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Educational Background

BA (1977-Psychology), MA (1978-Psychology), MS (1980-Education), and EdD (1981-Gifted), Johns Hopkins University

Dissertation

Development of Mathematical Talent

Academic Background

Dean, Peabody College of Education and Human Development, 7/98-present

Professor, Department of Psychology and Human Development, Vanderbilt University, 7/98-present

Interim Dean, College of Education, Iowa State University, 7/96-6/98

Chair, Department of Psychology, Iowa State University, 7/92-6/98

Distinguished Professor, Department of Psychology, Iowa State University, 7/95-6/98

Professor, Department of Psychology, Iowa State University, 8/90-6/95

Associate Professor, Department of Psychology, Iowa State University, 7/85-8/90

Assistant Professor, Department of Sociology (part-time), Johns Hopkins University, 7/83-4/86

Associate Research Scientist, Department of Psychology, Johns Hopkins University, 5/81-4/86

Administrative Positions (Not Listed Above)

Director, Iowa Talent Search Program, Iowa State University, 8/89-6/98

Director, Office of Precollegiate Programs for Talented and Gifted, Iowa State University, 9/87-6/98

Director, CY-TAG (Challenges for Youth - Talented and Gifted), Iowa State University, 9/86-6/98

Co-Director, Iowa Governor's Institute for the Gifted and Talented, Iowa State University, 10/89-91

Co-Director, Study of Mathematically Precocious Youth (SMPY), 7/91-present

Director, Study of Mathematically Precocious Youth (SMPY), Iowa State University, 5/86-6/91

Co-Director of Study of Mathematically Precocious Youth (SMPY), Johns Hopkins University, 7/85-4/86

Associate Director, Study of Mathematically Precocious Youth (SMPY), Johns Hopkins University, 5/81-7/85

Assistant Director, Study of Mathematically Precocious Youth, Johns Hopkins University, 6/79-6/81

Books

- Benbow, C. P., & Lubinski, D. (Eds.). (1996). *Intellectual talent: Psychometric and social issues*. Baltimore, MD: Johns Hopkins University Press.
- Benbow, C. P., & Stanley, J. C. (Eds.). (1983). *Academic precocity: Aspects of its development*. Baltimore, MD: Johns Hopkins University Press.

Publications (Refereed)

- Lubinski, D., Benbow, C. P., McCabe, K. O., & Bernstein, B. O. (under review). Top STEM doctoral students at age 50: Roads taken by exceptional women and men to compose meaningful lives.
- Kell, H. J., McCabe, K. O., Lubinski, D., & Benbow, C. P. (under review). Wrecked by success? Not to worry.
- Bernstein, B. O., Lubinski, D., & Benbow, C. P. (in press). Academic acceleration in gifted youth and fruitless concerns regarding psychological well-being: A 35-year longitudinal study. *Journal of Educational Psychology*.
- Lubinski, D., & Benbow, C. P. (2021). Intellectual precocity: What have we learned since Terman? *Gifted Child Quarterly*, 65, 3-28.
- McCabe, K. O., Lubinski, D., & Benbow, C. P. (2020). Who shines most among the brightest?: A 25-year longitudinal study of elite STEM graduate students. *Journal of Personality and Social Psychology*, 119, 390-416.
- Bernstein, B. O., Lubinski, D., & Benbow, C. P. (2019). Psychological constellations assessed at age 13 predict distinct forms of eminence 35 years later. *Psychological Science*, 30, 444-454.
- Makel, M. C., Kell, H. J., Lubinski, D., Putallaz, M., & Benbow, C. P. (2016). When lightning strikes twice: Profoundly gifted, profoundly accomplished. *Psychological Science*, 27, 1004-1018.
- Lubinski, D., Benbow, C. P., & Kell, H. J. (2014). Life paths and accomplishments of mathematically precocious males and females four decades later. *Psychological Science*, 25, 2217-2232.
- Kell, H. J., Lubinski, D., Benbow, C. P., & Steiger, J. H. (2013). Creativity and technical innovation: Spatial ability's unique role. *Psychological Science*, 24, 1831-1836.
- Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychological Science*, 24, 648-659.
- Park, G., Lubinski, D., & Benbow, C. P. (2013). When less is more: Effects of grade skipping on adult STEM accomplishments among mathematically precocious youth. *Journal of Educational Psychology*, 105, 176-198.
- Ferriman-Robertson, K., Smeets, S., Lubinski, D., & Benbow, C. P. (2010). Beyond the threshold hypothesis: Even among the gifted and top math/science graduate students, cognitive abilities, vocational interests, and lifestyle preferences matter for career choice, performance, and persistence. *Current Directions in Psychological Science*, 19, 346-351.
- Wai, J., Lubinski, D., Benbow, C. P., & Steiger, J. H. (2010). Accomplishment in science, technology, engineering, and mathematics (STEM) and its relation to STEM educational dose: A 25-year longitudinal study. *Journal of Educational Psychology*, 102, 860-871.
- Ferriman, K., Lubinski, D., & Benbow, C. P. (2009). Work preferences, life values, and personal views of top math/science graduate students and the profoundly gifted: Developmental changes and sex differences during emerging adulthood and parenthood. *Journal of Personality and Social Psychology*, 97, 517-532.

- Wai, J., Lubinski, D., & Benbow, C. P. (2009). Spatial ability for STEM domains: Aligning over fifty years of cumulative psychological knowledge solidifies its importance. *Journal of Educational Psychology, 101*, 817-835.
- Park, G., Lubinski, D., & Benbow, C. P. (2008). Ability differences among people who have commensurate degrees matter for scientific creativity. *Psychological Science, 19*, 957-961.
- Halpern, D. F., Benbow, C. P., Geary, D. C., Gur, R., Hyde, J. S., & Gernsbacher, M. A. (2007). The science of sex differences in science and mathematics. *Psychological Science in the Public Interest, 8*, 1-51.
- Park, G., Lubinski, D., & Benbow, C. P. (2007). Contrasting intellectual patterns for creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. *Psychological Science, 18*, 948-952.
- Webb, R. M., Lubinski, D., & Benbow, C. P. (2007). Spatial ability: A neglected dimension in talent searches for intellectually precocious youth. *Journal of Educational Psychology, 99*, 397-420.
- Lubinski, D., & Benbow, C. P. (2006). Study of Mathematically Precocious Youth after 35 years: Uncovering antecedents for the development of math-science expertise. *Perspectives on Psychological Science, 1*, 316-345.
- Benbow, C. P., & Lubinski, D. (2006). Julian C. Stanley, Jr. (1918-2005). *American Psychologist, 61*, 251-252.
- Lubinski, D., Benbow, C. P., Webb, R. M., & Bleske-Rechek, A. (2006). Tracking exceptional human capital over two decades. *Psychological Science, 17*, 194-199.
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- Webb, R. M., Lubinski, D., & Benbow, C. P. (2002). Mathematically facile adolescents with math/science aspirations: New perspectives on their educational and vocational development. *Journal of Educational Psychology, 94*, 785-794.
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- Benbow, C. P. (1988). Sex differences in mathematical reasoning ability among the intellectually talented: Their characterization, consequences, and possible explanations. *Behavioral and Brain Sciences, 11*, 169-183, 225-232.
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- Raymond, C. L., & Benbow, C. P. (1986). Gender differences in mathematics: A function of parental support and student sex-typing? *Developmental Psychology, 22*, 808-819.
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- Benbow, C. P., & Stanley, J. C. (1982). Consequences in high school and college of sex differences in mathematical reasoning ability: A longitudinal perspective. *American Educational Research Journal, 19*, 598-622.
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Publications (Other)

- Park, G., Lubinski, D., & Benbow, C. P. (2010). Recognizing spatial intelligence: Our schools, and our society, must do more to recognize spatial reasoning, a key kind of intelligence. *Scientific American: Minds Matter*. <http://www.scientificamerican.com/article.cfm?id=recognizing-spatial-intel>
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- Benbow, C. P. (1985). Reporting on the impact of media reports: An accurate reflection [Letter to the editor]. *Educational Researcher, 14*, 30.
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Chapters

- Wai, J., & Benbow, C. P. (in press). Educational interventions on behalf of the gifted: Do they have lasting links with development? In J. Van Tassel-Baska (Ed.), *Talent development in gifted education: Theory, research, and practice*. New York, NY: Routledge.
- Stambaugh, T., & Benbow, C. P. (2010). Philosophy and policies to guide middle school mathematics instruction: Issues of identification, acceleration, and grouping. In M. Saul, S. Assouline, and L. Sheffield (Eds.), *The Peak in the Middle* (pp. 1-28). Reston, VA: National Council of Teachers of Mathematics.
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Grants

My research program has been continuously funded since 1981 through grants from the National Science Foundation, Department of Education, Spencer Foundation, Atlantic Philanthropic Service, and the Templeton Foundation, among others.

Courses Taught

- Creativity and Genius (Undergraduate)
- Developmental Psychology (Undergraduate, enrollment=650 per semester)
- Psychological Characteristics of Giftedness (Undergraduate & Graduate)
- Seminar on Intellectual Talent (Graduate)
- Sex Differences (Undergraduate)
- Theories of Intelligence (Graduate)

Professional Service Committees and Boards

- Oak Ridge Institute for Science and Education (ORISE) Distinguished Scientists Advisory Board, 2016-Present
- Learning Care Group, Board of Directors, 2016-Present
- Research Advisory Board, National Center for Giftedness, University of Connecticut 2015-Present
- Emirates College for Advanced Education, International Advisory Board, 2015- Present

CAEP (Council for the Accreditation of Educator Preparation)

Committee on Standards and Performance Reporting, Chair, 2012-2013

Fisk University, Board of Trustees, 2011-2014

Mayor's Task Force on High School Dropouts (Nashville), 2008

National Science Board, 2006-2012

American Educational Research Association, Fellow Committee, 2007-2011

Math/Science Teacher Imperatives, National Association of State Universities and Land-Grant Colleges, 2006-2008

American Psychological Foundation Board, 2001-

National Math Panel, Vice-Chair, 2006-2008

NCATE Task Force on Specialty Program Accreditation, 2003-2004

Executive Committee, Association of Colleges & Schools of Education in State Universities, Land Grant Colleges, and Affiliated Private Universities (ACSESULGC/APU), 2002-2007
Chair of Evidence Based Practice Subcommittee

OIA, American Educational Research Association (AERA) Board Member, 2002-2004

Publications Committee, Division 15 of APA, 2001-2004

National Research Council Panel on Advanced Study in Math and Science, 1999-2002

American Psychological Association's Presidential Task Force on Prevention-Chair of Sub-Committee on Nurturing High Talent, 1997-1999

American Psychological Association's Committee on Accreditation-Representing the Council of Graduate Departments of Psychology, 1996-1999

Iowa Academy of Education, Vice-President & President-elect, 1996-98

Annual Convention Program Planning Committee, American Educational Research Association, 1994-95

Research Science Institute Selection Committee, 1993

Publications Committee, National Association of Gifted Children, 1990-93

NSF Review Panel for the Early Scholars Program, 1990-92

Honors

World Council for Gifted and Talented Children: International Award for Research, 2019

International Society for Intelligence Research: *Lifetime Achievement Award: For Outstanding Contributions to the Field of Intelligence*, 2018

American Association for College Teachers Education, David Imig Award, 2010

National Association for Gifted Children (NAGC), President's Award, 2009

Inaugural Fellow, AERA, 2009

APA George A. Miller Award - Division 1 (Outstanding Article in General Psychology), 2009

Fellow, AERA

Distinguished Alumna Award, Johns Hopkins University, 2008

Mensa Education Research Foundation (MERF) Lifetime Achievement Award, 2004
Fellow, APA Divisions 3 and 15
Fellow, Association for Psychological Science
APA George A. Miller Award - Division 1 (Outstanding Article in General Psychology), 1999
Phi Kappa Phi, 1997
Iowa Academy of Education - Charter Member, 1996
American Association of University Women Distinguished Scholar Award, 1996
Distinguished Professor, 1995
Distinguished Scholar Award, National Association for Gifted Children, 1992
Who's Who in America, 1991
Society of Scholars, The Johns Hopkins University, 1991
Best Research Paper on Gifted--National Association of Gifted Children, 1987
Early Scholar Award of the National Association of Gifted Children, 1985
Mensa Award for Research Excellence, 1985, 1986, 1989, 1992, 1994, 1995, 1997, 2002, 2003, 2008, 2011, 2012, 2013, 2016
Spencer Fellow, alternate, 1984, 1985, 1986
American Educational Research Association, Division E, Research Award in Human Development, 1983
Doctorate with Distinction, The Johns Hopkins University, 1981
John Curtis Gowan Graduate Student Research Prize of the National Association for Gifted Children, November 1980, 1981
Phi Beta Kappa, The Johns Hopkins University, 1977
BA with Honors, The Johns Hopkins University, 1977