

Received by the Regents

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**THE UNIVERSITY OF MICHIGAN  
REGENTS COMMUNICATION**

Item for Information

**Subject:** Henry Russel Awards for 2010


I am pleased to inform you that the Russel Awards Faculty Advisory Committee, chaired by Dean Janet A. Weiss, has selected two faculty members to receive Henry Russel Awards for 2010. Henry Russel Awards, which recognize both exceptional scholarship and conspicuous ability as a teacher, are among the highest honors the University bestows upon junior faculty members. The awards will be presented on the occasion of the Henry Russel Lecture, to be delivered March 9, 2010.

The faculty members selected to receive this award are:

**Cindy A. Lustig**, Assistant Professor of Psychology, College of Literature, Science, and the Arts

**Patricia J. Wittkopp**, Assistant Professor of Ecology and Evolutionary Biology and Assistant Professor of Molecular, Cellular, and Developmental Biology, College of Literature, Science, and the Arts

Respectfully submitted:

  
Mary Sue Coleman  
President

July 2009

Attachment

## **Cindy A. Lustig**

Cindy A. Lustig is Assistant Professor of Psychology in the College of Literature, Science, and the Arts. A graduate of Case Western Reserve University, she completed her Ph.D. in Psychology at Duke University in 2001 and came to the University of Michigan in 2004 following a three year postdoctoral fellowship at Washington University.

Professor Lustig's research has developed insights into the relationships between attention, learning and the development of new skills. She puts a heavy emphasis on cross-disciplinary and translational research. One major component of her research program integrates human and animal research to better understand how the brain's neurotransmitter systems influence performance and brain activations, particularly when performance requires maintaining attention under challenges. In addition to her basic-science research on this topic, the human task developed by Dr. Lustig and her colleagues has been adopted as a candidate measure of attention by the national CNTRICS (Cognitive Neuroscience Treatment Research to Improve Cognition in Schizophrenia) initiative. (<http://cntrics.ucdavis.edu/>)

She is also interested in age differences in attention and how they affect older adults' brain function and performance. She was the first to describe brain-imaging data suggesting that older adults have difficulty avoiding distraction from internal thoughts, and that this phenomenon is worsened by Alzheimer's disease. The memory-training program developed by her lab helps older adults learn to direct and focus their attention at to enhance learning and later memory, and is one of the few programs that appears to reduce memory errors in everyday life as well as in the lab.

Dr. Lustig is active in the Neuroscience graduate program as well as in the Psychology Department, and serves on four editorial boards. Her University service has included participation in the 2006 Michigan Difference donor tour and co-organizing a workshop to bring national figures in the neurobiology of aging to campus and encouraged their interaction with local faculty, post-docs, and students. In the Psychology Department, she has served on the Executive Committee and the Mentorship Committee, as well as numerous other committees for the Cognition and Perception area.

Professor Lustig has received numerous honors in her time at Michigan. These include a Research Career Development Award from the U-M Claude M. Pepper Institute, an Early Career Achievement Award from the Adult Development and Aging Division of the American Psychological Association, and election to the Memory Disorders Research Society. Her work was featured on National Public Radio in the fall of last year (<http://www.npr.org/templates/story/story.php?storyId=96213400>), and in 2009 the Chronicle of Education cited her as "Scholar to Watch".

## Patricia J. Wittkopp

Patricia J. Wittkopp is Assistant Professor of Ecology and Evolutionary Biology and Assistant Professor of Molecular, Cellular and Developmental Biology in the College of Literature, Science and the Arts. A graduate of the University of Michigan, she completed her Ph.D. in Genetics at the University of Wisconsin in 2002 and conducted postdoctoral research at Cornell University from 2002-05 as a fellow of the Damon Runyon Cancer Research Foundation. She joined the University of Michigan faculty in 2005. Since that time, she has been selected as an Alfred P. Sloan research fellow, received a Basil O'Connor Starter Scholar Award from the March of Dimes, and been profiled as a "Scientist to Watch" by *The Scientist*.

Professor Wittkopp's interdisciplinary research focuses on the genetic and molecular mechanisms that underlie changes in gene expression, both within species and between species. She is widely recognized as one of the emerging leaders in the synthetic field of evolution and development. One of her papers was recently included in *Nature's* assembly of "15 Evolutionary Gems", and her work appears in leading textbooks for Evolutionary Biology, Population Genetics, and Developmental Biology. She is regularly an invited speaker at international meetings and has recently given keynote presentations in France and Japan.

On campus, Professor Wittkopp has made significant contributions to teaching by developing a novel pedagogical strategy for discussion courses that has been adopted by colleagues at UM as well as at other universities and reinvigorating a required large lecture course with active learning techniques and "real-world" examples. Her service contributions to the UM community include organizing symposia for early career scientists, serving as a panelist for "Preparing Future Faculty" workshops, and mentoring many undergraduate students in research.

Outside of the University, she serves on the editorial board of *Evolution*, participates in international working groups, and has helped develop standards for the national Advanced Placement exam in Biology. Outreach activities include communicating cutting edge research to high-school science teachers for incorporation into their curricula, participating in the undergraduate Women in Science and Engineering (WISE) Residential program, and exposing K-12 and college students (especially those that are members of groups currently underrepresented in the sciences) to the research environment.