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The programs of research in the Research Center for Group Dynamics (RCGD) have a common scientific goal: to understand the dynamics of human social behavior. In recent years, RCGD has become increasingly cross-disciplinary and broadened the research undertaken beyond the traditional social psychological work envisioned by our founders. RCGD faculty now include developmental psychologists, cognitive psychologists, personality psychologists, anthropologists, economists, and communication scientists. However, within these diverse disciplines and different social arenas, RCGD research continues to bear the lasting hallmarks of traditional RCGD empirical work – it is theory driven, utilizes experimental methods as well as survey methods, and demonstrates the highest levels of methodological sophistication.

RCGD is organized into research programs that address different substantive problems about the dynamics of social behavior – each consisting of collaborating research faculty supported by research assistants and staff. The collaborative and often interdisciplinary nature of these programs distinguishes the Center from unidisciplinary academic departments. The availability and continuity of a skilled research and administrative staff to support the research is another important factor. Currently, RCGD has ten “established” research programs, five relatively new research programs, and two international collaboratives for research and training. As described in detail in this document, most of the established programs are flourishing and having a significant impact on the field. The five beginning programs described here represent exciting new directions for collaborations that some of our researchers are moving. However, a number of the established programs have adopted new directions as well as they accommodate to advances in the field, availability of funding, and the arrival of potential new collaborators.

The quality of the work that RCGD produces must be rated high as evidenced by a number of indices presented in this document. The faculty have received numerous awards and honors as documented in this report. Additionally, between 2000 and 2007 the 37 or so RCGD senior faculty were cited 725 times each on the average. They published an average of 24 refereed journal articles each, 10.5 chapters each, and 1.3 scholarly books each during that time. The 14 or so junior faculty were also productive, producing an average of 10.2 articles in refereed journals and about 3 chapters in scholarly books.

However, for RCGD to flourish it is just as important for the faculty to obtain sponsored funding as it is for them to publish, and the faculty has done well at that too. During the past 7 years over $25,383,865 in direct cost funds have been obtained by RCGD faculty that has generated $9,528,848 in overhead funds for RCGD. For FY 2008 we project that we will have a “sponsored funds” direct cost income of $4,409,000 with an additional $1,765,000 in indirect cost income, leading to a surplus of $328,000 of income over expenses for the year and a net equity for the Center of about $640,000 by the end of the year. Consequently, the Center is on a firm financial footing for the near future.

In the long run, of course, the prospects for funding are more uncertain. Two important factors identified during this self-assessment need to be addressed to improve the long-term prospects. First, our grants are distributed too narrowly among the body of primary research scientists. We need to work toward a broader distribution of grant getting. Second, some of our most productive primary research staff are approaching normal retirement age, and, while it is unlikely that many will retire any time soon, we do need to lower the age distribution of funded researchers in the Center to provide better for the future.

RCGD is very fortunate to have established an atmosphere of “community” that promotes productive cooperative interactions between faculty, scientific staff, and administrative staff. The administrative staff has been highly stable and is led by an extremely able Center Administrator who keeps everything flowing smoothly. The scientific staff is rated as outstanding in general with many being attracted to work in RCGD by its reputation for the highest quality research. Training is a natural part of our everyday functioning, and it pays off by making us particularly attractive to young prospective social science researchers. During the last academic year we employed 3 high school students, 62 undergraduate students, and 18 students who had just graduated as research assistants. The 11 post docs we currently have in residence is typical of what has occurred every year, and the placements they have received afterwards are another indicator of the quality of the research and training that goes on here.

In turning in new directions, various RCGD programs are turning more to new methodologies. Most notably there is a significant trend to collect more bio-social data and to conduct experiments involving bio-social manipulations. Michigan’s facilities for neuro-imaging are exceptional for this purpose. Additionally, we are
considering establishing more formal methodological programs to support training and research in applied psychometrics and multi-level modeling for longitudinal data.

As in the past, additions of new faculty personnel are likely to be mostly a function of joint recruitments with academic departments. Our belief has been and continues to be that we should use our indirect cost income to support on-going research, to provide for bridging funds as needed, and to start new initiatives, but not to make long-term salary commitments to faculty.

No matter what directions RCGD moves, our unwavering commitment is to continue to focus on theory driven research that has a theoretical impact on the social science field and that also suggests applications in the service of society.

II. INTRODUCTION TO THE SELF-ASSESSMENT

HISTORY OF THE RESEARCH CENTER FOR GROUP DYNAMICS

The Research Center for Group Dynamics (RCGD) was originally established at the Massachusetts Institute of Technology by Kurt Lewin in 1945. Lewin was interested in the scientific study of the processes that influence individuals in group situations. The Center initially focused on group productivity, communication, social perception, intergroup relations, group membership, leadership, and improving the functioning of groups (T-groups). Lewin emphasized the importance of theory, the value of experimentation for clarifying and testing ideas, the interrelatedness between the person and the environment, the interdependence of cognitive structures and motivation, the importance of understanding the individual in his or her social (group, cultural) context, and the usefulness of theory for social practice. These remain as core guiding values of the Center today, though the original mission of RCGD – to study the dynamics of groups – has transformed and broadened over its nearly 60-year history.

With the untimely death of Lewin in 1947, funding difficulties for the Center ensued at MIT. Lewin's colleagues, including Dorwin Cartwright, Leon Festinger, John R. P. French, Jr., Ronald Lippit, and Alvin Zander, decided to move the Center to the University of Michigan, which was already known for its strong resources in the social sciences. Thus, the Research Center for Group Dynamics relocated to Michigan in 1948 with Dorwin Cartwright as the first director here. Just two years earlier, Rensis Likert and some colleagues (including Angus Campbell, George Katona, Charles Cannell, and Leslie Kish) who had worked at the Bureau of Agricultural Economics during the war had moved to Michigan and established the Survey Research Center. On February 1, 1949, RCGD joined with the Survey Research Center to establish the Institute for Social Research at Michigan.

From the beginning, RCGD researchers viewed themselves as pioneers. They often felt they were working on the frontiers of social psychological knowledge, creating new methods and devising new theories to explain the behavior of people within groups. However, from the start they also emphasized applying the new theories and methods to practice. Some of their early research included an assessment of acceptance of minority groups within the Dodge division of the United Automobile Workers union. A laboratory experiment dealt with the effects of discrimination on group morale and functioning, and the effects of group actions that could overcome discrimination. Another study examined the morale and workers' perceptions of social power within the Michigan Bell Telephone Company. This study influenced changes within the company to improve productivity and job satisfaction. In fact, the publications by members of RCGD dominated the early work in experimental and applied social psychology. Alfred Marrow (1969), in his biography of Kurt Lewin (“The Practical Theorist”), listed over 100 publications and dissertations connected with the RCGD during the five-year period of 1945-1950.

From the time RCGD moved to the University of Michigan it has been intertwined with academic social psychology at Michigan. For many years the graduate students within the Center were part of a combined social psychology/sociology program. Although similar, the two disciplines differed in their respective goals, approaches, methods, and terminology and eventually became separate departments within the College of Literature, Science, and the Arts (LSA). However, the social psychology program of the Department of Psychology continued to be housed within RCGD until 1995 when East Hall was finally established as the home of the psychology department and all of its programs. Even after the move, RCGD continues to be the research home for most social psychologists. However, the formal move of social psychology to East Hall coupled with other research and funding trends has turned the center in increasingly more cross-disciplinary directions and, as a consequence, broadened the research undertaken in RCGD beyond that envisioned by our founders. In addition to social psychologists, RCGD faculty now include developmental psychologists, cognitive psychologists, personality psychologists,
anthropologists, economists, and communication scientists. However, within these diverse disciplines and different social arenas, RCGD research continues to bear the lasting hallmarks of traditional RCGD empirical work – it is theory driven, utilizes experimental methods as well as survey methods, and demonstrates the highest levels of methodological sophistication.

Although the strong emphasis on social dynamics and social psychological processes has been fully retained in RCGD, much of the early research on groups has been replaced more by a focus on the individual in the social context. For example, researchers in RCGD are investigating how social behavior develops and changes over the life course, how broad contextual factors such as culture and media affect social behavior, how conceptions of the self influence social behavior, how race and gender influence social dynamics, and how achievement and education interact with social dynamics to influence behavior. At the same time, theory and research in RCGD today, building on advances of the last four decades in cognitive science, are heavily influenced by the view that cognitions mediate and moderate most social processes. These intersecting trends led to the current theoretical emphasis in our Center of understanding how social behavior is affected by the complex interplay of human cognitions and the environment in which humans develop and function. Although diverse in topics, the programs of research in RCGD have a common scientific goal: to explain particular aspects of the complex dynamic interdependence between the psychological life of an individual and the social system in which that person exists.

A major vehicle for intellectual and social interaction in the Center has always been the weekly RCGD Seminar, which has continued uninterrupted since Kurt Lewin founded it in the 1920's in Berlin. It meets every semester, usually with a theme such as "Close Interpersonal Relations," or "Economics and Social Behavior," or "Stereotyping and Prejudice." A very important feature of this Seminar today is its interdisciplinary nature. Many brown bags or colloquium series elsewhere have speakers who are limited to a discipline or subdiscipline. The RCGD Seminar nearly always has a mix from many disciplines.

RCGD's overarching goals today are not different than they were when Lewin established the Center at MIT and Cartwright and colleagues brought the Center to Michigan. We aim to conduct and set the standard for cutting-edge, theory-driven social science research. We actively maintain a human and physical infrastructure that promotes this goal. We constantly look to recruit top-notch new research personnel who are interested in understanding the dynamic of social behavior from any disciplinary perspective, but who embrace theory driven research, are like to enhance our reputation, and to generate revenue. The substantive topics on which our programs and researchers focus quite appropriately shift from time to time, but our admiration for quality "theory-driven" research has never shifted and will not shift.

The 1996 Self-Assessment

The last self-assessment in 1996 occurred just after two major changes had stimulated some significant transformations in RCGD. In 1995 the Psychology Department was consolidated in East Hall, and RCGD ceased being the sole physical home for social psychologists. At about the same time the senior faculty of RCGD underwent significant turnover that produced a revision in the specific programmatic directions the Center emphasized. The longer lasting Program for Research on Black Americans, Achievement Research Program, and Education and Communication program had been supplemented by a revised Self and Social-judgment program, and the newer Culture and Cognition Program, Aggression Research Program, and Evolution and Human Adaptation Program. In the assessment summary we said:

"Overall, we believe that the intellectual future is bright. Across the social sciences social psychological approaches in the Lewinian tradition are growing in interest and importance. Research on race, ethnicity, and culture – broadly defined – are clear threads of work and sources of funding in national and international social science. More and more of our senior scientists have important international ties and there is a growing interest in more culturally contextualized models of research and scholarship.

Over the last five years RCGD has demonstrated that it can incorporate the best traditions of the past (Lewinian approaches to theory and research) with hard decisions about support, combined with ambitious decisions to launch research in new directions."
III. CURRENT ESTABLISHED RESEARCH PROGRAMS

Although diverse in topics and regularly changing, the programs of research in the Research Center for Group Dynamics (RCGD) have a common scientific goal: to understand the dynamics of human social behavior. More specifically, we aim to explain particular aspects of the complex interdependence between the social life of an individual, the cognitive processes of the individual, and the social system in which that person exists. We aim to do this with methodologically sophisticated, theory driven, high quality empirical research.

The dynamics of research life -- changes in faculty within the Center, changes in funding opportunities, changes in theoretical trends in the behavioral sciences, and changes in the interests of the faculty -- contribute to a constant flow of change in research programs within the Center. We think the ability of the Center to adapt quickly to change and to focus on new research topics is one of the hallmarks of our success over the past 60 years. Yet, our success is also derived from the fact that with each of these changes we have retained links back to the Lewinian conception of a dynamic social system that can best be understood with theory driven research.

For this self-assessment we first describe our more established programs, representing research directions spanning several years that have achieved some successes in becoming self-supporting with sponsored funding. We then describe our newer programmatic areas to which we have devoted significant Center resources to build up our strength as sponsored funding develops. The “programs” are really people involved in loose clusterings who have active involvement and engagement with cutting edge members in other clusters. The structure is fluid and alters to reflect changing interests and opportunities for research. The current programs of the Center are described briefly below.

Achievement Research Program

The Achievement Research Program directed by Jacque Eccles studies the psychological and social factors influencing healthy human development across the lifespan, with a special focus on achievement-related choices during the 2nd and 3rd decades of life. Most of this program’s work has focused on the reciprocal relations among (a) family, school, peer, and community factors; (b) the development of expectations, values, and mental health; and (c) achievement-related choices and behavior such as educational attainments, occupational choices, and extracurricular activity involvement.

Additionally, the social and psychological aspects of gender and race/ethnicity are investigated as they apply in these domains. Some questions being investigated include: why are there gender and ethnic group differences in career choice (particularly in the domains of math, science, information technology, music and sports) and leisure activities (particularly in reading, sports, extracurricular activities, and instrumental music); what is the impact of participation in such leisure activities on subsequent development. More broadly, the program focuses on psychological and contextual influences on social development in the second and third decades of life and the role of transitions in life course development. Both qualitative and quantitative methods are used (including variable- and pattern-centered approaches) with longitudinal research designs to test both specific hypotheses and general theories of multilevel person-in-context processes.

Investigators

Jacquelynne Eccles directs the Achievement Research Program. She is a Research Professor in the Research Center for Group Dynamics and the McKeachie Collegiate Professor of Psychology, Women’s Studies, and Education. Her research interests focus on the longitudinal study of the development and socialization.

Elizabeth Birr Moje is the Arthur F. Thurnau Professor/Associate Professor of Educational Studies and a Faculty Associate in the Research Center for Group Dynamics. She studies the intersection of youth literacy, culture, and identity in urban communities and secondary schools.

Stephen Peck is a Research Investigator in the Research Center for Group Dynamics. His research interests include the study of adolescent development in context, focusing on the combined influences of content, structure, and processes.

Oksana Malanchuk is a Senior Research Associate in the Research Center for Group Dynamics. Her research focuses on the study of social and personal identity development, specifically gender, ethnic, political and occupational identity, as well as the development of self-esteem.

Mina Vida is a Senior Research Associate, Research Center for Group Dynamics. Her research interests in general are related to social and psychological factors that influence adolescents’ future choices as they become adults.
Amanda Brodish is a post-doctoral researcher examining the effects of racial identity and race-based social stressors on human development

Research Projects

The Achievement Research Program’s work is or has been funded by the National Institute of Child Health and Development, the National Science Foundation, the William T. Grant Foundation, the MacArthur Foundation, and the Spencer Foundation. We are also associated with RCGD’s NSF-supported Center for the Analysis of Pathways from Childhood to Adulthood

“Activity Involvement and Pathways to Educational Attainment”

Eccles (PI) Peck, (co-PI)

Funding: William T. Grant Foundation, 06/01/2005-05/31/2008

The study will generate empirical evidence about the relationship among selection factor, youth activity involvement, and positive youth development that will have relevance for increasing and sustaining involvement in, and improving the quality of, after-school programs.

“An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development”

Moje (PI) Eccles & Davis-Kean (Co-PIs)

Funding: NIH/NICHD, 04/01/04-03/31/09

The research plan proposes the use of survey measures, comprehension and writing tests, experimental tasks, and structured qualitative interview and observation techniques to examine the influence of peer, family, community, and cultural factors on the development of literacy skills in both struggling and successful adolescent readers and writers.

“Developing and Enacting Racial/Ethnic Identities”

Eccles (PI), Peck, (co-PI)

Funding: NIH/NICHD, 04/01/07 - 03/31/12

The primary purpose of our proposed research is to investigate the links among racial and ethnic (R/E) group memberships (as defined by both individuals and social groups), the psychological meanings attached to these group memberships (i.e., R/E identity), developmental pathways (defined by both R/E identity as well as indicators of healthy development), and the R/E identity structures and processes that are hypothesized to moderate the relations between race-based social stressors and optimal human development.

“Youth Program Quality”

Eccles & Peck (Senior Research Collaborators)

Funding: HighScope/ William T. Grant Foundation, 09/01/06 – 08/31/09

The primary purpose of this study is to conduct a multi-site cluster randomized trial for the Youth Program Quality Intervention (YPQI), an intervention to raise quality in out-of-school time settings. Our role, as Senior Research Collaborators, is to support the psychometric evaluation of measures at individual and higher levels of aggregation, to support data analyses related to the estimation of primary intervention effects for the randomized trial, and to conduct analyses related to numerous secondary questions related to relationships between professional learning communities, point of service quality, and individual measures of youth development and learning.

Representative Publications


Aggression Research Program
The Aggression Research Program directed by Rowell Huesmann studies the etiology and prevention of aggressive and antisocial behavior. The group focuses on understanding the development of aggressive and antisocial behavior from a cognitive, information-processing perspective. The program emphasizes the integration of laboratory experiments, longitudinal survey studies, and randomized clinical field trials to advance our knowledge of aggression and its relation to personal and environmental factors such as exposure to violence (in the real world and in the media), emotional reactivity, negative parenting, poor peer-relations, narcissism, and religion. The program also serves as the locus for connecting a variety of other research efforts addressing related issues such as terrorism.

**Investigators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Rowell Huesmann</td>
<td>Director of the Aggression Research Program, Research Professor in ISR and Amos N. Tversky Professor of Communication Studies and Psychology. Huesmann focuses on the construction of cognitive/information processing models for explaining the learning of aggression and the effects of observing violence on aggression.</td>
</tr>
<tr>
<td>Brad J. Bushman</td>
<td>Research Professor in ISR and Professor of Communication Studies and Psychology. He is also a Professor of Communication Science at the Vrije Universiteit, Amsterdam, the Netherlands. His research interests include the effects of media violence on aggression, the role of narcissism in aggression, the relation between religion and aggression, and a variety of related topics.</td>
</tr>
<tr>
<td>Eric F. Dubow</td>
<td>An Adjunct Research Scientist at ISR and Professor of Psychology at Bowling Green State University. His research interests include the development of risk and protective factors in children's adjustment, school-based intervention programs, and the development of aggression over time and across generations.</td>
</tr>
<tr>
<td>Paul Boxer</td>
<td>An Adjunct Assistant Research Scientist at ISR. He is also Assistant Professor of Psychology at Rutgers University. Boxer is particularly concerned with the application of normative models of aggression to understanding and reducing aggressive behavior among high-risk and seriously emotionally disturbed youth.</td>
</tr>
</tbody>
</table>

**Research Projects**

Research projects in the program are or have been supported by the National Institute of Mental Health, the National Institute of Child Health and Development, the Templeton Foundation and the Centers for Disease Control and Prevention. In addition, the program is associated with RCGD’s NSF supported Center for the Analysis of Pathways from Childhood to Adulthood.

**“The Columbia County Longitudinal Study”**

L. Rowell Huesmann, Eric F. Dubow, Paul Boxer

*Funding: NICHD, 1999-2005.*

The Columbia County Longitudinal Study, pioneered by Leonard Eron, began in 1960 and has been directed at discovering the child and parental factors linked to child aggression. It has culminated so far in the collection of four waves of data over a 40-year span on 856 children who were living in Columbia County, NY, in 1960. The entire population of third graders (“Generation 2”) in the county participated in the first wave of this project in 1960. Most recently between 1999-2002 61% of the original sample were reinterviewed in Wave 4 when the participants were approximately 48 years of age. We also have interviewed 551 children of the original participants (“Generation 3”): between 1999 and 2002. Perhaps the most path-breaking early result concerned the discovered relation between early TV violence viewing and later aggression. This finding has had a substantial impact on the field's understanding of the reality of observational learning as well as on social policy. Additionally, we have found moderate continuity in aggression from age 8 to age 48 for both for males and for females. We are also particularly interested in what contextual and personal factors predict specific later competent outcomes (e.g., educational and occupational success) and problematic outcomes (e.g., aggression, substance use, psychopathology) within and across generations. Currently, we are collaborating with Finnish colleagues who have conducted a similar longitudinal study in that country (the Jyväskylä Longitudinal Study of Personality and Social Development), and we are in the planning phase for another wave of follow-up interviews with a particular focus on health and retirement issues. We are attempting to “harmonize” this data collection with the on-going HRS study in SRC.

**Representative Publications:**


Additionally, many different psycho-social outcome variables, contextual variables, and social cognitions were measured allowing for the examination of a variety of hypothesis unrelated to media violence. Data analyses reveal that childhood exposure to media violence predicts young adult aggressive behavior for both males and females especially when the child identified with aggressive characters. These relations persist even when the effects of socio-economic status, intellectual ability, and a variety of parenting factors are controlled.

The Cross National Television Violence Project examines the longitudinal relations between television violence viewing at ages 6 to 10 and adult aggressive, antisocial, and criminal behavior about 15 years later for samples of children growing up in the 70s and 80s in the USA (748) [denoted the Oak Park Longitudinal Study], Finland (220), Poland (237), and Israel (186). Two cohorts of children (1st grade and 3rd grade) were initially interviewed 3 times and 1 year intervals and then again 15 years later when they were in their early 20s. Multivariate data analyses reveal that childhood exposure to media violence predicts young adult aggressive behavior for both males and females especially when the child identified with aggressive characters. These relations persist even when the effects of socio-economic status, intellectual ability, and a variety of parenting factors are controlled.

The four samples of children are representative or urban populations in four different countries (Finland, Poland, Israel and the United States) allowing for greater generalization of results across cultures and social systems.

Representative publications:

"Analysis of Data from the Metropolitan Area Child Study"
L. Rowell Huesmann, Paul Boxer; Nancy Guerra (University of California Riverside, Pat Tolan, David Henry, and Rick VanAcker (University of Illinois at Chicago).
This project now involves secondary analysis of data from a large-scale longitudinal, field experiment in Chicago. The major aims of the analyses are to increase the understanding of the etiology and prevention of aggressive and violent interpersonal behavior by 1) evaluating the impact of three complementary, year preventive interventions for high-risk, urban youth, 2) analyzing the patterns of growth in aggressive behavior in these youth as a function of other factors in their environment, and 3) analyze the mediating role of social cognitions in the development of aggressive behavior. Sixteen schools and over 7,000 children from high-risk neighborhoods in the Chicago area participated between 1990 and 1997 in the study. Results analyzed and published to date have demonstrated that such interventions are effective prevention tools in supportive environments and change both behaviors and social cognitions, that exposure to neighborhood violence causes increases in subsequent aggression independently of any intervention, and that small group interventions may have unexpected effects. Data analyses are expected to continue for multiple years.

Representative publications:

"Serious Youth Violence and Exposure to Violent Media"
L. Rowell Huesmann (PI); Paul Boxer, Brad Bushman, Tom Johnson (Indiana State U). (Co-PIs)
Funding: Centers for Disease Control and Prevention, 2004-2008.
This project examines the links between the consumption of violent media (television programs, video games, and films) and serious antisocial, violent, and aggressive behavior by incarcerated delinquents. Our theoretical model hypothesizes that aggressive delinquents will frequently have histories of long-term exposure to media violence and will have social cognitions supporting aggression that mediate the effects of the violent media on their later
aggressive behavior. Data collection for this project is in progress in Michigan and Indiana, and includes detailed interview measures administered to several different samples: 1) Youth incarcerated in state detention facilities; 2) Youth incarcerated in county detention facilities; 3) Adults incarcerated in state prisons; 4) Preschoolers from high-risk communities; and 4) High school students from a variety of communities. Data are also collected from parents, teachers, detention facility staff, and criminal record archives.

"Video Game Violence Project"

Brad J. Bushman (PI); Rowell Huesmann, Paul Boxer, Craig Anderson (Iowa State), & Doug Gentile (Iowa State) (Co-PIs)


This project investigates both the short and long-term effects of violent video games on children and adolescents. Our hypothesis is that playing violent video games primes aggressive cognitions and promotes mimicry of aggressive behaviors in the short run, while playing violent games teaches aggressive behavior in the long run. We are conducting a series of experiments in which we investigate how different dimensions of the content of violent games (e.g., first person vs. 3rd-person, active vs. passive participation) increase or decrease the short term effects. In addition, we are conducting a three-year longitudinal survey of large samples of 1350 2nd, 4th, and 9th graders in urban and suburban areas in Michigan and rural areas in Iowa to examine the long-term effects of playing violent games.

"Youth's Social Cognitive Responses to Scenes of Ethnic Violence"

L. Rowell Huesmann (PI); Eric F. Dubow, Jeremy Ginges (The New School), Paul Boxer (Co-PIs)


This project examines how exposure to media depictions of real-world ethnic and political violence interacts with contextual and personal factors to affect attitudes, beliefs, and stereotypes regarding ethnic groups. We are centrally interested in associations between exposure to media depictions of violence in the Middle East region and the social-cognitive (attitudes, beliefs, stereotypes) of Jewish-American and Arab-American youth about the other group. We expect that greater exposure to Middle-Eastern violence in the mass media will be associated with more negative ethnic stereotypes about the other group, particularly for those with strong ethnic identification with their own group. Individual interviews were conducted with 400 high school students (9th and 12th graders) of diverse backgrounds, but including substantial samples of Arab-American and Jewish-American youth. During these interviews the participants answered questions about their ethnic stereotypes and about their exposure to ethnic-political conflict and violence in the mass media, but they first completed computer reaction-time tasks (known as the IAT and the WIT) that assessed their attitudes and stereotypes toward ethnic groups “implicitly” without them being aware of the purpose. Data analysis is currently ongoing.

"Effects on Children of Exposure to Extreme Political Violence: A Survey Study in Palestine and Israel"

L. Rowell Huesmann (PI); Eric F. Dubow, Jeremy Ginges (The New School), Paul Boxer, Simha Landau (Hebrew University), Khalil Shikaki (Palestinian Center for Policy and Survey Research) (Co-PIs)


The project seeks to advance our understanding of how persistent and extreme exposure to political conflict and violence combines with cognitive, emotional, and self processes to influence the psychosocial adjustment and mental health of children. We are studying those processes in two linked samples: Israeli (Jewish and Arab) and Palestinian children living in the conflicted areas of Israel and Palestine. We hypothesize that individual differences among children in our sample in exposure to extreme political violence will be associated with negative mental health consequences and problem behavior on the part of the children. However, we also hypothesize that there will be strong moderation of these effects as a function of parent-child relationships and peer relationships. This is a prospective longitudinal field study with a cohort-sequential sampling design to include children and adolescents at ages 8, 11, and 14 at the first assessment, who will be followed annually for three years through the ages of 10, 13, and 16. Our samples have been recruited from communities located in Palestine and Israel, with the cooperation and collaboration of researchers based at Hebrew University and the Palestinian Center for Policy and Survey Research. The assessments will include interview measures for youth and their parents. The first wave of data collection has been completed in the spring and summer of 2007.

"The Effects of Prayer on Aggression"

PI: Brad J. Bushman.

Funding: Templeton Foundation, 2007-2009

In this project the effect of prayer on anger and aggression is investigated with a series of experiments with young adults as participants. Our hypotheses are that we will find lower anger and aggression levels among angered people who pray for someone in need than among angered people who think about someone in need. Additionally, we expect praying for someone with different political ideas should reduce the tendency to experience greater anger toward such people. We also expect lower levels of physiological arousal (heart rate, systolic blood pressure, diastolic blood pressure) among angered people who pray for someone in need than among angered people who
think about someone in need. Finally, we predict that prayer will take away the effects of anger on personal responsibility judgments and will mitigate the effects of anger on negotiation strategies. The experiments for this project are being initiated in the Fall of 2007.

"TV Violence and Emotions Project"

L. Rowell Huesmann, Lucyna Kirwil, Warsaw University; Barbara Krahe, Potsdam University

Funding: German Science Foundation, Polish Science Foundation, University of Michigan, 2001-2007.

This new project is aimed at investigating the relations between individual differences in emotional reactions to witnessing extreme media violence and individual differences in the propensity to behave aggressively. Experimental data are being collected in the USA, Germany, and Poland on individual differences in emotional reactions (skin conductance and self-report measures) to very violent scenes compared to emotional reactions to humorous or sad scenes. The hypothesis is that relatively reduced emotional reactions to violence scenes is predictive of greater aggression. Data are currently being collected in Germany, Poland, and the USA.

Center for the Analysis of Pathways from Childhood to Adulthood

The purpose of this developmental sciences center directed by Pamela Davis-Kean is to analyze the longitudinal, interactive impact of contextual and personal factors on how well children negotiate pathways from childhood, through adolescence, through young adulthood, into mature adulthood, and rearing their own children. The mission of the Center is to stimulate innovative, interdisciplinary analyses and interpretations of already existing longitudinal datasets bearing on these pathways as well as planning for the collection of common follow-up data across studies on adult competence and cross-generational influences.

Investigators

Pamela Davis-Kean is the Director of the Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA) and an Assistant Research Professor at ISR and a Faculty Affiliate in the Combined Program in Education and Psychology. Her relevant expertise includes longitudinal developmental research and advanced psychometric and statistical applications.

L. Rowell Huesmann is a Research Professor in ISR and Amos N. Tversky Professor of Communication Studies and Psychology. He is the PI on the NSF grant that supports the Center and contributes methodological and statistical expertise concerning longitudinal research.

Jacquelynne S. Eccles is a Professor of Psychology at the University of Michigan and a Research Professor at ISR. She contributes expertise on the longitudinal study of the development and socialization and the influence of context on development.

Eric F. Dubow is an Adjunct Research Scientist at ISR and Professor of Psychology at Bowling Green State University. He contributes expertise on the development of risk and protective factors in children's adjustment and clinical applications and interventions.

Research Projects

Researchers affiliated with the Center investigate the trajectories of psychosocial development (e.g., social competence, self-related beliefs, prosocial behavior, motivation, identity formation, mental health, aggression), relationships, academic achievement, vocational competencies, and career success. The focus is on the processes through which membership in various groups defined by social categories such as gender and ethnicity, and social contexts such as neighborhoods, schools, peers, families, and the media, interact with personal characteristics such as temperament, mental health, hyperactivity, intelligence, motivation, and both social and self-cognitions to influence these developmental trajectories from childhood into middle adulthood. The projects participating in the Center provide multiple prospective longitudinal datasets that will allow us to address several important developmental questions with common analyses across multiple samples. The Center projects have been divided into five subgroups investigating the following specific research issues:

1) Cross-generationa issues: This group studies the relations across generations of achievement and problem behavior.

2) Stability, reliability, and predictability of cognitions and self-perceptions over time. This group examines the cognitive and behavioral changes that occur during middle childhood (ages 7-10) as a critical period for cognitions and self-perceptions to crystallize and become more stable over time.

3) School readiness: This group focuses on contextual and personal factors that predict school readiness.
4) The influence of context on development—specific distal influences: This group examines the influence of human capital (e.g., parental education, employment, marital status, and family income) on child outcomes, especially school success.

5) Pathways to adult outcomes: This group examines the adult consequences of childhood/adolescent behavior.

6) Moderators of Harsh Punishment: This subgroup examines the potential cultural or racial differences in harsh punishment.

Across subgroups, the Center participants have identified a number of methodological issues that need to be addressed in the social sciences. These include: the viability of merging data across datasets that have used varying methods; the imputation of missing data given that many of these longitudinal datasets have multiple waves of data over long periods of time; and comparing statistical methods to analyze continuity and change over time. The Center provides yearly workshops on longitudinal analyses and trains pre-and post-doctoral scholars in the use of longitudinal statistics and methodology.

Selected Sub-Projects

**Trajectories of Achievement: Understanding the Profiles of Achievement within Race**

Pamela Davis-Kean (PI)

**Funding:** American Educational Research Association

The achievement gap in American schools has been the focus of recent educational research, policy, and intervention (Farkas, 2006; Jencks & Phillips, 1998; Rumberger & Anguiano, 2004). Unfortunately, even though it is now clear that a racial gap in achievement exists and is potentially growing (Fryer & Levin, 2004), the research has been inconclusive on the causes of the gap and how to reduce the gap. This study will directly test for various achievement profiles within each racial group and determine what characteristics of the school and family predict to different achievement trajectories. We use latent class analyses that allow us to test whether these trajectories actually differ by race. In preliminary analyses, we have found that European and African American achievement trajectories differ significantly from each other. Hence, the achievement trajectories must be examined separately. Other racial groups will be tested to see if their trajectory profiles differ significantly from these groups. In order to test these questions we will be using the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K). This dataset has a rich set of variables that will allow us to test for trajectories within racial groups but also to test the predictors of these differential trajectories. This study, using sophisticated longitudinal analyses, will allow for the identification of different groups of achievers and future interventions can be structured to meet the specific needs of these groups.

**Achievement, Attention, and Behavior Across Middle Childhood**

Greg Duncan (PI)

**Funding:** Spencer Foundation

This proposed research assesses the impact of school-entry achievement, attention and socio-emotional skills on learning-related behaviors exhibited during the K-12 school year.

**Representative Publications**


**Culture and Cognition Program**

The Culture and Cognition Program, directed by Shino Shoyru, focuses on the dynamic interplay between socio-cultural processes and psychological processes. It seeks to understand how psychological processes of individuals are shaped through participation in socio-cultural processes and, conversely, the socio-cultural processes are maintained and changed by behaviors of these very individuals. The scope of the program is broad, encompassing social, personality, cognitive, and developmental perspectives in psychology as well as those of neighboring disciplines including anthropology, sociology, organizational behavior, and area studies. The group as a
whole uses a variety of methodologies, including laboratory experiment, survey, and ethnographic observation. One main emphasis of the group has been global comparisons between East Asian cultures and Euro-American cultures in respect to independent vs. interdependent self and analytic vs. holistic cognition. In more recent years, there is an increasing emphasis on regional and social class variation both in Europe and Asia. This reflects an increasing recognition of the need to theoretically integrate dimensions of meaning (a traditional emphasis in research on “culture”) and those of power and social structure (a traditional emphasis on research on “race and ethnicity”) in social life and bring this integration to bear on current research projects. Further, the socio-cultural perspective of the group has been used to investigate several new topics and issues including aging, intelligence, negotiation, value, and well-being. Most recently, the group is turning some of its research effort to “cultural neuroscience” by actively using neuron-imaging data and biological markers to illuminate the extent of cultural influence and, more importantly, to deepen our understanding of the nature of this influence. The group has close collaborative ties with a number of institutions around the globe. Research projects in the program have been supported by National Science Foundation and National Institute of Aging.

**Investigators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Research Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shinobu Kitayama</td>
<td>Faculty Associate in ISR and Professor of Psychology</td>
<td>His research interests include cultural variation in self, cognition, and emotion.</td>
</tr>
<tr>
<td>Scott Atran</td>
<td>Adjunct Research Professor in ISR and Adjunct Professor of Psychology</td>
<td>His research interests include folk knowledge and decision making, sacred values, and terrorism.</td>
</tr>
<tr>
<td>Richard E. Nisbett</td>
<td>Research Professor in ISR and Theodore M. Newcomb Distinguished University Professor of Psychology</td>
<td>His research interests include culture and cognition, aging, and lie detection.</td>
</tr>
<tr>
<td>Daphna Oyserman</td>
<td>Research Professor in ISR and Edwin J. Thomas Collegiate Professor of Social Work and Psychology</td>
<td>Her research interests include culture and cognition.</td>
</tr>
<tr>
<td>Phoebe C. Ellsworth</td>
<td>Faculty Associate in ISR and Frank Murphy Distinguished Professor of Law and Psychology</td>
<td>Her research interests include appraisal theory of emotion and psychology and law.</td>
</tr>
<tr>
<td>Jeffrey Sanchez-Burks</td>
<td>Faculty Associate in ISR and Sanford R. Roberton Assistant Professor at the School of Business</td>
<td>His research interests include the cultural influences on interpersonal work styles and emotion perception</td>
</tr>
<tr>
<td>Carolyn Yoon</td>
<td>Faculty Associate in ISR and Associate Professor at the Ross School of Business</td>
<td>Her research interests include cognitive aging and social and cognitive neurosciences</td>
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**Research Projects**

**"Mental models of Mesoamerican forest environment and human health"**

Scott Atran (PI)  
*Funding: National Science Foundation*  
This project focuses on the interactions of knowledge (especially mental models of the environment), values and behaviors associated with environmental and health-related decision making. The research targets basic aspects of knowledge of plants, including principles of classification, values, and the various types of causal reasoning that drive decisions about how to tend the environment and treat human health disorders. In particular, it focuses on how different cultural groups respond transgenerationally to conditions of radical change (e.g., language loss, environmental degradation, spatial displacement and dislocation), and also how initially different cultural groups restructure themselves as they continue to interact. This has practical implications for dealing with “the Tragedy of the Commons” and related social dilemmas pertaining to resource use.

**"Sacred values in decision making and cultural conflict"**

Scott Atran (PI)  
*Funding: National Science Foundation*  
The aim of this work is to understand human behavior that seems motivated “independently of its prospect of success,” that is, by Sacred Values (SVs) that often involve ethical or religious beliefs. Specifically, a three-fold objective is to examine: 1) relations between SVs and decision making, 2) the role of SVs in inter-group conflict, and 3) possibilities for reducing inter-group conflict through better appreciation of SVs. To do this, the project harnesses the complementary talents of senior researchers and students in diverse disciplines (anthropology, psychology, political science) and cultures (American majority, Native American, Palestinian, Israeli).

**"Exploratory research on devotional values among Jihadist suicide terrorists"**
Scott Atran (PI)
Funding: National Science Foundation
This research is a preliminary investigation of the role of devotional values in cultural conflicts. The focus is on interviewing operatives from Islamic Jihadist organizations that sponsor suicide attacks in order to evaluate the contribution of devotional values (DVs) in motivating suicide terrorism. The hypothesis is that devotional values - which encompass aspects of what political scientists, sociologists, anthropologists and psychologists call non-instrumental, sacred or protected values - are critical in generating and sustaining seemingly intractable cultural conflicts.

"Midlife Health in Japan (MIDJA) and the U.S. (MIDUS)"
Shinobu Kitayama (PI)
Funding: National Institute of Aging
The purpose of the proposed research is to carry out a study on a probability sample of midlife adults (N = 1,000 divided equally by gender; age range: 30-79) from the Tokyo metropolitan area. Respondents will complete a 50-page questionnaire that obtains information about socio-demographic characteristics (age, gender, marital status, educational status, income), psychosocial characteristics (e.g., personality traits, sense of control, independence/interdependence, social support, family obligation, etc.), and health (e.g., health behaviors, mental health: depression, anxiety, well-being; physical health: chronic conditions, health symptoms, functional limitations). Further, we will collect biomarkers on approximately half of the Japanese sample. These will include assessments of neuro-endocrine regulation, immune function, and cardiovascular risk. Japanese data will then be compared with existing American data. Thus, a central objective is to compare the Japanese study (MIDJA) with the U.S. study (MIDUS) to test the hypothesis that well-being and health in Japan are predicted by an interdependent model of self, whereas in the U.S. health and well-being are predicted by an independent model of self.

"The voluntary settlement hypothesis: An exploration in Hokkaido"
Shinobu Kitayama (PI)
Funding: Center for Japanese Studies, University of Michigan
The purpose of the present work is to test the hypothesis that economically motivated voluntary settlement in the frontier fosters culture of independence and individualism. We focus on a northern island of Japan -- Hokkaido. This island was a wilderness till 150 years ago. For the period of roughly 50 years since the late 19th century, the island was extensively settled by ethnic Japanese. Many of them were farmers and peasants who sought economic opportunities and wealth. Because culture of mainland Japan is highly interdependent and collectivistic, the observation that there is a form of individualism in Hokkaido lends unique support to the hypothesis that voluntary settlement in frontiers fosters independent mentalities.

"Psychological consequences of modernization and settlement in the contemporary China: Explicit beliefs and implicit tendencies"
Shinobu Kitayama (PI)
Funding: Center for Chinese Studies, University of Michigan
Although China has been considered as a prototypical collectivist or interdependent culture in psychology and other social and behavioral sciences alike, it has undergone drastic societal changes especially in metropolitan centers such as Beijing and Shanghai. This has produced extremely rapid growth of individualism in these regions. Moreover, since its inception 28 years ago, the one child policy also appears to have fostered individualistic beliefs in the population. Together, there seems to be a rather striking degree of individualism especially in the metropolitan areas. The current work investigates the nature of the global cultural change with both explicit and implicit measures of independence and individualism.

"Cognition East and West: Attention, categorization and reasoning for East Asians and European Americans"
Richard E. Nisbett (PI)
Funding: National Science Foundation
Recent research establishes that people of European culture tend to perceive and reason in a relatively analytic way, that is, they focus their attention on an object, categorize it on the basis of its attributes, and apply rules to predict and explain its behavior. East Asians perceive and reason in a relatively holistic way, that is, they attend to the object and the field simultaneously, they are attentive to relationships among events in the field, and they predict and explain behavior on the basis of presumed relationships between object and field. The aim of the present work is to test the hypothesis that the origins of these perceptual and cognitive differences lie in the different nature of the social systems of cultures like those of East Asia and those of European cultures such as the United States.

"Automaticity, cognitive control, and the detection of deception"
Richard E. Nisbett (PI)
Funding: Central Intelligence Agency
Deceptive acts occur in many contexts but they may all be classified along two dimensions. The first concerns the goal of the prevaricator. The goal may be to instill a false belief about the situation of interest to the interrogator (as in fabricated alibis), or it may be to disguise the possession of knowledge (as in failing to volunteer testimony). In the first case the intent is to contribute false information, and may be termed lying (a prevarication of commission). In the second case the intent is to withhold information, and may be termed evasion or disguise (a prevarication of omission). The other dimension opposes facts (e.g., Did X happen?) and feelings (Do you like or favor X?). Combining the distinctions yields four basic cases of deception: (1) lying about facts, (2) lying about feelings, (3) withholding facts, and (4) disguising feelings. In this Research Plan, we describe paradigms for detecting deception in each of the four cells. Dr. Nisbett will conduct cross-cultural follow-ups to the most promising of the paradigms tested at Columbia as well as directing studies conducted at the University of Michigan.

"Independence, interdependence and analytic vs. holistic cognition"
Richard E. Nisbett (PI); Shinobu Kitayama (Co-PI)
Funding: National Science Foundation

Nisbett and his colleagues have shown that there are marked differences between East Asians and Westerners in performance of a variety of reasoning and perceptual tasks. Westerners perceive and reason in ways that can be described as analytic. In contrast, East Asians perceive and reason in ways that can be called holistic. We hope to establish that a particular broad aspect of culture which has been the main focus of Kitayama’s work, namely the degree of independence or individualism vs. interdependence or collectivism characteristic of a group, is what causes the cognitive differences that have been the focus of work by Nisbett and colleagues. In order to demonstrate that social orientation is the plausible cause of at least some of the cognitive differences, we will attempt to show that: a) subcultures differing little or not at all in terms of formal education or genetics, but which differ in social orientation, also differ in at least some aspects of cognition we define as analytic vs. holistic; b) individuals within each subculture who are more independent in social orientation are also more analytic in cognition.

“Functional Magnetic Resonance Imaging of Relationships with Brands and People”
Carolyn Yoon (PI)
Funding: Ross School of Business, University of Michigan

In prior research, Yoon and her colleagues have found that a common presumption among researchers and business practitioners -- that descriptors for human and for brand ‘personality’ are essentially interchangeable -- is not supported at the neural level. Specifically, comparisons of neural responses for personality judgments about persons and brands indicated significantly greater activation in the medial prefrontal cortex regions for persons and the left inferior prefrontal cortex regions for brands. In addition, the uniqueness of personality judgments about the self relative to other persons in the medial prefrontal cortex regions was not found to extend to personality judgments about brands, regardless of how closely people identify with the brands. The present project extends the prior research findings by investigating people’s judgments about relationships between the self and other persons or brands. We ask participants to judge whether words are descriptive of various (positive) facets of relationships with brands or people who are close (rather than distant) to them. We use fMRI to explore the extent to which the relationship judgments differentially activate reward as well as prefrontal cortex regions.

“Culture as situated cognition”
Daphna Oyserman (PI)
Funding pending

This project examines culture-relevant contents, procedures, and motivations at the individual-level, operationalizing culture as characteristic content (what is relevant, moral, central, of consequence), ways of thinking and making sense of oneself, others and the world, and characteristic motivations (e.g., to self-enhance or self-improve, to assert confidence and leadership or not to offend). The goal is to examine how individualism and collectivism as cultural syndromes are likely to shape cognitive content (what), cognitive process (how), and motivation (for what purpose) and implications of the situated nature of culture for inter-group contact and intervention as well as survey methodology. In addition to research on the interaction between salient cultural frame and context effects in survey response, current research focuses on experimental manipulation of salient aspects of cultural and examination of effects on social and non-social cognition, motivation and inter-group contact.

Representative Publications
Identity-Based Motivation, & Social Contexts Program

This program directed by Daphna Oyserman focuses on the interface between culture and identity, examining the role of social contexts – both as they are subjectively experienced and as defined by external markers -- on what comes to mind, how one thinks and the consequences of these for real-world behavior over time. Researchers in the program examine the implications of culture and identity for important life tasks such as parenting, school performance and health. Current research focuses on academic goal pursuit and health promotion vs. health risky behavior and school underperformance, as well as examining the implications of these processes for social intervention (e.g., to improve school performance and reduce risk of substance use, and for inter-group dialogue and diversity training).

Investigators

Daphna Oyserman is a Research Professor in RCGD and Edwin J Thomas Collegiate Professor of Social Work and of Psychology. Her research focuses on two main themes, first, that motivation is often identity-based and second, that contextually situated cultural frameworks influence both what and how we think.

Robert Sellers is a Professor of Psychology and Faculty Associate in RCGD. His research focuses on the role of racial identity in influencing motivation and behavior in interaction with contextual factors.

Research Initiatives

Over the past decade, funding from NIH and from the WT Grant Foundation has supported a variety of initiatives including collaborative efforts with PRBA. Research examines how social and personal identities such as racial and ethnic identities and possible selves influence not only one’s goals but also one’s strategies – how goals are pursued. One line of studies asks how strategies come to be linked to goals and the implications of making strategies salient for subsequent goal persistence and willingness to engage in goal-relevant tasks. Another line of studies focuses on how the future is implicated in current behavior and seeks to understand both the contextual and other factors that may lead to the future feeling near (vs. far) and certain (vs. uncertain) and to understand the implications of these differences for goal choice, goal persistence, and goal attainment. A third line of studies examines how cultural frames, contextually cued or chronically salient, influence on-line and over-time meaning making, motivation, and persistence.

“Pathways for Youth”

Daphna Oyserman (PI)

Most Recent Funding: NIH

This project focuses on implementing, evaluating, and improving a possible-selves based preventive intervention based in the principles of identity-based motivation to reduce risk and improve academic, health and well-being outcomes of middle school youth. The project has been based in Detroit. Recent publications demonstrate significant effects from a brief 11-session intervention and show that effects are moderate-to-large in size at the two-year follow-up point. This work provides evidence of social science in action – not only studying a process but using a theoretical model to shift youth’s trajectories of development.

Representative Publications:


“Social Identity Research”
Daphna Oyserman (PI)
Funding pending

Other recent research demonstrates effects of social identity (operationalized as racial and ethnic identity as well as social class identity) and suggests when these identities are likely to have positive effects on academic as well as health outcomes. Identity-based motivation is also a useful framework to understand effects of racial, ethnic and social class identities on health promotion and goal striving. Current research focuses on self-regulatory processes as they relate to outcome uncertainty and world uncertainty.

Representative Publications:

Evolution and Human Adaptation Program

The Evolution and Human Adaptation Program (EHAP) directed by Randy Nesse conducts research in the area of evolution and human behavior, including work relevant to evolutionary medicine and public health. A main goal of the program is to connect researchers from different areas who use an evolutionary foundation for their work. This has led to a much greater emphasis on evolutionary thinking in psychology, and connections with psychiatry and neuroscience. In RCGD it has helped to connect social psychologists working on the origins of emotions that mediate close relationships with economists and neuroscientists. It also helps to provide connections to genetic research and resources, an area that could be much further developed. One primary focus of this group is to apply evolutionary theory to better understand the origins of emotions and other behavior regulation mechanisms. Further, this group seeks to educate faculty and students across the university about evolutionary issues. For the past ten years, EHAP has organized a series of lectures and seminars throughout the academic year, usually in conjunction with for-credit graduate seminars and/or undergraduate classes. While EHAP has a home in RCGD, its mission is explicitly interdisciplinary, bringing together faculty and students from diverse departments, and even from different schools across the university. Topics have ranged from Evolution and Religion, to How to Test Hypotheses about Adaptation, Behavioral Genetics, Cultural Values and Terrorism, and The Evolution of Language. Many of these topics fall squarely between the silos at a major research university like UM, so a special program like EHAP is essential if these areas of knowledge and controversy are to be a part of the university’s portfolio. EHAP has inexpensively provided a way to sustain such work at Michigan and to bring in the world’s experts in the area in a way that informs many other programs and continues UM’s reputation of being a world leader in this area.

Investigators

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Randy Nesse</td>
<td>Director of the Evolution and Human Adaptation Research Program. He is a Research Professor in RCGD and a Professor of Psychiatry and Psychology.</td>
</tr>
<tr>
<td>Stephanie Brown</td>
<td>Assistant Professor of Psychology and General Medicine and a Faculty Associate in RCGD.</td>
</tr>
<tr>
<td>Gene Bernstein</td>
<td>Emeritus Research Professor in RCGD.</td>
</tr>
<tr>
<td>Richard Nisbett</td>
<td>Research Professor in RCGD, a Professor of Psychology, and the Theodore M. Newcomb Distinguished University Professor.</td>
</tr>
</tbody>
</table>
Research Projects

While there are no current or recent funded projects that fall under this program, the program should be a source of strength for future research. Few, if any, other top-notch social science research institutes have so well integrated basic biological theory with traditional social science. Much more should be done to leverage this special strength of RCGD. In particular, studies on the evolutionary origins and functions of emotions offer opportunities that take advantage of the expertise of several faculty members. Work on genetic factors that influence behavior and social emotions is ripe for further development in an evolutionary framework. Evolutionary work on human capacities for sacred values is a small but important part of the RCGD portfolio. And the Culture and Cognition Program is tightly aligned with EHAP in pursuit of understanding cultural differences and similarities using an evolutionary framework where appropriate. In short, EHAP is doing well in its larger mission of bringing together people from across campus who work on evolution and human behavior, and keeping the university connected with rapid advances in this area elsewhere, but full advantage has so far not been taken of the substantial opportunity that exists to develop more and more specific projects within RCGD at the interface of evolution and social science.

Program for Research on Black Americans

The Program for Research on Black Americans (PRBA) now directed by Harold W. Neighbors, was established in 1976 by social scientists and students at the University of Michigan who were led by James Jackson. The PRBA has among its major objectives the collection, analysis, and interpretation of empirical data based upon national and international studies of peoples of African American and African descent. A related, and equally important purpose, is to provide research and training opportunities for social scientists and students interested in populations of African descent. During the PRBA's thirty-year history, the research staff has undertaken over 16 national, international, regional and local data collections involving qualitative, epidemiologic, clinical, and face-to-face and telephone survey methodologies. In addition to these major data collection efforts, several secondary analysis studies have also focused on health, aging, poverty, race and political attitudes, religiosity, racism and mental health, social support, and unemployment. The work completed thus far suggests that findings from analyses of the PRBA data sets are of major scientific value and of relevance to social policy debates and decisions. Both the quality and the precision of the national and international samples make the results of immense importance to social scientists and policy makers. The studies of the PRBA have attracted and focused the attention of a large number of researchers from diverse disciplines on an array of social issues of public policy concern to African Americans. Moreover, the research and related activities have involved training large numbers of post-doctoral scholars, doctoral and undergraduate students and support staff in the methods and techniques of social science research.

Investigators

Harold Neighbors directs the program. He is a Research Professor in RCGD and an Associate Professor in the School of Public Health. His relevant research focuses on ethnic and cultural influences on the diagnosis and case-finding of mental disorder, and the utilization of informal and professional services by African Americans.

Cleopatra Howard Caldwell is a Faculty Associate in RCGD, an Associate Professor of Public Health, and an Adjunct Associate Professor of Psychology. Her relevant research interests involve the mental health risks and opportunities involved in early childbearing, perspectives of multiple family members who have been affected by the birth of a baby to a teenage mother, and black churches as community-based institutional support systems.

Linda Chatters is a Faculty Associate in RCGD, and Professor in Social Work and in Public Health. Her relevant research interests encompass family and church-based social support and the relationship between religious involvement and health.

Briggett Ford is a Faculty Associate in RCGD and an Assistant Professor in Social Work. Her relevant research focuses on psychiatric risk factors among African-Americans, including the study of psychiatric diagnosis and mental health treatment effectiveness.

Hector González is a Faculty Associate in RCGD and an Assistant Professor in Gerontology and Public Health. His relevant research objectives are to determine modifiable risk factors for disability and to develop and implement cost-effective methods for reducing public health burdens, particularly in disadvantaged populations.

Carmen Green is an Associate Professor of Anesthesiology. Her relevant health services research agenda focuses on 1) racial, ethnic, age, gender, and social stratification variables on pain management outcomes; 2) quality of life and outcomes for patients with acute, cancer, and chronic pain; 3) physician variability in pain management.

James Jackson is a Research Professor in RCGD, a Distinguished University Professor of Psychology, and the Director of the Institute for Social Research. His relevant research focuses on issues of racial and ethnic influences on life course development, attitude change, reciprocity, social support, and coping and health among African Americans.
The Program for Research on Black Americans first data collection was the 1979-1980 National Survey of Black Americans (NSBA). This survey permitted, for the first time, national estimates of the status and life situation of Black Americans across the entire range of socioeconomic status and other demographic groups. The breadth of areas and issues addressed (e.g., coping, family structure, religious participation, race attitudes, identity development, social support, help-seeking) permitted a more definitive scientific scrutiny of hypotheses that had been advanced regarding Black Americans. Since its release to the national research community, the NSBA dataset has been ordered by over 200 institutions and individuals and has served as the analytical base for hundreds of scientific articles and policy reports. The development of procedures in the National Survey on Black Americans (NSBA) permitted African Americans to be sampled for the first time in a way that insured individuals in each and every black household in the continental United States had a known probability of selection. These large national probability samples, coupled with the detailed, culturally relevant and extensive questionnaires make this research project unique in the social and behavioral science study of black Americans. Finally, the work on serious mental disorders has resulted in the development of innovative qualitative procedures for examining the conceptual basis and meaning of structured diagnostic material among African American adults, children and adolescents.

"The National Survey of American Life"

The National Survey of American Life (NSAL) is a recently completed data collection, funded by NIMH, which replicates and builds upon the National Survey of Black Americans. The objectives of the NSAL were to investigate the nature, severity, and impairment of mental disorders among national samples of the Black and Non-Hispanic White populations in the United States. Special emphasis was given to the nature of race and ethnicity within the Black population by selecting and interviewing a national sample of Caribbean Blacks. The NSAL is an innovative study designed to explore intra- and inter-group racial and ethnic differences in mental disorders and informal and formal service use. Data from this survey are currently being analyzed. Another component of the NSAL was the Clinical Reappraisal Study which had two parts. First, about 10% (N=663) of the NSAL adult respondents were re-interviewed using a modified version of the Structured Clinical Interview for DSM-IV (SCID) and various severity scale measures. This provided the opportunity to examine concordance between the lay-administered DSM-IV WHO CIDI diagnoses and those assessed via the SCID. Modest levels of concordance were found; potential reasons for discordance are currently being identified and explored.

"Clinical Validation in CIDI Diagnosis in African Americans Study"

A 1990 grant from the NIMH established the African American Mental Health Research Center (AAMHRC) within the PRBA. In 1998, AAMHRC was replaced by African American Mental Health Research Program (AAMHRP),
which is funded through 2007. The main focus of AAMHRP research was to explore racial disparities in the diagnosis of mood disorders and psychosis among psychiatric inpatients. This group of studies has continued to focus on issues of mental health service delivery and treatment in urban community settings. Thus, the Clinical Validation in CIDI Diagnosis in African Americans Study seeks a more comprehensive understanding of the interpersonal processes involved in the diagnosis of mental disorders among African Americans. There were three phases to the data collection. During Phase One of the data collection, the Composite International Diagnostic Interview (CIDI) interview was administered to sixty respondents; the interview was audio taped. Within 4-6 weeks of the CIDI administration, a Structured Clinical Interview for DSM-IV (SCID) was conducted with thirty-seven respondents. These SCID interviews were videotaped. Following each SCID interview, the clinician-interviewer completed a form that described the observations and inferences involved in making the diagnostic decision. These observations formed a database that will be available for analysis. For Phase Three, video re-interviews were conducted with twenty-four survey respondents and twenty-four SCID clinicians. In these interviews, both the survey respondent and the SCID clinical interviewer, viewed and commented, separately, on their videotaped SCID interview.

"Ethnicity and Affective Illness"
Harold W. Neighbors (PI); Cheryl Munday and Steven Trierweiler (Co-PIs)

Funding: National Institute of Mental Health
This study investigates the role of racial and social factors in the diagnosis of serious mental disorders. Our affiliation with the St. John Health System in Detroit allowed the PRBA to maintain NIMH funding for the African American Mental Health Research Program. We are currently collecting data at the Detroit Riverview Hospital as part of a public-academic liaison established with the St. John Health System. This project involves clinical interviews with urban African Americans with serious mental illness to explore issues of diagnosis and misdiagnosis with an emphasis on mood disorders. The central question addressed by this study is whether black-white differences in schizophrenia and affective disorders are due to the differential application of diagnostic criteria or to race differences in symptom presentation. This study is unique in that it is the first multi-site (University of Cincinnati, UCLA, Howard University, Rutgers University, University of Texas, and University of Michigan), multi-ethnic (White, Latino, African American) study of diagnosis ever conducted by the NIMH. The research design employs a test/retest format with black and white clinicians and structured and unstructured diagnostic instruments.

"Michigan Center for Urban African American Aging Research"
James S. Jackson (PI); Peter Lichtenberg, Robert Taylor, Letha Chadiha, Tom Templin, Toni Antonucci, Amy Pienta, James McNally (Co-PIs)

Funding: National Institute of Aging and the National Institute of Nursing Research Project
The Michigan Center for Urban African American Aging Research (MCUAAAR) is one of six resource centers for minority aging research (RCMAR). The overall objective of the MCUAAAR is to foster high quality scholarly and empirical training, research, and interventions focused upon health promotion and health among older racial and ethnic minority populations. This application builds upon the work and expertise of faculty and students at the University of Michigan and Wayne State University to empirically investigate African American health inequalities over the life-course. The MCUAAAR is jointly funded by the National Institute on Aging and the National Institute of Nursing Research in an effort to establish a mechanism for mentoring researchers for careers in research on the health of minority elders; enhance diversity in the professional workforce conducting research on the health of minority elders and develop and deploy strategies for recruiting and retaining minority group members in epidemiological, psychosocial, and/or biomedical research dealing with the health of the elderly.

"Family Connections Across Generations"
James S. Jackson (PI); Toni Antonucci, Robert Taylor, Jorge Delva (Co-PIs)

Funding: National Institutes of Health
The purpose of this proposed study is to investigate solidarity, support and conflictual processes, and health and well-being outcomes within and across ethnically and nationally diverse population samples of three generation families.

"Religious Involvement Among Older African Americans"
Linda Chatters (PI)

Funding: National Institutes of Mental Health

"African American Identity, Discrimination and Mental Distoridy"
Robert Sellers (PI); Tabbye Chavous, (Co-PI)

Funding: National Institutes of Health
Research suggests that racial identity attitudes play a significant role in the way in which many African Americans experience the world. However, little research has been conducted examining racial identity at the unit of analysis of the specific event. As a result, little is known how African Americans’ stable attitudes and beliefs regarding the significance and meaning of race influence the way in which they experience and behave in specific situations.

"National Election Study of Ethnic Politics and Pluralism"
James S. Jackson (PI)

Funding: National Science Foundation and Carnegie Foundation
This application to the National Science Foundation seeks support for a 2004 pre- and post-election national telephone survey of equal numbers of African Americans, Black Caribbean Americans, non-Hispanic Anglo
Americans, Latino Americans, and Asian Americans. It seeks to investigate the influence that group attitudes and group-based organizational attachments have on the political preferences, perceptions, and behavior of Americans.

"Health Status and Health Information in the US Insular Areas"

Sela Panapasa, (PD)

Funding: Centers for Disease Control, DHHS

The goal of this project is to report the health status and other health information about the populations residing in certain Insular Areas of the US – Guam, American Samoa, and the Commonwealth of the Northern Mariana Islands – as well as three jurisdictions that maintain Compacts of Free Association with the US – Palau, The Federated States of Micronesia, and the Marshall Islands.

"Influence of Psychosocial Factors on Mental Health of Black Men"

Funding: Daphne Watkins (PI)
Funding: Robert Wood Johnson Foundation, New Connections Initiative

The goal of this project is to study mental health of black men using data from the National Survey of American Life.

"African American Mental Health Research Program Project"

James S. Jackson (PI); David R. Williams, Randolph Nesse, Briggett Ford, Cleopatra Caldwell, Daphna Oyserman, James Lepkowski (Co-PI)

Funding: National Institutes of Mental Health

The program project has stress, coping, and the adaptation of African Americans as its central focus and reflects the strengths of established and new personnel of the Program for Research on Black Americans (PRBA). Conceptually and methodologically we emphasize a multiple level approach to the investigation of the racial, ethnic, systemic, and cultural influences on the distribution, risk, and protective factors related to serious mental disorder and mental health. The Mental Health Consequences of Family Transitions to Early Childbearing explored the health and mental health antecedents and consequences of teen pregnancy within the context of multi-generation family dynamics. The Appraisal of Religiosity, Coping and Church Support investigated the measurement of religiosity and the impact of religious involvement on the mental health of African Americans using focus groups. Information from the focus groups was crucial to the development of religious involvement measures, including organizational, non-organizational and subjective religiosity. In the Stress, Discrimination and Cortisol Response and Blocked Opportunities, Persistence and Mood Studies, three interviews were completed by 100 participants. Embedded in the surveys were behavioral tasks and an evaluation of how self-regulatory strategies influence mood, persistence, and perceptions of unfair treatment. The Racial Identity, Coping and Adaptation tested of the validity of the Multidimensional Inventory of Black Identity (MIBI). Longitudinal data were collected on African Americans at four educational institutions (Clark-Atlanta University, University of Michigan, University of Virginia, and University of Illinois at Chicago). The Antecedents of Racial Identity and Possible Selves explored racial identity among adolescents. Stability of racial identity in mid-adolescence and its relationship with school grades has been examined in one set of analyses. The Paternity in Early Childbearing study examined the mental health consequences of adolescent parenthood for African American males and their families from a longitudinal perspective.

Representative Publications:


Program On Teaching, Learning, And Technology
The Program on Teaching, Learning, and Technology (TLT) directed by Jere Johnston is concerned with human learning and how it is shaped by technologies designed to teach and by those who mediate technologically-based learning – teachers. For the last seven years the program has focused on understanding the application of distance learning strategies to the field of adult education. Adult education refers to the educational services for adults in the U.S. who do not have a high school diploma or whose literacy skills are inadequate to function fully in today's economy. The number that fall in these categories is estimated to be between 40 million and 105 million. Existing classroom programs reach 2.6 million, or 3-7% of those in need. A goal of the U.S. Department of Education is to increase the reach by one percent using distance education. The TLT program, under the banner of the Project IDEAL Support Center, is the major state-federal initiative in this area. On June 6, 2007 the Department announced that – for the first time – distance learners can now be "counted" for federal reimbursement, culminating four years of research and development by the TLT program establishing the effectiveness of distance education and developing proxies for measuring contact hours – an essential performance measure in adult education. The TLT program is continuing to do research on issues ranging from virtual forms of professional development for teachers to understanding the learner characteristics and settings associated with adults choosing to return to school to make up for shortcomings in their academic record.

**Investigators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Role and Responsibilities</th>
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<tbody>
<tr>
<td>Jerome Johnston</td>
<td>Director Program on Teaching, Learning, and Technology. Responsible for the research portfolio and for oversight of all program activities.</td>
</tr>
<tr>
<td>Leslie Petty</td>
<td>Research Investigator and Associate Director of the Project IDEAL Support Center. Leslie coordinates state support activities, develops policy papers, and collaborates in all the research activities of the TLT program</td>
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</table>

**Research Projects**

Research in this program focuses on factors affecting distance learning including intrapsychic factors, e.g., motivation to learn and prior knowledge of a subject, and contextual features, e.g., the design of learning tasks, instructional strategies, instructional practices of teachers, form of mediated learning activities (audio, video, and computer-based), and extent of interaction with other students.

**“Project IDEAL”**

Jere Johnston (PI)  
**Funding:** U.S. Department of Education and Various States  
The goal of this project is to provide technical assistance to states that want to expand their educational offerings to include distance education. The Center provides help with program planning and teacher professional development. With a focus on evidence-based educational practice, the Center also provides assistance in research design, data collection and analysis. It helps states grow and refine their distance programs based on evidence gathered from learners and their teachers. In January 2005 the Project IDEAL consortium had 14 member states paying a total of $258,000 to RCGD for technical assistance. The U.S. Department of Education contributed another $233,000 to support the effort. Today membership has grown to 25 member states. The income from these states is a little lower today because many states have moved into the category of "experienced" where they pay lower fees because they receive less technical assistance from the Support Center. One goal of the Center is to pool data from member states to provide national estimates of the effectiveness of distance education and to describe the conditions (learner characteristics and program design) under which it is effective.

**“Supporting Programs Through Technology”**

Jere Johnston (PI)  
**Funding:** U.S. Department of Education  
The goal of this project is to develop new Web-based tools for adult educators and learners. Research under the program examines how adult learners navigate and learn from a Web portal designed for independent learning. The project is supported by funding from the U.S. Department of Education, Office of Vocational and Adult Education.

**Other Recent Projects**

Previous research projects within the program have addressed the learning of prosocial interests and behaviors from television models and the acquisition of knowledge of current events from television news broadcasts. Recent projects have examined organizational factors associated with the adoption of technology-based instruction. These issues have been studied in traditional classroom settings, in organized but less structured settings such as Boys and Girls Clubs, and in the unstructured setting of the home. Content areas include social studies, science, composition, foreign languages, and the broad arena of social development (gender roles, citizenship roles, development of skills such as teamwork, cooperation, and conflict resolution).
Instructional media themselves have been the subject of a number of research projects, with a focus on design elements in video productions and computer software that affect what a student derives from interaction with the medium. Traditional forms of radio, television, and telephones are giving way to integrated multimedia. How people are affected by and learn from these new media is of immense importance to society. This program of research is contributing to many sectors responsible for the design, selection and implementation of new technologies for educational purposes, and previous projects have been instrumental in shaping the design of new products—especially educational television series. They have also been used to shape and even judge (for various stakeholders) the value of integrating various technologies into school and home-based programs of instruction. At the same time this program is contributing to an understanding of a number of basic issues regarding the interaction of technology with gender, ability, and motivation.

**Representative Publications:**


**Self and Social Motivation Research Program**
[formerly Contingencies of Self-Worth Research Program]

The Self and Social Motivation Research Program, directed by Jennifer Crocker, examines the correlates and consequences of perspectives on the self in relationship to others and the interpersonal goals they foster. One line of research explores the costs of contingencies of self-worth and pursuing self-esteem for relationships, learning, motivation, self-regulation, and mental health. Other research examines the consequences of self-image goals and compassionate, prosocial goals for emotions, learning, self-regulation, relationships, and mental health. Current research in the program examines how self-image goals and compassionate goals shape intrapersonal and interpersonal processes, and consequently social relationships over time. Future research will investigate the interpersonal contagion of goals and their physiological consequences. Research in the program uses a variety of research methods, including laboratory experiments, daily diary studies, and studies of dyads and organizations.

**Investigators**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Notes</th>
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<tbody>
<tr>
<td>Jennifer Crocker</td>
<td>Director of the Self and Social Motivation Research Program, a Research Professor in ISR and Claude M. Steele Collegiate Professor of Psychology. Her research aims to understand the costs and benefits of goals to construct desired self-images for learning, relationships, self-regulation, and mental health, and the costs and benefits of alternative goals such as supporting others and learning from failure.</td>
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<tr>
<td>Riia Luhtanen</td>
<td>is a long-term collaborator of Dr. Crocker, who now serves as a statistical consultant and data analyst for research projects in the Self and Social Motivation Research Program. Her research interests focus on developing personality scales to assess constructs such as collective self-esteem, contingencies of self-worth, and ego system and ecosystem goals, and examining their effects on psychological experience and social behavior.</td>
</tr>
<tr>
<td>Amy Canevello</td>
<td>is a Postdoctoral Fellow at ISR. Her research focuses on the self and personal relationships, including relationship-contingent self-esteem, implicit theories of relationships, and self-image and supportive goals in relationships.</td>
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Research Projects

“Contingencies of self-esteem”

Jennifer Crocker, (PI); Riia K. Luhtanen, Statistical Consultant; Amy Canevello, Post-doctoral fellow

Funding: National Institute for Mental Health

This project begins with the hypothesis that the importance of self-esteem lies not just in whether it is high or low (i.e., level of self-esteem), but also in people’s preoccupation with seeking self-esteem – pursuing the goal to validate the self in domains of self-worth contingency. In the short term, successful pursuit of self-esteem relieves anxiety and increases feelings of safety, security, and superiority. These benefits, however, are short-lived and may come at a high price to the self and to others. Studies in this project explore the effects of goals to construct desired images and alternative goals such as growth and supporting others for emotion, mental health, social support, relationship processes, and self-regulation.

Representative Publications:


“Contingent self-worth and learning goals”

Jennifer Crocker, (PI); Yu Niiya, Postdoctoral Fellow

Funding: National Science Foundation

The pursuit of academic success can paradoxically interfere with learning, especially in challenging contexts. Many students focus not on acquiring knowledge and learning skills but on obtaining high grades with the minimum work possible. For students whose self-worth is contingent on academic success, investing effort in academics is threatening because failure combined with effort suggests a lack of ability, which diminishes self-worth. Consequently, academically contingent students sacrifice learning and avoid the esteem-threatening implications of failure, by lowering aspirations, creating excuses for failure, avoiding effort, cheating, or psychologically disengaging. The main goal of the project is to investigate whether and when learning orientations (beliefs that intelligence can improve, mastery goals, and double-loop learning goals, i.e., the goal of learning from failure by examining assumptions and strategies) buffer students with contingent self-worth from self-threat in the face of academic difficulty.

Representative Publications:


“Reactions to stigma: The mediating role of deserving”

Jennifer Crocker, (PI); Brenda Major (co-investigator); Riia K. Luhtanen (Statistical Consultant)

Prior Funding: National Science Foundation

This project explored the effects of membership in a stigmatized group on self-esteem and psychological well-being. People and groups differ in their vulnerability to stigma; this project explored moderators of individual differences and group differences in self-esteem among the stigmatized.

Representative Publications:


The Psychology of Self-Report Program

This research program is directed by Norbert Schwarz, who holds a joint appointment with the Survey Research Center, and is conducted in collaboration with SRC’s Survey Methodology Program. The funding for this research runs primarily through SRC, reflecting the survey nature of much of this work. During the 2000-2007 reporting period, funding has been provided by NIA, NIAMSD, NSF, and the Hewlett Foundation. The research addresses the cognitive and communicative processes underlying self-reports of attitudes and behaviors through a combination of laboratory experiments and experiments embedded in surveys. On the theoretical side, the work contributes to an understanding of basic psychological processes; on the methodological side, it contributes to an improvement of survey methods.

RCGD Investigators

Norbert Schwarz, Director of the Psychology of Self-Report Program is a Research Professor in RCGD and SRC, Charles Horton Cooley Collegiate Professor of Psychology, and professor of Marketing in the Ross School of Business. His research interests focus on human cognition, emotion, and communication and their implications for social science research.

Research Initiatives

“Context Effects in Self-reports: The Influence of Age and Culture”

PIs: Schwarz, Park, Willis, Stone


Survey methodologists have long been aware that answers to survey questions are highly context dependent and that minor changes in question wording, format and order can profoundly affect the obtained results. The program developed a comprehensive conceptualization of the underlying processes that predicts the emergence, direction, and size of context effects in survey measurement (for a review see Schwarz, 1999). In recent years, this line of work focused on the influence of age-related changes in cognitive functioning and cultural differences in cognition and communication. The findings highlight that context effects in self-report are age- and culture-sensitive, even to the extent of reversing the ordinal placement of cohorts or countries in comparative studies.

Due to age-related declines in working memory, the influence of question order decreases with age, whereas the influence of response order increases with age. As a result, any observed cohort differences may reflect actual differences in attitudes or behavior, a difference in the response process, or a mix of both. We observed, for example, that older adults (age 70+) reported either more or less liberal attitudes toward abortion than younger adults, depending solely on the order in which response alternatives were presented.

Interdependent cultures put a premium on “fitting in,” which requires a close monitoring of one’s own behavior as well as the behavior of others. As a result, publicly observable behaviors --but not private behaviors, which require no monitoring-- are better represented in autobiographical memory in interdependent (e.g., China) than in independent (e.g., U.S.) cultures. This difference in autobiographical memory results in culture-sensitive context effects in behavioral reports: Respondents in all cultures rely on context-driven estimation procedures when reporting on private behaviors, but only independent respondents need to do so when reporting on public behaviors. These effects can reverse the ordinal placement of cultures, suggesting, for example, that Americans engage in a given behavior more or less frequently than Chinese, depending on question format.

Representative publications:


**“Day Reconstruction Method: A Survey Based Alternative to Experience Sampling”**

Pls: Schwarz, Kahneman, Freedman


Many questions about time-use, daily experience, and well-being are best addressed by concurrent data collection, like experience sampling. However, experience sampling imposes a high respondent burden and is not feasible for large representative samples. As an alternative, the Day Reconstruction Method (DRM) requires respondents to reconstruct the activities of the preceding day and to report who they were with, what they did, and how they felt in key episodes of the day. The method is feasible for large samples and recovers most of the information provided by experience sampling. It avoids many of the problems associated with global reports of well-being and has been employed in a variety of national and cross-national well-being studies.

**Representative publications:**


**International Collaboratives For Research & Training**

**USA/Germany Lifespan Development Program (LIFE)**

The LIFE program is a collaborative graduate study program between the Max Planck Institute for Human Development, Berlin, the Humboldt-University in Berlin, the Free University of Berlin, the University of Virginia, Charlottesville, USA and the University of Michigan, Ann Arbor, USA.

**Investigators**

Jacquelynne Eccles, Research Professor in RCGD, coordinates the Michigan component of the Life Program.

A large number of other RCGD faculty participate on a regular basis.

The goal of the research school is to provide international training experiences in the study of the systematic changes in human behavior over evolutionary and ontogenetic time. The general approach is aimed at advancing the behavioral and social science of human development. LIFE will take an integrative and interdisciplinary approach to understanding human development in a changing world, connecting evolutionary, ontogenetic, historical, and institutional approaches. The focus is on the evolution and interaction of individual and institutional development. The program recruits doctoral and postdoctoral students from one of the relevant disciplines (biology, psychology, sociology, anthropology, educational science, natural resource, and other relevant disciplines) who are interested in a life course perspective in human behavior. As an international and interdisciplinary program, LIFE offers students unique training in the dynamics of human behavior on different time scales and will include opportunities for research abroad at a cooperating institution. The program involves students at UM, the University of Virginia, The Max Plank Institute for Human Development, Humboldt University, the Free University of Berlin and the Chinese Academy of Sciences in Beijing. For UM students, participation involves participating in classes and seminars, attending four 1 week academies over the course of two years and developing collaborative research projects.

**USA/Poland Cooperative Program on Social Dynamics**

In 1991, the Institute for Social Research and the Institute for Social Studies at the University of Warsaw formally announced that the two institutes would collaborate in teaching and scholarship. Initially, there was an
obvious scientific issue, one of enormous interest to researchers at both institutes, that became the focus of our collaboration, the transition of Polish society from communism and central planning to democracy and a market economy. However, this rather narrow focus quickly expanded into addressing broader psychological and sociological issues that were found to be of interest to researchers in both countries. This has led to joint research projects, scientific conferences, and the exchanges of senior faculty as well as doctoral students. These activities have continued to the present day with support from the two institutes, the UM International Center, and a grant from the U.S. State Department, “Monitoring the Reform in Poland”. Most recently the Provost and ISR have committed $5,000 per year in internal funds to continue to support collaborative activities and exchanges.

Investigators

| Eugene Burnstein, Emeritus Research Professor coordinates the program. |

A large number of other RCGD faculty participate on a regular basis.

Activities

Major activities have included workshops at each institution, exchanges of students, and collaborative research by faculty.

Workshops, Summer Schools, and Student Exchanges

Initially, these workshops involved hands-on data analysis by research groups interested in the transition of Polish society from communism to capitalism and democracy. Typically, each group would include a faculty member, one or two American graduate students and one or two Polish graduate students. Each group formulated a hypothesis about the transition and then attempted to test it using the Polish General Social Survey (PGSS) data sets and, should the hypothesis involve cross-national comparisons, data sets of representative national samples for the same years from U.S., Germany, U.K., and other countries. These workshops led to the establishment of a fairly regular summer school in Warsaw with teaching by social scientists from the University of Michigan and the University of Warsaw called Warsaw International Summer Education (WISE). The participants, usually about two dozen individuals, were mostly graduate students from the University of Warsaw and the University of Michigan with about a quarter of them other universities in Europe. Given the success of these workshops as well as the enthusiasm of the participants, ISR agreed to support two or three doctoral students from ISS to attend the summer school offered each year by ICPSR. Three students attended the ICPSR courses in the summer of 2007 with support from ISR.

Mini-conferences and Lectures

Over the past five years nearly a dozen scholars from Warsaw have given one or more lectures and seminars in Ann Arbor (e.g., Darek Stola on the social and psychological impact of the German occupation and the Holocaust; Renata Siemieniak on changes in the role of women; Tomasz Zarycki on pre-and post-communist politics and electoral behavior; Mirek Koźla on ethnic and national conspiracy stereotypes; Lucyna Kirwil on media influences on anti-social behavior; Adam Fraczek on cross-national analyses of violence; Małgorzata Siarkiewicz and Grazyna Wieczorkowska on obesity in post-communist societies; Janusz Reykowski on deliberative democracy; Bogdan Wojciszke on the Polish “culture of complaint”; Andrzej Nowak on computer modeling of entrepreneurial activity; and Grazyna Wieczorkowska on strategies for adapting to social change). At the same time, our faculty have been lecturing and teaching in Warsaw (e.g., Brad Bushman on the media and anti-social behavior; Rowell Huesmann on the socialization of aggression; Eugene Burnstein on group processes and evolutionary social psychology; Richard Gonzalez on new developments in statistics; Daphna Oyserman on the self-concept and social change; and Norbert Schwarz on self-reports in survey research). In addition we have had two “mini-conferences” as part of this program. The first “Social Change in Poland: What Have We Learned So Far?” was held at ISR in late 2003 and the papers published in three issues of the International Journal of Sociology (Kirwil and Kennedy [Eds.] 2004; 2004-2005; 2005). The second, in 2006, celebrated the 15th anniversary of the founding of ISS with papers by James Jackson, Toni Antonucci, Eugene Burnstein, John Jackson and William Zimmerman. On both occasions the research presented highlighted the fact that Poland remains an uncommonly rich and open ‘laboratory’ for studying social change and that much can be learned in this ‘laboratory’ by our continued collaboration.

Faculty Collaborations

A number of ongoing research collaborations have emerged out of discussions involving RCGD, ISS faculty, and more recently faculty at the Warsaw School of Social Psychology with support from ISR and ISS funds. For example, Burnstein and Wieczorkowska are collaborating on studies of adaptive decision strategies and social change. Huesmann and Fraczek have collaborated on studies of aggression and antisocial behavior. Huesmann and Kirwil, with the support of the Polish Science Foundation and the European Union are collaborating on studies of the emotional impact of exposure to violence; Gonzalez, Siarkiewicz and Wieczorkowska are collaborating on studies of eating habits and obesity; and Burnstein and Nowak are collaborating on modeling social processes.
IV. BEGINNING RESEARCH PROGRAMS

Biosocial Foundations of Caregiving, Altruism & Cooperation

This initiative is directed at understanding the social-cognitive and physiological underpinnings of caregiving, altruistic, and cooperative social behavior. A variety of recent research has challenged the long held belief that self-interest is the dominating motivation in human behavior. It now appears that a variety of apparently altruistic and cooperative behaviors are adaptive for survival in much of human history. As a result neurological and hormonal systems have evolved that interact with social-cognitive processes to promote caregiving, cooperative and altruistic behaviors in dyadic interactions and in groups. This initiative is aimed at better understanding these mechanisms.

Research faculty and staff at RCGD have demonstrated strong interest in exploring the implications of this new research. In winter, 2007, Stephanie Brown, Mary Rigdon, and Jennifer Crocker organized the RCGD Seminar Series, with the theme of exploring interdisciplinary perspectives on developing an alternative to the self-interest model that dominates the social sciences. In May, 2007, Brown and Crocker organized a 3-day workshop of faculty, postdocs, and graduate students involved in the speaker series to take stock of what was learned and plan next steps for this program.

Investigators

<table>
<thead>
<tr>
<th>Investigator</th>
<th>Position and Affiliation</th>
<th>Research Focus</th>
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<tbody>
<tr>
<td>Jennifer Crocker</td>
<td>Research Professor at ISR and Claude M. Steele Collegiate Professor of Psychology.</td>
<td>Her research explores the effects of ego system (self-image) and ecosystem (giving support) goals as predictors of academic achievement, relationship outcomes, self-regulation, and mental health.</td>
</tr>
<tr>
<td>Stephanie Brown</td>
<td>Faculty Associate at ISR and Assistant Professor of General Medicine in the School of Medicine.</td>
<td>Her research explores the hypothesis that human social bonds evolved as overarching, emotion regulating mechanisms designed to promote reliable, high-cost altruism among individuals who depend upon one another for survival and reproduction (e.g., offspring, mates, coalition members).</td>
</tr>
<tr>
<td>Amy Canevello</td>
<td>Postdoctoral Fellow at ISR who studies the effects of goals to be supportive on relationship processes and outcomes.</td>
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<tr>
<td>Rowell Huesmann</td>
<td>Research Professor at ISR and Amos Tversky Collegiate Professor of Communication Studies and Psychology.</td>
<td>His research investigates predictors of aggression and prosocial behavior.</td>
</tr>
<tr>
<td>Yu Niiya Futai</td>
<td>Postdoctoral Fellow in Psychology, based at ISR. Her research investigates learning orientations as moderators of vulnerable self-esteem.</td>
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<tr>
<td>Louis Penner</td>
<td>Faculty Associate at ISR and Senior Scientist at Karmanos Cancer Institute. He studies the causes and consequences of prosocial actions, especially those that occur in an organizational context, and social psychological aspects of the provision of health care.</td>
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<tr>
<td>Stephanie Preston</td>
<td>Assistant Professor of Psychology and Faculty Associate in RCGD. Her research uses an interdisciplinary approach to study the interface between emotion and decision making in two main lines of research: 1) How do people process the emotions of others and how does this affect the type and amount of help they offer? 2) How do people make decisions about allocating resources like food, money, and material goods?</td>
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<tr>
<td>Mary Rigdon</td>
<td>Assistant Research Scientist at ISR and Adjunct Assistant Professor of Economics. Much of her work is an experimental investigation into what conditions and institutions foster cooperation in bargaining situations—including, for example, firm-worker interactions and efficiency wages in experimental labor markets.</td>
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Specific Research Initiatives

This area seems to be one in which the opportunities for external support are significant. There are the learning and social dynamics issues to explore (NSF), mental health consequences to consider (NIMH), physical health consequences to investigate (NIH), developmental issues to consider (NICHD), intergroup consequences to examine (Russell Sage), and cultural differences to evaluate (Russell Sage). In addition, foundations like Templeton might also be persuaded to support some research because of its relation to positive psychology, and the Defense Department might be interested because of its relevance to group cohesion and cooperation.
“Caregiving, Altruism and Oxytocin”

Because their young are born unable to care for themselves, all mammal species have a caregiving system. One important neuropeptide that seems to be involved in this process is oxytocin. Oxytocin seems to be released when positive interpersonal interactions occur but also seems to stimulate such interactions. Research on animals (e.g., prairie voles) has explored regulation of caregiving through oxytocin (Carter, 1998). However, recently methodologies have emerged that allow researchers to investigate the effects of oxytocin experimentally in humans. For example, Paul Zak, who spoke in our RCGD seminar series in February 2007, has developed an IRB approved method of studying the effects of nasally inhaled oxytocin in the USA (previously there wasn't an FDA approved drug, so Zak's previous studies using this method were all done in Switzerland).

This physiological and motivational system involving oxytocin may have broad implications for social life, well beyond the scope of reproduction. For example, oxytocin and related hormones appear to down-regulate the usual fight-or-flight response to stress, with important implications for health and mortality. Economists using the “trust game” have demonstrated that being trusted produces an increase in oxytocin levels in the recipient of trust, which in turn predicted the amount of money the recipient returned. Research on the role of the physiological system that motivates caregiving in human social life is in its infancy. Nonetheless, initial findings suggest that this evolved system may have widespread implications for behaviors including giving social support, aggression, intergroup conflict, and prosocial behavior, and possibly reduced defensiveness and increased learning.

One of the goals of this initiative would be to expand our RCGD laboratory to handle these kinds of studies and to train a set of researchers in the technique. We believe we could do some very exciting studies if we developed the expertise to do this sort of work in RCGD. This laboratory would promote experimental studies with oxytocin administered intra-nasally, and this facility would open up a host of fascinating studies related to positive social interactions and related to other RCGD programs. This would include studying the effects of oxytocin on altruism, caregiving, cooperative behavior, romantic interactions, defensiveness in response to self-threatening information, aggression, rational judgment, and intellectual functioning as well as how these effects are moderated by environmental factors such as ego threat or stereotype threat.

Economics and Decision Sciences (EDS)

The Economic and Decision Sciences program is intended to build on the strength of the quantitative and experimental social sciences at Michigan, the experimental economics faculty currently affiliated with RCGD, and decision researchers affiliated with RCGD, ISR and other units at UM. The goal of research within this program is to develop formal models to explain the processes through which individuals make decisions to solve the social and economic problems they regularly face. Empirical research conducted within the program will focus on testing and elaborating such models and will mostly utilize true experiments (both laboratory and field) to elucidate the models. The program will encompass the field of “Behavioral Economics,” which is an approach integrating psychology and economics, developing new models to better predict what agents will do in a given decision-making environment. The interdisciplinary character of the program will provide a unique opportunity for innovative research that is theory-driven and focuses on dynamics of social processes. To promote this aim, RCGD faculty in the EDS program are organizing the RCGD seminar series on social dynamics for the fall 2008. The series is focusing on research on decision making in dynamic social systems and will feature the relevant research of RCGD faculty and outside faculty members.

The current core group of RCGD researchers making up this area—Yan Chen, Mary Rigdon, Rich Gonzalez, and Neslihan Uhler—are engaging a variety of other researchers both inside and outside ISR to form an interdisciplinary team. These include Phoebe Ellsworth, Stephanie Preston, Margaret Shih, and Frank Yates (Psychology), Lada Adamic (School of Information), Yusufcan Masatlioglu (Economics), Stephen Garcia (Public Policy), Fred Feinberg and Carolyn Yoon (School of Business), Michael Wellman (Engineering), Scott Page (Political Science, Economics, and Complex Systems), Renee Anspach (Sociology), Jenna Bednar (Political Science and ISR), Israel Liberzon and Steve Taylor (Psychiatry) and Peter Ubel (Medicine). The faculty listed here share a common interest in research on decision making; although the methodologies they use are numerous, including laboratory experiments, simulations, field observation, cognitive modeling, physiological measurement, and functional Magnetic Resonance Imaging.

Investigators

| Yan Chen, Director of the Program, is a Research Professor in RCGD and Associate Professor in the School of Information. |
| Richard Gonzalez is a Research Professor in RCGD and a Professor of Psychology. |
Specific Research Initiatives

Federal funding agencies have recently placed priority on research directed at understanding decision-making processes involved in social, health, and economic behavior. NSF has expanded its traditional interest in decision making with its Human Social Dynamics program. The National Institutes of Health include medical and health related decision making as a priority. This makes timing ripe for harnessing broad interdisciplinary approach to decision making. The researchers forming the program are bringing several existing and under review projects with them into the Center. This core of funding will promote the establishment of new collaborative initiatives that build on these more individualistic existing projects.

EITM: Matching: An Experimental Study

PI: Chen.

Funding: NSF 2004-2007

Matching theory has been credited as “one of the outstanding successful stories of the theory of games” (Auman, 1990). It is the mathematical decision theory intended to describe optimal or realistic ways in which people can be matched with limited resources, e.g., assign children to schools, roommates to rooms. One purpose of matching experiments is to test new matching algorithms in the laboratory before implementing them in the real world to see the kinds of reactions they produce.

Representative Publications:

Designing On-Line Communities to Enhance Participation - Bridging Theory and Practice.

Co-PI: Chen.

Funding: NSF 2003-2008

The Internet enables the formation of online communities and collaboration on a scale never seen before. Many popular websites, such as Wikipedia, MySpace and YouTube, are based entirely on content contributed by their members. The challenge facing designers and managers of such online communities is to motivate members to sustain and improve their contributions. It is hypothesized that social comparison theory can operate as a natural mechanism to increase contributions to online communities. This is explored with an online movie recommendation community by investigating the effects of social information on user behavior in an online field experiment.

Representative Publications:

Games Theory, Culture and Institutional Path Dependence

PI: Jenna Bednar, co-PI: Yan Chen and Scott Page.

Funding: NSF 2006-2007

We have been conducting a series of experimental investigations of the effects of larger context (or culture) on learning. In these experiments subjects play multiple distinct games simultaneously with different opponents. We hypothesize that people will not treat each game in isolation but instead construct common strategies that work across games. We argue that this situation is parallel to the situation in which people in a culture construct strategies to deal with all the problems facing the culture; so the results can be extrapolated to that situation.

Social Identity and Mechanism Design

PI: Chen, co-PI: Shih and Li.

Funding: NSF 2007-2010

The research is directed at understanding the effects of social identity on individual preferences, and thus, how the economic mechanism designer can utilize group identity as one of the design variables, e.g., in designing the optimal contract in a diverse work force.

Trust and Reciprocity in Incentive Contracting

PI: Rigdon.
Funding: NSF 2004-2007

A key feature of many bilateral bargaining situations is that they involve one party (the principal) enlisting the other (the agent) to affect some action for a fee. The interesting economic issue is to find out what ways of structuring incentives are efficient: Should principals try to mitigate the agency problem by appeal to explicit rewards and punishments, and if so, what size of carrots and sticks work best? Or, does such explicit incentive contracting (paradoxically) destroy the seemingly robust natural tendency of agents to reciprocate trusting behavior, crowding cooperation out? These questions are being explored in a series of experiments.

Trust and Reciprocity in Networks
PI: Rigdon;
Funding: NSF Under review

The project consists of a series of experimental studies on trust and reciprocity exploring how network architecture and information exchange within a network, influence behavior. The goal is to answer two fundamental questions: (1) What are the effects of personal relations and structures or networks of such relations on individual and social behavior related to trust and trustworthiness? (2) Are people able to extract full efficiency in the presence of networks depending on the various characteristics?

Representative Publications:

Health and the Mass Media Research Program

In the last decade the power of the mass media to influence health related attitudes and behaviors has become clearer and clearer. Through priming processes exposure to scenes of people engaging in risky health behaviors increases the immediate likelihood of similar behaviors by the viewer. Through attitude change and observational learning exposure to risky health behaviors seems to have long term effects as well. In addition, empirical evidence has mounted that certain unhealthy states are related to mass media use (e.g., childhood obesity) though the processes may be unclear that account for the effects. The goal of the Health and the Mass Media research program is to conduct empirical research that expands our knowledge about mass media effects on health and to develop process theories that explain how these effects occur.

Investigators
Elizabeth Vandewater is a Faculty Associate in RCGD and a Professor of Psychology at the University of Texas.
Sonya Dal Cin is a Faculty Associate in RCGD and an Assistant Professor of Communication Studies.
Dara Greenwood is a Faculty Associate in RCGD and an Assistant Professor of Communication Studies.

Specific Research Initiatives

The researchers in this new program are planning on integrating their ongoing research programs into a collaborative program in which the team of researchers can jointly address how the media are influencing health and particularly children’s health. The investigators who have joined together to form this program have already made significant accomplishments, but integrating their endeavors should allow for greater advances. For example, Vandewater has specialized more in large scale field studies; Greenwood in laboratory studies; and Dal Cin in field studies. The program will combine these methods to address how media influences health. More substantively, each of these researchers has been moving toward a focus on the role of “implicit” automatic processes for explaining media influences on health related behavior from media content, and this will be the initial central focus of the program.

For example, Vandewater’s recent research has focused on the possible causes of the growing epidemic of childhood obesity, whose rates have tripled in the past three decades. She has already shown that it is hard to explain the relation between media use and childhood obesity in terms of simple explanations such as the “couch potatoes” hypotheses. While she has shown that media use interferes with other sedentary activities such as reading (see Cummings & Vandewater, 2007), it does not seem to interfere with physical activity. A more plausible explanation may be the priming of food related ideas by media content. However, studies to test this hypothesis are needed.

Greenwood has been exploring associations between indices of emotional well being (e.g. adult attachment style, temperament) and the tendency to become transported into media programs and emotionally involved with media characters. Results show that individuals experiencing greater attachment anxiety, impulse control or negative affect are more likely to form attachments to fictional characters and become absorbed in entertainment programs.
Relatedly, she has found that boredom and loneliness are the mood states most strongly associated with media use, and that individuals who experience difficulty regulating negative emotion are more likely to utilize media in negative moods than those who are better able to regulate their distress. This ‘automatic’ process of character identification and ‘transportation’ into the program needs to be better understood if the links to negative emotions are to be broken.

Dal Cin has been investigating the extent to which exposure to media narratives and individual differences in "transportability" interact to influence implicit and explicit cognitions, particularly in regards to health behaviors. The research integrates social-cognitive research on narrative influence and associative learning with social psychological and communications research on media effects. For example, Dal Cin has demonstrated that psychological identification with a story protagonist who smokes leads to stronger associations between the self and smoking (Dal Cin, Gibson, et al., 2007). Such associations could influence behaviours in ways that are relatively "under the radar" (e.g., as priming the elderly leads to slower walking; Bargh, Chen, & Burrows, 1996), particularly in cases where cognitive capacity is limited due to distraction, arousal, intoxication, or other factors.

Representative publications:


Life-Course Social-Cognitive Development Program

This program will examine the interactive effect of environmental influences and cognitive development on social behavior across multiple age groups. The program will explore this interaction by examining developmental changes in young children’s self-concept regarding achievement, changes in cognitive functioning in adolescents at risk for substance abuse disorders, cognitive performance and working memory of older adults, socioeconomic influences on cognitive development (executive functioning and working memory), successful aging across development, and psychological predictors of cognitive development across the lifespan. A particular focus of the program is to expand the understanding of neuro-cognitive changes in development and their mediating role in these processes. Projects falling under this program will often be collaborative with the similar Life-Course Development Program in SRC. However, the emphasis within this program is more on the mediating and moderating roles of social-cognitions and neuro-cognitive processing in the interactive processes studied.

Investigators

Pamela Davis-Kean is the Director of the Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA) and an Assistant Research Professor at ISR and a Faculty Affiliate in the Combined Program in Education and Psychology. Her relevant expertise includes longitudinal developmental research and advanced psychometric and statistical applications.

Jennifer Glass is an Assistant Research Scientist in RCGD and a Research Assistant Professor of Psychiatry who studies the neurocognitive causes and consequences of substance abuse in adolescents and adults.

Priti Shah is a Faculty Associate in RCGD and an Associate Professor of Psychology who studies the influence of environmental influences on the development of executive functions, working memory, attention, and higher-order thinking skills. Specifically, she conducts research on the effects of direct interventions, schooling, parenting practices, and culture on individual differences and development of these cognitive skills.

Jacqui Smith is a Research Professor in RCGD and a Professor of Psychology and her research focuses on profiles of psychological functioning in the old and oldest-old; Psychological predictors of longevity; Potentials and risks for development and successful aging; and Application of intelligence and life knowledge during adulthood.

Robert Zucker is a Faculty Associate in RCGD, a Professor of Psychology and Psychiatry, and Director of the Substance Abuse and Addiction Research Center. His research examines the relationship between macro-level
Specific Research Initiatives

The ongoing research of the participants in this new program is examining how environmental influences interact with individuals' neurocognitive functioning and social-cognitions to influence normative social and cognitive development including achievement, mental health, social relations, and parenting behaviors across the lifespan. By bringing together these researchers from diverse backgrounds within psychology but with common interests, the program is creating a synergy that should stimulate empirical and theoretical advances beyond those of the individuals alone. The aim would be to develop new joint projects that build on the current projects but more specifically address how social-cognitions and neuro-cognitive processes mediate and moderate the relations between person, environment, and social behavior.

Jennifer Glass and Robert Zucker are currently investigating the neurocognitive causes and consequences of substance abuse. This research initiative uses data from the Michigan Longitudinal Study (MLS; Robert Zucker, PI). The MLS is a 20 year long high risk for substance use disorder family study that involves 467 families with offspring now in the mid 20s who were originally preschoolers at study onset, and with parents community ascertained alcoholic parents, now in the mid ’50s –along with matched community control families. The data collected as part of the MLS have been augmented with the addition of an extensive neurocognitive test battery that is focused on executive function. Smaller subsets of participants in the larger MLS have been tested using functional neuro-imaging techniques to assess the intermediary role of neurocognitive function on future substance abuse, in particular alcohol and cigarettes. The MLS data provide a rich background of early family stress, and current psychosocial dynamics within which the neurocognitive data can be modeled and interpreted. This is an exciting advance because typically there has been little cross-consideration of cognitive factors and psychosocial factors in life course development.

The goal of much of Priti Shah’s recent research is to establish the degree to which neurocognitive skills, and, in particular, executive functions, are modified by experience. In her research she has focused on three different kinds of experiences: direct training interventions (Minear & Shah, under review; Minear, Shah, & Park, under review; Minear & Shah, 2007; White & Shah, 2006), schooling (Burrage et al., in press), and culture (Boduroglu, Shah, & Nisbett, under review). The goal of the training studies in the Shah laboratory are to examine how direct training on specific executive functions can lead to improvement on that skill on transfer tasks that tap into the same executive function but were not used during training. In addition to randomized, controlled studies of the effect of training on executive functions, Shah also has examined the effect of natural experiences (specifically, schooling and culture) on neurocognitive skills. Shah’s studies on culture and executive functions and attention find East-West differences in basic neurocognitive skills suggesting a cultural influence on these skills.

Pam Davis-Kean and Priti Shah have just recently started a joint initiative under this program aimed at examining the influence of both family and schools on the development of cognitive skills (e.g. working memory, attention skills). This proposed grant will use the NICHD Study of Early Child Care and Youth Development (NICHD-SECCYD) which is a particularly unique dataset to examine this development. They are guided in this research by a model they developed that hypothesizes that not only parents’ cognitions but also parent’s beliefs and behaviors (e.g., attitudes about attention to tasks and about rehearsal) are crucial to the development of certain cognitive skills. A unique aspect of this study is the examination of the child care and preschool environments that are chosen for the child and their role in supporting or perhaps negating the influence of the family contexts. Another unique aspect of this study will be the coding of videotapes from the NICHD-SECCYD dataset for behaviors related to enhancing cognitive skills.

Roots of Terrorism Program

The mission of the Roots of Terrorism Program is to coordinate innovative, policy-orientated research into the causes of terrorism. The initiative began in 2002 as a joint venture of the Research Center for Group Dynamics (RCGD) and the Center for Political Studies (CPS) at the University of Michigan's Institute for Social Research (ISR). Similarly to the existing Evolution and Human Behavior Program, this program’s major function is to provide connections for researchers interested in issues surrounding terrorism. The key RCGD researchers below all are connected with other programs but have projects within those programs that address issues relevant to terrorism. In addition, the program attempts to involve from the fields of psychology, political science, sociology, and anthropology both at Michigan and at other universities.
### RCGD Investigators

<table>
<thead>
<tr>
<th>Investigator</th>
<th>Position and Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Atran</td>
<td>Adjunct Research Professor in ISR, Psychology, and the Ford School of Public Policy. Holds appointments at the John Jay College in New York and the Centre National de la Recherche Scientifique, Paris. Research interests include folk knowledge and decision making, sacred value, and terrorism.</td>
</tr>
<tr>
<td>Paul Boxer</td>
<td>Adjunct Assistant Research Scientist at ISR and Assistant Professor of Psychology at Rutgers University. Boxer is particularly concerned with the effects of observing extreme ethnic violence on children.</td>
</tr>
<tr>
<td>Brad J. Bushman</td>
<td>Research Professor in ISR and Professor of Communication Studies and Psychology. Research interests include the effects of media violence on aggression, the role of narcissism in aggression, the relation between religion and aggression, and a variety of related topics including terrorism.</td>
</tr>
<tr>
<td>Eric F. Dubow</td>
<td>Adjunct Research Scientist at ISR and Professor of Psychology at Bowling Green State University. Interested in the effects of exposure to ethnic violence on the development of ethnic stereotypes.</td>
</tr>
<tr>
<td>L. Rowell Huesmann</td>
<td>Adjunct Research Professor in ISR and Amos N. Tversky Professor of Communication Studies and Psychology. Huesmann focuses on the construction of cognitive/information processing models for explaining the learning of aggression and the effects of observing violence on aggression and terrorism.</td>
</tr>
</tbody>
</table>

### Some Collaborating Investigators

<table>
<thead>
<tr>
<th>Investigator</th>
<th>Position and Affiliations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy Ginges</td>
<td>Assistant Professor of Psychology at the New School in New York. Research interests include the social psychology of group conflict and terrorism.</td>
</tr>
<tr>
<td>Khalil Shakaki</td>
<td>Director of the Palestinian Center for Policy and Survey Research. Leading survey researcher in Palestine and interested in the causes and effects of ethnic violence.</td>
</tr>
<tr>
<td>Simha Landau</td>
<td>Professor of Criminology at Hebrew University in Jerusalem. Research interests include the origins of antisocial and aggressive behavior.</td>
</tr>
<tr>
<td>Ariel Merari</td>
<td>Professor of Psychology at Tel Aviv University and a Fellow at the Kennedy School of Government at Harvard University. Research interests include understanding the psychology of terrorists.</td>
</tr>
<tr>
<td>Mark Tessler</td>
<td>Samuel J. Eldersveld Collegiate Professor of Political Science and a Research Professor in ISR. Also Vice Provost for International Affairs and Director of the University’s International Institute. Research focuses on Comparative Politics and Middle East Studies.</td>
</tr>
</tbody>
</table>

### Specific Research Initiatives

The Initiative has organized events aimed at bringing together scholars from around the world who are doing terrorism research. For example, in March 2004, we organized a colloquium on the strategic importance, causes and consequences of terrorism. In June 2004, we helped organize a NATO conference on Suicide Terrorism held in Lisbon, Portugal.

A variety of funded research projects listed under other programs have grown out of these and related activities to date. Atran's projects on *Sacred Values* and on *Jihadist Suicide Terrorists* under the Culture and Cognition Program above fall in this category as do Huesmann, Dubow, and Boxer's projects under the Aggression Research Program investigating *Youth's Social-Cognitive Responses to Ethnic Violence* in a Detroit suburb and investigating the Effects on Children of Exposure to Extreme Political Violence in Palestine. Bushman is also investigating the Effects of Terrorist Killings on Ethnic Attitudes in the Netherlands as part of the Aggression Research Program work.

The ability of this program to continue to stimulate additional innovative research in this area is hampered by a number of difficulties in conducting such research at a research center within a federally funded public institution. These research projects deal with very sensitive issues that can provoke strong feelings among elements in any institution. In particular, however, the future of much of this research is threatened by the difficulty of getting IRB approvals for conducting relevant data collection overseas. A principal involved in this program may well be terminating his association with the University of Michigan in the near future because of this difficulty.
V. CURRENT STATUS OF RCGD

The Research Center for Group Dynamics is doing well. The Center has a set of existing vibrant research programs that have made major contributions to the understanding of social behavior and a set of beginning programs with the potential to contribute major advances to theory and research. The Center is on a firm financial footing at present. The Center's diverse faculty and staff are highly productive and widely respected.

By bringing together researchers with common interests from multiple disciplines and different areas within disciplines, the Center's programs have created synergistic problem-focused research environments that would be hard to duplicate within a traditional academic department. Breaking out of the original bounds of social psychology, our programs now not only bring together researchers from different areas of psychology but from different social sciences, and other disciplines outside of the social sciences.

These programs are supported by a set of scientific and administrative staff (both within RCGD and outside RCGD within ISR) who contribute to multiple programs and can move from program to program as needed. The programs do not operate in vacuums but interact with each other in ways that cross-pollinate new ideas and share resources. The infrastructure that has been created in RCGD can respond rapidly to new social problems and can be easily reorganized to address new initiatives in a timely manner. The Roots of Terrorism was one such initiative and the new Caregiving and Hormones initiative is another. For example, within a year of 9/11 we had collected data on surveys of fear of terrorism, produced a very large proposal for a Homeland Security Center, and produced a variety of other smaller proposals several of which were eventually funded as listed above.

RCGD Faculty

RCGD Faculty Scholarly Productivity

The stature of faculty is extremely high by any standard. Our faculty publish in scholarly journals and books at a very high rate. For example, for the seven years between 2000 and 2006 the per-capita publication output for the current (as of August 31, 2007) RCGD senior faculty was 24 articles each in refereed scholarly journals, 10.5 chapters each in scholarly books, and 1.3 scholarly books each. Perhaps the most objective indicator of the high quality of RCGD research is citations. The per capita number of social science citations for the current RCGD senior faculty during the seven-year period 2000-2006 was 725. This figure is probably about as high as for any social science unit in the world. The 13 junior faculty during this period were also quite productive with each producing on average 10.2 articles in refereed journals and 2.9 chapters in scholarly books. The per-capita number of citations for these junior faculty was 81 each. Another mark of the quality of the faculty is that they are in heavy demand for editorial boards of scholarly journals and for national advisory panels. For example, members of the Center currently are serving on a total of 87 editorial boards for refereed journal which is about 1.8 each for those reporting such data, and are serving on approximately 166 national advisory panels which is about 3.4 each. In Appendix 3 we have included a current bio-sketch of each of our faculty with details on their individual accomplishments.

In keeping with our Lewinian beginnings, all research conducted at the Center has theoretical value; in addition, much has immediate practical relevance to society. This means that the contributions of research currently being conducted are going to continue well beyond the span of the projects that generate them. The nation and the state benefit from these programs. In addition many of our ongoing research programs are highly publicized through journals, newspaper articles, radio, and television news releases, bringing the University of Michigan positive recognition.

For example, Huesmann and Bushman’s research on media violence has been widely publicized in the mass media and through their articles in highly respected professional journals that summarize important policy research, e.g. American Psychologist and Psychological Science in the Public Interest. They have testified over the years before legislative committees in national, state, and even international venues (e.g., New Zealand, Poland, The Netherlands), and their research has influenced legislative proposals on limiting children’s access to violent media. Both have also participated as expert witnesses in court cases concerning exposure of children to violence.

Soon after the terrorist attacks of September 11, 2001, Atran was sought out by both national and international government officials wishing to better understand the behavior of suicide terrorists. Many believed that suicide terrorists committing such horrific acts did so out of desperateness, hopelessness and impoverished living conditions. In fact, Atran’s research determined that the attackers were well-educated individuals from relatively prosperous families. Atran was quick to point out that to understand suicide terrorists, one must understand that the
act is simply an instrument of warfare. Atran’s work has been featured in the *New York Times*, *Discover Magazine*, *Psychology Today*, and *Netzeitung*. He has also been interviewed numerous times on National Public Radio, CNN, NPR, Voice of America, BBC, and local Detroit stations.

The National Survey of American Life (NSAL) is one of the most comprehensive and detailed studies of mental disorders and the mental health of Americans of African and Afro-Caribbean descent ever completed. Jackson, Neighbors, and other NSAL program investigators are quite often sited by both the media and various academic communities.

Other RCGD researchers often sought out by the media include Jacque Eccles (covering families, schools, and developing achievement-related motivations), Jerome Johnston (on technology and learning issues), Richard Nisbett (on “cultural honors” that are accepting of violence as a means of conflict resolution and self-enhancement), Daphna Oyserman (covering preventive interventions, including developing theoretical frameworks to understand the process of risk and how it can be reduced), and Robert Sellers (on factors associated with the academic and social development of college athletes).

The excellence of RCGD faculty is also evidenced by the number of awards and honors that faculty have received in recent years. These are listed individually on the faculty vita in Appendix 3, but some of the more notable awards received by RCGD faculty in the past 7 years are listed in Table 1 below.

### Table 1: Faculty Honors and Awards, 2000-2007

<table>
<thead>
<tr>
<th>Name</th>
<th>Award/Recognition</th>
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<tbody>
<tr>
<td>Phillip J. Bowmen</td>
<td>Charles and Shirley Thomas Award for Distinguished Teaching and Mentoring, Society for the Psychological Study of Ethnic Minority Issues, American Psychological Association, 2006</td>
</tr>
<tr>
<td>Brad J. Bushman</td>
<td>University of Michigan, College of Literature, Science, and the Arts Excellence in Education Award for Undergraduate Teaching, 2007</td>
</tr>
<tr>
<td>Cleopatra Caldwell</td>
<td>Harold R. Johnson Diversity Service Award. Office of the Provost and Executive Vice President for Academic Affairs, University of Michigan. (May 2005 )</td>
</tr>
<tr>
<td>Jennifer Crocker</td>
<td>Named &quot;Claude M. Steele Collegiate Professor of Psychology&quot;, 2006</td>
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<td></td>
<td>President, International Society for Self and Identity, 2006-2009</td>
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<tr>
<td></td>
<td>President, Society for the Psychological Study of Social Issues (Division 9 of APA), 2000-2001</td>
</tr>
<tr>
<td>Jacquelynne S. Eccles</td>
<td>Hill Award for Distinguished Lifetime Contribution to Research on Adolescence, Society for Research on Adolescence, 2006</td>
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<tr>
<td></td>
<td>Outstanding Mentor Award, Division 7, APA, 2006</td>
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<tr>
<td></td>
<td>Most cited paper award from Division 9, APA, 2005</td>
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<tr>
<td></td>
<td>2004 Thorndike Award for Lifetime Research Contributions to the field of Educational Psychology from Division 15, APA, 2004</td>
</tr>
<tr>
<td></td>
<td>President, Society for Research on Adolescence, 2002-2004</td>
</tr>
<tr>
<td></td>
<td>Fellow at the Center for Advanced Study of the Behavioral Sciences, 2000-2001</td>
</tr>
<tr>
<td>Phoebe C. Ellsworth</td>
<td>Phi Beta Kappa Faculty Lecturer, 2002-2005</td>
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<tr>
<td></td>
<td>Named “Frank Murphy” Distinguished University Professor of Psychology and Law, 2003</td>
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<td></td>
<td>Visiting Scholar, Russell Sage Foundation, 2007-08</td>
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<td></td>
<td>Annual Phoebe C. Ellsworth Symposium on Psychology and Justice, Mount St. Mary's College, Brentwood CA, established 2001</td>
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<tr>
<td>Richard Gonzalez</td>
<td>Fellow of CIC Academic Leadership Program, 2001</td>
</tr>
<tr>
<td>Carmen Renee Green</td>
<td>2002 Harold R. Johnson Diversity Service Award, outstanding leadership in cultural diversity</td>
</tr>
<tr>
<td>L. Rowell Huesmann</td>
<td>APA Award for Distinguished Lifetime Contributions to Media Psychology, 2005</td>
</tr>
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<td></td>
<td>G. Stanley Hall Lecturer, Williams College, 2001</td>
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<td></td>
<td>US State Department Academic Lecturer, Poland, 2001</td>
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<td></td>
<td>Elected Life Member of Clare Hall College, Cambridge University, 2000</td>
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<tr>
<td></td>
<td>Named &quot;Amos N. Tversky Collegiate Professor of Communication Studies and Psychology,&quot; 2005</td>
</tr>
<tr>
<td></td>
<td>University of Michigan, Excellence in Research Award, College of L.S&amp;A, 2000</td>
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<tr>
<td>James S. Jackson</td>
<td>James McKeen Cattell Fellow Award, Association for Psychological Science, 2007</td>
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<tr>
<td></td>
<td>Distinguished Service Award on Behalf of Social-Personality Psychology,</td>
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<tr>
<td>Name</td>
<td>Award/Title</td>
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<td>---------------------------</td>
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<tr>
<td>Shinobu Kitayama</td>
<td>Visiting Scholar, Russell Sage Foundation (declined), 2001</td>
</tr>
<tr>
<td>Elizabeth B. Moje</td>
<td>Arthur F. Thurnau University Professorship, University of Michigan, 2004</td>
</tr>
<tr>
<td></td>
<td>Center for Advanced Study in the Behavioral Sciences Fellowship, Stanford University, 2003</td>
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<tr>
<td></td>
<td>Pattishall Award for Early Career Achievement, School of Education, University of Michigan, 2002</td>
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<tr>
<td></td>
<td>Early Career Achievement Award, National Reading Conference, 2000</td>
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<tr>
<td></td>
<td>William T. Grant Foundation Faculty Scholar, 2000-2005</td>
</tr>
<tr>
<td>Harold W. Neighbors</td>
<td>Harold R. Johnson Diversity Service Award, University of Michigan, 2001</td>
</tr>
<tr>
<td>Randolph Martin Nesse</td>
<td>President’s Lecture, Clark University, May, 2005</td>
</tr>
<tr>
<td></td>
<td>Visiting Fellow at the Wissenschaftskolleg zu Berlin (Institute for Advanced Study), 2007-2008</td>
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<td></td>
<td>American Psychiatric Society, Distinguished Psychiatrist Lecturer, May, 2005</td>
</tr>
<tr>
<td>Richard Nisbett</td>
<td>Edward E. Jones Memorial Lectures, Princeton University, 2001</td>
</tr>
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<td></td>
<td>John Simon Guggenheim Fellowship, 2002</td>
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<tr>
<td></td>
<td>Elected to the National Academy of Sciences, 2002</td>
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<td>Ernest R. Hilgard Visiting Professor Lectures, Stanford, December, 2002</td>
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<td>Hovland Memorial Lecturer, Yale University, 2005</td>
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<td>University of Wurzburg’s Oswald Kulpe Award for the Experimental Study of Higher Mental Processes, 2007</td>
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<td>Visiting Fellow, Russell Sage Foundation, 2001</td>
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<td>Daphna Oyserman</td>
<td>Society for Social Work Research Best Scholarly Contribution Award for Research Published in 2003-2004, 2005</td>
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<td>Named the “Ed Thomas” Collegiate Professor of Social Work, 2007</td>
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<td>Louis A. Penner</td>
<td>Outstanding Service Award Society for the Psychological Study of Social Issues, 2005</td>
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<td>President, SPSSI, 2002-2003</td>
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<td>Norbert Schwarz</td>
<td>Fellow, Center for Advanced Study in the Behavioral Sciences, 2000/01</td>
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<td>Laurent Picard Distinguished Lecture, McGill University, 2000</td>
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<td>Thomas M. Ostrom Scholar in Residence, Ohio State University, 2002</td>
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<td>Northern Lights Lecture, University of Tromso, Norway, 2003</td>
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<td>Thomas M. Ostrom Award, International Social Cognition Network and Person Memory Interest Group, 2005</td>
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<td>Rob Sellers</td>
<td>Ethnic Minority Mentoring Award, Society for Community Research and Action, 2006</td>
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<td>Jacqui Smith</td>
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<td>Beverly L. Strassmann</td>
<td>American Philosophical Society Sabbatical Fellowship, 2000-2001</td>
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<td>Elizabeth Vandewater</td>
<td>College of Natural Sciences Dean's Fellow University of Texas at Austin 2003</td>
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</table>
RCGD Faculty Sponsored Funding Productivity

RCGD faculty have been highly successful over the past 7 years in obtaining sponsored funding for our research – particularly when one considers the increasing constraints on available funds during that period. The distribution of grants administered by RCGD is summarized in Table 2 below; this table does not include grants administered by other ISR or UM units in which RCGD faculty hold cross-appointments. During the past 7 years over $25,383,865 in direct cost funds have been obtained by RCGD faculty that has generated $9,528,848 in overhead funds for RCGD. This has placed RCGD on a firm financial footing for the current period and near future. Our endowment through which we maintain funds from year to year to provide security against lulls in funding has grown to $1,707,580. In Table 2 below, the list of grants obtained from 2000 to 2007 is presented.
<table>
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<tr>
<th>PI</th>
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<td>Round Holes, Square Pegs, Rocky Roads: Adolescents' Education &amp; Transition into Adulthood</td>
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<td>An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development/03YR</td>
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<td>The Role of Sensory Decline in Cognitive Aging</td>
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<td>Neurocognitive Risks &amp; Consequences of Smoking”; (Years 1-5)</td>
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<td>Analysis of a Cognitive/Ecological Approach to the Prevention of Interpersonal Violence/02YR</td>
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<td>Relations Between the Development of Aggression and Social Cognitions in Urban Youth/01YR</td>
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<td>Boxer &amp; Bushman</td>
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<td>Genetics of Personality &amp; Hypertension</td>
<td>01-Jan-98</td>
<td>01-Jun-02</td>
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<td></td>
<td>Pritzker Network</td>
<td>$34,500</td>
<td>Core Questions of Bereavement: CLOC Data Set</td>
<td>01-Sep-98</td>
<td>01-Jun-02</td>
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<td></td>
<td>UM/SPH</td>
<td>$4,972,806</td>
<td>Mind/Body Center Grant/03YR/Project #5 RCGD</td>
<td>27-Sep-99</td>
<td>31-Aug-06</td>
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<td></td>
<td>Russell Sage Foundation</td>
<td>$14,700</td>
<td>Biology of Belief and Trust Symposium</td>
<td>15-Mar-99</td>
<td>30-Jun-02</td>
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<td></td>
<td>John Templeton Foundation</td>
<td>$23,299</td>
<td>Biology of Belief and Trust Symposium</td>
<td>22-Feb-99</td>
<td>01-May-00</td>
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<td></td>
<td>NIH/NIA</td>
<td>$680,625</td>
<td>Core Questions About Bereavement: Answers from the CLOC Study/02YR</td>
<td>15-Aug-00</td>
<td>30-Jun-03</td>
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<tr>
<td>Nisbett, RE</td>
<td>NSF</td>
<td>$781,006</td>
<td>Cognition East &amp; West: Attention, Categorization &amp; Reasoning for East Asians &amp; European Americans/07YR</td>
<td>15-Mar-98</td>
<td>31-Aug-06</td>
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<tr>
<td></td>
<td>Russell Sage Foundation</td>
<td>$219,159</td>
<td>Culture/Pitfalls of Intergroup Contact</td>
<td>01-Dec-97</td>
<td>30-Nov-00</td>
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<td></td>
<td>Columbia University</td>
<td>$99,350</td>
<td>Automaticity, Cognitive Control and the Detection of Deception</td>
<td>01-Sep-06</td>
<td>22-Apr-08</td>
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<tr>
<td>Kitayama</td>
<td>NSF</td>
<td>$419,599</td>
<td>Independence, Interdependence and Analytic vs. Holistic Cognition.</td>
<td>01-Sep-07</td>
<td>31/Sept/10</td>
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<td>Oyserman, DR</td>
<td>UM/School of Social Work</td>
<td>$94,966</td>
<td>Coping with Parenthood/ Supplement</td>
<td>01-Jul-97</td>
<td>30-Apr-02</td>
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<td>Mowbray &amp; Allen-Meares</td>
<td>NIH/NIMH</td>
<td>$879,544</td>
<td>Pathways for Youth: Risk &amp; Resilience/03Remainder of Funds-</td>
<td>15-Sep-98</td>
<td>31-May-02</td>
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</tr>
<tr>
<td>Fundor</td>
<td>NIH/NIMH</td>
<td>Project Title</td>
<td>Years</td>
<td>Start Date</td>
<td>End Date</td>
<td></td>
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<tr>
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<td>-------------------------------------------------------------------------------</td>
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<td>Panapasa, SV</td>
<td>UM/School of Dentistry</td>
<td>Detroit Center for Research on Oral Health Disparities (Oyserman)/01YR</td>
<td>30-Sep-01</td>
<td>31-Jul-07</td>
<td>30-Sep-01</td>
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</tr>
<tr>
<td>Rigdon, ML</td>
<td>CDC</td>
<td>Health Status and Health Information in the US Insular Areas (Oyserman)</td>
<td>01-Aug-06</td>
<td>29-Sep-07</td>
<td>30-Aug-07</td>
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<tr>
<td>Schwarz, N</td>
<td>NIH/NIMH</td>
<td>Metacognition in Health Judgment (NRSA)/02YR - Additional Funds</td>
<td>01-Mar-04</td>
<td>30-Sep-05</td>
<td>30-Sep-05</td>
<td></td>
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<tr>
<td>Sellers, RM</td>
<td>Spencer Foundation</td>
<td>Institutional and Programmatic Factors Associated with College-Athletics Academic Performance</td>
<td>01-Jun-95</td>
<td>31-May-00</td>
<td>31-May-00</td>
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<td></td>
<td>NSF</td>
<td>Racial Socialization, Identity Development, &amp; Function in African American Adolescence/04YR</td>
<td>June-00</td>
<td>June-04</td>
<td>June-04</td>
<td></td>
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<tr>
<td></td>
<td>NIH/NIMH</td>
<td>African American Racial Identity: Across Generations/03yr</td>
<td>01-Apr-01</td>
<td>31-Mar-06</td>
<td>31-Apr-06</td>
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<td></td>
<td>NIH/NIMH</td>
<td>African American Racial Identity, Discrimination and Mental Disorders/03YR</td>
<td>01-Jun-05</td>
<td>31-May-10</td>
<td>31-May-10</td>
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<tr>
<td>Strassmann, BI</td>
<td>University of Arizona</td>
<td>Collaborative Research on the Genetic Effects of Culture: Y Chromosome DNA, mtDNA and Patrilineal Kinship</td>
<td>01-Aug-05</td>
<td>31-Jul-08</td>
<td>31-Jul-08</td>
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<td></td>
<td>Leakey Foundation</td>
<td>Life History, Menopause and Grandmothering in the Dogon of Mali</td>
<td>15-Apr-07</td>
<td>15-Apr-08</td>
<td>15-Apr-08</td>
<td></td>
</tr>
<tr>
<td>Taylor, R</td>
<td>NIH/NIA</td>
<td>Social Interaction and Well-being across the Life Course</td>
<td>30-Sep-00</td>
<td>30-Apr-02</td>
<td>30-Apr-02</td>
<td></td>
</tr>
<tr>
<td>Trierweiler, SJ</td>
<td>NIH/NIMH</td>
<td>Mental Health Treatment of African Americans-Research Supplement for Minority Investigator</td>
<td>01-May-98</td>
<td>30-April-00</td>
<td>30-Apr-00</td>
<td></td>
</tr>
</tbody>
</table>
This is an enviable record of sponsored funds productivity for a research center our size. In fact, the sponsored funding productivity of the faculty is even greater than what is shown in this table because many faculty have significant sponsored research that is administered through other units at the University such as Psychology, the Institute for Research on Women and Gender, the Ford School of Public Policy, and the Medical School. These grants are listed in the appendix on individuals’ biographical sketches.

However, there is one point of concern in this otherwise rosy picture of obtaining sponsored funding. The point is that the funds are being generated by a relatively small proportion of the total faculty body in RCGD. Partially, this reflects the assignment of each grant to one PI when in fact the great majority of grants in RCGD involve multiple Co-PIs. Nevertheless, even correcting for this, we think the issue deserves attention. Therefore, one of our goals for the next few years will be to expand the breadth of the funding base within RCGD. For example, we are encouraging those engaged in collaborative research to distribute the PI roles more widely within the research program. More importantly, perhaps, the director has been meeting with each faculty member to identify obstacles to submitting successful grant proposals, and the Center has been sending junior faculty to workshops designed to help in writing successful proposals.

Distribution of RCGD Faculty Appointments

RCGD appoints faculty to a variety of positions, but it has been a long-standing RCGD policy not to make faculty appointments with “lifetime guaranteed” salaries. This prevents the problem of making financial commitments that are hard to meet during lean funding times and allows the Center greater flexibility in changing research directions as research trends change in our fields. Center funds are often committed for short periods of time to new faculty and to promote high priority areas, and bridging funds are available for proscribed periods to assist faculty who are temporarily without grant funds. However, long term commitments of salary funds are avoided.

It follows that the majority of RCGD faculty maintain appointments that are tenure-track or tenured appointments in academic departments, and their percentage of time in RCGD varies from year to year depending on their sponsored funding situation and their academic commitments. Typically, new faculty are appointed as Faculty Associates until they demonstrate a lasting commitment to RCGD and the ability to bring sponsored research funds into the Center. Junior faculty are then moved to either Assistant Research Scientist or Assistant Research Professor positions depending on their teaching interests and obligations. More senior faculty are moved to the Research Professor track. Those faculty whose primary appointment is at another university are appointed as Adjunct at any rank.

The current distribution of faculty positions is shown in Table 3 below. As of the summer of 2007, RCGD had 52 faculty associated with the Center of whom fourteen (14) were Research Professors and three (3) were adjunct Research/Associate Research Scientists. In addition, there were three (3) junior faculty on the research professor or research scientist tracks, and two (2) Research Scientist Emeritus faculty members still very active in the Center. Twenty-two (22) of the faculty were appointed as Faculty Associates, six (6) were appointed as Adjunct Faculty Associates, and two (2) at the Research Investigator title. In addition to these 52 faculty, RCGD had 11 post-docs working on research projects in the Center as of August 2007.
Table 3: RCGD Faculty & Post-Doctoral Appointments (August 31, 2007)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Atran</td>
<td>Adjunct Research Scientist</td>
</tr>
<tr>
<td>Eugene Burnstein</td>
<td>Emeritus Research Scientist</td>
</tr>
<tr>
<td>Linda M Chatters</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Pamela Davis-Kean</td>
<td>Research Assistant Professor</td>
</tr>
<tr>
<td>Phoebe Ellsworth</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Jennifer Glass</td>
<td>Assistant Research Scientist</td>
</tr>
<tr>
<td>Martin Gold</td>
<td>Emeritus Research Scientist</td>
</tr>
<tr>
<td>Rowell Huesmann</td>
<td>Director &amp; Research Professor</td>
</tr>
<tr>
<td>Philip Bowman</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Brad Bushman</td>
<td>Research Professor</td>
</tr>
<tr>
<td>Yan Chen</td>
<td>Research Professor</td>
</tr>
<tr>
<td>Eric Dubow</td>
<td>Adjunct Research Scientist</td>
</tr>
<tr>
<td>Briggett Ford</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Carmen Renee Green</td>
<td>Adjunct Faculty Associate</td>
</tr>
<tr>
<td>Richard Gonzalez</td>
<td>Research Professor</td>
</tr>
<tr>
<td>Dara Greenwood</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Sean Joe</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Paul Boxer</td>
<td>Adjunct Faculty Associate</td>
</tr>
<tr>
<td>Cleopatra Caldwell</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Jennifer Crocker</td>
<td>Research Professor</td>
</tr>
<tr>
<td>Jacque Eccles</td>
<td>Research Professor</td>
</tr>
<tr>
<td>Stephen M. Garcia</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>James S. Jackson</td>
<td>ISR Director &amp; Research Professor</td>
</tr>
</tbody>
</table>
While it may be difficult to tell from these simple numbers, the current distribution of faculty will present a problem for RCGD in the not-too-distant future. The balance between junior and senior faculty is far from ideal – being weighted heavily toward the senior end. Though nearly all of the staff are active and current in their research, there are obvious costs to having a limited number of younger researchers. This has been a long-standing problem in RCGD because hiring at the Assistant Research Professor of Assistant Research Scientist level has to be done in conjunction with a full academic year appointment in a department. Thus, to a substantial degree, we are tied to departmental hiring goals. On the other hand, real opportunities exist at the Faculty Associate level, which involve relatively little financial risk to the Center. We have been particularly active in this type of hiring in recent years in accordance with what we had outlined in our 1996 self-assessment. For example, this year we have hired as faculty associates two new PhDs who are on tenure track lines in academic departments (Psychology and Communication Studies) and one new PhD as a research fellow who will be a lecturer in an academic department.

RCGD succeeds in attracting top scholars and students to the University of Michigan. Our turnover at the Research Scientist level has been a little less than one per year over the past 10 years, with two of these being due to retirements. This is on an average base of about 10 Research Scientists per year, so the rate of loss is a little less than 10 percent. It is difficult to compute how this compares with faculty recruitment and retention in other units, and numbers or percentages do not tell the entire story in any case. The best surgeons have the worst record of patient
survival, and the best faculty are the most likely to be hired away. We think the quality of our existing faculty and 
the new faculty we attract as well as our competitive salary scales are the best markers of our ability to retain 
faculty.

There has also been a slight net decline in number of Research Scientists over the past 10 years. We have 
avoided those appointments because the implied financial commitment is relatively great. Faculty associate turnover 
has been much less, and there has been a significant increase over the last 10 years -- from 15 to 28. We have 
intentionally focused on these joint appointments with academic units because we see this as the best way to grow 
into new areas and expand existing areas. We have made these appointments largely to take advantage of interesting 
people from academic departments within and outside the University of Michigan and to broaden our programs to be 
more interdisciplinary.

**RCGD Faculty's Research Training Functions**

Since the inception of RCGD the highlight of intellectual exchange and learning for faculty and students 
involved in RCGD has been the Monday afternoon RCGD Seminar Series. Each semester outstanding speakers with 
within RCGD or from outside RCGD or from outside the University are brought in every week to present their latest 
research and engage in a dialogue with the assembled faculty and students. Every semester has a different theme that 
the seminar is organized about, and, often, courses for credit are arranged to run in parallel with the seminar. A list of 
the theme topics for the seminar over the past 7 years is presented in Table 4 below.

RCGD is also strongly committed to training both undergraduate and graduate students individually as 
researchers, and the numbers of students involved in RCGD research projects is substantial. For example, during the 
2006-07 academic year the Center employed on research projects 3 area high school students, 62 undergraduate 
research assistants, 18 research assistants who had just graduated from college, and 9 graduate research assistants. 
The majority of the RCGD faculty hold teaching appointments in academic departments and regularly teach both 
dergraduate and graduate courses that expose students to state-of-the-art research issues. Additionally, all of the 
RCGD programs listed above involve graduate students in the research process through independent study courses as 
part of the regular research training of graduate students in the social science departments.

Nevertheless, the number of paid graduate research assistants is lower than we desire. Two factors are 
primarily responsible for this situation. First, the academic departments in which most social-science graduate 
students are located provide very attractive financial aid packages for up to 5 years of a graduate student’s career 
including several years in which assistantship work is not required. Secondly, Michigan still operates on a tuition 
funding system which requires sponsored research projects to pay all of a graduate research assistant’s tuition and 
fees – making the employment of graduate assistants much more expensive here than at many comparable research 
universities and more expensive than hiring research assistants of comparable expertise who are not enrolled as 
graduate students. For years RCGD and ISR have been advocating changing this system to make the employment of 
gradient research assistants more affordable, but this is a decision that has to be made at higher university 
administrative levels.

Many of the RCGD research programs also hold regular lab seminars going in addition to our Center-wide 
Monday seminar. These include one or more faculty members and students. These seminars are a major 
contributor to the intellectual life of the Center and often involve academic credit for the student participants. 
The effectiveness of our student training, both individualized and through seminars, is strongly demonstrated by the 
academic and research positions students obtain after earning their degree from the U of M.

**SCIENTIFIC SUPPORT STAFF**

The Center has been extremely successful in attracting and retaining highly trained research support staff. 
RCGD Research Area Specialists and Research Technicians all hold undergraduate and graduate degrees in the 
areas of Psychology, Sociology, Biostatistics, General Education, and Social Work – many earned degrees from the 
University of Michigan. RCGD years of experience and developed research skills range from 2-25 years. Part of the 
reason for our ability to retain good research staff is the existence of career paths for such staff within ISR and the 
University. Regular steps on the research staff career ladder are available to them and regular training courses to 
expand their expertise are available at no cost to them. However, equally important to our retention of the research 
staff may be the co-operative, non-authoritarian climate we have maintained in RCGD for such staff in which they
are made to feel a part of exciting, state-of-the-art science that attracts the world’s attention. A list of the current research staff is provided in Table 4 below.

Table 4: Scientific Support Staff

<table>
<thead>
<tr>
<th>Jamie Abelson</th>
<th>Raymond Baser</th>
<th>Deborah Coral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Area Specialist</td>
<td>Research Area Specialist</td>
<td>Research Area Specialist</td>
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<tr>
<td>Amelia Deschamps</td>
<td>Samantha Hallman</td>
<td>Brian Krenz</td>
</tr>
<tr>
<td>Research Technician</td>
<td>Research Technician</td>
<td>Research Technician</td>
</tr>
<tr>
<td>Allison Michels</td>
<td>Dominic Moceri</td>
<td>Christopher Mutch</td>
</tr>
<tr>
<td>Research Technician</td>
<td>Research Technician</td>
<td>Research Area Specialist</td>
</tr>
<tr>
<td>Maureen O’Brien</td>
<td>Holly Rice Sexton</td>
<td>Phyllis Stillman</td>
</tr>
<tr>
<td>Research Area Specialist</td>
<td>Research Area Specialist</td>
<td>Research Technician</td>
</tr>
<tr>
<td>Myriam Torres</td>
<td>Mina Vida</td>
<td>Donna Walter</td>
</tr>
<tr>
<td>Research Area Specialist</td>
<td>Research Area Specialist</td>
<td>Research Technician</td>
</tr>
<tr>
<td>Shannon Young</td>
<td>Rong Zhang</td>
<td></td>
</tr>
<tr>
<td>Research Area Specialist</td>
<td>Research Area Specialist</td>
<td></td>
</tr>
</tbody>
</table>

ADMINISTRATIVE SUPPORT STAFF

RCGD faculty members are often quick to point out how outstanding the administrative and computer support services are in RCGD. This is largely due to the dedication and hard work of the Center’s current administrative staff. Whether preparing grant proposals, troubleshooting a computer problem, monitoring budgets, making travel arrangements, to simply mailing off a letter, this dedicated group of employees work provide faculty and research staff the best customer support services available.
The Center is fortunate to have a Center Administrator who has worked in the Center for over 25 years and can provide strong leadership for the administrative staff (and scientific staff and faculty for that matter) based on professionalism and experience. As with the scientific, staff turnover is low. Again we think the existence in ISR of appealing career tracks for administrative staff, the collegial cooperative atmosphere we have established in the Center, and the excitement of being part of world renowned research endeavors all contribute to this retention.

The current administrative support staff are listed in Table 5 below.

Table 5: Administrative Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Armistead</td>
<td>Assistant to the Director</td>
</tr>
<tr>
<td>Mary Guttman</td>
<td>Center Administrator</td>
</tr>
<tr>
<td>Laura Reynolds</td>
<td>Research Administrator</td>
</tr>
<tr>
<td>Debbie Bourque</td>
<td>Research Administrator</td>
</tr>
<tr>
<td>Debi Kibbee</td>
<td>Research Administrator</td>
</tr>
<tr>
<td>Loralyn Rudy</td>
<td>Research Administrator</td>
</tr>
<tr>
<td>Doris Crawford</td>
<td>Research Administrator</td>
</tr>
<tr>
<td>Karen Kirchner</td>
<td>Research Administrator</td>
</tr>
<tr>
<td>Elaine Whitaker</td>
<td>Research Administrator</td>
</tr>
<tr>
<td>Nancy Exelby</td>
<td>Computer &amp; Lab Coordinator</td>
</tr>
<tr>
<td>Deana Maida</td>
<td>Research Administrator</td>
</tr>
</tbody>
</table>

DIVERSITY OF FACULTY AND STAFF

RCGD has a very diverse faculty and staff in terms of gender and ethnicity. Our proportion of women primary research staff -- 42 percent -- far exceeds that of the university as a whole and the proportion of minority staff -- 38 percent -- is commensurate with university levels. We wish to maintain this level of diversity or improve on it if possible as we strongly believe that the diversity of faculty and staff in our center significantly contributes to our leading edge social science research and theoretical advances. Thus, it remains a chief goal of hiring to improve our diversity. Although somewhat challenging by new state regulations concerning recruitment procedures, we are fortunate to be located in the middle of a community and university that has prized diversity for a long time and thus has a large diverse population of highly qualified and well trained research and administrative personnel available. Furthermore, most other academic units with which we now have relationships, share our diversity goals as well.

CORE ADMINISTRATION AND GOVERNANCE

Generally, RCGD has purposely maintained a flat administrative structure. Core management consists of the Center Director (Rowell Huesmann), the Center Administrator (Mary Guttman), the Computer and Lab
coordinator (Nancy Exelby), and the Director’s Administrative Assistant (Diana Armistead) at 50% time. RCGD receives a portion of the General Fund to pay half of the salary of the Center's Director.

The Director meets with the elected Executive Committee of the Center monthly and seeks their advice and consent on all important matters including personnel appointments and budgetary matters. The Executive Committee represents the body of Primary Research Staff who elect them and acts for them when they are not meeting. However, the appropriate senior sub-set of the Primary Research Staff make all decisions directly on promotion matters for the Research Scientists and Research Professor tracks. Meetings of the entire Primary Research Staff are held at least once a semester to discuss and make decisions on matters of importance for the Center. During the last year the procedures for electing the Executive Committee were revised and formalized in writing. The Executive Committee is now elected in the spring to serve a one-year term beginning the following September. The 2007 Executive Committee consisted of Jennifer Crocker, Rich Gonzalez, Shinobu Kitayama, and Mary Rigdon. For 2008 the elected committee consists of Jennifer Crocker, Shinobu Kitayama, Norbert Schwarz, and Mary Rigdon.

The entire faculty and staff for RCGD are kept abreast of what is going on in the Center through RCGD “News Notes” prepared by the Center Administrator along with distribution of summaries of actions taken by the Executive Committee or at meetings of the entire Primary Research Staff. In addition, this year saw the inauguration of a once yearly RCGD newsletter called “Dynamic Directions.” It is distributed each spring to current and former RCGD members and updates them on accomplishments and trends within the Center. The first edition is enclosed in Appendix 2.

One priority for expansion of the Core Administration has become apparent in recent years. As the technological demands of research have increased, the use of computers in field research has increased, and our computerized laboratory facilities have expanded, it has become apparent that we need to expand the core administration to include a Computer Technician working under the direction of the Computer and Lab Coordinator. This is a priority for the future.

**FINANCIAL FOOTING OF RCGD**

The Center has moved from budgetary hard times fifteen years ago, when it was $190,000 in debt and running a deficit of around $100,000 per year, to relatively good times today, when the Center has significant assets and enjoys a research volume surplus of around $125,000 per year. For FY 2008 we are projecting that we will have a “sponsored funds” direct cost income of $4,409,000 with an additional $1,765,000 in Indirect Cost income, leading to an even greater surplus of $328,000 for the year and a net equity for the Center of about $640,000 by the end of the year. Consequently, the Center is on a firm financial footing for the near future. The Center's budget is developed and managed by the Center Administrator and the Director and reviewed and approved by the RCGD Executive Committee, the RCGD Coordinating Committee, and the ISR Policy Committee. The complete Financial Overview for the Center is shown in Appendix 1 below.

The major reason for this robust financial situation is the exceptional productivity of Center faculty in obtaining sponsored research grants even as those grants have become more competitive. However, our careful financial management under the Center Administrators supervision and several long-standing Center policies have also contributed to this situation – most notably our emphasis on Faculty Associate joint appointments with academic departments as a way of expanding coupled with our long standing policy against making long-term financial commitments for tenured faculty.

Of course, the University and State's current financial downturn present causes for concern and potential pitfalls for the Center. Our response will be to be even more conservative in making financial obligations.

**FACILITIES AND SPACE**

RCGD is currently housed on the 5th Floor of Wings I and II of the ISR Thompson Street building. The Center has occupied this space for well over twenty years. The Center also maintains and supports the newly renovated Robert B. Zajong Laboratories located in the basement of Wing II.
Research Laboratories

Experimental research has always been a hallmark of the RCGD research program. The RCGD labs for experimental research have been located in the Basement of Wing II of the ISR Thompson Building for many years. However, only this year we completed a major remodeling and re-equipping of the labs and renamed them to be the Robert B. Zajonc Experimental Labs in honor of RCGD and ISR's former director. The labs now feature technology that provides more flexibility in designing experiments as well as reducing the time needed to run them. The new configuration creates a more functional workspace while the updated design makes it more pleasant for both researchers and subjects.

The complex houses two larger waiting rooms, two focus group rooms and four labs with computer workstations. Three of the computer labs have a control room where researchers can monitor their experiment. The former space offered only small rooms containing 4–9 computers each. So when running more than eight subjects multiple rooms were necessary. The largest of the new labs can accommodate about twenty subjects which reduces overall time to run experiments. In the older facility, the data from these networked experiments were captured on a computer in the same room as the subjects. Now a new separate control room offers servers to capture data discreetly.

Two labs offer six completely private workstations. Again, researchers have a control station where they can monitor the experiment’s progress. A unique feature in one group of these labs is the addition of technology that allows each researcher the ability to run subjects on either a Mac or Windows platform by merely the flip of a toggle switch. One of the focus rooms also offers video technology. With two ceiling mounted cameras the discussion between as many as ten people can be monitored in “real time” from the control room or video taped for later study.

Office and Research Space

The University of Michigan Space Analysis report, which is updated on an annual basis, confirms that RCGD occupies a total of 17,631 square feet of space (4,105 is lab space). Of this total, there are 33 usable offices (15 with windows) on the fifth floor of Wing I Thompson Building of ISR, and 34 usable offices (8 with windows) available on the fifth floor of the Wing II Thompson Building of ISR. These 67 offices serve to house 89 regular faculty and staff -- the 52 primary research faculty, the 9 post-doctoral researchers, the 17 scientific staff, the 11 administrative staff -- plus a significant number of the 62 paid undergraduate assistants, the 9 paid graduate assistants, and a number of the unpaid graduate students working closely with RCGD faculty. The standard has become housing scientific staff and research assistants two per office and asking many faculty with offices in academic departments to share their RCGD offices.

Obviously the space situation is less than ideal, but a solution must await changes at the institute level. In the meantime because each Center pays ISR a per-square-foot fee for the space it occupies, our policy is to give space priorities to programs and faculty who are bringing in sponsored research funds.

Over the past five years, RCGD has purchased well over $100,000 in furniture to refurbish offices. All areas were re-carpeted and painted in 2004. In addition, the Center recently completed major office re-assignments to create more contiguous program areas. The Center fully expects continued growth as programs of research expand and new initiatives develop. The ability to provide adequate office space is a growing concern. RCGD remains committed to providing an environment conducive to the professional needs of its entire research staff.

FACULTY AND STAFF MORALE

Faculty, staff and student morale are very good at the present time -- as revealed by the recent ISR working climate survey. For example, responses to the survey painted a very favorable picture of RCGD’s organizational climate. RCGD faculty and staff indicated that their ideas and suggestions are often sought out when decisions are being made and that they found it relatively easy to make suggestions or bring up issues of concerns. Overall they trust Center management and feel that colleagues and co-workers treat one another with great respect.

Both faculty and staff expressed concern about the rising costs of health care benefits and the small percentages of merit increases received each year (3% average). In response to such concerns, RCGD regularly conducts salary equity reviews and makes necessary adjustments to insure that all Center employees are being paid fairly for the work that they do. During the past year, for example, we instituted a mid-year merit raise program for deserving scientific staff.

Nevertheless what can be done about these concerns is limited. The funding for all personnel comes from sponsored research funds where government funding cuts and government regulations about raises place limits on salary programs. In addition, RCGD and ISR are limited in the raise programs they can provide by university decisions,
and the benefit packages for employees are determined entirely at the university level.

Although opportunities for career development and promotion are sometimes limited within the Center due to the Center's small size, employees can advance to other positions in ISR or the university if they wish. RCGD management encourages and supports employees in enhancing their skills by providing tuition support and providing staff with time off to attend UM sponsored workshops.

RCGD faculty and staff consistently indicate that they enjoy working in the Center and have a great sense of pride and respect for the overall mission and goals of the Center, ISR, and the University of Michigan.

VI. FUTURE DIRECTIONS OF RCGD

NEW INTELLECTUAL CURRENTS AND OVERARCHING GOALS

As noted at the beginning of this report, the lasting hallmarks of traditional RCGD empirical work are that it is theory driven, utilizes experimental methods as well as survey methods, and demonstrates the highest levels of methodological sophistication. We do not expect this to change in the future. Nor do we expect the Center to move away from its focus on understanding the dynamics of social behavior in context. What has changed and will continue to change are the theoretical and empirical issues we address within this general approach.

Although the strong emphasis on social dynamics and social psychological processes has been fully retained in RCGD, much of the early research on groups has been replaced more by a focus on the individual in the social context and the cognitions and cognitive processes that influence social behavior. In addition to social psychologists RCGD faculty now include developmental psychologists, cognitive psychologists, personality psychologists, anthropologists, economists, and communication scientists. These intersecting trends led to the current theoretical emphasis in our Center of understanding how social behavior is affected by the complex interplay of human cognitions and the ecological environment in which humans develop and function. Although diverse in topics, the programs of research in RCGD have a common scientific goal: to explain particular aspects of the complex dynamic interdependence between the psychological life of an individual and the social system in which that person exists. Consequently, today the Center might be most aptly named the Research Center for Social Dynamics. In fact, changing the name of the Center to reflect this redirection of interest is a topic that will be discussed in the future. The trade-off between adopting a name more descriptive of what the Center actually does and a name that embodies the historical foundations and the excellence that the Center represents must be carefully considered in this process.

In examining both the new directions in which our well established research programs are turning and the beginning programs that are emerging, one can note three particular methodological trends. First, there is an increasing emphasis on examining behavior in a bio-social context -- that is on understanding the biological processes underlying social behavior and how these processes interact with the social and physical environment of the individual. Second, there is an increased emphasis on formal mathematical modeling of processes. Part of this is a result of the substantial advances in statistical analyses that have emerged over the past decade but part of this turn is also a consequence of the realization that formal models are of greater benefit when one attempts to apply research findings in practical settings. Third, there is an increased emphasis on multidisciplinarity and on multiple methods in research. RCGD has expanded beyond its original orientation in experimental social psychology to encompass alternative methods (longitudinal studies), other areas of psychology (developmental, cognitive, personality), and other social and behavioral science disciplines (economics, public health, education).

PRIORITY AREAS

One of the hallmarks of RCGD has been the ability to shift substantive directions rapidly to address new problems in social behavior that emerge, to examine new theoretical issues that become prominent, or to take advantage of new funding initiatives that become apparent. Our fluid programmatic structure makes this possible. None of our research programs are set in stone – old ones may be phased out with changes in priorities.
Some of our existing programs are mostly focused on doing “more of the same excellent work,” but others are turning in somewhat new directions. The Achievement Research Program is turning more toward trying to understand the impact of racial and ethnic identities on achievement, achievement motivation, and related indices of healthy development. They hypothesize that the psychological meaning attached to group identity vary across youth, and these meanings moderate the impact of race-based social stressors on development. They have just received new funding from NICHD for this research which is expected to be a central focus of the program over the next several years. The Aggression Research Program, while continuing research on media violence, has also turned recently in a new direction. First, applying the same theoretical models they developed in the study of media violence, they are examining the effect of exposure to real world political violence on psychosocial functioning and ethnic stereotypes as well as the propensity to behave aggressively. Influenced by the events of 9/11 and the Roots of Terrorism initiative, they have obtained funding to conduct a three year longitudinal study of Palestinian and Israeli children who are exposed to terrorism and violence regularly. In addition, they are examining Arab American and Jewish American high school students’ attitudes about the other ethnic group and its propensity to be violent as a function of exposure to news about the mid-east, and they are examining the relation of similar kinds of attitudes about Arab immigrants in the Dutch population to the occurrence of terroristic events in Europe. They are also examining experimentally the relation of religious convictions and prayer on the propensity to behave aggressively toward other people or other ethnic groups. Methodologically, they are expanding their experimental and field research to pay greater attention to neuro-cognitive elements of the person and to assessing individuals with implicit techniques and with physiological measurements (e.g., DNA sampling, skin conductance, EEG, and fMRI).

The Culture and Cognition Program has recently begun to focus more on cultural influences on “intelligence,” or at least on the definition and measurement of intelligence, as well as on aging and well-being. They hypothesize that fundamentally different forms of cognitive processing arise out of different cultural environments in which individuals grow up. To better understand this process, the program is turning toward the use of brain-imaging and biological markers to illuminate the extent of cultural influence on cognitive processing and to better understand the nature of the influence. In the winter of 2008 the program is hosting the RCGD Seminar series which will be on the topic of “Cultural Neuroscience” in order to simulate discussion about the issues involved in this new direction. The Program for research on “Self and Social-Motivation” has also turned recently in some new directions. Building on Crocker’s theorizing about the influence of “Contingencies of Self-worth” on performance, the program is turning to focus on the more on understanding how people inadvertently create what they don’t want in their lives. They hypothesize that this can happen when people are driven by ego or self-esteem concerns while shifting to a different framework focused on contributing or supporting others could help them create what they want. This shift led to the change in the name of the program from “Contingencies of Self-Worth” to “Self and Social-Motivation” and to some new directions for experiments that interface with the new program on “Biosocial Foundations of Care giving.”

Research “Programs” in RCGD are not fixed for perpetuity. Their composition, focus, and even existence may change as personnel change and as research interests change. Correspondingly, new programs are put together when researchers see the need to address new topics with new collaborations. Often, the impetus for a new program is the arrival at the University of a new researcher for whom collaborations in RCGD is desirable. Usually, these researchers have affiliations with academic departments at Michigan, as RCGD does not have the resources to support lasting appointments on RCGD funds. Currently we have have five such beginning programs to which we are assigning some priority in terms of resources. They were described above: Biosocial Foundations of Caregiving, Economics and Decision Sciences, Health and the Mass Media, Life-Course Social-Cognitive Development, and Roots of Terrorism. Each is an area in which we have capitalized on connections with other units in the University to help hire and bring together a group of researchers interested in a specific problem. None of these areas was initially chosen as an outcome of a planned decision process to decide on priorities. Rather each grew out of existing researchers’ recognition of the importance of a new theoretical or empirical direction, interest on the national scene in this area, their contacts with others with similar interests in the university, and the recognition of opportunities to bring researchers to the university who were interested in the area. The Health and the Mass Media initiative and the Economics and Decision Sciences initiatives have grown out of the arrival at the university of young researchers with whom existing faculty wanted to collaborate to address issues. The Biosocial Foundations initiative and the Life Course Development initiative were put together by researchers already here who wished to collaborate to address the new topic. The Roots of Terrorism initiative
grew out of a wave of collaborative activities that occurred after 9/11 along with the perception that funding in this area would be available. Consequently, while we are focusing on these areas at the moment, it may well be that we will move into a new area as well within the near future to take advantage of emerging trends in our relevant fields. The Center with its flexible structure and problem oriented organization is uniquely positioned to change directions rapidly and do this.

**METHODOLOGICAL DIRECTIONS**

The Research Center for Group Dynamics has always prided itself on the sophistication of its methodological and data analytic approaches to research. However, several trends at the moment have particularly captured the interest of RCGD researchers and are likely to be pursued vigorously in the near future.

**Bio-social Assessments**

Center researchers are turning more and more to integrating bio-social assessments, such as brain imaging and hormone assays, into their research for “looking” inside the individual in a different manner than other techniques provide. We are well positioned to do this because of our affiliations with the Michigan psychology department and our access to the brain imaging laboratory facilities on campus. As mentioned above, the Culture and Cognition program and the Aggression Research Program have both been laying plans to move in this direction. In addition, three of our beginning programs – the Life Course Development program, the Health and Media program, and the Biosocial Foundations of Caregiving program have plans to incorporate brain imaging into their programs. Additionally, we will have a new faculty member, Ethan Kross, with interests and expertise in this area joining RCGD next year with a joint appointment in psychology. More generally, there has been recognition among most researchers that the inclusion of bio-social markers into their research protocols is becoming more and more advantageous for the acquisition of good data about the individual.

**Quantitative Analyses Training Initiative**

RCGD has accumulated a significant amount of expertise in its primary research staff about psychometrics, mathematical modeling simulation, and multi-level longitudinal data analysis. Rich Gonzalez has written about these topics from a theoretical perspective; Rowell Huesmann and Pam Davis-Kean teach courses on the topics; and a variety of programs have research staff who are expert in this areas. For example, the CAPCA program has held methodology workshops focusing on these and other topics in the past four summers for researchers and their students to attend, and they were very well received. At the same time there seems to be something of a vacuum for instructional programs in psychometrics and mathematical modeling. Graduate programs in psychometrics and mathematical psychology are now rare and few new PhDs are being generated. Consequently, a group of RCGD researchers led by Gonzalez have been considering the options for establishing a more formal training program in these areas that could serve to supplement the training programs in related areas offered by ICPSR and SRC during the summer. While these discussions are at a very preliminary stage, the potential of such a program seems promising because the teaching would integrate well with the methodological directions in which our researchers are moving and the additional expertise they need. A particular area of interest is in developing training models for the analysis of brain imaging and hormone assay data that fit within the multivariate and longitudinal nature of the research conducted by RCGD researchers. Not only is this area ripe for training but it is also an area for which there is opportunity for developing new analytic methodology.
**VII. APPENDICES**

**APPENDIX 1: RCGD Five-Year Financial Overview, 2001-2006**

<table>
<thead>
<tr>
<th>OPERATING REVENUES</th>
<th>FY05 Actual</th>
<th>FY06 Actual</th>
<th>FY07 Actual</th>
<th>FY08 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund - Leadership</td>
<td>92,665</td>
<td>112,283</td>
<td>123,759</td>
<td>137,000</td>
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<tr>
<td>Research Support</td>
<td>178,856</td>
<td>174,407</td>
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<td>Federal Grants/Contracts - Direct</td>
<td>4,844,622</td>
<td>4,256,907</td>
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<tr>
<td>Non-Federal Grants/Contracts - Direct</td>
<td>91,096</td>
<td>220,073</td>
<td>31,917</td>
<td>42,000</td>
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<td>Indirect Cost Recovery - Federal</td>
<td>991,810</td>
<td>1,674,050</td>
<td>1,482,804</td>
<td>1,750,000</td>
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<tr>
<td>Indirect Cost Recovery - Non-Federal</td>
<td>2,004</td>
<td>17,040</td>
<td>3,050</td>
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<tr>
<td>Service Personnel and Other Fees</td>
<td>3,418</td>
<td>5,434</td>
<td>1,413</td>
<td>-</td>
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<tr>
<td>Instructional Revenue</td>
<td>13,200</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>External Department Revenue</td>
<td>10,032</td>
<td>13,871</td>
<td>13,854</td>
<td>12,000</td>
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<tr>
<td>Internal Department Rebill</td>
<td>4,073</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>TOTAL OPERATING REVENUES</strong></td>
<td>6,232,050</td>
<td>6,366,480</td>
<td>5,374,104</td>
<td>6,360,000</td>
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</table>

<table>
<thead>
<tr>
<th>OPERATING EXPENSES</th>
<th>FY05 Actual</th>
<th>FY06 Actual</th>
<th>FY07 Actual</th>
<th>FY08 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Costs - Research</td>
<td>1,866,062</td>
<td>2,241,010</td>
<td>2,106,004</td>
<td>2,317,000</td>
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<td>Fringe Benefits</td>
<td>362,380</td>
<td>430,840</td>
<td>450,688</td>
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<td>Subcontracts</td>
<td>640,900</td>
<td>682,342</td>
<td>636,783</td>
<td>610,000</td>
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<tr>
<td>Tuition</td>
<td>3,200</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Supplies, Services and Other</td>
<td>710,622</td>
<td>1,360,726</td>
<td>1,100,406</td>
<td>1,204,000</td>
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<tr>
<td>Sponsored Direct Costs Write-offs</td>
<td>-</td>
<td>17,631</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Total Direct Costs - Research</strong></td>
<td>3,345,564</td>
<td>4,632,393</td>
<td>4,505,050</td>
<td>4,664,000</td>
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</table>

<table>
<thead>
<tr>
<th>Center Operations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Center Administration</td>
<td>203,448</td>
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<tr>
<td>Center General Support</td>
<td>374,443</td>
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<tr>
<td>Center-Supported Research Activities</td>
<td>415,908</td>
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<tr>
<td><strong>Total Center Operations</strong></td>
<td>553,879</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institute Operations</th>
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</thead>
<tbody>
<tr>
<td>ISR Administration</td>
<td>257,210</td>
</tr>
<tr>
<td>ISR Building Fund</td>
<td>172,364</td>
</tr>
<tr>
<td><strong>Total Institute Operations</strong></td>
<td>429,574</td>
</tr>
</tbody>
</table>

| TOTAL OPERATING EXPENSES | 4,769,023 | 3,962,368 | 3,304,322 | 6,041,000 |

| OPERATING INCOME (LOSS) | 1,463,023 | 423,321 | 68,862 | 328,000 |

<table>
<thead>
<tr>
<th>NONOPERATING REVENUES (EXPENSES)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifts</td>
<td>-</td>
</tr>
<tr>
<td>Investment Income (Expense)</td>
<td>70,602</td>
</tr>
<tr>
<td>Change in Unrealized Gain/Loss</td>
<td>166,313</td>
</tr>
<tr>
<td>Reserves</td>
<td>(622,944)</td>
</tr>
<tr>
<td>Other (Perry Payback)</td>
<td>1,096</td>
</tr>
<tr>
<td><strong>Net NonOperating Revenues</strong></td>
<td>(662,733)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INCREASE (DECREASE) IN NET ASSETS</th>
<th>880,292</th>
<th>779,063</th>
<th>658,128</th>
<th>756,072</th>
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<tbody>
<tr>
<td>NET ASSETS-BEGINNING OF YEAR-Restated</td>
<td>850,675</td>
<td>1,730,968</td>
<td>2,503,894</td>
<td>3,162,022</td>
</tr>
<tr>
<td>NET ASSETS-END OF YEAR-Restated</td>
<td>1,730,968</td>
<td>2,310,031</td>
<td>3,162,022</td>
<td>3,318,094</td>
</tr>
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</table>
RCGD RESEARCH VOLUME AND INDIRECT EXPENSE

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect Expense</td>
<td>$1,330,064.00</td>
<td>$1,079,047.00</td>
<td>$1,880,706.00</td>
<td>$1,307,700.00</td>
<td>$1,266,605.00</td>
<td>$1,398,572.00</td>
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<tr>
<td>Indirect Cost Recovery</td>
<td>$1,350,174.00</td>
<td>$1,136,786.00</td>
<td>$1,047,171.00</td>
<td>$902,109.00</td>
<td>$1,562,915.00</td>
<td>$1,499,134.00</td>
</tr>
<tr>
<td>Direct Cost Recovery</td>
<td>$3,563,150.00</td>
<td>$3,502,673.00</td>
<td>$3,268,187.00</td>
<td>$4,956,357.00</td>
<td>$4,486,879.00</td>
<td>$4,364,512.00</td>
</tr>
</tbody>
</table>

[Diagram showing bar chart for years 2002 to 2007, with categories Indirect Expense, Indirect Cost Recovery, and Direct Cost Recovery.]
APPENDIX 2: RCGD Newsletter for Spring 2007

From the Director's Desk

This is the first edition of what I hope will be a long series of yearly reports on RCGD activities for friends and alumni of the Center. As has been true for all of RCGD’s almost 40-year history at Michigan, exciting things are happening, and I want to share the excitement with you.

When I took over as the 8th Director of the Center last fall, I was pleased to find that we seemed to be doing quite well. Our Primary Research Staff are publishing at a high rate and having a substantial impact on their fields. Our disciplinary boundaries have broadened over recent years, and we are having impacts in areas beyond traditional experimental social psychology. We are currently in a very good financial shape. We have almost $5,000,000 in grants coming in this year and expect to have about the same number next year, and we have a significant reserve to draw upon in emergencies. Our own success is helped by the fact that ISR as a whole is doing very well and also is in good financial shape.

In this newsletter we highlight some of the recent research that has made news headlines this year and some of the awards our faculty have received. Some current RCGD research reflects quite new directions — for example, Brad Bushman’s research on religion and aggression which has just been funded for three years by the Templeton Foundation. Other research reflects the continuation of longstanding research programs — for example, Jack E. Ecker’s research on racial self-identity and healthy psychological development in adolescence which has been recently funded for 5 years by NICHD.

However, this year has also been highlighted by a number of other events that deserve mention. First, we opened the completely renovated experimental laboratories in the basement and renamed them as the

Robert B. Zajonc Experimental Labs Undergo Renovation

Major renovations to the newly named Robert B. Zajonc Experimental Labs were completed in 2006. The labs now feature technology that provides more flexibility in designing experiments as well as reducing the time needed to run them. The new configuration creates a more functional workspace while the updated design makes it more pleasant for both researchers and subjects.

The complex houses two larger waiting rooms, two focus group rooms and four labs with computer workstations. Three of these computer labs have a control room where researchers can monitor their experiment.

Mary Rigdon, RCGD Assistant Research Scientist, who uses the labs extensively in her work comments that she has found running experiments in the new space comfortable even while five other researchers are running simultaneously.

The labs have attracted researchers from many areas around the University including the School of Information, Psychology and Economics.

The former space offered only small rooms containing 4-9 computers each. So when running more than eight subjects multiple rooms were necessary.

The largest of the new labs can accommodate about twenty subjects which reduces overall time to run experiments.
RCGD in the News

March 2007
Scott Atran's work is highlighted in the March 4, 2007 New York Times Sunday Magazine. The article, "Darwin's God," discusses his and other leading scientists' study of the evolution of religion. This inquiry explores questions such as how has religion served the adaptive needs of mankind and if not, why has it survived?

January 2007
"This is Your Brain on Alien Killer Pilgrims of Nazi Dooms," said the headline on the Dec. 11 Newsweek story about violent videogames and their impact on adolescents. The article quoted ISR psychologist Brad Bushman, who said "In general, violent media increase aggressive thoughts and there's good reason to believe participatory violent videogames have a stronger effect than violent TV programs of films."

December 2006
More U.S. Blacks attempt suicide than previously thought, the Associated Press reported on Oct. 31, based on an article in the Journal of the American Medical Association by U-M researcher Sean Joe and colleagues. The study analyzed data from the National Survey of American Life, directed by James Jackson, which is the first to look at mental health among African Americans and Caribbean Americans.

October 2006
In an ABC World News Interview with Charlie Gibson, Jacque Eccles discussed children's activities based on a PSID (Panel Study of Income Dynamics)/CDS (Child Development Study) study.

Recent Publications & Awards
James S. Jackson ▶ 2007 James Jackson, director of ISR, Director of the Center for AfroAmerican & African Studies and RCGD Research Scientist received the Association for Psychological Science's highest honor, the James McKeen Cattell Fellowship Award. Each year, four scientists are selected to receive this honor, in recognition of their lifetime achievements in basic science and applied psychological research.

Brad Bushman with Roy F. Baumeister ▶ Social Psychology and Human Nature (Hardcover - Jan 2, 2007), comprehensive textbook exploring the field of social psychology.

Jennifer Crocker ▶ 2006 Claude M. Steele Collegiate Professor of Psychology

Jacqueline Eccles ▶ 2006 John Hitt Award for Distinguished Life Career, Society for Research in Adolescence (SRA) ▶ 2006 Distinguished Mentor Award, Division 7, American Psychological Association (APA)

Roxsell Huesmann ▶ 2006 Appointed Director of RCGD.

Norbert Schwartz ▶ 2006 Fellow, Society for Consumer Psychology ▶ 2006 Rickham Distinguished Graduate Mentor Award

Robert Zucker ▶ 2006 Merit Award from NIAAA (National Institute on Alcohol Abuse and Alcoholism) for his project titled "Family Study of Risk for Alcoholism over the Life Course"

Sean Joe ▶ 2006 along with RCGD co-author James Jackson, Woody Neighbors, and Ray Baser have published their research on lifetime suicide attempts among blacks in the Journal of the American Medical Association (JAMA)
When God sanctions violence, believers act more aggressively

By Diane Swanbrow/University News Service

Reading violent scriptures increases aggressive behavior, especially among believers, a new study finds. The study by University of Michigan social psychologist Brad Bushman and colleagues helps to illuminate one of the ways that violence and behavior are linked. "To justify their actions, violent people often claim that God has sanctioned their behavior," said Bushman, faculty associate at the U-M Institute for Social Research and lead author of the article published in the March 2007 issue of Psychological Science. "Christian extremists, Jewish sectarians and Islamic fundamentalists all cite scriptures that seem to encourage or at least support aggression against unbelievers." Bushman, who is also a U-M professor of psychology and communications studies and colleagues at Brigham Young University and at Vrije University in the Netherlands, found the same relationship in two separate experiments detailed in the article. The first study involved Brigham Young University students. Ninety percent of whom believed in God and in the Bible. The second study involved Amsterdam students. Fifty percent of whom believed in God and 57 percent of whom believed in the Bible. After experimenting with the scriptures and beliefs, participants read passages adapted from the King James Bible that described a woman's brutal murder and her husband's revenge on her attackers. Half the participants were told that the passages came from the Old Testament, half that it came from an ancient scroll found by archaeologists. Half the participants from each of these groups read a version of the passages that included a sentence in which God commanded his followers to take arms against others. After reading the passages, participants were paired with confederates of the experimenters for a simple reaction task. They were told that the winner would be able to "blow" the losing partner with noise as loud as 105 decibels, about the level of a fire alarm—a common experimental measure of aggression. The researchers found that both the religious and secular students were more aggressive, delivering louder bursts of noise to their ostensibly partner, when told that the passage they read came from the Bible. Aggressive responses also increased when participants read that God directly sanctioned violence. The increased level of aggression was greater among believers than among secularists, however. "Our results further confirm previous research showing that exposure to violent media causes people to behave more aggressively if they identify with the violent characters than if they do not," Bushman said. The work also supports the view that exposure to violent scriptures may induce extremists to engage in aggressive actions. "It's important to note that we obtained evidence supporting this hypothesis in samples of university students who were, in our estimation, not typical of the terrorists who blow up civilians," Bushman wrote. "Even among our participants who were not religiously devout, exposure to God sanctioned violence increased subsequent aggression. That effect was found in such a sample may attest to the insidious power of exposure to literary scriptural violence." According to Bushman and colleagues, this does not mean that reading the scriptures leads to aggression. "Violent stories that teach moral lessons or that are balanced with descriptions of victims suffering or the aggressor's remorse can teach important lessons and have legitimate artistic merit. But taking a single violent episode out of its overall context, as we did in these studies, can produce a significant increase in aggression.

From the Director's Desk (cont from page 1)

Robert E. Zajonc Experimental Labs. Those labs provide state-of-the-art computer-controlled facilities for experimental studies of individuals and groups. As the newsletter article describes, second, we held two RCCD seminar series that diverged in somewhat different directions. The fall afternoon seminars were devoted to "Experimental Economics" research examining the social dynamics of decision making in economic settings. The winter seminars were devoted to "Interdisciplinary Perspectives on Alternatives to Self-Interest" and examined the basis of altruistic behavior. We also experimented with a slightly different format in which multiple speakers presented sometimes divergent and sometimes complimentary ideas on the same day. Third, breaking with the "unwritten rules" tradition of RCCD, we actually formalized some of our procedures for the role of the RCCD executive committee and its election.

As the academic year draws to a close, we are heavily engaged in one more important activity—our ten-year self-assessment. All of EIE is engaged in this evaluation and planning activity which will culminate next year in an external evaluation of all the EIE Centers. I am confident that our second edition of this newsletter next spring, I will be able to report very positively on that evaluation.

Rowel Huesmann, Director, RCCD
About RCGD:

RCGD was established in 1948 by Kurt Lewin’s friends and colleagues—Dovvin Cartwright, Leon Festinger, John R. P. French, Ronald Lipset, and Alvin Zander. In 1948, when this group associated themselves with the co-founders of the Survey Research Center (SRC) Remis Likert, Angus Campbell, George Katona, Charles Canzelle, and Leslie Kish, the University of Michigan established the Institute for Social Research. The two new research centers continue this relationship and have been joined by three additional centers.

GOAL:

For almost six decades the Research Center for Group Dynamics (RCGD) has been to advance the understanding of human behavior in a societal context. Toward this end, RCGD has evolved a large portfolio of research programs examining sociological, psychological, economic, and political and cultural facets of human existence and behavior.

Although diverse in topics, RCGD continues to advance the understanding of human behavior in a societal context, making clear the linkages between an individual’s psychological life and the life of the society in which the individual belongs.

RCGD strives to retain the best research scientists in the country to produce the best research in the world.

CURRENT RESEARCH:

Research currently underway includes studies concerned with group decision making and social judgment; conformity and interdependence; violence and aggression; achievement and self-esteem; contingencies of self-work; scholastic achievement; delinquency and alternative schools; social relationships and social support of African American communities; studies focusing on the effects of educational television, computers, and other new technologies; stereotyping and social judgment; culture and cognition; cognitive anthropology; the psychology of suicide terrorism; and the development of notions of race in young children.

Zajonc Labs Renovation (contd. from page 1)

It helps subjects understand the size of the research group of which they are a part. Mary Rigidon explains that this can be important in some experiments and groups that were divided into small separate rooms would have difficulty thinking of themselves as part of a larger group. Now they need only look around the room. When an experiment requires privacy a movable screen is positioned along the middle of the room protecting workstations from questioning eyes of other respondents.

In the older facility, the data from these networked experiments were captured on a computer in the same room as the subjects. Now a new separate control room offers servers to capture data discretely.

Two labs offer six completely private workstations. Again, researchers have a control station where they can monitor the experiment’s progress. A unique feature in one group of these labs is the addition of technology that allows each researcher to run subjects on either a Mac or Windows platform by merely the flip of a toggle switch.

One of the focus rooms offers video technology. With two ceiling mounted cameras the discussion between as many as ten people can be monitored in “real time” from the control room or video taped for later study.

In order to ensure the long-term vitality of the Lab, RCGD will soon begin a multi-proposed fundraising effort to raise money to enable faculty and graduate students to recruit subjects and to upgrade facility and equipment on an ongoing basis.
APPENDIX 3: RCGD Faculty Biographical Sketches

SCOTT ATRAN
Adjunct Research Scientist, Research Center for Group Dynamics
Adjunct Associate Professor, School of Natural Resources
Visiting Professor, Gerald Ford School of Public Policy and Department of Psychology
Presidential Scholar, Department of Sociology, John Jay College of Criminal Justice
Directeur de Recherche, Centre National de la Recherche Scientifique, Paris, France

EDUCATION
Columbia College B A 1972 Anthropology
Johns Hopkins University M A 1973 Social Relations
Columbia University Ph.D. 1984 Anthropology

POSITIONS HELD
1970-74 Assistant to Dr. Margaret Mead; Curator of Ethnology, American Museum of Natural History.
1974-76 Coordinator “Animal and Human Communication Program,” Royaumont Center for a Science of Man, Paris, France (Jacques Monod, Director), and organizer of Chomsky-Piaget Conference on “Language and Learning”.
1984 Visiting Lecturer, Department of Social Anthropology, Cambridge University (winter semester).
1984-85 Chargé de Conférence, Collège International de Philosophie.
1985-86 Chargé de Cours, Ecole des Hautes Etudes en Sciences Sociales, Paris
1988-89 Visiting Professor, Truman Institute, Hebrew University, Jerusalem and Bir Zeit University, West Bank.
1991-2006 Adjunct Research Scientist, Department of Anthropology, University of Michigan
1991-present Adjunct Research Scientist, Institute for Social Research, University of Michigan
2000-2002 Distinguished Visiting Professor of Anthropology, University of London-Goldsmith
2002-present Adjunct Associate Professor, School of Natural Resources, University of Michigan
2002- Directeur de Recherche, Centre National de la Recherche Scientifique, Paris, France.
2003-present Visiting Professor, Department of Psychology, University of Michigan
2006-present Visiting professor, Gerald Ford School of Public Policy, University of Michigan

SELECTED PUBLICATIONS
Books


Journal Articles

Co-Authored:


Sole Author:


Commentary: A Failure of Imagination (Intelligence, WMDs and ‘Virtual Jihad’). *Studies in Conflict and Terrorism* 29:263-278, 2006.

RESEARCH SUPPORT


National Institutes of Health (Contract No. HD41653-01) “Development of Biological Thought Across Cultures” (2002-2006) Principal Investigators: Sandra Waxman, Northwestern University; Douglas Medin, Northwestern University; Scott Atran, University of Michigan & CNRS; Norbert Ross, Northwestern. $1,407,043.


National Science Foundation (Contract No. BCS-0446738), Urgent High Risk Funding, “Devotional Values in Global Network Terrorism - Interviews with Jihadists in Palestine and Indonesia,” 2004-2005 (Cultural Anthropology, Decision Making, Risk and Uncertainty), Principal Investigator: Scott Atran, CNRS & University of Michigan, $25,000.

Centre National de la Recherche Scientifique, « Le Rôle des Valeurs Sacrées dans le Terrorisme Suicide », Responsable de l'opération : Scott Atran, CNRS, 15,000 euros.


National Science Foundation (Contract No. SBE-0527396), “Sacred Values in Decision Making and Cultural Conflict,” 2005-2008 (Human and Social Dynamics Competition, Decision Making, Risk and Uncertainty), Principal Investigator: Scott Atran, University of Michigan, Co-PIs: Douglas Medin, Northwestern University, Jessica Stern, Harvard University, Jeremy Ginges, University of Michigan, $749,959


PHILIP BOWMAN
Faculty Associate, Research Center for Group Dynamics
Director, National Center for Institutional Diversity
Professor, Higher & Postsecondary Education

EDUCATION
Northern Arizona University B S 1970 Psychology
University of Michigan M A 1971 Counseling Psychology
University of Michigan Ph.D. 1977 Social Psychology

POSITIONS HELD
1977-1984 Lecturer to Assistant Professor, Department of Psychology, Center for Afro-American & African Studies, University of Michigan
1977-1984 Research Investigator to Study Directory, Director, Postdoctoral Training Program in Survey Research & Black Mental Health, Institute for Social Research, University of Michigan
1984-1991 Assistant to Associate Professor, Department of Psychology, Department of Educational Policy Studies, Afro-American Studies & Research Program, University of Illinois, Urbana-Champaign
1991-2000 Associate Professor, Department of Human Development & Social Policy, Department of African American Studies, Northwestern University
1991-2000 Faculty Associate, Institute for Policy Research, Joint Center for Poverty Research, Northwestern University
1999-2006 Director, Institute for Research on Race & Public Policy, Professor, Urban Planning & Policy Program, Department of African American Studies, University of Illinois at Chicago
2000-Present Director, National Center for Institutional Diversity, Professor, Higher and Postsecondary Education, University of Michigan
Faculty Associate, Center for the Study of Group Dynamics, Institute for Social Research, University of Michigan
Research Affiliate, National Poverty Center, Gerald Ford School of Public Policy, University of Michigan

SELECTED PUBLICATIONS
Bowman, P.J. (1990). The adolescent to adult transition: Discouragement among jobless Black youth (pp. 87-105).


RESEARCH SUPPORT

2005-Present Illinois Board of Higher Education, Comprehensive Pipeline Program (with Michael Toney)
2004-Present NIH-NCI Center for Population Health and Health Disparities (with Richard Warneke et. al.)
2004-Present American Educational Research Association, Racial Battle Fatigue Among College Students (with Reba Chaisson)
2004-2005 National Science Foundation, Chicago Area Study (with Maria Krysan, Tyrone Forman et. al.)
2001-2005 Information Technology Resource Center, Acceleration Project Evaluation (with Angela Ebreo)
2003-2004 Illinois Department of Human Services, Faith-Based Initiatives (with Michael Bennett et. al.)
2002-2004 Illinois Work Force Advantage, Fathers and Families in Distressed Urban Communities
2000-2002 Illinois Department of Transportation, Workforce Diversity Survey (with Angela Ebreo)
1996-1999 National Science Foundation, Social/Behavior Sciences Scholars Program
1996-99, National Science Foundation/Center for Children & Technology, NU-PEAK (with Louis Gomez)
1995-1999 Spencer Foundation, Generativity in Black and White (with Dan McAdams)
1996-97, National Science Foundation, Social and Behavior Sciences Planning Grant (with Dr. Ester Jenkins and Chicago Area Alliance for Minority Participation)
1990-92, Research Board, University of Illinois at Urbana-Champaign, Coping With the College Transition: A Multi-Ethnic Survey
1988-1989 National Research Council/Ford Foundation, Senior Postdoctoral Fellow, Social Psychology of Role Strain
1984-1986 Rockefeller Foundation, Postdoctoral Fellow, Discouragement among Jobless Black Youth
1979-1984 National Institute of Mental Health, Postdoctoral Training Program in Survey Research
PAUL BOXER
Adjunct Faculty Associate, Research Center for Group Dynamics
Assistant Professor, Department of Psychology, Rutgers University
Affiliated Assistant Professor, Department of Social Work, Rutgers University

EDUCATION
Williams College            B.A.           1995          Psychology
Bowling Green State Univ.  M.A.           1999          Psychology
Bowling Green State Univ.  Ph.D.          2002          Psychology
Wayne State University     Psych Fellow     2002          Clinical Psychology

POSITIONS HELD
8/06-current          Assistant Professor, Department of Psychology, Rutgers University-Newark
8/06-current          Affiliated Asst Professor, Department of Social Work, Rutgers Univ.-Newark
7/06-8/06             Assistant Research Professor, Department of Psychology, Rutgers Univ.-Newark
9/04-current          Adjunct Research Scientist, Institute for Social Research, University of Michigan
9/04-7/06             Assistant Professor, Department of Psychology, University of New Orleans
9/03-8/04             Assistant Research Scientist, Research Center for Group Dynamics, Univ. of MI
2004-present          Consulting Editor, Aggressive Behavior. Member and primary researcher, NSF
                      Center for the Analysis of Pathways from Childhood to Youth, Univ. of Michigan
8/02-8/03             Associate Researcher, Aggression Research Program, University of Michigan
8/02                  Summer Research Fellow, Southern California Center for Excellence in Youth Violence
                      Prevention
9/01-8/02             Clinical Psychology Intern, Wayne State University School of Medicine
9/00-8/01             University Dissertation Fellow, Bowling Green State University

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

**COMPLETED SUPPORT**

Project title: “Aggressive trait inference in children: Associations with peer acceptance” (Paul Boxer, PI); Source: Bowling Green State University Dissertation Fellowship; Major goals: Develop measurement of aggressive trait inferences in elementary school child to examine differences by age and gender in trait inference and associations with peer acceptance; Dates of approved project: 9/01/00 to 8/01/01; Role: PI

**ONGOING SUPPORT**

Project title: “Predictors of aggression in institutionalized youth” (P. Boxer, PI); Source: National Institute of Mental Health (R03MH72980); Major goals: Examine utility of risk factors assessed at intake to long-term inpatient psychiatric facility for predicting extreme aggressive behavior during treatment; Dates of approved project: 2005-2007; Role: PI

Project title: “Serious youth violence and long-term use of violent media” (L.R. Huesmann, PI); Source: Centers for Disease Control and Prevention (U49CE000207); Major goals: Examine links between consumption of violent media and serious aggressive and antisocial behavior in at-risk and high-risk samples of children, youth, and young adults; Dates of approved project: 2004-2007; Role: Co-PI.

Project title: “Video game violence” (B.J. Bushman, PI); Source: National Institute of Child Health and Human Development (R01HD049837); Major goals: Study the effects of playing violent video games on youth aggression and mental health; Dates of approved project: 2005-2010; Role: Co-PI/Consultant.

Project title: “Youths’ social cognitive responses to scenes of ethnic violence” (L. R. Huesmann, PI); Source: National Institute of Child Health and Human Development (R01 HD046899); Major goals: Examine implicit ethnic stereotypes in American high school youth from different ethnic groups as the function of exposure to ethnic violence in the mass media; Dates of approved project: 2005-2007; Role: Co-PI.
Project title: “Effects on children of persistent exposure to extreme political violence” (L. R. Huesmann, PI); Source: National Institute of Child Health and Human Development (R01 HD047814); Major goals: Examine longitudinally the effects of persistent exposure to extreme ethnically and politically motivated violence on adjustment of children growing up in Palestine and Israel; Dates of approved project: 2006-2011; Role: Co-PI/Consultant.
EUGENE BURNSTEIN  
Emeritus Research Professor, Research Center for Group Dynamics  
Emeritus Professor, Department of Psychology, University of Michigan

EDUCATION  
University of Pennsylvania  B A  1954  
University of Michigan  Ph D  1960

POSITIONS HELD  
1954-55    Trainee in clinical psychology, Veterans Administration Hospital,  
Dearborn, MI.  
1955-59  Research Assistant, Research Center for Group Dynamics, University of  
Michigan, Ann Arbor, MI.  
1959-61  Assistant Professor, Department of Psychology, University of Texas, Austin,  
TX.  
1961-63  Assistant Professor, Department of Psychology, Michigan State University, East  
Lansing, MI.  
1962    Research Associate, School of Industrial and Labor Relations, Michigan State  
University, East Lansing MI.  
1964-68  Associate Professor, Department of Psychology, University of Michigan, Ann  
Arbor, MI.  
1964- present  Program Director, Research Center for Group Dynamics, University of  
Michigan, Ann Arbor, MI.  
1965-66  Senior Fulbright lecturer, Chair of Interdisciplinary Studies in Social Science,  
Rijksuniversiteit van Gent, Belgium.  
1963-67  Consulting Editor, Journal of Abnormal and Social Psychology, and Journal of  
Personality and Social Psychology.  
1968–present  Professor, Department of Psychology, University of Michigan, Ann  
Arbor, MI.  
1968–69  Co-Editor, Human Relations.  
Member, Subcommittee on Social Psychological Measurement and Urban Change, The  
Committee on Social Behavioral Urban Research of the National Academy of Sciences,  
Division of Behavioral Sciences.  
1971–72  Senior Fulbright Lecturer, Faculte de Lettres et Science Humaines, University  
de Provence, France.  
1978    Chairman, Special NIMH Research Review Panel.  
1997– present  Associate Member, Institute of Social Studies, University of Warsaw, Poland  
1998– present  Chair, Social Psychology Area of the Department of Psychology  
2005–present  Lecturer, Faculty of Psychology, University of Warsaw, Poland  
2005–present  Lecturer, Warsaw School of Social Psychology, Poland

SELECTED PUBLICATIONS  
Birch, D., Burnstein, E., & Clark, R. (1958).  Response strength as a function of food deprivation under a controlled  
Journal of Personality, 33, 570-583.  

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RESEARCH SUPPORT
Project title: Monitoring the Reform in Poland. Source: U.S. Department of State. Goals: Collaborative research on the social and psychological impact of the transition from communism to democracy. Dates: 07/01/01-06/30/06. Role: PI.
BRAD BUSHMAN
Research Professor, Research Center for Group Dynamics
Professor, Department of Communications Studies
Professor, Department of Psychology

EDUCATION
Weber State College B.S. 1984 Psychology
Utah State University Med 1985 Secondary Education
University of Missouri MA 1987 Psychology
University of Missouri MA 1990 Statistics
University of Missouri Ph.D. 1989 Psychology

POSITIONS HELD
1985-1990 Instructor, University of Missouri, Columbia, MO
1985-1990 Instructor, University of Missouri, Columbia, MO
1990-1996 Associate Professor, Dept. of Psychology, Iowa State University, Ames, IA
1996-2002 Professor, Dept. of Psychology, Iowa State University, Ames, IA
2002-2003 Professor, Department of Psychology, Iowa State University, Ames, IA
2003-present Professor of Psychology, Professor of Communication Studies, and
Research Professor, University of Michigan, Ann Arbor, Michigan
2005-present Visiting Professor, Vrije Universiteit, Amsterdam
2005-present Visiting Professor, Warsaw School of Social Psychology, Poland
2005-present Professor of Communication Science, Vrije Universiteit, Amsterdam

SELECTED PUBLICATIONS
Bushman, B. J. (1993). Human aggression while under the influence of alcohol and other drugs: An integrative research review. *Current Directions in Psychological Science, 2*, 148-152.

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Bushman, B.J. (in press). That was a great commercial, but what were they selling? Effects of televised violence and sex on memory for violent and sexual ads. *Journal of Applied Social Psychology*.


Konijn, E.A., Nije Bijvank, M., & Bushman, B.J. (in press). I wish I were a warrior: The role of wishful identification in effects of violent video games on aggression in adolescent boys. *Developmental Psychology*.

**RESEARCH SUPPORT**

**ONGOING RESEARCH SUPPORT:**

2005-2010, National Institute of Child Health and Human Development (NICHD), Video game violence (1 R01 MH067794-01 A1), PI with Co-PIs Craig Anderson, Paul Boxer, Doug Gentile, & Rowell Huesmann, $1,670,814 total costs.
2004-2007, Center for Disease Control (CDC), Serious youth violence and long term use of violent media (1-U49-CE000207-01), Co-PI with PI Rowell Huesmann, $897,699 total costs

RECENTLY COMPLETED SUPPORT:
CLEOPATRA HOWARD CALDWELL
Faculty Associate, Research Center for Group Dynamics
Associate Professor, School of Public Health

EDUCATION
N.C. A & T State University  BS  1973  Psychology
Wayne State University  MA  1975  Human Development
University of Michigan  MA  1983  Psychology
University of Michigan  PhD  1986  Social Psychology

POSITIONS HELD
1988-1989  Study Director, Research on Children and Adolescents with Mental Behavioral and Developmental Disorders Project, Division of Mental Health and Behavioral Medicine, Institute of Medicine, National Academy of Sciences, Washington, D.C.
1989-1991  Study Director and Instructor, The Black Church Family Project, Department of Family and Community Development, University of Maryland, College Park, MD
1991-1996  Research Investigator and Lecturer II, African American Mental Health Research Center, Research Center for Group Dynamics, Institute for Social Research, and Department of Psychology, University of Michigan, Ann Arbor, MI.
1995-present  Associate/Co-Assoc. Director, Program for Research on Black Americans, Research Center for Group Dynamics, Institute for Social Research, U. of Michigan, Ann Arbor, MI.
1996-2004  Assistant Professor, Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor, MI.
2004-present  Associate Professor, Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor, MI.

SELECTED PUBLICATIONS


LINDA CHATTERS
Faculty Associate, Research Center for Group Dynamics
Professor, School of Public Health
Professor, School of Social Work

EDUCATION
University of California, Berkeley  A.B.  1975  Psychology
The University of Michigan  Ph.D.  1983  Psychology

POSITIONS HELD
1983-1985  Ford Foundation and National Institute on Aging Postdoctoral Scholar, University of Michigan
1985-1988  Assistant Professor, Florence Heller Graduate School of Advanced Studies Social Welfare, Brandeis University
1988-1994  Assistant Professor, Health Behavior and Health Education, School of Public Health, University of Michigan
1988-2005  Faculty Associate, Program for Research on Black Americans, Institute for Social Research, University of Michigan
1999-2005  Faculty Associate, Center for Research on Ethnicity, Culture, and Health, School of Public Health, University of Michigan
1994-2005  Associate Professor, Health Behavior and Health Education, School of Public Health, University of Michigan
2003-2005  Associate Professor, School of Social Work, University of Michigan
2005  Professor, Health Behavior and Health Education, School of Public Health, University of Michigan
2006  Professor, School of Social Work, University of Michigan

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

*ACTIVE*

R01 AG018782-04  Linda M. Chatters (PI)  2/1/05-1/31/08  
NIA Religious Involvement among Older African Americans

This research project examines religious involvement among older African Americans, older Whites and, for the first time, older Afro Caribbeans. Specifically, the research examines the correlates of organizational (e.g., religious service attendance, membership), nonorganizational (frequency of prayer, reading religious materials, watching religious television broadcasts) and subjective religiosity (attitudes about the importance of religion, self-rated religiosity) within these identified population groups. The project examines a multidimensional measurement model of religious involvement among older Black, Afro Caribbean and White respondents, using data from the National Survey of American Life (N= 6,199), of which 1,479 respondents are 55 years of age and older. The data analytic approaches include regression, logistic regression, multi-nominal logistic regression and structural equation modeling.

*COMPLETED*

R01 AG17872  Linda M. Chatters (PI)  3/15/01 – 2/28/04  
NIA  no cost extension

Church-Based Assistance and Older Blacks

This application proposes to investigate the correlates and functions of church-based informal social support among Black Americans. These analyses will examine church support with a specific focus on the influence of religious involvement and social location factors (e.g., age, gender, and marital status) in determining both the quantity and quality of church-based support (i.e. network integration, enacted and perceived support). The proposed analyses will examine the impact of church support on the relationship between social stressors and various psychological well-being and physical health status outcomes. Further, this proposal will examine the influence of support from church and family members on the relationship between social stressors and physical health and psychological well-being.
YAN CHEN
Research Professor, Research Center for Group Dynamics, Institute for Social Research
Associate Professor, School of Information, University of Michigan

EDUCATION
Tsinghua University BA 1988
California Institute of Technology Ph.D. 1995

POSITIONS HELD
1994–2001 Assistant Professor of Economic, University of Michigan
1994–1997 Interest Group Leader, Complex Systems, University of Michigan
1996 (summer) Guest Professor of Economics, Universitat Bonn
1997 (spring) Guest Professor of Economics, Universitat Bonn
1999–2004 Faculty Associate, Group Dynamics, Institute for Social Research, University of Michigan
2001–2002 Fellow, Society of Scholars, School of Business, University of Michigan
2002–present Associate Professor, School of Information, University of Michigan
2004–present Research Professor, Group Dynamics, Institute for Social Research, University of Michigan
2005 Visiting Scholar, Haas School, University of California at Berkeley

SELECTED PUBLICATIONS
Learning and Incentive Compatible Mechanisms for Public Goods Provision: An Experimental Study, Yan Chen
Veto Games: Spatial Committees Under Unanimity Rule, Yan Chen and Peter C. Ordeshook, Public Choice vol 97,
The Groves-Ledyard Mechanism: An Experimental Study of Institutional Design, Yan Chen and Charles R. Plott,
Political Institutions and Income Taxation, Yan Chen. Cuadernos Economicos 62 (1996/1)
The Optimal Choice of Privatizing State-Owned Enterprises: A Political Economic Model, Yan Chen. Public Choice
vol. 86, no. 3-4 (1996): 223-245.
Constitutional Secession Clauses, Yan Chen and Peter C. Ordeshook, Constitutional Political Economy vol. 5, no. 1
JENNIFER CROCKER  
Research Professor, Research Center for Group Dynamics  
Professor, Department of Psychology

EDUCATION
Reed College  
Michigan State University  B.A.  1975  
Harvard University  Ph.D.  1979

POSITIONS HELD
1979-1985  Assistant Professor of Psychology, Northwestern University,  
1985-1989  Associate Professor of Psychology, State University of New York at Buffalo,  
1989-1995  Professor of Psychology, State University of New York at Buffalo,  
1995-present  Professor of Psychology, University of Michigan, Research Professor, Research Center for Group Dynamics, Institute for Social Research, U of M

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

**ACTIVE**

National Science Foundation (Crocker) 4/1/05-3/31/08

Research Grant – Contingent self-worth and learning goals $380,000 total costs

The main goal of the project is to investigate whether and when learning orientations (beliefs that intelligence can improve, mastery goals, single-loop and double-loop learning goals) buffer students with contingent self-worth from self-threat in the face of academic difficulty, and therefore enhance learning, decrease stress, vulnerability of self-esteem, and cheating, and improve mental and physical health outcomes, especially for populations at risk (e.g., women in nontraditional fields such as engineering).

2R01 MH058869-09 (Crocker) 6/18/04-3/31/09

NIH/NIMH $1,087,274 direct costs

Research Grant - Contingencies of self-esteem

This project examines the psychological costs and benefits associated with seeking self-esteem – pursuing the goal to validate the self in domains of self-worth contingency – for learning, relatedness, autonomy, self-regulation, and mental and physical health. I propose that in the short term, successful pursuit of self-esteem relieves anxiety and increases feelings of safety, security, and superiority. These benefits, however, are short-lived and may come at a high price to the self and to others. The project also explores whether alternative goals, such as contributing or supporting others, do not have the same costs.
PAMELA E. DAVIS-KEAN
Research Assistant Professor, Research Center for Group Dynamics
Faculty Affiliate, Combined Program in Education and Psychology
Director, Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA)

EDUCATION
Florida State University  BA  1987  Psychology
Vanderbilt University  MS  1991  Psychology
Vanderbilt University  PhD  1996  Psychology
University of Michigan  Research Fellow  1996  Developmental Psychology

POSITIONS HELD
2005-present  Assistant Research Professor, Research Center for Group Dynamics, Institute for Social Research and Institute for Women and Gender Studies, University of Michigan
2003-present  Director, Center for the Analysis of Pathways from Childhood to Adulthood (CAPCA), Institute for Social Research.
2002-2005  Assistant Research Scientist, Research Center for Group Dynamics, Institute for Social Research and Institute for Women and Gender Studies, University of Michigan
2000-02  Research Investigator, Institute for Women and Gender Studies, University of Michigan
1999-present  Faculty Affiliate, Combined Program in Education and Psychology, University of Michigan
1998-02  Research Investigator, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
1996-98  Research Investigator/Research Fellow, Survey Research Center, Institute for Social Research, University of Michigan

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

Center Grant for the Analysis of Pathways from Childhood to Adulthood  
Co-Principal Investigator/Director  
Principal Investigator: L. Rowell Huesmann  
Agency: National Science Foundation: Type: 0322356 Period: 08/15/03 – 07/31/08  
Description: This project seeks to establish a developmental sciences center focused on analyzing the longitudinal, interactive impact of contextual and personal factors on how well children negotiate pathways from childhood, through adolescence, through young adulthood, into mature adulthood, and through rearing their own children.

The Influence of Race and Gender in Information Technology Careers  
Principal Investigator: Pamela Davis-Kean  
Agency: Institute for Research on Women and Gender at University of Michigan Period: 06/05-06/06  
Description: The major goals of this project are to collect and code qualitative data on women and minorities who have chosen to pursue IT careers.

An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development  
Co-Principal Investigator  
Private Investigator: Elizabeth Moje  
Agency: NIH: NICHD Type: RO1 HD046115-01 Period: 04/01/04-03/31/09  
Description: The research plan proposes the use of survey measures, comprehension and writing tests, experimental tasks, and structured qualitative interview and observation techniques to examine the influence of peer, family, community, and cultural factors on the development of literacy skills in both struggling and successful adolescent readers and writers.
ERIC F. DUBOW
Adjunct Research Scientist, Research Center for Group Dynamics
Professor, Department of Psychology, Bowling Green State University

EDUCATION
Columbia University B.A. 1980 Psychology
University of Illinois at Chicago M.A. 1982 Psychology
University of Illinois at Chicago Ph.D. 1985 Psychology
Yale University School of Medicine Psych Fellow 1985 Psychology

POSITIONS HELD
8/85-present  Professor (1995-present), Associate Professor (1990-1995), Assistant Professor (1985-1990), Department of Psychology, Bowling Green State University, Bowling Green, OH
9/98-present  Adjunct Research Scientist, Institute for Social Research, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, Ann Arbor, MI

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

*Project title*: “Effects on children of exposure to political violence: A survey study in Palestine and Israel” (L. Rowell Huesmann, PI); *Source*: NICHD; *Major Goals*: To study how exposure to extreme violence affects Palestinian and Israeli youth. 7/1/06-6/30/11; *Role*: co-PI.

92
Project title: "Youth's social cognitive responses to scenes of ethnic violence" (L. Rowell Huesmann, PI); **Source:** NICHD; **Major goals:** Collection of implicit measures of ethnic stereotypes in American high school youth from different ethnic groups and relating those stereotypes to exposure to ethnic violence in the mass media. 6/05-5/07; **Role:** co-PI.

Project title: “Center Grant for the Analysis of Pathways from Childhood to Adulthood” (L. Rowell Huesmann, PI); **Source:** National Science Foundation; **Major Goals:** Collaboration among approximately 20 prospective studies (national and international) to analyze common developmental questions concerning continuities and discontinuities in behavior over time and across generations, including the analysis of mediating and moderating factors. 7/03-6/08; **Role:** co-PI.

Project title: “21st Century Community Learning Center Program Ohio-Soaring Beyond Expectations” (Wood County Educational Services Center, PI); **Source:** Ohio Department of Education; **Major goals:** Expand extended learning opportunities in two after-school centers and develop a new center in one of Wood County’s poorest elementary schools; these programs provide comprehensive out-of-school time services to at-risk youth; 1/03-7/06; **Role:** PI on subcontract to Bowling Green State University.

Project title: “Evaluation of Prevention of Methamphetamine and Inhalant Abuse Among Rural Hispanic Individuals” (The Community Partnership, Toledo, OH, PI); **Source:** SAMHSA (Dzierzawski, PI); **Major Goals:** Evaluate the Partnership’s goals of developing community collaboration/awareness of methamphetamine and inhalant abuse among youth and design community-based programs to prevent use. 10/1/03-12/30/06. **Role:** co-PI on subcontract to Bowling Green State University.
JACQUELYNNE S. ECCLES
Research Professor, Research Center for Group Dynamics
Professor, Department of Psychology

EDUCATION
Univer. of California, Berkley  B.A.  1966  Social Psychology
Univer. of California, Los Angeles  M.A.  1970  Developmental Psychology
Univer. of California, Los Angeles  Ph.D.  1974  Developmental Psychology

POSITIONS HELD
1973-1974  Lecturer, Psychology, Smith College
1974-1976  Assistant Professor, Smith College
1974-1988  Assistant, Associate, and Full Professor, University of Michigan
1980-present  Associate and Full Research Scientist, University of Michigan
1987-1988  Assistant Vice President for Research, University of Michigan
1988-1992  Professor, University of Colorado
1992-present  Professor, University of Michigan

SELECTED PUBLICATIONS
Books

Journal Articles

RESEARCH SUPPORT
6791  06/01/2005-05/31/2008
Grant, WT
Activity Involvement and Pathways to Educational Attainment
The study will generate empirical evidence about the relationship among selection factor, youth activity involvement, and positive youth development that will have relevance for increasing and sustaining involvement in, and improving the quality of, after-school programs.

0089972  12/01/00 – 11/30/05
Stafford (PI)  09/01/03 – 08/31/06
NSF/Behavioral and Cognitive Sciences

Enhancing the PSID Child Development Supplement

The focus of this project is to seek funds to improve the data obtained from these data collections, by providing detailed coding of middle school/high school course enrollment and performance information about the children, create data links for researchers between the CDS data and other data sources that provide information about school characteristics of the children in the sample, create and document various scales and indices (e.g., psychological functioning, cognitive achievement), and create a web-based infrastructure that links the CDS data to its ‘parent’ dataset, the Panel Study of Income Dynamics (PSID) enriching the resulting dataset, and making it easier for researchers to use. These activities are consistent with the National Science Foundation-wide guidelines for sharing of data and related research products “through appropriate support and incentives for data documentation, dissemination, storage and the like.”

0322356- Huesmann (PI) 08/15/03 – 07/31/08

National Science Foundation

Center Grant for the Analysis of Pathways from Childhood to Adulthood

This project seeks to establish a developmental sciences center focused on analyzing the longitudinal, interactive impact of contextual and personal factors on how well children negotiate pathways from childhood, through adolescence, through young adulthood, into mature adulthood, and through rearing their own children.

RO1 HD046115-01 Moje (PI) 04/01/04-03/31/09

NIH/NICHD

An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development

The research plan proposes the use of survey measures, comprehension and writing tests, experimental tasks, and structured qualitative interview and observation techniques to examine the influence of peer, family, community, and cultural factors on the development of literacy skills in both struggling and successful adolescent readers and writers.

RECENTLY COMPLETED

5 R01 HD33437-07 Eccles (PI) 05/1/01 - 04/30/06

National Institutes of Health/National Institute of Child Health and Human Development

Risk and Promotive Effects on Adolescence Development

Description: The major goals of this project are to collect data on and study a sample of 1400 African-American and European-American adolescents and their families, and to test the utility of the Eccles et al. framework for predicting adult role choices.

2143 Eccles (PI)

William T. Grant Foundation 4/1/01-3/31/07

Identity and Activities

Description: The major goals of this project are to analyze relations between personal and social identities, activity involvement and developmental trajectories, to examine issues of ethnic identity and reactions to experiences of racial discrimination, and to analyze family management as it relates to both activity involvement and the emergence and consolidation of personal and social identities.

BCS 0525011 Citrin (PI) 09/01/2005-02/28/2007

NSF

Building a Research Community On Genomics And Racial Ethnic Identity

The project objectives are 1) to build a community of scholars to further transdisciplinary research and teaching on the impact of genomics on perceptions of racial and ethnic identity; 2) to provide an educational experience for junior-level faculty broadening their understanding of the impact of genomics on perceptions of racial/ethnic identity; 3) to strengthen the understanding of the current and potential future impact of genomic research, technology and its applications on perceptions of racial and ethnic identity, and the implications of these changes for social change and the future conduct of genomics research.

U01-HD37565-02 Eccles (PI) 04/01/99 - 03/31/05

National Institutes of Health/National Institute of Child Health and Human Development

Family and Child Well-Being Network: Healthy Development in Families, Schools, & Communities

The major goals of this project are to participate in a consortium to analyze the impact of socio-emotional development, child-rearing practices, socio-economic status, decision-making process, and intergenerational transfer of information on child and adolescent development as they transfer into adulthood.

Chavous (PI) 06/01/00 – 05/31/05

Spencer Foundation
African-Americans in Higher Education

The major goal of this project is to study African-American adolescents as they enter and progress through college to gain a more comprehensive picture of students’ experiences during this crucial developmental period.

Eccles (PI) 01/01/99 – 6/30/05

John D. and Catherine T. MacArthur Foundation

Research Network on Successful Pathways Through Middle Childhood

The major goals of this project are to study the impact of a school intervention, family characteristics, and school characteristics on early adolescent development.

2 R01 HD33474-04A1 Eccles (PI) 03/29/01-11/30/04

National Institutes of Health/National Institute of Child Health and Human Development

Family, School, Neighborhood Resources and Child Development

To provide a comprehensive, nationally representative and longitudinal database of children and their families with which to study the dynamic process of early human capital formation.

Eccles(P)

National Science Foundation 12/1/01 – 11/30/04

Women, Minorities and Technology

The major goals of this project are to test the utility of the psychological components of the Eccles et al. theoretical framework for understanding the psychological mediators of gender and ethnic group differences in activity and task choices related to entry into informational technology jobs and to test the utility of the socialization components of the Eccles et al. framework for understanding the origins gender and ethnic group differences in psychological mediators in the first goal above.

ADDITIONAL CURRENT & PENDING

Pending

(Eccles) 04/01/07 - 03/31/12 1.2 calendar

NIH/NICHD $2,464,996

Developing and Enacting Racial/Ethnic Identities. The primary purpose of our proposed research is to investigate the links among racial and ethnic (R/E) group memberships (as defined by both individuals and social groups), the psychological meanings attached to these group memberships (i.e., R/E identity), developmental pathways (defined by both R/E identity as well as indicators of healthy development), and the R/E identity structures and processes that are hypothesized to moderate the relations between race-based social stressors and optimal human development.

DLS 0623788 (Stafford) 10/01/06 – 09/30/08 0.24 calendar

National Science Foundation

$ 288,688 Total Costs

Promoting the Scientific Use of the PSID-CDS Transition into Adulthood Study: Data Archiving and Dissemination. The major goal of this proposal is to prepare and disseminate new data on the transition into adulthood for the youth of the PSID Child Development Supplement.

HD052646 (Stafford) 01/01/07 – 12/31/10 1.8 calendar

NIH/NICHD $5,752,474 Total Costs

Transitions from Preschool through High School: Family, Schools & Neighborhoods. This project will collect the third and final wave of data from the CDS youth who participated in at least CDS-1 and will be up to 18 years of age in 2007 and to facilitate the integration of all three waves of the CDS study with the nearly 40 years of extensive longitudinal PSID data on these children’s extended families.

HD033474 (Stafford) 04/01/07 – 03/31/12

NIH/NICHD $3,799,985 Total Costs

Children in Transition to Adulthood: Family and Sibling Connections (Competing Continuation)

This project will collect new data on the CDS children and their families, specifically core PSID data in 2007 and 2009 for the 2,019 families of children who were participants in the CDS. In 2007, a new study called “Transition into Adulthood” will collect information from children aged 18 and older who participated in CDS.
PHOEBE ELLSWORTH
Faculty Associate, Research Center for Group Dynamics
Professor, School of Law
Professor, Department of Psychology

EDUCATION
Bryn Mawr College 1961-63 Anthropology
Radcliffe College  A.B. 1966 Social Relations
Stanford University  Ph.D. 1970 Social Psychology

POSITIONS HELD
1970-1971 Acting Assistant Professor, Stanford University
1971-1975 Assistant Professor, Yale University
1973-1974 Visiting Assistant Professor, Stanford University,
Department of Psychology and School of Law
1975-1979 Associate Professor, Yale University
1979-1981 Professor, Yale University
1981-1987 Professor, Stanford University
1987-present Professor, Department of Psychology and School of Law, University of
Michigan
1987-present Faculty Associate, Research Center for Group Dynamics, Institute for
Social Research
1991-1993 Chair, Social Psychology, University of Michigan
1994-1995 Assistant to the Dean, College of Literature, Science and the Arts, University of
Michigan
1997-2003 Robert B. Zajonc Collegiate Professor, College of Literature, Science, and
the Arts
1994-2003 Kirkland and Ellis Professor, Law School, University of Michigan
2003- Frank Murphy Distinguished University Professor of Psychology and Law
2006- Chair, Social Psychology, University of Michigan

SELECTED PUBLICATIONS
Reifman, A., McIntosh, D., and Ellsworth, P.C. (2000). Depression and affect among law students: A longitudinal
changes. Psychology, Public Policy, and Law, 6, 788-821.
Johnstone (Eds.) Appraisal processes in emotion: Theory, methods, research. New York: Oxford University
the American courtroom. Psychology, Public Policy, and Law, 7, 201-229.
Psychology:” A tool for serious researchers. Psychological Science, 12, 266-268.
Ellsworth, P.C., & Gonzalez, R. (2003). Questions and Comparisons: Methods of research in social psychology. In
Ellsworth, P.C., and Scherer, K.R. Appraisal processes in emotion. (2003). In R. J. Davidson, H. Goldsmith, and
595.


# BRIGGETT C. FORD
Assistant Professor, School of Social Work, University of Michigan
Faculty Associate, Research Center for Group Dynamics, Institute for Social Research

## EDUCATION

<table>
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<tr>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
<th>Field</th>
</tr>
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<tbody>
<tr>
<td>University of Michigan</td>
<td>A.B.</td>
<td>1986</td>
<td>English/Psychology</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>MSW</td>
<td>1989</td>
<td>Social Work/Interpersonal Practice</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>MPH</td>
<td>1998</td>
<td>Community Health/Maternal &amp; Child Health</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>Ph.D.</td>
<td>1998</td>
<td>Social Work</td>
</tr>
<tr>
<td>University of Michigan</td>
<td></td>
<td>1999-2001</td>
<td>Cornely Postdoctoral Fellow</td>
</tr>
<tr>
<td>University of Michigan</td>
<td></td>
<td>2001-2002</td>
<td>Postdoctoral Research Fellow</td>
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## POSITIONS HELD

<table>
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<tr>
<th>Year</th>
<th>Position Title</th>
<th>Employer Name and Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987–1989</td>
<td>Graduate Research Assistant</td>
<td>School of Social Work, University of Michigan-Ann Arbor, MI</td>
</tr>
<tr>
<td>1990–1991</td>
<td>Discharge Placement Evaluator</td>
<td>Community Case Management Inc., Detroit, MI</td>
</tr>
<tr>
<td>1991–1994</td>
<td>Clinical Social Worker</td>
<td>Mount Clemens General Hospital, Mount Clemens, MI</td>
</tr>
<tr>
<td>1994–1997</td>
<td>Research Fellow, Anxiety Disorders Prevention Program</td>
<td>Western Psychiatric Institute and Clinic, UPMC, Pittsburgh, PA</td>
</tr>
<tr>
<td>2002-present</td>
<td>Assistant Professor</td>
<td>School of Social Work, University of Michigan-Ann Arbor, MI</td>
</tr>
</tbody>
</table>

## SELECTED PUBLICATIONS


## RESEARCH SUPPORT

**Ongoing Research**

RM -04-004 Ransom (PI)

09/2004-08/2007

NIH (Roadmap Initiative) Role: Co-Investigator

Health Disparities: Leaders, Providers, and Patients

The goals of this interdisciplinary exploratory projects are to develop an optimal infrastructure that promotes research on persistent disparities in pregnancy outcomes, develop testable hypotheses for new and more effective approaches to augmented prenatal care and to provide an effective mechanism for communicating research-based information to leaders, providers, and patients to improve access to and the quality and effectiveness of augmented prenatal care for African American women.
The purpose of this supplement is to examine psychosocial (age, gender, ethnicity, race, income) and measurement (reliability, validity) factors related to the identification and diagnosis of mental disorder in older African Americans. These factors will be examined for both their individual and interactive effects. The life course perspective will be employed to accurately assess the biological, psychological and social factors in the older adult’s life.
STEPHEN M. GARCIA
Assistant Professor of Public Policy
Faculty Associate, Research Center for Group Dynamics, Institute for Social Research

EDUCATION
Stanford University A.B. 1995 Psychology
Princeton University M.A. 1999 Psychology
Princeton University PhD. 2002 Psychology

POSITIONS HELD
1995-1997 Marketing Consultant, Wells, Fargo & Company
1998-1998 Marketing Consultant, Merrill, Lynch & Company
2000-2000 Internet Marketing Manager, Charles Schwab & Company
2001-2002 Pre-Doctoral Research Fellow, Harvard Law School
2006 Visiting Appointment, Massachusetts Institute of Technology
2002-present Assistant Professor of Public Policy, University of Michigan
2002-present Faculty Associate, Research Center for Group Dynamics, Institute for Social Research

SELECTED PUBLICATIONS
EDUCATION
Oakland University  B.A.  1986  Psychology/Philosophy
University of Michigan  Ph.D.  1996  Cognitive Psychology

POSITIONS HELD
1996-2000  Instructor, University of Michigan
1997-1999  Postdoctoral Fellow, University of Michigan Alcohol Research Center
1998-1999  Research Investigator, University of Michigan
1999- present  Assistant Research Scientist, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2003-present  Research Assistant Professor, Department of Psychiatry, University of Michigan

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

**NIH/NIDA**  
**Neurocognitive Risks and Consequences of Smoking**  
This project studies the neurocognitive risks for starting and continuing smoking as well as the possible neurocognitive consequences of continued cigarette smoking. The study assesses adolescents from an ongoing longitudinal study of risk and coping in children of alcoholics.

**NIH/NIAAA**  
**Neurocognitive Risk for Alcoholism into Adulthood**  
The aims of this project are to study the role of frontal neuropsychological mechanisms as potential mediators in the development of alcohol problems among adolescents known to be at elevated risk for such outcomes. The study also will examine the stability and change in frontal neurocognitive impairment among adult alcoholics in middle adulthood and the relationship of such impairment to ongoing psychosocial and alcoholic adaptation.

**NIH/NIAAMS**  
**Cognitive Function and Executive Control in Fibromyalgia**  
The aim of this project is to examine executive cognitive function in fibromyalgia patients. Secondary goals will examine the contributions of depression and pain to cognitive impairment in fibromyalgia patients.

**Pfizer Corporation**  
**Cognitive function in Fibromyalgia patients: An examination of neural bases using structural and functional magnetic resonance imaging**  
The aim of this study is to examine neural function in Fibromyalgia patients during working and episodic memory tasks.
EDUCATION

POSITIONS
1953–1961  Assistant
1957–1962  Instructor, Dept. of Psychology, University of Michigan
1962–1965  Training and program director, University of Michigan Fresh Air Camp
1962–1965  Assistant program director, Research Center for Group Dynamics, University of Michigan
1962–1968  Assistant professor, Dept. of Psychology, Michigan
1968–1979  Associate professor, Dept. of Michigan
1993–present  Emeritus Research Professor, Research Center for Group Dynamics
1993–present  Emeritus Professor Psychology, University of Michigan

RESEARCH SUPPORT
HECTOR GONZÁLEZ
Assistant Research Scientist, Research Center for Group Dynamics
Assistant Professor, Department of Family Medicine, Wayne State University

EDUCATION
University of New Mexico  B.S. 1982  Psychology
California School of Professional Psychology  Ph.D. 1998  Clinical Psychology
UC Davis, School of Medicine  Fellow 1999  Neuropsychology

POSITIONS
4/03-12/05  Assistant Research Scientist, University of Michigan School of Public Health, Epidemiology Department
9/00-3/03  Research Investigator, University of Michigan, School of Public Health, Epidemiology Department
7/99-8/00  Assistant Research Neuroepidemiologist, University of California, Davis, School of Medicine, Epidemiology and Preventive Medicine
3/98-6/99  Postdoctoral Fellow in Neuropsychology, University of California, Davis, School of Medicine, Neurology Department
9/96-2/98  Predoctoral Intern in Clinical Psychology, Washington State University Counseling Services, Pullman, WA
10/94-6/95  Graduate Research Assistant, University of California, San Diego and Veteran’s Affairs Medical Center, San Diego
7/95-8/96  Neuropsychology Technician, Lovelace Medical Center and Veteran’s Affairs Medical Center, Albuquerque, NM
12/05-present  Assistant Professor, Wayne State University, Institute of Gerontology and School of Medicine, Department of Family Medicine

SELECTED PUBLICATIONS


EDUCATION
UCLA, Los Angeles B.A. 1985 Psychology
Stanford University Ph.D. 1990 Psychology

POSITIONS HELD
1990-1996 Assistant Professor, Department of Psychology, University of Washington
1996-1997 Associate Professor, Department of Psychology, University of Washington
1996-1997 Visiting Associate Professor, Department of Psychology, Princeton University
1997-2001 Associate Professor, Department of Psychology, University of Michigan
1997-2001 Faculty Associate, Institute for Social Research, University of Michigan
2001-present Research Professor, Institute for Social Research, University of Michigan
2001-present Professor, Department of Psychology, University of Michigan
2001-present Professor, Department of Statistics, University of Michigan
2001-present Professor, Marketing, University of Michigan Business School

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

*ACTIVE:*

NIH (under review; PI: Brenda Volling) 2007-2011 11%

Family transitions and toddler development: A within-family perspective

Role: Co-Investigator

NCI (under review; Albrecht PI) 2006-2011 5%

Study focuses on pediatric survivors’ outcomes and investigate parents’ reactions to procedures and psychosocial adjustment

Role: Co-Investigator

Ford/University of Michigan Innovation Alliance 2006-2008 5%

Piquette Project Partnership

Role: Co-PI

Fetzer (PI: Brenda Volling) 2006-2009 .55%

Development of Young Children’s Compassionate Behavior in the Family

Role: Statistical consultant

NIH R01 MH071808 (PI: Robert Sellers) 2005-2010 3.75%

African American Racial Identity: Discrimination and Mental Disorders

Role: Co-PI

NIH R01 MH61967-01A1 (PI: Robert Sellers) 2001-2007 11%
African American Racial Identity. Across generations.
Develop statistical models.
Role: Statistical Investigator
NIH/NIA (PI: James Jackson) 2003-2007 5%

Family connections across generations and nations
Develop statistical models
Role: Senior Investigator (salary during years 3 and 4)

NIH R01 HD042607-01A1 (PI: Brenda Volling) 2003-2008 7.78%

Family transitions following the birth of a sibling
Develop theoretical and statistical models
Role: Co-PI

COMPLETED:
AG11715-10 (PI: Gonzalez) 09/01/02 – 06/30/03 5%
NIH/NIA
Center on Aging and Cognition: Health, Education, and Training
(Subcontract with the University of Illinois, Urbana-Champaign)
Study age differences in cognitive function affect the medical decisions older adults make, the problems older adults have using medical devices, difficulties they may have understanding and implementing physician instructions, and how age stereotypes in medical environments negatively impact health behaviors.
Role: PI

Johnson Controls, Inc. (PI: Panos Papalambros) 2001-2003 5%
Analytic Craftsmanship: Decisions of Product Quality.
Develop decision modeling framework.
Role: Co-PI

Sunbeam Corporación (PI: Panos Papalambros) 2003-2004 5%
Product commonality and differentiation in consumer product lines.
Develop and implement a new, interdisciplinary product design strategy.
Role: Co-PI

OVPR, UM (PI: Gonzalez and Savit) 2001-2003 0%
Minority Game with Human Subjects
Develop simulation model of group decision making; collect and analyze data.
Role: PI (with Savit also as PI)

NSF 98-09261 (PI: Gonzalez) 1998-2002
Social Psychology of Interaction and Group Dynamics
Develop statistical models of group interaction and group decision making
Role: PI

NSF 91-10572 (PI: Gonzalez) 1991-1995
Source dependence: Decision making under uncertainty
Develop algorithms of estimating probability distortions in generalized expected utility theories; test several generalizations of subjective expected utility theory.
CARMEN R. GREEN  
Faculty Associate, Research Center for Group Dynamics  
Associate Professor of Anesthesiology, University of Michigan Health System

EDUCATION
University of Michigan, Flint  
B.S.  1983  Biology  
Michigan State University, College of Human Medicine  
M.D.  1987  Medicine

POSITIONS
1988 – 1989  Internship, Internal Medicine, MSU-CHM, Saginaw, Michigan  
1989 – 1992  Residency, Anesthesiology, University of Michigan Health System (UMHS)  
1992 – 1993  Fellowship, Pain Management, Multidisciplinary Pain Center (MPC) UMHS  
1993 – 1996  Lecturer, Anesthesiology, MPC, UMHS  
1996 – present  Assistant Professor, Anesthesiology, MPC, UMHS  
1997 – present  Medical Director, Acute Pain Service, UMHS  
1997 – present  Scientific Reviewer: for several journals  
1999 – 2000  Chair, Advisory Committee to the Executive Vice President of Medical Affairs, UMHS  
2000 – present  NIH Grant Reviewer for Research Centers in Minority Institutions (RCMI)  
2000 – 2005  Founding Chair, UMHS Pain Management Steering Committee (Institutional Lead for JCAHO Pain Initiative)  
2000 – 2002  Fellowship, Association of American Medical Colleges Health Services Research Institute, Washington DC  
2002  American Society of Anesthesiologists Committee on Practice Parameters, Guidelines for Acute Pain Management in the Perioperative Setting, Professional Diversity  
2002  Editorial Board, Pain Med, J of Pain  
2002 – present  Chair, American Pain Society’s Special Interest Group for Pain and Disparities  
2003 – present  Associate Professor (tenure) Anesthesiology, UMHS

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

**Ongoing/Completed in the last three years**

**The Quality of Cancer Pain Management in African Americans**

PI: Carmen R. Green, M.D. Period: 01/01/02 – 12/30/03

Agency: Blue Cross Blue Shield of Michigan Foundation

To evaluate quality of pain care, outcomes and prevalence of breakthrough pain in African Americans living with advanced cancer.

**The Health Outcomes and Quality of Care of African Americans Living with Chronic Pain**

PI: Carmen R. Green, M.D. Period: 01/01/02 – 12/30/04

Agency: Aetna Grant- Quality Care Research Fund

To evaluate the outcomes and quality of pain care in African Americans living with chronic pain.

**Harold R. Johnson Foundation Diversity Service Award**

PI: Carmen R. Green, M.D. Period: 05/15/02 –05/15/04

Agency: University of Michigan

To promote diversity in education throughout the University of Michigan.

**Health Outcome of Older Women with Chronic Pain**

PI: Carmen R. Green, M.D. Period: 07/01/02 – 07/01/03

Agency: The Claude Pepper Older American Independence Center, The Hartford Foundation, Sub-grant National Institute of Health

To compare health status and quality of life in elderly women with and without chronic pain.

**The Impact of Pain on Sleep**

PI: Carmen R. Green, M.D. Period: 05/01/03 – 07/30/03

Agency: UM Rackham Spring/Summer Research Grants Program

To evaluate the role of sleep disturbance in community-dwelling persons with chronic pain

**Chronic Pain in Older African Americans**

To evaluate the impact of chronic pain on the health and quality of life in African and Caucasian American elders.

**Chronic Pain in Older Americans: A Quality of Life and Mental Health Outcomes Study**

**PI:** Carmen R. Green, M.D.

**Agency:** Michigan Center for Urban African American Aging Research, Sub National Institute of Health

**Period:** 07/01/01 – 06/30/03

**Goal:** To evaluate the impact of chronic pain on the health and quality of life in African and Caucasian American elders.
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<tr>
<th><strong>EDUCATION</strong></th>
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<tbody>
<tr>
<td>Wesleyan University</td>
<td>B.A.</td>
<td>1997</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Massachusetts</td>
<td>Ph.D.</td>
<td>2004</td>
<td>Social Psychology</td>
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<tr>
<td>1997-1999</td>
<td>Research Assistant, Massachusetts General Hospital</td>
<td></td>
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</tr>
<tr>
<td>1990-2004</td>
<td>Graduate Teaching Assistant, University of Massachusetts</td>
<td></td>
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<tr>
<td>2004-present</td>
<td>Assistant Professor, Communication Studies, University of Michigan</td>
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</table>
L. Rowell Huesmann
Amos N. Tversky Collegiate Professor of Communication Studies and Psychology,
Research Professor, Institute for Social Research
Director, Research Center for Group Dynamics, Institute for Social Research

EDUCATION

University of Michigan B.S. 1964 Psychology & Mathematics
Carnegie Institute of Technology M.S. 1967 Psychology

POSITIONS HELD

1968 to 1969 Lecturer
Yale University
1969 to 1973 Assistant Professor of Psychology
Yale University
1973 Associate Professor of Psychology
Yale University
1973 to 1979 Associate Professor of Psychology and Computer Science
University of Illinois at Chicago
1979 to 1992 Professor of Psychology (Chair, 1987 to 1990)
University of Illinois at Chicago
1992 to 2006 Professor of Communication Studies and Psychology, and Senior Research Scientist,
Research Center for Group Dynamics, Institute for Social Research
The University of Michigan
2006 to present Director, Research Center for Group Dynamics, Institute for Social Research
The University of Michigan
2006 to present Amos N. Tversky Collegiate Professor of Communication Studies and Psychology, and
Research Professor, Institute for Social Research
The University of Michigan

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

NSF Research Grant, Under review for 2007-2012. “Collaborative on Contexts Affecting Pathways from Childhood to Adulthood.” Co-PI with Eric Dubow as PI, and Jacque Eccles, Dan Keating, Pam Davis-Kean, and Greg Duncan as Co-PIs. $500,000 annual direct costs.


NSF Center Grant, Funded for 2003-2008, "Analysis of Longitudinal Data on Pathways from Childhood to Adulthood." PI with Pam Davis-Kean, Jacque Eccles, & Eric Dubow at Co-PIs, $500,000 annual total costs.

NICHD Research Grant, Funded for 2005-2010, "Video Game Violence," Co-PI with Brad Bushman as PI, $400,000 annual direct costs.


CDC Cooperative Agreement, Funded for 2004-2007, "Serious youth violence and long term use of violent media," PI with Brad Bushman & Paul Boxer as Co-PIs, $300,000 annual direct costs.


NIMH Research Grant, 1991-1993 (Co-PI with Nancy Guerra) "Interventions to prevent aggressive and antisocial behavior in adolescents," $500,000 annual direct costs, Funded.


MUCIA Program Grant, 1989-1990, "Exploring cooperative psychology programs with the University of Buenos Aires," $800, Funded.


IREX Travel Grant, 1981, $600, Funded.
**JAMES S. JACKSON**  
Research Professor, Research Center for Group Dynamics  
Daniel Katz Distinguished University Professor, Department of Psychology

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<th><strong>EDUCATION</strong></th>
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<tr>
<td>Michigan State University</td>
<td>B.S.</td>
<td>1966</td>
<td>Psychology</td>
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<tr>
<td>University of Toledo</td>
<td>M.A.</td>
<td>1970</td>
<td>Psychology</td>
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<tr>
<td>Wayne State University</td>
<td>Ph.D.</td>
<td>1972</td>
<td>Social Psychology</td>
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<th><strong>POSITIONS HELD</strong></th>
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<tr>
<td>1971-1985</td>
<td>Assistant to Associate Professor of Psychology</td>
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<tr>
<td>1980-1986</td>
<td>Chair, Social Psychology Training Program, Department of Psychology, University of Michigan</td>
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<tr>
<td>1982-present</td>
<td>Faculty Associate, Center for Afroamerican and African Studies, University of Michigan</td>
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<td>1986-present</td>
<td>Professor of Psychology</td>
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<tr>
<td>1986-present</td>
<td>Senior Research Scientist, Research Center for Group Dynamics, Institute for Social Research, University of Michigan</td>
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<td>1988-present</td>
<td>Faculty Associate, Institute of Gerontology, University of Michigan</td>
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<tr>
<td>1989</td>
<td>Fellow, American Psychological Association</td>
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<td>1989</td>
<td>Fellow, American Psychological Society</td>
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<td>1990-present</td>
<td>Professor, Health Behavior &amp; Health Education, School of Public Health, University of Michigan</td>
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<td>1991</td>
<td>Fellow, Gerontological Society of America</td>
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<td>1992</td>
<td>Outstanding Achievement Award in Mental Health, Neuropsychiatric Institute, Association of African American Health Professor Professionals, University of California, Los Angeles, CA</td>
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<tr>
<td>1992</td>
<td>Distinguished Lecturer in Gerontology, University of California, Los Angeles, CA</td>
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<td>1993</td>
<td>Fogarty Senior International Fellowship</td>
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<td>1993-1996</td>
<td>Chair, Social Psychology Training Program, Department of Psychology, University of Michigan</td>
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<td>1994</td>
<td>Robert W. Kleemeier Award for Research, Gerontological Society of America</td>
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<tr>
<td>1994-1995</td>
<td>Daniel Katz Collegiate Professor, University of Michigan</td>
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<tr>
<td>1995</td>
<td>Hill Distinguished Visiting Professor of Gerontology, All-University Council on Aging, University of Minnesota</td>
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<tr>
<td>1995-present</td>
<td>Daniel Katz Distinguished University Professor of Psychology, University of Michigan</td>
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<tr>
<td>1996-present</td>
<td>Director, Research Center for Group Dynamics, Institute for Social Research, University of Michigan</td>
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<tr>
<td>1998-present</td>
<td>Director, Center for Afroamerican and African Studies, University of Michigan</td>
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<td>2000</td>
<td>Harold R. Johnson Diversity Service Award, University of Michigan</td>
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<td>2002</td>
<td>Member, Institute of Medicine, National Academy of Sciences</td>
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<tr>
<td>2005-present</td>
<td>Director, Institute for Social Research, University of Michigan</td>
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<th><strong>SELECTED PUBLICATIONS</strong></th>
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RESEARCH SUPPORT

**ACTIVE:**

2 P30 AG15281-06 Jackson (PI) 09/30/97-6/30/07

NIA

Michigan Center for Urban African American Aging Research

This project is a renewal of the MCUAAAR center, one of 6 six national centers established to study minority aging research. The overall aim of this resource center is to foster high quality scholarly and empirical training, research, and interventions focused upon health promotion and health among older racial and ethnic minority populations. The collaborative research between University of Michigan and Wayne State University continues to utilize the expertise of faculty and students in these two state institutions to empirically investigate African American health inequalities over the life-course.

1P01MH58565 Jackson (PI) 06/15/98-05/31/07

NIMH

African American Mental Health Research Program

This program project has stress, coping, and the adaptation of African Americans as its central focus and reflects the strengths of established and new personnel of the Program for Research on Black Americans (PRBA). Conceptually and methodologically we emphasize a multiple level approach to the investigation of the racial, ethnic, systemic, and cultural influences on: 1) the distribution, risk, and protective factors related to serious mental disorder and mental health service use; 2) phenomenological experiences of symptoms and disorders; and 3) diagnosis and treatment issues in community, inpatient, and outpatient populations.

1U01MH57716 Jackson (PI) 09/20/99-05/31/07

NIMH

National Survey of American Life

The National Survey of African American Mental Health builds upon the 1979-80 National Survey of Black Americans. Its purpose is to explore inter-and intra-group racial and ethnic differences in psychological distress and mental disorders, as well as the influences of a wide variety of stressors, stress, coping resources, and individual coping and help-seeking strategies among national samples of African Americans, non-Hispanic blacks of Caribbean descent, and non-Hispanic whites. We recently received three additional years of funding.

1 R01 AG020282-01A2 Jackson (PI) 08/15/03-07/31/07

NIH

Family Connections: Across Generations and Nations

One of the main aims of this study is to identify and explore the nature of intergenerational linkages and examine comparatively their structure, function, stability, and change as affected by migration, acculturation, ethnicity, race, gender and age, in a representative population sample. This three-generation study capitalizes on the ongoing National Survey of American Life (NSAL) to identify internationally representative samples of three-generation intra-family linkages.

1 T32 MH67555-01 Jackson (PI) 04/01/2003-6/30/2008

NIMH

Ethnic Group Differences in Mental Health Disparities

This postdoctoral training program joins with Drs. Margarita Alegria of Harvard University and David Takeuchi of The University of Washington to provide research-training opportunities for young scholars nationally, with special emphasis on scholars from the respective universities. The postdoctoral fellows’ research focus on the mental health of racial/ethnic minorities in the United States, with a particular emphasis on African Americans, Latinos, and Asian Americans.

SES0419427 Jackson (PI) 7/1/04-6/30/07
NSF
National Election Study of Ethnic Politics and Pluralism
This application to the National Science Foundation seeks support for a 2004 pre- and post- election national telephone survey of equal numbers of African Americans, Black Caribbean Americans, non-Hispanic Anglo Americans, Latino Americans, and Asian Americans. It seeks to investigate the influence that group attitudes and group-based organizational attachments have on the political preferences, perceptions, and behavior of Americans

COMPLETED:
203.1001 Jackson (PI) 10/1/03-6/30/05
Annie E. Casey Foundation
Evaluation of Community Indicators and Outcomes of the RESPECT Program
Working with the Casey Foundation’s RESPECT group, PRBA researchers are developing a series of brief, racial analyses focuses on the 16 common core outcomes for the Casey Foundation program, Making Connections.
5 R25 AG16376-02 Jackson (PI) 9/30/98 - 7/31/04
NIMH
African American Aging Research Training Network
The program establishes the African American Aging Research Training Network within the U-Ms and Wayne State University’s Michigan Urban African American Aging Research Center. The training program will provide research opportunities and mentoring from senior researchers for five young scholars per year.
SEAN JOE  
Faculty Associate, Research Center for Group Dynamics  
Assistant Professor, School of Social Work  
Assistant Professor, Department of Psychiatry, School of Medicine

| EDUCATION |  |
|-----------|--| |  |
| SUNY at Stony Brook, New York | B.A. | 1991 | Africana Studies |
| SUNY at Stony Brook, New York | M.S.W. | 1994 | Social Welfare |
| University of Illinois, Urbana-Champaign | Ph.D. | 1999 | Social Work |

| POSITIONS HELD |  |
|----------------|--| |  |
| 1994-1995 Graduate Research Assistant, School of Social Work (supervisor-Dr. James Marley), University of Illinois at Urbana-Champaign |
| 1995 Graduate Research Assistant, Presidential Award’s Scholars Retention Rates, Office of the Vice Chancellor (supervisor-Dr. William Trent), University of Illinois at Urbana-Champaign |
| 1995-1996 Graduate Research Assistant, Clinical Measures for School Social Work Practice, School of Social Work (supervisor-Dr. David Dupper), University of Illinois at Urbana-Champaign |
| 1996 Graduate Research Assistant, Geriatric Care Project, School of Social Work, (supervisor-Dr. Mark Kaplan), University of Illinois at Urbana-Champaign |
| 1997 Graduate Research Assistant, Children and Family Research Center School of Social Work, (supervisor-Dr. John Poertner), University of Illinois at Urbana-Champaign |
| 1999-2001 Post-doctoral Research Associate, Center for the Study of Youth Policy, School of Social Work, University of Pennsylvania |
| 2000-2001 Project Manager, Center for Intervention and Practice Research, School of Social Work, University of Pennsylvania |
| 2001-2004 Research Assistant Professor, School of Social Work, University of Pennsylvania |
| 2004-Present Assistant Professor, School of Social Work, University of Michigan Ann-Arbor  
Assistant Professor, Department of Psychiatry, School of Medicine, University of Michigan  
Faculty Associate, Program for Research on Black Americans, Institute for Social Research, University of Michigan |

| SELECTED PUBLICATIONS |  |
|-----------------------|--| |  |


**RESEARCH SUPPORT**

**ACTIVE**

K01-MH65499-01; S. Joe (PI) 04/01/02 – 03/31/08

NIMH Role: PI

Preventing Suicide, HIV & Drug Abuse Among Black Youth

This Mentored Scientist Development Award is designed to enhance Dr. Joe’s theoretical, methodological, and statistical analysis skills to enable his efforts to pilot an intervention to prevent or reduce self-destructive behaviors among at-risk youth.

Cheryl King (PI) 7/1/06-6/30/08

Aetna Foundation Role: Investigator

Depression Awareness and Stigma Reduction in African American Youth

The goal of this project is to culturally refine and evaluate an existing school-based intervention designed to increase knowledge and decrease stigma about mental health problems.

**PENDING**

R34; C. King (PI) 07/01/2007-06/30/2010

NIMH Role: Investigator

Adolescent Emergency Patients: Suicide Risk Detection and Treatment Facilitation

This developmental project focuses on determining the effectiveness of a combined motivational enhancement and strengths-based case management intervention for helping to connect adolescents with elevated suicide risk into the treatment system.
JEROME JOHNSTON
Research Professor, Research Center for Group Dynamics

EDUCATION
Yale University B.A. 1963 American Studies
University of Michigan M.A. 1968 Social Psychology
University of Michigan Ph.D. 1971 Education and Psychology

POSITIONS HELD
2004-present Research Professor, Institute for Social Research
1978-2004 Associate Research Scientist, Institute for Social Research, University of Michigan
1971-1978 Assistant Research Scientist, Institute for Social Research, University of Michigan
1994-2004 Adjunct Professor, Department of Communication Studies, University of Michigan
1981-1994 Adjunct Associate Professor, School of Education, University of Michigan

SELECTED PUBLICATIONS

RESEARCH SUPPORT
ONGOING SUPPORT
Project title: "IDEAL – Improving Distance Education for Adult Learners." Major goals: Provide technical assistance and research support to states interested in using distance education to meet the needs of adult basic learners. Source: A consortium of 24 states and the U.S. Department of Education, OVAE. 2002-present. $2,607,962. Role: PI.

COMPLETED SUPPORT
Project title: "Using TV411 with Adult Learners in Non-Traditional Settings." 1998-2006. $966,486. Source: Education Development Center/Adult Literacy Media Alliance; National Science Foundation. Role: PI.
SANG KYOUNG KAHNG
Assistant Professor of Social Welfare, Seoul National University, Korea
Adjunct Faculty Associate, Research Center for Group Dynamics

EDUCATION
Seoul National University, Seoul, Korea  BA  1992  Social Welfare
University of Michigan  MSW  1994  Social Work
University of Michigan  MS  2000  Social Psychology
University of Michigan  Ph.D.  2002  Social Work and Psychology

POSITIONS HELD
1994-1997 Clinician, Asian Pacific Counseling and Treatment Center, Los Angeles
1998–1999 Graduate Student Research Assistant for federally funded projects, University of Michigan
1999–2002 Data analyst, MOMS-NIMH funded longitudinal research project, University of Michigan
1998–1999 Graduate Student Research Assistant, School of Social Work, University of Michigan
2002–2002 Research Associate, School of Social Work Research Center
2002–2004 NIA Postdoctoral Research Fellow, Institute for Social Research and School of Social Work, University of Michigan
• Postdoctoral Affiliate: Program for Research on Black Americans, ISR, University of Michigan
• Postdoctoral Affiliate: Americans Changing Lives, ISR University of Michigan
• Postdoctoral Affiliate: Center for Research on Poverty, Risk and Mental Health, School of Social Work, University of Michigan
2004–2005  Assistant Professor, Washington University, St. Louis, MO
2005–present Assistant Professor, College of Social Science, Department of Social Welfare, Seoul National University, Korea

SELECT PUBLICATIONS


**RESEARCH SUPPORT**

SNU New Faculty Research Grant  2005–2006  10,000,000 Won (~$11,000)
Project Title: “Statistical Tests on Age Difference in the Trajectory of Self-esteem in Adulthood: Implications for Social ‘Work Practice and Policy’

NIA (1 R03 AG024536-01)  2004–2005  $76,500 (direct $50,000)
Project Title: “Racial Disparities in Health: The Role of Body Weight”
Role: Principal Investigator

NIA Pilot Investigator Grant  2003–2004  $30,600 (direct $20,000)
Michigan Center for Urban African American Aging Research,
Project Title: “The Trajectory of Body Mass Index and Health Trajectory Among Older Adults: Examining Causal Relationships and Ethnic Difference Using Latent Growth Curve Modeling”
Role: Principal Investigator

NIMH Dissertation Grant (R03 MH64317-01A1 2002)  2002  $27,000 (direct $25,000),
Project Title: “Stigma and Two Dimensions of Self-esteem”
Role: Principal Investigator
SHINOBU KITAYAMA
Faculty Associate, Research Center for Group Dynamics
Professor, Department of Psychology

EDUCATION
Kyoto University  B.A.  1979  Psychology
Kyoto University  M.A.  1981  Psychology
University of Michigan  Ph.D.  1987  Psychology

POSITIONS HELD
1988-1993  Assistant to Associate Professor, University of Oregon
1993-2003  Associate Professor, Kyoto University
1995-1996  Fellow, Center for Advanced Study in the Behavioral Sciences
2000-2003  Visiting Associate Professor to Visiting Professor, Committee on Human Development, University of Chicago
2003-present  Faculty Associate, Research Center for Group Dynamics, Institute for Social Research
2003-present  Professor of Psychology, University of Michigan

SELECT PUBLICATIONS
Ishii, K., Reyes, J. A., & Kitayama, S. (2003). Spontaneous attention to word content versus emotional tone:


**RESEARCH SUPPORT**

August 1990, Co-PI, National Science Foundation grant for the project on culture and self (PI: Hazel Markus)


January 1992, American Psychological Association for the International conference on culture and emotion (with Markus)

January 1993, PI. National Institute of Mental Health grant for the project on "Emotional regulation of social cognition."

November, 1993, CO-PI. National Science Foundation grant (BCS-9316749) for the project on "Earthquake hazard response in the United States and Japan: A cross-cultural survey." (PI: Risa Palm)

April, 2007, CO-PI. National Institutes of Health/ National Institute on Aging (agreement #836F463; sub of R01 AG027343-01A1). Midlife Health in Japan (MIDJA) and the US (MIDUS). PI: Carol D. Ryff, University of Wisconsin.

129
Laura P. Kohn-Wood  
Associate Professor  Psychology Anesthesiology, UMHS  
Faculty Associate, Research Center for Group Dynamics

**EDUCATION**
Howard University, Washington, DC  
B.S.  1990  Psychology  
University of Virginia, Charlottesville, VA  
M.A.  1993  Psychology  
University of Virginia, Charlottesville, VA  
Ph.D.  1996  Psychology

**POSITIONS HELD**
1995-1997  Clinical Psychology Intern & Fellow, University of California, San Francisco, CA  
1996-1997  Robert E. Harris Award, Department of Psychiatry, University of California, San Francisco, CA  
1997-1999  Primary Care Research Fellow, Georgetown University Medical Center, Clinical Economics Research & Department of Psychiatry, Washington, DC  
1999-2005  Assistant Professor, Department of Psychology, University of Michigan, Ann Arbor, MI  
2005-present  Associate Professor, Department of Psychology, University of Michigan, Ann Arbor, MI

**SELECT PUBLICATIONS**


130


EDUCATION
Concordia College, Ann Arbor, MI  BA  1983  History/Political Science and Biology
Eastern Michigan University  MA  1990  Reading Education
Purdue University  PhD  1994  Literacy & Language

POSITIONS HELD
1983-1986  High School History & Biology Teacher, Lutheran High Schools, Denver, CO & Farmington Hills, MI
1986-1990  Alternative High School and Adult Literacy Teacher, Willow Run Comm. Schools, MI
1990-1994  Research Assistant and Graduate Student, Purdue University, West Lafayette, IN
1994-1997  Assistant Professor, University of Utah
1997-2001  Assistant Professor, University of Michigan
2001-2000  Associate Professor, University of Michigan
2004-present  Arthur F. Thurnau Professor, University of Michigan

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

2003-2008 *An Examination of the Social and Cultural Influences on Adolescent Literacy Motivation and Development* Elizabeth Moje (Project Director and Principal Investigator), Jacquelynne Eccles (Co-PI), and Pamela Davis-Kean (Co-PI), National Institutes of Health/NICHD; $2,644,531

This project uses survey measures, together with structured qualitative interview techniques, comprehension assessments, and experimental transfer tasks, to examine the influence of peer, family, community, and cultural factors on the development of literacy skills in both struggling and successful adolescent readers and writers. In particular, we will examine how such groups (peer, family, community, and cultural) (a) motivate students to develop particular kinds of reading and writing skills and (b) shape students’ abilities to navigate different school and social tasks using various reading, writing, and communication strategies.
2005-2007    Elizabeth Moje (Project Director and Principal Investigator), *Advancing Adolescent Literacy Learning in the Disciplines*, Carnegie Corporation of New York, $99,000. (Bob Bain and Patricio Herbst, collaborators)
This project involves research and development around preservice teacher education in secondary school literacy teaching strategies. The design is quasi-experimental and qualitative, tracking preservice teachers throughout their program to document differences in growth in knowledge and performance abilities between an experimental group and a counterfactual consisting of all preservice teachers who engage in the program but do not experience the experimental treatment.

2000-2005    *Making Makin’ It Possible*. William T. Grant Foundation, Faculty Scholars Program; Elizabeth B. Moje–Principal Investigator/Project Director
This study is a five-year, in and out-of-school ethnography of adolescent/youth culture literacy practices, identity development, and resilience/school success. The study involves in-depth ethnographic techniques that include interviewing, surveying, and participant observations in classrooms, homes, community centers, peer “hang-outs,” and community public spaces.

2001-2004    *Teaching Practices to Promote Science Understanding through Inquiry and Technology in Urban Schools*, National Science Foundation; Moje, Co-Principal Investigator (Joseph Krajcik, Project Director & Principal Investigator)
An analysis of successful teaching strategies used by Detroit Public Schools teachers to meet the cultural and cognitive demands of learning science posed to their predominantly African American and Latino/a students. This co-PI’s focus is on the linguistic and literacy demands of the curricula and on the development and testing of teaching strategies to foster increased scientific literacy development.

2001-2007    *Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry using Learning Technologies*, National Science Foundation; Moje, Investigator (Joseph Krajcik, Project Director & PI)
Development of project-based science curricula according to AAAS benchmarks. This investigator’s focus is on the development and experimental testing of textual tools to support the development of proficient and advanced scientific literacy skills among students and to lead professional development of teachers in the teaching of content-area literacy strategies and skills.

2004-2007    *Oral Health and Quality of Life in Children*, NIH/NIDCR; Moje, Co-PI (Marita Inglehart, Project Director & PI)
This project investigated how the utilization of oral health care service by children from disadvantaged and/or underrepresented minority backgrounds can be improved by raising parents/guardians’ and elementary school teachers’ awareness of a child’s impaired oral health-related quality of life/oral health care needs.

**COMPLETED**
(no # available) (Moje)    07/01/00-06/30/05**    40% (0 dollars)
Making Makin’ It Possible    **No-cost extension**
This study is a five-year, in and out-of-school ethnography of adolescent/youth culture literacy practices, identity development, and resilience/school success. The study involves in-depth ethnographic techniques that include interviewing, surveying, and participant observations in classrooms, homes, community centers, peer “hang-outs,” and community public spaces.

ESI-0101780 (Krajcik & Moje)    12/19/03-12/19/04**    10%
National Science Foundation    $93,619
Middle School Science Curriculum Materials: Meeting Standards and Fostering Inquiry using Learning Technologies    **No-cost extension.
This project involves the development of project-based science curricula according to AAAS benchmarks. This investigator’s focus is on the development and experimental testing of textual tools to support the development of proficient and advanced scientific literacy skills among students and to lead professional development of teachers in the teaching of content-area literacy strategies and skills.
HAROLD W. NEIGHBORS
Research Professor, Research Center for Group Dynamics
Professor, Department of Health Behavior and Health Education, School of Public Health

EDUCATION
Haverford College B.A. 1975 Psychology
University of Michigan M.A. 1979 Social Psychology
University of Michigan Ph.D. 1982 Social Psychology

POSITIONS HELD
1982-1983 Postdoctoral Scholar, Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, MI
1983-1985 Research Investigator, Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, MI
1985-1988 Assistant Professor, Community Mental Health Program, School of Public Health, University of Michigan, Ann Arbor, MI
1988-1991 Assistant Professor, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor, MI
1991-2004 Associate Professor, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor, MI
2004-present Professor, Department of Health Behavior and Health Education, School of Public Health, University of Michigan, Ann Arbor, MI
1998-2003 Associate Director for Research Training, Center for Research on Ethnicity, Culture and Health (CRECH), School of Public Health, University of Michigan, Ann Arbor, MI
2003-present Director, Center for Research on Ethnicity, Culture and Health (CRECH), School of Public Health, University of Michigan, Ann Arbor, MI
1985-2005 Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan, Ann Arbor, MI
1994-2005 Associate Director, Program for Research on Black Americans (PRBA), Research Center for Group Dynamics, Institute for Social Research, University of Michigan, Ann Arbor, MI
2005-present Director, Program for Research on Black Americans (PRBA), Research Center for Group Dynamics, Institute for Social Research, University of Michigan, Ann Arbor, MI

SELECTED PUBLICATIONS


RESEARCH SUPPORT
5R01MH068804 Neighbors, Harold W. (PI) 7/1/05-06/31/09
NIMH
Ethnicity and Affective Illness
This study investigates the hypothesis that African-Americans with severe mood disorders are more likely than whites to be misdiagnosed with schizophrenia and to be over-prescribed with anti-psychotic medications. This is a large, regionally diverse, six-site collaborative study to examine the effects of ethnicity on mental health clinical diagnostic assessments and treatment assignment in African Americans and to compare excess clinical diagnoses of schizophrenia and excess anti-psychotic drugs prescribed to Latinos.

1R25GM058641 Neighbors, Harold W. (PI) 05/01/00-03/31/08
NIGMS
Promoting Ethnic Diversity in Public Health Training
National Institutes of General Medical Sciences
This is a master’s and doctoral training program for students from groups traditionally under-represented in the field of public health. The purpose of the program is to increase and maintain the number of under-represented students who apply, enroll and successfully complete doctoral studies in University of Michigan School of Public Health.

Neighbors, Harold W. (PI) 9/1/04-8/30/06
Robert Wood Johnson Foundation
Investigator Award in Health Policy Research
Racial and Ethnic Disparities in Mental Health: A National Study of Unmet Need
This study will be analysis of differences in the prevalence of serious mental disorders, levels of impairment, and help-seeking behavior in African Americans. We will explore why African Americans seek professional help less frequently than White Americans and examine their reliance upon help from social support networks and ministers. A resultant book will explain disparities in help-seeking and explore policy options for reducing those disparities.

2 U01 MH057716-04A1 Jackson, James, S. (PI) 7/01/04-5/31//07
NIMH
The National Survey of American Life
Neighbors is the Co-PI on this analysis proposal and is responsible for the mental health services utilization sections of the data. The purpose of this competing, continuation application is to complete data preparation and preliminary analyses on the National Survey of African American Mental Health. This study, renamed the National Survey of American Life (NSAL) to reflect the ethnic diversity of the target populations, builds upon the 1979-80 National Survey of Black Americans.

1P01MH058565 Jackson, James S. (PI) 06/15/98-05/31/07
NIMH
African American Mental Health Research Program
The project program focuses on the assessment of mental health and mental illness in African Americans. Dr. Neighbors leads two sub-projects focused directly on the diagnosis and misdiagnosis of schizophrenia and mood disorder using structured epidemiologic instruments, semi-structured clinical instruments, and
video-taped post-diagnosis qualitative interviews. This research reflects the strengths of established and new personnel of the Program for Research on Block Americans (PRBA).
Role: Co-Investigator
EDUCATION
Carleton College     B.A.   1970    Social Psychology
University of Michigan M.D.  1974    Medicine
University of Michigan  Residency in Psychiatry

POSITIONS HELD
1977-79    Instructor in Psychiatry, University of Michigan Medical School, Ann Arbor, Michigan
1979-85    Assistant Professor of Psychiatry, University of Michigan Medical School, Ann Arbor, Michigan
1985-93    Associate Professor of Psychiatry, University of Michigan Medical School, Ann Arbor, Michigan
1993-      Professor of Psychiatry, University of Michigan Medical School, Ann Arbor, Michigan
2001-      Professor of Psychology, University of Michigan
2002-      Research Professor, University of Michigan Institute for Social Research

SELECTED PUBLICATIONS


Sen S, Nesse RM, Sheng L, Stoltenberg SF, Gleiberman L, Burmeister M and Weder AB. Association between a Dopamine 4 Receptor Polymorphism (DRD4) and Blood Pressure: Evidence for a Gene-Age Interaction, American Journal of Hypertension 18: 1206-1210, 2005

**RESEARCH SUPPORT**

RO1-AG15948-01A1 Nesse (PI) 7/1/00-6/30/03

NIA

Questions about bereavement: Answers from the CLOC dataset

This project is analyzing the data from the Changing Lives of Older Couples, a prospective study of bereavement in elderly couples, in order to determine the changes associated with bereavement and the variations in those changes that can be predicted by variables measured before the loss.

Role: PI

P50 HD39896-01 Kaplan (PI) 10/1/99 - 9/30/04

National Institute of Child Health and Human Development

Pathobiology of hopelessness, depression, SES, and CVD

This study is a subproject funded by the Michigan Interdisciplinary Center on Social Inequalities, Mind and Body. It investigates serotonergic mechanisms underlying the associations among mood, SES and cardiovascular diseases by measuring serotonin in platelet samples and cortisol in plasma gathered as a part of the Kuopio long term cardiovascular risk study in Finland.
Role: Co-Investigator on project entitled “Pathobiology of Hopelessness, Depression, SES and CVD, 10/1/00-9/30/04

2 U01MH057716-04A2 James S. Jackson (PI) 09/20/1999-5/31/07
NIMH $833,652
National Survey of American Life (Competing Renewal)
The purpose of this competing, continuation application is to complete data preparation, prepare life-time and current prevalence estimates for a large number of DSM-IV disorders, conduct preliminary analyses, and ready the public use data for the National Survey of African American Mental Health. This study, renamed the National Survey of American Life (NSAL) to reflect the ethnic diversity of the target populations, builds upon the 1979-80 National Survey of Black Americans, as well as past national population epidemiological surveys (e.g. ECA, NCS).
Role: Co-Investigator on multiple studies incorporated in this large proposal
RICHARD E. NISBETT
Research Professor, Research Center for Group Dynamics
Theodore Newcom Distinguished University Professor, Department of Psychology

EDUCATION
Tufts University  B.A.  1962  Psychology
Columbia University  Ph.D.  1966  Psychology

POSITIONS HELD
1992-  Theodore M. Newcomb Distinguished University Professor, Univ. of Michigan
1994-  Co-Director, Culture and Cognition Program, Univ. of Michigan
1989-1996  Director, Research Center for Group Dynamics, Univ. of Michigan
1983-1984  Director, Cognitive Science Program, Univ. of Michigan
1976-  Professor of Psychology, Univ. of Michigan
1971-1976  Associate Professor of Psychology, Univ. of Michigan
1966-1971  Assistant Professor of Psychology, Yale University

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

*ONGOING*

NSF: BCS 0132074

9/1/02 - 8/31/06

Cognition East and West: Attention, Categorization and Reasoning for East Asians and European Americans

Role: PI

Recent research establishes that people of European culture tend to perceive and reason in a relatively analytic way, that is, they focus their attention on an object, categorize it on the basis of its attributes, and apply rules to predict and explain its behavior. East Asians perceive and reason in a relatively holistic way, that is, they attend to the object and the field simultaneously, they are attentive to relationships among events in the field, and they predict and explain behavior on the basis of presumed relationships between object and field. We believe that the origins of these perceptual and cognitive differences lie in the different nature of the social systems of cultures like those of East Asia and those of European cultures such as the United States. East Asian cultures are in general highly interdependent, and actions tend to require coordination with other people. Americans in contrast are relatively independent, and it is easier for people to take action on their own. Interdependence forces attention on other people and more generally to the field as a whole; independence allows focus on salient objects and one’s goals with respect to them. East Asians attend to the field as a whole because their attention is directed outward. Thus, social structure differences produce the attentional and perceptual differences, and the perceptual differences entail the cognitive differences. In order to test these notions, we will explore in greater detail: 1. the breadth of the perceptual differences, including whether they extend to audition and influence learning processes; 2. the depth of the perceptual differences, including how controllable vs. automatic they are, whether they result in different perceptual illusions for Easterners and Westerners, and whether they include differences in peripheral vision capacity; 3. how unified the perceptual differences are at the individual differences level, that is, does it make sense to refer to a holistic (vs. analytic) perceptual style for people within a given culture; 4. whether the cognitive differences constitute a coherent holistic style; 5. whether possible individual differences in perceptual style are related to possible cognitive differences; 6. whether perceptual differences between cultures are developmentally prior to cognitive ones; 7. whether the perceptual or cognitive differences are related to social factors such as interest in other people or interdependent vs. independent social orientation; 8. whether different perceptual or cognitive stances can be triggered by “priming” social, interdependent orientation vs. asocial, independent orientation.
GARY OATES
Adjunct Faculty Associate, Research Center for Group Dynamics
Associate Professor, Department of Psychology, Bowling Green State University

EDUCATION
Hunter College, City Univ. of New York B.A. 1988 Social Research
Hunter College, City Univ. of New York M.S. 1988 Social Research
University of Maryland, College Park Ph.D. 1993 Sociology

POSITIONS HELD
1989–1993 Research Assistant, Department of Military Psychiatry, Walter Reed Army Institute of Research
1991 Research Assistant, Survey Research Center, University of Maryland
1990–1996 Instructor, Department of Sociology, University of Maryland (intermittently)
1993–1997 Post-Doctoral Research Fellow, Laboratory of Socio-Environmental Studies
1997–2003 Assistant Professor of Sociology, University of Connecticut
2003–2005 Assistant Professor of Sociology, Bowling Green State University
2006–present Associate Professor of Sociology, Bowling Green State University

SELECTED PUBLICATIONS


DAPHNA OYSELMAN
Research Professor, Research Center for Group Dynamics
Professor, School of Social Work
Adjunct Professor, Department of Sociology/Psychology

EDUCATION
Hebrew University of Jerusalem, Israel  B.S.S.W.  1981  Social Work
Hebrew University of Jerusalem, Israel  M.S.S.W.  1983  Social Work
University of Michigan  C.S.W.  1985  Certified Social Work
University of Michigan  M.A.  1985  Social Psychology
University of Michigan  Ph.D.  1987  Social Psychology

POSITIONS HELD
1988-1993  Assistant Professor, Baerwald School of Social Work, Hebrew University of Jerusalem.
1995-2000  Adjunct Associate Professor of Social Psychology, Psychology Department, Wayne State.
1996-2004  Associate Research Scientist, Institute for Social Research, University of Michigan.
1999-2004  Associate Professor, School of Social Work, University of Michigan.
1999-2004  Associate Professor, Department of Psychology, University of Michigan.
2000-2001  Visiting Scholar, Department of Psychology, Stanford University.
2003-2004  Adjunct Associate Professor, Department of Sociology, University of Michigan.
2004-Present  Professor, School of Social Work, University of Michigan,
Professor, Institute for Social Research, University of Michigan.
2000-2001  Visiting Scholar, Department of Psychology, Stanford University.

SELECTED PUBLICATIONS


Yamaguchi (Eds.), *Handbook of Motivation and Cognition Across Cultures*. Elsevier.

**RESEARCH SUPPORT**

ACTIVE:
NIMH Oyserman (PI) 2001-2007
Michigan Prevention Research Training Grant

COMPLETED:
NIMH R01 MH 58299 Harrison (PI) Role: Co-I 2000-2003
Pathways for Youth: School-to-Jobs, A Prevention Model, Minority Supplement.

University of Michigan Oyserman (PI) 2003
Pathways for Youth: School-to-Jobs

NIMH R01 MH58299 Oyserman (PI) 2000-2003
Pathways for Youth: School to Jobs, A Preventive Model

NIMH Jackson (PI) Role: Co-PI 1998-2003
Blocked opportunities, persistence and moods.

NIMH Oyserman (PI) 2001-2006
Family functioning and youth social competence as antecedents of academic possible selves and racial identity in adolescence.
SELA V. PANAPASA
Research Investigator, Research Center for Group Dynamics, ISR, University of Michigan

EDUCATION
Johnson & Wales University, Rhode Island  B.S.  1986  Computer Systems Mgt.
Johnson & Wales University, Rhode Island  M.S.  1988  Computer Education
Brown University, Rhode Island  M.A.  1995  Sociology
Brown University, Rhode Island  Ph.D.  2000  Sociology
University of Michigan  Postdoctoral Training  2000-2002  Demography

POSITIONS
1988-90  Lecturer, College of Continuing Education, Johnson & Wales University
1989-91  Assistant Director, International Student Affairs, Johnson & Wales University
1992-95  Director, International Student Affairs, Johnson & Wales University
1995-00  NICHD Predoctoral Fellow, Brown University
2000-02  NIA Postdoctoral Research Fellow, University of Michigan
2002  Coordinator, Survey Research Center Summer Institute Proseminar Program, Institute for Social Research, University of Michigan
2002-03  Lecturer II, Department of Sociology (LS&A), University of Michigan
2002-03  Research Fellow, Population Studies Center, Institute for Social Research, University of Michigan
2003-2006  Research Investigator, Institute for Social Research, Survey Research Center, Social Environment & Health Program, University of Michigan
2006-present  Research Investigator, Institute for Social Research, Research Center of Group Dynamics, Program for Research on Black Americans, University of Michigan

SELECTED PUBLICATIONS

RESEARCH SUPPORT
Ongoing Research Support
Pilot Project 9/1/07-8/31/08
The pilot project is based on a secondary data analysis of the Surveillance Epidemiology and End Results (SEER) data for California to describe the state of cancer among Pacific Islanders living in the State and to actively collaborate with Pacific Islander in the WINCART communities in order to increase cancer awareness and education.
Role: PI

American Samoa Community Cancer Network
Sub-contract 4/01/05 – 3/31/10
National Cancer Institute
The Project is designed to foster and facilitate the development and implementation of programs to increase cancer awareness among Native American Samoans; develop education mechanisms to increase awareness; develop cancer research programs and establish culturally appropriate programs to address the unmet needs of cancer in American Samoa.
Role: Research Faculty

Health Status and Health Information in the U.S. Insular Areas: A Proposal for Reporting Existing Information and for Improving Future Information
Contractor 8/1/06 – 9/31/07
Center for Disease Control-National Center for Health Statistics
Role: PI

Completed Research Support
Methodologies for Obtaining, Administering and Distributing Confidential Data in the Pacific Rim and Pacific Basin-A Pilot Evaluation
Pilot project 10/1/01 – 4/30/02
Michigan Exploratory Center on the Demography of Aging (MECDA)
Investigate the requirements for accessing data collected and administered by the Fiji Island Bureau of Statistics (FIBS) for the purpose of performing secondary data analysis by researchers other than FIBS employees.
Role: PI

Analysis of the 2000 Census Data on Pacific Islanders
Contractor 9/1/03 – 3/31/04
US Department of Economic & Statistics Administration (Bureau of the Census)
Analyze the 2000 Census 100 percent data of Pacific Islander populations in the United States. The indicators reported for US Pacific Islanders alone and in combination were examined to better understand patterns of racial identification and to provide meaningful insight into the demographic characteristics of this population.
Role: PI

The Demographic Study of Black Caribbean Elders
Pilot project 9/1/05 – 8/31/06
Michigan Center for Urban African American Aging Research (MUCAAR)
Secondary data analysis of all Black Caribbean adults aged 55 years and older using the 5 percent Public Use sample (PUMS) files of the 2000 US Census. The proposed study seeks to develop a better understanding of the demographic and socioeconomic characteristics of Black Caribbean elders and to relate these characteristics to self reported measures of health and physical well being. The analysis also examines how Black Caribbean elders compare with older native born African Americans and African immigrants.
Role: PI
LOUIS A. PENNER
Faculty Associate, Research Center for Group Dynamics
Professor, Department of Family Medicine, Wayne State University
Senior Scientist, Program in Communication and Behavioral Oncology, Karmanos Cancer Institute

EDUCATION
Miami University BA 1964 Psychology
Miami University MA 1966 Psychology
Michigan State University Ph.D. 1969 Psychology

POSITIONS HELD
1969-1974 Assistant Professor, University of South Florida
1974-1978 Associate Professor, University of South Florida
1979-2003 Professor, University of South Florida
2003-Present Professor Emeritus, University of South Florida
2003-present Professor, Wayne State University, Senior Scientist, Communication and Behavioral Oncology, Karmanos Cancer Institute
2003-present Faculty Associate, Institute for Social Research, University of Michigan
1993-Fall Visiting Professor, University of Arkansas
1994-Spring Visiting Professor, Arizona State University
1996-Spring Visiting Research Professor, Birbeck College, University of London

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

2001-2005 Co-investigator Effects of Physician Communication on Patient Accrual 1 RO1 CA75003-01A3 The objective of this study is to study the role of PT-MD communication on treatment decision –making while considering the impact of personal characteristics of the patient and the physician, the features of the protocol and the behavior of a key family member on the interaction. (Terrance L Albrecht Principal Investigator)

2003-2007 Co-investigator Parental Role in Pediatric Cancer Pain and Survivorship. RO1 The objective of this study is to test a model of the influence of parents on the extent to which children experience distress before, during and after painful cancer treatment procedures. (Terrance L. Albrecht Principal Investigator)
2004-2007 Co-Investigator Michigan Center for Urban African-American Aging Research. The goal of this grant is to train minority scholars in aging research (James Jackson and Peter Lichtenburg Principal Investigators)

2005-2010 Co-investigator and Research Director Community Network Program for Older Underserved African American Adults The purpose of this project is to propose a comprehensive community-based research program to reduce cancer disparities cancers affecting older, underserved, African American adults 1 UO1 (Terrance Albrecht and Peter Lichtenberg Co-PIs)

2005-2008 Co-investigator 1 D54 HP05461 Building a Clinical Encounter Communication Research Program to Reduce Health Disparities HRSA Bureau of Health Profession. The project uses video technology to train family medicine residents in effective communication with patients (Maryjean Schenk Principal Investigator)

2006-2008 Principal Investigator R21 Using Doctor Patient Teams to Reduce Health Disparities National Institute of Child Health and Human Development. The goal of this study is to develop an intervention that improves the outcomes of medical interactions involving minority patients (April 15, 2006 March 31, 2008)

2006-2011 Co-Investigator Racial Differences in Prostate Cancer Treatment Decision Making American Cancer Society (X. Jinping Principal Investigator)

2007-2009 Co-investigator Title: The influence of companions and sociodemographic characteristics on patients’ information seeking in the oncology outpatient interaction: A preliminary study. National Cancer Society (S. Eggly Principal Investigator)

2005-2010 Co-investigator Community Network Program for Older Underserved African American Adults Supplement. Using SEER-Medicare to Evaluate Prostate Cancer Racial Treatment Disparities in Metro Detroit. The major goal of this project is to assess whether racial/ethnic differences exist in the use of definitive treatment (radical prostatectomy and radiation therapy) for localized prostate cancer, based on data from the Metropolitan Detroit Surveillance Epidemiology End Result (SEER) tumor registry-Medicare Database. (T. Albrecht Principal Investigator)

2007-2012 Co-Investigator Michigan Center for Urban African-American Aging Research. The goal of this grant is to train minority scholars in aging research (James Jackson and Peter Lichtenburg Principal Investigators)
LESLIE ISLER PETTY
Adjunct Associate Research Scientist, Research Center for Group Dynamics
Lecturer, Department of Communication Studies

EDUCATION
Clark University
A.B. 1976 Communication & Education
Harvard Graduate School of Education
Ed.M. 1977 Education
Harvard Graduate School of Education
Ed.D. 1984 Human Development

POSITIONS HELD
2006-present  Adjunct Associate Research Scientist, Research Center for Groups Dynamics
1998-2006  Consultant, Research Center for Groups Dynamics.
2003  Lecturer, University of Michigan, Communication Studies Department.
1986-1988  Wayne State University. Assistant Professor of Psychology, September 1986-August 1988;
Assistant Professor of Family and Consumer Resources, September 1984 - June 1986
1988-1994  Senior Associate, Senior Research Analyst and Project Director, Yee/Minard & Associates,
Southfield, MI.
1977-1979  Research Assistant, Marketing Science Institute, Cambridge, MA.

SELECTED PUBLICATIONS

RESEARCH SUPPORT
ONGOING SUPPORT
*Project title: "Supporting Programs Through Technology." Major goals: Develop online resources for teachers and learners in Adult Basic Education and provide research and technical assistance nationally for distance education for adult basic learners. 2005-2008. (Jerome Johnston, PI).*

*Project title: "IDEAL – Improving Distance Education for Adult Learners." Major goals: Provide technical assistance and research support to states interested in using distance education to meet the needs of adult basic*

COMPLETED SUPPORT
Project title: "Using TV411 with Adult Learners in Non-Traditional Settings." 1998-2006. Source: Education Development Center/Adult Literacy Media Alliance; National Science Foundation (Jerome Johnston, PI).
MARY L. RIGDON
Assistant Research Scientist, Research Center for Group Dynamics & Survey Research Center

EDUCATION
Westminster College of Salt Lake City  B.A.  1996  Economics
University of Arizona  Ph.D.  2001  Economics & Economic Systems Design

POSITIONS HELD
2004-present  Assistant Research Scientist, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2003-2004  Visiting Research Fellow, Center for Basic Research in the Social Sciences, Harvard University
2002-2003  Visiting Lecturer, Department of Economics, University of Texas at Austin
2001-2002  Post-doctoral Fellow, Interdisciplinary Center for Economic Science, George Mason University
1997-2001  Research Assistant for Vernon Smith, University of Arizona

SELECTED PUBLICATIONS

RESEARCH SUPPORT
Economics, #SES-0355425  Rigdon (PI) 12/03-06/07
Trust and Reciprocity in Incentive Contracting
National Science Foundation

Dissertation Grant 08/00-08/01
Department of Economics, University of Arizona

The Russell Sage Foundation PIs: D. Houser, K. McCabe, and V. Smith 08/99-08/01
Trust and Reciprocity in Interpersonal Exchange
Role: Consultant

International Foundation for Research in Experimental Economics Rigdon (PI) 09/99-05/00
Belief-reinforcement vs. choice-reinforcement models
Elmer J. Brown Memorial Fellowship 08/99-08/00
Department of Economics, University of Arizona

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JEFFREY SANCHEZ-BURKS
Sanford R. Robertson Assistant Professor, Management & Organization Department
Faculty Associate, Research Center for Group Dynamics
Research Fellow, William Davidson Institute University of Michigan

EDUCATION
California State University, Northridge B.S. 1994 Psychology
University of Michigan M.A. 1996 Social Psychology
University of Michigan Graduate Certificate 1999 Culture and Cognition
University of Michigan Ph.D. 1999 Social Psychology

POSITIONS HELD
1999–2002 Assistant Professor, Management & Organizations, Marshall School of Business, University of Southern California
2002–present Assistant Professor, Dept. of Management & Organizations, University of Michigan
2002–Present Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2003–2004 Sanford Robertson Assistant Professor of Business Administration, University of Michigan
2003–Present Davidson Institute Research Fellow, William Davidson Institute, University of Michigan
2005-present Faculty Associate, Culture and Cognition Program

SELECTED PUBLICATIONS
Under Review
Blount, S., Waller, M., Kaplan, S., Sanchez-Burks, J., & Philips. S. Interpersonal synchrony: Understanding the line between the experience of temporal alignment and team performance.


Stevens, F., Plaut, V., & Sanchez-Burks. The all-inclusive approach to diversity: A positive alternative to colorblind and multicultural initiatives. Under review at Journal of Applied Behavioral Science: Special Issue on Positive Organizational Change.


**RESEARCH SUPPORT**

Pending

NSF Innovation and organization (IOC) Grant, “increasing innovation through identity integration”

In Progress

Emotional Aperture: Leader’s ability to understand the emotional landscape in their organization

How individual achieve innovation and creativity in their work

Culture antecedents of pride and prejudice in organizations
ROBERT SAVIT
Faculty Associate, Research Center for Group Dynamics
Professor, Physics Department

EDUCATION
University of Chicago B.A. 1969 Physics
Stanford University M.A. 1970 Physics
Stanford University PhD 1973 Physics

POSITIONS HELD
1969-72 Teaching Assistant, Stanford University
1973 Research Associate in Theoretical Physics, Stanford Linear Accelerator Laboratory
1973-74 Research Associate in Theoretical Physics, Fermi National Accelerator Laboratory
1974-75 Visiting Scientist, CERN Theory Division, on leave of absence from Fermi lab
1975-78 Physicist, Fermi National Accelerator Laboratory
1978-83 Assistant Research Scientist, Physics Department, University of Michigan
1979-80 Lecturer, University of Michigan
1979 Visiting Scientist, Weizmann Institute of Science
1980-81 Visiting Scholar, Racah Institute of Physics, Hebrew University of Jerusalem
1981-82 Visiting Research Scientist, Institute of Theoretical Physics, University of California at Santa Barbara
1983-90 Associate Professor of Physics, University of Michigan
1985 Consultant, AT &T Bell Labs, Holmdel, NJ
1985 Visiting Scientist, Argonne National Laboratory
1986 Visiting Professor, Racah Institute of Physics, Hebrew University of Jerusalem
1986 Consultant and Visiting Scientist, Weizmann Institute of Science
1987-88 Consultant, Powers Research, Jersey City, NJ
1988 Visiting Professor, Institute for Theoretical Physics and Physics Department, University of Minnesota
1988 Research Fellow, Columbia Futures Center, Columbia University
1990-present Professor of Physics, University of Michigan.
1995-97 Science Advisory Board, Cranbrook Institute of Science
1994-99 Founding Director, Program for the Study of Complex Systems, University of Michigan

SELECTED PUBLICATIONS
"Getting the Big Picture: A Nonlinear Data-analytic Approach to Factory Monitoring and Control" (with R. Manuca and V. Parunak), Submitted to Journal of Manufacturing Systems.
"Nonstationarity and Bistability in Temporal Lobe Epilepsy" (with R. Manuca and M. Casdagli), Mathematical Biosciences 147, 1 (1998).

"General Structure of Resource Allocation Games" (with S. Brueckner, H.V.D. Parunak and J. Sauter), to be submitted to Physica A.
"Phase Transitions and Entropy in Resource Constrained Networks", (with V. Parunak, S. Bruckner, and J. Sauter), in preparation.
"Induced Minority Game Dynamics in a Market Model", (with Y. Li), in preparation.

RESEARCH SUPPORT

1994-99  Director, University of Michigan, OVPR, Program for the Study of Complex Systems ($750,000 for 5 years)
1994-97  Principal Investigator/Project Director for NIH-NIMH Grant "Dynamical Studies in Temporal Lobe Epilepsy", in collaboration with, J. Chris Sackellares, Dept. of Neurology, University of Florida ($500,000 for three years).
1996  Project Director, "Nonlinear Dynamical Analysis of Manufacturing Processes", ITI ($8,500 for 4 months)
1996  Project Director, "Dynamics of Distribution Chains", Industrial Technology Institute ($22,000 for nine months)
1998-2001  Project Director/Principal Investigator, "Bistability and Neuro-dynamics in Temporal Lobe Epilepsy (NIH $685,000 for three years).
1999-2000  Project Director/Principal Investigator, "Supplementary Grant for Research Infrastructure", (NIH, $50,000 for one year)
1999-2000  Project Director/Principal Investigator, "Adaptive Competition and Emergent Control", (NSF, SGER proposal. $80,000 for 16 months).
2000-2002  Co-Principal Investigator (with V. Parunak, ERIM), "Agents Overcoming Resource Independent Scaling Threats", (DARPA, $600,000 for 2 years).
2001-2002  "The Minority Game with Human Subjects" ($12,000 for 6 mos. OVPR)
2002-2007  Project Director/Principle Investigator, "Nonlinear Dynamics and Seizure Anticipation in Localization-Related Epilepsy", (NIH, $1.75M for 5 years), pending.
2002  "Networks and the Distribution of Constrained Resources", NASA Ames Laboratory, ($40,000 for 6 months), pending.
NORBERT SCHWARZ
Research Professor, Research Center for Group Dynamics & Survey Research Center
Charles Horton Cooley Collegiate Professor, Department of Psychology
Professor of Marketing, Ross School of Business

EDUCATION
Universität Mannheim, Germany Dipl.-Soz. 1977 Sociology, Psychology & Political Science
Universität Mannheim, Germany Dr. phil. 1980 Sociology & Psychology
Universität Heidelberg, Germany Dr. phil. Habil. 1986 Psychology

POSITIONS HELD
1980/81 Post-doctoral fellow, Dept. of Psychology, University of Illinois at Urbana-Champaign
1981-1992 Assistant Professor of Psychology to “Privatdozent”, Universität Heidelberg, Germany
1986/87 George A. Miller Visiting Professor, University of Illinois at Urbana-Champaign (on leave from Heidelberg)
1987-1992 Scientific Director, Zentrum für Umfragen, Methoden, und Analysen, ZUMA (an interdisciplinary social science center, Mannheim, Germany)
1993- Professor, Department of Psychology, University of Michigan
Research Professor, Survey Research Center and Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2002- Professor of Marketing, Ross School of Business, University of Michigan

SELECTED PUBLICATIONS
Books

Articles


**RESEARCH SUPPORT**

*ONGOING*

**SES-0648709**  
PI  
NSF  
Survey Measurement in Aging Societies  
Adresses age-related changes in the cognitive and communicative processes underlying survey responding.  
Role: PI

P01- AG029409-01  
Robert Schoeni, PI  
NIH/NIA  
Economic Status, Health and Well-Being Over the Life Course and Across Generations  
Program project exploring determinants of health and well-being using PSID data.  
Role: Co-PI

P01-AG026571-01  
Willis, PI  
9/30/05-6/30/08  
NIH/NIA  
Behavior on Surveys and in the Economy Using HRS  
This program project exploring links between behavior on surveys and in the economy using HRS data.  
Role: Co-PI

AR052170  
Arthur Stone, PI  
NIH  
Ecological Validity in Patient Reported Chronic Disease Outcomes  
Uses experience sampling methodology to test the validity of patient reported outcomes (pain and fatigue) and the emergence of context effects.  
Role: Co-PI

AG024928  
Daniel Kahneman, PI  
NIH/NIA  
Royal Center for Research on Experience and Well-being  
Development of episodic self-report measures of affect as alternatives to global well-being judgments.  
Role: Co-PI

R01 AG20638  
Robert Willis (PI)  
NIH/NIA  
Internet Interviewing and the Health and Retirement Study (HRS)  
Methodological experiments to address context effects in internet and telephone surveys with older adults.  
Role: Co-PI
NIH/NIMH
Social Psychology Training Grant
Training grant for the Ph.D. program in social psychology at the University of Michigan.
Role: PI

COMPLETED (within last 3 years)
No number Daniel Kahneman (PI) 6/2000-12/2004
Hewlett Foundation
Measuring Social Well-Being
Development of alternative measures of well-being, based on time weighted measures of on-line affect rather than retrospective evaluations of life-domains.
Role: Co-PI
DENISE SEKAQUAPTEWA
Associate Professor, Department of Psychology
Faculty Associate, Research Center for Group Dynamics
Director, Psychology Honors Program

EDUCATION
Arizona State University  B.A.  1992  Psychology
Ohio State University  M.A.  1994  Social Psychology
Ohio State University  PhD  1997  Social Psychology

POSITIONS HELD
1997–2004  Assistant Professor, Department of Psychology, University of Michigan
1997-present  Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2004-present  Associate Professor, Department of Psychology, University of Michigan
2006-2007  Faculty Fellow, National Center for Institutional Diversity, University of Michigan
2006-present  Director, Psychology Honors Program, University of Michigan

SELECTED PUBLICATIONS
RESEARCH SUPPORT
(2000-2001). Faculty Career Development Award, University of Michigan.
(2001-2002). National Science Foundation (Grant No. 91833). "Solo Status and Self-Construals." D. Sekaquaptewa, PI.
ROBERT MCKINLEY SELLERS
Faculty Associate, Research Center for Group Dynamics
Professor, Department of Psychology

EDUCATION
Howard University  B.S.  1985  Psychology
University of Michigan  Ph.D.  1990  Personality Psychology

POSITIONS HELD
1990-1997  Assistant Professor, Department of Psychology, University of Virginia
1997  Associate Professor, Department of Psychology, University of Virginia
1997–2002  Associate Professor, Department of Psychology, University of Michigan
1997–present  Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
2002–present  Professor, Department of Psychology, University of Michigan
2003–present  Chair, Personality and Social Context Area, Department of Psychology, University of Michigan

SELECTED PUBLICATIONS & MANUSCRIPTS


**RESEARCH SUPPORT**

**Ongoing Research Support**

Principal Investigator. *National Black Graduate Student Conference*. Proposal funded by the National Science Foundation. From September 2004 to September 2007. ($20,000).

**Completed Research Support**


JACQUI SMITH
Professor of Psychology and Research Professor
Honorary Professor of Psychology, Free University Berlin (FU), Germany
Research Professor, Research Center for Group Dynamics and the Survey Research Center

EDUCATION
University of Sydney, Australia B.A. 1974 Psychology
Macquarie University, Sydney Australia Ph.D. 1984 Psychology
Free University Berlin, Germany Habilitation 1999 Psychology

POSITIONS HELD
1974-1978 Tutor, School of Behavioral Sciences, Macquarie University, Sydney, Australia
1978-1983 Senior Tutor, School of Behavioral Sciences, Macquarie University, Sydney, Australia
1984-1986 Postdoctoral Fellow, Max Planck Institute for Human Development, Berlin, Germany
1985-1986 Lecture-on-leave, School of Behavioral Sciences, Macquarie University, Sydney, Australia
1987 Guest Scientist, Max Planck Institute for Human Development, Berlin, Germany
1987-1990 Research Scientist, Max Planck Institute for Human Development, Berlin, Germany
1990-2006 Senior Research Scientist, Max Planck Institute for Human Development, Berlin, Germany
1999-2003 Interim Chair, Research Group on Psychological Gerontology, Free University Berlin, Germany
2003-present Honorary Professor of Psychology, Free University Berlin (FU), Germany
2003-2004 Professor of Psychology, Technical University Dresden, Germany
2006-present Professor of Psychology and Research Professor, University of Michigan, MI

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

Ongoing Research Support
U01 AG009740-17 (Willis) 1/1/06-12/31/11
NIA
Health and Retirement Study
This project is for three additional waves of data collection on an established panel designed to study development throughout the second half of life. Special emphasis is given to the measurement of economic and health status variables. New longitudinal modules added in 2006-2007 on psychosocial factors and biomarkers.
Role: Collaborator

Research in Germany on the Longitudinal Berlin Aging Study continues to be financed by the Max Planck Society.
(Recurring yearly budget from the Federal and State German Governments)
Role: PI and Co-Investigator

International Max Planck Research Network on Aging (MaxnetAging) financed by the Max Planck Society
Role: Deputy Director
Completed Research Support
All research projects funded by the Max Planck Society (yearly budget from the Federal and State German Governments) from 1984 to 2006.
Role: PI and Co-Investigator

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The Berlin Aging Study (BASE) was financially supported by grants from two German Federal Departments: the Department of Research and Technology (13TA 011: 1988–1991) and the Department of Family and Senior Citizens (1991–1998). Since 1999, BASE has been funded by the Max Planck Institute for Human Development, Berlin, where the study is located.
Role: PI and Co-Investigator: Member of the Multidisciplinary Steering Committee
Beverly I. Strassmann
Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan
Associate Professor, Department of Anthropology, University of Michigan

Education
University of Michigan  B.S.  1978  Zoology
University of Michigan  M.S.  1979  Biology
Cornell University  M.S.  1983  Ecology & Evolutionary Biology
University of Michigan  Ph.D.  1990  Biology

Positions Held
1977  Environmental Specialist, U.S. National Park Service
1979  Intern, Environmental Study Conference, U.S. Congress
1980–1981  Director, Wildlife Refuge Project, Defenders of Wildlife
1982  Biologist, Arctic National Wildlife Refuge, Alaska, Partridge Films
1981–1990  Teaching Assistant, Introductory Biology, Cornell University
1983–1990  Teaching/Research Assistant, Dept. of Biology, Institute for Social Research, University of Michigan
1992–1993  Postdoctoral Scholar, Department of Biology, University of California, San Diego
1993–1999  Assistant Professor, Department of Anthropology, University of Michigan
1999–  Associate Professor, Department of Anthropology, University of Michigan
2003–  Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, Univ. of Michigan

Selected Publications & Manuscripts

Articles
Strassmann, B. I.  In prep. Sex in the sacred texts: an evolutionary perspective on six world religions.


**RESEARCH SUPPORT**

External Funding (Total = $361,300)

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding Source</th>
<th>Description</th>
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<tr>
<td>2007</td>
<td>LSB Leakey Foundation</td>
<td>Life History, Menopause, and Grandmothering in the Dogon of Mali ($21,340)</td>
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<td>2005</td>
<td>NSF</td>
<td>Collaborative Research on the Genetic Effects of Culture: Y chromosome DNA, mtDNA, and Patrilineal Kinship in the Dogon of Mali (with Michael Hammer) ($88,000)</td>
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<td>2001</td>
<td>NSF REU Supplement</td>
<td>$3300</td>
</tr>
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1988 American Embassy, Bamako, Grant for village “self-help” project: “A Small Dam and Dike to Improve Onion Production at Amakonyon,” $10,000

1988 LSB Leakey Foundation Grant, $4,000

1986 NSF Doctoral Dissertation Improvement Grant (BNS-8612291), $9,800

1985 LSB Leakey Foundation Grant, $4,000

1985 Sigma Xi, $500

1982 Sigma Xi, $500

University Funding (Total = $26,000)

2005 Spring/Summer Faculty Research Grant

2003 Dept. of Anthropology

2003 Faculty Assistance Fund, College of LSA

2002 Spring/Summer Faculty Research Grant

1999 Undergraduate Research Opportunities Program

1990 Dept. of Biology Summer Stipend
ROBERT JOSEPH TAYLOR
Sheila Feld Collegiate Professorship of Social Work
Faculty Associate, Research Center for Group Dynamics

EDUCATION
Northwestern University  B.A.  1974  Sociology
University of Michigan  M.S.W.  1976  Social Work
University of Michigan  M.A.  1977  Sociology
University of Michigan  Ph.D.  1983  Sociology, Social Work

POSITIONS HELD
2005-Present  Associate Director, Program for Research on Black Americans, Institute for Social Research, University of Michigan
2003-Present  Associate Dean for Research, School of Social Work, University of Michigan
2001-Present  Sheila Feld Collegiate Professor of Social Work, University of Michigan
1998-Present  Professor, School of Social Work, University of Michigan
1991-1998  Associate Professor, School of Social Work, University of Michigan
1988-Present  Faculty Associate, Institute for Social Research, University of Michigan
1990-Present  Faculty Associate, Center for Afro-American and African Studies
1988-1991  Assistant Professor, School of Social Work, University of Michigan
1985-1988  Assistant Professor, Graduate School of Social Work, Boston College

SELECTED PUBLICATIONS


RESEARCH SUPPORT

Co-Principal Investigator NIH $750,000 “Religious Involvement among Older African Americans” National Institute on Aging, R01 AG18782 (Principal Investigator: Linda Chatters) 2005-2008.

Co-Principal Investigator NIH $1,273,000 “National Survey of African American Life” National Institute of Mental Health, (Principal Investigator: James Jackson, Co-Principal Investigators, Harold Neighbors, David Williams) 2004-2007.


Co-Principal Investigator NIH $10,000,000 “National Survey of African American Mental Health,” National Institute of Mental Health Grant, (Principal Investigator: James S. Jackson; Co-Principal Investigators: Harold Neighbors, David Williams) 1999-2002.

Senior Research Investigator NIH 322,347 “African American Aging Research Training Network,” National Institute on Aging (Principal Investigator: James S. Jackson; Jeffrey Dwyer Co-PI; Robert Joseph Taylor and 15 others Senior Research Investigators/Mentors)


Faculty Associate NIH $3,200,000 “African American Mental Health Research Center,” National Institute of Mental Health Grant, (Principal Investigator: James S. Jackson; Co-Principal Investigators: Harold W. Neighbors, Larry Alphs, Toni Antonucci, Nancy Bliden, Clifford Broman, Ronald Brown, Cleopatra Caldwell, Cheryl Munday, Steve Trierweiler, David Williams; Faculty Associates: Linda M. Chatters, Barbara Guthrie, Andrea Hunter, Neal Krause, Jim Lepkowski, Mary Levitt, Donna Nagata, Joseph Veroff, Donald Williams) 1993-1996.
Principal Investigator University $32,938 “Kin Assistance Networks of Black Single Mothers,” of Michigan Faculty-Student Research Partnership Program, Office of the Vice President of Research, Rackham School of Graduate Studies, University of Michigan, (Student: Rukmalie Jayakody, M.S.W.) 1991-1992.
Core Faculty NIH $948,000 “Research Center for Black Mental Health, National Institute of Mental Health,” Grant No. RO1 MH47182, (Principal Investigator: James S. Jackson; Co-Principal Investigator: Harold W. Neighbors; Core Faculty: Linda Chatters, Rose Gibson, James Lepkowski, Sherman James) 1990-1993.
Principal Investigator NIH $1,922 Research Expense Grant, National Institutes of Health, 1987.
Principal Investigator Boston $1,000 Boston College Faculty Research Expense Grant, Fall College 1986.
STEVEN TRIERWEILER
Adjunct Associate Research Scientist, Research Center for Group Dynamics

AWAITING BIOSKETCH/CV

EDUCATION
Michigan State University  B.A.  1973  Psychology
University of Illinois, Urbana-Champaign  A.M.  1980  Psychology
University of Illinois, Urbana-Champaign  Ph.D.  1984  Clinical Psychology

POSITIONS HELD
1983-1984  Adjunct Professor of Psychology, Antioch New England Graduate School at Keene, N.H
1983-1984  Lecturer in Psychology, Smith College, Northampton, Ma
1984-1992  Core Faculty and Director of Research, Antioch New England Graduate School at Keene, N. H.
1992  Associate Professor of Psychology, Department of Psychology, University of Michigan
1992-1996  Associate Research Scientist, Research Center for Group Dynamics, Institute for Social Research, University of Michigan at Ann Arbor
1996-2000  Faculty Associate, Research Center for Group Dynamics
2000  Associate Research Scientist, Research Center for Group Dynamics, Institute for Social Research, University of Michigan at Ann Arbor

SELECTED PUBLICATIONS


**RESEARCH SUPPORT**

**ONGOING**

(Jackson, J. PI.)
National Institute of Mental Health
African American Mental Health Research Program 06/01/01-05/31/06

**COMPLETED**

(Trierweiler, S. PI.)
National Institute of Mental Health 05/01/98-04/30/00
Mental Health Treatment of African Americans – Research Supplement for Minority Investigator

(Neighbors, H. PI.)
National Institute of Mental Health 09/01/98-08/31/00
Ethnic Influences on Psychiatric Diagnosis

(Trierweiler, S. PI.)
National Institute of Mental Health 09/01/97 – 09/30/01
Mental Health Treatment of American-Americans
ELIZABETH VANDEWATER
Adjunct Faculty Associate, Research Center for Group Dynamics
Director of the Center for Research on Interactive Technology, Television and Children
Assistant Professor in Human Development and Family Sciences, University of Texas

AWAITING BIOSKETCH/CV

EDUCATION
POSITIONS HELD
SELECTED PUBLICATIONS
RESEARCH SUPPORT
AWAITING BIOSKETCH/CV

EDUCATION
Caribbean Union College  B.A.  1983  Theology
Eastern Michigan University  M. A.  1988  Leadership & Counseling
University of Michigan  M.A.  1997  Sociology
University of Michigan  Ph.D.  2003  Sociology

POSITIONS HELD
1977–1979  Teacher, Ministry of Education High School Division, S.A.
1983  Instructor, Caribbean Union College, Trinidad, W.I.
1989–1992  Teacher/Counselor, New York City Public High Schools
1992–1995  Trainer of Counselors in New York City Public High Schools
1995–1997  Graduate Instructor, Department of Sociology, University of Michigan
1998–2002  Research Assistant, University of Michigan
2003–2004  Co-Investigator, “family and Health in Guyana, South America”
2005–present  Associate professor and Research Director, Loma Linda University

SELECTED PUBLICATIONS
Gulledge AK, Stahmann RF, & Wilson CM. Seven types of nonsexual romantic physical affection among Brigham Young University students. Psychological Reports. 95, 609-14, 2004.

RESEARCH SUPPORT
NIH funded study Biological and Psychological Manifestation of Religion: Grant # R01-AG026348-01 (5%). Emancipation and Transition Support Services grant with Riverside County, CA. ($70,000.00 annually)
OSCAR YBARRA
Associate Professor of Social Psychology
Faculty Associate, Research Center for Group Dynamics

EDUCATION
Sul Ross State University          B.A.          1988          Psychology
Sul Ross State University          M.A.          1990          Public Administration
New Mexico State University        M.A.          1993          Social Psychology
New Mexico State University        Ph.D.         1996          Social Psychology

POSITIONS HELD
1996–2001  Assistant Professorship  University of Michigan
2001–present  Associate professor  University of Michigan

SELECTED PUBLICATIONS & MANUSCRIPTS:

RESEARCH SUPPORT
Ybarra, O. Rackham Graduate School of Studies, University of Michigan, $13,000.00, active January 2000 - December 2001. People’s naive theories of intergroup relations and their implications for diagnosing and resolving group conflict.
Ybarra, O. Seed Grant Program of the Center for Applied Cognitive Research on Aging, $3,000.00. How the elderly and young adults process social/medical information.
Ybarra, O. Rackham Graduate School of Studies, University of Michigan, $7,000.00, active June 2005 - August 2005, Primate intelligent behavior: A look beyond neocortex size to life-history factors.

Grants (Consultant)
Grant Applications under Review
Application to National Center on Institutional Diversity, U of Michigan: Colorblind or multicultural philosophies and who supports them: Implications for overcoming opposition to diversity initiatives.
EDUCATION
University of California, Berkeley A.B. 1982 Economics
University of California, Los Angeles M.B.A. 1986 Marketing
Duke University, Durham, NC Ph.D. 1995 Business Admin

POSITIONS HELD
1995-1998: Assistant Professor of Marketing, University of Toronto, Rotman School of Management
1998-2006: Assistant Professor of Marketing, University of Michigan, Ross School of Business
1999-2006: Adjunct Assistant Professor of Psychology, University of Michigan, Cognition & Perception
1999-present: Faculty Associate, Institute for Social Research, University of Michigan, Research Center for Group Dynamics
2006-present: Associate Professor of Marketing, Ross School of Business; Adjunct Associate Professor of Psychology, University of Michigan

SELECTED PUBLICATIONS & MANUSCRIPTS:


**RESEARCH SUPPORT**

**ACTIVE**

Functional Magnetic Resonance Imaging of Relationships with Brands and People  
PI: Carolyn Yoon, Ph.D.  
Agency: University of Michigan Ross School of Business  
Type: Large Research Grant  
Period: May 1, 2005 – present  
Use functional MRI to examine the neural basis of people’s relationship with brands and other people.

**COMPLETED**

Functional Magnetic Resonance Imaging of Brand Perceptions  
PI: Carolyn Yoon, Ph.D.  
Agency: University of Michigan MRI Center  
Type: Pilot Grant  
Period: Dec 1, 2003 – Dec 31, 2004  
Use functional MRI to examine the neural correlates of people’s judgments of brands and other people.

Persuasion Implications of Age-Related Differences in Information Processing  
PI: Carolyn Yoon, Ph.D.  
Agency: National Institute on Aging  
Type: Minority Supplementary Grant  
Use behavioral experiments and tests to understand the effects of cognitive aging on persuasion in healthy older adults.

Cognitive Aging in Consumer Contexts  
PI: Carolyn Yoon, Ph.D.  
Agency: Social Sciences and Humanities Research Council of Canada  
Type: Standard Research Grant  
Period: April 1, 1996 – March 31, 1999  
Use behavioral experiments to investigate the effects of contextual changes on memory for consumer information among healthy older adults.
ROBERT A. ZUCKER
Faculty Associate, Research Center for Group Dynamics
Professor of Psychology in Psychiatry and Psychology, School of Medicine & Department of Psychology
Director, University of Michigan Addiction Research Center
Director, Substance Abuse Section, Department of Psychiatry

EDUCATION
City College of New York B.C.E. 1956 Civil engineering
University of California at Los Angeles 1958 Psychology and Sociology
Harvard University Ph.D. 1966 Clinical Psychology

POSITIONS HELD
1962-1963 Teaching Fellow and Junior Tutor, Harvard University
1963-1968 Instructor to Assistant Professor, Rutgers University, Dept of Psych., and Ctr. of Alcohol Studies
1968-1975 Assistant Professor to Professor, Department of 1963-1966 Instructor, Psychology, Rutgers University Graduate School
1964-1966 Instructor, Rutgers Center of Alcohol Studies, Rutgers University
1966-1968 Assistant Professor, Rutgers Center of Alcohol Studies, Rutgers University
1966-1968 Assistant Professor, Rutgers Center of Alcohol Studies, Rutgers University
1966-1968 Assistant Professor, Psychology, Rutgers University
1968-1970 Assistant Professor, Psychology, Michigan State University
1970-1974 Director, The Psychological Clinic, Michigan State University
1970-1975 Associate Professor of Psychology, Michigan State University
1975 Visiting Professor of Psychology, University of Texas at Austin
1975-1994 Professor of Psychology, Michigan State University
1980 Visiting Scholar, Laboratory of Epidemiology and Population Studies, National Institute on Alcohol Abuse and Alcoholism
1977 Acting Director of Clinical Training, Dept. of Psychology, Michigan State University
1978-1979 Acting Co-Director, Family Life Cycle Studies Program and Referral Clinic, Departments of Psychology and Psychiatry, Michigan State University
1982-1994 Co-Director of Clinical Training and Director, Child/Family Doctoral Program in Clinical Psychology, Department of Psychology, Michigan State University
1994-present Professor of Psychology, Departments of Psychiatry and Psychology, University of Michigan
1994-present Director, University of Michigan Addiction Research Center
1994-present Director, Division of Substance Abuse, Department of Psychiatry
1994-present Faculty Associate, Research Center for Group Dynamics, Institute for Social Research, University of Michigan

SELECTED PUBLICATIONS


RESEARCH SUPPORT
(Principal Investigator unless otherwise noted)

U.S. Public Health Services (CH00231), "Teenage drinking in the context of community life"; 1966-1968 ($40,000)

National Institute of Mental Health (MH 17120), "Genesis of problem and normal drinking in adolescents"; 1969-1971 ($24,000)

Scientific Advisory Council Research Grant Program of Licensed Beverage Industries, "Early drinking: interpersonal and intrapersonal influences"; 1971-1972 ($6,000)

National Institute on Alcohol Abuse and Alcoholism, "Interdisciplinary Training Program on Alcohol Abuse"; 1972-1974 ($74,000)

Michigan State University All University Research Initiation Grant, "Children at risk for alcoholism: developments in the first year of life"; 1977-1978 ($3,400)

National Institute on Alcohol Abuse and Alcoholism, "Volunteer services for alcohol problems --NCA/Michigan"; 1978-1981 ($150,000)

Michigan State University All University Research Initiation Grant, "Prospective study of the development of alcoholism: baseline data"; 1983-1984 ($7,428)

Michigan State University Biomedical Research Support Grant, "Children in alcoholic families: a prospective risk study"; 1983-1984 ($7,494)

NIMH Clinical Psychology Training Grant in Child Mental Health, NIMH; 1983-1986 ($87,000)

Coordinator and Organizer of the Michigan State University Murray Lectures in Personality;

Alumni Solicitation Campaign (raised $6,600 during the period 9/84--3/85)

Michigan Department of Mental Health; Prevention Projects Grant, "Prevention of Conduct Disorders"; 9/84-8/87 ($290,278)


NIMH Clinical Training Grant in Child Mental Health; 1986-89 ($165,216)

National Institute on Alcohol Abuse and Alcoholism (R01 AA 07065), "Risk & Coping in Children of Alcoholics," (Years 1-5) 4/87-3/92 ($1,503,640)

NIDA Governor's Initiative Grant, Michigan Office of Substance Abuse Services, "Multiple Risk Child Outreach Program"; 1988-1989 ($67,268)

National Institute on Alcohol Abuse and Alcoholism (IS15 AA08900-01), ADAMHA Small Instrumentation Program (ASIP) - MSU; 1990-91 ($20,532) (Collaborator, P.I. = H.E. Fitzgerald)

Michigan State University Faculty research fellowship award from the Social Science Research Bureau, "Social and psychological inequalities affecting youth-at-risk"; 1990-91 ($29,260)

National Institute of Alcohol Abuse & Alcoholism (Supplemental Grant), "Risk and Coping in Children of Alcoholics. Minorities in Biomedical Research"; 4/90-3/92 ($103,418)
Alcoholic Beverage Medical Research Foundation, "Tracking the evolution of risk and protective factors among COAs in childhood"; 1/91-12/92 ($35,840)

Michigan State University All University Research Initiation Grant, "Biological markers of offspring at risk for alcoholism"; 1992-94 ($10,000) (Collaborator; P.I. = H.E. Fitzgerald)

Michigan Department of Public Health, Center for Substance Abuse Services, "Family Intervention with Substance Abusing Families: a Michigan State University - University of Michigan Pilot Program"; 1992-93 ($47,391)

National Institute on Alcohol Abuse & Alcoholism (R01 AA 07065), "Risk & Coping in Children of Alcoholics," (Years 6 to 10) 4/92 - 3/97 ($3,807,368)

National Institute on Alcohol Abuse & Alcoholism (2T32 AA007477-05) “Multidisciplinary Alcoholism Research Training”; (Year 5) 7/94- 6/95 (Estimated: $159,656)

National Institute on Alcohol Abuse & Alcoholism (PS0 AA 07378), "Alcohol, Aging, Brain Changes, & Clinical Implications: Years 8 to 11"; 12/94-11/99 ($3,431,535)


UMSARC-Internal “Naltrexone and Response to Alcohol Administration Among Social Drinkers”; 1996-1997 ($18,794) (Co P.I. with E.M. Hill)


National Institute on Alcohol Abuse & Alcoholism (2T32 AA007477) “Multidisciplinary Alcoholism Research Training”; (Years 6-8) 7/95-6/98 ($433,020)

National Institute on Alcohol Abuse & Alcoholism (2T32 AA007477) “Multidisciplinary Alcoholism Research Training”; (Years 9-13) 7/98-6/03 ($1,055,941)

National Institute on Alcohol Abuse & Alcoholism (R01 AA 07065), "Risk & Coping in Children of Alcoholics," (Years 11-15) 10/97 - 12/02 ($3,957,063)

University of Michigan, Department of Psychiatry and Institute for Research in Women and Gender, University of Michigan, “Mu Opioid Receptor Involvement in Alcohol Dependence and Craving”; 6/98 – 5/00 ($25,000) (Collaborator; P.I. = J.K. Zubieta)

National Institute on Alcohol Abuse & Alcoholism (R01 AA12217) “Family Study of Neuropsychological Risk for Alcoholism; (Years 1-5) 6/00 - 5/05 ($1,409,049)

National Institute on Alcohol Abuse & Alcoholism (K01 AA 00295), “Genetic Architecture of Risk for Alcoholism”; 3/00 – 7/04 ($590,760) (Mentor; P.I. = S. Stoltenberg)

National Institute on Alcohol Abuse & Alcoholism, (F32 AA05584-01) “Familial Violence, Victimization and Alcoholism”; 9/00 - 8/01 ($40,859) (Mentor; P.I. = B. Fuller)

University of Michigan Medical School, Clinical Research New Initiative Program “Naltrexone For Drinkwise Clients: A double-blind placebo-controlled trial”; 7/00-6/01 ($49,204) (Collaborator; P.I. = K.J. Brower)

National Institute on Alcohol Abuse & Alcoholism (R01 AA07065) “Risk and Coping in Children of Alcoholics: Research supplements for minorities initiative”; 8/00-12/02 ($290,377) (P.I. = Robert A. Zucker; Fellow = L. Nerenberg)

University of Michigan Institute for Research on Women and Gender “Pilot Support for the Developmental Psychopathology and Gender Research Project”; 7/00-6/01 ($17,000) (Co P.I. with S. Nolen-Hoeksema)

University of Michigan Substance Abuse Research Center and the Office of Vice President for Research “Gender differentiation of psychopathology: Early mechanisms in the divergence of alcohol problems and depression”; 9/00-8/01 ($11,000)

Dana Foundation: Clinical Hypothesis in Neuroscience Research Program “Involvement of Mu Opioid Receptors and Endogenous Opioids in Craving for Alcohol”; 10/00-9/02 ($50,000) (Collaborator; P.I. = J.K. Zubieta)

National Institute on Drug Abuse (U10DA13710) “Great Lakes Regional Node”; 9/00-8/06 ($2,555,364) (University of Michigan P.I. = Robert A. Zucker; Great Lakes Regional Node at Wayne State University Node. P.I. = Charles R. Schuster)

Blue Cross Blue Shield of Michigan Foundation “Early Smoking Onset in a High Risk Population”; 9/01-8/02 ($3,000) P.I.: Eun-Young Mun. (Mentor: Robert A. Zucker)

National Institutes of Health (Fogarty International Center) and National Institute on Drug Abuse (1 D43 TW05818-01) “International Substance Abuse Research Program”; (Years 1-5) 9/01-4/06 ($860,880)
University of North Carolina (National Institute on Drug Abuse) (RO1 DA15398-01) “Stress and Substance Use in Children of Alcoholics”; 8/02-4/06 (Subcontract to UM = $44,271) (University of Michigan Subcontract P.I. = Robert A. Zucker; North Carolina P.I. = Andrea Hussong)

National Institute on Alcohol Abuse & Alcoholism (2 R37 AA007065-16) “Family Study of Risk for Alcoholism over the Life Course”; (Years 16-20) 1/1/03-12/31/07 ($4,941,791)
National Institute on Alcohol Abuse & Alcoholism (2T32 AA007477) “Multidisciplinary Alcoholism Research Training”; (Years 14-18) 7/03- 6/08 ($1,630,571)

National Institute on Alcohol Abuse & Alcoholism (2 R01 AA012217-06) “Neurocognitive Risk for Alcoholism into Adulthood”; (Years 6-10) 06/23/05 – 06/30/10 ($2,606,356) (P.I. = Robert A. Zucker)

National Institute on Drug Abuse (1 R01 DA021032-01) “Neurocognitive Risks & Consequences of Smoking”; (Years 1-5) 09/30/05 – 08/31/10 ($923,924) (Co-Investigator; PI = Jennifer M. Glass)
National Institute on Drug Abuse (1 R01 DA020075-01) “Tailored Youth Drug Intervention in Primary Care”; (Years 1-5) 07/01/05 – 06/30/06 ($2,310,134) (Co-Investigator; P.I. = Frederic C. Blow)

Zucker, R.A. (PI) Interdisciplinary Approaches to Investigate Aspects of Drug Abuse. Grant from the University of Michigan Substance Abuse Research Center 6/1/06-5/31/07 $10,000.

National Institutes of Health (Fogarty International Center) and National Institute on Drug Abuse (5 D43 TW05818-07) “International Substance Abuse Research Training Program”; (Years 6-10) 9/23/06-4/30/11 ($956,089)

National Institute on Drug Abuse and Alcoholism (1 R21 AA015105-01A2) “Marital Interaction in Alcoholic Couples Over Time,” 6/20/06 – 5/31/08 ($399,120) (Investigator; PI = James A. Cranford)