Welcome to the first online edition of The Update. I promised you in our first edition of The Update that we would stay in touch and keep you abreast of the happenings in the Department. To this end, we decided that we would take advantage of technology and publish an online edition of the newsletter between our hardcopy editions.

Since our first issue of The Update, we were both privileged and gratified to hear from many of our alumni across the country. It has been exciting to hear about fond memories of our students' time spent within the walls of Brogden Hall and to learn what former students are up to today. Our students have pursued diverse career paths and it has been interesting to hear their reflections about how their psychology major has featured in their career choices. We hope to hear from more of you! We also hope that you enjoy reading about the experiences of your fellow alumni, as well as learning about the current direction of their careers in the Alumni Update section of the newsletter.

In our foray into the virtual news world, you will notice that this issue takes on a technology theme as we identify ways in which technology has transformed how we conduct research, teach outside the boundaries of the classroom, apply psychological science to enhance the lives of individuals, and communicate about our daily life events.

In our last issue of The Update we reported on the comings and goings of many faculty and staff. We are deeply saddened to share the news of the recent passing of Arlene Davenport. Many of you will recall Arlene as your undergraduate advisor who helped steer many of you through the major. Arlene served the Department and our students as an advisor for 37 years and her impact on the Department continued well beyond her retirement. In her honor, we prepared a tribute to Arlene and her enduring contributions for this issue of The Update. We hope that you will take a moment to read this article and perhaps a few moments to share with us your memories of Arlene. You can send your reflections to me at chair@psych.wisc.edu.

On a lighter note, we'd like to take the opportunity to introduce one of our new faculty members. In the Faculty Update we invite you to learn about the emerging career path of Yuri Miyamoto, Assistant Professor in the Social and Personality area whose research interest focuses on the interplay between culture and cognition.

Until the next edition of The Update, please feel free to contact me at chair@psych.wisc.edu and please feel free to visit the website to learn about the latest Department news!
Our long-time undergraduate advisor, Arlene M. Davenport, passed away on Saturday, January 3, 2009 in New York City. She struggled for many years with severe arthritis and had a small stroke prior to her retirement. She had been hospitalized while staying with her daughter but was looking forward to rehabilitation and returning to Madison. In the hospital she contracted an infection that led to her death.

Many of you will remember Arlene since she had been the undergraduate advisor for 40 years (from 1966 through June 2006). Arlene’s work went far beyond what was expected. She initiated the Madison chapter of Psi Chi, the Psychology honorary society, and made it into a service organization that provided tutoring, newsletters, career forums and other services for all Psychology students. She initiated a state-wide research conference for undergraduates in psychology from institutions across Wisconsin and bordering states to present their research to others. UW-Madison undergraduates were involved in organizing the conference and serving as session moderators. This research conference continued for 25 years.

She initiated the Psychology Research Experience Program (PREP) by encouraging faculty to become involved and locating funding to support this summer research program targeted to first generation and low income students along with targeted under-represented minority students. She was instrumental in securing funding through two grants from the National Science Foundation that supported students for 6 years. She was also highly entrepreneurial in securing funding from other sources to support additional students each summer. In 1996 she received an advising award from the Student Personnel Association for her outstanding contributions as an advisor.

Arlene was an avid reader and lover of mystery novels. She was a sports fan and especially enjoyed Badger games, March Madness, and watching Grand Slam tennis matches. She was involved in local and national politics and was active in the League of Women Voters. She was a lifelong Democrat and despite being a “Hillary Girl” she grew to admire and support Barack Obama and was delighted to witness his historic inauguration.

As a result of a generous donation by Professor Chuck Snowdon, on her retirement she was honored with the establishment of the Arlene R. Davenport Scholarship Fund. This endowment was designed to support Psychology undergraduate students with financial need and an interest in a research career in Psychology. Memorial donations can be made to:

**Arlene R. Davenport Fund UW Foundation**
U.S. Bank Lockbox
P.O. Box 78807
Milwaukee, WI 53278-0807
“I know that the department was an important community for me as an undergraduate (1982-1985), and I continue to draw on the training that I received there in the work I do now as a clinical psychologist in private practice in San Francisco and as a member of the clinical faculty in the department of psychiatry at the University of California, San Francisco. I have fond memories of working with Lyn Abramson, Joseph Newman, and Art Glenberg. They were generous with their time, advice, and support. I went from Wisconsin to Arizona State, where I received the M.A. and Ph.D. degrees before coming up to UCSF as a pre and post doctoral fellow before being appointed to the faculty here. I supervise psychology fellows and psychiatry residents in the process of psychotherapy.”

-Katherine Straznickas, B.A., 1985
MEET THE FACULTY: YURI MIYAMOTO

My family and I used to live in the U.S. until I was 6 years old. At my American kindergarten, I had a lot of friends (including an American boyfriend) and my teacher praised me for being such a tomboy. However, when I returned to Japan, things were not the same. The harder I tried to make friends by expressing my friendliness, the more I annoyed others.

It was not until I learned Cultural Psychology in my freshman year at Kyoto University that I finally understood what I was fundamentally missing. Cultural Psychology proposes that socio-cultural environments can shape how we think. If one lives in a relatively independent social world (e.g., the U.S.), one can focus on the target of one’s goals without being overly constrained by other people’s needs. On the other hand, if one lives in an interdependent social world with many role prescriptions (e.g., Japan), one needs to attend to relationships and to the context. In retrospect, I was focusing too much on my goals to express my friendliness without properly noticing the other people’s feelings and situations, such as noticing and appreciating the implicit kindness of the friends I was attempting to make.

Building on such experience, I started exploring cultural differences in how much people attend to context. Across a wide range of tasks, my colleagues and I are finding that whereas Japanese tend to engage in holistic thinking by attending to the context in which the focal object is located, Americans tend to engage in analytic thinking by focusing on the focal object independently from its context.

Currently, I am trying to understand antecedents and consequences of such analytic and holistic thinking styles within each cultural context. I find it interesting that even within the U.S., some people tend to show analytic thinking whereas others tend to show relatively holistic thinking. I believe that social and developmental factors may explain these within-cultural differences. Furthermore, engaging in analytic vs. holistic thinking may bring divergent consequences depending on cultural contexts. For example, in an independent social world like the U.S., those who engage in analytic thinking may gain more social power than those who engage in holistic thinking, whereas in an interdependent social world like Japan, those with analytic styles may experience more negative consequences, like I did. My goals are to understand socio-cultural grounding of our mind and to identify ways of thinking that help people flourish both within and across cultural contexts.

PSYCHOLOGY PROFESSORS NAMED AS VILAS ASSOCIATES

Congratulations to Professors Anthony Auger and Tim Rogers who were both honored with distinction of being named as Vilas Associates. This is a highly competitive award and a sign of the esteem in which their work is regarded.

YOUNG INVESTIGATOR AWARD

Professor Wen Li has been recognized by the Association for Chemoreception Sciences as the recipient of the 2009 Polak Young Investigator Award for her work in emotion processing, emotion-cognition interactions and their impact on anxiety disorders.
Is the Future of Reading Not Reading?

New forms of reading are being created by the Internet. Popular activities such as email, blogging, Twitter, Facebook, and MySpace involve reading, but how do these activities compare to more traditional types of reading? Does the Internet encourage superficial reading, and discourage engagement with "serious" literature? There is growing concern among academics that fewer college students are able to cope with challenging types of texts such as complex novels or original articles from the scientific literature. The inability to engage in serious, sustained reading is said to have resulted in the "dumbing down" of everything from magazines to textbooks. With support from the Teagle Foundation, Professor Mark Seidenberg is collaborating with scholars in education, humanities, social sciences, and neuroscience to explore whether these concerns are valid. Although concerns about the Internet's effects on literacy are widespread, there is very little data to go on. For example, a 2007 report from the National Endowment for the Arts concluded that literacy levels are in severe decline, with "demonstrable social, economic, cultural and civic implications," but the report was strongly criticized for failing to acknowledge Internet-based reading. The Teagle-funded group will survey these issues with the goal of determining what is known and identifying where additional research is needed. The group is also charged with creating a new interdisciplinary course (to be taught initially at Yale) on the Internet's impact on reading. "We don't really know what the impact is at this point," Seidenberg says. "People may be reading fewer books but more on-line material like newspapers from all over the world, blogs by experts in every field, and free courseware from places like MIT. People still seem to prefer good old dead tree media for longer texts, though." Seidenberg is also examining factors that contribute to poor reading achievement among low income and minority children, who "are already behind by the first day of school." In research sponsored by the Wisconsin Institutes for Discovery, Seidenberg and a team of researchers from psychology and other departments are investigating ways to reduce this chronic "achievement gap." According to Seidenberg, "It's ironic that people complain about the Internet's effects on literacy when these children's disadvantages include lack of Internet access."

E-mail, podcasts, online quizzes, video streaming, and course management systems are certainly not new technologies for today's students. But for Dr. Caton Roberts, an early adopter of these technologies, it has changed the way he approaches teaching in support of student learning. Dr. Roberts has been teaching introductory psychology in the Department for almost 15 years and as each of these technologies emerged, he viewed it as an opportunity to reach his students in a new way. E-mail provided a simple way to communicate with all of his students, while Learn@UW (a course management system) established a mechanism whereby students could access their grades, post discussion questions for the rest of class, and house course videos, podcasts of lectures, and online quizzes. This forum has been a powerful tool for providing supplemental course materials and more importantly, fostering student understanding of the course content. Many students in Roberts' class report using the online tools on a regular basis, as one student comments, "I very much appreciated the use of technology in the class. I utilized podcasts, notes, and videos to help study for exams and review the subjects. I also appreciated the way Learn@UW was organized."

While it takes extra time to incorporate these technologies, and some students misguided attempt to replace class attendance with the lecture podcasts, Roberts feels that using teaching technologies has led to a richer and more textured learning experience. He states, "My experience of thinking about and actually using technology in my teaching has been stimulating to me as a person, educator, and citizen. It's fun to learn to use new tools to explore and navigate the world. It can be wonderful, truly deeply rewarding, to see how technology learning tools can facilitate the depth of processing in others that leads to greater learning, greater love for learning, and for increased sensitivity to the requirements of being an actualized person and responsible citizen. At its best, teaching with technology has brought me closer to my students and to my goals as a teacher."
Beep, beep, beep, beep! It’s 6:00 in the morning and you wake up to your screaming alarm. Slowly, you drag yourself out of bed for your morning coffee and a refreshing shower. By mid-morning you are still feeling groggy and wonder how you will make it through the rest of your day. Sound familiar? Poor sleep hygiene is one of the most common ailments among adults and lack of sleep can contribute to a decrease in alertness, concentration, judgment, performance, and productivity, as well as put us at risk for an increase in accidents and irritability.

Psychology and neurobiology major, Daniel Gartenberg and electrical/computer engineering student, Justin Beck, would like to change the way people sleep. The pair recently won the Schoofs Prize for Creativity, an annual UW–Madison invention competition that rewards innovative and marketable ideas, for an application they created for the iPod Touch and iPhone. The application, Proactive Sleep, is essentially a sophisticated alarm clock that tracks your sleeping patterns in order to determine the optimal time to wake up.

In the development of Proactive Sleep, Gartenberg called upon his knowledge of sleep research, neurobiology, and cognitive psychology, as well as his research skills to help the system learn the science of sleep. This meant understanding how sleep stage when awakened, sleep need, and the circadian component of sleep affect grogginess. Developing an algorithm that takes these factors of sleep into account in order to hone in on the best time to wake-up is where things get rather complicated; but as Gartenberg describes, "It was necessary to think about these variables in the framework of a psychologist conducting an experiment." As a child, Gartenberg was intrigued by the creativity of inventions and states, “I always wanted to invent something that would help people,” says Gartenberg. He credits his work in the Language, Cognition, and Neuroscience lab, run by Professors Maryellen MacDonald and Mark Seidenberg, as a major contributing factor to his intellectual pursuits. "The years I spent working in Professor MacDonald and Professor Seidenberg's lab were crucial in helping me develop the ability to analyze and address a complex problem."

Proactive Sleep is designed to analyze your sleep cycles over time in order to determine your optimal wake time so you feel more alert and less groggy in the morning and throughout the day. A critical component to this application is detecting the severity of morning grogginess by sampling various wake-up times within a half-hour range and measuring performance at these times using a psychomotor vigilance task, or game, which you are prompted to complete in order to turn off the alarm. The game presents a series of challenges in which the user must drag one dot on the screen to another. Research has shown that individuals will be able to complete similar tasks more quickly if they wake up during the light sleep phase. Then, an algorithm is used to compare scores from qualitatively similar sleeps since sleep cycles differ due to sleep need and the circadian component of sleep. In other words, scores after a 4 hour night of sleep are not compared to scores after a 6 hour night of sleep, and scores after waking up at 3:00 AM are not compared to scores after waking up at 8:00 AM. This makes it possible to compare equivalent scores, generalize when you perform best on the task, and finally, set that time for when you should wake up. Gartenberg claims that this increases the likelihood of waking up and feeling more refreshed. (continued on page 7)
A Week in the Life of a Psych Undergraduate: Ashley Nelson

It seems fitting that for our first online edition of The Update, we explore the weekly routine of one of our undergraduates by means of technology. Ashley Nelson, a graduating senior, has been actively involved in a myriad of ways within the Department. In addition to carrying a full schedule of classes, she is currently completing her senior thesis under the direction of Professor Christopher Coe, working as an Undergraduate Teaching Fellow for Professor Jenny Saffran’s Child Psychology class, and participating in an internship at American Family Children’s Hospital through her enrollment in Psychology 412: Field Experience in Psychology, taught by Melanie Jones. A week after presenting her paper entitled, “Psychological Predictors of Sleep Quality Among Cancer Patients recovering from Stem Cell Transplantation” at the American Psychosomatic Society conference in Chicago, Ashley logged into facebook.com to give us an update during one of her usual busy weeks as a Psychology major.

April 1 at 1:36 pm: I just finished volunteering at the Hospital in the Positive Image Center. However, no patients came in today to receive services, so I worked on putting together and distributing Comfort Kits, which are developmentally appropriate gifts from the hospital to inpatient children to help calm their anxieties about being in the hospital environment.

April 1 at 3:44 pm: I just finished taking a Religious Studies exam. It was my second round of midterms in my course on The Gospels. I’m going for a Religious Studies Certificate, and this is my last class in the department to fulfill my certificate requirements before I graduate! I better go though, it was an essay exam and my hand is all cramped up. After these types of exams, it takes about 10 minutes just to get my fingers to uncurl. Off to class (Psych 412)!

April 2 at 3:30 pm: I am currently in my research lab and am in the midst of training two students on entering clinical data that we collect from UW Research Hospital into our SPSS database. This data is extremely valuable to the lab so we train the research assistants to be very careful when entering this data into our database. Thus, training takes about 2-3 hours. Hopefully I can get them up and running so we can get a lot of this data entered by the end of the semester.

April 3 at 11:10 am: Last night, I worked on the Methods section of my thesis for about 5 hours. I have a rough draft due for my advisor to read over today. A good draft of my thesis is due pretty much by the end of the month, and I’m definitely stressed about meeting the deadline. Overall though, doing a thesis has been a really amazing experience and obviously will help me when I apply to grad school.

April 3 at 3:12 pm: So I just finished up with my teaching fellows meeting. Every Friday we meet to discuss how our sections went and what types of teaching experiences we want to introduce for the following week’s sections. Today’s meeting went really well. We received evaluations that the students filled out in our last sections and we got some great feedback. This teaching fellows program has definitely been one of the most valuable during my time at UW Madison!

April 4 at 4:10 pm: I am currently working on an application for the Rosevear Excellence in Community Service Award for my work at the children’s hospital. When I'm done, I plan to keep working on my thesis.

(continued from page 6)

Gartenberg hopes that the program can also help people gain a better understanding about their sleep. "Since we are tracking when people go to bed and when their alarm goes off in the morning, we present this information to you in chart form so you can better understand your unique sleep patterns." Proactive Sleep is still in the testing phase and you can sign up to be a tester by visiting www.ProactiveSleep.com. Gartenberg and Beck hope to make it available in the iTunes App Store within a few months.

Undergraduate Update

News & Awards

UW Psych Alums on Facebook

Interested in helping us start a UW Psychology Alumni Facebook page? Please contact Melanie Jones at mjones@wisc.edu.
The ability to hold onto a representation of information no longer in the environment is critical to human behavior. For many years, the main view of the system responsible for this working memory (WM) is one in which information is maintained in specialized storage buffers that are independent of long-term memory. My research has been dedicated to studying an alternative hypothesis: short-term maintenance is achieved by temporarily activating long-term representations that are not specific to WM. In particular, I hypothesize that the ability to hold onto verbal information over short periods of time (i.e., verbal WM) comes from temporary activation of representations responsible for language production. Under the guidance of Dr. Brad Postle, I have tested this hypothesis in a study which combines the correlational techniques afforded by functional magnetic resonance imaging (fMRI) with the experimental techniques of repetitive transcranial magnetic stimulation (rTMS). rTMS is a non-invasive technique that allows researchers to alter activity in a small region of the brain by inducing neurons to fire under a very strong and focal magnetic field.

The logic of the study was simple: if language production underlies verbal WM, then temporarily disrupting brain regions associated with language production should impair verbal WM performance as well. The study proceeded in two stages. In the first stage, brain activity associated with language production was elicited on a subject-specific basis using fMRI. In the second stage, these brain regions were targeted for rTMS stimulation as people performed language production and verbal WM tasks.

Results of the study were striking. When rTMS was applied to regions of the posterior temporal lobe associated with retrieving the speech sounds of a word in production, people made more errors in rapid reading and the WM task, with little effect on picture naming. These effects were specific to the region being stimulated. When rTMS was applied to a control region associated with retrieving the meaning of words, picture naming was affected, but not rapid reading or the WM task. Thus, we were able to elicit a double-dissociation in which the effects of rTMS stimulation varied depending on what brain region was stimulated and what task was performed.

This study is the first to show a direct functional relationship between language production and verbal working memory processes. At the heart of the research was the use of technologies that allowed us to define brain activation correlated with language production with fMRI, then to demonstrate a causal relationship between language production and verbal WM by temporarily disrupting these regions of the brain using rTMS.

Awards and Honors

We’d like to congratulate our graduate students for their many recent accomplishments! The Hertz Travel Award sponsored 21 students for conference travel and additional 4 students earned the Vilas Travel Award. 14 outstanding students were recognized with The Department’s Menzie Research Award. We would also like to recognize the following individuals: Auriel Willette, Jarrod Lewis-Peacock: Schwartz Fellowship; Amanda Egan, Latrell Hudson, Myesha Price, Sharee Light: NSF-AGEP Award; Arielle Baskin-Sommers, Sandra Japuntich: Messerschmidt Award; Richard Holden: Richard S. & Harriet K. Fein Graduate Fellow, NRSA Post-Doctoral Fellowship, IGM Scholarship, Healthcare Information & Management Systems Society; Jennifer Peterson: Graduate Student Peer Mentor Award, Genevieve Gorst Herfurth Award Honorable Mention; Elizabeth Becker: Future Faculty Partners Inductee; Vera Tsenkova: Robert Wood Johnson Health Dissertation Award; Alexa Romberg: NRSA Pre-Doctoral Fellow; Brooke Wilken: East Asia & Pacific Summer Institute Fellow; Helen Weng, Daniel Levinson: Fetzer Institute Fellows; Dan Acheson: APA Dissertation Award; Heather Jessen: International Conference on Steroids and Nervous System Travel Award; Myesha Price: Center for Excellence for Sexual Health Scholarship.
The big guns of Experimental Psychology were in residence during my time in the Psychology Department at UW. W.J. Brogden, Egan, David Grant, Karl Ulrich Smith, Harry Harlow. They ruled. Norman Cameron, Ann Magaret, Paul Mussen (he and I co-authored an article that appeared in the Journal of Personality) represented what passed for clinical psychology at the time. They were excellent.

I took an Experimental Psychology course from Brogden. Dull as sand for us----and very probably for him. He had a bit of a peculiarity as he spoke. A female classmate said that she had spent the semester smiling back at Brogden until she finally realized that he wasn't smiling.

I returned to UW-Madison in 1953. The UW's Clinical Psychology program was in sad shape. The APA was threatening to withdraw its accreditation. The experimentalists became concerned that a jewel in their crown might be taken away from them. They, with the exception of Harlow, had never accepted the clinical program as being Psychology. They were so desperate, however, that they brought in Carl Rogers to bail out the program. I was present at his "audition" in the old Chemistry Building across from the Union. The front row was occupied by the experimentalists; we sat high up in the small amphitheater. Rogers, as was his custom, played an interview with a client. He would characteristically stop the tape recorder and tell the audience what he thought was going on at that point in time. We incipient clinicians were enthralled. Then Rogers made a tactical error -----after stopping the machine early on, he said something to the effect that "on the basis of what I heard, I theorized" what was going on with the patient. The Murder's Row of experimentalists then got into an extended discussion amongst themselves as to whether you could properly develop a theory on the basis of a single series of utterances. Rogers stood endlessly, with pinky poised to play more, waiting for them to finish. By the time they did, the freshness and spontaneity of the the interview was lost. Despite this, Rogers did come to the UW and, in effect, saved the clinical program.

Although a practicing clinician, I did a lot of research throughout the course of my long career. I even co-authored an article in the Journal of Experimental Psychology (1954) entitled "The experimental manipulation of human behavior." This was most unusual for a group of clinicians at the time.

Best wishes.

John R. Thurston, Ph.D. is a Clinical Psychologist and Emeritus Professor of Psychology (University of Wisconsin-Eau Claire). He earned his B.A in Psychology at UW–Madison in 1949. He also earned his M.A. ('50) & Ph.D. ('54) in Clinical Psychology from the University of Iowa.

Do you have fond memories of your experiences in the UW Psychology Department? We’d love to feature you in our alumni story, “How UW Psychology Made a Difference.” Also, please keep us informed about your recent events through “Alumni Connections.”

Please send your stories, updates, or new E-mail address to Melanie Jones, mjones@wisc.edu.
Peder N. Piering (B.A., 1993) is a Clinical & Sport Psychologist practicing in Milwaukee, WI. He is a Certified Consultant with the Association of Applied Sport Psychology and is listed in the United States Olympic Committee - Sport Psychology Registry. He works with athletes ranging from recreational to elite, and focuses on the areas of health and human performance. Contact him at www.igniteyourlife.org.

Sara Hoffman (B.A., 1998) earned a master's degree in Physician Assistant Studies after graduating from UW. Her first job as a physician assistant (PA-C) entailed working in an inpatient psychiatric unit at a large Twin Cities hospital. There, she was part of a health care team helping to stabilize acutely psychotic, delusional, manic, and depressed patients. Currently she is working in a primary care setting.

Lucas Swenink (B.S., 2006) is in his first year of his Graduate Program in Social Work/Counseling at Concordia University-Chicago. He is also working as the Director of Social Service at a 206-patient health care center. It has been a great learning experience for him as he has learned how to conduct Psychosocial, MDS, rehabilitation, and discharge assessments, facilitate group and 1:1 counseling for a mentally ill adult population, and large scale case management.

Dan Lerner (B.A. Honors, 2000), just completed his first year as a doctoral student in Management (OB, Strategy, Entrepreneurship) at the University of Colorado (Boulder). His research interests involve psychology and work. In May he will present a paper on how Deviance/ADHD, Core Self-Evaluation, and the Social Environment interact and affect entrepreneurship. During his eight year hiatus from academia (and associated memory decay), he lived in Spain and traveled to 30 countries. He's finding his experience at the UW was excellent and continues to serve him well. Thanks. Contact Dan at daniel.lerner@colorado.edu.

T.J. Grams (B.A., 2001) is the Assistant Director of Academic Support in the Duke Athletic Department. After graduating from UW he earned a M.Ed. from North Carolina State University in Higher Education Administration in 2003. From there he worked as an academic advisor for undergraduate students in the Mendoza College of Business at the University of Notre Dame. He went to Duke in 2005 and has worked in the academic support office of the athletics department. He works primarily with Duke’s Olympic sports, overseeing the academic progress and student needs. Contact T.J. at tgrams@duaa.duke.edu.

Please send your alumni news and email address updates to mjones@wisc.edu.

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**What UW Psychology Can Do For You**

“Often I relied on my undergraduate education in psychology to help me better understand the etiology, pathology, management, treatment and prognosis of many psychiatric disorders. Since then, I’ve changed jobs and am now working in a primary care setting. Still, my psychology background comes in handy as many patients are initially screened for and treated for common psychiatric disorders (i.e., depression and anxiety) at their doctor’s office. Thus, my bachelor’s degree in psychology has been an invaluable asset to me as a health care provider.”

-Sara Hoffman, B.A., 1996, and Physician Assistant
Reflections on the UW Psychology Experience

I graduated from UW in 1991 with a degree in psychology (and also French literature) and indeed had a class with Professor Devine during my undergraduate studies (in what must have been the early days of her academic career). I completed an honors thesis with Carol Ryff, with whom I am still periodically in touch, and who was an incredibly important influence in shaping my early research interests (it was through completing an honors thesis with her that I decided to go to graduate school in developmental psychology and not French literature!!). I can still remember taking the honors thesis class with Art Glenberg, and talking to Avshalom Caspi about where I should go to graduate school (he recommended Cornell, of course).

I ended up going to Michigan for a Ph.D. in developmental psychology, which I completed in ’96. Along the way, I became very interested in public policy issues, and upon completion of my PhD in psychology, did a three year post-doc in the School of Public Policy, also at Michigan. In 1999, I joined the faculty of the Harris School of Public Policy Studies at the University of Chicago, where I have been ever since. It’s somewhat unusual for a developmentalist to be on the faculty of a public policy school, but I really love the interdisciplinary nature of the kinds of questions I get to address in such a setting. I am also an affiliated member of the developmental psychology program at the U of C, and serve as a core member of that program’s training grant, along with Susan Levine and Susan Goldin-Meadow. I direct a research center at the Harris School that focuses, among other things, on healthy development, attainment, and well-being across the lifespan.

My most recent area of research is in "Successful Aging" and how public policy can play a role in shaping good economic, health, and psychological outcomes for older adults. I trace this interest directly back to Carol Ryff’s influence, and remain grateful for the mentoring and guidance she provided nearly 20 years ago.

-Ariel Kalil

Discover How You Can Help

Most of us think of the University of Wisconsin as a public university supported by the State of Wisconsin, and in a literal sense that is true. It is also true that State support for the University has declined dramatically in the last two decades, so that currently State funding makes up only 19% of the University budget. In addition, federal support for research funding has leveled off, making it more difficult for faculty to secure research grants that are essential for supporting graduate students and providing the money needed to conduct research. Our Department has been hit hard by these budget cuts. The alarm sounded (loudly and consistently) throughout the University is that to maintain our excellence, we must seek other sources of funding. In this regard, we need your help.

We have a long history of excellence in teaching and research in this department. If we are to maintain and build on this tradition, it is crucial that we obtain funds from alumni and other friends to help us support our students and faculty.

Below we identify examples of our needs and the ways you can give. Any amount is welcome; even a $10 donation will help us to achieve these goals. You can specify how you would like your donation used or you can designate your gift for unrestricted use, which means it will be used where it is most needed.

- Endow a fellowship for a graduate student
- Provide support for undergraduate initiatives
- Endow a chaired professorship for a faculty member
- Help us build a new home for our Department

For more information on how you can help, please visit psych.wisc.edu and click “Giving Opportunities” or contact Professor Janet Hyde, jshyde@wisc.edu, (608) 262-9522.