

## Force and Persuasion: How Do We Humans Climb the Social Hierarchy?

Luckily, for humans, it's not just an alpha male (or female) thing.

By Joey Cheng

**It's not easy being a chimpanzee.** Surviving is all about mastering politics. The biggest and most aggressive males win top rank, and all the perks that come with being king—choice of females for mating, fathering the most offspring, first choice of food, bouts of grooming on demand.

That's how things played out for Ferdinand, the famous alpha-male chimpanzee of the Gombe National Park, Tanzania. Having first established his prowess by dominating everyone else in the troop, over the years he has maintained his authority and power by aggression, threat, and brute strength. One tactic he relies on is launching random and surprise attacks including biting his subordinates. So, for others lower on the social ladder, life can be tough. One thing is for sure—in the primate world, it's all about fighting to climb up or falling down the social ladder.

Here's an interesting question: Chimpanzee politics and power dynamics in humans—do they relate? One reaction from an optimist—“Nah, that's just monkey business. The game in humans is totally different.”

And yet, the evidence is to the contrary. We humans, much like our primate cousins, ascend the social hierarchy of our groups and societies, too, using force, coercion, and intimidation. What *is* unique about our species, however, is that by sheer luck we have another way to get ahead—we care deeply about who is competent, who has knowledge, and who can contribute to our collective goals. We *choose*, by our free will, to give deference to these admirable experts in hopes that they will lead and show us the ropes. These two pathways to

ascend human social hierarchies—*dominance* (inducing fear and using coercion) and *prestige* (earning respect and exercising persuasion)—fundamentally govern where we fall on the social ladder and how groups and societies are organized. In the Leadership, Competition, and Collaboration (LCC) Laboratory at the University of Illinois, my team and I are studying how these pathways to social rank shape our lives as social beings, and the effects that they have on our psychology, biology, and behavior.

The research that we have conducted over the years tells a simple yet sophisticated story: Indeed, to climb our way to the top, we humans use two distinct yet co-existing strategies—dominance and prestige. To demonstrate this, we brought in over 1,000 subjects to our laboratory. We placed them into small collaborative groups to observe how hierarchies emerge ‘in real time’ among these 4–6 people tasked to work together. Which of them ends up making key decisions and directing the conversation? In other words, who achieves the highest ranks? Our results show that, time and again, the highest rungs of the social ladder are occupied by members who have either effectively cultivated fear or have earned respect.

The patterns in our data are amazingly consistent. These dominant and prestigious people are judged by others in the room as having the most influence; the same applies to observers from the *outside*, who are less biased about who they like more or less. Next, we tracked people's eyes to figure out who becomes the center of attention. Yet again, it's the same kinds of people who ends up ‘hijacking’ and monopolizing everyone's attention. A clear pattern is really starting to emerge here.

As our final step, we compared every one's private

(continued on page 22)



## PSYCHOLOGY TIMES

Psychology Times is a publication of the University of Illinois Department of Psychology produced by the College of Liberal Arts and Sciences Office of Communications and Marketing. Pictures: Cheryl Berger, Eddie Bland IV, Laura and Russell Bolton, Lori Butler, Ariana Castro Leon, Hua-Hua Chang, Chu Chu, Max Egan, GradImages, Julianne Griffith, Da Eun Han, Darell Hoemann, Yu Huang, Larry Kanfer, Brenda Lee, Yuetian Li, Lynda Lin, Suhnyoung Jun, Haina Modi, Jessica Montag, Amy Perkins, Della Perrone, John Pfeiffer, Robert Schumacher, Jessica Siler, L. Brian Stauffer (Public Affairs), Hena Thakur, Thompson-McClellan Photography, Inc., Harry Triandis, Eric Turkheimer, John Willits, Meera Zukosky.

### Suggestions for future issues should be directed to:

Cheryl Berger, Editor  
Department of Psychology  
University of Illinois at  
Urbana-Champaign  
603 East Daniel  
Champaign, IL 61820

Phone: (217) 333-3429  
Fax: (217) 244-5876

For more information on the department, visit our website at: [psychology.illinois.edu](http://psychology.illinois.edu)

## I ILLINOIS

Psychology

COLLEGE OF LIBERAL ARTS & SCIENCES

# From the Department Head



**G**reetings from the Psychology Department at the University of Illinois as we start the new academic year Fall 2018 and Spring 2019. We start off the new semester with lots of good news and some exciting new projects.

We were successful last year in hiring two new Assistant Professors, Jessica Montag [psychology.illinois.edu/people/jmontag](http://psychology.illinois.edu/people/jmontag) and Jon Willits [psychology.illinois.edu/people/jwillits](http://psychology.illinois.edu/people/jwillits). They are getting off to a great start and will be playing an important role in shaping our new major, Brain and Cognitive Science (referred to as B-COG) by those near and dear to it. The proposal has been submitted to the College of Liberal Arts and Sciences (LAS) and to the Senate Educational Policy Committee for approval.

This will be a flexible, interdisciplinary program for students who plan to pursue technical or professional careers in areas such as intelligent information processing, artificial intelligence, multimedia design, telecommunications or robotics. The new major allows students to combine the study of psychology, neuroscience, computer science, philosophy, linguistics, and related fields to gain novel but integrated perspectives on information and intelligence, both biological and artificial. The major will address student interest in educational domains that currently are relatively untapped or under-developed at the undergraduate level in LAS, such as neuroscience (including cognitive, behavioral, social and developmental neuroscience), computational approaches to behavioral data, and neurotechnology, including human-computer interaction. The Brain and Cognitive Science major will also be distinguished from another new and exciting initiative to create a formal undergraduate neuroscience major, which will have more of a molecular and cellular focus than a systems and computational focus.

In more good news, we have been approved to search for an Assistant Professor in Behavioral Neuroscience. The application deadline for this faculty position was November 12 and I look forward to announcing the name of the Assistant Professor in a future issue of *Psychology Times*.

Growth in this area will be synergistic with the new Brain and Cognitive Science major, and with campus initiatives emphasizing the role of neuroscience such as a planned undergraduate major in Neuroscience and the new Center for Brain Plasticity [brainplasticity.illinois.edu](http://brainplasticity.illinois.edu), directed by Psychology Faculty Aron Barbey [psychology.illinois.edu/people/barbey](http://psychology.illinois.edu/people/barbey) and co-directed by Neal Cohen [psychology.illinois.edu/people/njc](http://psychology.illinois.edu/people/njc).

The department is providing more options for undergraduates to take online classes over the winter break and during summer sessions. Students will be able to register for Psych 100: Introduction to Psychology; Psych 201 Introduction to Social Psychology; Psych 204: Introduction to Brain & Cognition, and Psych 230: Perception & Sensory Processes. Future online classes will include Psych 238: Psychopathology & Problems in Living and Psych 245: Industrial/Organizational Psychology. For more information contact Christine Shenouda, Director of Online Education & Teaching Assistant Professor, [cshenoud@illinois.edu](mailto:cshenoud@illinois.edu).

Several faculty in the Psychology Department (Professors Brent Roberts, Wendy Heller, and Neal Cohen) have received funding for the creation of the Illinois Neuro/Behavioral Assessment Laboratory (IN/BAL) to support cutting-edge science of the assessment of behavior. IN/BAL is one of fourteen projects selected by the campus as part of the Investment for Growth Program. [blogs.illinois.edu/view/6231/673542](http://blogs.illinois.edu/view/6231/673542). Read more on page 8.

The department held a very successful conference for the 2018 spring semester entitled "Summit on Diversity in Psychology Science." The meeting brought together nationally recognized as well as emergent psychological scientists whose work focused on issues relevant to the science of diversity, broadly defined. The overarching aim of the Summit was to set a new agenda for research in psychological science that will transform the way

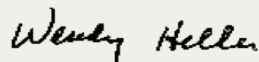
we think about diversity and its context in the academy and in society more broadly. Thanks to the leadership of Psychology Faculty Professors Andrea Miller and Chadly Stern, and Professor Helen Neville in Education, the goals for the Summit will be furthered by publication of ten original articles stemming from the Illinois Summit on Diversity in Psychological Science expected to appear in the *Journal of Social Issues* special issue tentatively titled “Research on Race and Racism: Implications for Diversity Science.”

We said goodbye to Bob Wickesberg, former Associate Head and Director of Undergraduate Studies, who retired on August 31, 2018. We had a send-off that featured Bob handing off his ogre hat to our new Associate Head and Director of Undergraduate Studies, Mark Aber [psychology.illinois.edu/people/maber](http://psychology.illinois.edu/people/maber). Read about Bob’s contributions to the department on page 10.

Are you interested in supporting the department? Consider joining our Psychology Student Leaders or the Alumni Advisory Board. If you would like to donate funds, graduate student fellowships, building enhancements, and faculty and research support helps to keep our department ranked in the top TEN in the nation.

[psychology.illinois.edu/giving/PartnershipforPsychology](http://psychology.illinois.edu/giving/PartnershipforPsychology)  
[psychology.illinois.edu/giving/shape/](http://psychology.illinois.edu/giving/shape/)

I am grateful to be a part of such a collegial, dynamic and pioneering department, and I am looking forward to another great year.



Wendy Heller

Professor and Head

## Celebrating 10 Years of the Alumni Advisory Board and the World Class Psychology Department

According to Princeton Review’s “Gourman Report of Undergraduate Programs,” the University of Illinois Psychology Department now ranks 8th in the country for quality of overall education. Furthermore, US News and World Reports ranks its graduate program 7th nationally. If you are a graduate of this fine program, I hope you are proud to have a degree from such a world class institution.



Stephan Wiet, Ph.D.  
*President Emeritus  
Department of Psychology  
Alumni Advisory Board  
Stephan.wiet@gmail.com*

It takes a huge effort to establish and maintain a high level of academic credibility and recognition. The Psychology Alumni Advisory Board was established 10 years ago to assist the Department in strengthening its activities to ensure that both undergraduate and graduate programs remain competitive and offer their students the skills and job opportunities necessary for them to be successful post-graduation. Current Department rankings suggest we have made a difference.

Over the last 10 years, the advisory board has worked closely with faculty, staff, alumni, and other U of I service groups to create a host of programs and events tailored to go beyond the academic rigors of the Department. In response to the critical budget crisis impacting the Psychology Department, the Shape the Future Fund was created 6 years ago to solicit donations from alumni to help offset the budget shortfall. To date, the Shape the Future Fund has generated over \$140,000. The Fund has helped

over 20 undergraduate psychology students receive need-based funding for internships. The Fund also provides financial assistance to graduate students for conference-related travel or research expenses so that their research could be shown to the scientific community. Over the past 3 years, approximately 50 graduate students per

year have benefited from the Fund. Finally, several significant classroom technology upgrades were made that improved the learning experience. Without this financial assistance, none of these accomplishments could be achieved.

The Board also worked in concert with the Department to implement a psychology capstone course concentrating on internships—a growing requirement for students seeking full time jobs upon graduation.

An annual leadership development workshop for psychology students was created to provide much needed job skills training such as resume writing, job interviewing techniques, and networking advice. These popular workshops have been attended by students across all four classes.

Mentoring activities have played a crucial role in preparing psychology undergraduates with career guidance advice. The Department’s alumni network has responded enthusiastically to volunteer their time and business knowledge with our First

*(continued on page 4)*

Friday series offering insights and strategies into how psychology majors can apply their degrees to a wide variety of career fields. There have been over 60 First Friday events conducted and over 70 alumni sharing their stories. More are scheduled for the remainder of this academic year.

There has been one common thread that underlies the accomplishments of the board over the past 10 years. That thread is YOU—esteemed alumni who care to give back to a world class department. The Board needs your continued assistance. Work with us to grow the Psychology Department to even further heights. Be a mentor and spend an hour on campus with students who may have similar dreams as you did. Become a Board member and work with us to develop new strategies

that readies students for life after college. Give to the Shape the Future Fund and help a student shine. The Psychology Department's future is bright. With you, it is even brighter.

To learn how you can get involved in the Board's activities, please contact Cheryl Berger, Assistant Head for Alumni Relations, [cberger@illinois.edu](mailto:cberger@illinois.edu). Learn more about the Shape the Future Fund and its impact on the educational experience of Psychology students: [www.psychology.illinois.edu/giving/shape/](http://www.psychology.illinois.edu/giving/shape/).

On behalf of my fellow board members as well as the faculty and staff of the Department of Psychology, thank you for your generous support over the past 10 years.

## Distinguished Alumni Award

### The Department of Psychology honored Carrie Grady,

a distinguished alumna, at our awards program on May 12, 2018. She was also the Department of Psychology's Commencement speaker on May 13, 2018.

Carrie Grady earned her B.S. degree in Psychology (1999) from the University of Illinois at Urbana-Champaign, and M.Ed. in Counseling (2002) from Loyola University Chicago. Carrie began working with people living with chronic pain, illness and disability as an undergraduate student. She mentored students and created a workshop through the Counseling Center designed to promote greater understanding and



awareness of non-obvious disabilities. During graduate school she worked in the Pain Clinic at Rush University in Chicago where she specialized in the psychological treatment of people living with chronic pain.

Carrie began her career in Human Resources at Deloitte. She continued her work with people with disabilities by helping to create Deloitte's Ability First Business Resource Group in 2006. This group is dedicated to the support and education of people with disabilities in the workplace, as well as being focused on

community involvement and corporate giving to organizations that support individuals with disabilities in the greater Chicago area. Since her time at the University of Illinois, Carrie has felt a calling to promote greater understanding and awareness of mental health issues and how they affect individuals in school, the workplace, and society more broadly. She is continually working on developing Diversity & Inclusion programs that promote greater understanding and acceptance of people with different abilities.

Carrie is incredibly passionate about giving back and has served on numerous professional boards including the Center for Wrongful Convictions at Northwestern University's School of Law, the Associate Councils of the Anixter and Lekotek Centers of Chicago, and since 2014, the University of Illinois Psychology Alumni Advisory Board where she currently serves as President. She is energized about all of the ways in which that allows her to give back to the students and faculty at the University.

## Psychology's New Alumni Advisory Board Members

The department is pleased to announce that **Robert Schumacher** and **Eddie Bland IV** have joined Psychology's Alumni Advisory Board. Schumacher is a Managing Director at Bold Insight and Bland is a Learning Coordinator at Amazon.



# Alumni Career Panels

The Psychology Alumni Advisory Board provides a mentoring opportunity for undergraduates and alumni.

The alumni panels help current students explore career options. Alumni interested in participating in a panel should contact Cheryl Berger, Assistant Head for Alumni Relations, [cberger@illinois.edu](mailto:cberger@illinois.edu).

## Fall 2018 Panels:

- September 10: Career Fair Preparation
- October 2: Graduate School Preparation
- November 9: Human Resources



L-R: Caroline Tancredy, Lexi Hanna, Nicole Allen



L-R: Denise Burger, Becky Barker, Cedric Estrada, Brett Litwiller.



## What's Your Story?

Undergraduate students would like to know how you use your Psychology major in your current field/job/career. If you cannot get back to campus to participate in a panel discussion this is an opportunity to share your story with students.

### While you were at the University of Illinois:

- How/why did you choose Psychology as a major?
- What specific skills did you develop by taking Psychology courses?
- Outside the classroom, what opportunities/experiences were most beneficial?
- Did you believe that you “had to” obtain more schooling after your bachelor’s degree?
- In retrospect, what would you have done differently as an undergraduate?

### After graduating from Illinois:

- If your bachelor’s degree was the highest degree you earned, describe the first job(s) you held.
- If you continued more schooling after your bachelor’s degree, share your reasons.
- Describe how you utilize your undergraduate Psychology skills in your current job/career.
- What pearls of wisdom can you offer to current undergraduate students?

Feel free to cut/paste your responses and e-mail them (along with a picture if you like) to Cheryl Berger, Assistant Head for Alumni Relations, [cberger@illinois.edu](mailto:cberger@illinois.edu).

[psychology.illinois.edu/mentoring/yourstory/](http://psychology.illinois.edu/mentoring/yourstory/)



**DR. DANIEL J. BURBACH (BS, '82)**

*“Approach your goals in an aggressive and realistic manner under the stewardship of knowledgeable faculty members who are willing to mentor you. My biggest opportunities from educational and professional standpoints were made possible by faculty members who took a personal interest in me and my career development.”*

Read more about the Dr. Burbach’s career and other psychology alumni at: [www.psychology.illinois.edu/mentoring/yourstory](http://www.psychology.illinois.edu/mentoring/yourstory)

# Ask an Alumni: E-Mentoring Opportunity

## Have you been looking for an opportunity to get involved

with the Psychology Department and current U of I students? Do you want to give back to the department but don't have a lot of time to visit or to attend events?

The Psychology Alumni Advisory Board has developed a new e-mentoring program: **Ask-An-Alumni**. Through this program, current students can send questions to a graduate student moderator, who will then forward the questions to alumni e-mentors best suited to answer them. From there, the e-mentors will contact the students with a response; if they choose, they can maintain a mentoring relationship.

**What can you do?** If you would like to become an e-mentor, fill out a two-minute Google Form with your information and areas of expertise at [goo.gl/forms/PQw4EeJNJCvNQgKY2](http://goo.gl/forms/PQw4EeJNJCvNQgKY2).

If you would like more information about this program, please email Lexi Hanna, the Alumni Board Project Manager, at [deceann2@illinois.edu](mailto:deceann2@illinois.edu).

For an example Q&A from this newly developed program, please see below:



### STUDENT QUESTION:

#### What can I do with a BA in Psychology?

**ALUMNI E-MENTOR RESPONSE:** This may be the wrong question. Better questions might be: "What do I want to do?" or "What am I passionate about?" The most obvious career path may be in human or social services. For example, one person I know went to work as a psychiatric technician at a local hospital. However, do not limit yourself to these fields. You can leverage skills you learned in psychology in a multitude of areas, including sales; advertisement; business management; technical writing; teaching; or criminal justice. In fact, psychology is one of the most popular majors for people applying to law school. Be creative. I know someone who really enjoyed her undergraduate psychology statistics course, so she became a data analyst at a testing company.

By earning an undergraduate degree in psychology, you have gained the requisite skills for many occupations. More importantly, you have demonstrated your capacity to learn, which is just as valuable to a prospective employer. Decide what you want to do and match your skills to occupations in that field. The University of Washington has a resource list on identifying your skills and career interests that you may find useful ([washington.edu/doit/identifying-your-skills-and-career-interests-0](http://washington.edu/doit/identifying-your-skills-and-career-interests-0)).

Roadtrip Nation ([roadtripnation.com](http://roadtripnation.com)) offers another fun career exploration site. Once you have narrowed your career interests, you may want to interview local people working in the field. Ask them about the rewards and challenges of their jobs, as well as the most essential success factors. When I did this, I found professionals very willing to speak with me frankly about their day-to-day routines. I was able to narrow my list of potential career choices effectively.

During this whole exploration process, please remember that it is neither a competition nor a race. Have fun with your journey.

# Leadership and Career Development Workshop

The Psychology Alumni Advisory Board offered a one-day Leadership & Career Development Workshop for psychology majors on Saturday, September 22, 2018. Topics included: personal branding, resumes/cover letters, job references, networking, job search strategies, interview preparation, evaluating job offers, and negotiating salaries. The participants received a workbook, certificate of completion and business cards at the end of the workshop. The workshop is one component of the alumni board's undergraduate initiatives to prepare students for life after graduation—whether that involves seeking a post-graduate degree or pursuing a job in the public or private sectors.



CDW Facilitators (L-R): Gary Wszalek, Loren Kuzuhara, Loren Brischke, Lauren Hays

# Alumni Advisory Board Conference Travel Award

The Psychology Alumni Advisory Board has designated funds from the *Shape the Future Today Fund* to support graduate student conference travel and graduate research projects. Presenting at conferences is a vital part of any graduate student's career, both to develop important connections, and to solicit feedback on research and ideas. Research support is also important for graduate students who conduct independent pilot studies to help develop their dissertation proposals, purchase equipment, and/or pay subjects to participate in their research.



**Haina Modi**

*"Thank you so much for your contribution to the department! It's only with generous donations like yours that make it possible for graduate students to afford traveling to conferences and sharing their research with others. Without these opportunities, it would be difficult to network and connect with other academics we can potentially work with on future projects."*



**Brenda Lee**

*"Thank you so much for your help and support in providing me with an equal opportunity to engage in my education. Without these funds, I would have limited resources compared to my peers. I see this funding as a way to ensure I can reach not only my academic goals, but more importantly, my research goals in the future. Thank you again for your generosity."*

Learn how the *Shape the Future Today Fund* supports the educational experience of psychology students:

[psychology.illinois.edu/giving/shape/](http://psychology.illinois.edu/giving/shape/)

[psychology.illinois.edu/giving/why/GradTravelAward2016.aspx](http://psychology.illinois.edu/giving/why/GradTravelAward2016.aspx)

# Laura Bolton Research Development Award



The Department of Psychology would like to thank Dr. Laura Bolton (BS'66) and her husband, Dr. Russell Bolton (BS'55, MS'59, PhD'68 Ceramic Engineering, Illinois), for establishing the *Laura Bolton Research Development Award*.

The award provides financial support to qualified undergraduate psychology students who are conducting summer research in a psychology lab on campus.

## 2018 Summer Award Recipient



**Yuetian "Vivian" Li**  
Clinical/Community Psychology

*"I started to work in the Youth, Emotion, Development and Intervention Lab (YEDI) as a sophomore and have been in the lab two years. The main research I am involved in is the Personalized Depression Prevention. It is a longitudinal study aiming to find which group prevention program, Teen Talk and Coping with Stress, works better for teenagers with all kinds of risk factors for depression. At the same time, I have been working on my own research project since last summer.*

*My independent research question is about non-suicidal self-injury (NSSI) and the risk factors that lead to the onset of such behaviors in adolescents. Additionally, I am interested in how gender difference is manifested in the current study. For my future plans, I am deciding between medical school and graduate programs in neuropsychology. No matter which path I end up choosing, I am passionate about continuing my research. This scholarship acknowledges my passion about research and encourages me to work harder in the future. Thanks to your generosity, the financial burden placed on me during this summer will be reduced."*

For more information about the award: [psychology.illinois.edu/undergrad/opportunities/awards/More\\_Awards.aspx](http://psychology.illinois.edu/undergrad/opportunities/awards/More_Awards.aspx)



## Faculty Recognized for Excellence



### Mabel Kirkpatrick Hohenboken Award

**Jaime Derringer** is the 2018 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, innovative approaches to teaching and influence the curriculum.



### Distinguished Early Career Award

**Dan Hyde** won the International Congress of Infant Studies (ICIS) 2018 Distinguished Early Career Award. ICIS stated, "Dr. Hyde's groundbreaking theoretical and empirical work on number development and theory of mind, were particularly impressive and meritorious."

### Professorial Scholar



The Department of Psychology has a tradition of honoring faculty members who have achieved promotion to Full Professor with the title of Professorial Scholar. The Professorial Scholar titles are named after eminent emeritus faculty members in the department. The appointments serve as recognition of our colleagues' 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.

**Diane Beck** is Charles Erickson Professorial Scholar in Psychology.

## Illinois Neuro/ Behavioral Assessment Laboratory (IN/BAL)

**Professors Brent Roberts** (who leads the Social and Behavioral Science Research Initiative), **Wendy Heller** (Psychology Department Head), and **Neal Cohen** (Director of the Interdisciplinary Health Sciences Institute) proposed the creation of the Illinois Neuro/Behavioral Assessment Laboratory (IN/BAL) to support cutting edge science of the assessment of behavior. IN/BAL is one of fourteen projects selected by the campus as part of the Investment for Growth Program. [blogs.illinois.edu/view/6231/673542](https://blogs.illinois.edu/view/6231/673542).

The goal for IN/BAL is to: 1) use social science to improve health; 2) establish the nation's leading resource for the measurement, analysis, and classification of human behavior; and 3) enhance the existing foundation for world-class research at Illinois in social and behavioral science, medicine, neuroscience, and genomics.

IN/BAL will facilitate cross-disciplinary, cutting-edge research on the deep phenotyping of neurobehavioral functioning; foster new, innovative research collaborations focused on identifying rich measures of brain structure and function, behavioral performance, cognitive and emotional processes, personality, and social behaviors that will inform research and clinical studies in precision medicine.

IN/BAL will also help to enhance the pedagogy and training needs for undergraduate, Master's, and Ph.D. students in the area of measurement and assessment. The training opportunities will benefit students from a wide variety of programs, including but not limited to Psychology, Education, Business, Advertising, Labor and Employment Relations, Information Sciences, Social Work, Communication, Community Health, and Human Development and Family Studies.

## NATIONAL INSTITUTE ON DRUG ABUSE GRANT



**Joshua Gulley** and **Nu-Chu Liang** were awarded an R21 grant from the National Institute on Drug Abuse to study the impact of co-use of alcohol and

THC (the main psychoactive ingredient in cannabis) in adolescents. They will be examining how the use of these drugs impact brain development and cognition.



## New Faculty



**Jessica Montag** is an Assistant Professor in the Cognitive Program. She studies how language abilities emerge with experience across the lifespan, including language comprehension, production, and reading. She uses varied methods and measures, including language comprehension and production experiments in adults and children, compilation and analyses of text and speech corpora, and advanced quantitative methods. [psychology.illinois.edu/people/jmontag](http://psychology.illinois.edu/people/jmontag)



**Amy Perkins** is a Teaching Assistant Professor in the Behavioral Neuroscience Program. Her research examines how the brain responds to insults during periods of unique sensitivity, such as prenatal development, adolescence, and aging. She is particularly interested in the developmental effects of alcohol and endocrine disrupting chemicals. Her research utilizes tests of social behavior, sensorimotor gating, and contextual fear conditioning. These tests are combined with neurochemical analyses to assess the long-term consequences of these stimuli on neurotransmitter release. She is also interested in the subsequent changes observed in specific cell populations, such as microglia. Perkins will be teaching Behavioral Neuroscience, and Brain, Learning, and Memory.



**Jon Willits** is an Assistant Professor in the Cognitive Program. He studies language and learning in infants, children, adults, and machines. His research uses computational, neurobiological, experimental, and naturalistic methods to better understand how people and machines learn, represent, and use languages and other forms of complex knowledge, especially words meanings and semantic knowledge. [psychology.illinois.edu/people/jwillits](http://psychology.illinois.edu/people/jwillits)



### PROFESSOR EMANUEL (MANNY) DONCHIN PASSED AWAY ON OCTOBER 10, 2018 IN TAMPA, FL

Professor Donchin completed a bachelor's degree, majoring in psychology and statistics, from Hebrew University in Jerusalem. In 1961, he attended graduate school at UCLA on a Fulbright Scholarship and completed his PhD in 2.5 years, followed by a postdoctoral appointment at Stanford University. Upon the completion of his postdoctoral appointment, he accepted a position at NASA-Ames Labs where he conducted electrophysiological research with humans and non-human primates.

Professor Donchin joined the Department of Psychology in 1968 and established the Cognitive Psychophysiology Lab (CPL). His research examined electrocortical measures and cognitive activities and interpretation of components of the event related brain potential (ERP) as manifestations of cognitive activity.

Under his direction, the CPL became one of the leading world centers for the study of ERPs. Lab meetings were an opportunity for interdisciplinary collaboration and he brought together department faculty and graduate students from the Biological (currently Behavioral Neuroscience), Cognitive, Clinical/Community, and Perception & Performance Programs (currently Attention & Perception).

Professor Donchin served as Head of the department from 1980-1994 and during his tenure the department was ranked among the top psychology

*(continued on page 10)*

## Department Leadership



**Mark Aber,**  
Associate Head and  
Director of  
Undergraduate  
Studies



**Dolores  
Albarracin,**  
Assistant Head for  
Information and  
Communication



**Nicole Allen,**  
Associate Head and  
Director of Graduate  
Studies



**Monica Fabiani,**  
Assistant Head for  
Faculty Development



**John Hummel,**  
Assistant Head for  
Infrastructure and  
Operations



**Alejandro Lleras,**  
Assistant Head for  
Diversity and  
Inclusion



**Christine  
Shenouda,**  
Director of Online  
Education &  
Teaching Assistant  
Professor

departments in the country. The Department of Psychology continues to be ranked as a premiere program for its undergraduate and graduate curriculum.

Professor Donchin transitioned to Professor Emeritus in 2001 and then served as Department Chair in the University of South Florida until 2008. He created a lasting legacy with his contributions to the field of cognitive psychophysiology,

training graduate and postdoctoral fellows who now mentor their own students, and his vision for the Department of Psychology.

Read more about Professor Donchin's contributions: [onlinelibrary.wiley.com/doi/pdf/10.1111/psyp.13302](https://onlinelibrary.wiley.com/doi/pdf/10.1111/psyp.13302) and [onlinelibrary.wiley.com/doi/10.1111/j.1469-8986.1995.tb03301.x](https://onlinelibrary.wiley.com/doi/10.1111/j.1469-8986.1995.tb03301.x)

## Faculty Retirement



**Robert Wickesberg**, Associate Head and Director of Undergraduate Studies, and an Associate Professor in the Behavioral Neuroscience Program, retired August 31, 2018 after 25 years at Illinois.

Wickesberg earned his bachelor's degree from Lawrence University (1972) and received his PhD from the University of Wisconsin (1982). For the period of 1982–1993, he worked as an Assistant Scientist in the Experimental Audiology Department, Ear, Nose, and Throat Clinic at Westfälische—Wilhelms Universität; and as a Postdoctoral Trainee and Research Associate in the Department of Neurophysiology at the University of Wisconsin—Madison.

Wickesberg joined the department's Biological Division, currently identified as the Behavioral Neuroscience Program, in 1993. He was appointed Associate Head for Undergraduate Affairs in 2007 and assumed numerous administrative responsibilities in the department including: management of the department's website; oversight of psychology building projects; planning undergraduate/graduate class schedules; development and management of psychology's online courses; and development and coordination of Psych 495: Capstone Internship Experience.

He served on many department committees including: Advisory, Undergraduate Education Committee, Staff and Faculty Awards, Psychology Alumni Advisory Board, Building Emergency Action Plan, External Relations, IT Advisory, Online Course Development, Shop, Space, and Outcomes Assessment Officer. He also served on College and campus committees including: Chair—LAS Courses and Curriculum Committee; Chair—LAS Online Advisory Board courses and Curriculum Subcommittee; Neuroscience Admissions Committee; IGERT Executive Committee; LAS Honors Council (Chair, 2006–09); and Institutional Animal Care and Use Committee (2002–07).

Wickesberg was a reviewer for ten publications including *Auditory Neuroscience*, *Journal of the Acoustical Society of America*, *Journal of Experimental Biology*, and the *Journal of Neurophysiology*. He was a recipient of the department's 2002 Mabel Kirkpatrick Hohenboken Award, and he appeared on the List of Teachers Ranked as Excellent by the university from 1998–2013.



**Hua-Hua Chang** retired in May 2018 after 13 years at Illinois. Chang was a Professor of Psychology, and affiliated faculty in the Center for East Asian and Pacific Studies, East Asian Languages and Cultures, and in the Department of Statistics.

Professor Chang is a practitioner-turned professor. Before moving to academia in 2001, he had worked in the testing industry for nine years, including six years at Educational Testing Service in Princeton, NJ, and three years at the National Board of Medical Examiners in Philadelphia, PA. He is the Editor-in-Chief of Applied Psychological Measurement, past President of the Psychometric Society (2012–2013), and a Fellow of American Educational Research Association. Starting from 2008, he was included on the “List of Teachers Ranked Excellent by Their Students” at Illinois for six consecutive years. Chang served as the director of the Confucius Institute at Illinois until it closed in September 2017, and he was awarded the Changjiang Scholar Chair Professorship by the Ministry of Education of PR China.

Chang is currently the Charles Hicks Chair Professor in the College of Education at Purdue University, West Lafayette, Indiana.

## 2019 Lyle Lanier Lecture



**Dr. Eric Turkheimer** will present the Department of Psychology's annual Lyle Lanier Lecture on Monday, April 1, 2019, 4:00pm at the Beckman Institute Auditorium, 405. N. Mathews, Urbana, IL. The title of his lecture is "*What the Genetics of Complex Behavior Can (and Can't) Accomplish: The Phenotypic Null Hypothesis.*"

Dr. Turkheimer is the Hugh Scott Hamilton Professor of Psychology at the University of Virginia.

His lab studies how interactions between genes and environments shape the development of human behavior, and different aspects of behavior involving family life, including marriage, divorce and parenting. Other lines of research focus on the development of human intelligence and personality, particularly in the processes that lead siblings to become different from each other over time. The lab is also developing methods that allow richer and more individualized assessments of personality, and that control for the role played by self-esteem when people describe their own personality.

### LYLE H. LANIER FUND



The Department of Psychology would like to thank L. Gene and Cathie Lemon, and Lyle Lanier, Jr. for establishing the Lyle H. Lanier Fund in memory of Cathie 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 in 1989 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.

The Department of Psychology would like to express our deepest sympathies to Cathie Lemon and her family on the loss of her husband, L. Gene Lemon, on June 30, 2018. We will miss his presence at the annual lecture and his participation in Psychology's alumni events.

## Graduate Students Honored for Teaching Excellence



Congratulations to **Michael Perino** and **Daniel Storage** (Developmental Program), 2018 recipients of the Department of Psychology's Award for Excellence in Teaching by a Graduate Student.

Michael Perino was also a recipient of the LAS Award for Excellence in Undergraduate Teaching for Graduate Teaching Assistants and the Campus Award for Excellence in Undergraduate Teaching. He received the campus award at a reception on April 12 at the Beckman Institute, and he received the LAS Award on April 18 at the Alice Campbell Alumni Center.

According to Lecturer Lisa Travis, "Michael has consistently earned stellar teaching ratings in Psych 100 (Introductory Psychology), Psych 216 (Introduction to Developmental Psychology), and Psych 363 (Laboratory in Developmental Psychology). Michael's enthusiasm, energy and deep commitment to his students are manifested in his teaching in many ways, including in carefully crafted lectures, creative use of examples and activities, and effective outreach and support for struggling students. Michael's dry and self-deprecating sense of humor lightens the tone of his classes, and makes him an approachable and beloved teacher. As our most experienced instructor of Introductory Psychology, he has played an invaluable role in mentoring other instructors and contributing to the content and structure of the course."

Perino graduated May 2018 and began a post-doctoral research position in the Department of Psychiatry at Washington University in St. Louis.

Daniel Storage also has an excellent teaching record in Psych 216, Psych 363, and in Psych 100. Lisa Travis stated, "Having observed Daniel's outstanding teaching Psychology 100, and having seen the evidence of his students' enthusiastic response to his teaching in other classes, I believe that he is highly deserving of this award. His unflinching commitment to his students is realized in excellent lectures, innovative teaching methods, and student-centered practices that help students take charge of their own learning. He obviously works very hard on the content of each lecture, as well as on the overarching structure of his class. The resulting classes are masterfully crafted, without a wasted minute or a moment of confusion. His lectures are extremely well-organized, with well-paced presentation of clear explanations, interspersed with entertaining and illustrative examples, opportunities for students to contribute ideas, and to work in small groups."

Storage graduated May 2018 and he is a Teaching Assistant Professor in the Department of Psychology at the University of Denver.

# 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

### Robert A. and Katherine P. McGrath Graduate Fellowship



**Robert A. McGrath** (Psy.D. 1974, Clinical Psychology) and **Katherine P. McGrath** (MS 1971, Education) wanted to express their appreciation for all they

received from the University of Illinois by initiating a fellowship fund to support graduate students in the Clinical/Community Psychology program area.

The 2018 fall recipient is **Hena Thakur**, a 2nd year student, in the Clinical/Community Psychology program area.



### 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 Ph.D.

The 2018 fall recipient is **John Pfeiffer**, a 4th year student, in the Behavioral Neuroscience program area.



### Jeffrey Dallenbach Fellowship

The *Jeffrey Dallenbach Fellowship* is awarded to graduate students conducting basic research in experimental psychology. The 2018 fall recipient is **Meera Zukosky**, a 4th year student, in the Attention and Perception program area.



### James Davis Fellowship



**James Davis** was a member of the Department of Psychology from 1967–1997. It is not an exaggeration to say that he is considered to be one of the greatest social psychologists of his generation, based on his research investigating how groups of people make decisions.

The 2018 fall recipient is **Da Eun Han**, a 1st year student, in the Social-Personality program area.



### Charles L. Hulin Fellowship



The *Charles L. Hulin Fellowship* was created 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.

The 2018 fall recipient is **Chu Chu**, a 1st year student, in the I/O program area.



### Evelyn Hobson Fellowship in Psychology

Evelyn Hobson was a graduate student 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 2018 fall recipient is **Yu Huang**, a 1st year student, in the Quantitative program area.



### Frederick & Ruby Kanfer Fellowship



The *Frederick & Ruby Kanfer Fellowship* is awarded to a clinical psychology graduate student who is conducting research in the area of self-

management, self-regulation and/or behavior change. The Department of Psychology would like to thank the Kanfer family, his colleagues, and friends whose generous contributions helped to endow the *Frederick & Ruby Kanfer Fund*.

The 2018 fall recipient is **Ariana Castro Leon**, a 1st year student, in the Clinical/Community program area.



## Rue Miklos Fellowship

The *Rue Miklos Fellowship* was established in 2008 to support the teaching or study of child psychology in the Department of Psychology. The 2018 fall recipients are **Lynda Lin**, a 4th year student, and **Haina Modi**, a 3rd year student, in the Developmental program area.



## Herbert Woodrow Fellowship

The *Herbert Woodrow Fellowship* is awarded to the most promising graduate students in the department doing basic research in the field of psychology. The 2018 fall recipient is **Suhnyoung Jun**, a 1st year student, in the Cognitive Neuroscience program area.



## 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. The award 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.

**Kevin Hoff** (Industrial/Organizational) is the 2018 recipient for the award. He recently published, as lead



(continued on next page)

# Harry and Pola Triandis Fellowship in Cross-Cultural Psychology

Professor Emeritus Harry Triandis, a pioneer in the study of cross-cultural psychology, has established the Harry and Pola Triandis Fellowship in Cross-Cultural Psychology. The fellowship will support graduate students in the Social-Personality Program.

Dr. Triandis was born in Greece and moved to Canada in his early 20s. He completed a bachelor's degree in engineering at McGill University (1951), a master's degree in commerce at the University of Toronto (1954), and earned a Ph.D. from Cornell University (1958). The University of Athens awarded him an honorary degree in 1987.

His research has focused on the cognitive aspects of attitudes, norms, roles, and values across cultures. His book, *Fooling Ourselves: Self-Deception in Politics, Religion, and Terrorism*, published in 2009, received the William James Award from Division 1 in the American Psychological Association. The book illustrates how self-deception profoundly affects everyday life across cultures worldwide, be it in politics, religion, or terrorism.

Dr. Triandis is the author of several books including *Attitudes and Attitude Change* (1971), which became a Citation Classic; *Analysis of Subjective Culture* (1972), which included extensive empirical work done in Greece, India, and Japan; *Interpersonal Behavior* (1977); *Variations in Black and White Perceptions of the Social Environment* (1976); *Culture and Social Behavior* (1994), and *Individualism and Collectivism* (1995). In addition, he was the general editor of the six-volume *Handbook of Cross-Cultural Psychology* (1980), and co-editor of the *Handbook of Industrial and Organizational Psychology*, Volume 4 (1994). He served as president of several scientific societies including the International Association of Cross-Cultural Psychology (1976), Interamerican Society of Psychology (1987–89), International Association of Applied Psychology (1990–94), and Divisions 8 (1977) and 9 (1976) of the American Psychological Association.

Pola Triandis was born in Belgrade, Yugoslavia (now Serbia) on April 13, 1930. Her father moved to Washington, D.C. in 1935 upon becoming the Yugoslavian ambassador to the U.S. After secondary school Pola attended Mount Holyoke College in South Hadley, MA and graduated with a B.A. (cum laude) in 1952. She earned a Master of Arts from the School of Advanced International Studies at John Hopkins in 1953.

Pola met Harry in 1966 at the University of Illinois. She joined the Office of Continuing Education in International Affairs where she would later serve as associate head. She retired from the University after more than thirty years of service and became very involved with the Spurlock Museum, serving as the first president of the museum's guild.

Harry and Pola's daughter, Louisa, was born in 1968. In 2002 they welcomed their first grandson, Alex, and in 2004, their second grandson, Nico, was born. Harry and Pola moved to Carlsbad, CA in 2014 to be closer to their daughter and grandchildren. Pola loved to travel the world with her husband and had a passion for photography. She passed away on March 20, 2018.



author, a meta-analysis of longitudinal research on age-related changes in vocational interests in the *Psychological Bulletin*. Kevin's meta-analysis summarizes nearly a century of research on vocational interests leading to new findings about how interests develop and change throughout the lifespan.

### Frederick & Ruby Kanfer Award



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**, that is 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.

**Sarah Sperry** (Clinical/Community) is the recipient of the 2018 Frederick and Ruby Kanfer Award. Dr. Tom Kwapil stated, "Despite being a graduate student, she has already conducted a number of complex research studies and published her work in leading peer-reviewed journals. Her research addresses important conceptual issues in the field (classification and understanding of the nature of psychopathology) and employs sophisticated research methods and statistical methods.



### Sarah C. Mangelsdorf Graduate Award in Psychology

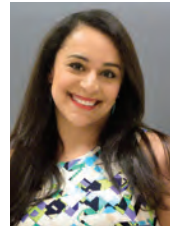


The **Sarah C. Mangelsdorf Graduate Award in Psychology** was established in 2008 to honor Mangelsdorf for her achievements and contributions to the U of I.

**Yara Mekawi** (Clinical/Community)

received the 2018 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. Mekawi graduated May 2018 and she is completing an internship at Emory University Grady Health System in Atlanta, GA.



### Jeffrey Tanaka Award

Dr. Jeffrey Tanaka was a member of the Psychology and the Educational Psychology Departments from 1990–1992. After his untimely death in November 1992, friends and colleagues established the award that is presented to graduate students studying quantitative or personality psychology. The award recognizes outstanding original research or scholarship in areas related to Professor Tanaka's interests in quantitative and personality psychology.

**Susu Zhang** is the 2018 recipient of the award. Her primary research is on the use of

latent variable modeling to address practical problems in both cognitive (e.g., general ability, skill mastery) and non-cognitive (e.g., personality, learning styles) assessments. Zhang joined the Columbia Statistics Department as a post-doctoral fellow in July 2018.



## CONNECT WITH US



### BECOME A PSYCHOLOGY FACEBOOK FAN

Find us at "University of Illinois Psychology Department" and keep up-to-date on important news and events.



### NETWORK ON LINKEDIN

Join Psychology's alumni networking group "University of Illinois Department of Psychology Networking" and expand your professional network.

## UPDATE YOUR INFORMATION

Update us on your latest news and current email address at [www.psychology.illinois.edu/alumni](http://www.psychology.illinois.edu/alumni)

## PSYCHOLOGY E-NEWSLETTER

You can find a link to the E-newsletter at: [www.psychology.illinois.edu/alumni/news/newsletter/](http://www.psychology.illinois.edu/alumni/news/newsletter/). Let us know if you would like to be added to our email list at: [psych-alumni@mx.uillinois.edu](mailto:psych-alumni@mx.uillinois.edu).

# Undergraduate Student Awards

## Raymond B. Cattell Scholarship in Psychology



The *Raymond B. Cattell Scholarship in Psychology* was established by Dr. **Samuel Krug** (MA'68; PhD'71) in honor of Professor Raymond Cattell who served as his advisor through graduate

school and remained a close friend until he died in 1968. He is currently Chairman and CEO of MetriTech, Inc., an educational testing company that works primarily with large-scale, state testing programs.

### 2017 Fall Recipients

Kaitlyn Brown  
Jorge Figueroa-Hurtado  
Emma Flores  
Grace Lee  
Emily Orden  
Madeline Rodriguez

## Roger B. Smith Scholarship in Psychology



The *Roger B. Smith Scholarship in Psychology* was established in June 2014 by Roger Bennett Smith to support undergraduate students. Mr. Smith graduated in 1966 with a BS in

Psychology and a minor in Chemistry. He formed Millennium Dealers Services, Inc. in 1999 with his son. The company is a wholesaler of mobile electronics and he continues to serve as president and owner of the company.

### 2017 Fall Recipients

Dahlia Alfaro  
Taylor Brust  
Hailey Hedden  
Samantha Iwinski  
Mariel Reyes  
Susan Rudahindwa

### 2018 Spring Recipients

Eboni Bradley  
Kimberly Galvez-Ortega  
Gabrielle Rodriguez  
Kenneth Sanchez  
Kaleigh Wilkins



**Front Row (L-R):** Professor Eva Pomerantz, Chi Tran, Aashika Anantharaman, Stephanie Santo, Priscilla Whang, Sahana Moodabagil, Kimberly Galvez, Francisca Ting (graduate TA), Kaleigh Wilkins  
**Back Row (L-R):** Anastasia Sorokina, Yuan Bian, Raees Meghani, Kari Thomsen, Madeline Johnson, Eldon Hsiao, Yiwei Zhang

## James E. Spoor Scholarship Recipients & Honors in Psychology

The Honors Program, coordinated in 2018 by Professor Eva Pomerantz, 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." Fourteen students presented their research at the Honors Program Fair on April 17, 2018.



**James E. Spoor** is a distinguished alumnus of the Department of Psychology and the University of Illinois (BS'58). The scholarships are a gift by

his wife, Mrs. Nancy Spoor, to honor her husband and help worthy undergraduate students.

Spoor had a very successful career that covered more than 25 years in human resources, line management and global HR operations with several respected Fortune 500 corporations in the energy, high tech, and food processing industries. During his career, Spoor earned a reputation as a respected visionary, pioneer, and innovator who focused on exploiting technology to address strategic business issues. In 1984, Spoor founded SPECTRUM Human Resources Systems Corporation. With his passion for HR and technology, SPECTRUM established itself as a leading provider of HR, benefits administration, talent acquisition, and training and development systems to high expectation mid-market organizations.

In recognition of his achievements, the department presented Spoor with a Distinguished Alumni Award at the department's awards ceremony on May 13, 2007.

## Julie Sutton-Osgood Award in Psychology



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 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 2018 *Julie Sutton-Osgood Award in Psychology* was awarded to **Divya Surabhi** who hoped to enroll in a Master's Program in Public Health this fall. After completing this program she would like to attend medical school and her goal is to specialize in pediatrics or oncology.



## Janet Tritsch Memorial Award

The *Janet Tritsch Memorial Award* was established in 1975 in memory of Janet Tritsch, who as an undergraduate student was active in psychology research.

The 2018 award was presented to **Anastasia Sorokina** for her senior honors thesis, "*Striatal transcriptome of a mouse model of ADHD reveals a pattern of synaptic remodeling.*" Sorokina's research advisor was Associate Professor Justin Rhodes.



## DISTINCTION IN PSYCHOLOGY

Graduating with Distinction in Psychology requires significant research and academic effort by undergraduate students. For Distinction, a student must work for two semesters on a research project with a faculty member, and then prepare an undergraduate bachelor's thesis.

Dahlia Alfaro	Hailey Hedden
Alyssa Bathery	Samantha Iwinski
Taylor Brust	Ashley Kaper-Tucker
Marisa Cullnan	Erin Orentas
Varun Devakonda	Asura Osborne
Zoe Dodge-Rice	Gabrielle Rodriguez
Beatris Garcia	Kenneth Sanchez
Jennie Gardner	Julie Ann Scherer
Sara Groth	Divya Surabhi
Maxwell Haynes	Mingcheng Yu



**Front row (L-R):** Associate Professor Josh Gulley, Sara Groth, Taylor Brust, Hailey Hedden, Alyssa Bathery, Mingcheng (Steven) Yu, Sara Westbrook (graduate TA)

**Back row (L-R):** Erin Orentas, Ruiyao (Ray) Zhang, Dahlia Alfaro, Divya Surabhi, Maxwell Haynes, Samantha Iwinski, Jennie Gardner, Asura Osborne

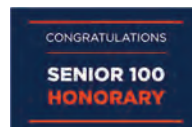
## CAPSTONE RESEARCH

The Capstone Undergraduate Research program was coordinated by Associate Professor Josh Gulley. It is a course designed for advanced students who have arranged to do a research project in the laboratory of a faculty member. The combination of working intensively in a research laboratory and meeting weekly as a group to present and discuss each student's research project, together with formal instruction on research ethics, scientific writing, and making presentations, provides in-depth background knowledge of research in psychology, and teaches students to make effective oral and written presentations of their findings.

## CLASS OF 2018: SENIOR 100 HONORARY

Senior 100 Honorary, sponsored by the University of Illinois Alumni Association (UIAA) and Student Alumni Ambassadors (SAA), recognize 100 graduating seniors for their notable achievements as students as well as their future commitment to the university. The Department of Psychology is pleased to announce that three psychology students were selected for this honor.

- **Stephanie Huerta**, Psychology & Spanish
- **Priyanka Patel**, Chemistry & Psychology
- **Kaleigh Wilkins**, Psychology



[las.illinois.edu/news/article/?id=24872&news//news/2018/senior100honorary18/](https://las.illinois.edu/news/article/?id=24872&news//news/2018/senior100honorary18/)



## DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS

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

### Behavioral Neuroscience

**Donald O. Hebb Award:** Wen (Cheryl) Xuan Law

### Clinical/Community

**Community Action Award:** Kaleigh Wilkins

**Outstanding Undergraduate Student Award:** Kimberly Galvez-Ortega

### Cognitive Neuroscience

**Michael Coles Award:** Anastasia Sorokina

**Manny Donchin Award:** Julie Ann Scherer

### Cognitive

**Charles Osgood Award:** Yuan Bian

### Developmental

**Outstanding Undergraduate Student Award:**

Dahlia Alfaro

Maria Climaco

Sahana Moodabagil

Sarah Morosan

### Social-Personality-Organizational

**Harry Triandis Award:** Priyanka Patel

View pictures of all the 2018 award recipients at: [psychology.illinois.edu/alumni/news/gallery/](http://psychology.illinois.edu/alumni/news/gallery/)

## DIVERSITY IN PSYCHOLOGY



The members of the University of Illinois at Urbana-Champaign Department of Psychology are committed to fostering and supporting a climate of inclusion, celebrating human diversity in all its forms, and engaging in cutting edge diversity science. For more information about diversity research in psychology, diversity awards, and campus resources visit: [psychology.illinois.edu/diversity/](http://psychology.illinois.edu/diversity/)

## INCOMING GRADUATE STUDENT CLASS



**Front row (L-R):** Siqi He, Suhnyoung Jun, Talia Berson, Megan Finnegan, Chu Chu, Yukun Yu, Da Eun Han, Paul Bogdan, Yi-Pei Lo, Andrew Flores, Yu Huang, Jennie Gardner

**Back row (L-R):** Chris Perriello, Kelly Hohl, Ariana Castro Leon, Juan Alzate Vanegas, Lilang Chen, Philip Huebner, Lin Khern Chia

**Not pictured:** Asia Banks, Parham Mostame

## MASTERS OF SCIENCE IN PSYCHOLOGICAL SCIENCE: CLASS OF 2020

The Department of Psychology welcomes our new cohort of Master of Science in Psychological Science (MSPS) students, who are working with faculty across six program areas. Upon entrance to our program, master's students begin working with a faculty sponsor, become active members of research teams, get hands-on experience using the tools of psychological science, and participate in producing cutting-edge research. **The application deadline for Fall 2019 is March 15, 2019.**



**From left to right (faculty sponsor in parenthesis):** John Yi (Brent Roberts), Christopher Crawford (Ben Hankin), Wing Yan Sze (Karen Rudolph), Gabrielle Drong (Chris Fraley), Rhyann Robinson (Carla Hunter), Lydia Jiang (Lily Sahakyan), Caroline Tancredy (Director), Lucas Zong (Daniel Newman), Danny Vushaj (Joe Cohen), Grace Goodwin (Wendy Heller), Siqi Feng (Chadly Stern), Joey Giordano (Social-Personality faculty), Ling Lee Chong (Diane Beck), Yadong Dai (Monica Fabiani).

# Student Highlights

## Student Highlight: John Yi

What were you doing prior to joining the MSPS program?

I was working as a Product Manager in the Software Industry, building native iOS and Android mobile applications.

Why are you pursuing a M.S. in Psychological Science?

I am hoping to get some research experience and exposure to what life as a graduate student is like before pursuing a PhD. Since I do not have a background in Psychology, I want to learn more about the various disciplines in Psychology to further refine my interests.

Why did the MSPS program at Illinois appeal to you?

I was drawn to the reputation of the Psychology department at Illinois and its distinguished faculty. I believe this is a good environment to learn from some of the best professors in the field.

How do your interests fit with the work that you are doing with your faculty sponsor?

My research interests are constantly evolving, but my passion for Psychology really began with Personality. I loved taking different Personality tests, ranging from the Hogwarts Sorting Hat quiz to the Big 5, and asking all my friends take them as well. Since joining the program, my interests have expanded to include person-environment fit as well as the factors that cause personality to change over time. I feel very fortunate to be working in the Personality Assessment and Development lab with Professor Brent Roberts.

What impact do you want your work to have?

I would like my Master's work to make me eligible for a good PhD program. I want to do research that adds something novel to the existing body of knowledge in Personality Psychology.

## Student Highlight: Rhyann Robinson

What were you doing prior to joining the MSPS program?

I was completing my undergraduate education at Santa Clara University, where I earned a B.S. in Psychology and Ethnic Studies.



*John Yi and Brent Roberts*

Why are you pursuing a M.S. in Psychological Science?

My dream is to be a professor of psychology and do research with marginalized communities and uplift the voices of others through psychological research.

Why did the MSPS program at Illinois appeal to you?

I believe that the MSPS program will build a solid foundation for my future research and doctoral work. This program really spoke to me because it can serve as a stepping stone for the next phase of my career in the psychological sciences, which is not something that every program offers. The one-on-one advising also appealed to me because I value learning from and cultivating relationships with my professors.

How do your interests fit with the work that you are doing with your faculty sponsor?

Working with communities of color has always been at the forefront of my research interests and this is something I share in common with my faculty sponsor, Dr. Carla Hunter. I appreciate and admire how she centers the experiences of black American and black Caribbean experiences through her research and I plan to do the same in my future work.

What impact do you want your work to have?

I want to create space for people of color to have their voices heard through research. I plan to engage in participatory action research to ensure that marginalized voices are at the forefront of my research. I hope to have an impact on the communities that I do research with as well as the academy in adding these often oppressed voices to the literature.

## Student Highlight: Christopher Crawford

What were you doing prior to joining the MSPS program?

I was working as a high school teacher in Danville, Illinois. After spending some time as a full-time teacher, I started to question if there might be another field that would better allow me to make a far-reaching and positive impact in the ways that I desired. This prompted me to spend time as a post-baccalaureate student in the psychology department at Illinois, where I took a variety of courses and worked as a research assistant in two different labs. After refining my research interests, I was accepted as an M.S.



*Rhyann Robinson and Carla Hunter*

# 2018 GRADUATION

Photos by to GradImages



*Christopher Crawford and Ben Hankin*

student in the Youth, Emotion, Development, and Intervention (YEDI) Lab, led by Dr. Benjamin Hankin.

## Why are you pursuing a M.S. in Psychological Science?

I want to obtain and refine the knowledge and skills necessary to be successful in the field of clinical psychology. I hope to pursue a degree in clinical psychology at the doctoral level, and the MSPS program at Illinois permits me to establish

a foundation based on coursework, research methods, and statistics, as well as through my experiences as a graduate student in the YEDI Lab.

## Why did the MSPS program at Illinois appeal to you?

The MSPS program at Illinois is unlike many other terminal master's degree programs in psychology. At Illinois, I am able to work closely with my advisor and lab mates on a variety of projects, including a first-author paper based on my own research interests, while taking doctoral level courses. Unlike many master's programs, the MSPS program has a heavy research focus, which has allowed me to be involved in every step of the research process, from study design and planning, to recruitment, to data management and analysis. Ultimately, the experiences afforded by the MSPS program will allow me to be successful at each step on my educational and career paths.

## How do your interests fit with the work that you are doing with your faculty sponsor?

Broadly, my faculty sponsor and the YEDI Lab are interested in the development of mood and anxiety disorders in children and adolescents. Currently, we are planning a longitudinal study aimed at better understanding how positive and negative emotions are experienced and shared in the parent-adolescent relationship, and how these processes relate to the development of psychopathology in youth. As my research interests focus on how aspects of an individual's emotional experience relate to various life outcomes, my involvement in this project has been exciting.

## What impact do you want your work to have?

In the future, I hope to contribute to the development of evidence-based interventions, as well as the clinical psychology literature more broadly.



# 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.

## Ed Scheiderer Memorial Research Award



**Megan Davis** received the award for her first-authored paper entitled, *“The Contribution of Childhood Negative Emotionality and Cognitive Control to Anxiety-linked Neural Dysregulation of Emotion in Adolescence.”*

## Herman Eisen Award

Dr. Nicole Allen nominated Jonathan Bystrynski for the award, “Jon’s abilities as a clinician are beautifully complemented by his abilities to engage in consultation with varied stakeholders and to think about intervention with individuals, communities and systems—all with an eye for the potential for change. On every applied front, Jon has done fantastic work. Jon’s commitment to the community exemplifies the principles of the Eisen Award.”

## NSF Graduate Fellowship



**Max Egan** (Cognitive Neuroscience) and **Julianne Griffith** (Clinical/Community) were awarded NSF Graduate Fellowships.

## Psychology Diversity Award



The Department of Psychology Diversity Award was established to recognize outstanding graduate students engaged in research that contributes to better understanding of psychological topics related to diversity, broadly defined.

**Yara Mekawi** received the award for her research that examines factors that help to understand the link between experiencing racial discrimination and mental health outcomes for African Americans; factors that maintain racial prejudice in dominant group members, and how to intervene to reduce racial prejudice and mitigate negative outcomes from racial prejudice.

The title of her dissertation is, *“Racial Discrimination and Internalizing Psychopathology in African Americans: Examining Cognitive and Affective Mechanisms.”*

## 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. **Jessica Siler** (Cognitive Program) received the award for her outstanding contributions as an instructor in Psych 100.



L-R: Kristine Ford (LAS Alumni Association), Dean Feng Sheng Hu, Rebecca Darr, Jerrold Levy (President, LAS Alumni Association)

## LAS Alumni Humanitarian Award

**Rebecca Darr** (BS, '90) is the recipient of the 2018 LAS Alumni Humanitarian Award. Darr is the chief executive officer of the Women in Need Growing Stronger (WINGS) Program that provides emergency and long-term housing, integrated services, education, and advocacy to end domestic violence. In 2013, WINGS was awarded \$1.8 million dollars to build the first new domestic violence shelter in the city of Chicago in over a decade.

[www.las.illinois.edu/news/article/?id=27619&/news/news/2018/alumniawarddarr18/](http://www.las.illinois.edu/news/article/?id=27619&/news/news/2018/alumniawarddarr18/)

# Alumni News

## 2000

**Ehsan Bokhari** (PhD'14) was one of two new hires, joining the Astros as director of Research and Development. He spent the past four seasons with the Dodgers as an analyst in that same field. Bokhari was one of the Dodgers' initial hires for their R&D staff. Prior to that, he was a visiting assistant professor in the Department of Statistics at the University of Illinois.

**Elizabeth Corr** (BS'04) was nominated for the Pritzker Emerging Environmental Genius Award. Corr is Director of Art Partnerships at the National Resource Defense Council (NRDC). She has created a visionary curatorial position at NRDC pioneering an innovative platform for thoughtful and sustained collaboration between artists and environmental leaders. She received a bachelor's degree in gender/women's studies at Illinois and a master's degree in African Studies.

**Adam Farag** (BS'11) joined the office of Leavens, Strand & Glover as an associate. He focuses his practice on transactional litigation in the areas of copyright, trademark, and entertainment.

**Kathleen Freeman** (BS'11) joined the office of Donohue Brown Mathewson & Smyth as an associate. She focuses her practice on professional negligence and product liability.

**Abby "Wallace" Johnson** (BS'11) is a social work supervisor at Bellevue Hospital in NY city. She oversees social workers on inpatient psychiatry units serving adults 18 + with SPMI. Johnson specializes in geriatric psychiatry and recently started a private psychotherapy practice in NYC.

**Kelsey (Peterson) Keefe** (BS'12) graduated spring 2017 with an M.A. in Adult Learning from UConn. She started a new role at UConn as a Career Consultant in the Center for Career Development. She previously served as an Academic Advisor in the Department of Psychological Sciences. Kelsey and her husband welcomed their first child in November 2017.



## PSYCHOLOGY ADVENTURES

*Psychology Leader **Insia Hakim** spent the 2018 spring semester in Pavia, Italy as part of the Illinois Abroad & Exchange Program.*

Where have you worn your commemorative Psychology T-shirt? Share your pictures with us and you can be featured in Psychology Times. Contact Cheryl Berger at [cberger@illinois.edu](mailto:cberger@illinois.edu).

## New Staff



**Lori Butler** has joined the Business office as a Grants & Contracts Coordinator. She brings with her a wealth of experience on campus and will be assisting faculty with all grants and contracts and pre-award activities for the department.



**Melissa Odom** is an Office Support Associate and she is responsible for distributing building/office keys, bi-annual inventory, and payroll reconciliation.

## Retiree



**Mae Donaldson** retired August 2018 after 21 years in the department and 30 years on campus. Donaldson was a Business/Administrative Associate

responsible for the pre-grant approval process in the department. She also assumed the responsibilities of the director of budget and resource planning several times while searches were conducted to fill the position. The department is grateful for Mae's dedication and hard work on behalf of all the faculty, students, and staff in the department.

opinion to what the group eventually adopts after they collectively discussed and pitched their own ideas. And from this we find that, behaviorally, these individuals do in fact end up being the most impactful over the group's collective decision. So, by all measures, people who maintain fear and those who inspire respect win out by a mile. They top the hierarchy.

But, we must also ask: Do these tactics work for everyone? In our groups, dominant women and men rise in ranks. And the same goes for prestige. However, our teams were all-men or all-women. So we don't yet know precisely what happens in mixed-gender arrangements common in contemporary workplaces and other settings. But we do know that whether you're formally in charge doesn't matter; both appointed leaders and non-leaders are able to increase their influence by wielding these strategies.

But a big caveat here—for force and persuasion to work, one must manage to instill a menacing sense of threat and intimidation in others, or to truly inspire warm and bubbly feelings of respect. Neither of these are naturally very easy for everyone to do over situation and time.

Well then, *what is it* that the dominant alphas actually do to intimidate others? Luckily, there was no biting. Compared to chimpanzee hierarchies, human dominance (at least in most settings) is more psychological than physical. Speaking over others; putting down or ridiculing others' ideas; ignoring their comments.

But, crucially, there's more to dominance than what's verbally communicated; this is where nonverbal signals come in. We dug out recordings of every group interaction and ran snippets of each member's speech through acoustic software to precisely measure their voice pitch. We wanted to know if there was something unique to the voices—a vocal signature, if you will—of people who were considered by their team as formidable. And there it was: dominants lower their voice over the course of interaction. As it turns out, this 'vocal recipe' for signaling threat and aggressive intent abounds in nature. Frogs, for instance, lower the pitch of their calls during aggressive encounters to exaggerate its size and bluff intruders away. Red deer stags produce low-pitched roars to deter other male competitors.

Moreover, from carefully observing and coding people's posture, we discovered that dominants sit differently—they take up a lot of space and puff themselves up. The subordinates, by contrast, adopt a constricted posture that makes them look smaller. It's no news that alpha chimpanzees, too, are famous for strutting around with chest puffed out to look deceptively big and ferocious. So here, again, there are great similarities with other species.

Zooming out, it turns out that climbing our way to the top by force or persuasion may even be a human universal. Quite

remarkably, they surface in all kinds of ecologies and contexts where we and other scientists have looked.

Consider this array of findings: For starters, there is growing evidence from diverse societies around the world, including traditional, small-scale societies. From the Tsimané horticultural people of Bolivia to the Chabu hunter-gatherers of Ethiopia's highlands, anthropologists are finding that villagers who manage to earn considerable respect, for instance, by being the best hunter around, or can more easily boss others around by their

sheer physical strength and stature, are precisely those who rise to the top rungs of their community. It is remarkable that, even in these egalitarian societies, dominants get to dominate, despite an incredibly strong cultural emphasis on equality and respect for individual autonomy.

The depths of these dynamics in shaping hierarchies are shown by how early on they occur in our development. In one study, preschoolers who are dominant and those who are prestigious end up controlling the world's most valuable resource (according to 3-6-year-olds)—playtime with a cherished toy,

while another kid only gets to sit and watch. And there is even reason to believe that beginning at an amazingly young age your brain is already dividing the world between the dominants and the prestigious, and links them to who's in charge. This is demonstrated by groundbreaking research from the Infant Cognition Laboratory here, directed by my colleague Dr. Renée Baillargeon. Infants who are just 21-month-old are able to distinguish between leaders who rule by respect versus fear.

We can even push this back some more. The brains of 10-month-old babies associate being big with being mighty. Suppose you watch two characters approaching each other head-on in a narrow corridor that only one can pass. The babies' response to these sorts of situations reveals the expectation of a pattern that we adults are all too familiar with—they expect the smaller agent to bow faced down and scoot out of the way, letting the larger agent get its way. But not vice-versa.

So, the evidence is abundantly clear: Across cultures and groups, bullies get ahead just as much as the nice and competent guys and gals. Bowing down to the big and mighty is probably automatic, unconscious, and deeply hard-wired in our brains, possibly with an evolutionary legacy. After all, humans and chimpanzees (who, as noted, are all about dominance) shared a common ancestor only up until 5 to 7 million years ago. This is a relatively recent event in evolution terms. So somewhere in our brains there is likely a deeply ingrained biological blueprint (that we share with other primates) to be submissive towards those who are bigger, bolder, and stronger. It's automatic—you're not consciously thinking to yourself "What happens if I disobey?", and then running through all the possible outcomes. You're likely to unconsciously pause for a fraction of a second, and

Even in egalitarian societies, dominants get to dominate, despite an incredibly strong cultural emphasis on equality and respect for individual autonomy.

instinctively recoil and scurry way. Now, in most cases this is probably unnecessarily subordinate. Pretty depressing and unfair.

But crucially, it's not all doom and gloom. A special feature of human societies is that we have prestige; we can achieve rank by excelling in our skills, knowledge, and achievement to earn respect. Now, this kind of competition is suddenly far more appealing—we can get ahead without being brutal or destructive, but rather by generating value, contributing to our groups, and acting altruistically. So, by fostering social structures based on prestige rather than dominance, we can lessen the temptation to use force. In addition to us not needing dominance, there are also other reasons to think that sorting ourselves on prestige is a better solution.

First one: Although intimidation begets rank, this comes with a huge caveat—the power of purely dominant alphas rarely endure. Take Ferdinand as an example. This former king reigned Gombe for eight years. But ultimately he was toppled from his throne after becoming victim to a group attack that left him heavily injured. His aggressive leadership over the years had weakened his social support and alliances, without which he was unable to maintain the threatening and formidable demeanor that he once cultivated. Similarly, if there is one thing that human history has taught us, it is that however strong or fearsome, leaders who rely purely on dominance, tyranny, and oppression cannot rule long.

Inspired to explore this question of whether the power of dominants erodes, my collaborators and I recently set up a longitudinal study of small collaborative student groups at the University of Illinois. Our goal was to track how the control and influence that prestigious and dominant acquire unfold over time. One startling revelation was that, like much of what we see over and over again in history, threatening individuals rose to influence when power is up for grabs, when the groups initially form, but their impact over group decision-making declined rapidly. They ceased to be influential by the four-week mark, even though they never stopped being feared. A key lesson from these findings is that, although dominance may win you rank, usually it's not for long. Our data show that the only viable route to stable influence over the long run (at least in these task groups) is prestige.

There's another reason why leading by force might not pay—because it fails to persuade and produce true attitude change. In Dr. Baillargeon and her team's important study noted above, the gaze of the 21-month-old babies reveals that they expect a prestigious leader to be obeyed by subordinates even in her absence. But that's not the case for dominants. Quite remarkably, the babies expect a dominant leader to be obeyed *only* when she is present to watch over everyone. This hints at a crucial lesson on leadership: While force and dominance might allow a leader to fiendishly extract compliance and submission, only a respected leader can truly persuade and inspire deference, motivation, and loyalty among the people they are leading.

So what's next? There are many more puzzles waiting to be

solved. Our team is busy at work, leveraging these insights to expand our knowledge about social hierarchy in its full complexity. Much of this is spearheaded by my passionate graduate students Randi Vogt and Fan Xuan Chen, and made possible by our motivated and enthusiastic undergraduate lab members.

Some questions that we are currently exploring: How do the two ways to the top differ across different environments—varying in prevalence, form, and function? In business settings, does the recipe for managerial success call for being “both feared and loved”, as Niccolò Machiavelli famously proposed?

How does a leader's dominance and prestige affect the team's response to stress, producing more or less cortisol? How does being in charge change a leader's biology—does it increase their testosterone?

In summary, from children's playground and high school cliques to corporate boardrooms, the power of dominance is visible at every corner. Amid this bad news, however, is room for optimism. We have at our disposal an alternative avenue for achieving

high rank. Prestige is altruistic, non-violent, and even heroic. Dominance might let you rise to the top, but prestige is what keeps you there. In this regard, we are unlike any other primate. A major goal of the LCC lab is to expand our knowledge of social hierarchies, and use the latest emerging science to dampen force and coercion. The secret is to nudge people to reach for the prestige ladder instead.

There's another reason why leading by force might not pay—because it fails to persuade and produce true attitude change.



**Joey Cheng** is an Assistant Professor of Psychology at the University of Illinois, Urbana-Champaign, where she directs the Leaders, Competition, and Collaboration (LCC) Laboratory. Joey's work focuses on how natural selection has shaped human competition and how this in turn influences people's psychology, behavior, and biology in competitive situations, and ability to coordinate within groups and teams. Methodologically, she places an emphasis on studying social phenomena “in the wild” among naturalistic teams, communities, and organizations (e.g., sports teams, marching bands, military squads). Joey's fascination with human social psychology began while she was an undergraduate at the University of Toronto, where her mentor Marc Fournier opened her eyes to the fascinating points of intersection between social hierarchies and evolution. She later completed her PhD at the University of British Columbia under the wings of Jessica Tracy and Joseph Henrich, who furnished her enthusiasm to pursue these questions deeply and interdisciplinarily, drawing insights from psychology, anthropology, and evolutionary biology. In 2016, the Association for Psychological Science awarded her its Rising Star Award. In 2018, she received the American Psychological Association Achievement Award for Early Career Psychologists. To read more about Joey's work, see [joeytcheng.com/](http://joeytcheng.com/).

Nonprofit Org.  
U.S. Postage  
PAID  
Permit #75  
Champaign, IL

## Invest in the Future of the Department

The Department of Psychology benefits from the generosity of friends, like you, who share in our commitment to excellence in the liberal arts and sciences. With your support, we will continue to transform the lives of our students.

### Please indicate the Psychology fund(s) you wish to support:

- Partnership for Psychology Fund (333468)
- Shape the Future Today Fund (336697)
- Dr. William Greenough Memorial Fund (774289)
- James H. Davis Fellowship Fund (772032)
- Charles L. Hulin Fellowship Fund (776901)
  
- \$1,000     \$500     \$250
- \$100     \$50     Other \$ \_\_\_\_\_

Visit our secure website to make your gift online:  
[psychology.illinois.edu/giving](https://psychology.illinois.edu/giving)

### I/we wish to pay by check.

Name(s): \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Home Phone: \_\_\_\_\_  
Email: \_\_\_\_\_

- This gift is also from: \_\_\_\_\_  
Relationship: \_\_\_\_\_
- My company will match my gift.  
Company name: \_\_\_\_\_

### Please mail this completed form along with your check:

University of Illinois Foundation  
PO Box 3429  
Champaign, IL 61826-3429

*Thank you for your gift.*

*Your tax-deductible gift to Illinois will be processed and receipted by the University of Illinois Foundation.*