

BIOGRAPHICAL SKETCH

NAME Benbow, Camilla P.	POSITION TITLE Professor and Patricia and Rodes Hart Dean of Education and Human Development		
eRA COMMONS USER NAME			
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Johns Hopkins University	BA	1977	Psychology
Johns Hopkins University	MA	1978	Psychology
Johns Hopkins University	MS	1980	Education
Johns Hopkins University	EdD	1981	Gifted

A. Positions and Honors**Positions and Employment**

1979 – 1981 Assistant Director, Study of Mathematically Precocious Youth, Johns Hopkins University
1981 – 1985 Associate Director, Study of Mathematically Precocious Youth, Johns Hopkins University
1981 – 1986 Associate Research Scientist, Department of Psychology, Johns Hopkins University
1983 – 1986 Assistant Professor of Sociology (part-time), Johns Hopkins University
1985 – 1986 Co-Director, Study of Mathematically Precocious Youth, Johns Hopkins University
1985 – 1990 Associate Professor, Department of Psychology, Iowa State University
1986 – 1991 Director, Study of Mathematically Precocious Youth, Iowa State University
1986 – 1998 Director, CY-TAG (Challenges for Youth–Talented and Gifted), Iowa State University
1987 – 1998 Director, Office of Precollegiate Programs for Talented and Gifted, Iowa State University
1989 – 1991 Co-Director, Iowa Governor’s Institute for the Gifted and Talented, Iowa State University
1989 – 1998 Director, Iowa Talent Search Program, Iowa State University
1990 – 1995 Professor, Department of Psychology, Iowa State University
1991 – pres Co-Director, Study of Mathematically Precocious Youth, Iowa State University
1992 – 1998 Chair, Department of Psychology, Iowa State University
1995 – 1998 Distinguished Professor, Department of Psychology, Iowa State University
1996 – 1998 Interim Dean, College of Education, Iowa State University
1998 – pres Professor, Department of Psychology and Human Development; Patricia and Rodes Hart Dean of Education and Human Development, Peabody College of Education and Human Development, Vanderbilt University

Honors

Fellow, APA Divisions 3 and 15
Fellow, American Psychological Society
1999 APA George A. Miller Award – Division 1
1997 Phi Kappa Phi
1996 Iowa Academy of Education charter member
1996 American Association of University Women Distinguished Scholars Award
1995 Distinguished Professor
1992 Distinguished Scholar Award, National Association for Gifted Children
1991 Who’s Who in America
1991 Society of Scholars, Johns Hopkins University

B. Selected Peer-Reviewed Publications (in chronological order)

Benbow, C. P. (1988). Sex differences in mathematical reasoning ability among the intellectually talented: Their characterization, consequences, and possible explanations. *Behavioral and Brain Sci*, 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.

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.

Dark, V. J., & Benbow, C. P. (1990). Mathematically talented students show enhanced problem translation and enhanced short-term memory for digit and spatial information. *Jrnl of Educational Psych*, 82, 420-429.

O'Boyle, M. & Benbow, C. P. (1990). Enhanced right hemisphere involvement during cognitive processing may relate to intellectual precocity. *Neuropsychologia*, 28, 211-216.

Benbow, C. P., Arjmand, O., & Walberg, H. J. (1991). Productivity predictors among the intellectually talented. *Journal of Educational Research*, 84, 215-223.

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.

Swiatek, M. A. & Benbow, C. P. (1991). A ten-year longitudinal follow-up of ability matched accelerated and unaccelerated gifted students. *Journal of Educational Psychology*, 83, 528-538.

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.

Lubinski, D. & Benbow, C. P. (1992). Gender differences in abilities and preferences among the gifted: implications for the math/science pipeline. *Current Directions in Psychological Science*, 1, 61-66.

Dark, V. J. & Benbow, C. P. (1994). Type of stimulus mediates the relationship between performance and type of precocity. *Intelligence*, 19, 337-357.

Gibbons, F. X., Benbow, C. P., & Gerrard, M. (1994). From top dog to bottom half: Social comparison strategies in response to poor performance. *Journal of Personality and Social Psychology*, 67, 638-652.

Lubinski, D. & Benbow, C. P. (1994). The Study of Mathematically Precocious Youth (SMPY): Its planned 50-year study of intellectual talent. In R. Subotnik & K. Arnold (Eds.), *Beyond Terman: Longitudinal studies in contemporary gifted education* (pp. 255-281). Norwood, NJ: Ablex.

O'Boyle, M. W., Gill, H. S., Benbow, C. P., & Alexander, J. E. (1994). Concurrent finger-tapping in mathematically gifted males: Evidence for enhanced right hemisphere involvement during linguistic processing. *Cortex*, 30, 519-526.

Haier, R. & Benbow, C. P. (1995). Sex differences and lateralization in temporal lobe glucose metabolism during mathematical reasoning. *Developmental Neuropsychology*, 11, 405-414.

Lubinski, D. & Benbow, C. P. (1995). Optimal development of talent: Respond educationally to individual differences in personality. *Educational Forum*, 59, 381-392.

Lubinski, D., Benbow, C. P., & Ryan, J. (1995). Stability of vocational interest among the intellectually gifted from adolescence to adulthood: A 15-year longitudinal study. *Journal of Applied Psychology*, 80, 90-94.

O'Boyle, M. W., Benbow, C. P., & Alexander, J. E. (1995). Sex differences, hemispheric laterality, and associated brain activity in the intellectually gifted. *Developmental Neuropsychology*, 11, 415-443.

Sanders, C. E., Lubinski, D., & Benbow, C. P. (1995). Does the Defining Issues Test measure psychological phenomena distinct from verbal ability? An examination of Lykken's query. *Journal of Personality and Social Psychology*, 69, 498-504.

Alexander, J. E., O'Boyle, M. W., & Benbow, C. P. (1996). Developmentally advanced EEG alpha power in gifted male and female adolescents. *International Journal of Psychophysiology*, 23, 25-31.

Lubinski, D., Schmidt, D. B., & Benbow, C. P. (1996). A 20-year stability analysis of the Study of Values for intellectually gifted individuals from adolescence to adulthood. *Journal of Applied Psychology*, 81, 443-451.

Benbow, C. P. & Lubinski, D. (1997). Intellectually talented children: How can we best meet their needs? In N. Colangelo & G. A. Davis (Eds.), *Handbook of Gifted Education* (2nd ed, pp. 155-169). Boston: Allyn & Bacon.

Petrill, S. A., Plomin, R., McClearn, G. E., Smith, D. L., Vignetti, S., Chorney, M. J., Chorney, K., Thompson, L. A., Detterman, D. K., Benbow, C. P., Lubinski, D., Daniels, J., Owens, M., & McGuffin, P. (1997). No association between general cognitive ability and the A1 Allele of the D2 dopamine receptor gene. *Behavior Genetics*, 27(1), 29-31.

Ball, D., Hill, L., Eley, T. C., Chorney, M. J., Chorney, K., Thompson, L. A., Detterman, D. K., Benbow, C. P., Lubinski, D., Owen, M., McGuffin, P., & Plomin, R. (1998). Dopamine markers and general cognitive ability. *NeuroReports*, 9, 347-349.

Achter, J. A., Lubinski, D., Benbow, C. P. & Eftekhari-Sanjani, H. (1999). Assessing vocational preferences among gifted adolescents adds incremental validity to abilities: A discriminant analysis of educational outcomes over a 10-year interval. *Journal of Educational Psychology*, 91, 777-786.

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.

Lubinski, D., & Benbow, C. P. (2001). Choosing excellence. *American Psychologist*, 56, 76-77.

Lubinski, D., Benbow, C. P., Shea, D. L., Eftekhari-Sanjani, H., & Halvorson, M. B. J. (2001). Men and women at promise for scientific excellence: Similarity not dissimilarity. *Psychological Science*, 12, 309-317.

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.

Shea, D. L., Lubinski, D., & Benbow, C. P. (2001). Importance of assessing spatial ability in intellectually talented young adolescents: A 20-year longitudinal study. *Journal of Educational Psychology*, 93, 604-614.

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.

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.

Wai, J., Lubinski, D., & Benbow, C. P. (2005). Vocational achievement and creativity among intellectually precocious youth: An age 13 to age 33 longitudinal study. *Journal of Educational Psychology*, 97, 484-492.

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.

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.

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.

Halpern, D. F., Benbow, C. P., Geary, D. C., Gur, R., Hyde, J. S., & Gernsbacher, M. A. (in press). The science of sex differences in science and mathematics. *Psychological Science in the Public Interest*.

Park, G., Lubinski, D., & Benbow, C. P. (in press). Contrasting intellectual patterns for creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. *Psychological Science*.

C. Research Support

Ongoing Research Support

None

Completed Research Support

None