

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH DAVID B. MITCHELL

CONDUCTED BY THOMAS A. SCOTT

EDITED AND INDEXED BY THOMAS A. SCOTT

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Interview with David B. Mitchell  
Conducted, edited, and indexed by Thomas A. Scott  
Monday, 21 March 2011  
Location: CETL House, Kennesaw State University

TS: Today I'm interviewing David B. Mitchell who is a Professor and Distinguished Scholar of Gerontology in the Department of Health, Physical Education and Sports Science, although this semester he's on leave from Kennesaw as a Visiting Scientist in the School of Psychology at Georgia Tech. David is the 2010 recipient of the Distinguished Research and Creative Activity award. David, we start all the interviews with just asking people to talk a little bit about their background, where you were born and where you grew up, where you went to school and things like that. So why don't you tell us what you'd like to have on the record about your background.

DM: I was born in Ft. Worth, Texas, when my parents were in school. As a child I was very proud of being a Texan. All my family is from South Carolina, but they were just in Texas for a couple of years in school.

TS: Where were they going?

DM: They were at Southwestern Baptist Theological Seminary. Although my family is Baptist, I converted to Judaism during graduate school. I had a fantastic childhood as a missionary kid in Brasil.

TS: Did you choose Orthodox or Conservative?

DM: Orthodox. When I first started, it seemed to me like the Ph.D. of Judaism, with access to all traditions. I now know that it's the truest representation of authentic Judaism.

TS: I was wondering about that. I noticed that you had gone to a lot of Baptist schools along the way like Furman and Wake Forest.

DM: Yes, both Furman and Wake Forest both used to be Baptist affiliated. When I came to the States to go to college, I picked Furman because my parents had gone there, and it had some familiarity.

TS: So up in the cold country of Minnesota you made that choice.

DM: I loved it there. Minnesota was a great experience. Even though I grew up in Brazil in a tropical climate, I learned to ski. We're talking about cross country skiing, not downhill. I've tried downhill, but I'm not very good at it. There were many days in the winter where I could actually ski into work and to school where

I lived. I wouldn't want it now. I lived in Chicago subsequently when I was a professor at Loyola for eight years. I moved here in 2004, and I don't miss those bitter, bitter cold winters, when it is zero and the wind chill is thirty below. At the time I was younger, and I enjoyed it and really got outdoors a lot. So that was an experience I'm really glad I got to have.

TS: Dan [Daniel S.] Papp talked to my class last week and he'd just been up to Lynn [Lendley C.] Black's inauguration [as chancellor of the University of Minnesota Duluth]. I think he said it didn't get above twelve degrees or something in that range while he was up there.

DM: I know Duluth, I've been up there canoeing and skiing. It's not for everybody.

TS: No. Well, why Psychology for your undergrad major, and all the way through in Psychology. What attracted you to Psychology?

DM: I think it was certain professors that I had. I wasn't looking for Psychology. In fact, when I got to college—and I think it's not unusual—I was undecided for a long time. I tried a few different things. I majored in music for a while, and then I decided—no false modesty here—I wasn't good enough. I was in the choir and I played piano, took voice, but I just said, "I really don't have the talent to succeed in this, and besides I need a job." So I started looking around for other majors, and I thought I'd like to work with children. I am going to answer your question. The courses I took in—what was it called at the time?—children with exceptional needs was the politically correct way to say it, but children with learning disabilities, attention deficit disorders, and so special education. There are all those kinds of names. I don't know, they've probably changed by now. But in the process of trying that out, I had to take Developmental Psychology; makes sense, right? The professor I had was Dr. Elaine Nocks—I don't think her name is anywhere on my vita; it might be on one of my presentations—she really got me interested in psychology. She is now retired. She was at Furman. I thought, hmm, this was even more interesting than working with children. Just like with music, again, no false modesty, I had done some practicums, and I really felt like I didn't have the real talent to work with kids.

TS: Really?

DM: Yes. And I had job offers, I think, because I was the minority. I was the only male in a class of thirty women.

TS: What's so hard about working with kids?

DM: I think you have to have a special talent. Of course, you have to be patient, and you have to be able to take their perspective, just like we do with college students; to be a good teacher you have to take the other person's perspective. It's hard to articulate. I can tell you that my wife has it. Who was the philosopher that says

they can recognize something even if you can't articulate what it is? I forget who said that. My wife teaches college at Georgia State, but for many years she had a practice where she worked with children with autism. I've seen her do it, and she knows how to work with autism. People would come to her and say, "This child is 'untestable.'" And she could do it. I've seen teachers who have that.

TS: What's your wife's name?

DM: Deborah Garfin. She's a professor at Georgia State in Psychology. So having tried music, I just found my way into Psychology, and taking that course I really enjoyed it. So the next step was to try majoring in Psychology. Now, this was a rather daunting venture at the time because there was a legendary professor, Charles [L.] Brewer. Now, you may not have heard of him, but you ask Bill Hill or other people here.

TS: Yes, I've heard of him.

DM: There's a teaching award named for him now [Charles L. Brewer Distinguished Teaching of Psychology Award, American Psychology Association].

TS: That's right.

DM: Bill Hill [G. William IV] won it, and I think Randy [Randolph A.] Smith who used to be here won it.

TS: Yes, yes, I've interviewed both of them.

DM: Okay, I was fortunate to have him, but at the time I was very scared because he was known to be—once you get to know him he was not scary, but before there were all these stories about what a taskmaster he was. He demanded a lot, and I think that's evident in all great teachers that we know that they challenge and demand. Before taking him it was with a lot of trepidation. So I got in this course which you had to take to be a Psychology major called Research Methods and Statistics, which I teach now, by the way. To my great surprise I loved it! It just fired me up, and so Charles Brewer, after Elaine—she gets the credit for getting me interested, and then he gets the credit for really turning me on to research. We had to work with rats at the time. That was still okay. I had my own rat, and we collected data, analyzed data, wrote up papers. I discovered that I could do all those things "with panache" as Charles Brewer would say. I'm not trying to brag. I'm just saying you find your niche. It was interesting, and I had the skills.

TS: So you'd say, I guess, Brewer's qualities that you admired were he's demanding, but he's having students do a lot of hands on type research in his classes?

DM: Absolutely, even though he himself doesn't do a lot of research. He mostly is known as a teacher. He's able to inspire people to get involved in research. That was at Furman.

TS: Wow, that's great as an undergraduate.

DM: Yes, and so Dr. Elaine Nocks had a summer grant, and I was able to get some experience with her collecting data, and so that was great, instead of having to do other kinds of jobs. I had done construction in the summer which paid more, you know, but it wasn't the kind of experience I was looking for. Then the third person at Furman was a professor named Reed Hunt. He and I ended up publishing a few articles together eventually, and he actually got me into memory research, a specific area of psychology that I've developed and grown in and come to love.

TS: This is at Wake Forest now?

DM: Now, this was all still Furman.

TS: Sounds like they had a great faculty there.

DM: They really did, and they still do. If you look at Furman, I know now they're nationally known as being one of the top small colleges in the U.S. Even though they are a teaching college, their students continue to be very active in research. I mean, those professors there work their buns off, I think, because they're expected to teach at a high level and still get research done. [It is] primarily for the sake of the students. All that happened at Furman. I got good advice from Brewer in particular to go to Wake Forest for a master's before going on to a Ph.D., because I really didn't get involved in psychology until my last year.

TS: Oh, so he thinks you need the master's.

DM: I needed the master's, and frankly I didn't get into very good schools that first time around. I applied to Ph.D. programs, but it just didn't have all the background and the grades, so once I went to Wake Forest and did well, then from there I had my pick of Ph.D. programs. That was a great two-year experience for me at Wake Forest. That's why I went there.

TS: When you say you didn't get into very good schools, you mean the ones that you applied to the doctoral programs were not the top notch.

DM: Yes. I don't want to say which ones. I did get into one that was very tempting; the professor called me and offered me a stipend.

TS: You're not saying that Wake Forest was not a particularly good school?

DM: Not at all, no. At that time, you know, you wanted to hurry up and go ahead and get your Ph.D., and Charles Brewer luckily influenced me to slow down, get this master's degree first, and then from there you can go on, and he was right. It was perfect for me to spend those couple of years doing that. Then the next time around when I applied, I think I maybe applied to ten schools. Well, I did get rejected from Harvard, thank goodness, because I think if I'd been accepted there it would have been too alluring to have turned down, and then I wouldn't have met my wife.

TS: She was in the doctoral program at Minnesota?

DM: At Minnesota, yes, that's how we met.

TS: Okay. Anybody that was memorable at Wake Forest before we move on?

DM: Yes, also there was a professor named Charles Richman; he was my advisor. As I got involved in research there, the graduate students used to go to conferences, and I remember when this happened, we went to a conference in Washington, D.C. It must have been November of '77.

TS: Right, you got your degree in '78 from Wake Forest.

DM: Right. There I met some professors from the University of Minnesota that happened to be friends of Charles Richman's. He introduced me, and we're talking, and they said, "Why don't you apply to Minnesota and our program?" Little ole me? The Institute of Child Development was known as the best child development Ph.D. program in the country at the time. So I did, and luckily I did get in. Like I said, at the time it was hard because I had other options. I was accepted at the University of Colorado at Boulder, and there was a very famous professor there, William Battig. He was well known in the field of cognitive psychology, but luckily I didn't go. He passed away in 1979, only fifty years old.

TS: You were saying earlier you didn't think you could work with children that well, so how do you end up in child psychology with a Ph.D.?

DM: This is research, not teaching. It's a big difference. Yes, I still had the interest in children, and now I had developed an interest in memory, so I thought, "Here, I'll study memory development in children." At Minnesota I hooked up with a professor named Marion Perlmutter. We published some things together, and she's now at the University of Michigan, but she had an active research program with child memory development. I was able to work with her. She directed my dissertation. Now I'm working with children. Even though it's the Institute of Child Development where I got my Ph.D., she offered a seminar on aging, which is a funny thing to offer at the Institute of Child Development. But she offered that, and I thought it sounded interesting, so I took it, and I became fascinated with that. As we all know, it's very common for us as we get older to experience

some degree of memory shortcomings, difficulties, senior moments, whatever you want to call it, just within the normal range. I'm not talking about . . . .

TS: It's a nice excuse when we can't think of something.

DM: Right. I ended up doing my dissertation with older adults, and I was told it was the first one done at the Institute of Child Development, after all. I had proposed a life span study with children, young adults, and older adults. My dissertation committee said, "Why are you including the children? The interesting questions are about aging." I said, "Well, we are at the Institute of Child Development." They said, "Aw . . . ." So they actually had me drop the kids, and I just did the young adults and the old adults.

TS: Of course, children are aging also.

DM: Right, but it's a different question. Then from there I went to Duke University where I did a post doc.

TS: I saw that. In fact, you had two post docs.

DM: No, just one.

TS: You had a post doc fellow at University of Minnesota in '81-82.

DM: Pre doc, I think. Does it say post?

TS: Oh, it does say pre, sorry.

DM: Yes, Minnesota that was pre.

TS: That's before you got your degree.

DM: Right, and so because of that interest this is sort of like the story of finding my way to the Institute of Child Development. I was just going to find a job, but my advisor Marion Perlmutter says, "Maybe you should do a post doc and learn a little bit more." Because I really didn't have any formal training in aging; my Ph.D. was and still is in child psychology. I applied and got in there and spent a year at Duke University Medical Center where I got some more training specifically working with older adults. I also got experience there with Alzheimer's disease because it was at the medical center, so both of those ended up being things that I've studied since.

TS: So your doctorate was in child psychology, and it sends you in the direction of working with the elderly.

- DM: Yes, I eventually got into that, and I can trace it back to that seminar and my dissertation. I've done quite a few studies without any focus on aging, but I would say that's the primary part of my research.
- TS: What was the title of your dissertation?
- DM: I don't remember. [laughter]
- TS: It's probably in [your Vita], isn't it?
- DM: It might be in there somewhere ["Retrieval from Semantic and Episodic Memory: Individual Differences in Young and Old Adults."] It's interesting you ask that because I was at a conference a few years ago. I don't remember if this guy ever published anything, but it was an aging and memory conference right down the road at Georgia Tech. [It's] every two years, and it's called the Cognitive Aging Conference. Somebody was doing a project on memory for your dissertation, and most of us couldn't remember the exact title. I can tell you what it was about.
- TS: What was your thesis?
- DM: Stop me if I get too esoteric, but there's a theory put out by a professor named Endel Tulving at the University of Toronto. In the first version of this he differentiated between two types of memory, semantic and episodic. I would say by way of introduction that we tend to think of memory as a unitary concept, but it really has several different subsystems. Most people already know about short term versus long term memory, and that's one type of distinction, both neurally and psychologically based. This is within long term memory. Episodic memory, like it sounds, is memory for episodes; that's where the name comes from, I believe. That's what most of us think of when we think of the word *memory*. It's autobiographical; it's personal; it involves conscious recollection. Later today or tomorrow if I remember meeting Tom Scott in here in CETL, that'll be an episodic memory. Semantic memory, in contrast, is—the best synonym is probably knowledge, just things that we know—that are not tied to time and place. I know my mother's maiden name. I know the name of the first president. I can do my multiplication table. Those are some examples. And of course, there was a certain time and place that I learned that information, but most of us don't have access to that. I have no idea when my mother first told me what her maiden name was. I have a rough idea that probably sometime in first grade I had to learn the multiplication table or when I was told that George Washington was the first president, but semantic memory in general is a knowledge base of things that we know.
- TS: Some of the things that you have written about were implicit as opposed to explicit memory?



DM: Okay, now, that's a third memory system that Tulving developed later. His distinction between semantic and episodic was published in 1972, and so about ten years later, when I was working on my dissertation, that's why I used that distinction. Then my data sat because in my dissertation I didn't get the pattern of correlations among all these variables that we thought I would. My whole committee was perplexed, and so I sat on it for about five years. My dissertation wasn't published in a journal until 1989, the one that says how many memory systems evidenced from aging.

TS: Okay, so you got your dissertation, but neither you nor your committee was really satisfied with what you found?

DM: Yes, they passed me, but we looked at this pattern of correlation between all these different measures of memory, and it wasn't making sense. Then in 1985 Tulving came out with a new theory where he had this third memory system that you just mentioned—implicit memory. Implicit memory, if I can use this word, is probably the sexiest of the memory systems because it's memory for things that are not conscious. It's below consciousness. It might be unconscious or sub-conscious, but it's something that we knew about for many years before which was often called procedural memory. You never forget how to ride a bicycle. If you learn how to play piano or type . . . so for many years people thought, okay, that stuff is at a sub-conscious level, but it's motor memory, so it's not so interesting. It's riding a bike or typing. We knew those things tended to stay preserved even in amnesia, so a person who develops amnesia can still ride their bike, they can still play the piano.

TS: Right. I know if I get interrupted halfway through tying my tie, then I can't remember what I need to do.

DM: You have to start over.

TS: Right.

DM: That's a procedure. That's why it's called procedural memory, and to do the whole procedure—it's the same with me; I played piano; and if it's a piece I don't know well and someone stops me, I can't just pick up where I was. Usually, I have to wait a minute and go back to the beginning, at least to that section or something. So the late 1980s was a very exciting time for me in memory [because] people had discovered how to measure this unconscious memory system beyond just motor tasks. So they developed verbal measures that we could test implicitly. One example I'll mention is something called the word fragment completion task. It's kind of like doing a puzzle. Imagine that I present a list of words to you. That's one of the kinds of things we normally do. Sometimes we use pictures, sometimes scenes, sometimes stories, but the simplest thing is just imagine I give you a list of ten words. One of them is a word like aardvark, and sometime later, it can be ten minutes later, it can be even many

- years later, I can present to you a word fragment, sort of like a puzzle, and instead of emphasizing memory I just say, “Tom, here’s a bunch of words with some letters missing. Would you just complete them for me?”
- TS: Okay, so you say “aard” and I’m supposed to produce “aardvark.”
- DM: Exactly. That’s what I’m hoping for. But again typically when it’s an implicit task, by the way you hear me using that definition implicit, I’m not explicitly asking you to use your memory. I’m just saying, “Here, I’m going to give you a bunch of tasks.”
- TS: And I would have no idea where it ever came from that I would think “vark” goes with “aard.”
- DM: Right. It may or may not enter your consciousness. Now, if I were to give you the test right away—for example, I spoke last week to our Continuing Education [for] something called the Professional Development Gerontology Certificate—or sometimes I teach nurses—we have a nurse refresher that meets on campus—so I’m explaining it to them. I’ll give them a bunch of these words and then test them ten minutes later. They’re protesting, “I remember you showed us those words.” I say, “Well, it can work that way too.” But most of the time the way we sort of have it disguised in a whole battery of other tasks, maybe we’re giving a vocabulary test, we’re giving you an arithmetic test, and a few different things, and we also double check to see if people noticed it, but the amazing thing to me is that even when you’re unaware that these are words that you’ve encountered recently—they’re all words that you know, I’m not using any new words, but it’s words that I’m asking you, “Of all the words that you know, which words do you remember from the past hour?” People are more likely to complete that word fragment with a word that I’ve shown them recently like aardvark. I have a control list of words, obviously, and I have to have a similar number of word fragments of words that I haven’t shown them. A typical example, imagine I had ten words of each category. In the words that you’ve been exposed to, including aardvark, maybe you’ll get, say, 80 percent of those correct, and in the control list maybe you’ll only get 20 percent because you will get some by chance. I have to be able to measure that. What I then do is subtract that 80 percent minus 20 percent, and the 60 percent difference we assume is memory. It’s a measure of implicit memory. Priming is the technical term we use for it. We can do the same thing with pictures.
- TS: Priming is where you just suggest something and people think it’s accurate or true?
- DM: Well, under ideal circumstances, all they’re doing, it’s like a different version of completing a crossword puzzle: “Here are some cues. I just want you to tell me the first word that comes to mind,” and that’s really the way we try to do this. The whole point, I think, is to not emphasize memory. We don’t want people to

engage in conscious recollection when we're trying to use an implicit memory test.

END OF TAPE 1, SIDE A  
START OF TAPE 1, SIDE B

DM: There is also a picture version of the word fragment test. We call it a picture fragment. For instance, I might show you a black and white line drawing of an apple, and then later I'll show you a fragmented version of that apple. It's a perceptual challenge; it's difficult. You're looking at this picture and saying, "what is that thing?" But again, I'm not emphasizing memory. I don't say, "Do you remember what this was?" I say, "Can you just figure out what this is? It's a fragmented version of a picture." Just like with word fragments, people feel like they're guessing, and we measure priming the same way. We measure how many you get of the picture fragments that you're exposed to previously versus how many you get of a control list of fragments, and that difference is called priming, and we assume it to be a measure of memory.

TS: I would think for people in advertising this could be very, very important to them just to get the suggestion out, the company's name or whatever.

DM: Right. That's still controversial. I just wrote a chapter called "Unconscious Perception." You've probably heard of the so-called famous Coca-Cola study where they presumably flashed a suggestion subliminally during a movie, and then people bought Coke. You remember in the old days you used to have intermissions, and the claim was that they bought . . . .

TS: Oh, they went out and bought Cokes.

DM: That was the claim. That particular study was never validated or successfully replicated. However, more recent research has shown that sure enough we do process information at a subliminal or perhaps subconscious level. That's been controversial too. If it really works, should advertisers be able to do this? I think any time you expose yourself to the media, there's always something that could affect you in ways that you're not aware of.

TS: Okay, what exactly is it that Tulving came out with after your dissertation?

DM: Right, he came out with his third memory system. He already had semantic memory and episodic memory, and then he came out with his third, and he called it multiple memory systems and this idea that here was a third system that's unconscious called implicit memory.

TS: Oh, that's where it came from.

DM: That's where it came from. I was granted a sabbatical when I was as professor at SMU. I'll just put this in. I would recommend that all of our schools do this. I've talked to Bill Hill about this. Here you have to be in your seventh year, and I think you have to be tenured to get it, but at SMU it was a pre-tenure leave of absence, so I'd only been there three years.

TS: Because they're more research oriented, I guess.

DM: Maybe, but it really made the difference for me. It gave me that time off I needed. So this was an article I knew about, but it was piled up on my desk. I have this pile on my desk right now that I'm trying to get through during my sabbatical.

TS: We do it as a reward, but for somebody that's coming up for tenure and promotion where publications are going to be the make or break point, it makes perfect sense to let people do their sabbaticals before they come up.

DM: Right, so that's what made all the difference for me, I think. It gave me that time. So when I read his work a little bell went off or light went off, whatever the right expression is, and I said, "Hey, this works very well with my dissertation data." So I got it back out and framed it in that theory and got it published. I even sent it to him, and he thought it was great at the time.

TS: Tulving?

DM: Yes.

TS: So all of a sudden, what didn't make sense when you did the dissertation now is clear.

DM: Now it fit neatly. All the correlations that weren't making sense to me or my dissertation committee, once you had three memory systems to fit them into it worked out very beautifully.

TS: What was the conclusion once you got all this figured out?

DM: I'm hesitant to use the word "know"—what we think we know now—and this is the current state of affairs with regard to aging and memory—is that, I like to tell people that two out of three ain't bad. Two of our three memory systems do not decline as we get older, talking about normal, healthy aging. Alzheimer's is another topic.

TS: Two out of three don't.

DM: Do not. The one that does decline is episodic memory. That's the one that we're most aware of, and of course we notice it the most.

- TS: Episodic memory. That's interesting about why that would decline because you think short-term memory goes first, but long-term memory lasts the longest, but that is mainly episodic, isn't it, your long-term memory?
- DM: Yes. Well, I always have to make this distinction. We use short-term memory colloquially to mean much longer than we do in the scientific literature. Short-term memory is really only good for about thirty seconds. If you were to tell me a phone number, it's what I'm consciously thinking of at the moment. So, when people say, "I can't remember what I ate for breakfast this morning," I say, "That's not short-term memory. That's already long-term memory." It's more than about thirty seconds and of course, what you ate for breakfast this morning is not important to you. They say, "Well, I can remember an anniversary from thirty years ago." I say, "Well, that was an important thing. Do you remember what you had for breakfast thirty years ago?" Of course not. That would be the relevant comparison, so they're apples and oranges. Put short term memory aside.
- TS: Episodic memory does decline . . .
- DM: With normal aging.
- TS: But semantic memory . . .
- DM: Semantic memory does not and neither does implicit memory.
- TS: Semantic and implicit do not.
- DM: The example I like to give with episodic—that most of us can relate to, I think—is going grocery shopping. I don't know about you, but my wife and I typically make a list and slap it up on the refrigerator, and we get to the grocery store and of course I forgot to bring the list with me. I try to remember what was on it, and if she's home I can just call her with my cell phone, and she'll tell me what else to get. But if she's still at work so there's nobody to ask, I'm trying to remember what was on that list, and invariably of course I'm going to forget a couple of things. I got the milk and the eggs but I forgot the butter. So my analogy with that is that as we get older, if it was normal in your twenties or thirties to forget two or three things off your list, as you get older, you'll forget four or five things off your list, but it's not going to be . . . it's going to be a little bit annoying sometimes, but it's not going to affect the quality of your life. You're not going to get there and say, now, where am I or why did I come to the grocery store? Where, by the way, it is normal—people will ask me this all the time—to walk into a room and say, "What did I come in for?" That's not a sign of dementia, but that's episodic too. Anyway, those types of memories do decline as we get older, but semantic memory, which I believe also is the foundation for wisdom—if you think about it wisdom is one of the positive stereotypes we have about aging—

you look at our Supreme Court Justices, politics aside, but generally I think we would agree that the ideal Supreme Court Justice would be a wise person. They tend to be older. We don't usually have people in there in their thirties. They're going to be people in their fifties, sixties, seventies. Why would you put somebody in that kind of position unless you thought they had intelligence and wisdom, and where would wisdom come from? I think semantic memory is that accumulation of world knowledge and experience that allows you—it doesn't guarantee wisdom, I know plenty of older people who may not fit that. The older person who is wise I would argue has a good semantic memory; they're able to access facts, experiences and all kinds of knowledge that informs them and allows them to make prudent decisions.

TS: Wasn't it King Lear that the fool told him that he was old before his time because he had grown old before he grew wise?

DM: Sounds right. Then the third memory system also, implicit memory, again, just like riding a bicycle or playing piano does not decline as we get older. That seems to stay healthy and functional.

TS: So you can have some very elderly pianists and so forth.

DM: Absolutely.

TS: Yes. We're talking about people that don't have Alzheimer's here?

DM: Right, I'm talking about normal, healthy aging. That's a different issue. We know now that Alzheimer's is a disease. Many years ago, before it was discovered, people thought that was normal as you get older, and that's a very important distinction that it is normal as we get older to have some degree of memory difficulties that I say I would describe as quantitative like the grocery list. It becomes qualitative if you really get disoriented. You drive to the grocery store, and you say, "Where am I?" or you don't know how to get home. There are stories like this of people when they get Alzheimer's. That's a whole different issue than forgetting to buy the eggs.

TS: So with Alzheimer's what are they losing of these three?

DM: They lose two of the three. Of course, they lose episodic and it gets worse, but they also lose semantic memory. But their implicit memory is still preserved until one gets much farther along in the course of the disease. I'm talking about those that I've worked with—people with early stage Alzheimer's. They're far enough along to be diagnosed, but the typical difficulties they start experiencing and the family notices and then you can test them at the laboratory or in the clinic is word finding, naming pictures like the kind of pictures I use. The classic case I remember was a neurologist or neuropsychologist, I forget which, was asking this man, I'll just call him Mr. Jones. He said, "Mr. Jones, what do you call these?"

The guy said—I'm doing this long silence on purpose—he finally said, “Well, you can start your car with them.” So he knew what they were. He said, “You can unlock a door with them.” “That’s right, Mr. Jones, but what do you call them?” The man could not find the word *key*, such a simple word. Or a watch: “Well, you can tell time with this.” You know what the objects are, but the semantic memory which we take for granted—as you and I are having this conversation we’re constantly drawing on words—you quoted from Shakespeare—it’s wonderful the way our brains work when they’re working normally. We experience normal issues once in a while; you can’t remember the name of an author or an actor; that’s normal. But if you can’t remember the name of the object that you use to start your car with, that’s a bad sign. That’s usually the first thing that family will notice. Forgetting the name of—I don’t forget my wife’s name or my mother’s name. It’s normal to forget an acquaintance, it’s nothing personal, but Tom Scott, it could be later tonight or next week, I’ll be trying to tell my wife about this professor I met and I might say, “What was his name? Something: Todd? Scott?” But you wouldn’t forget your spouse’s name. That’s the kind of signs that first show up, and then they bring people into the clinic. That’s the semantic memory system that’s starting to go in people who have Alzheimer’s.

TS: Okay, so that becomes really your life work to continue that kind of scholarship?

DM: Yes, I’m still continuing in that work. My most recent work—that’s what I’m doing this semester—is investigating just how long implicit memory can last. I published an article in 2006, and I won an award for it here at Kennesaw, in which I found that people still had implicit memory after seventeen years [D.B. Mitchell, “Nonconscious Priming after 17 Years: Invulnerable Implicit Memory?” *Psychological Science* 17 (2006): 925-29.]. This was using picture fragments. These were people from my dissertation in 1982. In 1999, seventeen years later, I sent them a sheet of paper with picture fragments on it and just told them to try to identify these things. They had seen, seventeen years earlier, the complete picture. For example, they named a complete drawing of an apple, but now they’re just seeing a fragment of a picture of an apple. I’m just asking them to identify it: “Can you tell what these pictures are?” Lo and behold, seventeen years later, they could identify those picture fragments better that corresponded to pictures they had seen in the laboratory as opposed to a control group of pictures.

TS: How many of the people from your study were still around for you to find?

DM: Well, some had passed away because I had tested older people. I was able to get ahold of only the young people. I could only find twelve. So it is what we call in statistics a small N, only twelve but, the statistics were supportive. Eleven of the twelve people showed priming, and the most interesting thing I found that probably made it publishable was not only that the priming was still there, but it was as if they were amnesic. What I mean, they wrote me and said, “Dear Dr.

Mitchell, I don't remember being in your study, but I filled it out anyway. Hope it helps." And it helped a lot because they also showed priming.

TS: They could remember that but not the study that they participated in.

DM: Exactly. It makes sense that they didn't remember because these were students in Intro Psych 101. I don't know what they do here at Kennesaw, but when I was at Minnesota, Loyola, and SMU, our Intro Psych students were asked to or sometimes required, as extra credit, to participate in psychology experiments. For them it was just another experience in their freshman year. Luckily for me they didn't throw it in the garbage because I had just sent this letter out, and those people who didn't remember the experiment or me still showed priming. So even though they were not amnesic in the usual sense, they had amnesia for the event and for me, and yet their priming was identical to people who did remember me. These people wrote things like, "Oh, yes, Dr. Mitchell, I remember meeting you; I remember meeting your wife." She was actually helping me. We helped each other. She was doing her dissertation too, so she helped me with some of my participants, and I helped her with some of hers. I think that's probably what made the study publishable—not only did implicit memory last seventeen years, but even in the face of no explicit or episodic memory, they still showed priming. What I'm doing now, because like I said, I only had twelve people, I'm trying to replicate it. Now I have a group of people that were tested in 1999 when I was at Loyola, and that was the main basis for my sabbatical, which was to start this project, the second longitudinal study. Now it's only been twelve years, but I don't think I need to wait seventeen. Once you're out, probably three or four years is enough. I've been thinking it should be easier to find them than it was back then with Google and the web and everything, but actually it has still been very difficult, especially to find some of the younger women because I think they got married and changed their names. Understandably, the alumni office at Loyola—I'm not a Loyola student, I was a professor there—they've been very gracious but they're not handing out information.

TS: No, no. They don't know what kind of weirdo is out there trying to find them.

DM: We're doing all kinds of detective work to try to find people, so I hope to replicate it. To me that's important to science because I believe and I think and hope it's true, but for a phenomenon to be really established you need to replicate it because some people have cited my work already, and I remember one scientist wrote, "As Mitchell *claims* to have found priming after seventeen years . . .", so everybody was a little skeptical, including me. I believe and I hope it's really true, but I want to see it replicated.

TS: Well, when you're working with a sample of twelve it would be nice to see . . .

DM: Right. So this time we have a total of eighty-four people, but I haven't found them all. I mean, I had eighty-four people, and so far we've found about thirty of



- those, so we're still working on it. Some of them are quite up in years now. I've got two ladies who are in their nineties. On the phone they're very—"feisty" might be too strong—but they said, "I'm ready; my memory is working just fine." So anyway, that's what I'm working on now.
- TS: Good. You've moved a bunch of times in your career, so why don't we just talk about some of the places that you've been. You did the post doc 1982 to '83, and then you go from there to Southern Methodist, so you're still sticking with these Christian universities, I guess, even though they may be more so in name than in fact.
- DM: Right. I think if you were a religious Methodist, you would have been very disappointed. Nothing very religious about it. No offense, might have to edit that out.
- TS: Wasn't it Southern Methodist that their football program . . .
- DM: Yes, it was shut down. It got blackballed or whatever it's called. It was shut down while I was there.
- TS: Because of some recruiting violation and payments to players?
- DM: Yes, I don't want to be overly negative, but I wouldn't be surprised if many universities have done that sort of thing. SMU got caught.
- TS: Right. They got the death sentence.
- DM: Right, for two years or three. The faculty got no raises for awhile. The administration kept protesting, it had nothing to do with the football program, but anyway, I was there during that time.
- TS: Okay, so you were an associate professor; actually you started as an assistant.
- DM: I got tenured at SMU.
- TS: You were there thirteen years.
- DM: Total, right.
- TS: Except there's one year of visiting professor at Hebrew University.
- DM: Yes, that was a wonderful year. I had an opportunity to spend a sabbatical in Israel, so I took the whole family.
- TS: In '94 to '95.

DM: It was a great year. I have one of my children who was born there, my youngest son. My other four kids were all born in Texas like me.

TS: But one of them was born in Israel.

DM: Right, while we were on sabbatical that year. We really loved it there. When we came back to the U.S., after that I owed SMU another year. Once you take a sabbatical, I think that's true here too, by the way, not that I'm planning to go anywhere, but once you take a sabbatical, you "owe" the institution a year. During that year I was looking around. We wanted to give our children a more rigorous Jewish education than was available in Dallas at the time, so we moved them to Chicago where my wife was from.

TS: That's when you were at Lake Forest College.

DM: Yes.

TS: You're listed as a lecturer, so I assume you took whatever you could find in the Chicago area, I guess.

DM: Yes. I had tenure at SMU, but for that year my wife very bravely took on the duty of being a single parent, and I was commuting back and forth. We went ahead and moved to Chicago, but I didn't have a job there yet, and, like I say, I still owed SMU.

TS: Oh, she went to Chicago and you stayed.

DM: With the children.

TS: Where was she teaching?

DM: At the time she was a full-time parent since . . . .

TS: So you just went to Chicago because of the cultural influence?

DM: Right. We wanted our children to have a better Jewish education.

TS: Was she from Chicago?

DM: Yes. That's where she had grown up, so we had support there. Her father lives there, and she has two brothers. So that's why we elected to do that. But, professionally, I didn't have anything there yet. So I worked for one more year at SMU, going back and forth. I was home every weekend. We took money out of our savings, and after the end of that year I went and talked to my chairman in the Psych department at SMU, and I said, "I can't keep doing this." It was very scary just giving up a tenured job, but I wanted to have more time with my family, and

we had already decided we were going to stay there. So that summer, luckily, a graduate student at Loyola got a teaching job at Purdue [University], and actually the chairman of the department was somebody I knew from Minnesota. He said, “You want to teach a couple of summer courses?” I said, “Sure.” Also that summer I had met the chair of the Psych department at Lake Forest, and that’s how I got that—that was part-time.

TS: Wait a minute, you’re an associate professor at Loyola and a lecturer at Lake Forest at the same time?

DM: Right.

TS: How could you do that?

DM: Well, it probably doesn’t show that detail in there, but technically I was a visiting professor and that happened later.

TS: Oh, the first year at Loyola you were a visiting professor.

DM: The first two years actually.

TS: Oh.

DM: But I didn’t get that appointment until the end of the summer, whereas the Lake Forest thing I had gotten that spring. I was at a conference, and I met the chair, and he said, “We’re looking for somebody just to teach a course in aging.” I said, “Well, I’m going to be in Chicago, so I’ll take it.” It was not enough to live on, but . . . .

TS: Like some of our adjuncts around here, they’re trying to hold down as many jobs as they can get.

DM: Right. So that was the adjunct. I taught one course in the fall and one course in the spring, and then at the end of that summer, being religious, we call this divine providence. I was there because I was teaching those two summer courses at Loyola. The chair came in one day and said, “What are you doing next year?” I said, “I told you, I need a job.” I’d interviewed in various places around Chicago, but nobody had any openings—you know how it is in academia—and he said, “Would you be satisfied with being a visiting professor?” I said, “Great.” He said, “Well, I can’t promise, but we need people to teach courses, so let me have your CV, and I’m going to go talk to the dean.” I gave it to him, and he came back a couple hours later, and he said, “You’re not going to believe what happened. I walk in to see the dean, and before I can even open my mouth she said, ‘Fred, I was thinking, couldn’t your department use a visiting professor?’” He said, “Here!” He had it in his hand. That’s how I got my foot in the door at Loyola.

TS: My goodness; that does sound like Providence.

DM: That's what we like to believe. The good Lord was looking out for us.

TS: Catholic Jesuit University.

DM: Yes, Baptist, Methodist, Catholic, right, so here's the Jewish kid. That was for two years, and then after that the AAUP rules and stuff, you know, you can only be a visiting professor so long, and, of course, I wanted to get something more permanent. They offered me the opportunity to create this Center for Aging Studies, which I think is listed in there somewhere.

TS: Yes it is.

DM: That was scary because . . . .

TS: Founding director of Loyola University for the Center for Aging Studies.

DM: I had never done anything like that before, but when you've got that or nothing . . . . So I said, okay, I'll go for it. I met with the deans and provost and various people and put together this proposal. In those days Loyola still had some internal funding for this new center, and so they approved it. It was an initiative, and it was a quarter of a million dollars.

TS: Did it have a big endowment?

DM: I don't know if the provost had some extra funds; I don't know where it came from. But I got it, and so I started the aging center. That lasted maybe four years, but at the same time I was given an appointment in the Psychology department as an associate professor.

TS: I see.

DM: I had to be stationed somewhere, just like when I came here. I'll explain that in a minute. Although I was asked to create this position, my academic appointment was still in Psychology, so I was an associate professor of Psychology, but I was almost full time running the center. I was teaching, I forget, maybe one course a semester for the Psych department.

TS: Was the Center primarily research oriented or service oriented?

DM: It was primarily research oriented. There was no service in terms of anything like a clinic, but we did run a lot of programs. We had, once a year, an aging program that was interdisciplinary that involved the local community and churches and other schools and a film festival. That was a very different time for me. I

enjoyed it. After, I forget, maybe it was four years or something, the powers that be decided that the Center for Aging wasn't everything they wanted it to be. So I was just back full-time in Psychology.

TS: They did away with the center?

DM: Yes. Somebody stepped forward to try to take it over, to manage it, but it didn't go over. What I discovered—and I don't know if I take the blame or if it's just the way it is. I don't know if you would agree that the word interdisciplinary is still a popular buzz word in academia, but it certainly was then. Everybody I talked to—I went over to the medical school, law school, I went to Sociology, Psychology, I don't remember anybody from History or not, but a lot of different departments. Everybody said, "Oh yes, that sounds great. We need to have it." But nobody had time when it came down to it. We all have our own little thing. I have to publish in my journals, I have to teach my courses, and as enthusiastic as the response was, I couldn't get people to really commit to do that. I had one post doc who was in Nursing, and she worked with me for a while. I had a little group of graduate students. It could be that I just didn't have the right skills or whatever, but from that I think that led to my job here because I had all that experience with aging. Dean [Richard L.] Sowell here, I think, with Betty Siegel and with the WellStar Foundation got some huge grant, I forget, several million dollars, and he created all these scholars. He created four positions the year I was hired. I was one of these four scholars. I was the one in gerontology [Distinguished Scholar in Gerontology], but we also had one in women's issues, we had one in ethics—that was Lois [R.] Robley—and one . . . .

TS: And she was working with aging too, wasn't she?

DM: She specializes in end of life, so some of those people are old, but it's not necessarily aging. But we were colleagues. There were the four of us, and for various reasons they've all gone in different directions. I'm the only one left.

TS: Gloria [A.] Taylor had one, didn't she?

DM: Gloria Taylor was the [Distinguished Scholar in] African American [Health], Lois was [the Distinguished Scholar in] Ethics and Lucia Kamm-Steigelman was the women's issues scholar [Distinguished Scholar in Women's Wellness]. She's gone back into running a hospital. Lois and Gloria went back into nursing full time, and so I'm the only remaining scholar so far. That was a great opportunity.

TS: So it sounds like Loyola really prepared you for what you were going to do.

DM: I think so. You can ask the dean, but I suspect that my experience in founding and directing an aging center . . . I mean, I was asked when I came here, "Do you want to found another aging center?" I said, "No, I'm really not interested in

- doing that again.” Luckily, they really didn’t want to do that. They just wanted me to be a gerontologist and to do the kinds of things I do.
- TS: You started winning teaching awards while you were at Loyola too—in 1999, one of the three most effective teachers at Loyola.
- DM: That was a really great feeling, especially having been a student of Charles Brewer’s. As much as I love research I equally love teaching, and for many years I taught the Intro Psych class at Loyola which—I don’t know how big it is here at Kennesaw—was 120 students. It’s quite a challenge to have a big class and still connect with individuals. Apparently I finally got good at it.
- TS: How’d you do it?
- DM: I don’t know. Really, I’m serious, no false modesty, I kept working on improving my lectures, and whenever I could come up with a good demonstration that would get the students engaged—we use that word a lot, engage the students, involved learning, how do you do that with 120 people? I would tell them the first day of class, “I won’t get to know you unless you come see me. I’m not going to get to know 120 people.” I’d make close connections with maybe 10 to 12 students a semester, the ones who would come by. Not all “A” students because some of the poor students also were coming by to look over their tests, and I got to know some very well. In fact, one time I got a hug from a student who had made a D after the final. She was so happy because she was convinced she was going to fail, and I had spent a lot of hours with her. “Thank you, Dr. Mitchell, thank you! I’m so happy!” She was so happy, so it’s all relative.
- TS: It’s what their expectations are.
- DM: But anyway, I really enjoyed teaching Intro Psych, and I think that’s why I also won the award. I was also teaching upper level undergraduate courses in Developmental Psychology, my original Ph.D., and then Research Methods and Statistics. It could be that some of the nominations came from there. I don’t even remember where they came from.
- TS: Was that the way it worked at Loyola, that students nominated you for the award?
- DM: Yes, you had to be. Then they went through a committee process that was made up of faculty, and I don’t think there were any students on that part of the process.
- TS: That’s the way our Distinguished Teaching Award used to be at Kennesaw. I don’t think they do it that way any more. I liked it that way with the students having to initiate it or else you weren’t considered.
- DM: I have to say that was one of the biggest thrills was to have gotten those.

TS: But then you also got a Master Teacher Award several years later.

DM: Right, that was a slightly different process, I forget the name. Master Teacher was after you're one of the top three. There was this process where you were then designated as a master teacher, but you had to be voted in. The first thing—the most effective teacher award—that was just a voting by graduating seniors. I just got a letter from the dean one day. That was just a nice surprise. I still have that framed in my office because it's so meaningful to me. Then I don't know if it's because of that or independently [that I was nominated for the master teacher award. It's called the Sujack Award, named after the people who gave the money for it. But, anyway, for that, just like our teaching award here, you had to be nominated. Then you had to prepare a portfolio. It was a whole process there, so it was no surprise. You're just surprised if you got it. For two years in a row I made the level of being called a master teacher, but I didn't get [the Sujack Award]. I forget if it was the top three from the portfolios submitted or whatever, [but] one person got the actual Sujack Award and the other two were like the bronze and gold medalists who were named master teachers. So that's how far I got with that. That was two years in a row.

TS: One of the questions—this is a Bill Hill question that we ask everyone that gets the Distinguished Teaching Award here is how you define a master teacher. Since you got an award as a master teacher, what's your definition of a master teacher?

DM: That's a very good question. First of all, in the back of my mind, I always remember Charles Brewer. I think the mistake I made my first few years of teaching was trying to emulate him too much. Of course, I can't be Charles Brewer; I have to be David Mitchell. That just took a long time to develop my own teaching style, now still bringing with me all the things I had learned from him about challenging students and developing relationships and all those sorts of things. I think that what I probably got better at—certainly my lectures got more organized, having good examples. So the lecture part of it I think is just delivering lectures with energy, enthusiasm, and trying to get the students engaged. I quit teaching classes at eight o'clock in the morning because—I'm a morning person, but my students would say on my evaluations [in response to the question:] what was the worst thing about this class?—they were saying the time of day. I've even gotten that at 9:30. So whenever I can, I start at 11:00 because most college students—I've collected data on this—will say their ideal wake up time is sometime between 11:00 and 12:00. So it helps to have them be conscious if you're going to engage them and communicate and have a relationship. I think I got better at that, at just being able to develop a relationship with students in a balanced sort of way. What I mean by that, my first few years of teaching I think I was a little too hard in terms of no excuses, papers due today. My syllabi will still sound pretty rigid, but when somebody comes to my office, and they have what I think is a genuine story, I can be more flexible. I think I've learned better

how to be a real person with students and not just this rigid professor because I remember so much wanting to be tough, have rigid deadlines and all that.

I think my lectures got better. I had a very good colleague when I was at SMU who was definitely a master teacher, Michael Best, and later, he was also chair of our department. I used to watch him teach sometimes, and he was just amazing. The thing he did was tell stories, and so I started incorporating that. He used to give lectures on physiological psychology of the brain, and yet he would bring in true stories about people whom he knew who had had a certain brain condition or whatever. It was so important to have good, concrete examples and good stories. So I made a conscious effort over the years not just to have a good outline—of course, that's important to be organized—but to make sure your lecture has some humor and some stories and some good, concrete examples, and those take effort. I think when I first started teaching, I just thought, oh, I'll think of something; something will come to mind. Just like we were talking about aging where it gets harder to think of things—sometimes that was true. You're a teacher; you know, sometimes the chemistry is great and things are just moving along and you come up with a good example or the student will provide a good example. I don't count on that any more. It's part of my notes. I may not put it up on my PowerPoint or on the board, but I've planned sometimes some jokes or some stories that I'm going to use to make a point, not just random. On the lecture side—I don't really know what makes a true master teacher, but those are elements I think you need to have.

You need to have a relationship with the students, and you need to have an ability to make the information interesting. That is the greatest appreciation I get from my teacher evaluations, when they say Dr. Mitchell made a very dull topic interesting. Research methods and statistics most people don't find as colorful as teaching Intro Psych. Where you can get into child development or personality disorders, you've got all these really colorful stories. Here you're telling people how to design an experiment. You have to have the control group, and you have to use these statistics, so what I do in that class is we collect data on each other in the class to try to make it relevant. We don't just use some canned data. I'll have some students come in and say, "Let's collect data on each other, you know, your height, your weight, how many meals you eat per day, how many shoes do you own." We just ask all kinds of questions that everybody can answer, anonymously, of course, but then we can plug it into statistics and try to make it more lively. Some content areas are a little bit more challenging than others. I'm sure, in your discipline, some areas of history are probably more fascinating than others inherently. But you can bring life to almost anything if you have a passion for it. That's one of those words too. A master teacher has to have some passion, and he or she has to let it show.

TS: Yes. Good.



DM: Those are some of the things that I've learned. I wouldn't pretend that I really am a great master teacher. I would like to be and still think I've got plenty of room to grow.

TS: You actually got that master teacher award twice at Loyola.

DM: Two years in a row, yes.

TS: There's also a CYCLE [Community Youth Creative Learning Experience] Wiz Kids Award for Fostering Equity and Justice for Children through Research.

DM: Yes, that was a graduate student I had who ran this program. I was asked to serve on her board. She worked with low [income] kids who were very bright, but didn't have all the wherewithal. That was in the inner city of Chicago. I was on her board, and I think really she should get all the credit, but because I was on her board she gave me credit. I taught her some things in the graduate class that she took.

TS: Right. What was her name?

DM: Connie [Constance W.] Van Brunt. She's now got a position up at Johnson C. Smith in North Carolina [as Coordinator of the Smith Institute for Applied Research].

TS: It's affiliated with the Presbyterian Church (U.S.A.).

DM: I've never been up there, so I want to say Charlotte, but I'm not sure.

TS: That's right.

EM: She was an amazing person. She took the research methods that I could teach her and applied them to these children and this kind of program. So I felt honored to know her. But, anyway, I think that award was much more [hers].

TS: Who gave that award?

EM: She was the director of the program. I don't know if she and her board, how they decided it.

TS: Okay. So you won all these awards up there. Obviously, they liked you at Loyola. You have on your list "great dissertations." Was your dissertation picked as one of the great dissertations?

DM: This was, in this journal, *APS Observer*. APS is the Association for Psychological Science. That's their monthly newsletter. One year, I think it was my first year here, 2004—did I put the date on there?

TS: Yes, it's 2004.

DM: The editor decided wouldn't it be fun to have this category, Great Dissertations, and it was an arbitrary criterion that the dissertation had to have been published in a regular journal and then have at least 100 citations. Mine fit that criterion, so it got listed.

TS: It's not really the dissertation so much as the article five years later after you figured out what it all meant.

DM: In my case. Most people probably published their dissertation within a year or two of the time they did it, but it is the published version.

TS: That's quite an honor.

DM: It was a big honor, it was a big thrill. That's still my most cited article, published in 1989. Now it's been cited over 150 times, and it's still getting cited even as recently as this year.

TS: Wow. You went to Chicago because you were looking for a vibrant, religious community for your children. What on earth brought you back to Atlanta?

DM: The job here. By that time my three daughters had finished high school. I still had two left—three girls and two boys. This opportunity came up thanks to Dr. Sowell and the WellStar Foundation and all that, and so I applied.

TS: But to apply meant that you were ready to go somewhere else.

DM: We were looking. When I got the call, my wife came with me, not on the interview, but that day while I was being interviewed here at Kennesaw she took the rental car and explored Atlanta. We had heard good things about the Jewish community in Atlanta. At the end of the day she came back. She came to pick me up, and she said, "You've got to take this job!" I said, "I didn't get it yet! I just had the interview." But luckily I did get it, and she said she was just blown away by the schools here. Our boys went to a school called Torah Day School which is in Atlanta.

TS: Is that Orthodox?

DM: Yes, it's an Orthodox day school. It's got at least four hundred kids, I think; it's through eighth grade, and so our boys went there. But it was because she was just very impressed with the principal and the school and the way they did things. It was a big blessing for me that she was so willing to come here because she's from Chicago. After all, she could have wanted to stay there. But she was the one—and we love it here.

TS: Cobb County has a large Jewish population these days compared to what it used to be. There are at least four synagogues here now, I think.

DM: Yes. And where we live in Toco Hills on Lavista, right there on that street I think there are four synagogues just right there, and there are a lot more throughout the area. But we were just very . . .

TS: What's AA [Ahavath Achim Synagogue]? Is that Orthodox?

DM: That's Conservative. The one that we're members of is called Beth Jacob on Lavista. But we were so impressed with all the people here, both Jews and non-Jews. The people here were so friendly. I am a southern boy. My parents are from South Carolina, so like I said it's a blessing that my wife was willing to move from Chicago. We lived in Chicago, we lived in Minnesota . . . .

TS: Nobody would suspect by your accent that you weren't southern.

DM: I don't know what it sounds like any more. I've lived in so many different places.

TS: It comes from everywhere including Brazil, I guess.

DM: She says when I get on the phone with my mother I slip into my really strong, southern accent: "Hi mom"—that implicit memory coming to bear. But we're very happy here. She likes it. Eventually she got this job—after our first year here, she wanted to get back into work, and an opening came up at Georgia State. She just got tenure, so it's the first time we've both been tenured at the same time.

TS: Fantastic.

DM: We're just very happy here in all dimensions, professionally, personally, the community, the friendliness of all the southerners.

TS: She's not one of those folks that show up with a Chicago Cubs cap on is she when the Cubs come to Atlanta?

DM: Those are my sons. When we went to move they weren't so excited. I said, "Well, you know, Atlanta has the Braves." They said, "Dad, it's not the same as the Cubs." So they're still Cubs fans. I mean, they'll go to Braves games, but absolutely, if the Cubs are playing, there's no question who they're rooting for.

TS: A Cub fan has to be a true believer.

DM: You know about the Cub fans, right?

TS: I think it's been a hundred years now since the Cubs won the World Series.

- DM: I was so sure when the 100-year anniversary came that finally maybe the Cubs would win, but the poor Cubs just couldn't do it.
- TS: They're going to have a good team this year it looks like.
- DM: I haven't seen. I don't follow that much. I enjoy going to a ball game. In fact I've come to some games here, the Owls; we've got some great teams right here at Kennesaw. I brought my boys when they were younger, but now they're in high school.
- TS: I like to go out and see. I don't go very often, but at least you're close to the action at a game here on campus. Okay, so you're ready to move, and you saw the ad for the job and put in your application, and they jumped at it.
- DM: I don't know if they jumped, but they did invite me down.
- TS: Let's see, 2004, that's been seven years now.
- DM: It'll be seven years this summer.
- TS: You probably saw hundreds of ads; what was it that attracted you to Kennesaw?
- DM: I think we were just ready for a change and the weather, and I really didn't know until I came here. I knew a little bit from Michael [B.] Reiner [member of KSU faculty from 1991 to 1999; recipient of Distinguished Teaching Award in 1998], which was way back. I looked it up in my old snail mail, the address here used to be Marietta. So I didn't know—it was just a smidgeon. I really couldn't say, "Oh, Kennesaw."
- TS: At least you'd heard the name through Michael Reiner.
- DM: Right. But when I got here, I was very impressed with what Dean Sowell was trying to do to build up the college and the way it was growing, and so we decided to go for it. My expectations were exceeded. I remember orientation week run by Bill Hill and by Linda [M.] Noble. He told us some amazing facts. In 2004, I don't know if he said the number of faculty doubled in the past "X" years. It's just grown exponentially, I'm sure you know. Since I've been here I think when I came in 2004 [the fall enrollment was 17,961]. Now [the fall 2010 enrollment was 23,452.] It just felt exciting to be in a growth environment because both SMU and Loyola—I was there [at SMU] with the football scandal, and then Loyola went through some tough times too where we didn't get raises for a few years, and other financial issues they were having with another campus or something. It was so exciting to be somewhere where there was growth. Of course now we've had the economy slow down here, and now we've gone two or three years here without a raise, but okay, fine.

TS: This is different for you to go to a public college though.

DM: Minnesota was public, but you're right; both SMU and Loyola were private schools. The main difference I've noticed is the red tape. It seemed like it was easier at both SMU and Loyola to get things done, and there's just more forms and stuff here.

TS: Was there any Jesuit control over Loyola?

DM: I don't know how much there was. Practically, I never was aware of it.

TS: Academic freedom and all that?

DM: I never felt anything. We had one professor in the Psych department who was also a Jesuit, a very nice guy. He's since retired. But I just don't know. I was never aware of any bearings that it had. I would guess on their board of trustees they have to have a certain number of Jesuits or something, but I don't know how that's run.

TS: It didn't influence what you did in the classroom?

DM: One way or another, no more than being Methodist SMU. You probably know, many of the great colleges around our country were started by the Methodists; just SMU got the name on it. Boston College, I think, USC, Northwestern, Emory, all of those are Methodist founded.

TS: I thought Boston College was Catholic.

DM: Or maybe BU, Boston University, correct.

TS: Certainly Emory was Methodist. No bad memories from any kind of . . . .

DM: Au contraire. Everywhere I've been, I was treated greatly.

TS: Was the student body overwhelmingly Catholic at Loyola?

DM: I think about half but don't quote me.

TS: Well, a lot.

DM: They had more Catholic students than you would find in a state school, obviously, I don't remember if it was quite half but it was a big sized proportion.

TS: Were you a novelty as an Orthodox Jew?

DM: No, there were at least a couple of other professors who were also Orthodox. I had to tell them, I'm not a cardinal because they have the little red beanies [zucchetti] they wear [similar to yarmulkes or kippas worn by Orthodox Jewish men], so at the beginning of class I would say, "I'm Jewish, not a cardinal," just to make it clear (with a smile).

TS: So we had a job that looked interesting; you came here and must have liked it here.

DM: We've been very happy here. I've been happy here professionally, and it was not "a normal fit." In fact, when I got here Dean Sowell said, "I'm not sure where I'm going to put you."

TS: Well, it is interesting that you end up in Phys. Ed. [Department of Health, Physical Education and Sport Science].

DM: Right. Well, however that worked, and I don't know the history of that with Betty Siegel and WellStar, but he's the Dean of the College of Health and Human Services, and that college doesn't have a Psych department.

TS: But it did have all this money from WellStar.

DM: Yes, and he created a gerontology position. My entry into gerontology is sort of a back door because, like I said, my research in memory and aging is what got me into gerontology and then founding that center at Loyola.

TS: We often think of that as sociology instead of psychology.

DM: Well, there are plenty of people in Sociology working in aging as well, but there are a lot of us in Psychology.

TS: And then I guess as far as nursing, [L.] Annette Bairan [professor of Nursing with a Ph.D. in Sociology] was in that.

DM: Right, she was on the search committee.

TS: Was she?

DM: Yes, so I got to meet her. In fact, Carol [S.] Holtz [professor of Nursing] and I team-teach a course called Gerontological Nursing. So there were several niches like that that I could fit into, but with a Ph.D. in Psychology I didn't fit neatly into any of those three departments, Social Work and Nursing and HPS. So my first year or two here, I trust my memory on this, but I think I reported to Dean Sowell as just sort of a free floater, and he said, "We have to put you in some department so you can come up for tenure and everything." So he finally put me in HPS, and I said, "I don't know anything about PE."

TS: Did they know anything about what you're doing?

DM: Yes. Well, maybe not, but they've been very, very supportive. It's been wonderful. The course that I teach there is Research Methods and Statistics. They have a Research Methodology course, and it uses most of the same lingo that we do in psychology, and so that's worked out very well. I had to learn some new variables to talk about like instead of measuring IQ or memory or personality, they're measuring things like VO<sub>2</sub> max and exercise parameters and calipers and things, but it's really worked out well. The department treats me like I'm one of their own even though I come from Psychology. I've been here seven years almost, and I'm not in the Psych department. People always assume I'm in the Psych department. I've made some friends over there, Bill Hill and Randy Smith, Chris [Christine B.] Ziegler, Amy [M.] Buddie, [Pamela J.] Pam Marek, a few other people, but my home is in HPS, so it's kind of funny.

TS: Well, that's interdisciplinary, I suppose.

DM: There we go! After all, right!

TS: You've been here seven years. And, of course, you're away this semester. How did this come about, this visiting professorship at Georgia Tech for this year?

DM: It is a well-kept secret, but we think of Georgia Tech probably just as an engineering school, and, of course, it excels in those kind of areas, but the Psych—well, it's called the School of Psychology—but the Psych department happens to have some of the best people in the world, in my opinion, doing research in memory and aging. They have a very strong program there. In fact, for the past twenty years they have organized this thing called the Cognitive Aging Conference. It meets every other year, and it's what I used to come to Atlanta for from Texas and Chicago. I've known many of these faculty professionally for many years. When I was looking around last fall when I found out I was eligible to apply for the sabbatical, am I going to just stay here? I didn't really want to go traveling since my wife couldn't leave her work at Georgia State. So I started looking around, and I asked some of the professors at Georgia Tech what the availability would be, and they welcomed me with open arms. They said, "Absolutely, why don't you come be a visiting professor here?" It's been perfect for me. They gave me an office, and, best of all, they have a weekly seminar that I go to. So it's fun, kind of like a kid in a candy store. I'm back in graduate school and catching up and hearing new things. They have probably half a dozen faculty that are in my area, so I have colleagues to talk to and probably a couple dozen graduate students or post docs doing work, a lot of high level research going on there, and I get to benefit from the stimulation.

TS: So lots of stuff to bring back here to the classroom.

DM: Right. And we'll see, hopefully, some potential will come for further publications or grants or something. I'm not holding my breath for that, but it's very stimulating, and they've been very gracious. Even though I'm very happy here, the truth is I don't have any real colleagues vis-à-vis my research interests. That's true for most of us, I guess. You go to conferences to [meet them]. I mean, how many people are there in history in your particular area of specialization, so right now, like I said, it's like being back in grad school and a kid in a candy store.

TS: We've already talked about some of your professional interests, but there are a few that we haven't covered. One thing that we haven't talked about is your work with physical and psychological benefits of forgiveness, which sounds like bringing some religion into play.

DM: Yes, it's really got nothing to do with my religion, although forgiveness is a big part of being Jewish. There's a prayer we say every night where you try to forgive people who have done you wrong. Then the hope is that just as you've been judging people favorably, so that God should judge you favorably too for any of your own transgressions. But the way I got involved in that was at Loyola I had a student, Catherine Romero [Barber], and she had done her dissertation on forgiveness. I was on her committee. She's now a professor in [Houston,] Texas at [the University of] St. Thomas; it's a smaller college [3,520 graduate and undergraduate students in fall 2010 (54 percent graduate students)]. Anyway, I got to direct her dissertation. She was with a different advisor and had gotten interested—she was a clinical psychologist in training—in the role of forgiveness and how the health benefits of it and psychological benefits are I guess obvious. When you don't forgive somebody, it hurts you a lot more than it hurts them because you're carrying around this grudge, as you can imagine. Now studies have shown that it has physiological—it can affect your blood pressure and other things. So the technique she used was keeping a journal. She had people write about difficulties they were having in being able to forgive someone. Like I said, it was fortuitous that I was on her dissertation committee. Then she decided to expand into looking at older people, and that's where I came in. I had a group of volunteers through my aging center.

TS: People who were carrying a grudge for forty years and that kind of thing?

DM: Whatever, right. That's how we connected because she had started just looking at forgiveness issues in young adults and wanted to expand and found it much richer looking, like you said, at some of the older people who had been carrying these grudges a long time. They typically had more serious issues, usually involving infidelity or issues at a job, not getting a job or being passed over for promotion, or serious issues with other family members. So it was a much richer sort of experience and database to work with. She and I published one part of her dissertation together [C. Romero & D.B. Mitchell, "Forgiveness of Interpersonal Offenses in Younger and Older Roman Catholic Women," *Journal of Adult Development* 15, no. 2 (June 2008): 55-61]. Then since I came here—and this is



interdisciplinary too—we hooked up with a nursing professor, Laura [P.] Kimble, who used to be at Georgia State, and now she's at Mercer [University—Georgia Baptist College of Nursing]. We wrote a grant and revised it, and it still hasn't been funded. That work is on hold right now. I'm not sure if I'm going to try to pursue it or not. Like I said, we were able to publish one thing, and even though we've gotten a lot of good feedback, we never quite made the good enough score to get funded. These were all federal agencies we're trying to get funding from, so that's just still sitting there. As you can tell, it's not my main focus of research; it was sort of a side area.

TS: That kind of fits in with memory.

DM: Absolutely. Right. If you can't get this out of your mind or if it's bugging you—if you can just forget about somebody, maybe that's just as good as forgiving them, but that's a separate issue.

TS: You may be aware that history and memory—there's kind of a cottage industry in the field of history nowadays of looking not so much at what happened, but the way people remembered what happened.

DM: Very interesting. Put a spin on it of your own. It might even be conscious.

TS: I think the first studies I was aware of in this field were about memorials to the Civil War. What were people saying around the year 1900 when they put up these memorials, what did they want to remember about the War. This was about the time when Union and Confederate soldiers were suddenly getting fewer in number, and they're actually having joint reunions where they get together and remember the Battle of Gettysburg or whatever all the way up through the seventy-fifth anniversary of those battles. Particularly as they got near the fiftieth anniversary they were gathering together and telling their war stories together—people who had been trying to kill each other fifty years ago. I guess they had forgiven by that time.

DM: Hope so.

TS: But still their memories would be very selective in lots of ways. The way the North and South came together was basically forget about the Blacks and how they fit into the story. At any rate, there are just a tremendous number of dissertations that have come out in recent years about memory of such and such. It sounds like the kind of research you're doing though could really inform some of the scholars.

DM: That would be an interesting area to get into.

TS: So you've done that and we've talked a little bit about your work with Alzheimer's. I guess one of your professional interests that maybe we didn't talk about that much is evidence of the preserved self in Alzheimer's.

DM: Oh, that was another graduate student whom I was privileged to have—students make such a difference in your life, in my experience. This was Sam Fazio. He came to me when I was at Loyola, and he had this idea that related to what you were just saying with history, that so much of yourself is tied up as a function of our memory, you know, who are you? How much of it are we conscious of?

TS: Yes, and you start telling stories.

DM: Right. With Alzheimer's frequently people talk about the loss of self. That's one of the ways it's characterized. While that may be true, he had worked a lot with patients directly and felt it was overemphasized. He said, "The person is still there. Just because they have difficulty remembering certain things—their spouses' name—they're still a self; there's still a person there."

END OF TAPE 2, SIDE A  
START OF TAPE 2, SIDE B

TS: You were saying there is still a person there.

DM: Right, I think that meant a lot to Sam because he felt that a lot of the books and literature out there were just saying it's so sad, the person is all gone. If you've ever met somebody with Alzheimer's, it could feel that way, but he wanted to say that as a result of that we weren't treating the individuals with enough respect, like we took away, robbed them of their personhood and treated them like they were—this is just an expression—like they were a vegetable or something. Rightly so, he thought that was terrible. He wasn't satisfied with the message. He asked, "Can we collect some data that would support this notion?" So his dissertation focused on that. We published one article about that, showing evidence that with these implicit measures based on conversations with them that there was evidence, not just a belief [S. Fazio & D.B. Mitchell, "Persistence of Self in Individuals with Alzheimer's Disease: Evidence from Language and Visual Recognition," *Dementia: The International Journal of Social Research and Practice* 8, no. 1 (February 2009): 39-59.]. Of course, religiously or philosophically you could "believe" or "know" that the person is still there—a spouse or a parent, "I know that they're still in there," but we actually had some data to support that using implicit measures based on similar—not the same thing—but similar to my implicit memory work. That's how we came together with that.

TS: Yes.

- DM: I would say these two people—I've had some very good students. I had another one who we did work with children with ADHD [Attention Deficit Hyperactivity Disorder] also. I've been blessed with these terrific students who have helped me get into areas—and Connie Van Brunt too—that in my own research by myself would have never taken me into. So I got to do some work with children with ADHD; I got to do these Alzheimer patients focusing on their “self”; people who benefited from expressing forgiveness. I think all of these have such a greater potential at least for greater impact on quality of life for people than my own research, which is mostly just descriptive. I guess I can tell some good news about two out of three ain't bad, two out of three memory systems are going to be preserved if you stay healthy, but I felt like these students really helped me do work that was more touching at the human level.
- TS: I saw something on your vita where it looked like you were doing something about exercise and memory as well, weren't you?
- DM: That's a new project that hasn't really gotten off the ground yet. There's a young professor named Tiffany, she used to be Collinsworth, and now she's married, and it's Esmat. In fact, I just sent her an e-mail this morning. She runs our SPARKS program. I don't know if you've heard of SPARKS, it's Seniors Participating in Activities Related to Health at Kennesaw State. It took me a couple of years to learn that acronym. It's run on Friday mornings. It's an exercise program that benefits our students as they get to assess and prescribe exercise for older adults. The benefit to the older adults is they get to be involved in a program.
- TS: Oh, I think Dave [David L.] Morgan's in that if I'm not mistaken. I run into him over in the Employee Fitness Center, and he comes from some program on Friday mornings.
- DM: They send an e-mail I think once a semester encouraging people, including faculty and staff to participate. I think it's a great program, but she wants to actually collect data—I mean, it is a program just to benefit people—but to show that—and there is a lot of research showing this already—that a good way to maintain a healthy brain—it makes sense, no surprise—is to engage in a healthy lifestyle, including exercise. We're just hoping to team up and do some collaborative work to further knowledge in that field.
- TS: You won the Distinguished Research and Creative Activity Award in 2010, but you also in 2007 received a Foundation Prize for Publication (Flame Award), didn't you?
- DM: Yes. That was for that article, the seventeen-year memory article. That was specifically for one publication. That was the first award I got here, and that was quite a thrill.

TS: Right. And that's one you don't have to be here five years to get the award. The Distinguished Research Award this last year, what do you think you had done, since it's not for just one particular publication, it's more of a body of work over a career, I guess, why don't you talk a little bit about that award and how that came about.

DM: I think a lot of credit has to go to my chair, Mitchell [A.] Collins. He wrote a very strong letter.

TS: He's won the Scholarship [2003] and Distinguished Professor Award [2005].

DM: Yes, so I think a good supportive letter makes a lot of difference. He is very supportive. I think he told the truth. I don't think he exaggerated anything. But I think he emphasized that my research for the past twenty-five years has been very programmatic. I was fortunate; things just came together. I think being exposed to that memory theory that I mentioned by Tulving gave me a good structure to organize my research in memory and especially memory in aging and Alzheimer's. So over the long term, I think, those themes have made my research programmatic, and I think people find that to be laudable.

TS: When you say programmatic, what do you mean exactly?

DM: It's driven by theory and that it wasn't just random studies. I've got some of those. I've got a study I did in imagery a few years ago or a different study with preschool children with spatial development, which seemed kind of random. But the main focus of my research on memory, in particular, implicit memory and how it changes or doesn't change as we get older and even the extensions into Alzheimer's and with the self—there were threads there; there was a theme there that made it worthy of this award. It wasn't just bean counting, if I'd published enough—"Oh, now you've published thirty publications, so now you've done enough" or "You've got "X" number of dollars in grants." But it was—I hope—the quality. Also my work has been cited pretty frequently, and the fact, again, back to programmatic, that there was a theme that unified the various studies I've done.

TS: Let me ask you this, at least leading into a wrap up question. You've been here seven years now, and you have a unique perspective, I think, in that you've been so many different places and different kinds of institutions from Furman through Wake Forest through Minnesota through Southern Methodist through Loyola and you've had a non-teaching research sabbatical this year at Georgia Tech. In light of the diverse experiences that you've had at different types of institutions, and I guess Lake Forest College as well could fit into all of this, how would you describe the intellectual life at Kennesaw State?

DM: I think it compares very well to any national level because I think most people would agree that a school like the University of Minnesota certainly would be a

nationally recognized school. I don't know if Loyola's quite up there or SMU, but I, in coming here, found no dearth of intellectual stimulation. Now specifically, I don't have a colleague at Kennesaw who does implicit memory in aging, but all you have to do every day is look at the e-mails that come out and all the opportunities here. Every day there's a number of opportunities for intellectual stimulation of the highest caliber, I think. I don't get to go to everything, but the things I have been to, I have been very impressed.

TS: You can't possibly go to everything.

DM: Right, you can't. That was true at Minnesota and that's true at Georgia Tech, et cetera. So your question was about . . . ?

TS: Well, the intellectual life on campus, how do we compare?

DM: The life of the mind? I don't see any real difference at that level. I would say, you didn't ask me this, but people have asked me, what about the students, state school, I'm sure we have a much broader range. Say, Georgia Tech, is more selective than Kennesaw. That's no surprise to anybody. So over there for sure, especially my graduate students, but that's true anywhere, very high level. They are certainly at a caliber, the students and the people working there, I don't know if it's a Tier 1 or that classification system, but it's definitely high quality. But my experience here, this was true at SMU, this was true at Loyola, Minnesota, individual students are as high as anywhere. Maybe the average is lower. Maybe we have students at the bottom who have lower qualifications.

TS: That you might not ever see them, they might not ever get to your classes anyway.

DM: Oh, yes. And when I taught Intro Psych, I saw a lot, especially at SMU, a lot of football players. I love football. It's a great sport. But I think our system is unfair to many of them that they're brought into the school because they can play football well, regardless of their academic abilities. I think it's unfortunate. This is sort of a side editorial, but I think there are students who have a very difficult time. It's not their fault. It's the whole culture we have saying that, "Okay, we like you for your athletic abilities, but we're going to ask you to try to be a student too." I think in some instances it's not a reasonable expectation. I don't want to get off into political issues like that, but not to pick on football, I have plenty of low end students academically who I'm sure have other skills. In our whole culture not everybody should go to college. That's sort of blasphemous for me to say that, but I think plenty of people can be very successful, and it's been shown, without going to college. They can be successful in many endeavors that don't require the intellectual life of academia. They can be excellent plumbers, hair stylists, mechanics, you name it, but given that we're here, back to your question, here meaning in academia in general then specifically at Kennesaw, I can't say that I've noticed any lower or different level of intellectual life here than at the other institutions I've been at. I'm sure if you want to do something like count

the number of grants or publications, Georgia Tech's got more than we do, Minnesota's going to have more, but on the qualitative level, my personal experience in talking to people like you and other professors and again, just all the cultural activities we have—I've been to concerts, I think our [School of] Music is great. I've been to quite a few concerts, and I know they also have members come from the Atlanta Symphony Orchestra. I mean, what's missing? Do we have a Luciano Pavarotti or somebody like that here? Okay, maybe we don't, but we have high quality in all the areas that I'm familiar with, and I don't think Kennesaw needs my opinion on that, but since you asked me, I think it's very high level.

TS: We get different perspectives from people that have been here a long time and people that have been here a short time. You've been relatively recent in seven years, I guess, but the old timers can see the change in campus culture from a focus almost exclusively on teaching to greater emphasis on scholarship. Some like it, and some don't.

DM: I understand that. I'm sure it's difficult for some people to live through that transition. Personally, I just think it's important to value all the things. I've put that into my tenure statement—Ernest Boyer, the three areas.

TS: Scholarship, research and teaching.

DM: Right. You're familiar with that. I was introduced to that piece by none other than Charles Brewer, and so I cite it sometimes now in my own work because I really hope to excel in all of those areas.

TS: Well, Betty [L.] Siegel really introduced the Boyer model at Kennesaw [Ernest L. Boyer (1928-95), Chancellor of the State University of New York and later President of the Carnegie Foundation for the Advancement of Teaching and author of *Scholarship Reconsidered: Priorities of the Professoriate* (1990).

DM: Really? I didn't realize she had done that. So maybe that was fortuitous that I cited that when I got tenure here, but I believe it. I think that ideally we should strive to excel in all those areas. I don't want to publish at the expense of not being a good teacher. Not everybody can do all of those. Just like I was saying about students, not everybody is meant to be a college student, and not all professors can do all things. But for those of us who can—and I feel like I'm fairly strong in both research and teaching, probably not so strong in service—I really think that we need, if anybody wants to listen to this, a multi-faceted approach to appreciate the different qualities that different professors bring and not just to say everybody has to publish a lot. Certainly we have to teach well. Unless you have somebody at a high level research institution where they're just doing research full time, in a normal university atmosphere you have to be able to communicate your knowledge both to other professionals and to students. Again,

it's hard to pull off, but, ideally, I think, we should have an environment where we can take advantage of people's strengths with balance.

TS: It's interesting to hear that because I think you've articulated very well what were the spirit and the culture of the Betty Siegel years. We're five years down the road from Betty Siegel now, but you're still seeing that as the essence of who we are, I guess.

DM: That's what I would like. I've been at institutions where I've seen this change. It was happening at SMU when I was there too. Loyola was already pretty much in that mode. I think a lot of schools, of course, want to be more nationally visible, and, of course, everybody wants the best in all areas, but I think it sometimes almost seems too easy just to focus on things that are easier to count, publications and grants. It is more of a challenge, I think, to evaluate good teaching. We're constantly working on that, but I think it's so important, and I don't want to see in the midst of its growth Kennesaw to discard that. I think that's such an important tradition we have here. If we can keep a balance across the board in some way—not every professor can do everything, but I know in the HPS department we have these different tracks. I don't know what other departments do where you can focus [your] energy on research instead of doing teaching and service or the balanced track they call it.

TS: That was a Tim [Timothy S.] Mescon model in the Coles College of Business, and Health and Human Services certainly adopted that track method.

DM: I think that's healthy, and I think we need that as an institution. I think we need it for our students, and I think it's realistic. I think it's unrealistic to expect every professor to be stellar in the area of publications.

TS: But you're scholarship track definitely, I guess.

DM: Yes. I was hired that way, and thank goodness so far I'm able to keep it up.

TS: We often ask people what keeps them at Kennesaw. I hope you're going to stay here awhile.

DM: I hope so. I don't have any plans to move. I'm very happy here.

TS: It sounds like from what you're saying . . . .

DM: I'm finishing seven; let's see, I guess my record is still thirteen years at SMU because I've moved around, but really it's only my third job.

TS: SMU, Loyola, and here.

DM: That was thirteen, eight and now seven, so in one more year I'll be even with Loyola, and I hope to be here for quite a few years, God willing. I'm completely happy here. Not everything is perfect, but I think it's a great institution. I even enjoy my drive. I live in Toco Hills in Atlanta, and I'm going against traffic on 75, so that part is pleasant. We have a beautiful campus and great people, faculty and students and administrators. So, yes, I plan to stay, and I'm not looking to move.

TS: I think I'm about out of questions unless there's anything you'd like to add.

DM: No, I appreciate it. It was nice talking with you. I appreciate it.

TS: It's been great talking to you too. Thanks.

END OF INTERVIEW



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