

# ISU Psychology News

Staying in contact with the Alumni, Students, Friends and Faculty of the Department of Psychology of Iowa State University  
Spring 2005, Vol. 2, No. 1

## New developments in the department

by Rick Gibbons

Welcome to the second edition of *ISU Psychology News*. The first issue was well received and we hope you'll enjoy this issue as much.

As before, we would encourage you to send suggestions for improving the newsletter to me (fgibbons@iastate.edu) or Craig Anderson (caa@iastate.edu).

Also we would like to receive news items from you or any other information you would like to share with the department and/or other alums. Please see Alumni Corner on page 14 for information on how to do this.

Here's what's new.

It has been a prosperous and very productive year for members of the Department. . .

On Feb. 7, **Gary Wells**, who as many of you know holds the rank of Distinguished Professor (the highest level a faculty member at ISU can achieve), gave a Presidential Lecture on his work in the area of eyewitness identification. The talk was entitled "Do the eyes have it: The Mistaken Eyewitness," and concerned Wells's research in this area over the last 20 years. Gary is generally considered to be the leading international expert on the topic of eyewitness identification, and more generally in the area of psychology and law. The invitation came directly from President Geoffroy—there is only one such lecture given each year and this is the first time a member of a social science department was asked. The talk garnered a lot of attention—e.g.,

articles in the *Des Moines Register* and the *Tribune*—and it was very well-received—more than 500 people attended. Needless to say, it brought a lot of great publicity to the department and ISU.

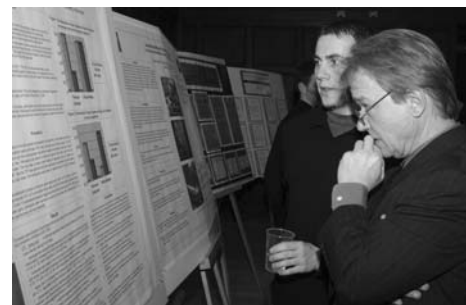
**Craig Anderson**—our Chair—recently received the ISU Foundation "Award for Outstanding Achievement in Research." This is the highest award a faculty member can receive for accomplishment in the area of research; it represents contributions over an entire career. And this spring, Craig was named a Distinguished Professor of liberal arts and sciences, joining Gary Wells in that category.

A fair amount of recognition has also come the way of our assistant professors. Last fall, **Anne Cleary**, who is in the cognitive program, received a \$400,000 grant from the National Science Foundation (NSF) to study recognition memory. The project will focus on a new phenomenon called "recognition without identification," which she defines as the ability people have to recognize fragments of information about past events even if they can't recall the actual event (the feeling that people have that, but "I'm not sure what I just saw, I have a gut feeling I have seen it before"). The grant will last 4 years.

**Ken Malmberg**, also in the cognitive area, received an award from Division 3 of APA for his article on the effect of normative context variability on recognition memory. The award was for the best article by a new investigator in that journal last

year (**Alison Morris**, also in the cognitive area, won the same award back in 2000).

**Douglas Gentile**, who is a developmental psychologist and a  
*Continued on page 2*



Gary Wells speaking with student at reception prior to his Presidential University Lecture.



Anne Cleary



Craig Anderson

# Department news

*Continued from page 1*

new member of the department (and also assistant editor of this Newsletter—see his articles on pages 5 and 6) co-authored an article entitled, “The Effects of Violent Video Game Habits on Adolescent Hostility, Aggressive Behaviors and School Performances,” in a special issue of the *Journal of Adolescence*, which turned out to be one of the 25 most downloaded journal articles from science journals according to ScienceDirect over a recent three-month period.

Last, but certainly not least, **Vickie Galeazzi**, who has been with us since 1995, received a significant award from the college (LAS). It is the Merit Excellence Award, which recognizes LAS employees who have achieved excellence in their respective field, as documented by peers and one’s supervisor.

## **Transitions..**

The department had a send-off retirement party last spring for **Ron & Jen Peters**. Jen still troubleshoots for the department on occasion, and Ron has continued to take a section of Intro Psych (101), but most of their time is spent either traveling or with granddaughter Emerson. **Derrick Parkhurst** joined the Department this past fall. He has a joint appointment in Psychology and also the Human Computer Interaction program. We have a new counseling psychologist joining us: **Patrick Armstrong** who received his Ph.D. from the University of Illinois, will arrive later this summer. We continue to get by with a smaller-than-it-should-be faculty, and so we will be searching for one or two new people this coming year and most likely for the few years after that. The department has a larger proportion of assistant professors now than ever before—fresh young faces that help

keep us all current and energetic.

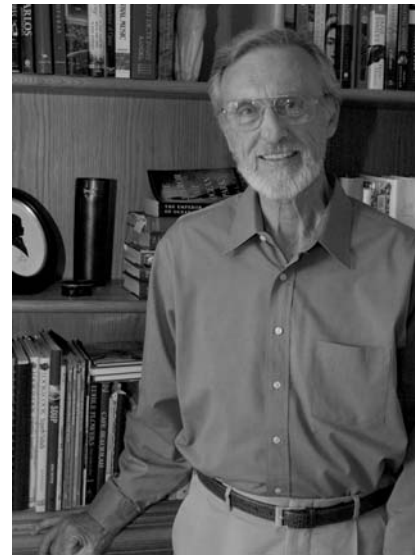
In the *Emeritus* category....

Many of you may remember **Don Zytowski** (aka “Z”) who was in the counseling psychology program and at the Counseling Center for 25 years (1965 – 1990). This past year he received the Leona Tyler Award at the APA Convention (in Hawaii). This is the highest award that someone in counseling psychology can receive; it acknowledges his “...long and illustrious career in counseling psychology.” In nominating him, John Westefeld said: “He is truly a scientist-practitioner—he is always more interested in you than himself.” Z is retired, but still very active. He is currently the Director of Research for the National Career Assessment System. You can check out some of his recent work by going to [Kuder.com](http://Kuder.com).

Fred Borgen, who matched Z in terms of ISU longevity (1971 – 2001), and his wife Dianne have become very active in their efforts to keep the local emeriti people involved with the Department and with each other.

Fred recently wrote...

“The emeritus faculty and their spouses have recently discovered how much they enjoy socializing together. They are planning regular events to keep in touch. One recent event was in the eighth-floor Skybox of the new Legends Restaurant at the top of a new apartment building overlooking Lake Laverne. Much of the campus is visible from the vantage point, including Old Botany Hall. The sight stimulated much reminiscing about events 40 and 50 years ago. One memory was that a top floor of Beardshear Hall was condemned as unsafe for habitation by laboratory animals. Therefore, the faculty was moved into that space. The toxic effects apparently were minimal, because many of those



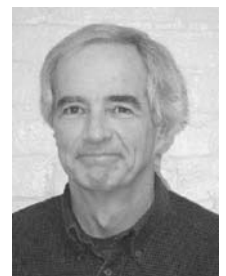
Don Zytowski

faculty continue to thrive in their late 80s and mid 90s.

President Parks was known to say that Cyclone basketball was good therapy for the bleakness of Iowa winters. Many of the emeritus couples continue with their season tickets, often for both women and men. One can see them attending their therapy sessions in Hilton because most of them have seats nearby in the ‘faculty’ section.

Anyone who would like to keep more in touch with the emeritus faculty is invited to contact Fred and Dianne Borgen at [fhborgen@aol.com](mailto:fhborgen@aol.com). Their phone is 515-232-5014, and their address is 2504 Pierce Ave, Ames IA 50010. They can provide you addresses and emails for any of the emeritus faculty. They might even send you periodic updates on emeritus events, such as the raucous birthday party planned for May. The honorees are George Karas, who is coming to Ames from his home in Arizona, Tom Hannum, and Roy Warman.”

Rick Gibbons is a professor in the Department of Psychology in social psychology and is the editor of *ISU Psychology News*.



# Notes from the chair

by Craig Anderson

Hello again. I am happy to bring you up to date on recent events and current status of the Department of Psychology. As you may recall, in last year's newsletter I spent a fair amount of space describing some of the budgetary challenges we face. Included was a graph displaying declining numbers of faculty and graduate students since 1997 and increasing numbers of undergraduate majors and overall teaching demands. At the time I wrote that column, most administrators were fairly optimistic about the future of funding from the Iowa legislature for the three Regent Universities. Well, that didn't happen last year. Furthermore, it appears that the current legislature is going to provide only a slight increase in funding, one that will not cover increased operating costs, but instead is likely to trigger another round of fairly large tuition increases.

Nonetheless, a lot of positive things have happened to and in the Department of Psychology in the past year, and I'd like to focus on them. Many are related to the continuing successes of our students (undergraduate and graduate) and our faculty. We are the 6<sup>th</sup> largest major on campus, with almost 800 majors. We have the highest ratio of student credit hours taught per faculty member, more than double the ratio of 39

departments at ISU. What this means is a lot of very large classes, which is not good from an educational standpoint. But here is the good news aspect of this: Our undergraduate majors do very well on several key criteria. In recent years our seniors have averaged between 40-90 points higher on the GRE Psychology test than the national average, a whoppingly good performance. 97% of our graduates are employed within 1 semester of graduation (counting graduate school). Surveys of our graduating seniors indicate that most are quite satisfied with their educational experiences in the Psychology Department, more so than the average of other ISU undergraduate majors. There are weaknesses in our program, with which we are dealing, but overall our students and instructors are doing a superb job despite too many large courses, and that helps me tremendously when I lobby the administration for more funds for our Department.

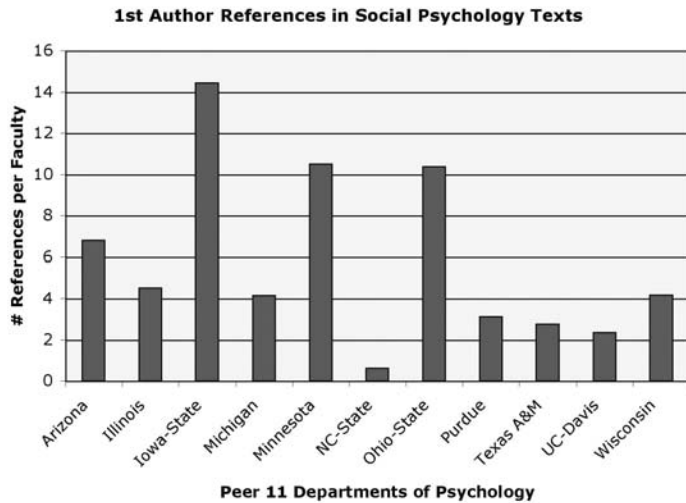
Other positives worth noting concern research accomplishments. As many of you know, much of the actual face-to-face research done here is done by undergraduate research assistants under the guidance of graduate students and faculty. And research productivity is on the rise, no matter how you measure it. For example, we brought in about \$2.5 million this past year in

federal research grants. Professors Cutrona, Gerrard, Gibbons, and Wells have long track records of such funding. In more recent years, Assistant Professors Cleary and Vogel have obtained significant research grants. And in the past year, my collaborator (and Assistant Professor) Doug Gentile and I have successfully landed major grants. Our highly motivated, well-trained, and hard-working students makes such grants possible. And, having such grants provides additional hands-on research training for our students, and indirectly frees up resources that support teaching and some of our non-grant research.

Of course, research efforts don't mean much if they don't lead to important discoveries. In fact, our publication productivity has doubled over the last 10 years. What has been the impact of our research efforts? Several different measures of impact reveal that we are having a much bigger impact than our relatively small size might predict. Before considering the measures, though, please be aware that our officially mandated (by the Board of Regents) comparison group is the "Peer 11," which includes the Universities of Arizona, Illinois, Michigan, Minnesota and Wisconsin, and North Carolina State, Ohio State, Purdue, Texas A & M, and the University of California at Davis. Each of these land grant universities has considerably larger Psychology Departments than ISU, and most are considered world-class departments. Despite the size disadvantage, a Lexis/Nexis search

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# Notes from the chair



*Continued from page 3*

of major newspaper and magazine outlets reveals that the ISU Department of Psychology is having a bigger impact than any of our Peer 11 comparison departments. Similarly, a Google search reveals that our department has the highest average number of hits per faculty.

Where do all of these hits and news stories come from? Well, we take our outreach mission very seriously, though in a slightly different way from the traditional agricultural outreach model. Specifically, we believe that part of our mission is to provide our expertise to various groups outside of the university. For instance, Professor Gary Wells makes numerous trips each semester educating various legislative, judicial, and law enforcement groups on better ways to gather and handle eye-witness evidence, ways that dramatically decrease the frequency of false identifications of truly innocent people. Professor (and now, Associate Dean) Doug Epperson works with various groups to improve the accuracy of predicting which sex offenders are likely to re-offend if released back into society. My own work, and that of Dr. Doug Gentile, on media violence effects results in frequent consultations and educational interviews with a wide array of governmental, news, and parent groups.

Another measure of research impact is how often a person's research is cited in college-level textbooks. We recently did an analysis of citations in 3 major introductory social psychology textbooks, comparing the impact of ISU social psychologists to

the impact of social psychologists at our Peer 11 comparison departments. The figure on the left displays the average number of 1<sup>st</sup> author references per social psychologist at the Peer 11 universities. As you can see, our department has the highest average by far. In fact our average is more than 35% higher than that of the closest competitors (Minnesota and Ohio State).

One final piece of good news ties all of these other pieces together. Because of the continuing high performance of our undergraduates, our graduate students, and our faculty, in all of the ways mentioned throughout this article (and in other ways as well), the College of Liberal Arts and Sciences has approved three new faculty lines for the Department. We have already filled one of these lines. Patrick Armstrong will be joining our Counseling program in the fall as a new Assistant Professor. We will be adding another new faculty person in the fall of 2006, and the third in the fall of 2007. This is in addition to the addition of Dr. Derrick Parkhurst, who joined us this past fall. Derrick joined our Cognitive program, and has a joint appointment in the new interdisciplinary Human Computer Interaction program. Finally, President Geoffroy has committed funds for a new full professor hire in the near future.

These commitments to Psychology, especially in light of continuing budget problems, demonstrate that at long last some of the funds generated by increased tuition are making their way into departments that have lots of highly talented students and faculty. It's a combination that is hard to find, and one that is hard to beat. We are pleased with these accomplishments, and are working hard to do even better. One key goal is to add some small enrollment upper level courses for our undergraduate majors, something that will be possible for the first time in years as we gain (instead of lose) more faculty. In sum, despite continuing budget shortfalls from the State and in the Department, Psychology at Iowa State is thriving and our future looks bright.

Craig Anderson is the chair of the Department of Psychology and was recently named a Distinguished Professor of Liberal Arts and Sciences.



## *about our faculty...*

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# Q&A with Alison Morris

by Douglas Gentile

*Alison Morris is an assistant professor in the cognitive area of the psychology department. After receiving her doctorate from Boston University in 2000, she spent two years at Boston College as a visiting professor before coming to Iowa State. I recently asked her to tell us about her research, teaching, and the department.*

**Q: Tell us about your research.**

A: I currently am pursuing two lines of research. The first is how people react to novel and familiar stimuli. It appears that our brains make a rapid assessment of whether a stimulus is novel or not (or whether we have encountered it recently) and that this occurs even before we have fully identified the item. This enables us to pay more attention to the novel or less recently encountered item, and that may have adaptive value.

The second line of research concerns how we read; specifically, the process of word recognition. Although there are lots of models, no one really knows how words are represented in the mind. Are they represented as whole units or as groups of single letters? Do we read a word all at once (in parallel) or do we attend to each letter in a serial, left-to-right manner? It's usually the things we do every day and take for granted that are the most difficult to explain.

**Q: What excites you about your**



**research?**

A: I am a data addict. I like designing a new experiment and watching the data come in. But I think I get the most excited when several things I am doing all begin to point in the same direction, when a critical piece of the puzzle falls into place, when the dots start to connect.

**Q: What do you like to teach?**

A: I enjoy teaching courses related to the brain. In psychology, sometimes we are describing behavior, sometimes we are learning to predict it, or control it...but to be able to really understand or explain behavior, you have to try to understand the brain.

**Q: What attracted you to the psychology department at ISU?**

A: Because my research interests involve interactions between attention and perception, memory, and language, they overlap with

the research interests of many of the faculty here. That situation is desirable because interactions with colleagues can often stimulate more creative research.

Also, believe it or not, I like the weather in the Midwest...I sometimes complain about the cold but I'm a big fan of thunderstorms.

**Q: What is the role of the psychology cognitive division at ISU?**

A: *The New York Times* identified the relationship among the brain, the mind, and behavior as the second most interesting topic of science for this century, behind only the origin of the universe. Faculty in the cognitive area are digging into basic research topics such as how we acquire information, why and how we pay attention to some things and ignore others, how memory works—and why it sometimes doesn't—what things are easier or harder to learn and why. Understanding the strengths and weaknesses of the brain is important for students interested in almost any aspect of psychology; that's why the undergraduate curriculum tends to contain a lot of cognitive courses.



Douglas Gentile is an assistant professor of psychology in social psychology and is the assistant editor of *ISU Psychology News*.



# Returning to academia at ISU

by Douglas Gentile

Americans tend to lie to our children. One of these lies is that we represent careers as linear (“Set a goal and pursue it until you achieve it.”). However, for many, if not most people, career paths are non-linear. Mine is therefore a typical path.

I was graduated from a psychology department at the State University of New York at Buffalo, and took a job as a research statistician at Educational Testing Service (the people who brought you the SAT and GRE tests). After a few years there, I entered graduate school in developmental psychology at the Institute of Child Development at the University of Minnesota. Although I was able to conduct a great deal of research at Minnesota, I was disenchanted. The question I dreaded most and did not want to hear at my dissertation defense was “Tell me why your research is important?” For all practical purposes, it wasn’t. It was interesting theoretically. There were five other researchers in the world doing similar work and they liked what I was doing, but beyond them, it really isn’t that important to know that 8-month-old babies can discriminate between happy music and sad music.

The job I took immediately out of graduate school was completely unrelated to my specialization. I joined a market research firm, and conducted research for all types of companies nationally, from universities to small non-profit organizations to Fortune 500 companies. Conducting market research was great fun. In

contrast to the basic research I had been steeped in, now I was conducting research that was clearly meaningful. Companies decided whether or not to build hospitals based on my research. They decided what services to put in them based on the research.

My favorite client while at the market research firm was the National Institute on Media and the Family, a small non-profit organization that wanted to conduct research on media’s effects on children. After they grew sufficiently, they hired me away. In contrast to the market research I had been conducting, this research was even more important. This research had the ability to affect how parents parent, and thereby improve the outcomes for their children. Not only that, but the research had the ability to change national public policy. In that position, I found that Iowa State University also had a national reputation for conducting both quality basic research *and* applied research. This is rare among top psychology programs, and was very attractive to me.

In my second year here, I have been asked to reflect upon my transition from the “real world.” I could not be more pleased with it. Truly, being a professor is a strange job. I have no boss. There is almost no external structure. This is both liberating and fear-inducing. It is not an environment that would be right for everyone. But for me, it is a perfect fit. The university and the department are happy to support almost any scholarly activity I might choose to undertake. This has meant that I am able to conduct better and more research, and I have returned to being able to conduct both basic and applied research. This department is unique in how it values both – understanding that as a land grant university, it is our mission to use the knowledge we create to improve the world around us. Ultimately, the department allows each faculty member to do what he or she is passionate about. Much of the research from this department has been valuable not only to the field of psychology, but to society as a whole. I am honored to be in the company of so many prominent and talented psychologists, working together as a team for the good of all.

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Doug Gentile is an assistant professor of psychology in social psychology and is the assistant editor of *ISU Psychology News*.

*about our graduates...*

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# An interview with Shannon VanDeman

by Veronica J. Dark

*As Director of Undergraduate Studies, I have the pleasure of interviewing an undergraduate alum for the newsletter. Shannon Klatt worked as a research assistant in my lab during the 1999-2000 academic year. She started graduate school in cognitive psychology at the University of Notre Dame, but after two years decided that the academic life was not for her. (Basically, she wanted to have weekends free to do non-school things!) Leaving school was a good move for Shannon. She found a job that she really likes and she got married. We keep in contact via email. The following is a 'transcript' of a conversation we had.*

**VJD:** Tell us a little about yourself—age, home town, current residence, marital status, hobbies, future plans, etc.

**Shannon:** Well, I'm a 28 year old female, about 5'6" with curly brown hair. I grew up in Cedar Rapids, but I currently live in Indianapolis, with my kitty, CD collection, travel brochures, and ...oh yeah, my husband. I enjoy long romantic walks on the beach and... Actually, that's not true. I've never taken a long romantic walk on a beach. It sounds nice, though, and I'm sure if I could manage to find an isolated beach that I would find it quite enjoyable. In the future, I plan to get my MBA, learn to SCUBA dive

(yes—I WILL take your advice about that, Veronica), and test everyone's patience by changing my life's course another five or six times.

**VJD (smiling):** Please describe your current job.

**Shannon:** I work for a non-profit called Choices, Inc. in Indianapolis. Our primary function is to provide a support structure for managed care programs in Marion County. My role is to help evaluate the effectiveness of those managed care programs. Then we let the funders know whether they should keep funding each program.

My title is Quality Manager, but the running joke around the office is that every job description has "and other duties as assigned" in it. So, I find myself doing a lot of those "other duties". But, the CEO has taken to calling me the "data guru", and I think that describes what I do pretty well.

**VJD:** So, how did you find your job?

**Shannon:** Believe it or not, the newspaper—which is extremely rare these days, as most jobs are found by networking and word of mouth.

**VJD:** How did your undergrad



degree prepare you for the job?

**Shannon:** My undergrad degree was vital! I use the research and data analysis skills that I learned at ISU on a daily basis in my job. And thanks to the patience of a few professors, I learned how to find and ask the important/difficult questions, and how to present the complicated results in laymen's terms.

**VJD:** Okay, now for some history. Why did you choose ISU and psychology?

**Shannon:** Honestly, I was kind of brainwashed since birth: Cyclones good, Hawkeyes bad! Still to this day when I come back to Iowa and see Herky on a t-shirt I get an uneasy feeling in my gut. My parents both went to ISU, so it was definitely written in the cards for me.

As for why psychology, there is no clear answer. I started out in engineering and felt after my first year that it was not for me. I decided to make another change in my life's course, and I thought

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# Fifty years after Cyclone baseball

## *Observations about David P. Campbell*

by Fred Borgen

How does a modest lad from Greenfield Iowa become a player on the world stage?

The key answers seem to be:

- Do things you are afraid to do.
- Gain advanced knowledge.
- Acquire rare technical skills.
- Creatively apply your knowledge and skills to important issues.
- Learn to write and speak engagingly to broad audiences.
- Take advantage of happenstance.
- Take pathways others consider unconventional.
- Be 6'3" and athletic.
- Be personally engaging, with optimism, zest for life, prodigious energy, and a broad smile
- Attend Iowa State University.

This narrative will only begin to answer the question of how David Campbell rose from his humble Iowa origins to a world stage. But I will try, aided by an interview when he recently visited Ames for a meeting of the LAS Dean's Advisory Council. I also have his book *Inklings*, published by his employer, the Center for Creative Leadership, which contains 61 lively columns written for the Center newsletter over a 18 year period from 1981 – 1999.

Fifty years ago, small-town Iowan, David Campbell, graduated with a B. S. in Science from Iowa State University. In 1958, he left Ames with an M.S. degree in psychology, and was soon on a larger stage as a leading psychologist addressing the real world. How does a young man go from Greenfield, Iowa to jetting about London, Beijing, and the Amazon jungle? How does he go from interacting as an undergraduate with ISU baseball buddies like Gary Thompson to teaching corporate CEOs and U.S. Army generals how to be interviewed by television reporters?

Campbell has long been internationally known for his work in two domains: career assessment and organizational leadership. Among many other extraordinary skills, he is one of the world's most adroit test developers. By the age of 32, he had



completed his first revision of the famous Strong Vocational Interest Blank. Over the next decade he brought an unequaled level of innovation to interest measurement, culminating in 1974 in the Strong-Campbell Interest Inventory, which became one of the most widely used career surveys.

His more current inventories are published by National Computer Systems, which has recently been acquired by Pearson. His Campbell Interest and Skill Survey is the first inventory to effectively combine the joint assessment of interests and self-rated skills, and the first to develop gender-neutral norms. The expanded suite of Campbell Development Surveys – covering career, team and organizational issues — represents the best of assessment for understanding leadership and organizational development.

While David is too modest to suggest that he has changed the world, his inventories have been taken by millions of people, from confused college sophomores to titans of major enterprises. He has written several books, given hundreds of speeches, and traveled millions of miles.

How did it all begin? David explains it this way. While a graduate student at Iowa State in 1957, he ducked into Curtiss Hall to get out of a rainstorm, and, while waiting, saw an announcement for a one-credit course in computer programming. He signed up, and when he went to Minnesota the next year to pursue his doctorate [ISU Psychology did not offer a doctorate in those days], he found that he was the only person, either student or faculty, in the large Minnesota psychology department, who had had any experience whatsoever with computer programming. Stanford Professor E. K. Strong's files – all 22 cabinets full of the career surveys that he had been collecting for 30+ years — were being transferred from Stanford to Minnesota. With his computer skills, Campbell was hired to move Strong's paper-and-pencil surveys to IBM punch cards, and then to electronic files. Soon he was immersed in all aspects of interest measurement, and by 1963, at age 29, he was tenured at Minnesota and named director of the Center for Interest Measurement Research. By age 34 he had published widely, completed two revisions of Strong's inventories, and been appointed Full Professor. His work was well known in this country and abroad.

Campbell is an expert on the assessment of self-reported skills. So it is appropriate to look back as some of his experiences at Iowa State, and the roles they played in the development of his skills. His leadership skills showed up early as he was president of his fraternity (TKE), captain of the baseball team, and Cadet Lt Colonel in charge of a U.S. Army ROTC Battalion. To explain those roles, Campbell wryly quotes Woody Allen, "Eighty-five percent of life is showing up," and says "I was always in way over my head."

### **Athletics**

You know David is athletic if you know that as a 6'3" teenager he was the tallest kid in Adair County, Iowa, (1950 population 12,000) so it was natural that he play center on the Greenfield Tigers basketball team that had a terrific 21-3 record in 1951. He also was a baseball player on an excellent

ISU team from 1951-1955. Fortunately for the future of psychology, the ISC (yes, Iowa State College) Psychology Department chair, Bill Owens, was a big baseball fan, so that David's athletic skills – and a good Miller Analogies Test score – got him into the psychology graduate program, even though he had majored in General Science and taken only a couple psychology courses.

You also know that David's athleticism is a trait with long-term stability if you note that he was Faculty Squash Champion at age 34 at the University of Minnesota, and again recently, at age 70, in the Over Age 70 Doubles bracket in Colorado Springs.

### **Creativity**

You know David is creative if you look at some of his book titles. They include

- **If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else.**
- **If I'm in Charge Here, Why is Everybody Laughing?**
- **Take the Road to Creativity and Get Off Your Dead End**

You know he is creative if you note that in 1966 he was runner-up in the Minneapolis Tribune Annual Photo Contest, and today he has a large collection of historic, color slides of famous psychologists that he began taking in 1966 at APA conventions, a collection that will eventually wind up in the Archives of Psychology at the University of Akron.

Among the noteworthy pictures are those of B.F. Skinner, David Wechsler, Paul Meehl, Lillian Gilbreath, Starke Hathaway, Anne Roe (first woman professor at Harvard) and Leon Festinger.

### **The Campbell Interview**

#### **Introduction to Interview by Fred Borgen**

I was a graduate student working with David – at the time, as was the custom, we called him "Dr. Campbell" — at the University of Minnesota in the 1960's. From 1965-1966, I was one of his several research assistants at the Center for Interest Measurement Research; one focus was building the Basic Interest Scales for the Strong. David's enthusiasm rubbed off on me, and building career

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# David Campbell

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assessment inventories has been my passion for the past 40 years. As a consequence, it was a real pleasure to interview him recently while he was in Ames.

## Perceiving His Personality

**Fred:** I have a vivid memory from the 1960s of you chatting comfortably with the Minnesota senior faculty, including godlike figures such as Paul Meehl. More recently, I have seen you wow audiences in many venues. In my mind, you are clearly an extrovert. Thus, I was totally surprised to read your column in *Inklings* on how you, as an introvert, apparently faked your extroversion. Before going out on a date at Iowa State, you reported that you read the *Des Moines Register* and jotted down notes so you would have something to talk about in case you were rendered speechless by the intense electricity of your date

**David:** If you look at my MBTI scores, I have always scored as an introvert, and I think that what Jung said is true: that for reduction of stress, an extrovert goes for people, an introvert goes for solitude. That is absolutely true of me. If I am under stress, please go away, which incidentally is not a good approach for building relationships. However, if you look at the subscales of the EI scale, there are some things that fit me, such as being sociable. Probably the most important point is that I decided early on – before I became a psychologist — that extraverts have more fun, so I decided to fake extraversion – and I certainly have had a lot of fun.

## Know Your Audience: Lessons from a Veishea Float

**Fred:** I understand you will be back in Ames again this summer for your college class reunion.

**David:** In preparation for our 50<sup>th</sup> Class reunion this year, I found a copy of the 1955 VEISHEA program. It had a picture of our TKE float that won the VEISHEA FLOAT GRAND PRIZE, which was a big deal in those days. The floats were almost always chicken wire frames built on hay racks and depicting subjects like Bambi, the Stature of Liberty or maybe

a big ear of corn. That year, we had a truly creative guy, Richard Reisem, who was chairman of our float committee. He found a list of the judges who were going to make this decision, and was quite astute in evaluating our “audience.” The judges were mostly artistically oriented people like professors of art or interior decorators. Dick concluded, “We need to do something different that will appeal to them,” and so he designed a large replica of an Alexander Calder stabile called Spiny. We built a 19 foot high reproduction out of plywood, painted black. Our engineering students solved the tricky problem of building something durable enough to be pulled along the long parade route on a hayrack. That wasn’t quite enough, so Dick enlisted 6 or 7 guys to paint themselves with silver and they sat down like Indians around a council fire, circled with a large sign that said Peace. The Korean War was just ending. That was our float. It was stark, different, and it won. Moral: Know your audience.

## Writing

**Fred:** Until I read your *Inklings* column about the angst that writing brings you, I always thought you were someone who wrote easily and voluminously. In graduate school I struggled to write two paragraphs for a long monograph we wrote together on the Basic Interest Scales. Your 95 percent of the writing just seemed to appear suddenly and effortlessly.

**David:** You are under-selling your contribution; you did most of the hard work of analyzing the data. Regarding the writing, somewhere I read that “easy reading is hard writing—hard reading is easy writing.” John Kenneth Galbraith, the economist, writes with a style that I admire; he once said that freshness and spontaneity appear in his manuscripts in about the fourth draft.

**Fred:** Tell me more about your writing. Your writing is one of the most remarkable things about you, even though it might be the third or fourth draft.

**David:** In retrospect, more than 50 years later, I’m amused by my early writing experiences. When I was a high school senior, we had an English teacher who taught a one-semester course in writing for college bound seniors. His emphasis was almost entirely on punctuation and grammar. When I arrived at Iowa State, all freshmen had to take an

# David Campbell

English placement exam, which was mostly on punctuation and grammar.

In my freshman English class, one of the first things we were required to do was write a short theme on a recent experience. I wrote on the tense perfection required for standing in the ranks for a ROTC inspection. The next day, the instructor asked me to stay after class. I was scared, and thought that I had done something wrong. He said, “You had a high score on your English entrance exam, and you have written a good theme. You have the opportunity, if you want to, to go into a special section of freshman writing.”

I asked what that was all about. He explained, “There are two things you should know. You only have to take two quarters of English instead of the usual three, and everybody gets an A.” I asked him, “what’s the downside?”, and he said he didn’t think there was any.

So I went into freshman English with other freshmen who had also been selected for this special section. I was scared out of my skull — they were from really big cities like Fort Dodge and Davenport. I don’t think I have ever been around as many clever, brilliant, and outgoing people as were in that particular class. I just kinda shrunk back into my skin because I was this green kid from Adair County, Iowa. Every week we had to write a theme, read it aloud and then these big-city sharks would attack it. In retrospect, it was good preparation for Ph.D. orals. I remember a classmate named Larry Campbell, who eventually got his Ph.D. in rural sociology, and a woman named Marge Brown who was witty, sarcastic, and brilliant. I really felt overwhelmed.

The professor who taught the course was Dr. Walker. One day, the assignment was to write a theme about “something that works.” I wrote a theme about one of the few things I knew – “How To Run A Chain Saw.” A couple of weeks later, he stopped me after class – again, I thought I was in trouble and was going to be put back in steorage — and told me that he was writing a textbook for freshman English and he wanted to put my theme in it. I thought that was a good deal and quite a compliment. So it appeared. When I was back at Iowa State a few years later, I was wandering the

bookstore one day and noticed a textbook on freshman English by Walker. With great elation, I found my theme in his book. That was my first “publication,” *How to Run A Chain Saw*. Actually, I am not certain that I learned a lot in that class because I always felt so overwhelmed.

## Speaking

**Fred:** You have always stood out as a model of how to speak effectively to a general audience. Tell me how you began to develop those skills.

**David:** It goes partly goes back to the winning Veishea float; you have to pay attention to what will engage your audience. And you look for good models. It has always intrigued me that so many professors, who have had to listen to endless, boring speeches, especially at professional meetings, have themselves not learned how to be better speakers from those experiences.

One memorable presentation that influenced me occurred in my first year after college when I worked for Proctor and Gamble for a couple of years in a soap factory in St. Louis. One day all members of management had to attend a lecture on “The Statistical Analysis of Soap,” or something like that. The presenter was introduced as an outstanding expert “who has spoken on this topic all over the world.” I thought that would be a neat life but, really, what can you do with that topic, “The Statistical Analysis of Soap”?! Actually, he was terrific – witty, clever, informative, personable, with good visuals – and I thought to myself, “David, if you want to see the world, you had better pay attention to how he is doing it.” I practiced, watched other experts, kept trying out new techniques — and I have now been in 71 countries.

It has been a good life, and much of the credit goes to Iowa State, and especially the Psychology Department. I am grateful.

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Fred Borgen is an emeritus professor of psychology in counseling psychology. He taught at Iowa State from 1971 to 2003.



# Shannon

*Continued from page 7*

psychology seemed kind of interesting. I had absolutely no idea what I wanted to do with the degree, though. So, I signed up to work as a peer educator in the counseling office, as a lab assistant in Dr. Bushman's lab, and as a lab assistant in your lab. I was trying to cover all of the bases between counseling, social, and cognitive psychology, in an effort to find my direction. Fortunately, I did, and I fell in love with research and cognitive psychology.

**VJD:** Would you recommend ISU and psychology to others?

**Shannon:** Absolutely! I can assure you that if I have kids, the brainwashing will begin at birth for them as well. Ames is the perfect college town, the campus is beautiful, and the academics are, in my unbiased opinion, top notch.

Psychology is a good degree if you plan to go to grad school, if you want to stop at the bachelor's degree level and work as a lower level crisis counselor/ social worker, or if you want to work as a research assistant utilizing your research and analytical skills. So, in that respect it is very versatile, and a good foundation to build from.

**VJD:** You started grad school but then left for the work force. What do you see as the pros and cons of grad school versus the work force with a Bachelor's degree in Psych?

**Shannon:** Immediately heading into the workforce means you are making money and you don't have

any exams to study for or papers to write. However, you will likely be stuck in a lower level clinical or research position with less hope of advancement. The letters MS, MA, and PhD mean a lot out in the workforce. Companies think it gives them credibility to have staff with credentials. I plan to get an MA in business in a year or two so that I'm prepared for advancement.

Immediately heading into grad school means you are already in the school mind set, so you avoid having to readjust. Unfortunately, you are destined to be poor for at least another two years and possibly five. You have minimal real work experience, so it's hard to know if the job you are training for is the job you will want. Depending on your goals, this could be a plus or minus — grad school positions you for a higher-level job, which means greater pay AND greater responsibility.

With all of that said, your own life goals should define your chosen path.

**VJD:** Any special memories of ISU that you'd like to share?

**Shannon:** Now that my brother and I are grown, we love to sit down with our parents and tell them everything they didn't know about when we were growing up. So, my immediate memories were of all of the mischief that I got into and got away with. However, I doubt those are the types of stories you wanted me to share.

It is difficult to pick out one or even a handful of special memories, because in reality there are hundreds of them. Everything

becomes endearing once you leave, even those freezing cold, windy walks across campus, and those late night midterm exams.

**VJD:** Any special memories of psychology (people and/or events) that you'd like to share?

**Shannon:** As you well know, I was an ornery student, even with my professors. One of my favorite memories was of building and placing a four-foot snowman in front of your office door, when you were on first floor of Lago. Once I had it positioned, I knocked on your door and ran away with my accomplice, laughing hysterically the entire time. A few minutes later, out you came carrying one of the rather large snowballs. It's an image I'll never forget. I should note for the readers, that you were smiling.

**VJD (smiling):** Any general advice or words of wisdom to current students?

**Shannon:** Lots of them, but I'm young enough to remember that I wouldn't have listened to them either.



Veronica Dark is an associate professor of psychology in cognitive psychology. She is the director of that program.

# News from Alumni

by Susan Williams

In the Psychology Undergraduate Advising office, we often are asked by prospective students, as well as by alumni, what our graduates do when finished earning a Bachelor's degree in Psychology. The academic advisers try to track the careers of graduates via surveys and personal communication, and while it is difficult to keep track of the approximately 200 graduating Psychology majors each academic year, we are usually able to provide a good estimation of our graduates' post-ISU endeavors.

In the most recent LAS Career Services survey of graduates, the Psych respondents indicated that approximately 40% were attending post-graduate programs. Some of these programs include psychology, social work, medical school and law school. Another 23% were working in a social services or related field, such as Woodward Academy, Youth & Shelter Services, Orchard Place, Lutheran Services of Iowa, hospital psychiatric wards, the Peace Corps and various police departments.

The Psych Advising Office contacted a few students to see what they had been doing since graduation and received the following information. Please remember to keep your address and other information updated with the ISU Alumni Office so you can continue to receive these updates.

**Shawn Peters** (May '96, BS, Sociology minor), [gogpete@msn.com](mailto:gogpete@msn.com). Shawn earned a Doctor of Naturopathic Medicine from the National College of Naturopathic Medicine in June of 2004 in Portland OR. Shawn is working part-time in a family practice clinic while raising her 2 sons (Elijah, 4 yrs and Jamin, 15 months).

**Brad Cave** (May '98, BS, Sociology and Philosophy minors), [Bcave@orchardplace.org](mailto:Bcave@orchardplace.org). Brad first worked at a residential facility for juvenile delinquent males, and then at a public school as a juvenile court liaison. This last position led to his current job in community supervision for juvenile court. His responsibilities include providing oversight of probation requirements, providing counseling to

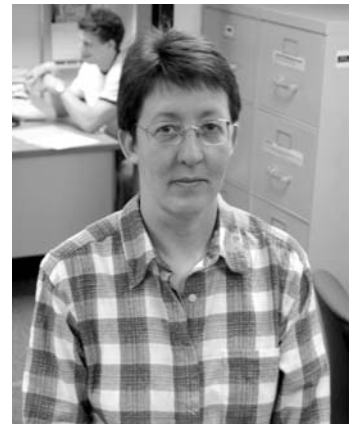
children and their families based on their needs, and ensuring cooperation with suggested services.

**Sarah Ballard** (Dec '99, BS), [sballard77@yahoo.com](mailto:sballard77@yahoo.com), earned her MPH in 2002 from the University of South Carolina. She currently works in the Wellness Department of Blue Cross Blue Shield of SC and will soon be promoted to wellness supervisor. Sarah recently earned her massage therapy license and has started her own business on the side and is considering medical school. Go Gamecocks!

**Krystal Detweiler** (August '03, BS, French and Biology minors), [kdetweil@iastate.edu](mailto:kdetweil@iastate.edu). Krystal is enrolled in the ISU Neuroscience PhD program where she works in the Department of Biomedical Sciences and studies the classical conditioning of defensive reflexes. Two of the ultimate goals of the research are to understand how the brain stores information and how memory emerges from these neural networks. After completion of the PhD, Krystal will complete a post-doctorate degree with the hopes of eventually becoming a professor.

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Susan Williams is the academic advisor in the Department of Psychology. She was the 2003 recipient of the Ruth W. Swenson Academic Advising Award from the College of Liberal Arts and Sciences.



# Alumni corner

by Giri Venkatagiri

The ISU Psychology Department's maiden newsletter, published in 2004, had a predictable effect - it caused many readers to take a trip down memory lane and become nostalgic for the good old days, when they were associated with Iowa State and the Psychology department. Responses came from alumni who graduated as far back as 1967 and as recently as 1992. There were two recurring themes in the reader's responses. First, they wanted to express their admiration for and gratitude to their favorite Psychology professors. Second, they wanted to share a little bit of information about their personal and professional lives while hoping that other readers would do the same. "Looking forward to hearing about other graduates," wrote one responder, while another reader wondered if we could have two issues of the newsletter every year to catch up with all the news.

The World Wide Web offers a great way for the alumni to interact with faculty past and present as well as among themselves. We are in the process of revamping the Psychology web site at ISU and hope to unveil the new and improved web site in the next couple of months. The web site will contain a more prominent and expanded News and Alumni section. One added feature will be Alumni Profiles, which will include brief biographical descriptions of our alumni. Please tell us a little bit about

yourself. Your classmates and friends from your ISU days want to know! We have a handy submission form on our web site ([www.psychology.iastate.edu/Alumni/submitnews.htm](http://www.psychology.iastate.edu/Alumni/submitnews.htm)) for this purpose. You may also send an email with the subject heading Alumni Profiles to me at [giri@iastate.edu](mailto:giri@iastate.edu). If you want your email address included in the biographical sketch, you need to say so explicitly. If this information is omitted, your email address will not be included with your profile.

We would like to hear from all of you. Historically, we do not hear as often from our alumni who have chosen a career path outside of mainstream Psychology. If you fall into this category, your career choices and accomplishments can be an inspiration to some of the current Psychology majors and graduate students. Tell us about your adventures off the beaten path. Of course, we also very much want to reconnect with our alumni who are psychologists.

Thanks and keep in touch.



Giri Venkatagiri is an associate professor in the Department of Psychology.

## Psychology faculty

*Craig Anderson, chair*

*Cognitive psychology*  
Veronica Dark, director  
Anne Cleary  
Eric Cooper  
Kenneth Malmberg  
Alison Morris

*Counseling psychology*  
Norman Scott, director  
Carolyn Cutrona  
Douglas Epperson  
Lisa Larson  
David Vogel  
Nathaniel Wade  
Mei Fen Wei

*Social psychology*  
Susan Cross, director  
Craig Anderson  
Carolyn Cutrona  
Douglas Gentile  
Meg Gerrard  
Frederick Gibbons  
Stephanie Madon  
Gary Wells

*Unaffiliated faculty*  
Doug Bonett  
Rhonda Bonett  
Kathy Hanisch  
Horabail Venkatagiri

*Emeritus*  
John Bath  
Fred Borgen  
Fred Brown  
Don Charles  
Dave Edwards  
Tom Hannum  
Dick Hughes  
George Karas  
Bill Layton  
Ed Lewis  
Ron Peters  
Bob Strahan  
Roy Warman  
Leory Wolins  
Don Zytowski

*Department of Psychology*  
W112 Lagomarcino Hall  
Iowa State University  
Ames, IA 50011-3180  
515-294-1742 (voice)  
515-294-6424 (fax)  
[www.psychology.iastate.edu](http://www.psychology.iastate.edu)

# Helping the department

by Alsatia Mellecker

Not too many years ago, public education was funded primarily by state dollars. Like most public universities around the country, Iowa State has experienced reduced state budget allocations over the last several years. To put that into perspective, ten years ago, 44 percent of the University's budget came from the state—today that support has been reduced to 28 percent. As public support wanes, our student tuitions have gone up as have the costs of delivering a quality education.

The University's budget situation has a rippling effect as it works its way down through the colleges and then to the departments. The Department of Psychology faces the same challenges as most programs at Iowa State.

As we consider our options, it is becoming clear that public institutions must work to increase their efforts to raise private dollars. This is not a strategy to replace state operating funds, but rather a way to leverage those funds to in order to grow and be competitive.

The Department of Psychology needs the support of our alumni. Your investment in the department will make a real difference in our ability to: provide the best educational opportunities to our students, conduct research that will benefit humankind, and serve our state and the nation.

Specifically it will allow us to:

- \* Attract and retain distinguished faculty
- \* Attract and retain top graduate students
- \* Enhance our undergraduate education program
- \* Support a wide range of research efforts

If you would like more information about how you can make an investment in the department, please feel free to contact me at 515-294-6431, 866-419-6768, or [amelleck@iastate.edu](mailto:amelleck@iastate.edu)

Alsatia Mellecker is the senior director of development in the College of Liberal Arts and Sciences.



## Sedikides featured at second Fritz Lecture

Constantine Sedikides, director of the Centre for Research on Self and Identity at the University of Southampton, England, was the featured speaker for this year's Fritz Lecture. He gave his primary talk on April 14.

Sedikides' research interests are in the area of the self. His current work focuses on intrapersonal and interpersonal constraints of self-enhancement, genetic bases of self-esteem, and implicit functions of nostalgia. He also studies relative benefits and performance consequences of self-enhancing versus self-improving feedback.

Prior to joining the faculty at the University of Southampton, Sedikides was on the psychology faculty at the University of Wisconsin and the University of North Carolina.

The Fritz Lecture was established by Kentner Fritz, who created the series in honor of his father Martin Fritz, who worked at Iowa State University from 1927-72 and founded the ISU Student Counseling Service.

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Iowa State University  
Department of Psychology  
W 112 Lagomarcino Hall  
Ames, IA 50011-3180

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Craig Anderson, chair  
Editor: Rick Gibbons, professor  
Design and some editorial content:  
Dave Gieseke, College of Liberal  
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FAX: 515-294-6424  
Mailing Address:  
ISU Psychology News  
Iowa State University  
Department of Psychology  
W 112 Lagomarcino Hall  
Ames, IA 50011-3180

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