Well, it’s been an incredibly busy and successful year for all of us here in the department on a variety of fronts. On the hiring front, in the context of Phase 1 of the Chancellor’s Madison Initiative for Undergraduates (MIU), we hired three new faculty members.

Bas Rokers will join us as an assistant professor in January of 2010. Dr. Rokers is currently completing a post-doctoral fellowship at the University of Texas at Austin. He is an expert in the area of visual perception and uses sophisticated fMRI methods to tackle the challenging issue of how we perceive a 3-D world when our retinas record the world in 2-D.

In the area of social psychology, we hired two distinguished senior scholars, Markus Brauer and Paula Niedenthal (a UW Psychology alumnus) who are currently affiliated with the University of Blais Pascal in Clermont-Ferrand, France. Dr. Brauer studies social influence processes and Dr. Niedenthal studies emotion-based processes. These exciting scholars will provide new and interesting course and research opportunities for our students and will contribute strongly to our national and international reputation. The department did well in Phase 2 of the MIU as well. We were awarded four new faculty positions over the next two years and will begin searching for these new faculty members in the fall of 2010 at a time when other universities are not hiring because of the economic situation.

As we welcome new faculty and plan new searches, we are fortunate that our current faculty members continue to shine individually and collectively. Since the last edition of The Update, aside from our specific research accomplishments, several faculty and staff members have been honored with numerous awards both within and outside the University (see page 3). Tim Rogers was awarded tenure and we are very excited that he will continue to be part of our faculty in the years to come. The department as a whole received the American Psychological Association’s Culture of Service Award (see box on page 2). In addition, several of our undergraduate students, graduate students and former graduate students have also received numerous awards and honors and their accomplishments are described throughout this newsletter.

On the fundraising front we have also experienced some success which has enabled us to create new, enriching opportunities for students as well as opportunities to recognize students’ outstanding accomplishments in the department. Let me highlight a couple of examples, one focusing on graduate students and the other on undergraduate students.

Owing to the generosity of John Gould, who received his Ph. D in the department in 1963, we have created a summer methodology training opportunity for our graduate students. Last year students had the opportunity...
to take a workshop on the use of Event Related Potentials (ERP) which are derived from EEG recordings and can reveal aspects of brain activity that are not possible to infer from self-report or behavioral measures. Following the success of our first workshop, Professor Gould sponsored a second workshop this summer on the use of R, a flexible and powerful statistical package that will enhance their opportunity to analyze their data. Without Professor Gould’s donation, the workshops would have been prohibitively expensive for our students.

Owing to the generosity of an anonymous donor, the department was able to create a new award for undergraduates. After learning about the high quality research being conducted by students working in our research labs, the donor created the Outstanding Undergraduate Research Scholar Award. The $500 award recognizes the extraordinary achievements of students deeply involved in research. This year, during our annual graduation celebration, we were able to honor 13 Outstanding Undergraduate Research Scholars (see the box on this page for a full list of the 2010 recipients).

We are all indebted to Professor Gould and to our anonymous donor for making these new and exciting opportunities possible. If you would like to learn more about our fundraising objectives and find out how you can help enrich students’ experiences and opportunities, please refer to the article on pages 9-10 in which we outline our major fundraising objectives.

One of major goals for last year was to reconnect with alumni and friends. On this front, we continue to experience some success. Let me close by saying a thank you to those of you who have contacted me in the last year or so to learn more about what’s been going on in the department. Some of you found me through reading The Update; others found me through the department website. It has been my pleasure talking with you and getting to know you. I hope more of you will contact me (chair@psych.wisc.edu) or contact others in the department (all of our email addresses can be found on the department website (http://psych.wisc.edu). Drop a note or send Melanie Jones an alumni “Shout Out.” We love to hear from you and about how our former students are doing!

Department Receives American Psychological Association Culture of Service Award

In a letter of congratulations, James Bray, President of APA, and Toni Antonucci, Chair of the APA Board of Scientific Affairs wrote, “Your department exemplifies what a culture of service to the discipline should be, through its support of faculty serving on national boards and committees, editing journals, reviewing grant and research proposals, mentoring students and colleagues, participating on university committees, and making psychological science accessible to the general public. The department demonstrates its commitment to service by providing faculty role models and treating service as a valued part of academic activity.”

Outstanding Undergraduate Research Scholars

Melissa Behrens
Shannon Chaplo
Michael Deering
Jaryd Hiser
Jae Yun Kim
Jeanne McCormack
Alex Mehls
Kristen Merkitch
Katie Moore
Lara Peschke
Tristan Prescher
Hannah White
Walter Craig Williams
Numerous awards and honors have been bestowed upon our faculty and staff since the last issue of The Update. The following are some highlights:

Martha Alibali, UW Letters and Science Faculty Award • Morton Gernsbacher, APA Culture of Service Award and Distinguished Alumni Award from the University of Texas-Dallas • Diane Gooding, UW Madison Outstanding Woman of Color Award • Hill Goldsmith, reappointed as a Fluno-Bascom Professor • Bryan Hendricks, UW Phi Beta Kappa Teaching Award • Jeff Henriques, Department Teaching Award • Melanie Jones, Teaching Fellow in the UW Teaching Academy • Yuri Miyamoto, UW Vilas Award and Department Teaching Award • Seth Pollak, elected as Fellow of the American Association for the Advancement of Science • Brad Postle, UW Romnes Award • Caton Roberts, UW Division of International Studies Global Scholars Award • Jenny Saffran, Distinguished Honors Faculty Award

The grand opening of the Center for Investigating Healthy Minds (CIHM), led by Professor Richard Davidson, was held May 14-16, 2010. The CIHM conducts rigorous interdisciplinary research on healthy qualities of mind such as kindness, compassion, forgiveness and mindfulness. Scientists at CIHM represent an integrated team with a broad array of research methodologies from behavioral to neuroscientific. Special guests and speakers for the grand opening included His Holiness the 14th Dalai Lama, research scientists John Kabat-Zinn and Daniel Goleman, and Wisconsin Governor Jim Doyle. The work of the CIHM will be featured in the Fall issue of The Update.

The second annual Student-Alumni Dinner brought together more than 60 alumni and students at Zander’s Grill on State Street for an evening of great food, educative conversations, and networking. A special thanks to our alumni who met with our current students: Theresa Alt Brown, Laura Bein, Carrie Benedon, Michael Braun, Benjamin Burwitz, Patti Coffey, Will Cifton, John Dolan, Thomas Eggert, Erin Forgry, Lori Jones, Kurt Klimberg, Ken Kudsk, Amy Lemerond, Carolyn Lesch, Erin McMullen Jonaitis, Maggie Mengesha, Mark Menzel, Heather Niemeieh, Jeanette Osborn, Melissa Simonson, Mike Smith, and Sarah Trane. Junior, Sarah Seibold was appreciative of the opportunity, “At the second annual Student-Alumni dinner I was able to meet an Alumni who answered specific questions about my field of interest, and also opened my eyes to career possibilities I had been unaware of. The ability to talk with someone who graduated from UW in Psychology and made a path for herself was a great experience.” For information about the next Student-Alumni Dinner, please contact Stephanie Osborn, advisor@psych.wisc.edu.
MEET THE FACULTY: KRISTIN SHUTTS

After finishing high school in Minnesota, I spent over a decade in Massachusetts completing my B.A., Ph.D., and postdoctoral training. I first discovered psychology as an undergraduate at Smith College, where my coursework in cognitive science and experiences as a babysitter combined to crystallize my interest in child development. As a graduate student at Harvard University, I studied cognitive development, in particular how infants come to think about and categorize different kinds of objects (for example, foods, artifacts, and animals). Toward the end of my time in graduate school, it occurred to me that while children’s ability to categorize objects was indeed impressive, children faced an even more difficult challenge: organizing and making sense of their social world. With this in mind, I sought a postdoctoral fellowship at Harvard and Children’s Hospital Boston, working with researchers in both developmental and social psychology.

I am currently most interested in the development of social categories and preferences, in particular when, how, and why infants and young children come to care about gender, race, social class, and age. These social distinctions (and others) are deeply important to adults, and have a host of consequences for our interactions with other people, including decisions about whom to hire, vote for, help, and befriend. How do social categories and biases unfold over the course of development?

Much of my research focuses on the developmental origins of racial biases and prejudice. My colleagues and I have discovered that unlike other social preferences (e.g., for people of one’s own gender), race-based preferences emerge much later in development. For example, in research I conducted as a postdoctoral fellow, I found that while children as young as three years of age like to socialize with and model their preferences (e.g., for games, food, clothing) after people of their own gender, it is not until four or five years of age that children begin to show race-based social biases. In my current work, I am interested in understanding how and why children go from not caring much at all about race information to showing preferences based on racial categories.

Though race-based preferences seem to emerge later than other social category-based preferences, racial biases do seem to emerge in many children by the end of the preschool years. One finding that has intrigued me in recent years is that while white children in the U.S. tend to show own-race preferences, African-American children often do not. Researchers first discovered this difference in own-race preferences in the 1940’s, but it is still true today. One hypothesis is that young children are aware are of the social status of different racial groups in their society, and that this information influences the degree to which they like their own racial group. However, another possibility is that whites are simply very familiar to all kids since white comprise the numerical majority in the U.S.

To disentangle the effects of social status, familiarity, and majority/minority group membership in guiding children’s racial attitudes, my colleagues and I have been conducting research in South Africa. Like the U.S., South Africa is a country where whites have more money, attain higher levels of education, and historically held power over blacks. Unlike the U.S., however, the majority of South Africans are black and most South Africans therefore have high familiarity with other black individuals. Thus far, data from our studies in South Africa suggest that social status – not familiarity or majority/minority membership – is a primary determinant of children’s racial attitudes. Black children in South Africa do not show robust own-race preferences, but white children in South Africa do. My colleagues and I are currently working to understand what social status means to young children.

Continued on page 5
Advancing Knowledge of Human Resilience: The MIDUS National Study

How psychological factors (personality traits, coping strategies, emotion, well-being, social relationships, work and family stress) influence people’s health as they move across the decades of adult life is the focus of an ongoing major national study, known as MIDUS (Midlife in the U.S.). The study was begun in 1995 with over 7,000 Americans, aged 25 to 74.

In 2004, a longitudinal follow-up (funded by the National Institute on Aging) was launched. The scientific scope of the study was also broadened to include assessment of numerous “biomarkers” (cardiovascular, neuroendocrine, inflammatory) as well as brain-based assessments of affective reactivity and recovery. The study has become a central forum for multidisciplinary research on health and well-being in the transition from middle adulthood to later life.

Several members of the UW-Madison Psychology Department are involved in MIDUS. Dr. Carol Ryff, Professor of Psychology and Director of the Institute on Aging, is Principal Investigator of the study. Also participating are Dr. Richard Davidson, who heads a project related to neuroscience assessments, and Dr. Christopher Coe, who oversees the collection of biological data.

One key theme pursued in their ongoing analyses is how some individuals are able to remain healthy and well, even in the face of considerable adversity, such as having low socioeconomic standing, high life stress, or experiencing discrimination. Psychological factors, particularly diverse aspects of well-being, are emerging as significant protective influences on health. That is, when confronted with significant life challenges, individuals with high profiles of purpose in life, environmental mastery, and personal growth show reduced cardiovascular risk, better neuroendocrine regulation, and lower inflammatory factors. They also sleep better at night.

Together these findings tell a tale of resilience – i.e., how the psychological and social strengths possessed by some help them avoid the adverse health consequences that are frequently linked with social inequality. Importantly, MIDUS investigators are beginning to identify the biological pathways and mechanisms through which these protective effects occur as well as delineating the nature of their neural underpinnings. Numerous other lines of inquiry are part of the large MIDUS enterprise (see www.midus.wisc.edu). To date, more than 400 publications have been generated from the study, involving scientists from around the country. Taken as a whole, advances from MIDUS underscore the gains that follow from putting the scientific disciplines together to understand healthy aging, even in the face of adversity.

Shutts, continued from page 4

in the U.S. and South Africa, including how children come to learn about the relative social status of different groups in their culture.

Understanding the mechanisms that support the development of social preferences and biases in young children is imperative if we hope to reduce or eliminate prejudice toward different social groups. I hope and expect that studies of social biases in infants and young children will yield a number of important practical information and guidelines for educators and policy-makers in the years to come.

If you are interested in learning more about research on social and cognitive development, you can find more information on the website I share with another new faculty member in cognitive development (Vanessa Simmering): www.waisman.wisc.edu/socialspace. Lastly, if you have children and live in or around Madison, we’d love to have you visit our labs and participate in our studies!
Art has explored the human psyche for centuries. Delving into the elements that compose our cognitive make-up, artists have examined the emotions, development, and psychoses at the root of the human condition. I have created art since childhood, but only recently have I begun to understand the importance of art as a vehicle for intellectual reason. For years I have been taught the work of writers and performers who have lived before me. Art can serve many purposes, I have been told: for beauty, for entertainment, for a call to action, and beyond. But art that explores the essence of the inner human through the aid of academic insight has become a career-direction, opening a far greater capacity for creative inspiration within my work.

Above all, I am a storyteller. I have written plays and novels since elementary school and begun to live through the medium of film. During the past few years, I have used a new level of psychological understanding to craft realistic characters into my work, engaging the basic parts of the psyche to allow for more engaging relationships and transformations. I can’t say how many times I have been in a class, scribbling notes about temperament, behavior, personality types, or cognition, when I am suddenly blown away by an idea of how to incorporate the current research into my art. Creating people with realistic motivations and personalities can be a tricky convention, but by being made aware of the affects childhood, environment, and sexuality may shape an individual, I can better craft the identities of characters within my art.

In November, I began work on my first short film, titled *The Birth of the Inner Human*. This film follows the movement of art from one individual to the next and then into society. It also discusses how art manifests to the artist and travels through four stages until it can effectively move beyond the individual. The first two chapters of the film, which discuss inspiration and emotion, address the way art enters into the unconscious psyche and how the artist must understand the present emotions to fully allow the cognitive process to be utilized. The third chapter carries emotion forward where it must feed an artist’s passion. The fourth and final chapter of the film discusses how power can only be had once it is fueled by the very passion which sustains and allows it. The final two chapters are based in the conscious of the psyche and reveal how anyone can take the essence of an idea out into the world. Each chapter of *The Birth of the Inner Human* will be released on both YouTube and Vimeo separately a few weeks apart until later this spring when the film will be re-cut as one piece.

The goal of my art is not only to incorporate aspects of our human experience, but also to help illuminate ideas behind our psychology, too. With films introducing elements of the psyche for audiences to explore, education about the nature of human psychology can occur. I believe the essence of good art is good psychology, and with a continuously growing education about the nature of personality, psychoses, and behavior, I am eager to infuse my future filmmaking with artistic and intellectual knowledge as I finish my undergraduate studies here at UW-Madison.

If you are interested in viewing Kyle’s work, go to Kyle Thomas films: [http://www.youtube.com/user/KyleThomas18](http://www.youtube.com/user/KyleThomas18). The first chapter of *The Birth of the Inner Human* has been posted here: [http://www.youtube.com/watch?v=ZdPt3QWfn0U](http://www.youtube.com/watch?v=ZdPt3QWfn0U).

Kyle Thomas Ulatowski, behind the camera, recently graduated with a B.A. in Psychology and English.
Alanna Morgan Reflects on Psych 225

Experimental Psychology—also known as “Psych 225”—has a tough reputation among students. Three tests, three 20+ page papers, and a killer curve—it’s no wonder this class can be intimidating. It was easily the most challenging class of my college career, and I was not one of the 15% of students rewarded with an A. At the time, I was just happy to finish it up and move on.

Last semester, I enrolled in a political science class, led by Professor Ken Goldstein, that works behind the scenes on a television show called “Office Hours,” airing weekly on the Big Ten Network as part of Wisconsin Campus Programming. The show brings in guests from all areas of campus to discuss everything from the war in Afghanistan to the science of beer brewing. It sounded like fun, but as a psychology major I worried that I wouldn’t have the skills necessary to make a valuable contribution.

For each show, the students’ first task is to agree on a topic and select an interesting guest to discuss it. Next, we thoroughly research the subject matter, condense the most important information and brief the host of the show on what he needs to know. For some topics, we film interviews with people expressing their opinions, and then we write an attention-grabbing introduction to pull in viewers.

It didn’t take long for these responsibilities to seem oddly familiar. Experimental Psychology teaches students how to write a scientific paper requiring extensive research and summarizing a large amount of relevant information. We learned how to present facts objectively as well as how to evaluate opinions, and we began each paper with a catchy opening to attract other researchers to continue reading. So, while Psych 225 might not be my favorite class, my new TV production experience has shown me that what I learned in that classroom, and my psychology background in general, will help me succeed in areas far outside the field.

Osborn Receives L&S Advisor Award

We are pleased to announce that Stephanie Osborn is the recipient of the 2009-10 Letters and Science Advisor Award. Across all of her advising activities, Stephanie’s efforts are guided by concern for student development and growth. Indeed, her major contribution to our students’ development is somewhat intangible but extremely important nonetheless. Specifically, in her interactions with students, Stephanie has helped them to understand that getting advice is not the same thing as being told what to do. Stephanie effectively conveys to the students that her job as an advisor is to help them explore their interests and their options. Figuring out university requirements, though essential, is not the primary role of the advisor. Stephanie helps our students take responsibility for their educational destiny and, in so doing, helps them to develop skills that are easily transferable and will serve them well in their experiences beyond the university.

Graduating senior, Brittany Bice eagerly supported Stephanie’s nomination. “At such a large university, it is sometimes difficult to find a place to fit in, the perfect major, or resources to help plan for the future. Stephanie has worked to make the psychology department a place where students feel they are part of a community. Having worked with Stephanie for the past four years, I am amazed at what she provides for students.”
GRADUATE STUDENT SPOTLIGHT: WILL COX

A picture can communicate a lot about a person. Based on my picture, what do you know about me? It’s clear that I’m White, male, and young. Race, sex and age are easily and immediately perceived. These group categories are relevant to social interactions, which makes them important to notice. They are also used to infer other information, in the form of stereotypes.

Beyond these salient, easily perceived groups, to what other groups do I belong? What religion, if any, do I practice? What political party do I support? What is my sexual orientation? From the picture, it’s a lot harder to answer these questions. Yet, just as with groups for which there are readily perceivable and reliable cues to group membership, we have strong stereotypes about religions, political parties and sexual orientation, and these groups are socially relevant. How does stereotyping work when group membership is obvious and when it is not? Does stereotyping function the same way, no matter which group is the target? These are some of the questions I am investigating with my research.

I am starting my fourth year of my Social Psychology PhD, working with Trish Devine. My research interests in the field of stereotyping and prejudice are strongly driven by my life and experiences. As a gay man and an adopted child in an extremely diverse, interracial family, I have seen and experienced many racial and cultural group dynamics, stereotyping and prejudice.

Seeing prejudice with so many different social groups led me to wonder whether prejudice and stereotyping work differently for different social groups. For some groups, group membership is readily perceptible, such as with race or age. These groups have reliable cues such as skin color or gray hair. Once the salient group membership is identified, the stereotypical traits and characteristics of that group are activated. But for other groups, group membership is not so readily apparent and must be inferred from the presence of certain traits and characteristics. An example of this is the way people use stereotyping to identify gay men by their fashionable clothing. This type of distinction suggests that the process of stereotyping and the directionality of activation of group labels and attributes may differ across groups.

Stereotyping has most often been studied as directional – from Group to Attribute – even when perceptual cues to group membership are not obvious. Typically a group label is provided and researchers assess the content of stereotypes associated with the group or examine how quickly stereotypical attributes are activated following exposure to group labels. While Group → Attribute directionality is inherent in stereotyping research, little research has examined stereotyping in an Attribute → Group direction.

My research has begun to test these ideas of different directionality of stereotyping and I have found evidence that stereotypic associations can indeed be either Group → Attribute directional, Attribute → Group directional, or Bi-directional, and that associations tied to concealable groups (e.g., Gay men) are more likely to be Attribute → Group directional than those tied to nonconcealable groups (e.g., Black men).

I am moving forward with this line of research to examine how stereotype directionality is consequential for judgments and behaviors towards stereotyped people, whether or not they are actual members of a stereotyped social group. I am also examining whether taking directionality into account can make stereotyping intervention methods more effective at breaking down harmful stereotypes.
We are proud to recognize three Psychology graduates for their outstanding accomplishments:

**David Amodio** (Ph.D., '03), Assistant Professor of Psychology and Neural Science at New York University, received the International Social Cognition Network Early Career Award and the Association for Psychological Science Janet Taylor Spence Early Career Award. These awards are in recognition of Professor Amodio’s high quality work blending social neuroscience and social cognition in the study of the regulation of intergroup prejudice. Trish Devine, his graduate advisor states, “David is one of a very small set of scholars who is able to link micro-level processes, using a range of neuroscience tools, to macro-level issues. David has become a prolific, highly visible researcher whose work is path breaking and agenda setting in the field of intergroup relations.”

Associate Professor of Psychology at the University of Denver, **Benjamin L. Hankin** (Ph.D., '01), was awarded a 2010 American Psychological Association Distinguished Early Career Scientific Contribution to Psychology in the area of Psychopathology. Professor Hankin’s research focuses on the understanding of depression. “Ben Hankin is a leader of a new generation of clinical scientists illuminating the trajectory of depression over the lifespan, especially during adolescence. His work has tremendous implications for prevention of this often devastating disorder among youth.” says Lyn Abramson, Ben’s graduate advisor.

When he’s not researching life-saving technologies to provide best practice-driven clinical care, **Dr. Jerry Halverson** (B.S., '94, M.D. '99) advocates tirelessly for mental health parity, quality medical care, health system reform and expanded research on and funding for mental health treatments for severely mentally ill patients. In recognition of his research and advocacy, Dr. Halverson was a recipient of the Forward Under 40 award by the Wisconsin Alumni Association, as well as the American Medical Association Foundation Excellence in Medicine Award and the Kenneth M. Viste, Jr., MD, Young Physician Leadership Award, presented by the Wisconsin Medical Society Foundation.

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**Alumni Shout Out!**

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.

**Alumni Connections**

**Debbie Berk** (B.A., '77) is a certified Master Handwriting Analyst and president of Signature Dynamics. For more information, please visit her website at [www.signaturedynamics.com](http://www.signaturedynamics.com).

**Albert Chau** (M.S., '90 Ph.D., '92) has been working at the University of Hong Kong (where he obtained his undergraduate degree) first as a faculty member in the Psychology Department and now as Dean of Student Affairs and the Director of General Education.

**Cynthia L. S. Pury** (B.A., '89) is Professor of Psychology at Clemson University. She studies the psychological mechanisms underlying courageous action. Her edited book, *The Psychology of Courage: Modern Research on an Ancient Virtue*, co-edited with Shane Lopez, will be published by APA in June.

Please send your alumni news and email address updates to mjones@wisc.edu.
Increasingly, to provide essential and enriching opportunities for members of the department we are reliant on the generosity of donors. In this regard, we are now more similar to private colleges and universities. 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. Our department has been hit hard by these cuts. To maintain our history of excellence in teaching and research, we need support from alumni and friends to help us support our students and faculty. Below we outline a variety of fund raising goals. If you would like to make a contribution, you can designate how you would like the donation used or you can designate your gift for unrestricted use, which means that it will be used where it is most needed. Investing in any of these options will help us to create a more enriching experience for students, faculty, and staff in the department.

**Investing in the Undergraduate Program**

1. **Undergraduate Advisor Fund**: The undergraduate advisors plan a variety of activities that enrich the experience of our majors. These include but are not limited to the annual Student-Alumni dinner, the Welcome to the Major Celebration, Career and Research Fairs, etc. The advisors also help to bring in speakers and organize other events for students. Direct funds or endowment at about $3000 per year would enable the advisors to continue these enriching traditions. **High Priority**

2. **Sponsor the Undergraduate Graduation Reception**: Direct funds or endowment at about $2000 to cover the cost of printing the program, printing the awards, purchasing decorations, and covering the catering cost for our graduation reception in which we honor the achievements of our graduating seniors with their families and friends. **High Priority**

3. **Outstanding Undergraduate Research Scholar Award Fund**: Through the generosity of an anonymous donor, we are able to provide awards in the amount of $500 to students working in research labs for outstanding scholarly work. Currently, we can fund awards for only half the of the research labs each year. To be able to provide awards for students in all labs, we would need to double the amount in the fund (an additional $10,000 per year). Direct funds or endowment at $500 per year per student.

4. **Support for Thesis Research Fund**: Direct funds or endowment at about $1,000 per year per student to support research activities of our majors collaborating with faculty.

**Investing in the Graduate Program**

1. **Travel Stipends for Conferences**: Direct funds to provide $750 per conference to cover items such as airfare and registration. Presenting research at conferences and having the opportunity to interact with faculty and students from other institutions is a critical part of students’ professional development. We currently have very limited funds for this important initiative. **High Priority**

2. **Sponsor the Ph D. Graduation Reception**: Direct funds or endowment at about $2000 to cover the cost of printing the program and covering the catering costs for our annual Ph D. reception in which we honor the achievements of our new Ph D. students with their families and friends. **High Priority**

3. **Recruitment Travel Funding**: Increase the amount we can offer to subsidize prospective students’ travel to campus. We currently offer $250 - $300, which rarely covers the cost of travel. **High Priority**

4. **Summer Funding**: Direct funds of $3,000 - $4,000 per student would make a significant difference, especially in the summer when students study for prelims. **High Priority**

5. **Top Up Funds for TA and PA Stipends**: Even $1,000 makes a significant difference for an individual student. **High Priority**

6. **Teaching Awards**: Direct fund or endowment to honor outstanding teaching among teaching assistants. $500 - $1000 for the award; 1 per year.
Investing in Faculty

We constantly seek to hire outstanding new faculty and to retain exceptional faculty who will remain loyal to the University of Wisconsin. Support at any of the three levels shown below, as established by the University, would help us substantially in these efforts.

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<tr>
<th>Transformation Level (New Position/Chair/Discretionary)</th>
<th>Named Endowment Minimum Endowment required</th>
<th>Limited Term Fund Minimum annual gift/pledge</th>
<th>Minimum Commitment</th>
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<td>Transformative Level</td>
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<td>Professorship</td>
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<td>Faculty Support Fund</td>
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Investing in the Department

1. **Lecture Series:** Direct funds or endowment at about $20,000 per year to create a lecture series that would enrich the intellectual experience of all department members. This amount would enable us to invite about 5 scholars to visit the department each year to give a scholarly lecture and to meet with students and faculty throughout the department.

2. **Department Community Fund:** Direct funds or endowment at about $5000 per year to enable the department to host events such as the beginning of the year welcome reception, celebration of the completion of graduate students’ first year project, refreshments associated with speakers, and department-wide lunches.

3. **Chair’s Discretionary Fund:** Direct funds or endowment of $30,000 per year to enable the chair to hire a research assistant. It is difficult for the chair to maintain his or her research lab while undertaking this important service role. Support of the Chair’s discretionary fund would make it easier for the chair to continue his or her research activities.

4. **Unrestricted Fund:** Donations not otherwise committed for specific funds will be used in the area of greatest need. Any and all amounts welcomed!

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.

LOOKING BACK AS WE MOVE FORWARD

“As graduating seniors, I hope you will have as fond of memories from UW-Madison as I do. However, we are only beginning to see the payoff for our undergraduate education. Your college diploma signifies the dramatic transformation you underwent and the investment you made to achieve it. Undoubtedly, your experiences here have made an impact that will reverberate into all aspects of your later life. I hope all of the graduates here today look back on their accomplishments with pride.”

- Craig Marquardt, Class of 2010, in his address to his fellow graduates. Craig is now at the National Institutes of Health, where he earned a two-year Intramural Research Training Award.