

CURRICULUM VITAE

June 14, 2004

ELLIN KOFSKY SCHOLNICK

EDUCATION

Vassar College	A.B. 1958 (cum laude)
University of Rochester	Ph.D. 1963
Certificate, Bryn Mawr Summer Institute in Higher Education Administration	1997

PROFESSIONAL EXPERIENCE

Associate Provost for Faculty Affairs University of Maryland	1997
Special Assistant to the President of the of the University of Maryland on Women's Issues	1994-1997
Affiliate Professor, Women's Studies, University of Maryland	1999
Visiting Scientist, National Institute of Education	1980-1981
Professor of Psychology, University of Maryland, College Park	1973
Associate Professor, University of Maryland	1969-1973
Assistant Professor, University of Maryland	1967 -1969
Assistant Professor of Medical Psychology, The Johns Hopkins School of Medicine	1967
Instructor of Medical Psychology and Pediatrics The Johns Hopkins School of Medicine	1963-1967
Research Associate, Rochester Convalescent Hospital for Children	1961-1962

HONORS

Phi Beta Kappa	1957
Phi Beta Kappa (Vice President, Maryland Chapter)	1987
Phi Beta Kappa (President)	1989
Vassar College Graduate Fellowship	
Sigma Xi	
Creative Talents Award for Best Doctoral Dissertation	

in Mental Health-Developmental Psychology	1964
Outstanding Woman of the Year, President's Commission on Women's Issues, University of Maryland	2002

SERVICE (selected activities)

UNIVERSITY SYSTEM OF MARYLAND

Chair of the committees to revise the appointment, rank, and tenure committee and the committee on the status of part-time faculty.

UNIVERSITY OF MARYLAND! COLLEGE PARK

Special Assistant to the President on Women's Issues

Initiated deliberations on Senate Policy on Delay of the Tenure Clock. Contributed to the design of studies of faculty and staff salaries, and representation of women faculty and graduate students. Chaired committee that reviewed the Curriculum Transformation project and enabled its continued funding. Was a founding member of the Campus Consortium on Race, Gender and Ethnicity. Worked with the President's Commission on Women's Issues and the Maryland System Women's Forum on issues such as creating family-friendly employment policies.

Campus Senate

Elected for three terms and served on Senate Executive Committee (1991-1994), ex officio member (2001-present). Chaired the Committee that developed the first Council, for the libraries. The document served as a model for development of other Councils. As chair of the first CORE Committee, created the organizational structure and review procedures for CORE courses and the integration of the review process with information from ACCESS Committee about the availability of seats. Was a member of the committee developing the Faculty Grievance Procedure and Merit Pay policies; served on the task force currently engaged in revising the Appointment, Promotion and Tenure Policy, Ex-Officio member of Senate Faculty Affairs Committee (1997- present) with work on implementation of Family Medical Leave Act for faculty.

Graduate Council

Elected for two terms (most recently 1994-1997; Ex officio member (1998-2000) and chaired the Women's Issues Committee which persuaded the Career Center to establish a job bank for graduate assistantships on campus. Ex officio member (1998-2000)

Campus-wide Committees

Strategic Planning Committee and the ad hoc Committee designed to address the Budget Crisis in the early 1990's. This committee pioneered in University efforts to initiate strategic planning

Task Force on the Academic Achievement of Athletes-this led to the reorganization of student services for the athletic department.

Campus Promotion and Tenure Committee, and selection committees for the President's Medal (1996), Distinguished Scholar-Teachers Award (1995), and Washington Consortium Grants (1997-1998).

President's Commission on Women's Issues.(2002-) Working with Dr. Bridwell on a Breast Cancer Resource Program for faculty and staff.

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

Academic Council

Chair (1996-1997). As first chair of the council under new faculty governance procedures, helped to create its committee structures and meeting format.

Departmental Reviews and Other Committees

Chaired the Review of the Sociology Department (1994-95), and member of review committees for Psychology and Hearing and Speech. Under Dean Polakoff, served for several years as member of College Promotion and Tenure committee.

PSYCHOLOGY DEPARTMENT

Promotion and Tenure Committee

As an Assistant Professor, participated in writing an extensive procedural guide for conducting departmental promotion and tenure reviews and as Professor, chaired the committee that extensively revised the document. Many of the practices the department adopted became standard in the new Campus policy. Have served as chair of the department review committee and numerous committees that review credentials of specific candidates for recruitment and promotion.

Developmental Graduate Program

Wrote the document creating the interdisciplinary Developmental Science Program. Area head, 1979-1998.

Undergraduate Program

As Director (1981-1994). Initiated curricular revisions and negotiated limited enrollment program.

Policy Review Committee

(Most recent term of election: 1993-1998). This is the advisory body to the Chair of the department.

NATIONAL PROFESSIONAL ACTIVITIES

PROFESSIONAL ORGANIZATIONS

American Psychological Association (Fellow, Division 3 & 7)

Served as Secretary/Treasurer of the Division of Developmental Psychology and chaired the committees that awarded prizes for dissertations and selected Fellows. A member and then chair of the Committee that selected Annual Award for the Outstanding Book in Developmental Psychology. A member of the committee selecting nominations for officers.

American Psychological Society (Charter Fellow)

Chaired the James McKeen Cattell Award Committee which awarded recognition to the psychologists for career accomplishments for contributions to the application of basic scientific insights to applied fields. As one of the initial chairs of the committee, developed the review procedures and award criteria.

Jean Piaget Society

Was elected President (1981) and served as a member of the Board of Directors since 1974. Since 1991, chaired the Publications Committee and served as Series Editor for the Annual Symposium volumes, coordinating the Society's publication activities, negotiating contracts, and assisting volume editors during the editorial process.

Society for Research in Child Development

Organized the local arrangements for its Baltimore meeting in 1987. At that time, the Society did not engage a professional convention management team so I negotiated contracts and assembled a team of developmental psychologists to orchestrate a three-day meeting for 3500 attendees.

Served as Panel Chair for reviews of papers for 2000 meeting, reviewed papers biennially.

Editorial Activities

Associate Editor of Child Development (1974-1977) and Developmental Psychology (1977-1980). Have been on the editorial board membership of: Cognition and Development, Child Development, Developmental Psychology, Discourse Processes, and Journal of Applied Developmental Psychology.

Member of the National Institutes of Health Human Development Study section (1979-1983) and have served as an ad hoc member of National Science Foundation review panels.

PUBLICATIONS

EDITED BOOKS

Cognitive Development section of B. Wolman (1977). International encyclopedia of psychiatry. psychology. psycho-analysis and neurology.

Scholnick, E. K. (1983). New Trends in Conceptual Representation: Challenges to Piaget's Theory? Hillsdale, N. J.: Erlbaum.

Friedman, S. L., Scholnick, E. K., & Cocking, R. (1987). Blueprints for Thinking: The Role of Planning in Cognitive Development. New York: Cambridge University Press.

Friedman, S. L. & Scholnick, E. K. (1997). The Developmental Psychology of Planning: Why. How. and When do we Plan? Mahwah, N. J.: Erlbaum.

Scholnick, E. K., Nelson, K., Gelman, S. A., & Miller, P. H. (1999). Conceptual Representation: Piaget's Legacy. Mahwah, N. J.: Erlbaum.

Miller, P. H. & Scholnick, E. K. (2000). Toward a Feminist Developmental Psychology NY: Routledge.

ARTICLES

Kofsky, E. (1958). The development of the concept of time. Vassar Journal of Undergraduate Studies in the Behavior Sciences, 1.

Osler, S. F., & Kofsky, E. (1965). Stimulus uncertainty as a variable in the development of conceptual ability. Journal of Experimental Child Psychology, 2, 264-79. Reprinted in N. Endler, L. Butler & H. Osser (Eds.), 1967. Contemporary Issues in Developmental Psychology. N.Y.: Holt; I. J. Gordon (Ed.), 1971). Research Readings in Developmental Psychology. Glenview, ILL: Scott Foresman; D.L. Peters & S. Hultsch (Eds.), (1971). Infancy and Early Childhood. Glenview, ILL.: Scott-Foresman.

Klein, A., Kofsky, E., & Klein, W. (1966). Behavior and its changes in the residential treatment of children: a preliminary report. Psychotherapy: Theory, Research and Practice, 1, 14-20.

Kofsky, E. (1966). A Scalogram study of classificatory development. Child Development, 1966, 37, 191-204. Reprinted in I. Sigel & F. H. Hooper (Eds.), (1968). Logical Thinking in Children: Research Based on Piaget's Theory. N. Y.: Holt.

Osler, S. F., & Kofsky, E. (1966). Structure and strategy in concept learning. Journal of Experimental Child Psychology, 1, 198-209. (Reprinted in H. Munsinger (Ed.), (1971). Readings in Fundamentals of Child Psychology. N. Y.: Holt.

Kofsky, E. (1967). The effect of verbal training on concept identification in disadvantaged children. Psychonomic Science, 1, 365-366.

Kofsky, E., & Osler, S. F. (1967). Development, 38, 924-937.

Free classification in children.

Child

Osler, S. F., & Scholnick, E. K. (1968). The effects of perceptual and inferential training on concept identification in disadvantaged children. Journal of Experimental Child Psychology, 2, 658-666.

Scholnick, E. K., Osler, S. F., & Katzenellenbogen, R. (1968). Discrimination learning and concept identification in disadvantaged and middle-class children. Child Development, 39, 15-26.

Scholnick, E. K., & Osler, S. F. (1969). The effect of pretest experience on concept attainment in lower and middle class children. Developmental Psychology, 1, 440-443.

Scholnick, E. K. (1970). Inference and preference in children's conceptual performance.

Child Development, 11, 449-460.

Schwartz, M., & Scholnick, E. K. (1970). Scalogram analysis of logical and perceptual components of conservation of discontinuous quantity. Child Development, 41,695-705.

Scholnick, E. K. (1971). The effects of stimulus availability on children's inferences. Child Development, 42,183-194.

Scholnick, E. K. (1971). Use of labels and cues in children's concept identification. Child Development, 42, 1849-1858.

Scholnick, E. K. (1971). Generality of cue usage in inference. Child Development, 42,1937-1949.

Heim, S. V., & Scholnick, E. K. (1972). Some hypotheses about negative instances in single attribute concept attainment. Journal of Experimental Psychology, 93, 130-137.

Knight, C., & Scholnick, E. K. (1973). Training comparisons of the subset and whole set. Child Development, 44, 162-165.

Scholnick, E. K., & Adams, M. J. (1973). Relationships between language and cognitive skills: passive voice comprehension, backwards repetition and matrix permutation. Child Development, 44,741-746.

Kelly, M., Scholnick, E. K., Travers, S., & Johnson, J. W. (1976). Relations among memory, memory appraisal and memory strategies. Child Development, 47,648-658.

Olney, R. L., & Scholnick, E. K. (1976). Adult judgments of age and linguistic differences in infant vocalization. Journal of Child Language, __, 145-155.

Olney, R. L., & Scholnick, E. K. (1977). An experimental investigation of adult perception of one-word utterances. Journal of Child Language, 1, 131-142.

Johnson, J. W., & Scholnick, E. K. (1979). Does cognitive development predict semantic integration? Child Development, 50, 73-78.

Scholnick, E. K. (1980). Genetic Epistemologist, Piaget and contemporary research. 15-16.

Wing, C. S., & Scholnick, E. K. (1981). Children's comprehension of pragmatic concepts expressed in because, although, IT, and unless. Journal of Child Language, __, 347-365.

Scholnick, E. K., & Wing, C. S. (1982). The pragmatics of subordinating conjunctions: a second look. Journal of Child Language, __, 461-479.

Scholnick, E. K., & Wing, C. S. (1983). Evaluating presuppositions and propositions. Journal of Child Language, 1.Q, 639-660.

Scholnick, E. K. (1983). Scrutinizing application: An agenda for applied developmental

psychology. Journal of Applied Developmental Psychology, 1, 329-339.

Schonick, E. K. (1984). Are stages "fuzzy sets"? Genetic Epistemologist, 12 (4), 1-5.

Scholnick, E. K. (1986). Influences on plasticity: problems of definition. Journal of Applied Developmental Psychology, 7, 131-138.

Wing, C. S., & Scholnick, E. K. (1986). Understanding the language of reasoning: Cognitive, linguistic and developmental influences. Journal of Psycholinguistic Research, 15, 383-401.

Campbell, P., Fein, G., Scholnick, E. K., & Schwartz, S. (1987). Initial mastery of the syntax and semantics of LOGO. Journal of Educational Computing Research, 2, 357-378.

Freeland, C. F., & Scholnick, E. K. (1987). The role of causality in children's memory for stories. International Journal of Behavioral Development, 10, 71-88.

Scholnick, E. K. (1987). The language of mind: Statements about mental states.. Discourse Processes, 14, 181-192.

Hall, W. S., Scholnick, E. K., & Hughes, A. H. (1987). Contextual constraints on usage of cognitive words. Journal of Psycholinguistic Research, 16, 289-310.

Scholnick, E. K., & Wing, C. S. (1988). Knowing when you don't know: Developmental and situational considerations. Developmental Psychology, 24, 190-196.

Scholnick, E. K., Fein, G. G., & Campbell, P. F. (1990). Changing predictors of map use in way finding. Developmental Psychology, 26, 188-193.

Scholnick, E. K., & Wing, C. S. (1991). Speaking deductively: Preschoolers' use of IT in conversation and in conditional inference. Developmental Psychology, 27, 249-258.

Scholnick, E. K., & Wing, C. S. (1992). Speaking deductively: Using conversation to trace the origins of conditional thought in children. Merrill-Palmer Quarterly, 38, 1-20.

Scholnick, E. K., Hall, W. S., Wallner, K. E., & Livesey, K. (1993). The languages of affect: developmental and functional considerations. Merrill-Palmer Quarterly, 39, 311-325.

Scholnick, E. K., & Friedman, S. F. (1993). Planning in context: Developmental and situational considerations. International Journal of Behavioral Development, 17, 145-167.

Scholnick, E. K. (1994). Route metaphors. Psychological Inquiry, 5, 254-256.

Scholnick, E. K., & Wing, C. S. (1995). Logic in conversation: Comparative studies of deduction in children and adults. Cognitive Development, 10, 319-345.

Plude, D. J., Nelson, T. O., & Scholnick, E. K. (1998). Analytical research on developmental

aspects of metamemory. European Journal of Psychology of Education.J11)29-42.

Scholnick, E. K. (2001).Integration: An agenda for developmental research. Monographs of the Society for Research in Child Development. 66(4. Serial No. 267), 92-101.

Scholnick, E. K. (2004). Scientists as sages: The perils of dispensing advice in a postmodern world. Human Development. 47,103-107.

CHAPTERS

Scholnick, E. K. (1973). Developmental Psychology. In L. E. Bourne & B. Ekstrand, Psychology in Action. New York: Dryden.

Scholnick, E. K., & Osler, S. F. (1979). Cognitive development in the middle years. In J. Stone and J. Church. Child Development and Adolescence. New York: Random House.

Scholnick, E. K. (1983). Why are new trends in conceptual representation a challenge to Piaget's theory? In E. K. Scholnick (Ed.), New Trends in Conceptual Representation: Challenges to Piaget's Theory? (pp. 41-70). Hillsdale, N J.: Erlbaum.

Scholnick, E. K. (1983). Classes, collections and other connections. In E. K. Scholnick (Ed.), New Trends in Conceptual Representation: Challenges to Piaget's Theory Hillsdale, N J.: Erlbaum.

Scholnick, E. K. (1984). The implications of a semantic theory for the development of class logic. In L. S. Liben (Ed.), Piaget and the Foundations of Knowledge. (pp 79-95). Hillsdale, NJ.: Erlbaum

Friedman, S. L., Scholnick, E. K., & Cocking, R R (1987). Reflections on reflections. In S. L. Friedman, E. K. Scholnick, & R R Cocking (Eds.), Blueprints for thinking. (pp 515-534). New York: Cambridge University Press.

Scholnick, E. K., & Friedman, S. L. (1987). The planning construct in the psychological literature. In S. L. Friedman, E. K. Scholnick, & R R Cocking (Eds.), Blueprints for thinking. (pp. 3-38). New York: Cambridge University Press.

Scholnick, E. K. (1988). Why should developmental psychologists be interested in the acquisition of arithmetic? In R R Cocking & J. Mestre (Eds.), Linguistic and Cultural Influences on Learning Mathematics. (pp.73-90). Hillsdale, N J.: Erlbaum.

Fein, G., Scholnick, E. K., Campbell, P., Frank, R, & Schwartz, S. (1988). Computing space: A conceptual and developmental analysis of LOGO. In G. Forman & P. Pufall (Eds.), Constructivism in the Computer Age. (pp. 105-127). Hillsdale, NJ.: Erlbaum

Scholnick, E. K. (1990). The three faces of if. In W. F. Overton (Ed.), The Development of Thinking and Reasoning from Adolescence through Adulthood. (pp. 159-181). Hillsdale, N. J.: Erlbaum.

Scholnick, E. K. (1992). The development of world views: Towards future synthesis? In VanGeert & L. P. Mos (Eds.), Annals of Theoretical Psychology, 1988-1989: Vol. 6. New York: Plenum. (Also in H. W. Reese (Ed.) Advances in Child Development and Behavior, (vol. 22, pp 49-58). New York: Academic Press.

Scholnick, E. K., & Hall, W. S. (1992). The language of thinking: Metacognitive and conditional words. In J. Byrnes & S. Gelman (Eds.), Perspectives on Language and Thought. New York; Cambridge University Press.

Scholnick, E. K., & Cookson, K. (1994). A developmental analysis of cognitive semantics: What is the role of metaphor in the construction of knowledge and meaning? In W. F. Overton & D. Palermo (Eds.), The Nature and Ontogenesis of Meaning, (pp. 109-128), Hillsdale, N J.: Erlbaum.

Scholnick, E. K. (1994). Planning. Encyclopedia of Human Behavior, vol. 3 (pp. 525-534). New York: Academic Press.

Scholnick, E. K. (Fall, 1995). Knowing and constructing plans. SRCD Newsletter, (pp. 1, 2, 17).

Scholnick, E. K., Friedman, S. L., & Wallner-Allen, K. (1997). What do they really measure: A comparison of planning tasks. In S. L. Friedman & E. K. Scholnick

(Eds.), The Developmental Psychology of Planning: Why, How, and When Do We Plan? (pp.127-156). Mahwah, N. J.: Erlbaum.

Friedman, S. L., & Scholnick, E. K. (1997). An evolving blueprint for planning: Psychological requirements, task characteristics and sociocultural influences. In S. F. Friedman & E. K. Scholnick (Eds.), The Developmental Psychology of Planning: Why, How, and When Do We Plan? (pp.3-22). Mahwah, N. J.: Erlbaum.

Scholnick, E. K. (1998). Paying Athena: Salaries, statistics and statues. In L. Collins, J. C. Chrisler, & K. Quina (Eds.), Career strategies for women in academe: Arming Athena.(pp. 81-104) Thousand Oaks, CA: Sage.

Scholnick, E. K. 1999). Representing logic. In I. E. Sigel (Ed.), Theoretical Perspectives in the Development of Representational Thought. (Pp 113-128). Mahwah, N. J.: Erlbaum

Scholnick, E. K. (1999). Piaget's legacy: Heirs to the house that Jean built. In E. K. Scholnick, K. Nelson, S. A. Gelman, & P. H. Miller (Eds.), Conceptual Development: Piaget's legacy. Mahwah, NJ.: Erlbaum.

Scholnick, E. K. (2000). Engendering development: Metaphors of change. In P. H. Miller, & E. K. Scholnick (Eds.). Toward a feminist developmental psychology.(pp. 29-42) Florence, KY: Routledge.

Miller, P. H. & Scholnick, E. K.. (2000). Beyond gender as a variable. In P. H. Miller & E. K.

Scholnick. Toward a feminist developmental psychology (pp. 3-10) Florence, KY: Routledge.

Scholnick, E. K. & Miller, P. H. (2000). Engendering Development- developing feminism: Defining the partnership. In P. H. Miller & E. K. Scholnick (Eds.). Toward a feminist developmental psychology (pp. 231-246). Florence, KY: Routledge.

Scholnick, E. K. (2002). Language, literacy, and thought: Forming a partnership. In E. Amsel and J. P. Byrnes (Eds.). Language, literacy, and cognitive development: The development and consequences of symbolic communication (pp. 3-23) . Mahwah, NJ: Lawrence Erlbaum.

Scholnick, E. K. & Miller, P. H. (in press). Uncovering the body in conceptual development: A feminist perspective. In W. F. Overton, U. Muller, and J. Newman (Eds.) Body in mind. mind in body: Developmental perspectives on embodiment and consciousness. Mahwah, NJ: Lawrence Erlbaum