

## CURRICULUM VITAE

**Kevin R. Rathunde**  
February 2017

### OFFICE ADDRESS:

Department of Family and Consumer Studies  
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Salt Lake City, UT  
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### EDUCATION:

<u>Degree</u>	<u>Field and Institution</u>
Ph.D. December, 1989	Human Development Committee on Human Development University of Chicago
B.S. May, 1985	Psychology/Philosophy (Double major) Loyola University of Chicago

### PROFESSIONAL APPOINTMENTS:

2010 - present	Professor, Human Development and Family Studies, Department of Family and Consumer Studies, University of Utah
1997 - 2010	Adjunct Associate Professor, Department of Psychology, University of Utah
1997 - 2009	Associate Professor, Family and Consumer Studies, University of Utah
1997 - 2006	Affiliated Scholar, Sloan Family Center, National Opinion Research Center and the University of Chicago
1994 -1995	Research Associate, National Opinion Research Center and the University of Chicago

- 1991-1996 Assistant Professor, Family and Consumer Studies,  
University of Utah
- 1993 - 1996 Adjunct Assistant Professor, Department of  
Psychology, University of Utah
- 1990 -1991 Research Associate, Department of Psychology,  
University of Chicago

**HONORS AND AWARDS:**

- 2016 Funded Research Honoree, Celebrate U: A Showcase of  
Extraordinary Faculty Achievements, University of Utah
- 2004 CSBS Superior Teaching Award, Semifinalist
- 1998 -1999 Faculty Fellow Award, University of Utah
- 1994 Social Policy Book Award, Society for Research on  
Adolescence
- 1991 John Dewey Teaching Fellow, Department  
of Psychology, University of Chicago
- 1990 Postdoctoral Fellowship, Department  
of Psychology, University of Chicago
- 1989-1990 Spencer Foundation Dissertation-Year Fellowship
- 1987 Center for Developmental Studies Fellow,  
University of Chicago
- 1987 Faculty Honors, University of Chicago
- 1985-1989 Century Fellowship, University of Chicago
- 1985 Magna Cum Laude with Psychology Department  
Honors, Loyola University

**PUBLICATIONS** (Google Scholar Citations = 4334; 1549 since 2012)

### **Books**

Csikszentmihalyi, M., Rathunde, K., Whalen, S. (in press). *Talented teenagers*  
[Korean translation by publisher Eco-Livres in Seoul, Korea.]

Csikszentmihalyi, M., Rathunde, K., Whalen, S. (2010). *Tehetséges gyerekek: Flow az iskolában*. Budapest: Nyitott Könyvműhely.

Csikszentmihalyi, M., Rathunde, K., & Whalen, S. (1997). *Talented teenagers: The roots of success and failure*. New York: Cambridge University Press. [First hardcover edition, 1993]

### **Chapters**

Rathunde, K. & Isabella, R. (in press). Play, flow, and tailoring identity in middle adulthood. In J. Sinnott (Ed.). *Identity flexibility during adulthood*. New York: Springer.

Rathunde, K. (in press). Optimal experience and embodiment: Keys to understanding the longevity of Montessori education. In M. Csikszentmihalyi (Ed.), *Education and youth development in cross-cultural perspective: Contributions from positive psychology*. New York: Springer.

Rathunde, K. & Isabella, R. (2017). Playing music and identity development in middle adulthood: A theoretical and autoethnographic account. In R. Mantie & G.D. Smith (Eds.), *Oxford handbook of music making and leisure*. (pp. 131-149). Oxford: Oxford University Press.

Rathunde, K. (2015). Maria Montessori e la teoria del flusso: Il ruolo dell'esperienza soggettiva nei processi di sviluppo. *La mente del bambino: Maria Montessori e le Neuroscienze* (pp. 30-46). Torino: Leone Verde.

Rathunde, K. (2015). Insider's view. [Based on an 2005 article reprinted from the *Elementary School Journal*.] In S. Miller-Cochran, R. Stamper, & S. Cochran, *An insider's guide to academic writing* (see pp. 152-165). Boston: Bedford/St. Martin's.

Rathunde, K. (2014). Understanding optimal school experience: Contributions from Montessori education. In D. Shernoff & J. Bempechat (Eds.), *Engaging youth in schools: Empirically-based models to guide future innovations* (pp. 255-274). New York: NSSE/Teachers College Press.

- Rathunde, K., & Csikszentmihalyi, M. (2014). The social context of middle school: Teachers, friends, and activities in Montessori and traditional school environments. In *Applications of flow in human development and education: The collected works of Mihaly Csikszentmihalyi* (pp. 189-213). Dordrecht: Springer. (Reprinted from *Elementary School Journal*, 106 (2005), 59-79)
- Csikszentmihalyi, M, & Rathunde, K. (2014). Adolescent happiness and family interaction. In *Applications of flow in human development and education: The collected works of Mihaly Csikszentmihalyi* (pp. 359-378). Dordrecht: Springer. (Reprinted from *Parent-child relations throughout life*, pp. 143-162, by K. Pillemer & K. McCartney, Eds., 1991, Hillsdale, NJ: Lawrence Erlbaum)
- Csikszentmihalyi, M, & Rathunde, K. (2014). The development of the person: An experiential perspective on the ontogenesis of psychological complexity. In *Applications of flow in human development and education: The collected works of Mihaly Csikszentmihalyi* (pp. 7-79). Dordrecht: Springer. (Reprinted from *Handbook of Child Psychology*, pp. 635-84, by R.M. Lerner, Ed., 1998, New York: Wiley)
- Rathunde, K. (2013). Experiential wisdom and lifelong learning. In J. Sinnott (Ed.), *Positive psychology and adult motivation* (pp. 269-290). New York, Springer.
- Rathunde, K. (2009). Creative adolescent. In B. Kerr (Ed.), *Encyclopedia of giftedness, creativity, and talent* (pp. 23-25). Thousand Oaks, CA: Sage.
- Rathunde, K. (2009). Montessori and embodied education. In P. Woods & G. Woods (Eds.), *Alternative education in the 21st century: Philosophies, approaches, visions* (pp. 189-208). New York: Palgrave Macmillan.
- Rathunde, K., & Csikszentmihalyi, M. (2006). The developing person: An experiential perspective. In R.M. Lerner (Ed.), W. Damon (Series Ed.), *Handbook of Child Psychology: Vol.1. Theoretical models of human development* (6th ed.) (pp. 465-515). New York: Wiley.
- Rathunde, K. (2001). Gifted and talented youth. In R.M. Lerner & J.V. Lerner (Eds.), *Adolescence in America*. Santa Barbara, CA: ABC-CLIO.
- Rathunde, K., Carroll, M., & Huang, M. (2000). Families and the forming of children's occupational futures. In M. Csikszentmihalyi & B. Schneider (Eds.), *Becoming adult: How teenagers prepare for the world of work*. Boulder, CO: Basic Books.
- Rathunde, K. (1999). Systems approaches to creativity. In M. Runco & S. Pritzker (Eds.), *Encyclopedia of creativity*. New York: Academic Press.

- Rathunde, K. (1998). Undivided and abiding interest: Comparisons across studies of talented adolescents and creative adults. In A. Krapp, A. Renninger, J. Baumert, & L. Hoffmann (Eds.), *Interest and learning*. Kiel: IPN.
- Csikszentmihalyi, M., & Rathunde, K. (1998). The development of the person: An experiential perspective on the ontogenesis of psychological complexity. In R.M. Lerner (Ed.), W. Damon (Series Ed.), *Handbook of Child Psychology: Vol.1. Theoretical models of human development* (5th ed.). New York: Wiley.
- Rathunde, K. (1994). The experience of interest: A theoretical and empirical look at its role in adolescent talent development. In P. Pintrich & M. Maehr (Eds.), *Advances in motivation and achievement: Vol.8. Motivation in the adolescent years*. Greenwich, CT: JAI Press.
- Csikszentmihalyi, M., & Rathunde, K. (1993). The measurement of flow in everyday life: Towards a theory of emergent motivation. In J. E. Jacobs (Ed.), *Nebraska symposium on motivation, Vol.40: Developmental perspectives on motivation* (pp. 57-98). Lincoln: University of Nebraska Press.
- Rathunde, K. (1992). Serious play: Interest and adolescent talent development. In A. Krapp & M. Prenzel (Eds.), *Interesse, lernen, leistung* (pp. 137-64). Münster: Aschendorff.
- Rathunde, K. (1992). Playful and serious interest: Two faces of talent development in adolescence. In N. Colangelo, S.G. Assouline, & D.L. Ambrosion (Eds.), *Talent development* (pp. 320-24). Unionville, NY: Trillium Press.
- Rathunde, K. & Csikszentmihalyi, M. (1991). Adolescent happiness and family interaction. In K. Pillemer & K. McCartney (Eds.), *Parent-child relations throughout life* (pp. 143-162). Hillsdale, NJ: Lawrence Erlbaum.
- Csikszentmihalyi, M. & Rathunde, K. (1990). The psychology of wisdom: An evolutionary interpretation. In R. Sternberg (Ed.), *Wisdom: Its nature, origins, and development* (pp. 26-51). New York: Cambridge.
- Rathunde, K. (1988). Optimal experience and the family context. In M. Csikszentmihalyi & I. Selega-Csikszentmihalyi (Eds.), *Optimal experience: Psychological studies of flow in consciousness* (pp. 342-363). New York: Cambridge University Press.

## Articles

- Rathunde, K. (2016). Creating a context for flow: The importance of personal insight and experience. *AMI Journal 2014-2015* (pp. 233-237). Amsterdam, Netherlands: Association Montessori Internationale. (Reprinted from *NAMTA*, 40(3), 15-27)
- Rathunde, K. (2015). Creating a context for flow: The importance of personal insight and experience. *NAMTA*, 40(3), 15-27.
- Rathunde, K. (2015). Creare un contesto per il flusso: l'importanza della visione personale ed esperienza. *Vita dell'Infanzia*, 64 (11/12), 49-55. (Reprinted from *NAMTA*, 40(3), 15-27).
- Sibthorp, J., Collins, R., Rathunde, K., Paisley, K., Schumann, S., Phoja, M., Gookin, J., & Baynes, S. (2015). Fostering Experiential Self-Regulation Through Outdoor Adventure Education. *Journal of Experiential Education*, 38 (1), 26-40.
- Sibthorp, J., Collins, R., Paisley, K., Rathunde, K., Schumann, S., Gookin, J., & Baynes, S. (2012). Developing lifelong learners: Enhancing dispositional enjoyment of learning through optimal engagement in adventure education programs. *Proceedings of the Coalition for Education in the Outdoors Research Symposium* (pp. 13-16). Martinsville, IN.
- Sibthorp, J., Schumann, S., Gookin, J., Baynes, S., Paisley, K., Rathunde, K. (2011). Experiential education and lifelong learning: Examining optimal engagement in college students. *Journal of Experiential Education*, 33 (4), 388-392.
- Rathunde, K. (2011). Steps toward an ecological model of risk [Review of the book *The psychology of risk*]. *Theory and Psychology*, 21(1), 134-135.
- Rathunde, K. (2010). Experiential wisdom and optimal experience: Interviews with three distinguished lifelong learners. *Journal of Adult Development*, 17(2), 81-93.
- Rathunde, K. (2010). Adolescents' quality of attention and affect after morning nature walks: Findings from a study of nature and education at five Montessori schools. *NAMTA*, 35(3), 211-251.
- Rathunde, K. (2010). Jämförelse mellan Montessori- och traditionell skola: Motivation, upplevelsekaraktär, och social kontext. *M.E.R. om Montessori*, 3, 7-37.
- Rathunde, K. (2009). Nature and embodied education. *Journal of Developmental Processes*, 4(1), 70-80.
- Rathunde, K. (2008). Overcoming Cynicism and Cultivating Positive Adolescent Engagement. *NAMTA*, 33(1), 211-224.

- Rathunde, K. (2006). Nature and embodied education: A key role for Montessori research. *NAMTA*, 31(3), 9-42.
- Rathunde, K. (2006). Nature experience and education. *NAMTA*, 31(1), 117-127.
- Rathunde, K., & Csikszentmihalyi, M. (2005). Middle school students' motivation and quality of experience: A comparison of Montessori and traditional school environments. *American Journal of Education*, 111(3), 341-71.
- Rathunde, K., & Csikszentmihalyi, M. (2005). The social context of middle school: Teachers, friends, and activities in Montessori and traditional school environments. *Elementary School Journal*, 106 (1), 59-79.
- Rathunde, K. (2003). A comparison of Montessori and traditional middle schools: Motivation, quality of experience, and social context. *NAMTA*, 28(3), 13-52.
- Wright, P., Compton, D., Ellis, G., Silverberg, K., Rathunde, K., Kumpfer, K. (2002). Effect of an asset-based recreation curriculum on developmental assets of court supervised youth. *Expanding Horizons in Therapeutic Recreation*, 20, 67-77.
- Rathunde, K. (2002). Adolescent engagement and alienation. *NAMTA*, 26(3), 505-15.
- Rathunde, K. (2001). Family context and the development of undivided interest: A longitudinal study of family support and challenge and adolescents' quality of experience. *Applied Developmental Science*, 5, 158-171.
- Rathunde, K. (2001). Toward a psychology of optimal human functioning: What positive psychology can learn from the "experiential turns" of James, Dewey, and Maslow. *Journal of Humanistic Psychology*, 41, 135-153.
- Rathunde, K. (2001). Montessori education and optimal experience: A framework for new research. *NAMTA*, 26(1), 11-43.
- Rathunde, K. (2000). Broadening and narrowing in the creative process: A commentary on Fredrickson's broaden-and-build model. *Prevention and Treatment*, 3, Article 6. Available at: <http://journals.apa.org/prevention/volume3/pre0030006c.html>.
- Rathunde, K. (2000). The ambitious generation by Barbara Schneider and David Stevenson (book review). *The Annals of the American Academy of Political and Social Science*, 572, pp. 186-8.
- Rathunde, K. (1997) Parent-adolescent interaction and interest. *Journal of Youth and Adolescence*, 26, 669-89.

- Rathunde, K. (1996). Family context and talented adolescents' optimal experience in school-related activities. *Journal of Research on Adolescence*, 6(4), 603-626.
- Rathunde, K. (1995). Wisdom and abiding interest: Interviews with three noted historians in later life. *Journal of Adult Development*, 2(3), 159-172.
- Rathunde, K. (1995). The common mind by Philip Pettit (book review). *Theory and Psychology*, 6(1), 190.
- Rathunde, K. & Csikszentmihalyi, M. (1993). Undivided interest and the growth of talent: A longitudinal study of adolescents. *Journal of Youth and Adolescence*, 22, 1-21.
- Rathunde, K. (1993). The organization of energy in work and play: Dewey's philosophy of experience and the everyday lives of teenagers. *Society and Leisure*, 16, 59-76.
- Rathunde, K. (1992). Creating a context for children's interest. *New Horizons for Learning*, 8, 5-17.
- Rathunde, K. (1989). The context of optimal experience: An exploratory model of the family. *New Ideas in Psychology*, 7, 91-97.

## **RESEARCH PRESENTATIONS:**

- Rathunde, K. (2017, January). *Montessori education and flow experience*. 14th Annual Conference of the Utah Montessori Council. American International School of Utah, Salt Lake City, UT.
- Rathunde, K. (2017, January). *Benefits of nature engagement and outdoor play*. 14th Annual Conference of the Utah Montessori Council. American International School of Utah, Salt Lake City, UT.
- Rathunde, K., & Isabella, R. (2016, October). *ThroughPlay: Pathways to heightened experience and growth*. Elizabeth Academy, Salt Lake City, UT.
- Rathunde, K. (October, 2015). *Arts-informed parent education project*, Montessori research retreat, Westminster College, Salt Lake City, UT.
- Rathunde, K. (September, 2015). *Reflections on the life and work of Mihaly Csikszentmihalyi*, University of Chicago, Chicago, IL.
- Rathunde, K. (August, 2015). *Becoming a kindred spirit with Montessori education*, Utah Montessori Council, Eden, UT.



- Rathunde, K. (February, 2015). *Creating a context for students' flow and creativity: The importance of personal insight and experience* (Keynote address). North American Montessori Teacher's Association Conference, Atlanta, GA.
- Rathunde, K. (October, 2014). *Maria Montessori and flow theory: The role of subjective experience in developmental processes* (Keynote address). The Child's Mind: Maria Montessori and Neuroscience, Brescia, Italy.
- Sibthorp, J., Collins, R., Paisley, K., Rathunde, K., Schumann, S., Gookin, J., & Baynes, S. (2012, January). *Developing lifelong learners: Enhancing dispositional enjoyment of learning through optimal engagement in adventure education programs*. Coalition for Education in the Outdoors (CEO) Eleventh Biennial Research Symposium, Martinsville, Indiana.
- Sibthorp, J., Schumann, S., Gookin, J., Baynes, S., Paisley, K., Rathunde, K. (2010, November). *Experiential education and lifelong learning: examining optimal engagement in college students*. Annual Symposium for Experiential Education Research (SEER), Las Vegas, Nevada.
- Rathunde, K. (2010, April). *The benefits of nature experience for education: Results from a new study of adolescents and the implications for technology in the classroom* (Keynote address). North American Montessori Teacher's Association Conference, Chicago, IL.
- Rathunde, K. (2009, November). *Effects of nature on student attention* (Keynote address). North American Montessori Teacher's Association Conference, Minneapolis, MN.
- Rathunde, K. (2007, March). *Students' motivation and quality of experience in Montessori and traditional middle schools*. Society for Research on Child Development, Boston, MA.
- Rathunde, K. (2006, April). *A comparison of Montessori and traditional school contexts*. American Educational Research Association, San Francisco, CA.
- Rathunde, K. (2006, April). *Aesthetics, nature, and technology*. North American Montessori Teacher's Association Conference, Chicago, IL.
- Rathunde, K. (2006, January). *Nature experience and human development*. North American Montessori Teacher's Association Conference, Atlanta, GA.
- Rathunde, K. (2005, March). *The role of aesthetic experience in education* (Keynote address). North American Montessori Teacher's Association Conference, Portland, WA.

- Rathunde, K. (2005, February). *A comparison of Montessori and traditional middle schools*. Milwaukee Montessori Schools Symposium, Milwaukee, WI.
- Rathunde, K. (2005, January). *Engaged intelligence* (Keynote address). North American Montessori Teacher's Association Conference, Phoenix, AZ.
- Rathunde, K. (2004, December). *A comparison of Montessori and traditional middle schools*. Washington Elementary/Open Classroom, Salt Lake City, UT.
- Rathunde, K. (2004, January). *Montessori adolescent education as a model for educational reform* (Keynote address). North American Montessori Teacher's Association Conference, San Diego, CA.
- Rathunde, K. (2003, November). *Measuring motivation, quality of experience, and social context of Montessori adolescent education*. North American Montessori Teacher's Association Conference, Houston, TX.
- Rathunde, K. (2002, July). *Adolescents in their own voice*. North American Montessori Teacher's Association National Retreat, Baltimore, MD.
- Rathunde, K. (2002, January). *Montessori education and student experience* (Keynote address). North American Montessori Teacher's Association Conference, Phoenix, Arizona.
- Rathunde, K. (2001, October). *Montessori and optimal experience: A framework for human development and social reform* (Keynote address). North American Montessori Teacher's Association Conference: Self-discipline and optimal development from birth to adulthood, Baltimore, Maryland.
- Rathunde, K. (2001, July). *Adolescent engagement and alienation*. North American Montessori Teacher's Association National Retreat, Cleveland, OH.
- Rathunde, K. (2001, March). *Montessori education and optimal experience* (Keynote address). North American Montessori Teachers Association: Preparing the way for optimal experience from childhood to adolescence, Chicago, IL.
- Rathunde, K. (2001, March). *The family context in support of optimal experience*. North American Montessori Teachers Association, Chicago, IL.
- Rathunde, K. (2000, December). *Alternatives to materialism* (Discussant). Positive Psychology Symposium, Grand Rapids, MI.
- Rathunde, K. (2000, April). *The versatility of ESM: Measuring adolescent behaviors and emotions in and out of school* (Discussant). American Educational Research Association, New Orleans, LA.

- Rathunde, K. (2000, March 17). *Educational contexts and children's motivation*. American Montessori Research Colloquium, New York, NY.
- Rathunde, K. (2000, April 14-16). *Alternatives to materialism* (Discussant). Quality of Life Research Center, Claremont, CA.
- Rathunde, K. (1999, January). *Optimal human functioning*. Paper presented at the APA sponsored meeting on Positive Psychology, Akumal, Mexico.
- Rathunde, K. (1998, February). *Family context and adolescent time use and experience in active and passive leisure*. Presented at the Biennial Meeting of the Society for Research on Adolescence, San Diego, CA.
- Rathunde, K. (1996, June). *Undivided and abiding interest: Comparisons across studies of talented adolescents and creative adults*. Paper presented at the meeting: Interest and Gender: Issues of Development and Change in Learning -- An International Invitational Conference, Secon Lake, Germany.
- Rathunde, K. (1996, April). *Experience sampling in family conversations*. Paper presented at the Annual Meeting of the American Educational Research Association (Symposium: Alternative Uses of the Experience Sampling Method), New York, New York.
- Rathunde, K., Isabella, R., & Shipman, K. (1996, March). *Support and challenge in family interaction and parents' and adolescents' interest*. Presented at the Biennial Meeting of the Society for Research on Adolescence, Boston, Massachusetts.
- Rathunde, K. & Csikszentmihalyi, M. (1995, April). *Support and challenge in the family: An essential combination for adolescents*. Paper presented at the Society for Research on Child Development Biennial Meeting (Symposium: Adolescence and Work: A Life Course Perspective), Indianapolis, Indiana.
- Whalen, S. & Rathunde, K. (1995, April). *Talented teenagers* (Book session). Presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.
- Rathunde, K. (1994, November). *Wisdom and abiding interest*. Presented at the 47th Annual Meeting of the Gerontological Society, Atlanta, Georgia.
- Rathunde, K. (1993, April). *The motivational importance of extracurricular activities for adolescent development: Cultivating undivided interest*. Paper presented at the American Educational Research Association Annual Meeting, Atlanta, GA. (ERIC database), 1993, No. TM020277).

- Rathunde, K. (1993, April). *Measuring the experience of motivation: Contributions of the Experience Sampling Method to Educational Research*. Paper presented at the American Educational Research Association Annual Meeting, Atlanta, GA. (ERIC database), 1993, No. TM020276).
- Rathunde, K. (1993, March). *Parent-adolescent interaction and interest*. Paper presented at the Society for Research on Child Development Biennial Meeting, New Orleans, LA.
- Rathunde, K. & Csikszentmihalyi, M. (1993, March). *Cultivating undivided attention: The importance of extracurricular activities for adolescent development*. Paper presented at the Society for Research on Child Development Biennial Meeting, New Orleans, LA.
- Rathunde, K. (1992, October). *Creating a context for children's interest and talent development*. Paper presented at the Arizona Association for Gifted and Talented Annual Meeting, Phoenix, AZ.
- Rathunde, K. (1991, April). *A path with a heart: The role of interest in the development of talent*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Rathunde, K. (1991, April). *Family influences on student interest and talent development*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- Csikszentmihalyi, M. & Rathunde, K. (1989, September). *Psychological integration and differentiation in adolescence*. Paper presented at the meeting: Cross-Cultural Comparability and Applicability of Primary and Secondary Socialization: Personal, Societal, and Political Perspectives, Institute of Psychology, Jagiellonian University, Krakow, Poland.
- Rathunde, K. & Csikszentmihalyi, M. (1988, November). *Family context, interest, and the development of talent*. Paper presented at the 50th Annual National Council on Family Relations, Philadelphia, PA.

## **GRANTS:**

### **Extramural Grants Received**

- Dustin, D., Bricker, K., Brownlee, M., Rathunde, K., Bryan, C. Toward a better understanding of the link between National Park visitation and the mental health and well-being of America's veterans and their families. \$750,000 grant from the Kendeda Fund, 2016-2019.

Rathunde, K. & Isabella, R., Montessori arts-informed parent education project, \$50,000 grant from the Sorenson Legacy Foundation, 2015-2017.

Isabella, R. & Rathunde, K., An arts-informed parent education program, \$12,500 grant from the Entrepreneurial Faculty Scholars Program, University of Utah 2015-2016.

Rathunde, K. Nature engagement and students' attention and experience in school, \$65,492 grant received from Montessori Development Partnerships, 2007-2010.

Rathunde, K. Montessori education and optimal experience, \$96,215 grant received from O'Shaughnessey Foundation, Hershey Foundation, and Dekko Foundation, 2001- 2004.

Fredrickson, B. & Rathunde, K. Experiential education, \$5000 grant received from the Positive Psychology Research Network, University of Pennsylvania, 2001 - 2004.

Rathunde, K. & Fredrickson, B. & Experiential wisdom, \$2000 grant received from the Positive Psychology Research Network, University of Pennsylvania, 2001 - 2003.

#### **Extramural Grants Submitted (unfunded)**

Rathunde, K., Isabella, R., Mendoza, G. "Play and connect: A community engagement proposal for the Child and Family Development Center and the Department of Family and Consumer Studies," a \$287,500 grant proposal prepared for the VP of the University of Utah and the Daniels Fund, 2014.

Rathunde, K. & Isabella, R. Play, identity, and purpose in middle adulthood, \$39,380 grant pre-proposal to the Center for Decision Research at the University of Chicago Booth School of Business, 2013.

Fredrickson, B. & Rathunde, K. Experiential wisdom, 98,000 grant proposal to the Fetzer Institute, 2000.

Whalen, S. & Rathunde, K. Taking the field: The transition of talent to young adulthood, \$193,000 grant proposal to the Spencer Foundation for a follow-up study of talented adolescents, 1995.

#### **Intramural Grants**

Dean's Summer Research Stipend for Junior Faculty (\$2000), College of Social and Behavioral Sciences, University of Utah, February, 1992.

University Research Committee Faculty Starter Grant (\$1000), University of Utah, April, 1992, Project title: Parent-adolescent interaction and interest.

## **Collaboration on Extramural Grants**

Research Collaborator (1992-present), Studying Career Choice, \$4,000,000 grant funded by the Alfred P. Sloan Foundation, 1992-96, PIs: C. Bidwell, M. Csikszentmihalyi, L. Hedges, B. Schneider, University of Chicago.

Project Director (1990-1)/ Research Collaborator (1992-present), Creativity in later-life, \$350,000 grant funded by the Spencer Foundation, 1990-94, PI: Mihaly Csikszentmihalyi, University of Chicago.

Project Co-Director (1989-90), Disengagement from talent, \$390,000 grant funded by the Spencer Foundation, 1985-9, PI: Mihaly Csikszentmihalyi, University of Chicago.

## **CURRENT RESEARCH:**

### **Manuscripts under review/revision or in progress**

Combining the arts and sciences in university outreach: Exploring new possibilities for community engagement

Play and identity development in middle adulthood: A theoretical perspective

Adolescents' quality of attention after morning nature walks: A study of attention restoration in school contexts.

Experiential wisdom and abiding interest (book manuscript).

## **TEACHING:**

### **Courses taught**

Human Development and Social Policy (FCS 6962/5962)

Maximizing Human Potential (FCS 5962)

Family Theories (FCS 5350)

Adolescent Development in the Family (FCS 5230)

Theories of Human Development (FCS 5250)

Upper Division Communication/Writing (FCS 3905)

Parent-Child Relationships (FCS 3270)

Research Methods (FCS 3200)

Human Development Across the Lifespan (FCS 1500)

Home, School, and Community Relationships (FCS 3180)

**Graduate and Honors student committee member (since 2010)**

FCS Department:

Stephanie Lietzke  
Melanie Pherson  
Kim Nguyen  
Erica Gustafson (Chair)  
Joy Qiao  
Robert Steed (Chair)  
Christopher Wright (Chair)  
Tanya Garn (Chair)  
Shirley Whitesal  
Katie Newbold  
Abe Sloan (Chair)

Honors Students in FCS Department:

Tobee Gunter

Ph.D. Committees in other departments:

Elise Gatti (University of Utah)  
Dan Richmond (University of Utah)  
Cass Morgan (University of Utah)

**PROFESSIONAL SERVICE :**

**University and/or College Committees** (since 2005)

FCS Representative, Social Science Foundations for Pre-Med Students Workshop, 2014 - present

Member, Social and Behavioral Science College Curriculum Committee, 2011- 2014

Member, Internal Review Committee, Graduate School Review of the Department of Parks, Recreation and Tourism, 2013

Member, Graduate Council, 2006 - 2009

Member, Social and Behavioral Science College Curriculum Committee, 2004 - 2005

Member, Institutional Review Board, 2002 - 2005

**Departmental Committees** (since 2005)

FCS Executive Committee, 2015 - present

FCS Honors Advisor, 2014 - present

Member, Ad Hoc Name Change Committee, 2014-2015

Member, Early Childhood Education Committee, 2013 - present

Member, Scholarships and Awards Committee, 2012 - present

Human Development and Family Studies, Area Head, 2011 - 2013

Member, FCS Curriculum Committee, 2011 - 2016

Member, Ph.D. Committee, 2010

Member, Graduate Admissions/Policy Committee, 2009 - present

Chair, FCS RPT Committee, 2005 - 2007

Faculty Advisor, Student Advisory Committee, 2005 - 2007

Chair, FCS Curriculum Committee, 2004 - 2007

### **Professional Reviewing Activities**

Editorial Board, *Journal of Experiential Education*

Advisory Board, *Journal of Montessori Research*

Occasional Reviewer for *Applied Developmental Science, American Journal of Sociology, American Psychologist, British Journal of Psychology, Cognition and Emotion, Creativity Research Journal, Curriculum Inquiry, Developmental Psychology, Environment and Behavior, Journal of Happiness Studies, Journal of Positive Psychology, Journal of Personality and Social Psychology, Journal of Social and Personal Relationships, Motivation and Emotion, and Social Behavior and Personality.*

Occasional Book Reviewer for *Theory and Psychology* and *Annals of the American Academy of Political and Social Science.*

Occasional Grant Reviewer for The Spencer Foundation.

Occasional Book Proposal Reviewer for Cambridge University Press, Westview Press, Greenwood Publishing Group, McGraw-Hill.