the College of LAS. ♦

Social and Behavioral Research Council Mid-Career Research Award



Edelyn Verona is the winner of the inaugural Mid-Career Research Award by the Social and Behavioral Research Council at the University of Illinois in recognition of her commitment

to academic excellence. The Social and Behavioral Research Council was established to highlight the accomplishments and activities of social and behavioral scientists at the University of Illinois and to enhance research strengths in these areas, especially through interdisciplinary collaboration. ♦

William James Lifetime Achievement Award



Edward Diener (Professor Emeritus) has been chosen to receive the William James Lifetime Achievement Award for Basic Research presented in honor of the 25th Anniversary of the Association for Psychological

Science (APS). This award is in honor of the profound impact that his research has had on the field of psychological science over the past quarter century. This is APS's highest honor, recognizing a lifetime of significant intellectual contributions to the basic science of psychology and the very best that our science has to offer. The psychology department is very proud and honored to have Professor Ed Diener in the department. ♦

TEACHING EXCELLENCE

Graduate Student Organization Instructional Award



This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2013 recipient is **Aaron Benjamin** from the Cognitive Division. ♦

Mabel Kirkpatrick Hohenboken Award



Michael Kral was selected as the 2013 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute instruction, focus on students, and the quality of instructional outcomes, develop innovative approaches to teaching, and influence the curriculum. ♦

Professorial Scholars

The Department of Psychology has established a new tradition of honoring faculty members who have achieved promotion to Associate or Full Professor with the title of Professorial Scholar. The Professorial Scholar titles are named after eminent emeritus faculty members in our department. The appointments serve as recognition of our colleague's outstanding achievements in research, teaching, and service, as validated by their promotion in rank. We honor not only our newly promoted faculty members but our esteemed emeritus faculty members as well.

The appointments are in effect for one year and each provides a discretionary fund to support scholarly activities. The following have been named Professorial Scholars effective January 1, 2013:



Edward Shoben Professorial Scholar in Psychology

Aaron Benjamin



Emanuel Donchin Professorial Scholar in Psychology

Kara Federmeier



Julian Rappaport Professorial Scholar in Psychology

Michael Kral



Evelyn Satinoff Professorial Scholar in Psychology

Justin Rhodes



Rising Star in Psychology

The Association for Psychological Science's journal, *The Observer*, highlighted assistant professor **Michael Kraus** for creating new directions in the field of psychology. For more information: <http://www.psychologicalscience.org/index.php/publications/observer/2013/march-13/march-2013-rising-stars.html> ♦

NEW FACULTY JOIN PSYCHOLOGY DEPARTMENT



Jaime Derringer is an assistant professor in the Social-Personality Division. She is interested in how genetic and environmental influences explain individual differences.

Her research focuses on (1) applying psychometric methods to refine genetic associations with broadly-defined phenotypes, (2) estimating how certain environments (such as stress) enhance or dampen genetic influences, and (3) identifying "genetic risk" scores that may predict individual outcomes. Derringer joined the department for the 2013 fall semester.



Nu-Chu Liang is an assistant professor in the Behavioral Neuroscience Division. She studies taste, motivation and feeding behaviors. Her research focuses on

neurobiological mechanisms of food intake control and aberrant eating behaviors using approaches ranging from systems to molecular. The research is highly related to public health issues i.e. obesity and psychiatric disorders. Lang will join the department for the 2014 spring semester.



Nathan Todd is an assistant professor in the Clinical/Community Division. His research focuses on how religion and Whiteness shape individual and group engagement

with social justice. In one area of research, he examines the ways in which religious settings such as congregations promote social justice engagement. His research further explores how White students understand and emotionally respond to racism and White privilege with implications for how to engage White students in racial justice action. Todd will join the department for the 2014 spring semester. ♦

FACULTY RETIREMENT



Kay Bock retired in August 2013 after twenty-two years in the Department of Psychology. Bock received a BA from Bucknell University (1969); AM degree (1973) and PhD (1975) from the University of Illinois at Urbana-

Champaign, and a Diploma (2001) Staatsexamen Nederlands Als Tweede Taal II (Netherlands National Examination of Dutch as a Second Language, Advanced: official certification of advanced competence in Dutch speaking, writing reading, and listening).

Prior to her appointment at Illinois in 1991, Bock was a professor at Michigan State University, visiting assistant professor at the University of Oregon, visiting lecturer in the Department of Brain and Cognitive Sciences at MIT, and an assistant professor at Cornell University.

Bock's research focuses on how people turn thoughts into speech. There are three questions behind much of the research. One is how the features of ideas affect language forms. A second question has to do with the cognitive processes that control how words are arranged. A third issue involves what goes wrong when speakers make errors in selecting or arranging words. The answers to these questions draw on theories about language and about cognitive processes, and emerge from new experimental techniques for examining language production.

During her twenty-two years on campus Bock's research interests led to appointments with the Beckman Institute for Advanced Science and Technology, Department of Linguistics, and the Linguistic Society of America Linguistics Institute. She also served as an instructor at the Linguistic Society of America Linguistics Institute at MIT, and a visiting research fellow at the Max-Planck-Institute for Psycholinguistics in Nijmegen, The

Netherlands in 1983, 1988, 1991-92, 1994, 1995, 1996, 1998, 1999, 2000-01, 2009, 2010, 2011-12); Fulbright Research Fellow, The Netherlands; and a Sloan Foundation Fellow in the Department of Psychology at the University of Pennsylvania.

Bock served as an editor for the *Journal of Memory and Language* (2005-08); associate editor of the *Journal of Experimental Psychology: Learning, Memory, and Cognition* (1995-97); and co-editor of *Language and Cognitive Processes* (1992-94); and as a consulting editor and/or on the editorial boards of many publications including *Psychological Science*, *Journal of Memory and Language*, *Cognition*, *Language and Cognitive Processes*, *Memory & Cognition*, and *Psychonomic Bulletin & Review*. She has also been a member of grant panels for the National Institute of Health, National Institute of Mental Health, National Science Foundation; National Institute on Deafness and Other Communication Disorders, and provided external evaluation and consulting to a wide variety of groups.

Bock is a Fellow of the American Psychological Association (Division 3), American Psychological Society, Cognitive Science Society, and Linguistic Society of America; Psychonomic Society (Governing Board 2001-06; Publications Committee 2001-05; Chair of Governing Board 2006-06); GUV (Midwestern honor society for fledging experimental psychologists 1982-89, and Board of GUVernors 1986-89. ♦

Are We Attracted to People Who Resemble Our Parents?

By Marie E. Heffernan, MA

One of the curious things about human relationships is that we sometimes fall in love with individuals who bear a striking resemblance to our parents—a phenomenon that has caught the attention of psychologists and relationships researchers (Heffernan & Fraley, 2013a). Take Alison, for example (Perron, 2009). Alison is married to a man who resembles her father in many ways. Both men are interested in politics and the stock market, and they both share the name Mike. They also physically resemble one another. Alison acknowledges the similarities between the two men, “I have a great relationship with my father, so I suppose I looked for a partner who shares some of his good qualities.”

Background

Previous research has suggested that exposure to parents and caregivers can shape the kinds of features that individuals are attracted to when they grow up, potentially resulting in attraction to parent-similar others. Some of this evidence comes from animal studies. For instance, Konrad Lorenz (1937, 1970) found that baby geese “imprint” on the first moving object that they see. When Lorenz himself was the first object the goslings saw, they followed him around as if he were their mother. Curiously, when these goslings reached sexual maturity, they directed their mating behavior toward objects that resembled the object they imprinted on—in Lorenz’s case, humans! Evidence that animals prefer caregiver-similar mates has been shown in a variety of species such as sheep, goats, and primates (Kendrick et al., 1998; Morris, 1969).

In addition to this animal research, research on human mating and attraction has suggested that humans also prefer individuals who resemble our caregivers. In one study, researchers found that adopted women were more likely to marry men who resembled their adoptive fathers than their biological fathers (Bereckzei et al., 2003). Another research team focused on body hair to examine this issue. They found that women who had hairier fathers



were more attracted to men with body hair and were more likely to have a hairy romantic partner compared with women whose fathers were less hairy (Rantala, Polkki, & Rantala, 2010).

Research Question and Methodology

My advisor, R. Chris Fraley, and I were interested in further exploring whether, in fact, people are more attracted to others who share characteristics with their parents. To do so, we focused on a characteristic that is relatively easy to assess retrospectively: the age of a person’s parents when that person was born (Heffernan & Fraley, 2013b). For example, some people might have been born to young parents and thus were exposed to their parents’ youthful appearance in early life. Others might have been born to older parents and were exposed to their parents’ less youthful appearance in early life. This difference in exposure may influence people’s attraction to faces of varying ages. Specifically, we hypothesized that people who were born to older parents might be more attracted to older-looking faces compared with people born to younger parents.

To examine this possibility, we administered an online survey to a sample of over 2,000 participants. In the first part of the study, participants completed a photo-rating task in which they rated the attractiveness of 25 photographed faces of their

preferred gender. The photographs were obtained from the website *facey.com* and individuals in the photographs were of varying ages. In the second part of the study, participants provided demographic information as well as information about their parents such as the age of their parents when the participant was born. Upon completing the study, participants were given personalized feedback about the kinds of features that they found most attractive.

Research Findings

Consistent with evolutionary psychological research (and the Hollywood craze for youthfulness), our analyses revealed that in general, people were more attracted to younger versus older faces. However, more critical to our hypothesis was whether this preference for younger faces was the same for people born to older versus younger parents. We found that people born to older parents showed a reduced preference for younger faces, supporting our hypothesis. In other words, participants who were born to older parents were more attracted to older looking faces than participants who were born to younger parents. This suggests that people tend to be attracted to others who share certain characteristics with their parents, in this case, age.

There are two potential explanations for these findings. The first, sexual imprinting, suggests that the same mechanisms that are responsible for

learning the characteristics of caregivers in early life are also responsible for shaping what people find attractive in adulthood (Aronsson, 2011). The second mechanism, mere exposure, suggests that people may prefer others who are more familiar to them. Because parents are highly familiar, people may be attracted to parent-similar others because they seem familiar too (Kunst-Wilson & Zajonc, 1980; Moreland & Beach, 1992; Zajonc, 1968). One way in which sexual imprinting and mere exposure explanations differ from each other is that sexual imprinting posits a sensitive period in development (e.g., the early years of life) during which exposure to parents would have the greatest impact on adult preferences, and exposure outside of this period would have a smaller effect on preferences. Mere exposure, on the other hand, does not necessitate a sensitive period, and instead suggests that people may be impacted by their environments throughout development. One of the goals of our future work is to better understand whether there is a sensitive period for the acquisition of human mate preferences to help us tease apart these two explanations.

In summary, our research findings are consistent with the idea that experiences with parents and caregivers might play a role in shaping what people find attractive as adults. This might explain why someone like Alison fell in love with Mike, a man who resembled her father in many ways.



Marie Heffernan is a 5th year PhD student in the Social, Personality, and Organizational division. Dr. R. Chris Fraley is her primary research advisor. Marie’s research focuses on adult attachment, romantic attraction, and close relationships.

She is interested in how people’s experiences with caregivers in early life impact their relationships in adulthood. In her work, she has examined the early stages of romantic relationships such as initial attraction and how people become emotionally attached to new romantic partners. She received the psychology department teaching award in 2012. She also recently received the Graduate College Marion Morse Wood Fellowship for her work on conflict in in-law relationships. ♦

Chow Honored for Teaching Excellence

Congratulations to **Philip Chow** (Clinical-Community Division) who was selected as the 2013 recipient of the Department of Psychology’s Teaching Award. Chow was an instructor in Psych 100: Introductory Psychology for Fall 2009/Spring 2010, and Psych 238: Abnormal Psychology Fall 2011/Spring 2012.

Chow has been on the List of Teachers Ranked as Excellent every one of the four semesters he taught classes in the department. He also earned the special distinction for being among the top 10% of instructors on the “Outstanding list,” (which has a higher cut-off than “Excellent,” all four semesters.

Chow’s philosophy on teaching is composed of three integrative core beliefs:

- First, a successful teacher invokes in his students a genuine curiosity and growth beyond simply knowing the facts.
- Second, to enhance learning in his students, a successful teacher must make the material come alive in a way that is easily relatable and sparks interest.
- Third, a successful teacher is flexible enough to respond to the feedback and emerging needs of his students.

Chow constantly strives to cultivate a classroom environment that promotes self-exploration. He believes that when students are in part held accountable for their own learning, it gives them a sense of ownership and empowerment that fosters growth and discovery.

He has adopted a style of teaching that places an emphasis on communicating the class material via many different channels including videos, i-clickers, demonstrations, free writing exercises, and group work to achieve active learning.



Chow believes that one’s ability to be flexible and effectively utilize feedback is essential to being a successful teacher. “I believe that being an effective teacher is a never-ending process of growth, as one must be willing to try new techniques and revise one’s own methods in order to better serve students.”

Student comments were overwhelming positive:

“Phil took the budding curiosity I had in psychology and turned it into the focus of my career goals.”

“He made the class very interesting and I could tell he was very passionate about the content. It was the only class this semester that I looked forward to attending.”

“He was always happy to see us, tried to get to know us, and was prepared for class, and wanted us to learn. One of the best instructors I’ve ever had.” ♦

Generous Donors Assist Students

The Department of Psychology is grateful to the generous donors who have established fellowships and awards in honor of family members and distinguished faculty and staff who have influenced their lives. Gifts from alumni and friends enable the department to support the research of our most promising students.

GRADUATE STUDENT AWARDS

Sarah Anderson Scholarship



The Sarah Anderson Scholarship was established to provide scholarships to graduate students in psychology who are academically qualified but who are in need of financial help in order to secure their PhD. The scholarship was awarded to **Jing Luo**, a first-year student in the Social-Personality Division. ♦

Jeffrey Dallenbach Fellowship



The Jeffrey Dallenbach Fellowship is awarded to a graduate student conducting basic research in experimental psychology. The fellowship was awarded to **Deborah Cronin**, a first-year student in the Visual Cognition & Human Performance Division. ♦

Nancy Hirschberg Memorial Award



Nancy Hirschberg was a member of the psychology department here in Champaign from 1964 until 1976, when she joined the psychology faculty at the U of I Chicago campus.

Shortly after her death in February 1979, her friends and colleagues at both campuses met to establish the Nancy Hirschberg Memorial Fund to create a living remembrance with the hope that her memory will serve to encourage others to attain their full potential.

The result is the Nancy Hirschberg Memorial Award that is presented each year to a psychology graduate student who, during that year, has performed

outstanding original research or scholarship in areas related to Professor Hirschberg's interests. These areas include individual differences, personality, human judgment, and multivariate analysis. The award consists of a cash prize and inscription of the recipient's name on a plaque which is kept on permanent display on the third floor.



Nathaniel Helwig (Quantitative Division) is the 2013 recipient of the award. Helwig received the award for the submission of two papers, "The special sign indeterminacy of the direct-fitting Parafac2 model: Some implications, cautions,

and recommendations for Simultaneous Component Analysis" published in *Psychometrika*, and "A critique of Tensor Probabilistic Independent Component Analysis: Implications and recommendations for multi-subject fMRI data analysis" published in the *Journal of Neuroscience Methods*. ♦

Evelyn Hobson Fellowships in Psychology

Evelyn Hobson was a graduate of Harvard, Wellesley, and Columbia. She was a noted child psychologist in the Los Angeles area, taught at UCLA, and started the Department of Psychology at Pomona College. Evelyn and her husband, Bill Hobson, had a keen interest in higher education and through the years provided generous support to many of the finest institutions in the country. Among them are Stanford, CalTech, Harvey Mudd, Pomona, Brigham Young, and Occidental. The generous gift from the Evelyn and Bill Hobson allowed the department to offer a fellowship to **Edison Choe**, a first-year student in the Quantitative Division. ♦



Charles L. Hulin Fellowship



The Hulin Fellowship was established in 2000 by students, colleagues, and friends of Professor **Charles L. Hulin**, who is credited with developing the Industrial/Organizational (I/O) Psychology program at Illinois. **Bertha Rangel**, a first-year student in the I/O Division, received the fellowship for the 2012-2013 academic year. ♦



J. McVicker Hunt Award for Excellence in Graduate Research

The J. McVicker Hunt Award was established in 2005 to honor the contributions of J. McVicker Hunt to the field of developmental psychology. Hunt was a faculty member in the Department of Psychology from 1951-1974. Hunt's book, *Intelligence and Experience* published in 1961, has been credited for laying the groundwork for Project Head Start, and the importance of early childhood education.



Niwako Sugimura is the 2013 recipient of the award. Her research investigates how peer relationships among school-age children affect their mental health. Her research on preventing adverse social, academic, and psychological

consequences as a result of bullying has already started to become influential. ♦

Frederick & Ruby Kanfer Award



Photo by Larry Kanfer

Frederick H. Kanfer, a member of the Department of Psychology from 1973 until 1995, was a pioneer in the behavioral therapy movement and a founding father of self-management therapy.

To honor his legacy, his family established the Frederick and Ruby Kanfer Award, to be presented to a psychology student whose scholarship and/or service in the field of clinical/community psychology is aimed at improving the psychological lives of all individuals. The Department of Psychology would like to thank the Kanfer family, his colleagues, and friends whose generous contributions helped to endow the fund.



Nancy Joseph is the 2013 recipient of the award. Her research demonstrates the role that racism plays in socialization, identity, and acculturation. Her understanding of racism and marginalization has made her particularly suited to apply her

knowledge to a culturally responsive clinical intervention that addresses the needs of one of Champaign-Urbana's most vulnerable populations, African-American adolescents involved in the justice system. It is her noteworthy accomplishments in both research and practice that have led to Nancy's receiving this award. ♦

Sarah C. Mangelsdorf Graduate Award in Psychology



The Sarah C. Mangelsdorf Graduate Award in Psychology was established in 2008 to honor Mangelsdorf for her achievements and contributions to the U of I. Mangelsdorf served as associate head of the Department of Psychology

2000-2001, associate provost for the campus 2001-2003, head of the Department of Psychology 2003-2004, interim dean of LAS 2004-2006, and dean

of LAS 2006 - summer 2008. Mangelsdorf accepted a position as dean of the Weinberg College of Arts & Sciences at Northwestern University fall 2008. ♦



Alison Trude (Cognitive Division) received the 2013 award, which is designed to honor an outstanding female graduate student who has exhibited excellence in research, scholarship, teaching, and has shown the potential to be an academic leader. ♦

Rue Micklos Fellowship

The Rue Miklos Fellowship Fund was established in 2008 to support the teaching or study of child psychology in the Department of Psychology. The department awarded fellowships to **Larisa Hussak**, and **Michelle Miernicki**, both first-year students in the Developmental Division. ♦



(L-R) Larisa Hussak, and Michelle Miernicki

Herbert Woodrow Fellowship

The Woodrow Fellowship is awarded to the most promising graduate students in the Department of Psychology doing basic scientific research in the field of psychology. The fellowship was awarded to **Ryan Loh**, a first-year student in the Behavioral Neuroscience Division. ♦



UNDERGRADUATE STUDENT AWARDS

Julie Sutton-Osgood Psychology Award



The **Julie Sutton-Osgood** Award in Psychology was established in 2008 by family and friends in memory of Sutton-Osgood whose career goal was to become a practicing physician. Sutton-Osgood trained as an emergency

medical technician (EMT) and worked summers for an ambulance company while she was enrolled as a psychology student at Illinois. After graduation she completed a paramedic course and worked for Superior Ambulance Company and became their EMS coordinator through Christ Hospital and Hope Children's Hospital. A few years later she attended physician assistant school while she continued to work full-time. Sutton-Osgood fulfilled her goal to become a licensed Physician's Assistant. The Julie Sutton-Osgood Award in Psychology is intended to help students realize their dream of becoming either a physician or another type of medical practitioner.



The sixth **Julie Sutton-Osgood** Award in Psychology was awarded to **Leah Schmelkin** who is pursuing a medical degree at the Mayo Clinic Medical School. ♦

Janet Tritsch Memorial Award



The Janet Tritsch Award, established in memory of this enthusiastic participant in undergraduate research, was presented to **Olivia Atherton** for her senior honors thesis, "The relationship between

conscientious and physical health." Atherton began her graduate studies in personality psychology at the University of California-Davis in the fall. ♦

UNDERGRADUATE STUDENT AWARDS

James E. Spoor Scholarship Recipients

Thirteen undergraduate students received a James E. Spoor Scholarship based upon their outstanding academic achievements. ♦



Front Row: (L-R) Taehyeon Kim, Kimberly Bryan, Olivia Atherton, Chye Hong Liew, Francesca Sadi

Back Row: (L-R) Fan Wu, Miriam Kahn, Corinne Kacmarek, Inge Karosevica, Marissa Zayas, Luis Paneque, Ryan Paroline, Jared Matthew; (not pictured: Shi Chen and Timothy Lewis)

HONORS IN PSYCHOLOGY

The Honors Program, coordinated in 2012-13 by Professor Daniel Simons, is a three-semester sequence of courses designed to offer outstanding undergraduates an opportunity to do sustained scholarly work on a specific research project, culminating in the preparation of an undergraduate Bachelor's thesis, and a poster presentation at the Honors Program Fair. Students who complete the program graduate with "Honors in Psychology." Ten students presented their research at the Honors Program Fair on April 25, 2013. ♦

Front Row: (L-R) Ryan Paroline, Fan Wu, Taehyeon Kim, Olivia Atherton, Jared Matthew

Back Row: (L-R) Professor Daniel Simons (faculty coordinator), Luis Paneque, Inge Karosevica, Corinne Kacmarek, Miriam Kahn, Kimberly Bryan, Brion Woroch (Teaching Assistant)



GRADUATING WITH DISTINCTION IN PSYCHOLOGY

Graduating with Distinction requires significant research and academic effort by students. Students must work for two semesters on a research project with a faculty member and prepare an undergraduate bachelor's thesis. Those graduating with Distinction on May 12, 2013. ♦



Front Row: (L-R) Chye Hong Liew, Amber Franco, Rachel Boyd, Paoula Dyanova, Nicole Kofsky, Claire Houtsma

Back Row: (L-R) Xingxiao Ge, La Liu Ng, Keller Henderson, Xinran Yu, Weiqi Zhao, Visiting Instructor: Cheyenne Munson, Karleigh Cherven, Aaron Steinbrecher, Alesia Prakapenka, Aneesh Chawla, So-Yun Jung, Kenna Mager, Bhavika Patel, Nathaniel Hall, Kelsey Campbell; (not pictured: Ashley Kellerman, Samih Thalji)

DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS

Your generous gifts to the *Partnership for Psychology Fund* bolsters our funding of awards for outstanding undergraduate research and academic accomplishments. ♦

BEHAVIORAL NEUROSCIENCE

Donald O. Hebb Award: Alesia Prakapenka
Karl Lashley Award: Nicole Kofsky

BRAIN & COGNITION

Michael Coles Award: Kelsey Campbell
Manny Donchin Award: Samih Thalji

CLINICAL/COMMUNITY

Community Action Award: Kimberly Bryan
Outstanding Clinical-Community Science Undergraduate Student Award: Corinne Kacmarek

COGNITIVE

Charles Osgood Award: Karleigh Cherven
Outstanding Undergraduate Student Award: Daniel Pak

DEVELOPMENTAL

Outstanding Undergraduate Student Award: Alexis Ekeberg, Hannah Perhai, Victoria Murphy

QUANTITATIVE

Outstanding Undergraduate Student Award: Yuchen Lin, Weiqi Zhao
Social-Personality-Organizational Ed Diener Award: Olivia Atherton
Harry Triandis Award: Daniel Relihan-Johnson

VISUAL COGNITION & HUMAN PERFORMANCE

Christopher Wickens Award: Amber Franco

Undergraduate Clinical-Community Science Award

Corinne Kacmarek was nominated for the award for her excellence in clinical research and community practice. Kacmarek worked in the laboratories of both Professor Howard Berenbaum and Associate Professor Nicole Allen, completed an honors thesis, and was involved in several projects that bridge community action and clinical practice. Kacmarek's involvement with community engagement, specifically the Girls Advocacy Program, Community Elements, and the ACCESS Initiative was stellar. ♦

Community Action Award

Kimberly Bryan demonstrated her capacity for encouraging data-driven processes and applied research as it relates to responding to at-risk youth. She took an ecological approach to examining factors related to caregiver strain, a phenomenon that is quite common among caregivers of youth with serious emotional challenges, but often understood only in terms of individual attributes. This project demonstrates Bryan's budding ability to engage in applied research with direct implications for intervention. She has been an outstanding advocate and peer supervisor in the Girls' Advocacy Project and an exemplary research assistant for the ACCESS Initiative. Bryan's involvement in the local community and her genuine passion for community psychology research and action exemplify the principles of the Community Action Award. ♦



(L-R) Corinne Kacmarek and Kimberly Bryan

UNDERGRADUATE SPOTLIGHT: EMILY NEWTON

Emily Newton was interviewed by David Rothmund, Summer 2013 Psychology Marketing Communications Intern

When Emily Newton applied to colleges she knew that she was ready to take a break from living in the south her entire life. Newton is a big believer in change and she followed that philosophy when she accepted the offer of admission to the University of Illinois at Urbana-Champaign three years ago.



When she arrived on campus, Newton was already thinking about how she only had four years to leave her mark at Illinois and how important it was to gain as much as possible from the experience. Newton's goal

was to become involved with more than academics to enrich her college experience, but without spreading herself too thin. During her freshman year Newton sought out a variety of academic and extracurricular activities to challenge herself and to make connections on and off campus.

EXTRACURRICULAR ACTIVITIES

LAS Leaders

Newton joined LAS Leaders in the fall of her freshman year and it is one of the groups that helped make such a large university like Illinois feel a little smaller. There are about 30 undergraduate students who are student alumni ambassadors for the College of Liberal Arts and Sciences. Newton said they are a diverse group of students that represent almost all of the different majors within LAS and they are also involved in a variety of other organizations on campus.

Newton said the group acts as student ambassadors for the College at alumni and college events such as investitures, honor ceremonies, convocations and lectures. They conduct campus tours for alumni and also do a significant amount of volunteer work on campus and throughout the C-U community.

Since joining the organization, Newton has been taught proper etiquette skills for business dinners and meetings, and she has learned how to initiate conversations with alumni of diverse backgrounds and careers.

During her sophomore year Newton served as the Vice President of Internal Relations for the organization and was in charge of organizing social events for the members. This year she is serving as the Vice President of Outreach and will be organizing the Leaders' community service activities for the year. Newton said being a part of the executive board has been an awesome experience and she feels honored to be part of a group where each individual has accomplished an incredible amount during their time at Illinois.

Flippin' Illini

Joining club gymnastics was one of the very first things Newton did when she came to Illinois. Newton was a competitive gymnast until she was sixteen and knew the club team would be a great place to make friends on campus. She thinks that being on a club sports team in college is one of the best things you can do. It gives you something constructive to do when you have extra free time, and it gives you time to get away from academics when they become stressful.

Newton said the greatest thing about club gymnastics is that a wide variety of people with different skill



levels can do it. Anyone can join the team and you can practice as intensely as you want, or you can practice just for fun. She took it very seriously freshman year and participated in a few competitions which she found to be very exciting. At the end of her freshman year, Newton had major ankle surgery so she decided not to pursue gymnastics anymore. Newton met her best friends at school through the club team and she is still involved in their activities, although Crossfit has become her main focus outside of academics.

C-U Crossfit

Crossfit is something Newton got involved with after recovering from major ankle surgery the summer after her freshman year. Crossfit is known as "the sport of fitness" and involves everything from Olympic weightlifting movements, power lifting, some gymnastic strength movements, and a lot of running. She started doing it as a way to stay in shape since she was no longer participating in gymnastics, however, now it has become more than just a way to stay in shape, it is her biggest hobby and newest passion. This summer Newton started competing in Crossfit competitions and was awarded 2nd place at her first competition.

During the school year Newton tries to work out every day at 6 a.m., just to make sure she can fit it into her schedule. Working out in the morning is what gives Newton the energy to focus during class and the discipline to manage time wisely. On top of becoming a clinical psychologist,



one of her future goals, is to become an elite Crossfit athlete. Newton cannot express enough how crucial she thinks it is to exercise and stay fit during college. Another thing she loves about doing Crossfit is that it is located at a gym off campus so it has helped to make the actual city of Champaign feel like home. She said that all the athletes there are very friendly, the coaches are awesome, and it is a great to be involved with this group of people.

ACADEMIC ACHIEVEMENTS

LAS 101: Freshman Seminar

Newton is currently serving as an intern for LAS 101: Freshman Seminar and believes it will be one of her favorite experiences at Illinois. As a student intern her job is to give a more personal introduction to topics that concern all new students on campus. Some of the topics that are covered include an in depth look at plagiarism, class registration, goal setting, study strategies, and proper etiquette for emailing a professor. She will also meet with students one-on-one to get to know them better and learn about their interests and goals. Newton said she loves talking about the U of I, making people feel more comfortable on campus and helping younger students find their place, just as she found her comfort zone on campus.

Psychology at Illinois

First and foremost, one of the main reasons Newton would encourage someone to consider psychology at Illinois is for the diversity the program offers. She said just about every branch of psychology is represented at Illinois and each branch has incredible faculty. In her first two years at Illinois she has taken classes in biological psychology, social psychology, personality psychology, cognitive psychology, neuroscience, clinical psychology and community psychology. She said there is literally something here for everyone.

Even though Newton wants to pursue clinical psychology, she feels confident saying that she understands and has some experience with the other fields of psychology. She also thinks it is really cool that often times when you are reading a textbook you

will see that the research experiments they use as examples were actually done at the Illinois. Call her a psychology nerd but she thinks that is awesome!

Additionally, she said the research opportunities you can be involved in as an undergraduate are vast. She does not think other universities can compare. Newton said another great thing about the psychology department at Illinois is they inform and encourage students to use their psychology degrees in different ways. They encourage psychology majors to look into law school, medical school, business, and many other career paths. Getting a degree in psychology at Illinois means you will have a quality foundation on which to transition to other fields.

Psych 340: Girls Advocacy Project

Newton said it is difficult to speak in detail about the Girls Advocacy Project because the content of the course directly involves members within the C-U community. However, she will say that the class is truly a pioneer in the field of juvenile justice research, and specifically the holistic treatment of females in the system. She thinks the class is one that other universities should incorporate into their programs as it focuses on treating adolescent girls from a strength-based perspective.

Another great thing about the project is that there are multiple undergraduate teaching assistants who have gone through the process of being an advocate, so having them as mentors is incredibly helpful and not really something that other classes offer. This coming year Newton will be an undergraduate teaching assistant for the course and she looks forward to being able to mentor the new advocates just as she was last year.

Psych 290: Research Experience in Psychology

Similarly to the Girls Advocacy Project, her 290 research experience is one that directly involved members of the C-U community. Newton was involved with one aspect of Associate Professor Nicole Allen's research that focuses on the community response to intimate partner violence. She is currently

working with a graduate student in Allen's lab, Emily Dworkin, on a conference presentation and co-authoring a research paper. Newton feels honored to be able to work on the project because Dworkin is so knowledgeable and has taught her so much on how to prepare for conducting her own research in the future.

Newton is proud of her accomplishments to date. She wants to devote her energy to a few different activities and became a well-rounded, productive member at her university. She is also proud of the fact that she has managed to make all As and Bs in her coursework too.

Illinois has offered Newton amazing experiences. She has spent the past two years exceeding many expectations and will strive to achieve even more during her remaining two years on campus. Between all of the extracurricular activities and academics, she will always have an end goal to help make a difference in people's lives. ♦



David Rothmund

is a senior at the University

of Illinois at Urbana-Champaign this fall. He is a double major in communications and economics in the College of Liberal Arts and Sciences. In his free time Rothman enjoys running, blogging, and traveling. Post-graduation he would like to work for a public relations firm in Los Angeles or Boston and also become a personal trainer. ♦

STUDENT AND STAFF AWARDS

The following students and staff were recognized for excellence during the past year. All recipients receive certificates and have their names inscribed on award plaques that are kept on permanent display in the Psychology Building.

Arnie Miller Achievement Award



Andrew Case was selected by the Champaign Area Psychological Society (CAPS) to receive the Achievement Award for his contributions to underserved ethnic minority communities in Champaign-Urbana. All of Case's community engagement efforts stem from his program of research which focuses on juvenile justice, racism, and resilience. Case is completing a one-year clinical internship at the Yale School of Medicine. ♦

Graduate College Clean Energy Education Fellowship

Erika Salomon (Social-Personality-Organizational Division) received the two-year fellowship in support of her research that examines how efficacy beliefs and group identity influence conservation intentions and behavior. ♦

Graduate College Dissertation Fellowship



Philip Chow (Clinical/Community Division) and **Niwako Sugimura** (Developmental Division) received the fellowship for their proposed dissertations. Chow's dissertation is entitled, "The Role of Perceptions of Emotional Utility in Depression." Sugimura's is entitled, "Trajectories of Victimization Across the School Years: Individual and Contextual Predictors." ♦



Graduate Teacher Certificates

The department is pleased to announce the following psychology graduate students (pictured below): **Kristin Divis**, **Emily Hankosky**, **Justin Hepler**, **Melinda Jensen** (not pictured), **Melanie Tannenbaum**, and **Zhenni Wang** earned Graduate Teaching Certificates through the Center for Teaching Excellence. This program is designed to encourage TAs to develop their teaching skills and reflective practice. It provides opportunities to document teaching experience, professional development, and the constructive use of student feedback.

Andrew Case (Pictured on left) earned the Teacher Scholar Certificate from the Center for Teaching Excellence. This program is designed to encourage instructors to become scholars of teaching by providing a structured process for the exploration of pedagogy from a discipline-based perspective. It also helps TAs develop a deeper understanding of the scholarly duties required in an academic position. ♦



Kristin Divis Emily Hankosky Justin Hepler Melanie Tannenbaum Zhenni Wang

Herman Eisen Award



Natalie Watson received the award for her research on using mindfulness meditation as an intervention technique and her work de-stigmatizing mental health issues in the African-American community. She was also awarded a Graduate College Focal Point Grant for her research and work in the community. ♦

Ed Scheiderer Memorial Research Award



Laura Crocker received the award because of her ability to bring together the basic and applied sides of psychological research and to envision links between them that have the potential to change lives. She is particularly concerned with how interactions among emotion, motivation, and cognition and their underlying brain mechanisms contribute to risk for psychopathology. ♦

National Science Foundation Pre-doctoral Fellowship

Three Developmental Division students, **Larisa Hussak**, **Michelle Miernicki**, and **Cynthia Yuen**, were awarded NSF Fellowships in the 2013 competition. ♦



Clockwise: Larisa Hussak, Michelle Miernicki, and Cynthia Yuen

Graduate College Marion Morse Wood Fellowship

Marie Heffernan (Social-Personality) and **Pei Pei Setoh** (Developmental) are recipients of the fellowship that supports Illinois graduate students whose research focuses on interpersonal communication. ♦



L-R: Marie Heffernan and Pei Pei Setoh

Sandra Goss Lucas Award for Excellence in Teaching Introductory Psychology



The award was established in 2008 in honor of Sandra Goss Lucas, who served as the director of the Introductory Psychology course for 11 years. **Nathan Hudson** (Social-Personality Division) received the 2013 award for his outstanding contributions as an instructor in Psych 100. ♦



Department of Psychology Staff Award
Sarah Challand



Department of Psychology Academic Professional Award
Firmino Pinto

INCOMING GRADUATE STUDENTS & VISITORS



Back Row: (L-R) Jian Ming Colin Wee, Paul Sharp, Yuta Katsumi, Peter Ondish, Qian Qi (Chelsea) Song, Daniel Storage, Rose St. Clair, John Westbrook
Not pictured: Maria Robinson, Luyao Zhang, Sean Collins

Middle Row: (L-R) Lionel Mendez, Vijay Rajan, Zhiyuan (Marshall) Wang, Nathaniel Hall, Cybelle Smith, Feng Zhang (visitor), Caoimhe Harrington Stack, Bennett Callaghan, Anne Weldon, Joel Thomas, Christian Williams, Michael Kranz

Front Row: (L-R) Cynthia Yuen, (visitor), Yifan Hu, Angela Lee, Robyn Marshall, Rachel Amrhein, Tania Kong, Aishwarya (Ash), Anna Madison, Faith Shin, Yi Lin

SIOP ALUMNI REUNION

Professor Fritz Drasgow organized the 13th reception for I/O alumni, current students, and colleagues at the 28th annual SIOP Conference held in Houston, TX, April 11-13, 2013. ♦



L-R: Alyssa Mitchell Gibbons, Emily Solberg



L-R: Tahira Probst, Vicki Magley, Mindy Bergman



L-R: Emily Grijalva, Timothy Buckley



L-R: Patrick Wadlington, Bradley Brummel



L-R: Daniel Ilgen, Michele Gelfand



L-R: Michele Gelfand, Nichelle Carpenter, Kisha Jones



Front Row (L-R): Bertha Rangel, Jing Jin, Liwen Liu
Back Row (L-R): Wei Wang, Kisha Jones, Fritz Drasgow, Emily Grijalva, Seth Spain, Mengyang Cao



L-R: Liberty Munson, Mindy Bergman



L-R: Sang Eun Woo, Vicki Magley



L-R: William Schiemann, Gunnar Schrah

(continued from page 3)

expansion plans. I got the fateful notice that my class date had been canceled.

My copilot was going off from San Diego, where we were based, to Los Angeles to interview with a little airline, Texas International (TXI). He asked if I would like to tag along. I suggested we rent an airplane and fly up; and we did just that. I waited in the lobby while he interviewed. When he emerged, he said, "They want to talk to you." I protested that I had not even heard of them before, much less filled out an application. He said, "They know; they still want to talk to you."

Long story short, I got the job. I left the Navy on September 1, 1979, and started with TXI the following month. TXI bought Continental Airlines (CAL) in 1981, and kept the Continental name. In 1983, we went on strike. It lasted more than two years. In 1985, I again interviewed with United and was hired or "pre-hired." Does this sound like Groundhog Day?

The 1980s were tumultuous in the airline business, which was deregulated in 1978. No sooner had I completed training at United than we went on strike from that company, too. I actually earned my first dollar of revenue for United in March of 1986. I worked for the company for 27 years and retired two-and-one-half years early at the end of June, 2012. Meanwhile, CAL and UAL merged; so in all, I worked for "The Company" for nearly 34 years. With my Navy time, I flew for 40 years.

Concurrently with flying, I sponsored Cambodian refugees; was a Big Brother in the Big Brothers and Big Sisters of America program; worked as a shop foreman and service writer for an automotive shop; became a stock broker; and taught high school and college. Computers are my passion, so I wrote a textbook entitled, "Introduction to Structured Programming." I served my pilots union as a local council officer, nationwide officer, and on numerous committees. I was also active in political party work serving as a volunteer, precinct committee officer, and legislative district chairman. I often stated over the last decade that I was engaged in six full-time jobs but the only one I wanted to leave was the one that paid me.

I continue to do charity work. Joan and I mentor students in math and reading in our local schools with Communities In Schools of Peninsula (CISP). I serve on the CISP Board of Directors as Public Relations and Resource Development Committee Chairman, on our local YMCA Advisory Council, and I am active in Rotary. As I write this, our Rotary is rebuilding a charity thrift store that burned last year. When I say we are rebuilding, I mean that we will be cutting boards and pounding nails.

You may at this point be asking, "What does all this have to do with a degree in psychology?" My answer is simple; "everything." I have utilized the knowledge that I learned at the University of Illinois in my various trades and in dealing with people and helping children. As an undergraduate I focused primarily on industrial and child psychology. I use what I learned in child psychology every week as I help elementary, middle school, and high school students who are struggling with reading and/or math. Often, their home life is more of an issue than any real learning deficiency. I find out what they like and relate that to math or reading. They go from a D or F to a B+. They are my pride and joy.

During my years as a Boeing 747 Captain, I never had an altercation with a crew member and I had up to 22 crewmembers on each flight. Admittedly, giving the chief purser a pound of See's candy before each flight may have had something to do with that. Further, I always invited my crew to dinner at my expense at layover points. These acts showed more than the obvious, however. They showed that I thought of my crew long before I ever got to the airplane and I cared for them.

There is a life at the end of the tunnel of education and work. Joan and I are putting things together to buy oceanfront property in Hawaii. School kids need mentoring there too and we would like to spend our golden years looking at the ocean. Monica Vitti's character, Giuliana, in the movie "Red Desert" captures what we are feeling at this point in time, "I can't look at the sea for long or I lose interest in what's happening on land." ♦

ALUMNI NEWS

1970

Stephen Antos (PhD '78) is the new chief scientist at Retail Solutions, Inc. (RSI). At RSI, he will expand the current data analysis efforts and create new applications for marketing and sales.

Robert Bray (PhD '74) received the John C. Flanagan Lifetime Achievement Award from the American Psychological Association for his career long research achievements in military psychology. Bray is the senior program director of substance abuse epidemiology and military behavioral health at RTI International.

The Honorable Jeffrey Ford (BS '73) received the NASW 2013 Public Citizen of the Year Award on April 11, 2013 in Washington, DC. NASW annually recognizes outstanding social workers and also a public citizen whose accomplishments exemplify the mission of professional social work. You can view the award video at: http://go.illinois.edu/JeffreyFord_2012award

Michael R. Lied (BS '75) joined the list of people on the Illinois Super Lawyers list in the category of Employment Litigation: Defense.

William Schiemann (PhD '77) has been appointed to the Board of HR Certification Institute (HRCI) for a two-year term. Schiemann is the founder and CEO of Metrus Group, a management consulting firm specializing in strategic measurement and organizational change.

Gregory L. Skuta (BS '77) was elected as president-elect of the American Academy of Ophthalmology. He will serve as president-elect in 2013 and as president in 2014.

Jamie Von Roenn (BS '75) is a professor of medicine at the Northwestern University Feinberg School of Medicine. She has been named as the senior director of the Education, Science and Professional Development Department of the American Society of Clinical Oncology (ASCO). Von Roenn is a medical oncologist and expert in breast oncology and palliative medicine, particularly on the

integration of palliative medicine skills and principles into oncology care.

1980

John Dreyzhner (BS '85) has been named a Tennessee Medical Association (TMA) Quarterly Public Health Champion for 2013. He is being recognized for more than 20 years of service and leadership in clinical and public health at the federal, state and local levels, most recently as an advocate for a healthier Tennessee as state health commissioner. Dreyzhner received his medical degree from the University of Illinois at Chicago, and earned his Master of Public Health at the University of Utah, where he also completed his residency in Occupational Medicine.

Rise Jones (BS '88, UIUC; PhD '95, UIUC) is the latest member of the Elgin Community College Board of Trustees. Jones is co-founder of the youth arts organization, Hamilton Wings, and a partner at Evaluations Solutions, Inc., providing evaluation and professional development services.

1990

Laura Carlson (PhD '94) has been appointed vice president, associate provost and dean of the Graduate School at the University of Notre Dame. Carlson has been a faculty member in the Department of Psychology at Notre Dame since 1994 and served as associate dean of the Graduate School for the past four years.

2000

Lindsay Anderson (BS '01) was named chair of the Illinois Board of Higher Education by Governor Pat Quinn in June 2013. Anderson was a senior advisor in the Quinn administration and also served as chair of the Illinois Campaign Finance Reform Task Force. She received a JD from the Chicago-Kent College of Law.

Daniel Applegate (BS '10) received a master's degree in Clinical Counseling from Eastern Illinois University (August '13) and entered the PhD program in Counselor Education and Supervision at Idaho State University in August 2013. He was a Visiting Intern Counselor at the Kevin Elliott Counseling Group in Champaign, IL (summer '13). He has received

several awards including: Research/Creative Activity Grant (Spring '12), Chi Sigma Iota Epsilon Chapter, Counseling Honor Society: Vice President (Spring '12); Williams Travel Grant (Fall '12); Spring 2013 Research/Creative Activity Grant (Spring '13), and CEPS Outstanding Graduate Student Award (Spring '13).

Eric John Ramos David (PhD '07) was awarded the 2013 Asian American Psychological Association Early Career Award for Distinguished Contributions to Research.

Urmitapa Dutta (PhD '12) was awarded the 2013 Best Dissertation in a Topic Relevant to Community Psychology by the Society for Community Research and Action (APA Division 27) at their Biennial Conference in June 2013. Dutta is an assistant professor in the Department of Psychology at the University of Massachusetts Lowell.

Colleen "Clyde" Fischer (BS '06) is pursuing a doctorate in School Psychology with an emphasis in Pediatric Neuropsychology at The Chicago School of Professional Psychology. She currently works as a full-time School Psychologist at a high school in Naperville, IL. Fischer plans on graduating with in May 2015.

Joshua Jackson (PhD '11) was highlighted as a rising star in the Association for Psychological Science's journal, *The Observer*, for creating new directions in the field of Psychology. Jackson is an assistant professor in the Department of Psychology at Washington University in St. Louis, MO.

Antonette Kosinski (BS '06) worked for about six years as a paraprofessional in a public elementary school after graduating from the Illinois. During that time she received a MEd in Educational Psychology from Loyola University Chicago and an MLIS in Library and Information Science from Dominican University. In November 2012, she accepted the position of school librarian for the Alphonsus Academy and Center for the Arts in Chicago, IL.

Aprajita Mohanty (PhD '07) has been named a Rising Star by the Association for Psychological Science APS: <http://www.psychologicalscience.org/index.php/publications/observer/2013/may-june-13/>

rising-stars-11.html#mohanty. Mohanty is an assistant professor at Stony Brook University.

Clinton Stober (PhD '09) is the recipient of the Estes Early Career Award from the Society for Mathematical Psychology for exceptional published research. Stober is an assistant professor in Psychological Sciences at the University of Missouri, Columbia.

Mary Wurster (BS '01) was named the Illinois School Psychologist Association's Ted Smith Practitioner of the Year Award winner at the annual ISPA convention in Springfield, IL January 17, 2013. The award is given annually to the most outstanding ISPA member who uses talent and perseverance, and makes significant contributions of time and energy in the practice of school psychology. ♦

RETRACTIONS

The Department of Psychology reported in its Winter 2013 issue of *Psychology Times* that **Christopher Currie (PhD '00)** passed away suddenly on August 10, 2006 in Brooklyn, NY. Currie became aware of the obituary announcement in the newsletter and promptly contacted the Department to let us know that he is alive and well, but unfortunately, the target of extreme identity theft. The Department would like to apologize to Currie for publishing the incorrect information and we will make a concerted effort to verify alumni details before including them in future issues of *Psychology Times*. ♦

Exeter Prize for Research in Experimental Economics, Decision Theory and Behavioral Economics

Psychology Times inadvertently listed incorrect information for one of Professor Michel Regenwetter's co-authors in the Winter 2013 issue of *Psychology Times*. **Jason Dana** is an assistant professor in the Department of Psychology at the University of Pennsylvania and he is a former Illinois Quantitative Postdoc (training grant trainee). ♦

NEW STAFF JOIN DEPARTMENT



June Eubanks joined the Graduate Student Affairs Office in August 2013 as an office support associate. She lived and worked in Chicago, IL for the last ten years; most recently at the Accreditation Council for Graduate Medical

Education as the executive assistant to the Senior Vice President in the department of field activities (2009-2012). June earned her AA from Parkland College in Art & Design, her BA from Southern Illinois University at Carbondale in Theatre Arts, and her MFA from Illinois State University in Directing. She has directed and performed in more than 40 plays in Chicago, New York and various other locations and now enjoys playing the role of "mom" to her one-year old daughter, Elizabeth.



Kelli Manning joined the Business Office staff in January 2013 as an Account Technician II. She is the primary purchasing officer, handles reimbursements, and assists in many other duties in the business office including

the Lync system, and inventory. Manning started full-time at the University in 2005 as a Secretary III in Natural Resources and Environmental Sciences, and was hired as an Account Technician I at OBFS Property Accounting in 2006. She was upgraded to Account Technician II in 2008 and worked at OBFS until she was hired in Psychology. Manning graduated from Parkland College with an associate's degree in accounting and she is currently earning a bachelor's degree in business administration from the University of Illinois – Springfield.



The Department of Psychology is pleased to announce the appointment of **Ryan Santens** as Assistant Director of the Psychological Services Center, the training and research clinic of the Clinical/Community Division

(www.psc.illinois.edu). Ryan comes to us from Washington University in St. Louis, where he completed his Master of Public Health and Master of Social Work degrees. He is also responsible for Community Outreach and Engagement, a position formerly held by Gladys Hunt, who retired in 2010.

Ryan brings a unique blend of research and practice experience, both in clinical and community settings, using evidence-based approaches within a transdisciplinary framework. Ryan's extensive experience working with community members and community-based organizations includes capacity building, community organizing, developing collaborative multi-stakeholder partnerships, and conducting community-based participatory action research projects. These projects have involved university-community partnerships that aimed to develop, implement and evaluate innovative community-driven solutions to socioeconomic, political and public health challenges faced by underserved communities in East St. Louis and North St. Louis.

Ryan's skills and expertise will greatly enhance the training and mentoring of our Clinical/Community doctoral students while providing new opportunities for clinical and community-based research for faculty and students through active public engagement and community outreach efforts to our local communities. Ryan's experience also provides a great fit for currently ongoing programs and research in the division, including the SAMHSA funded evaluation work with the ACCESS Initiative, the popular service-learning Advocacy courses, and the expanding UIUC Conflict Clinic at the PSC, to mention just a few. ♦



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Contact head undergraduate advisor, Gary Wszalek, if you have questions about the Mentor Program at (217) 333-6478 or via mentoring@cyrus.psych.illinois.edu.

Psychology E-Newsletter

You can find a link to the E-newsletter at: [psychology.illinois.edu/alumni/newsletter/index.html](#). Let us know if you would like to be added to our email list at: alumni@cyrus.psych.illinois.edu.

Invest in the Future of the Department

The Department of Psychology at the University of Illinois has a reputation for excellence. The ability to maintain a challenging and dynamic environment is the key to continued excellence.

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