

# KASTLE WATCH

Department of Psychology

UNIVERSITY OF KENTUCKY

## IN THIS ISSUE . . .

Greetings! There have been a lot of changes in the Psychology Department since the last issue of *Kastle Watch*. I report on these; also included are articles about (yet more) renovation in Kastle Hall, profiles of our new faculty members, a research profile by Suzanne Segerstrom, and the usual assorted faculty and graduate student notes. Enjoy!

--Monica Kern, Editor

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## Phil Kraemer New Dean; Rick Hoyle New Chair

Phill Kraemer has been named the new Dean of Undergraduate Studies at UK, filling the post vacated by Lou Swift this summer. The fact that Phil won this job despite stiff external competition and the perception that others in the University would be reluctant to fill two important administrative positions with Psychology faculty members speak volumes about Phil's qualifications for the job. Phil now has to wear a tie every day, but it is a sacrifice he gladly made in order to gain the challenges and responsibilities of the Dean's position. Watch for an interview with Phil in a future issue of *Kastle Watch*.

Phil's move to the Dean's office, of course, left the Chair's position vacant. A search committee was quickly formed and a consensus almost as quickly reached, with Rick Hoyle being named the new Chair of the Department. Rick is excited about taking on this new responsibility. In an interview, he said that he has several major goals for his administration, perhaps the most important of which "is to continue updating and enhancing the infrastructure in which psychology faculty, staff, and graduate students work. It is clear that the University will not fund a comprehensive renovation of Kastle Hall, so, continuing in the tradition of past Chairs, I will work to raise funds for smaller scale renovations to parts of the building that are especially problematic."

Rick also intends to work toward the goal of hiring two additional tenure-track faculty members during his time as Chair.

Although Rick has only been on the job for a few months, we have already observed some positive changes. As part of his negotiations with the Dean of Arts and Sciences prior to accepting the Chair's position, Rick was able to upgrade one of our staff positions to a higher level, and we have hired Debra Smith to handle the money side of departmental life. Under her able management, accounting and budgeting procedures are being sorted out, bringing clarity (and hopefully balance) to our muddled financial picture. A new photocopying machine has been installed to replace our problematic machine. A faculty search is underway for somebody in either cognitive, developmental, or social psychology. When considered in combination with the other positive changes taking place (see related stories on renovation and space), the future of the department with Rick at the helm looks bright indeed.

## Renovation of the 119 Wing Underway

What would an issue of *Kastle Watch* be without a report of yet more renovation taking place in Kastle Hall?

The project for this year is the renovation of the space in the 119 wing that was vacated when the animal labs moved into the most-recently renovated space in the basement. The bulk of the renovation project involves removing the air-handling equipment (large air-exchange units and ugly ductwork) that was necessary for the animal labs but which took up a lot of space. Walls will also be erected along the left side of the wing to create seven new research rooms. Funding for the renovation was provided by the Research Challenge Trust Fund (RCTF) award we were given; we used the salary savings for the two new faculty positions that accrued because we did not hire until this year. Consequently, part of the new space will also be used to house the new neuro physiological equipment that was purchased through an RCTF - funded major equipment initiative last year.

## New Space for Psychology on Horizon

The space problem in Kastle Hall is no secret. Over the past decade, the size of the faculty has increased and we've become more research-oriented as well. We are bursting the seams of Kastle Hall, and the space crunch has only gotten worse. Renovations of the 207 wing and the animal labs in the basement has helped some, as did the re-allocation of the sub-basement (the former Photographic Services location) to Psychology a few years ago. However, the sub-basement is hardly desirable territory; the only living beings that thrive down there are the mutant cockroaches.

So for the past few years, our

department chairs have been waging an active campaign to gain more space for Psychology. With every nook and cranny of Kastle Hall already pressed into service, the only solution was to go outside the building. Finally, light is on the horizon and there is new space dedicated to Psychology. The space in question is in Breckinridge Hall, a building a short hop away from Kastle Hall. If all transpires as planned, Psychology will be assigned the basement of Breckinridge (which contains one large room and 10 medium-sized rooms) plus two rooms on the second floor—not a bad deal at all, considering that there were only three floors of Breckinridge to be divided among Arts & Sciences departments.

## Interview with Mike Nietzel, Dean of the Graduate School

Three years ago, Mike Nietzel left the luxurious environs of Kastle Hall to take on the Deanship of the Graduate School. Because he had been such a highly effective chair for our department, we were sad to see him go, although we recognized that his energy and management skills would serve the Graduate School well. It occurred to me that many of the *Kastle Watch* readers would—like me—have only a hazy idea of what the Dean of the Graduate School does, so I am grateful that Mike agreed to spend some of his time to be interviewed recently for *Kastle Watch*.

MK: What is your job description? What does the Dean of the Graduate School actually do?

MN: I'm the university's spokesperson and advocate for graduate education, so I'm responsible for the administration of all Graduate School policies. I serve as

the Dean for all graduate students, and in any given academic year there will be about 6,700 graduate students enrolled at UK. I also serve as the 'line Dean' for six multi disciplinary graduate units on campus, such as the Martin School of Public Administration on the Lexington Campus and Gerontology at the Medical Center.

MK: What does your typical day look like? Is there such a thing?

MN: During a typical day, I'll meet with the cabinet of either the Vice President or one of the two Chancellors. I'll make decisions with respect to graduate student committees. I review all the promotion and tenure decisions for the whole University, so I'm always reading dossiers. I have to make decisions about graduate student funding—fellowships and research support, for example. And every day I will have contact with the Directors of the six units that I serve as the line Dean for, decisions about hiring, etc., anything that needs a Dean's approval.

MK: Much has been made of UK's effort to reach "top 20" status. From the Grad School's perspective, what do we need to do to reach that goal?

MN: First, the Graduate School needs to acquire resources for graduate student recruitment and training. We also need to continue elevating our standards and expectations for students and programs. We need to increase the number of graduate degrees rewarded, which will translate into greater numbers of students placed in the job market.

MK: How is all this going to be accomplished? It sounds expensive.

MN: Several possible ways. The

University recently submitted a list of nine priorities for state financing. The second-ranked item on that list was a \$3.8 million package to improve graduate recruitment and training. This package would involve increasing T.A. stipends by 15%, bringing all University Fellowships to the \$15,000 level, covering in-state tuition costs for all R.A.s, and tripling the size of the Southern Regional Education Board program, which is a program geared at educating minority students for faculty positions. If this initiative is funded, it would bring us to nationally competitive levels with respect to graduate student compensation. One of my main goals is to see that the full funding of R.A. in-state tuition happens within the next year or two, even if the special initiative doesn't get funded.

I'm also directly involved in and responsible for a lot of fund-raising. During the summer, I'd say that 20-25% of my time was devoted to fund-raising. I am trying to raise funds for graduate student fellowships and endowed chairs. The *Lexington Herald-Leader*, for example, recently endowed a graduate fellowship.

MK: Looking specifically at Psychology, how would you say we're viewed from a Graduate School perspective?

MN: Well, Psychology was selected as one of the top 11 graduate programs to receive support from the Research Challenge Trust Fund, which obviously means that it is very well regarded. Psychology got two new faculty lines and three new fellowships on a recurring basis, which is a very nice package. Psychology remains one of the top programs in the University in terms of student quality.

MK: Where do we need improvement?

MN: The area that needs work is

placement of students. While the jobs that our students get are good, they're not always as good as the quality of the students would predict. I hope this will change as the academic job market improves, which I believe that it will.

MK: Let me close by asking the "oldie but goodie" questions—what do you like most about your job as Dean, and what do you like least?

MN: What I like least is easy: I have to go to an awful lot of meetings. Decisions do end up getting made at these meetings, so it is important that I go to them, but they're still an enormous demand on my time.

MK: And what do you like most?

MN: I like the challenge of getting resources for the Graduate School and using them well. I'm also highly impressed with the staff at the Graduate School. There are a lot of good, hard-working people there, and I enjoy working with them.

## Profile of New Faculty

We have three new faculty members in the Department this fall. Two of them, Mark Fillmore and Peter Giancola, represent brand new faculty lines that were created as part of the Research Challenge Trust Fund award given to our department. The third, Tamara Brown, was hired in the clinical area to compensate for Mike Nietzel's move to the Graduate School Deanship. Below are short biographies and descriptions of the research interests of our new faculty:

**Tamara Brown** received her Bachelor's Degree from Longwood College, Farmville, VA, a four-year liberal arts college, in 1985. She did her graduate work at the University of Illinois at

Urbana-Champaign, receiving her Ph.D. in 1996. Tamara did her internship (1995-96) and postdoctoral clinical training (1996-97) at the Medical University of South Carolina in Charleston, SC.

Tamara's research is geared toward improving the functioning and well-being of minority students so that they can mobilize the resources they need to be successful. In particular, she is interested in using an ecological (and longitudinal) approach to explore how contextual variables (e.g., family, peer, high school-college environment match) influence adjustment and how that relationship changes over time. Further, she is interested in improving the retention, graduation, and psychological functioning of minority students.

On the rare occasions when Tamara is not conducting research, mentoring students, or teaching, she enjoys reading fiction by African-American authors, playing golf, playing cards (e.g., Spades, Bid Whist) and board games, and listening to music.

**Mark Fillmore** received his undergraduate degree in 1988 from the University of New Brunswick and his Ph.D. from the University of Waterloo in 1993. He remained at Waterloo as a Research Assistant Professor until we lured him to Kentucky this fall. Mark's research is in behavioral neuroscience and psychopharmacology. His program investigates how cognitive and behavioral processes in humans are affected by environmental, motivational, and pharmacological factors. Laboratory tasks are used to measure processes involved in cognitive and motor functions, such as response inhibition, memory, and information processing. Environmental, motivational, and pharmacological effects on these

processes are examined using learning and cognitive paradigms, such as process-dissociation, go-stop response, and negative priming. A major focus of his work concerns the behavioral effects that people expect from drugs, and how these expectancies can produce placebo responses and influence responses to drugs.

His recent work examines how cognitive processes involved in behavioral self-control and attention can be affected by motivational incentives, and by depressant and stimulant drugs such as alcohol and caffeine. The studies contribute to basic research in cognitive and behavioral neuroscience by providing new information concerning the nature and mechanisms of cognitive processes involved in behavioral control. The findings also carry some practical implications by offering insights into how some treatments may alter processes involved in self-control disorders, such as ADHD.

Mark moved down here from Canada with his wife, Catriona. Mark has become an amateur astronomer over the past 5 years. So, when he is not studying people, he's studying the stars.

**Peter Giancola** received his B.A. Degree in psychology at McGill University in 1990. He then moved to Athens, Georgia for graduate school where he received a Ph.D. (1996) in clinical psychology from the University of Georgia. After receiving his Ph.D., Peter took a Research Scientist position at the Western Psychiatric Institute and Clinic (WPIC) at the University of Pittsburgh School of Medicine for two years, which was followed by an appointment to the faculty in the Department of Psychiatry at the University of Pittsburgh. In the summer of 1999, Peter moved to UK.

Peter's research program is directed at investigating: 1) factors underlying the relation between acute alcohol consumption and aggressive behavior, 2) neuropsychological correlates of aggression, and 3) risk factors for substance abuse. Recent data from Dr. Giancola's research show that low executive cognitive functioning [ECF; (higher-order cognitive processes)] is a good predictor of aggression and might possibly moderate and mediate the alcohol-aggression relation. Studies on risk for substance abuse are conducted at the University of Pittsburgh were Dr. Giancola maintains strong scientific collaborations with investigators at the Center for Education and Drug Abuse Research (CEDAR) and the Female Adolescent Study (FAS). Results from his research on these samples show that low ECF, a difficult temperament, and heightened aggression are involved in the development of substance use disorders. CEDAR is an ongoing longitudinal investigation aimed at elucidating the causes of drug abuse by studying 10-12 year-old children of substance abusers until age 30. FAS is another longitudinal study which tracks biobehavioral development of adolescent females with a drug use disorder.

Peter currently holds three federally-funded research grants totaling over \$10,000,000 in direct costs. He is the Principal Investigator on a grant from the National Institute on Alcohol Abuse and Alcoholism that is aimed at studying the causes of alcohol-related aggression. He is also a Co-Investigator on two grants from the National Institute on Drug Abuse that are aimed at investigating the causes of drug abuse in adolescent and adult males and females. Finally, Dr. Giancola is also an Associate Editor for the journal *Aggressive Behavior*.

Peter is a big UK football fan, especially engaging in pre-game tail-gating. Given that he grew up in Canada, it will take some time before he gets into the UK

basketball scene!! Other than loitering around Commonwealth Stadium on game day, Peter might be found trying out new restaurants in Lexington, losing money at Keeneland, and working out at World Gym.

## Paul Satz: 1999 Alumnus of the Year

Paul Satz has been named the Department of Psychology's 1999 Alumnus of the Year. Indeed, when you examine his career and the honors he has been given, it would be difficult to name a more deserving candidate for the award. Dr. Satz obtained his Ph.D. in clinical psychology from the Department in 1963, with his dissertation (chaired by Jesse Harris) winning the Creative Talent Award given by the American Institutes of Research. Dr. Satz then joined the faculty at the University of Florida, where he remained until 1979. At Florida, Dr. Satz conducted research in the fledgling area of neuropsychology, and he played an important role in developing neuropsychology as a distinct research area and profession; for example, he was one of the early founders of the International Neuropsychological Society, and he helped to establish Division 40 of APA. In 1979 Dr. Satz moved to the University of Victoria in British Columbia for a position as Visiting Professor, before accepting a position as Professor and Chief of the neuropsychology program at the Neuropsychiatric Institute and Hospital at UCLA, where he remained until the present. At UCLA, Dr. Satz was instrumental in formalizing research and clinical training in neuropsychology at the postdoctoral level, establishing one of

the first training programs dedicated to neuropsychology at both the adult and pediatric levels.

In addition to the important institutional and training roles Dr. Satz has played in the field, he has been one of the most productive and influential researchers in neuropsychology. He is author or co-author on over 300 publications, a figure that reduces most of us to speechless awe. His primary research interests involve dyslexia, learning disabilities, brain laterality, and brain dysfunction and remediation in schizophrenia. Perhaps all that is really necessary to say of his research career is that in 1996, Dr. Satz was awarded the APA Award for Distinguished Professional Contributions. We are truly fortunate and proud to be able to claim him as an alumnus of our department.

Last April Dr. Satz attended our Psychology Day celebration to receive his Alumnus of the Year Prize and to deliver a short, informal talk about his memories of his graduate training at UK. He spoke warmly of his days here and, especially, the mentoring and friendship he received from Jesse Harris. This meant a great deal to Jesse's widow, Pat Harris, who was in the audience at the time.

## Call for Nominations

It is time for nominations for the third annual Distinguished Alumni Award, which is given to Ph.D. graduates of the Department who have distinguished themselves by outstanding achievements in education, research, or applications of psychology. Recipients of the award will receive a cash award; have their names engraved on a plaque in Kastle Hall; and will be invited to present a

colloquium during our Psychology Day celebration.

If you would like to nominate yourself or any other Ph.D. alumnus of our department, please write a brief nominating letter including your name, address, phone number; the name and address of the nominee; a recent vita of the nominee if you have one available; and a short statement of why you believe the nominee should be considered for the award. Nominees from the last two years will be considered for this year as well, so if you nominated somebody previously you do not need to nominate the same person again (although you are free to nominate somebody new). Nominating letters should be sent to Dr. Rick Hoyle, Chair; Department of Psychology; University of Kentucky; Lexington, KY 40506-0044 or electronically to [rhoyle@pop.uky.edu](mailto:rhoyle@pop.uky.edu). Nominations will close on December 15<sup>th</sup>.

## Research Profile: Suzanne Segerstrom

The prevailing belief is that stress is bad for your health. People often attribute illness and fatigue to stress, and empirical evidence suggests that life stressors do predispose individuals to negative health consequences such as increased susceptibility to infectious disease. The field of psychoneuroimmunology (PNI), which examines interactions among the mind, nervous system, and immune system, has sought and found negative effects of psychological stressors on the immune system. However, a focus on the negative psychological and immune effects of stressors does not adequately reflect the role of stress in everyday life. Few people would opt for a completely stress-free life that lacked challenges, and many times people voluntarily submit themselves to extraordinary amounts of stress for the positive elements therein. Everything from playing golf to having children—pursuits which are generally thought of as positive—has stressful

elements. Conversely, even stressful events that are unpursued, such as bereavement, can lead to positive shifts in priorities and life meaning.

How can one account for these discrepant views of stress? Obviously, there are factors that can affect the meaning or consequences of events for people and that can account for the large differences among people in their psychological and immune responses to stressors. This individual differences approach, while common in other areas of psychology such as personality, clinical, and social psychology, has been used very little in PNI. My research program is focused on individual differences and their relation to the immune system and to health. One individual difference that I find important for understanding relationships among stress, adjustment, and immunity is optimism.

How much do you agree with the following statements? "In uncertain times, I usually expect the best." "Overall, I expect more good things to happen to me than bad." How about these? "If something can go wrong for me, it will." "I hardly ever expect things to go my way." If you agreed more with the first two statements than the latter two, you are optimistic; if you agreed more with the latter two statements than the first, you are pessimistic. Consistent with people's intuition, a large body of research shows that optimists adjust to stressors better than pessimists. Why optimists are better adjusted, however, remains a very active area of inquiry in this field. My research suggests that optimists do several things differently than pessimists. First, optimists cope with stressors better than pessimists do. They are more likely to tackle problems head-on or look for the positive elements of a stressful situation, and they are less

likely to avoid dealing with problems, distract themselves with anything from TV to alcohol, or deny the problem exists.

Second, optimists have nonconscious processes that differentiate them from pessimists. Using a task which assesses nonconscious shifts in attention, I found that both pessimists and optimists paid attention to negative stimuli (words like “failure” and “hateful”), but pessimists were much more drawn to these stimuli (words like “achieve” and “affection”) than they did to negative stimuli, but pessimists’ attention was not drawn to positive stimuli at all. I believe that these attentional biases could contribute in very important ways to optimists’ adjustment. For example, it has been assumed that when optimists say that they look on the bright side of a stressful situation, it is because they do so effortfully. These results suggest, however, that the positive elements of the situation draw optimists’ attention but not pessimists’; maybe pessimists don’t look on the bright side because they don’t see it!

My belief that optimism (as well as other individual differences) affects the immune response to stressors arises from a simple fact: Immune cells have no way to “see” a stressor directly the way they can “see” a bacterium or virus. The effects of stressors on the immune system must depend on an individual’s mental perception of the stressor. Since people perceive stressors differently, it follows that their immune responses will be different and, furthermore, will be dependent on the nature of their perception. I have been examining evidence for this model in first-year law students. The first year of law school is standardized, as all students take the same classes and exams at the same time. The uniform nature of this

stressor is ideal for showing how different people react to the same stressor. Consistent with the model, optimism is associated with changes in the immune system that occur during the first semester. At first, when they are not under stress, optimists and pessimists do not differ from each other immunologically. Once the stressor starts, however, there are profound differences between optimists and pessimists. Optimists have more helper T cells, which are the “conductors” of immune responses; more natural killer cell activity, which provides early defense against viral infections; and more pronounced responses to skin tests, which measure the strength of the cellular arm of the immune system—the one that promotes inflammation and wound healing and provides defense against viruses and some bacteria.

Does this mean that optimists get sick less than pessimists? Not necessarily. First, getting sick depends on being exposed to an infectious dose. Second, the immune system is redundant. That is, when one area of the immune system is suppressed, other elements of the system may be able to pick up the slack. This results in a less efficient response, but one which may be equally effective. Third, some symptoms of illness, such as fever, achiness, and fatigue, are not caused by the infectious agent but by the immune response itself. If these symptoms are absent or mild, it may indicate a weak immune response rather than a lack of infection. On the other hand, the degree of immunosuppression that I have observed in pessimists has been linked to clinical outcomes. Skin test responses, in particular, are associated with important health outcomes such as infection after surgery, progression of HIV infection, and survival time in the elderly.

We are never going to remove stress from our lives—and we probably wouldn’t want to. By understanding the factors that lead some people to thrive during and despite

stressful circumstances, it may be possible to mitigate negative effects of stress on people who are pessimistic or worried. If these efforts are successful, I predict that we will find, in addition to better psychological adjustment, physiological and immunological resilience.

## Transitions

Great news on the promotion front this year! **Margo Monteith** was promoted to Associate Professor with tenure, and **Bob Lorch** and **Rick Hoyle** were promoted to Professor.

A fair amount of change has taken place at the staff level. **Shannon Bridgmon** left to devote her full time and attention to graduate work in business. **Barbara Turley** is our new assistant to the Chair. **Debra Smith**, as noted earlier, has been hired to take on the daunting challenge of grant and budget administration for the department.

Those of you who were here when **Jane Minor** was on the staff will not doubt be pleased to here that she was married last summer.

## Faculty Notes

**Monica Kern** gave birth to Isaac Newton Kern on May 6th, 1999. He was a bruiser, weighting 8 lbs., 15.8 ounces. He is also the happiest, smartest, most perfect baby on this planet. (As editor of *Kastle Watch*, I can get away with saying this).

The stork also visited **Jonathan Golding** and his wife, Roni Giberson. Dara Golding was born on April 15th, 1999 and weighed 8 lbs, 14 oz.

**Rich Milich** ends his six year term as Associate Editor of the *Journal of*

*Abnormal Psychology*, and to fill in the spare time he has agreed to be Program Chair for Division 53 (Clinical Child Psychology) for next year's APA annual meeting.

Taking over Rich's reins is **Tom Widiger**, who was just appointed Associate Editor of the *Journal of Abnormal Psychology*. Tom will be spending all of his time reviewing manuscripts, as he was also recently appointed a Consulting Editor at *Psychological Bulletin*. Tom is looking forward to the challenge of helping direct the field of psychology, and he says that bribes to facilitate publication can be sent to him in small, unmarked bills.

**Melody Carswell** has received two grants from the Naval Postgraduate School (total funding is \$20,000) to study the usability of multispectral imagery. Multispectral and hyperspectral imagery involves the collection of data (usually aerial photography) from bands of electromagnetic radiation outside the visible spectrum (usually near infrared wavelengths). Melody was also recently appointed to the National Research Council's Committee on NAEP Reporting Practices. NAEP is a national, longitudinal test of grade-school academic performance, sometimes referred to as "The Nation's Report Card." The committee is composed of psychometricians, cognitive psychologists, and educators from across the country.

**Don Lynam** and **Margo Monteith** are Co-Investigators on a NIDA funded grant (PI, Rick Zimmerman). The purpose of the grant is to study information processing and individual differences in risky sexual decision making. The grant is for three years and involves direct costs of \$270,000.

**Margo Monteith** was elected by the Society for the Psychological Study of Social Issues (SPSSI) to serve the Council term 1999-2002. SPSSI (Division 9 of APA) is a group of approximately 3000 psychologists and allied scientists who share a common interest in research on the psychological aspects of important social issues.

**Mike Bardo** has been appointed to serve as a member of an Initial Review Group (IRG) for review of NIH grant applications. The ITG is entitled Biobehavioral and Behavioral Processes (BBBP-1).

Psychology faculty captured three, count 'em, three of the top ten spots on the Arts & Sciences list of outstanding teachers. Congratulations are extended to **Jonathan Golding**, **Sung Hee Kim**, and **Suzanne Segerstrom** for this impressive accomplishment. This list is determined each year through an exit poll of graduating seniors, asking them to name the faculty member who had the greatest impact on their undergraduate career at UK.

Should any doubts about **Sung Hee Kim's** teaching prowess remain, they are dispelled by the further news that she received the Chancellor's Outstanding Teaching Award for untenured faculty.

## Graduate Student Notes

**Mary Beth Diener** has accepted a position in the Counseling Center at the University of Texas at Austin.

**Scott Johnston** and his wife Amy had a daughter, Emily Anne Johnston, on Saturday, August 28, 1999. She weighed a whopping 8 pounds 5 ounces, and was 19.5 inches long.

**Terri Stewart** won a Presidential

Fellowship for this academic year. The competition for these University-wide fellowships is always stiff, so she is to be congratulated indeed.

**Eric Stephens** won the 1998-1999 Outstanding Teaching Assistant award for the Psychology Department.

**Jennifer E. Klebaur** successfully defended her Ph.D. dissertation in July. She is currently a Postdoctoral Scholar working with Dr. Terry Robinson in the Department of Psychology and Program in Neuroscience, University of Michigan, Ann Arbor, MI.

**Kate Flory** and **Jamie Studts** each received a 1999 American Psychological Association Student Travel Award.

**Neil Levens** received a Commonwealth Travel Award this year.

Two social students defended their dissertations and have taken on tenure-track jobs this fall: **Mark Jackson** at Rockford College, and **Vincent Spicer** at the College of Charleston.

### Where Are They Now?

In this column, we print brief notes about where our alumni have settled and what they are up to these days. The success of this column depends on your willingness to send in a short summary of where you are and what you're doing. So please take the time to jot a few lines to let your former friends and acquaintances find out what you're doing. You can mail your entries to Monica Harris Kern, Department of Psychology, University of Kentucky, Lexington, KY 40506-0044, or via e-mail to harris@pop.uky.edu.

**Andrew J. Lloyd** (1966 Clinical Ph.D.) has retired after 33 years. He was an Army Psychologist beginning prior to his Ph.D. and continuing to his retirement as a Lieutenant Colonel in 1980. Then he worked in both the VA Medical Center and Eisenhower Army Medical Center in Georgia from 1980-1988. He took a position in the Regional Community Mental Health Center of East Central Georgia in 1988 but returned to the Army Medical Center during Desert Storm, where he stayed until his retirement. Still keeping involved, he has been appointed to the Mental Health, Mental Retardation, and Substance Abuse Regional Board, representing Richmond County. He can be reached at alloyd2@ix.netcom.com.

**Nancy Honeycutt** (1994 Experimental Ph.D.) is at Johns Hopkins and was promoted to Assistant Professor in February. After trying out life as a workaholic, she's finally decided that a social life is a good thing. The problem is that the man she's seeing is a lawyer in Charleston, South Carolina. Oh well. She still has the 2 cats she had while at UK and they are just as spoiled as ever. Nancy can be reached at honey@welch.jhu.edu.

**Meg Klein-Trull** (1989 Clinical Ph.D.) is Director of Child and Family Services at the Psychological Services Clinic (affiliated with the Clinical Psychology at MU) in Columbia, MO. In addition to her administrative and supervisory roles, she maintains a part-time clinical practice. Her two daughters (Molly, age 9, and Janie, age 5) help her deal with her workaholic but occasionally amusing spouse (note: her spouse is writing this, so it may be biased in a positive direction).

**Tim Trull** (1988 Clinical Ph.D.) will end his 3-year tenure as Director of Clinical Training at MU June 1999. He will be promoted to full Professor in September. He is obsessed with alternative country bands, but he is a very bad guitar player. He will keep his day job. He can be reached via e-mail at TrullT@missouri.ed.

**Kim Kelso** (1993 Social Ph.D.) has earned tenure and promotion to Associate Professor at Adams State College, in Alamos, Colorado. She is also turning her attention to domestic matters, busy planning a wedding and house-hunting. Kim can be reached at kakelso@adams.edu.

## Enrichment Fund

Since the conception of the Psychology Enrichment Fund in the summer of 1991, the Department has benefitted substantially from the generosity of alumni who have contributed to the fund. Although donations in any amount are always welcome, the Department has identified three special levels of gifts that can be structured in multi-year payments. **Psychology Friends** pledge \$300 to the Enrichment Fund; **Partners** pledge a total of \$1000; and members of the **Kastle Society** pledge a sum of \$2000 to the Fund. Individuals who donate any of these levels will receive personalized paperweights from the University and will have their names engraved on wall plaques that are displayed in Kastle Hall.

To make a contribution in any amount to this fund, please write your check payable to the **UK Psychology Enrichment Fund** and mail it to the Office of Development, Sturgill Development Building, University of Kentucky, Lexington, KY 40506-0015. Your help is always needed and greatly appreciated.