Answering a Need

Those who need training in Evaluation are often those who can’t halt their careers to seek it out—but do they have to?

The “Monday Morning Evaluator” - someone who discovers an evaluation project on their desk one Monday morning, and must learn the ropes of evaluation on the job - has become the bulk of the evaluation workforce, by many estimates. This has created a catch-22 for many in the field. In order to do their work well, they feel they must drop their careers to seek training.

Claremont Graduate University responded to this problem by designing an in-depth program to address the spectrum of current theoretical work in Evaluation, how it plays out in practice, and methods an evaluator can use to make their work more reliable and potent. The two-semester program is intensive, but designed for professionals to complete from a distance, thus allowing participants over the past five years to complete the certificate from Micronesia, Quebec, Jamaica, Guyana, as well as across the United States. A current participant has been participating from Egypt, allowing her to continue work in international development across Northern Africa while enrolling in graduate-quality courses.

The Students: A Cross-Section of the Field

The participants’ backgrounds have been as varied as their locales: social interventions with indigenous populations, the foster care system, nursing programs, needle-exchange programs, non-profit management, and small consulting firms. It seems as if the whole range of human experience has been represented by the students who have filled the distance classrooms over the past few years. As anyone who has networked in Evaluation will attest, the methodological discussion is greatly enriched by this disparity of content areas. Participants come together over issues, and find fresh prospectives from colleagues in radically different sectors. And when they meet face to face, as happens at Claremont’s summer institute and at yearly gatherings with the American Evaluation Association, it’s as if old classmates are being reunited.

The Evaluation Evangelist

Charles Gasper spreads the word about accountability through Missouri’s Department of Health

For Charles Gasper, who jokingly calls himself “the Evaluation Evangelist,” the road into evaluation was a long one. Having worked in law psychology (the field in which he holds his M.A.) and then finding a position in the Missouri government doing statistical...
analyses of a new public housing model, Charles admits he was getting bored with what seemed, at the time, to be non-applicable numbers. Then the Missouri Institute of Mental Health (MIMH) offered Charles the opportunity to do evaluation for the health system in which he was currently working. He accepted, and a love affair with evaluation began.

“The evaluation I was doing within the MIMH felt somewhat elementary, and I knew I could offer more, so I began to listen in on the Evaltalk listerv, and started attending the annual American Evaluation Association (AEA) conference.” This brought Charles into dialogue with respected members of the field, and to the realization that he was conducting “guerrilla evaluation.” “I knew I had to think more systematically, and come to evaluation with a defined philosophy. I was hungry for more.” AEA contact led Charles to CGU’s certificate program, which he says offered exactly what he had been craving, and plenty of challenges to keep him going. “If I was hungry, this provided enough for a full meal,” Charles says. “And in addition to obtaining an education from the program, I found a lot of professional networking opportunities.” For the next few months, he spent his days living and working in Missouri, but virtually attending classes in California with Claremont faculty.

Shortly after the program ended, the Missouri Foundation for Health (MFH) put out a call for a Director of Evaluation—a position requiring either a Ph.D. or some advanced training in Evaluation. Charles, who did not have a doctorate, nevertheless won the job using the Claremont Certificate of Advanced Study in Evaluation as his credentials. Now as Director of Evaluation at MFH, Charles says he is in a position to do even better evaluation work and train his fellow employees in techniques of the field.

His passion for the field landed him the title of “The Evaluation Evangelist,” a role he now says the pins printed up for eager converts at the conference.

The CDC Comes to CGU

Certificate student becomes a doctoral student and does the impossible—works full-time while earning a Ph.D. from a traditional university

In a similar unfolding of events, Leslie Fierro was not initially trained as an evaluator, yet her employer (the Center for Disease Control and Prevention, or CDC) asked Leslie—trained as an epidemiologist—to take on evaluation, since she had shown promise in data analysis. Like Charles, though, Leslie found that evaluation suited her well, she felt that there must be “more to it” than she was experiencing. CGU’s doctoral program looked promising, but living in Atlanta with a new house, husband, and solid career, she wasn’t ready to merely pack up and move to California... at least not just yet. The certificate, however, allowed her to find the training she had hoped for. By the time the year was out, she felt confident in her new knowledge base, and had decided that this was what she wanted to focus on for her career.

Leslie credits her supportive husband and supervisors at the CDC for making it possible to move to California the following year to launch into the doctorate. She continues to work remotely for the CDC, and is now about a year away from earning the doctoral degree. Her dissertation will most likely focus on how evaluation is taught within Masters programs in health, and where any gaps in education may lie. She says that the certificate and Ph.D. have opened doors—not just to government work, but also possibly to working with non-profits, or even a career in academia.
Dr. Laura Wray-Lake Joins Claremont Faculty

The School of Behavioral and Organizational Sciences is proud to introduce our newest faculty member: Dr. Laura Wray-Lake. Dr. Wray-Lake began at Claremont Graduate University in July, and used the summer to bring her research projects to CGU. “I am really looking forward to getting the students involved,” she says, “and to working with Mike and Jeanne,” referring to her fellow Positive Psychology faculty Dr. Mihaly Csikszentmihalyi and Dr. Jeanne Nakamura. “All three of us come from a human development background, and we all take a lifespan view of development.”

Dr. Wray-Lake’s specific interests are values and civic engagement. “My expertise adds a new, different focus to the Positive Developmental Psychology program,” she says, “but my work also compliments [Dr. Nakamura’s] work on engagement and social responsibility.”

“I’ve always been interested in Lifespan Human Development Theory,” says Wray-Lake, “including the ideas that individuals are embedded in a particular historical time and place.” It has been possible to examine behavior from this standpoint thanks to data sets that give a large sense of scope, looking both at population trends over long periods and at individuals over long periods of their lifespan.

One such study that has led to several recent publications has looked at a cross-section of American high school seniors, with quantitative data going back every year to 1976. “There’s an overwhelming trend in public discussion to negatively stereotype adolescents,” she says, “So I wanted to look at how trends may or may not support these common assumptions. “On just about every subject, there’s a mentality that teens are not as responsible, as engaged, as fill-in-the-blank, as they were in the previous generation.” To test these assumptions, Dr. Wray-Lake and a team of colleagues at the Pennsylvania State University have been examining civic, environmental, and work-related values, attitudes, and behaviors, to see where changes occur among youths across the past three decades.

“Psychologists as well as sociological theorists argue that adolescence is a formative time for values, and once formed, individuals’ views can shape behavior across the lifespan. The high school seniors in this study are in the midst of these formative years. Historical trends in this population over time can shed light on social change, as these young people will eventually become society’s leaders.

“One discovery, for example, has been that youth civic involvement ebbs and flows, meaning that each new generation has their own way of participating in society. For example, taking the period from the late 1990s into the 2000s, there has been a decline in adolescent civic involvement behaviors: both the traditional, such as volunteering for political campaigns, and the alternative, such as protesting or boycotting. But what’s interesting is that community service among the same population increased during those years.”

The research, while focused on positive behaviors, has nevertheless turned up certain discouraging trends. “There is a widening gap between social classes in terms of their civic engagement,” Dr. Wray-Lake reports. “Civic engagement has always been tied to social class, but our findings show that inequalities in participation have grown larger in recent years.”

This fall, in addition to other classes, Dr. Wray-Lake is teaching a new course on “Positive Contexts.” “With my background,” she says, “I’m of course interested in how positive experiences and characteristics can be created in developmental contexts such as families, schools, and communities. The course is taught from a developmental perspective, but invites discussion from other areas of psychology, too—I expect that students with a passion for Organizational Behavior will have a lot to contribute. In the end, we’ll be using theoretical and empirical work to discuss ways in which contexts can promote positive outcomes for individuals, and also how individuals can improve contexts.”

Another Happy Ending to an SBOS Faculty Search

Our dual tenure-track faculty searches in Spring 2010 brought Dr. Laura Wray-Lake to campus as a new hire, but also led to Research Faculty Member Dr. Tarek Azzam joining the graduate faculty full-time.

In addition to taking on a full teaching load and advising doctoral students in the Evaluation and Applied Methods program, Dr. Azzam got to indulge his passion for technology this summer, helming the expanded online webcast efforts at CGU’s annual Professional Development Workshop Series. “We reached about five hundred people, and managed to offer low-cost training to audiences in remote locations.”

Left: In honor of his selection as a full-time faculty member, Dr. Azzam’s Evaluation Procedures students all came to class dressed up as him, in his signature black shirt and khaki pants!
that attitudes toward female leaders perceptions of her likeability and women's personality or ability influenced also explored how media focus on a of a woman senator. Additionally, they valence of media impacted the perceptions toward women leaders combined with the examining the dual influence of gender stereotyping as it relates to leadership positions, their study exploring gender stereotyping as it relates to survivalizing the consequences of natural disasters to coping with abuse.

Competent Enough, But Would You Vote for Her?

A group of CGU faculty, alumna, and a current student has a paper in press with the Journal of Applied Social Psychology examining the dual influence of gender stereotypes and types of media coverage in influencing public perceptions of women politicians. “Competent Enough, But Would You Vote for Her? Gender Stereotypes and Media Influences on Perceptions of Women Politicians” is the title of the paper authored by Dr. Michelle Bligh (Associate Professor in SBOs), Dr. Bettina Casad (SBOs alumna and Professor of Psychology at California State Polytechnic University, Pomona), Dr. Michèle Schlohofer (SBOs alumna and Assistant Professor of Psychology at Salisbury University), and Amber Gaffney (doctoral student in Social Psychology at CGU). Based on a wide research base exploring gender stereotyping as it relates to leadership positions, their study examines how preexisting attitudes toward women leaders combined with the valence of media impacted the perceptions of a woman senator. Additionally, they also explored how media focus on a women's personality or ability influenced perceptions of her likeability and competence. As expected, results showed that attitudes toward female leaders predicted participants’ perceptions of the senator’s competence. It was also found that media coverage has a major impact on perceptions of women leaders; when media messages focus on a female senator’s leadership abilities, people scrutinize her actions for competence. Conversely, when a media message focuses on a female politician’s personality, viewers scrutinize her personality for warmth. This finding suggests that media messages may be a “double-edged sword” for women and may contribute to an overall negative evaluation of a woman politician.

Space Aliens to Teach Students Scientific Principles

Wanted: students to join the Federal Bureau of Science and combat an alien invasion! Space creatures called Fuaths are trying to take over the Earth by turning humans into mindless consumers, using bad science as their primary weapon. Recruits will need to read the alien’s guidebook, the Fuath’s Guide to the Bean’s World of Science, to be able to spot alien spies. Aliens may be spotted by the faultiness of their scientific principles.

This whimsical setting is the premise for an educational game called Operation ARIES! (an acronym for Acquiring Research and Investigative Evaluation Skills). The project is funded by a grant from the Department of Education, Institute for Educational Sciences to Dr. Keith Millis (University of Northern Illinois), Dr. Art Grasser (University of Memphis), and our own Dr. Diane Halpern (former President of APA, Trustee Professor of Psychology, and Roberts Fellow at Claremont McKenna College). Together with a team of researchers that includes doctoral student Heather Butler, they have designed Operation ARIES! to teach scientific principles using an adaptive tutoring system.

Heather Butler was initially hired to collect images for the training guide and to assess the effectiveness of the program, but soon her involvement changed and she began illustrating the “Fuath’s Guide” herself. “Illustrating the e-book has been one of my favorite parts of this project. I have a background in the graphic arts, so this project really allowed me to use a part of my more creative background to promote critical thinking.” Heather reports.

Designed to take one semester to complete, the Operation ARIES! software is aimed at educating advanced high-school and college undergraduate students who are taking introductory science, critical thinking, or research methods courses. As students engage in the science fiction battle to save Earth, they are also undergoing a three-stage process to train themselves in the principles of science. First, they complete a training course using the Fuath’s Guide to the Bean’s World of Science. Penned (in the game) by a whimsical alien, the e-book describes what reliable science is and how it can be undermined. An adaptive automated tutor adjusts the level of tutelage based on the student’s understanding. Next, the players compete against other players by identifying the flaws in research examples. Lastly, students interrogate potential aliens and evaluate their credibility, using the skills and principles they have just learned.
In addition to her role as doctoral student and student researcher, Heather also teaches at three local colleges – San Bernardino Valley College, Crafton Hills College, and California State University, Fullerton. She has been able to test Operation ARIES! on her students at Crafton Hills and although only midway into the project, Heather reports preliminary results on the effectiveness of automated tutoring are positive. “Not only did the students report that the program was highly engaging, but based on the data we collected they learned quite a bit too.”

The Gulf Oil Spill: Healing the Healers

Few world events have weighed on Americans’ minds this year as heavily as the devastating oil spill that has affected countless lives along the Gulf Coast. SBOS alumnus Dr. Doug Wiegand, an Occupational Health Psychologist for the CDC/NIOSH Health Hazard Evaluation Program, has gotten involved in an aspect of the tragedy not heavily featured in the media: helping the clean-up crews deal with the stress of dealing with the disaster. As part of this evaluation, the NIOSH HHE investigative team conducted focus groups on Safety Officers dealing with the crews of the Vessels of Opportunity in Venice, Louisiana, to gather information on job stress and work organization issues during the Oil Spill response. A total of 44 (80% participation) of Safety Officers discussed topics such as job stressors, behavioral indicators of stress, suggestions for improving working conditions, and work-family conflict. “While any event of this magnitude is first and foremost a tragedy, we’re using what we’re learning here to break new ground and explore emergency response issues using qualitative research methods. I hope to develop recommendations and perhaps new tools for assessing work organization issues in emergency response for the future,” says Dr. Wiegand. A report summarizing the findings of these focus groups will be posted soon to www.cdc.gov/niosh/hhe.

Putting Science to Work to Save Lives

One third of all cancer deaths, according to the National Health Institute’s President’s Cancer Panel, could be avoided by simply implementing what is already known about cancer prevention and treatment. The Regional Cancer Control Strategies team at Oregon Health and Science University (OHSU) Knight Cancer Institute in Portland, Oregon—and one of their newest Program Managers, CGU alumna Dr. Anna Malsch—seeks to bring this current knowledge into practice and save lives across the state. “One of my main responsibilities,” says Dr. Malsch, “is to partner with communities across the state of Oregon to build capacity to implement evidence-based intervention strategies and increase cancer screening—what we call ‘Bringing Science to Practice.’” This includes conducting and utilizing high quality systematic reviews to document and disseminate the latest evidence on effective interventions, engaging and partnering with communities, and providing technical assistance to communities dedicated to reducing the burden of cancer in Oregon. This can be everything from community coalition building, needs assessment, intervention design and implementation, data collection and analysis, and evaluation.”

We asked Dr. Malsch, a recent alumna from SBOS, how her training at Claremont Graduate University prepared her for such important work. “The answer to this question could be a mile long,” she replied. “I don’t think there is a skill that I learned at CGU that I don’t use in this job. These are the three ‘biggies:’

“Evaluation Methodology. I consistently find that my evaluation skills are a hot commodity.

Evaluation is such a critical component of a community-based intervention, but often times resources for evaluation are limited in these settings. Evaluation is one of the main areas in which I provide technical assistance to community-based organizations and groups who want to measure the impact of their activities.

“Data Analysis. While I was at CGU I worked on several different evaluation and research projects (most specifically with Stewart Donaldson and Allen Omoto) and data analysis was always a central part of this. I developed a real comfort working with large scale data sets, and this has been really beneficial in my various work experiences.

“Community-Based Research. Again, many of the research projects I was involved in during my time at CGU were very community-focused, and I had the opportunity to get off campus and really do some of the hands-on, applied work that is a major part of my current responsibilities. Approaching research with respect for community members and valuing their collaboration, participation, and insight is one of my main values that I had the opportunity to apply and enhance while at CGU.”

Malsch, who incidentally won the 2005 Brayfield Dissertation Award for CGU’s most distinguished dissertation in Psychology, has recently begun work with the OHSU Knight Cancer Institute on a three-year project to translate evidence-based intervention strategies for improving mammography screening rates into community tactics. The new project is funded by Susan G. Komen for the Cure.
It was a banner Spring semester for the Positive Psychology programs in Claremont as the first graduating class of M.A. and Ph.D. students threw their mortarboards in the air. Back on campus, though, the programs in Positive Developmental Psychology and Positive Organizational Psychology continue to expand. Here are just a few of the exciting developments from summer 2010.

Positive Fridays

Joining the line-up of regularly featured research talks for students, faculty, and the general public, SBOS has begun hosting “Positive Fridays” on an approximately monthly basis. These lunchtime events spotlight current research by guest speakers, our own psychology faculty, and students in the program. The first meeting had an enormous turnout. “Everything’s so community-oriented here,” grinned one first-year student after the event. “It’s like we’re a big family!”

Organizing the program are two “TGIPF Fellows,” students Michael Condren and Julia Koch, under the tutelage of Faculty Leaders Becky Reichard and Jeanne Nakamura. Participating Faculty include Mihaly Csikszentmihalyi, Stewart Donaldson, Allen Omoto, and Laura Wray-Lake. The series’ first guest speaker will be Dr. James Avey of Central Washington University and Director of the Northwest Center for Organizational Research, who will speak on “Positive Psychological Capital.” Also scheduled for this semester are student presentations by Ia Ko, Michael Warren, and Ryan Merlin.

**Applied Positive Psychology: Improving Everyday Life, Schools, Work, Health and Society**

The long-awaited print volume from our sold-out symposium on “Applying the Science of Positive Psychology” debuts from Routledge Academic Publishing in February, 2011 (Donaldson, Csikszentmihalyi, and Nakamura eds.). The volume will include chapters from luminaries in the field of Positive Psychology. Topics discussed in this edited volume will explore research on and applications of positive psychology ranging from the individual level to the societal. Editing on the volume was done in part by doctoral student Ia Ko, who has also recently co-authored a piece for the *Journal of Positive Psychology* with Dr. Donaldson entitled “Positive organizational psychology, behavior, and scholarship: A review of the emerging literature and evidence base.”

Positive Psychology Fellowships

As part of the expanding fellowship opportunities for students across the School of Behavioral and Organizational Sciences, a recently fulfilled major gift to the Quality of Life Research Center at CGU has made it possible to offer additional funding for some students within the Positive Developmental Psychology program.

Csiszentmihalyi Awarded 5th Doctorate

Fewer than 1% of the American public earns a doctoral degree. Perhaps Distinguished Professor of Psychology Mihaly Csiszentmihalyi is claiming more than his share—he recently received his fifth honorary doctorate. This past May, the University of Hartford in Connecticut made Csiszentmihalyi Doctor of Science, *honoris causa*. “Csiszentmihalyi’s concept of ‘flow’ – ‘being completely involved in an activity for its own sake’ – has influenced business leaders and world leaders, including former President Bill Clinton and former British Prime Minister Tony Blair, as well as such sports figures as former Dallas Cowboys coach Jimmy Johnson,” stated University of Hartford’s commencement announcement.

Csiszentmihalyi has been a leading researcher in the field of positive psychology since the 1970s. In 1990, he published *Flow*, a New York Times bestseller that innovated psychological study. “Flow,” he proposed, is a mental state in which a person is fully immersed in an activity, generating powerful states of enjoyment and satisfaction. Other colleges to honor Csiszentmihalyi with an honorary degree include the Stevens Institute of Technology (Doctor of Science, 2007), Rhode Island School of Design (Doctor of Fine Arts, 2003), Colorado College (Doctor of Science, 2002), and Lake Forest College (Doctor of Science, 1998).

And he’s not done yet. Csiszentmihalyi is due to collect his sixth honorary degree from the University of Rijeka in Croatia sometime in the near future.
Soaring with Eagles

Professor Becky Reichard is “Soaring with Eagles” as she is currently working on a 20 year longitudinal study of leader development. The Soaring with Eagles Foundation, a non-profit that seeks to develop value-based leadership skills in youth across the nation, based on the Foundation’s Four Tenets of Leadership (Citizenship, Stewardship, Humanitarianism, and Purposeful Passion), has recently awarded two contracts to Dr. Reichard and her co-principle investigator, Dr. Stefanie Johnson (CMC alumna).

In the first contract, Reichard and Johnson teamed up with CMC faculty members Dr. Ron Riggio and Dr. Susan Murphy as well as other leadership education experts to develop a 2-semester leadership curriculum for college freshman. The pilot curriculum launched this semester at Kansas State University, and in subsequent years will be introduced in several universities across the U.S. In the second contract, Reichard will study the development of the leadership skills related to the Four Tenets of the program participants over the next 20 years. The strategically driven, objective-based, long-term research approach of the study will emphasize a pre-post longitudinal mixed methods design. In the pilot year of the program, Dr. Reichard, is partnering with Claremont evaluation faculty member, Dr. Tarek Azzam, and CMC faculty member, Dr. Ketan Mhatre, in order to develop a sound research methodology and evaluate the pilot curriculum. Both projects promise to increase ties between CGU and CMC, as well as to shed light on the longitudinal development of leadership.

Student Profile: Empowering Victims of Domestic Violence Using Principles of Positive Psychology

House of Ruth, an independent organization with outreach offices in the local Los Angeles and San Bernardino counties, has a long history of assisting families victimized by domestic violence. Third-year Ph.D. student Chris Weinkauf was recently offered a recurring guest speaker position with the group. Chris has begun using her knowledge of positive psychology research and principles to assemble credible techniques to help clients deal with some very tough situations.

“I knew that Positive Psychology had a lot to offer to people in such circumstances,” Chris says, “so I spent some time over the summer putting together a presentation that would benefit men and women who were going to House of Ruth for help. The goal is to assist either clients who are working through a relationship riddled with domestic violence, or trying to make their way out of a violent relationship.” A recent presentation focused on the power of positive relationships and support systems to help victims understand that they are not alone in their circumstances. Chris is trying to underline for her contacts the value of group meetings with people in similar circumstances, as well as the positive psychological benefits of exercise and meditation. “We even gathered in a circle on the floor and practiced some simple meditation techniques for a few minutes. It was powerful. Several of the clients stayed after and thanked me for sharing and giving them some additional tools they could use to battle the stress of their situations.” After Chris’s presentation, the director for the program asked if she would come back every 6 weeks to present again; Chris gladly accepted the offer, “I am not only excited to help the clients at HOR, but also glad to put my knowledge to practical use. It makes all the investment, financial, emotional, physical and mental energy, worthwhile!”

Student Takes “Flow” Back to the Philippines

Master’s student Cristina Tangonan had the opportunity this summer to gain teaching experience in the Philippines, a country which she considers her second home. Cristina enjoyed her summer in Manilla. While there, she took the initiative to contact the former Dean of the psychology department at Ateneo de Manila University, Professor Edna Franco. The last time Cristina was in Manila, Dr. Franco expressed great interest in incorporating positive psychology into the school’s curriculum. Dr. Franco invited Cristina to speak to an undergraduate organizational psychology course about work, employee attitudes, and wellbeing.

“This reminded me how much I love studying positive psychology, and helped me realize how much I learned last year at CGU,” Cristina shared. She decided to frame the discussion around Flow research and explain how the findings can apply to organizations. “The talk went well. The students nodded as I described flow. They truly identified with the quotes and the concepts. The class was interested in positive psychology and Professor Calleja [who was teaching the course] was pleased,” Cristina added.

Cristina was thrilled to be given this opportunity. “As a Filipino American, this was a very unique opportunity for me because I was able to share what I learned in the United States with students in the Philippines. I saw it as an opportunity to give back to a country and culture that has given me so much.”

BioFlow Fellowship Flies Student to Barcelona

The first ever BioFlow Fellowship from BioBerica (a major joint health firm in Barcelona, Spain) was awarded to dual degree (MBA/PhD) student Matt Jarman. Jarman is spending several weeks in Barcelona on a paid project to implement Flow principles in training and selection for BioBerica. The company plans to continue the fellowship on a yearly basis exclusively with SBOS students.
Rockefeller and UNICEF Call on SBOS to Spread Evaluation Concepts

“Accountability” has become quite the buzzword among foundations and those conducting development work in international contexts. But how does one know success has been reached? Is “success” success at all, if no sustainability can be assured? How do you build networks in regions with little or unevenly distributed technological infrastructure? Everyone wants innovation for progress, but what innovations actually have an impact? Where must you start when assessing an organization’s performance—with its systems or its goals?

Claremont Graduate University was called upon by the Rockefeller Foundation and UNICEF to help examine these questions and others in an ongoing project to spread knowledge about monitoring and evaluation in developing-nation contexts. SBOS has helped leverage a group of international development foundations for free public webinars, hosted on MyMandE.org, that will explore the concerns facing foundations. Topics to be addressed include innovation, networks and partnerships, capacity, organizational performance, sustainable development, and policy influence.

The monthly webcasts will kick off with a discussion of concerns that may be unique to evaluations in developing nations, led by Dr. Zenda Ofir, former President of the African Evaluation Association. Other participants in the series will include members of major international consulting firms across North America and Britain.

The web series builds on a three-day workshop organized in March 2010 by Claremont Graduate University and Universalia Management at the Rockefeller Foundation in New York. Two days of discussion were followed by a group training session with Rockefeller’s project managers, orchestrated by a Claremont team including Dr. Stewart Donaldson, Dr. Tarek Azzam, Dr. Ross Conner (former President of the International Organisation for Cooperation in Evaluation), Ph.D. student Natasha Wilder, and SBOS Director of External Affairs Paul Thomas. “Over the course of several days in New York City,” says Natasha, “I got to work alongside top practitioners in the field of international development evaluation. I appreciated the chance to learn from them, as well as the project managers at the Rockefeller Foundation. Everyone had years of experience in the field; their stories and commitment to quality evaluation were truly inspirational.”

The next phase will take the group’s work to Prague and the European Evaluation Society’s annual meeting. Three of the participants will present; Drs. Donaldson and Azzam will offer an overview of the entire discussion; and Drs. Conner and Ofir will serve as discussants.

Collaboration Continues with South Africa

SBOS is pleased to be hosting, for the second time, two visiting faculty members from the University of Cape Town in South Africa: Dr. Joha Louw-Potgieter and Dr. Johann Louw. This visit marks the third formal collaboration between the University of Cape Town (UCT) and Claremont Graduate University—in addition to Dr. Louw and Dr. Louw-Potgieter’s appointments as visiting faculty in Claremont in 2008, our own Dr. Stewart Donaldson and Dr. Tina Christie helped launch the University of Cape Town Evaluation Institute in 2009. Plans are underway for future collaboration with UCT and evaluation projects in sub-Saharan Africa.

During their time in Claremont, the Cape Town faculty are offering two talks. On Tuesday, September 14, Dr. Louw will present on “Improving the Quality of Early Childhood Development Interventions through Results-Based Monitoring and Evaluation.” Then, in conjunction with the Research on Evaluation Group at CGU, Dr. Louw-Potgieter will present three examples of theory-driven evaluations done in Cape Town and the challenges of evaluator-client communication and goal-setting.

Mingling with Europe’s Social Psych Leaders

The biennial European Association of Social Psychology (EASP) Summer School invites a very select group of students from North America to participate. In summer 2010, out of 5 North Americans, two were from SBOS: Amber Gaffney and Janice Adelman! Amber
and Janice traveled to Aegina, Greece to attend this prestigious event taught by well-known and influential psychologists. A long-time EASP tradition, the Summer School aims to familiarize students with the latest theoretical, methodological, and empirical developments in specific subfields of social psychology. Our students were able to participate in statistics workshops, social psychology workshops, and talks and debates by and between leading social psychologists.

Amber Gaffney joined in with the Social Influences in Learning Workshop, where she and students from across Europe who share her research interests designed, planned, and conducted studies. “The program will help us to build several collaborations and forge important contacts for our own research, as well as for CGU’s Applied Social Psychology program and the Social Identity Lab,” Amber remarks. Janice Adelman was a part of the Societal Psychology and Social Representations Workshop. Within her workshop, she teamed up with students from Marburg, London, and Lausanne to foster an international program of research on the relationship between contact in diverse societies and social identity.

Amber and Janice are not the only SBOS representatives to have been awarded this opportunity; Social Psychology Professor Michael Hogg attended this summer school when he was working on his own graduate degree. “We feel very privileged and honored to join the ranks of alums from this program,” Amber and Janice said, “And we both feel extremely fortunate to have the support of our department and our advisor enabling us to participate in this summer program.”

**Student Conducts Evaluations in Africa**

Fiona Grant, a doctoral student in the Applied Social Psychology program, recently returned to her home country of Mauritius to complete an evaluation project at a school for under-privileged children. (Mauritius is a small island off the east coast of Africa, near Madagascar.) With nearly 20% of men and women in Mauritius unable to read or write, Fiona felt this was an extraordinary opportunity to use what she has learned at CGU and put the university’s goals into practice. The school where she conducted her evaluation opened in 1990 to teach children who might otherwise not have the resources acquire job skills and even literacy. The project was a fantastic experience, Fiona reports. She loved spending extensive time with the teachers and children, and felt completely immersed. The appreciation was mutual: mid-way through the evaluation, the school’s faculty was so impressed with her knowledge that they asked her to teach a class on “How to be a Great Teacher”!

Fiona also conducted a teaching seminar in Rodrigues, a very small island in the Indian Ocean. Many of the teachers, Fiona found, had lost some of their motivation and passion for teaching. In turn, the children’s learning and morale suffered. Fiona gladly accepted the challenge of applying her social psychology and evaluation skills to tackle the problem. She created a 4-day course, for which one hundred teachers enrolled. “It was very rewarding and wonderful because the teachers left feeling very motivated and excited to get back to school to teach,” Fiona remarks. Overall, the project showcased Claremont Graduate University’s goal of transcending academic disciplines to solve real-world problems.

As if her involvement in Mauritius weren’t enough, Fiona was also asked to complete a 5-day evaluation project at an accounting and consulting firm in Nairobi, Kenya. Fiona was asked to accomplish three goals – assess job satisfaction throughout the company’s employees, evaluate an HR Initiative that was already in progress, and offer recommendations and suggestions on how to improve on both of these areas. Fiona credits CGU for preparing her for this type of work. “My training with CGU made me well-prepared for applied work. And even though I am in the Social Psychology program, I have a broad knowledge of other areas of psychology beyond social psychology. I felt very ready to resolve real-life challenges because of my education and training.”

As a thank you for dealing with their evaluation needs, the company offered Fiona a free Kenyan safari. Now that’s an unexpected perk for a graduate student!

**Meanwhile, Back in Los Angeles...**

Student Marcelina Willis spent part of summer 2010 assisting with the organization of a Los Angeles Region Green Economy Think-Tank Day. On August 24th, sustainability leaders were brought together to create potential solutions to help the L.A. region’s economy “go green.” Working groups addressed many topics, including Capital and Collaboration, Green Economy Media Initiatives, Buy Local Campaigns, Coordination of Green Business Certification Efforts, Emotionally Connecting Sustainability to Consumers and Business Owners, and much more. As groups emerged from the think-tanks, they have begun moving forward with white papers, follow-up workshops, and other collaborations. A report of the findings will be published shortly on www.greeneconomythinktank.org.

Marcelina’s efforts sparked excitement from her fellow Claremont students. “A great bunch of people from CGU volunteered for the event,” she reports. “I felt proud. Their heartfelt presence and work contributed to the success of the day, and one of them is now proposing an evaluation for the City of Santa Monica’s ‘Buy Local Campaign’ as an exercise for her evaluation practice course here. There are many opportunities for people to be part of making our home a thriving green economy and ways the skills we get here at CGU can be applied.” She invites students across the university to get in touch if interested in pursuing green economy efforts during their time in Claremont.
Crossing Academic Boundaries

Community College Leadership Initiative

More than 2.5 million Californians per year take courses from the state’s community colleges system, making it in some ways one of the most influential institution for higher education in the state. Guiding such a crucial component of academia are 123 community college presidents. In an effort to build ties between these leaders and to tease out challenges particular to the community college system, SBOS has joined with CGU’s School of Educational Studies (SES) and the Drucker-Ito School of Management to launch a three-pronged initiative.

The project began in summer 2010 as a group of community college presidents assembled on campus in Claremont along with CGU Deans Margaret Grogan and Stewart Donaldson and guest speakers. Over one thoughtful day, lively and informative discussions were held about how leaders for community colleges may be developed, and how college policy can be driven by data and evidence in strategic planning.

The next steps for this project will be the creation of an annual Presidential Summit to build on the discussions from this year’s meeting. The three schools will also create a Community College Executive Level Leadership Certificate. The certificate will provide targeted professional development to aspiring community college presidents and assure that they are well-versed in leadership, organizational issues, and the evaluation of educational enterprises. As particular organizational problems arise, a system will be put in place for graduate students from SBOS and SES to work on potential solutions. The students in turn will be funded for the academic training required to build their expertise.

The initiative is set to launch in 2010-2011.

New Dual Degree: the M.A./M.P.H.

SBOS and the School of Community and Global Health are set to launch a dual M.A./M.P.H. degree, adding to the impressive range of transdisciplinary degree offerings at CGU. This three year program, a rarity in the U.S., will allow students to receive a M.A. degree in Psychology and a Master’s of Public Health within one three-year sequence. “Students leaving the program will have a unique and substantial advantage when competing for jobs,” says faculty member Dr. Jason Siegel.

Other cross-cutting degree programs in Claremont include the M.B.A./Ph.D. in Psychology, Public Policy Evaluation, Arts and Cultural Management, and more.

Students Marry Social Psychology with Public Health

Stephen Miller, who is starting his second year in the Master’s program in psychology, has leapt into work in his field on three separate community health research and evaluation projects. “This research is important because what we learn from the results may enable us to develop and improve upon programs designed at helping people live healthier lifestyles,” he says. Partnering with two other SBOS students, Andi Zaverl and Samantha Langan, his first project entails working on a women’s heart health study funded by the Health Psychology and Prevention Science Institute (HPPS) to help determine what might be some psychological barriers to help-seeking women. Their study is trying to find out why women might not ask for help for heart related problems, despite heart disease being the number one killer of women. “Information gathered from our surveys will—hopefuly—shed light on the barriers to help-seeking behavior for women. It is also hoped that this information will be useful in designing interventions to inform women of their risk and increase their help seeking behavior.”

Additionally, Stephen has an evaluation project underway of a health and wellness program at The Claremont Club with fellow SBOS students Massimo Backus, Matthew Galen, and David Mendolsohn and faculty advisors Dr. Tarek Azzam and Dr. Allen Omoto. “We are using a mixed methods approach to determine what effect the 12 week health and wellness program is having on participants and then using those results to help improve the program for future generations. For example, is the program having the desired results, i.e. improving participants’ health (blood pressure, weight), knowledge about nutrition, and ability to maintain a healthy lifestyle? Are the program and its effects sustainable, and how might we improve upon them?”

As if that is not enough, Stephen secured a position with the School of Community and Global Health, working part-time on a UO1 funded Adolescent Obesity study. “This childhood obesity study is so important because of the current epidemic we are seeing in our nation’s youth. The health lab at CGU does a lot of work concerning adolescent health behaviors, and I believe working with the lab and the School of Community and Global Health are the perfect opportunities for me to prepare for a career that integrates psychology and health at the academic as well as the policy level.”

New Claremont Symposium Book Applies Social Psychology to Improve Education

Empirical Research in Teaching and Learning: Contributions from Social Psychology is a collection of symposium topics from various experts in the fields of social psychology and the scholarship of teaching and learning. Edited by Dr. Debra Mashek of Claremont’s graduate faculty in psychology, the book draws upon the latest empirical research and theories from social psychology to address specific empirical evidence drawn from teaching and learning contexts. Part of the Claremont Applied Social Psychology Series, the book also features concrete strategies for use in the classroom setting. The release date is set for February 2011.
Online Workshops Expand

In a giant leap forward for Claremont Graduate University’s ever-expanding online presence, the 2010 Professional Development Workshops Series offered over half of its content (8 workshops and 1 debate on Systems Thinking) to an online audience. Over 250 participants joined in from South Africa, Sweden, Puerto Rico, Poland, the Philippines, Portugal, New Zealand, Mexico, Kenya, India, Israel, Great Britain, France, Spain, Ethiopia, China, Iran, Denmark, Canada, Brazil, Belgium, Australia, and Argentina.

In addition to this vital virtual community, audiences continued to show up en masse on campus. Visitors from the Middle East, Africa, South America, Southeast Asia, and all across the United States and Canada filled four workshops per day. As in previous years, training sessions covered a variety of topics, including basic and advanced topics in evaluation, cultural competency in applied research, conducting evaluations under current educational legislation, grant writing skills, quantitative and qualitative research methods, consulting skills for evaluators and a new “Introduction to the Science of Positive Psychology.”

The highlight of the event for many was an incisive debate on the use of Systems Thinking in evaluation practice. Four leaders in the field (Dr. Michael Scriven, Dr. Michael Quinn Patton, Bob Williams, and Dr. Stewart Donaldson) discussed the strengths and shortcomings of Systems Theory. The conversation was a tour de force of the strengths and dangers of this hot area, and raised questions such as “Is there a theory to Systems Theory?” “Does Systems Theory offer unique tools not seen in evaluation?” “How ‘big picture’ can practice be without losing sight of clients’ needs?”

An edited and expanded transcript of the debate will be offered soon.

Our Newest Ph.D.s

Congratulations to our most recent doctoral graduates!

Jorge Barraza - The Physiology of Empathy: Linking Oxytocin to Empathic Responding
Lenora Barnes - The Effects of Organizational Cynicism on Community Colleges: Exploring Concepts from Positive Psychology
Katherine Byrd - Childhood Resilience: Exploring the Connections Between Internal and External Buffers
Orin Byrd - Using Waiting Time Well: Toward a Theory of Microflow
Justin Hackett - Values Anchoring: Strengthening the Link Between Values and Behavior
Stacy Hawkins - Family Relationships and Adolescent Behavior: A Look at Families Headed by Heterosexual, Gay, and Lesbian Parents
Eve Isham - Deceived and Distorted: The Effects of Inferred Ownership and Game Outcome on Temporal Binding and the Perceived Time of Stimulus-Based Actions
Aris Karagiorgakis - Police Officer Beliefs about Factors that Influence Eyewitness Memory
Chong Kim - Examining the Influence of Relational Demography and Cultural Values on Leader Member Exchange in Asian American Employee and White Manager Dyads
Dae Lee - Jurors’ Reactions to Different Disorders and Stereotype Consistent v. Inconsistent Information in a Sexually Violent Predator Trial
Kelly Neff - Explaining Adolescent Diabetes Non-Adherence: A Purposive Approach
Michelle Oja - Intersectional Social Categories
Clayton Stephenson - Does Training to Increase Working Memory Capacity Improve Fluid Intelligence?
Sarah Ting - Testing the MASS Model: Motivation, Affect, Social Support and Self-efficacy as Predictors of Exercise Behaviors
Kara Yoneshige - Work Relationships that Flow: Examining the Interpersonal Flow Experience, Knowledge Sharing, and Organizational Commitment

*Due to space constraints, this feature was not included in our Spring 2010 issue. We are including anyone who would have been mentioned in Spring here.

Expanding Fellowship Programs

SBOS has been pleased to offer more fellowships and opportunities for student funding every semester in recent years, and 2010 has seen even more growth in this important effort. In February 2010, an unprecedented number of students were awarded for outstanding performance in our programs. A total of 33 recipients were chosen by the faculty to receive named fellowships and merit awards. All awards were accompanied by some level of financial assistance, ranging up to the Douglas and Ethel Pearce Fellowship, which includes a full semester of tuition remission.

Conference Travel Awards were also instituted for students who would be presenting at or participating in a professional conference. 38 such awards were given for the Spring 2010 application period, and more are anticipated for Fall 2010. The deadline to apply for these awards is October 15, 2010. See the SBOS website for more details.

Perhaps most excitingly, Summer 2010 saw the launch of the new SBOS Fellows Program. An expansion in some ways of the long-standing Community Fellows program, SBOS Fellows allows organizations, alumni, and interested donors with a means to contribute directly to the professional development and funding of students. Students will join internship programs that will in turn fund their institutional aid packages at supplemented levels. The program is designed to allow donors to see the immediate fruits of their generosity, and to help SBOS students prosper in ways that are immediately palpable to their professional development. For information about this program, contact SBOS Director of Development Michael Avila at michael.avila@cgu.edu.
Events on Campus

Mark Your Calendars!

Things have never been livelier on campus, with six regular research/networking talks and countless events across the Claremont Colleges for students interested in Psychology, Organizational Sciences, and Evaluation. To help students, faculty, and visitors manage their busy schedules, a new school calendar has been posted online as a reference for all:

www.cgu.edu/SBOSevents

Here are just a few of the series you can attend:

Social Socials

Open to all, the “Social Socials” are social events for students interested in Applied Social Psychology featuring research talks on a mix of basic and applied scientific presentations from visiting social psychologists. Contact student organizers Amber Gaffney or Fiona Grant to learn more.

Student Advocacy Association (SAA) Events

SAA organizes workshops and social events for Psychology and Human Resources Design students. This semester they will be teaming up with HR Connect (a group specifically for the Human Resources Design program) and the Drucker School Student Association for even more workshops than in the past. Also, mark your calendars for December 3, when this year’s Winter Party will be held at Mallott Commons (Scripps Campus).

Org Talks

“Org Talks,” a student-led series of lunchtime talks and workshops, was created to promote dialogue between students, researchers, and practitioners with an interest in the organizational applications of psychology.

Cognitive Lunch

The Cognitive Brown Bag Lunch series is losing the “Brown Bag” after four decades, and will now be offering lunches along with provocative and thought-inspiring talks about current research in basic and applied cognitive psychology.

TGI Positive Fridays

As mentioned on page 6, a series of monthly meetings on subjects in Positive Psychology kicked off on Friday, September 10. “TGIPF” promises to be yet another welcoming place for students and faculty to discuss research and learn about trends in their field.

Monthly Master’s Program Meetings

The monthly meetings for students in the Master’s program in Psychology will cover a range of topics this semester, from real-world early child development programs, to careers with an M.A. in Psychology and Evaluation, to course offerings for the coming year, to our always anticipated end-of-the-semester Ice Cream Social.

Stauffer Colloquia

Generous grants from the John Stauffer Charitable Trust have made it possible for us to host cutting-edge and world-renowned speakers for one-hour lectures on campus. Each talk is followed by a wine and cheese reception for the speakers to meet our students. Most talks are webcast for alumni and the general public, and begin at 4 p.m.

Evidence-Based Principles for Multimedia Instruction

September 30, 2010
Room Burkle 16

Dr. Rich Mayer (UC Santa Barbara) will speak on how people learn (i.e., the science of learning) and how to help people learn (i.e., the science of instruction). His research concerns the intersection of cognition, instruction, and technology, including: (1) multimedia learning, such as determining how illustrations affect how people learn from scientific text, or how people learn to solve problems from computer games, simulations, and virtual reality environments; (2) mathematical problem solving, such as how people learn to solve statistics problems; and (3) human-computer interaction, such as investigating how people learn with on-line pedagogical agents and computer-based tutors.

Encouraging Children’s Disclosures: Implications for Interviewing Children about Abuse

October 21, 2010
Room Burkle 16

This talk by Dr. Tom Lyon of USC will relate experimental work done at the University of Southern California to debates over the most appropriate methods for interviewing children about suspected abuse. Thomas D. Lyon, J.D., Ph.D., is a professor of Law and Psychology at the University of Southern California. His research interests include child abuse and neglect, child witnesses, and domestic violence. Dr. Lyon’s main interests involves seek to identify means for increasing children’s willingness to disclose transgressions without increasing the likelihood

Strengths Enhancement for Students (Title TBA)

November 18, 2010
Albrecht Auditorium, Stauffer Hall of Learning

Dr. Shane J. Lopez (Senior Scientist in Residence, Gallup Organization; Resident Director, the Clifton Strengths School) specializes in hope and strengths enhancement for students from preschool through college graduation, advocating a whole-school strengths model that also builds the strengths expertise of educators, parents, and youth development organizations. He was also architect of the Gallup Student Poll.
The “Social Symposium” Celebrates its Silver Anniversary

In 1985, Dr. Stuart Oskamp initiated a series of world-class symposia to examine current topics in Applied Social Psychology. Twenty-five years later, the series has spawned 17 (soon to be 18) books and countless strong relationships between Claremont and our colleagues across the globe.

Over the years, the series has tackled many aspects of applied social psychology, including in recent years sessions on Leadership, Extremism, Social Action, Work and Family, Psychology and Law, Stigma, Education, and Drug Use Prevention, just to name a few topics.

In celebration of the Silver Anniversary, the Symposium Series is returning to its roots—we will be honoring Dr. Stuart Oskamp’s contributions to Environmental Psychology by inviting prominent names to discuss the current state of the field. Co-organizing the symposium with Dr. Allen Omoto will be prominent SBOS alumnus Dr. P. Wesley Schultz of Cal State San Marcos.

The Symposium is planned for March 2011, and will take place in Albrecht Auditorium on campus. Watch for announcements about the speakers and related events in the near future.

Memo to Students: Don’t Forget to Enjoy the 5Cs!

With all the events, special guests, and, yes, classes, it’s easy for current students to miss out on the endless opportunities afforded by the Claremont colleges. Events specific to Psychology will be added to www.cgu.edu/SBOSevents, but here are a few highlights from around campus:

**Marion Miner Cook Athenaeum**

The “Ath” hosts a prominent literary or scientific guest speaker nearly every night on campus. This semester’s guest list includes former Disney CEO Michael Eisner, Bruce McKenna (co-executive producer and writer of the series *Band of Brothers* and *The Pacific*) and many more. For a complete list of speakers and events, visit www.claremontmckenna.edu/mmca.

**Scripps College Humanities Institute**

In the fall semester of 2010, the Scripps College Humanities Institute is hosting a semester-long program on “Engagement: Mind, Body and Soul.” Among the topics to be examined are the management of emotions, political economies of attention, and systems of beliefs, to specifically address how they affect social actors and prompt social action. Two members of our own graduate faculty in psychology are prominently featured as well. Dr. Mihaly Csikszentmihalyi kicked off the series with a talk on “Flow and the Quality of Life” on Wednesday, September 8th. Later in the semester, Dr. Michael Spezio will be talking about what neuroscience can tell us about “the contemplative mind.” For more information and a complete schedule, visit www.scrippscircle.org.

...and that's just for starters.

Make sure not to miss Richard Haier of UCI on “The New Science of Neuro-Intelligence: What Brain Imaging Shows” (3 pm on October 11th, Keck Science Center Room B31), Richard Lippa of CSUF on “Sex Differences and Sexual Orientation Differences in Personality, Interests, and Cognition: Effect Sizes, Cross-Cultural Consistency, and Theoretical Implications” (2:45 pm on November 8, McKenna Auditorium), the weekly Friday Noon Concerts at Scripps, the Tuesday night CGU Art Openings almost every week, and so much more. The full Claremont Colleges calendar can be found at www.cgu.edu.
Alumni Gatherings

**November 12, 2010 - San Antonio, Texas**
Alumni, students, and faculty are warmly invited to join us for refreshments during the American Evaluation Association conference at 8:30 pm on Friday, Nov. 12. We’ll be meeting at Soho Wine Bar, just 2 blocks from the conference hotel, at 214 Crockett Street, San Antonio.

**Friday, April 29, 2011 - Los Angeles, California**
The Western Psychological Association Meeting will be in Los Angeles, California this Spring. Plan to meet up with your Claremont colleagues on the night of Friday, April 29. Time and venue TBA.

**Online alumni Panel**
An online alumni panel focusing on Organizational Psychology careers is being planned for Fall 2010. Watch for upcoming announcements.

Alumni, students, and faculty mingle at the 2010 Western Psychological Association conference in Cancun, Mexico.
-Supporting faculty member Dr. Amy Marcus-Newhall has been appointed the Vice President for Academic Affairs and Dean of the Faculty at Scripps College.

-Faculty member Dr. Becky Reichard presented her paper entitled “A Review, Synthesis, and Meta-analysis of Positive Psychological Capital” at the Academy of Management conference in Montreal in August, 2010 as part of a symposium session on Positive Organizational Scholarship.

-Doctoral student in Applied Social Psychology, David Rast, was invited to the New Directions in Leadership Research Conference at Erasmus University - Rotterdam School of Management in the Netherlands. This is an invitation-only conference, at which David was the only graduate student invited. He presented a talk, “Leadership under Uncertainty: The Appeal of Strong Leaders and Clear Identities” by Rast, Hogg, & Giessner.

-Ph.D. student Chris Weinkauff and M.A. alumna Kim Wampler co-presented at APA this summer on research done with Dr. Mihaly Csikszentmihalyi. Their work focuses on adolescents' feelings of autonomy related to their free time, and how that correlates to their well-being.

-Alumna Dr. Bettina Casad has been awarded an NIH grant for her work titled, “Effects of Threatening Environments on Women’s Success in Biomedical Majors.”

-Congratulations to Graduate Faculty member Dr. Eric Hurley and his wife, on the birth of their new daughter Eysha Alexander Hurley on April 24, 2010.

-Congratulations to CGU alumna Linda Ding, who gave birth to daughter Alicia Ding Stein on August 12, 2010.

-Congratulations to Positive Developmental Psychology & Evaluation student Desiree Nangle for her engagement to Henry Luna! Their Louisiana wedding will be held in mid-summer 2011.

- Recent Social Psychology Ph.D. graduate Dr. Sarah Ting secured a position working on her post-doc at Massachusetts General Hospital in Boston, MA. Dr. Ting is working on various projects relating to health and safety issues, most notably a plan to implement a suicide prevention program for emergency room departures. She is also recently engaged, and has a wedding date set for July 2011. What a year!

-Graduate Faculty member Dr. Gabriel Cook has a paper in press at the Journal of Experimental Psychology: Learning, Memory, and Cognition titled, "An observation on the spontaneous noticing of prospective memory event-based cues."

-Industrial/Organizational Psychology Ph.D. student William Gaker was hired over the summer by Nestle USA as a full-time internal HRIS consultant. Will worked as a workforce analytics specialist managing monthly and quarterly reports for the HR community, providing individuals with the appropriate data to drive decision-making, providing analytical support for strategic projects such as workforce planning, and conducting internal ad hoc research projects for strategic HR initiatives.

-Industrial/Organizational Psychology Ph.D. student William Gaker was hired over the summer by Nestle USA as a full-time internal HRIS consultant. Will worked as a workforce analytics specialist managing monthly and quarterly reports for the HR community, providing individuals with the appropriate data to drive decision-making, providing analytical support for strategic projects such as workforce planning, and conducting internal ad hoc research projects for strategic HR initiatives.

-Recent graduate Dr. Vanessa Hemovich has accepted a position working with Free & Clear, a tobacco cessation firm in Seattle. Free & Clear incorporates cognitive-behavioral coaching with online interactive learning tools to help employers, health plans, and government agencies improve the overall health of their populations. Vanessa was recently hired as a program evaluator/methodologist to work primarily on tobacco cessation, focusing on tobacco use, nutrition, physical health, and stress.

-Graduate Faculty member Dr. Ronald Riggio and his wife Dr. Heidi Riggio (a CGU alumna) co-wrote a recent article for the Journal of Nonverbal Behavior, “Appearance-based trait inferences and voting: Evolutionary roots and implications for leadership.” Ron Riggio also has a new article out in Industrial and Organizational Psychology: Perspectives on Science and Practice entitled “Before emotional intelligence: Research on nonverbal, emotional, and social competences.”

-Developmental Psychology student Denise Grosberg secured an internship in San Francisco this summer at WestEd’s Child and Family Studies Center. WestEd is a research, development, and services agency, who works with education and other communities to improve infant-toddler programs, preschool classrooms, and instructional quality. One of Denise’s main projects was writing the front matter and formulating a literature review for a new instrument designed to assess the quality of early care and education settings for infants and toddlers called the PARS (Program Assessment Rating Scale). Denise is also currently collaborating with another WestEd employee on publishing a training manual for infant-toddler caregivers.

-Dr. Bianca Montrosse (Ph.D. 2009, Applied Research Methods & Evaluation) has accepted a tenure-track faculty position in the Department of Educational Leadership and Foundations at Western Carolina University. Her appointment begins this Fall. Her teaching responsibilities include the graduate level research methods and program evaluation courses.
-SBOS alumna Dr. Vanessa Jamieson joined the international division of MarketCast (a Reed Elsevier company) in London, England as a Senior Research Analyst focusing on quantitative international entertainment research.

-Faculty at CGU’s Health Psychology and Prevention Science Institute were recently awarded two significant grants. One grant, awarded by the National Institute on Drug Abuse to the team (Dr. Crano, Principle Investigator; Drs. Alvaro and Siegel, Co-Investigators), involves secondary analysis of nationally-representative data to determine the relative efficacy of marijuana prevention messages for adolescents. Data initially collected to assess the impact of the country’s largest drug prevention mass media campaign—approximately $1B over nearly a decade—will be used to understand how different ad characteristics differentially impact target audiences. A second grant, awarded by the Health Resources and Services Administration to a consortium formed by Drs. Alvaro and Siegel and St Vincent Medical Center in Los Angeles, is for approximately $1.1M over three years. This project will test the relative efficacy of interventions designed to improve end-stage renal disease patients’ ability and confidence in discussing living kidney donation with loved ones.

-Social psychology student David Dunaezt has a new research publication out in Missiology titled, “Long distance managerial intervention in overseas conflicts: Helping missionaries reframe conflict along multiple dimensions.” In addition, he is now a half-time lecturer at nearby Azusa Pacific University’s psychology department and adjunct professor in the School of Business and Management at APU.

-“Effects of prototypical leadership and uncertainty on leader support” by Dr. Michael Hogg, along with students David Rast and Amber Gaffney, received the Outstanding Research Award (2010) from the Society for Personality and Social Psychology.

-Ph.D. student Bi-Hong Deng, Dr. Michelle Bligh, and Dr. Jeff Kohles of Cal State San Marcos have a new chapter out entitled “To Err is Human, To Lead is Divine? The Role of Leaders in Learning from Workplace Mistakes” in the new book, When Leadership Goes Wrong: Destructive Leadership, Mistakes and Ethical Failures (Information Age Publishing).

-Recently, M.A. student Bonnie Richards is now a Research Associate with Vital Research, an evaluation consulting firm in Los Angeles.

-Dr. Dale Berger has two new publications. “Growing Pains: The Impact of Disaster-related and Daily Stressors on the Psychological and Psychosocial Functioning of Youth in Sri Lanka,” was co-written with Gaithri Fernando and Kenneth Miller for Child Development. Dr. Berger also has an article with doctoral students Giovanni Sosa, Amanda Saw, and Justin Mary in the Review of Educational Research, the flagship journal of the American Educational Research Association. The article is “Effectiveness of computer-assisted instruction in statistics: A meta-analysis.”

-It was a busy summer for faculty member Dr. Allen Omoto. He gave a keynote at the meetings of the Society for Psychological Study for Social Issues entitled “Caring, Concern, and Community Connection: The Psychology of Social Action,” with long-time collaborator Dr. Mark Snyder (University of Minnesota); co-authored several research presentations with current and graduated students Deryn Dudley, Rupanwita Gupta, Ben Marcus, Miriam Matthews, and Dr. Stacy Hawkins; chaired a session at APA; co-authored a presentation for the International Society for Third Sector Research in Istanbul; co-authored a presentation at the meeting of the International Society of Political Psychology; published “Influences of Psychological Sense of Community on Voluntary Helping and Prosocial Action,” in The Psychology of Prosocial Behavior: Group Processes, Intergroup Relations, and Helping; and has an article, “Personality and motivational antecedents of activism and civic engagement,” co-authored with Dr. Mark Snyder and alumnus Dr. Justin Hackett, in the Journal of Personality.

-M.A. student Philip Del Vecchio is co-authoring a chapter with Dr. Brad Donohue of UNLV on “Cognitive Assessment in Behavioral Sport Psychology” for the textbook, Behavioral Sport Psychology: Evidence Based Approaches to Performance Enhancement.

-The National Science Foundation is funding a conference organized by Graduate Faculty member Dr. David Moore on “Exploring the Concept of Homology in Developmental Psychology.” The conference will take place in summer 2011 at Dalhousie University in Halifax, Nova Scotia. Dr. Moore also recently completed a manuscript entitled “Genetics, Behavioral Genetics, & Epigenetics” for the forthcoming Oxford Handbook of Developmental Psychology.

-Research by B.A./M.A. graduate Jonathan Wai (now Dr. Jonathan Wai, having continued his studies at Vanderbilt) was highlighted in a recent New York Times article about controversial legislation, “Daring to Discuss Women in Science” (June 7, 2010). The NYT article caught the attention of the major Indian paper The Hindu, leading to coverage of Dr. Wai’s research in a number of other publications as well.

-A “Learning and Growing through Evaluation Workgroup” at the Centers for Disease Control in Atlanta received a 2009 CDC Honor Award for Excellence in Program or Policy Evaluation, thanks in part to work done by Ph.D. student Leslie Fierro and Certificate program graduate Carlyn Orians. Their “Learning and Growing through Evaluation: State Asthma Program Evaluation Guide” can be seen at www.cdc.gov/asthma/program_eval/guide.htm

-Graduate faculty member Dr. Paul Zak’s general audience book, The Moral Molecule: Vampire Economics and the new Science of Good and Evil will be published in 2012 by Dutton Press. Dr. Zak’s bustling Neuroeconomics Lab supports the research of 9 of our doctoral students, plus recent alumnus Dr. Jorge Barraza. Dr. Zak also received a grant from the John Templeton Foundation for his work titled, “The evolution and capacity for religious experience.”

-Human Resources Design faculty member (and SBOS alumnus) Dr. Orlando Blake’s latest publication, Life’s Path: Make a Choice that Brings you Happiness was published this spring. According to Blake, “it is about finding ways to be in the world.” The book hopes to help professionals take steps toward achieving success, happiness, and personal potential.

-Alumna Marycarmen Kunicki is back in her home state of New Jersey, where she has started a new job as Program Associate for the 4-H programs of Passaic County.