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March 2019

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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)

- McCabe, K. O., Lubinski, D., & Benbow, C. P. (in press). Who shines most among the brightest?: A 25-year longitudinal study of elite STEM graduate students. *Journal of Personality and Social Psychology*.
- 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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- Bleske-Rechek, A., Lubinski, D., & Benbow, C. P. (2004). Meeting the educational needs of special populations: Advanced Placement's role in developing exceptional human capital. *Psychological Science, 15*, 217-224.
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- Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10-year follow-up of the profoundly gifted. *Journal of Applied Psychology, 86*, 718-729.
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- Benbow, C. P., Lubinski, D., Shea, D. L., & Eftekhari-Sanjani, H. (2000). Sex differences in mathematical reasoning ability: Their status 20 years later. *Psychological Science, 11*, 474-480.
- Lubinski, D., & Benbow, C. P. (2000). States of excellence. *American Psychologist, 55*, 137-150.
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- Benbow, C. P. (1992). Academic achievement in math and science between ages 13 and 23: Are there differences in the top one percent of ability? *Journal of Educational Psychology*, *84*, 51-61.
- Benbow, C. P. (1992). Introduction to the Special Issue - Challenging the gifted: Grouping and acceleration. *Gifted Child Quarterly*, *36*, 59.
- Benbow, C. P. (1992). Progress in gifted education - Everywhere but here! *Gifted Child Today*, *15*, 15-19.
- Benbow, C. P., Argo, T. A., & Glass, L. W. (1992). Meeting of the needs of gifted students in rural areas through acceleration. *Gifted Child Today*, *15*, 15-19.
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- Swiatek, M. A., & Benbow, C. P. (1992). Nonacademic correlates of satisfaction with accelerative programs. *Journal of Youth and Adolescence*, *21*, 699-723.
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- Dark, V. J., & Benbow, C. P. (1991). Differential enhancement of working memory with mathematical and vertical precocity. *Journal of Educational Psychology*, *83*, 48-60.
- O'Boyle, M. W., Alexander, J. E., & Benbow, C. P. (1991). Enhanced right hemisphere activation in the mathematically precocious: A preliminary EEG investigation. *Brain and Cognition*, *17*, 138-153.
- Swiatek, M., & Benbow, C. P. (1991). A 10-year longitudinal follow-up of participation in a fast-paced mathematics course. *Journal for Research in Mathematics Education*, *22*, 138-150.
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- Benbow, C. P. (1990). Sex differences in mathematical reasoning ability: Further thoughts. *Behavior and Brain Sciences*, *13*, 196.
- Benbow, C. P., & Arjmand, O. (1990). Predictors of high academic achievement in mathematics and science by mathematically talented students. *Journal of Educational Psychology*, *82*, 430-441.
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- Brody, L. E., & Benbow, C. P. (1990). Effects of high school course-work and time on SAT scores. *Journal of Educational Psychology*, *82*, 866-875.
- Dark, V. J., & Benbow, C. (1990). Mathematically talented students show enhanced problem translation and enhanced short-term memory for digit and spatial information. *Journal of Educational Psychology*, *82*, 420-429.

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- O'Boyle, M., & Benbow, C. P. (1990). Enhanced right hemisphere involvement during cognitive processing may relate to intellectual precocity. *Neuropsychologia*, *28*, 211-216.
- Richardson, T. M., & Benbow, C. P. (1990). Long-term effects of acceleration on social and emotional adjustment of mathematically precocious youth. *Journal of Educational Psychology*, *82*, 464-470.
- Raymond, C. L., & Benbow, C. P. (1989). Educational encouragement by parents: Its relationship to precocity and gender. *Gifted Child Quarterly*, *33*, 144-151.
- 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.
- Benbow, C. P. (1988). Sex-related differences in precocious mathematical reasoning ability: Not illusory, not easily explained. *Behavioral and Brain Sciences*, *11*, 217-232.
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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. (1983). Opening doors for the gifted. *American Education*, *19*, 44-46.
- Benbow, C. P., & Stanley, J. C. (1983). Sex differences in mathematical reasoning ability: More facts. *Science*, *222*, 1029-1031.
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- Stanley, J. C., & Benbow, C. P. (1983). Extremely young college graduates: Evidence of their success. *College and University*, *58*, 361-371.
- Stanley, J. C., & Benbow, C. P. (1983). SMPY's first decade: Ten years of posing problems and solving them. *Journal of Special Education*, *17*, 11-25.
- Zak, P. M., Benbow, C. P., & Stanley, J. C. (1983). AP exams: The way to go! *Roepers Review*, *6*, 100-101.

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### **Publications (Other)**

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### **Chapters**

- 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.

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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**

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