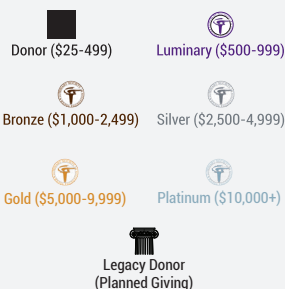# Annual Report 2023

Thank You, Donors!

721 donors raised $1,309,847
Learn more about our new donation levels on p. 32

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The Mensa Foundation in 2022-23: Turning Ideas Into Reality

BY CHARLIE STEINHICE, FOUNDATION PRESIDENT
PRESIDENT@MENSAFOUNDATION.ORG

IT IS MY HONOR to serve as President of the Mensa Foundation. I've said that before, but my sense of gratitude deepens with each passing year. I truly believe in our mission — unleashing intelligence for the benefit of humanity. And I'm very fortunate to have the support of skilled, dedicated staff; fellow Trustees and hardworking volunteers committed to the cause; and generous donors who make these efforts possible.

This report covers the first full year since the Foundation established its high-level Strategic Plan to carry us into the future. This year, we've started the ball rolling on new programs and new directions while also sharpening the focus and deepening the impact of the Foundation's existing programs. Both those paths are critical to advancing our mission.

I believe that someday we will look back and see our July 2022 Colloquium, "Giftedness Across the Lifespan: A More Complete Picture," as a major milestone in the growth of the Mensa Foundation. Colloquium 2022 was the first big step toward fostering intelligence across the entire lifespan. Experts from around the world revealed how little support exists for highly intelligent people outside of the educational realm, especially at key ages and stages of life. Here's what we are doing now to meet those needs.

Thanks to Mensa Foundation donors, we're launching an original research project led by Dr. Tracy Cross of William & Mary University. Objectives include identifying the unmet needs of gifted individuals across their lifespan and exploring various facets of giftedness beyond traditional measures of intelligence. The findings will help us develop targeted resources to help the gifted, the highly intelligent, and the intellectually curious navigate challenges and opportunities in the workplace, in continuing education, and at key transition points such as retirement or relationship changes.

One gap identified through the 2022 Colloquium is the absence of a way to bring scholars, researchers, practical experts, and interested individuals together around the topic of intelligence throughout the lifespan. The Mensa Foundation is drafting plans to establish a dedicated online community to provide a forum and foster collaboration for those wanting to deepen their understanding to use their intelligence for good.

We're developing a Speaker Series of virtual programs around four topics related to intelligence: The Social and Emotional Needs of the Gifted, the Theory of Positive Disintegration, Beyond IQ, and Intelligence for Good. We will be launching the Speaker Series in January 2024, featuring our inaugural speaker, Dr. Linda Silverman, Founder and Director of the Study of Advanced Development and its subsidiary, the Gifted Development Center. Special thanks go to our Education and Gifted Youth Committee chair, Joi Lin, who is spearheading this project.

To reach the broader audience these programs are intended for — and to reach additional donors whose support will enable us to put all these big ideas into action — we identified a pressing need for a full redesign of the Mensa Foundation website. This redesign is also an essential precondition for another strategic priority: refining the Mensa Foundation's identity and preparing for a branding and marketing campaign aimed at other interested audiences beyond just Mensans. By the time you read this, we'll have selected our vendor and started the process.

We're excited about these new directions. But just to be clear: None of these efforts are intended to diminish our existing programs.

Our flagship Scholarship Program continues to grow. The 2022-23 Scholarship Program awarded 193 scholarships totaling $213,050, plus five international scholarships totaling $6,000. Our goal is to increase our awards to amounts more meaningful in

today's educational environment. As a first step, the Board raised the minimum amount for any newly established awards to $1,000. If you're a financial supporter with a strong interest in the Scholarship Program, we encourage you to make an increased donation toward raising the minimum for existing scholarships.

The *Mensa Research Journal* has expanded its scope. Along with selected reprints of scholarly articles, the *MRJ* has added original content such as book reviews and interviews with leading scholars. It also expanded its reach by making it easier for non-Mensans to subscribe.

We've also taken some actions in things that matter behind the scenes, such as an update of our Conflict of Interest Policy and a full revision of the Administrative Cost Sharing Agreement with American Mensa that governs shared building, systems, and staffing. And in December 2022 we welcomed two new Trustees, Billie Lee and Dr. Jeff Papa.

I'll finish this where I started: Gratitude. I want to salute two longtime Trustees and officers retiring from the Board this summer — Vice President Deb Stone and Treasurer Vicki Herd. It brings some comfort knowing that they'll remain involved in important Foundation committee work. Huge thanks also go to Foundation Director Jill Beckham, "Director of Development & Organizational Impact John Thompson, Executive Director Trevor Mitchell, other AML National Office staff, my fellow Trustees, and the many donors and volunteers who made all this possible.

Scholarship Program Helps Further Promising Academic Careers

Donors provided over $219,000 in awards this year!

BY JILL BECKHAM, MENSA FOUNDATION DIRECTOR | DIRECTOR@MENSAFOUNDATION.ORG

THIS YEAR, over 480 volunteers dedicated countless hours to reviewing more than 28,000 scholarship applications, resulting in the selection of 198 deserving awardees. The 84 American Mensa Local Groups that completed the essay-judging process have scholarships that are awarded on their behalf, with funding provided by the Mensa Foundation.

The Scholarship Program continues to be one of the Mensa Foundation's most popular and successful endeavors. Foundation donors continue to support its success.

The STEM for Women scholarship was increased from four awards to seven. The Foundation Board approved raising the minimum scholarship amount to $1,000 when endowing a scholarship.

I am truly appreciative of being chosen as the recipient of the 2023 Karen Cooper Memorial Scholarship. The scholarship will help alleviate my summer tuition costs and other school fees at [Florida International University]. Your generosity provides me with motivation and emotional support to perform academic excellence without the worry of my financial burden. I am forever grateful for your contribution to my academic and career goals of becoming a licensed and certified occupational therapist. Thank you kindly!

Sincerely,
Jazmin Adlam

Your Gifts Make a Positive and Lasting Impact on Humanity

We've expanded our programs, pioneered groundbreaking research, and provided vital resources to gifted individuals

BY JOHN THOMPSON, DIRECTOR OF DEVELOPMENT & ORGANIZATIONAL IMPACT
GIVING@MENSAFOUNDATION.ORG

YOUR UNWAVERING support and exceptional generosity have been vital in driving our mission to unleash intelligence. Through your contributions, we have successfully carried out our esteemed Scholarship Program, honored and provided support to researchers, and empowered gifted individuals. Without your dedication, our new initiatives to broaden our understanding of intelligence and create new programming would not have been possible. We deeply appreciate your commitment to our mission and the profound impact you have made through your support. Together, we are transforming society and empowering gifted individuals to thrive.
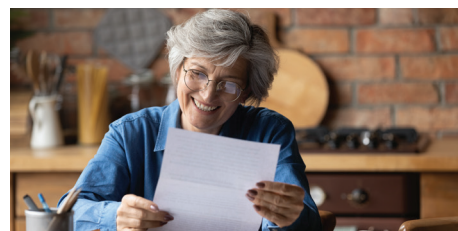
Advancing Philanthropy

Mensa Foundation donors have shown tremendous support and generosity this year, propelling fundraising efforts to unprecedented heights. Thanks to your continued dedication, we have achieved significant milestones and created a lasting impact on the lives of gifted individuals.

Your unwavering support has resulted in a staggering total of $1,309,847 in donations over the past year. This exceptional level of financial support has been instrumental in expanding our programs, pioneering groundbreaking research, and providing vital resources to empower gifted individuals throughout their lifespan.

Donor Recognition

We are proud to introduce two distinguished donor recognition programs: The Luminary Society and The Legacy Society. These programs aim to honor and celebrate the exceptional commitment and generosity of individuals like yourself who have made a significant impact on the Mensa Foundation.

Leaders in giving who contribute $500 or more to the Mensa Foundation's initiatives during the fiscal year qualify for membership in The Luminary Society. Luminaries carry the torch for the Foundation, illuminating the path toward greater impact.
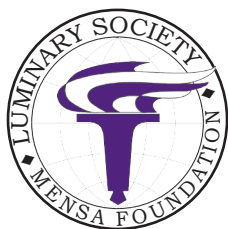
Visionaries who indicate their intent to make a planned gift through their estate or will are recognized in the Legacy Society. This is a program that recognizes forward-thinking donors who have chosen to leave a lasting legacy through the Mensa Foundation.

Looking ahead, we have created a comprehensive development plan aimed at increasing philanthropic support for the Mensa Foundation. This plan outlines targeted initiatives and innovative approaches to engage with our supporters, build meaningful relationships, and secure the resources necessary to fuel our mission. Your continued support will be pivotal in helping us implement these strategies and expand our impact even further.

As we focus on the future, we are committed to ensuring that your gift is able to be put to immediate use. Your support to Unleash Intelligence will provide flexibility to swiftly address emerging needs and seize new opportunities. By contributing to the Mensa Foundation Fund, you empower us to allocate resources where they are most needed, making a significant and immediate impact on the lives of gifted individuals.

Again, and on behalf of all of us at the Mensa Foundation, we extend our sincerest gratitude for your support. You have made a tangible difference. Thank you for being an invaluable part of our development efforts and for your unwavering belief in our mission.
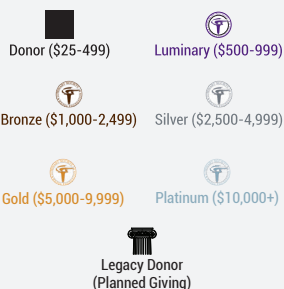
Mensa Research Journal Propagates Knowledge on Intelligence and Giftedness

Fascinating scholarly research available to readers beyond Mensa membership

BY JEFF PAPA, PH.D., *MENSA RESEARCH JOURNAL* **EDITOR-IN-CHIEF**

THE MENSA RESEARCH JOURNAL is a publication of the Mensa Foundation that offers a wealth of scholarly articles and recent research on intelligence. Published at least three times per year, the *Mensa Research Journal* features contributions from esteemed authors and researchers of national and international repute. Importantly, the journal is not exclusive to Mensa members, as anyone can subscribe, and gift subscriptions are also available, ensuring its accessibility to a broader audience.

The *Mensa Research Journal* covers a diverse range of topics pertaining to intelligence and giftedness. In the Summer 2022 issue, the journal served as a companion to the Mensa Foundation's Colloquium, providing a platform for Colloquium presenters to showcase their research on the theme of "Giftedness Across the Lifespan." Additionally, the issue included supplementary materials related to the topic, further enriching readers' understanding.

The Fall 2022 issue of the *MRJ* featured the expertise of guest editors Dr. Lisa Rubenstein and Dr. Krista Stith from Ball State University. Their curation of research on the relationship between creativity and intelligence brought a fresh perspective to the journal, highlighting the interplay of these two important cognitive domains.

The Winter 2023 *Mensa Research Journal* presented fascinating research conducted by the recipients of the 2022 Mensa Foundation Awards for Excellence in Research. This issue showcased their outstanding findings, contributing significantly to the advancement of intelligence research.

Continuing the tradition, the Summer 2023 *Mensa Research Journal* served as a companion to the 2023 Mensa Foundation Colloquium. The issue concentrated on the theme of "The Talent and Potential of Neurodiversity," featuring research by Colloquium presenters. Mailed just before the Colloquium, this edition allowed those interested to familiarize themselves with the presenters' latest research prior to attending the event.

The *Mensa Research Journal* values input from its readers and actively encourages suggestions for future research themes within the field of intelligence. This inclusive approach ensures that the *Mensa Research Journal* remains at the forefront of intelligence research, exploring diverse areas of study and incorporating ideas from the broader community.

The *Mensa Research Journal* is a prestigious publication that plays a vital role in disseminating valuable intelligence research and fostering intellectual growth and understanding in the field.

Subscribe at MensaFoundation.org/MRJ.

Your donation helps unleash intelligence for the benefit of humanity. Visit MensaFoundation.org/Unleash.

Colloquium 2023: Exploring Intelligence through Neurodiversity

Next year's symposium to focus on giftedness in the workplace

THE MENSA FOUNDATION'S 2023 COLLOQUIUM explored the topic "The Talent and Potential of Neurodiversity." It was a thought-provoking event that built upon the success of the previous year's exploration of giftedness and intelligence across the lifespan. Esteemed scholars and advocates came together to explore the complexities of cognitive abilities and nurture a deeper appreciation for the diverse range of talents and potential within our society, furthering the Mensa Foundation's efforts to broaden our understanding of intelligence.

Dr. Lawrence Fung, a renowned researcher from Stanford University, delivered a presentation on the Strengths-Based Model of Neurodiversity. Drawing from his extensive knowledge and expertise, Dr. Fung highlighted the importance of recognizing and leveraging the strengths of neurodiverse individuals to foster innovation and productivity.

Dr. Don Ambrose, renowned for his multidisciplinary approach, drew upon diverse fields such as economics, sociology, neuroscience, and philosophy. His presentation aimed to provide illuminating examples of phenomena and concepts from these disciplines that shed light on the manifestations of neurodiversity, ultimately challenging conventional norms and fostering a more inclusive understanding. Attendees were encouraged to embrace interdisciplinary approaches, fostering a deeper appreciation for the intricate nature of intelligence and neurodiversity.

Dr. Shawn Anthony Robinson shared his personal journey as an African American male with dyslexia in his presentation, "The Intersection of Literacy & Creativity: A Pathway to Liberation & Self-Empowerment." Dr. Robinson's insights highlighted the transformative power of creativity in overcoming obstacles and empowering oneself, further contributing to the discussions on intelligence within the context of neurodiversity.

Dr. Thomas Armstrong, an esteemed author and expert in the field of neurodiversity, presented "Positive Niche Construction: A Wellness Model for Neurodivergent Children, Teens, and Adults." Dr. Armstrong's practical session built upon the foundation set by the previous colloquium, offering strategies and tools to create positive environments that support the growth and development of neurodivergent individuals. His contributions aligned with the objective of broadening our understanding of intelligence and nurturing the potential of diverse cognitive abilities.

Looking ahead to the 2024 event, the Mensa Foundation will shift its focus to giftedness in the workplace, building upon the insights gained from the previous colloquiums. We will explore how diverse cognitive abilities intersect with professional environments, with the aim of providing practical strategies, valuable insights, and best practices to foster inclusive workplaces that effectively harness the unique talents of gifted individuals.

Mensa Foundation Prize Awarded to NIH Neuroscientist, a Pioneer on Nervous System Development, Plasticity, and Memory

R. DOUGLAS FIELDS, PH.D., a neuroscientist and author of numerous books and magazine articles about the brain, has been awarded the fourth Mensa Foundation Prize for his research in plasticity and active myelination in brains related to learning and intelligence.

The biennial Mensa Foundation Prize honors the best discoveries in intelligence and creativity and is endowed by the estate of Kenneth Douglas Thomson (1934-2013), a longtime Mensa member. The recognition includes a $10,000 award.
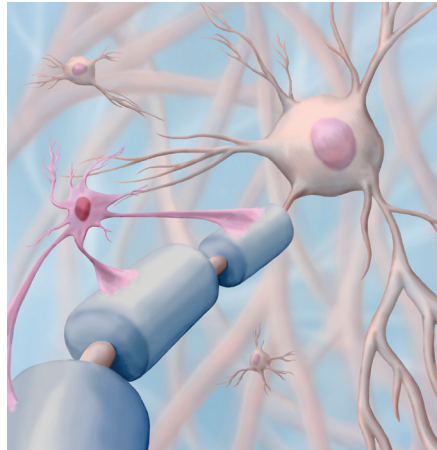
Mayo Clinic Neural Engineer and Minnesota Mensa Life Member Makes Deep Brain Stimulation Safer and More Effective

Kevin E. Bennet, Ph.D.
Copper Black Award for Creative Achievement

For the creativity of a person or a specific creative achievement that may include an invention that has been patented or otherwise demonstrated to be of practical value, or an innovation that has been implemented, at least in part, to the advantage of persons other than the nominee

Traditionally, the long-term benefits of deep brain stimulation have been limited due to the use of pyrolytic carbon electrodes; however, the use of electrochemical electrodes composed of diamond has proven to significantly extend the lifespan of the electrodes, substantially reducing the risk to patients from repeated insertions into deep brain structures.

Dr. Kevin E. Bennet was instrumental in the development of these electrodes. As Chair of the Division of Engineering and Co-Director of the Neural Engineering Laboratories at Mayo Clinic in Rochester, Minn., Dr. Bennet is responsible for the advancement and application of new technology for clinical practice and research.

Since joining the Mayo Clinic in 1990, Dr. Bennet's research interests have focused on furthering the understanding of brain activity and intervention in abnormal processes using electrical deep brain stimulation and neurotransmitter measurement. Dr. Bennet collaboratively founded Mayo Clinic Neural Engineering Laboratories in 2006 and was awarded the inaugural Mayo Clinic Distinguished Investigator Team Science Award in 2015. He currently serves as a member of the Mayo Clinic Discovery Translation Program Scientific Advisory Group and is acting Co-CEO and CFO of NaviNetics Inc. and NaviNetics NeuroModulation Inc.

Internationally, Dr. Bennet serves on the scientific advisory board of the Centre for Research in Medical Devices of the Science Foundation of Ireland. He has authored more than 100 peer-reviewed publications and four book chapters and holds 43 patents. In addition to his leadership and research activities, Dr. Bennet is Assistant Professor of Neurosurgery at the Mayo Clinic College of Medicine and Science and has served as a visiting professor at 25 universities in nine countries, providing mentorship to visiting scientists, research trainees, and students. His ongoing research and development efforts have significantly advanced our understanding of deep brain stimulation and wireless physiological monitoring, benefiting the lives of countless patients.

Ambassador for Gifted Education Honored for Interdisciplinary Work

Don Ambrose, Ph.D.
Lifetime Achievement Award

Presented every other year in recognition of a lifetime of contributions to the field of intelligence and related subjects

Recognized for his interdisciplinary scholarly work on giftedness, Dr. Don Ambrose is Professor Emeritus of Graduate Studies at Rider University and editor of the Roeper Review. He brings to the field an intellectual synthesis, an ever-deeper dive into complex interdisciplinary theories and ideas, then uses his exceptional skill at creating verbal and visual explanations to simplify them for readers.

His *Catch a Wave*, co-edited with Robert Sternberg, models the impact of globalization on 21st century societies. Its creative visual models have inspired thought leaders in the giftedness field to see relationships and influences that were otherwise invisible. Recognized by his peers as "the single most impressive and endearing ambassador for the entire field of gifted education," Dr. Ambrose serves on the editorial boards of major journals in creative intelligence fields and for several book series.

Dr. Ambrose has initiated and led numerous interdisciplinary scholarly projects involving eminent researchers and theorists from various fields, including gifted education, general education, creativity studies, cognitive science, ethical philosophy, psychology, political science, economics, law, history, sociology, urban planning, architecture, theoretical physics, and critical thinking.

Dr. Ambrose has received the Distinguished Scholar award from the National Association for Gifted Children, the Creativity Award from the International Center for Innovation in Education, and the Hall of Fame award from the New Jersey Association for Gifted Children, among other distinctions. He is a speaker at the Mensa Foundation's 2023 Colloquium, Giftedness Across the Lifespan: The Talent and Potential of Neurodiversity.

Graduate Researcher Looks at How Cognitive Abilities, Creative Thinking, and Socio-Emotional Factors Affect Gifted Learners

Hernán Castillo-Hermosilla
Gifted Education Development Fellowship:

To assist outstanding educators in acquiring a graduate degree in gifted education.

Hernán Castillo-Hermosilla is a Purdue University doctoral student in gifted, creative, and talented Studies. He studies the many facets of intellectual giftedness and creativity to advance gifted education. He has a master's degree in educational psychology, specializing in cognitive development and individual differences, and a strong background in education. Castillo-Hermosilla understands the psychological and educational nuances of giftedness and talent due to his academic background and his experience as a gifted learner. He participated in the first university-based enrichment program for gifted students in Chile, taking undergraduate courses while still in high school.

Castillo-Hermosilla's research explores how cognitive abilities, creative thinking, and socio-emotional factors affect gifted learners. He uses qualitative and quantitative methods to study the diverse factors that affect gifted people's cognitive, social, and emotional development. Drawing on experiences in diverse regions from Chile, Spain, Taiwan, and the U.S., he lends international perspectives on gifted education with scholars from Argentina, Australia, Brazil, Colombia, Germany, Paraguay, and Uruguay.

His passion goes beyond academia. Castillo-Hermosilla attends gifted education conferences and professional organizations to participate in scholarly discussions and stay current. His participation in collaborative research projects and partnerships with educators and practitioners shows his dedication to bridging research and practice to inform evidence-based interventions and support systems for gifted learners.

Your donation helps fund scholarships and

Researcher Explores Linguistic-Cognitive Bias in Non-Verbal Tests

Mary A. Pei
Dissertation Mini-Grant

To assist doctoral students in dissertation research related to intelligence or gifted education.

The most recent recipient of the Johns Hopkins School of Education's Innovation in Research Fellowship for her three-study, mixed methods dissertation on gifted identification tests, Mary A. Pei is a Ph.D. candidate in the Department of Advanced Studies in Education at Johns Hopkins University in Baltimore. She holds a Master of Science in educational studies and a graduate certificate in urban education, also from Johns Hopkins University, and earned her B.A. in linguistics and Asian studies from the University of Wisconsin-Madison.

Pei's research incorporates linguistics, semiotics, creativity, and measurement design in examining the identification, measurement, and development of talent and creativity in the United States and East Asia. In addition to her studies in Asian-American experiences in education, she has served as the graduate evaluation assistant on projects in the U.S. and East Asia, performing both quantitative and qualitative data collection and analysis.

The goal of Pei's qualitative study is meaning-making from teachers' perceptions of linguistic-cognitive bias in the CogAT Nonverbal Battery and the Naglieri Nonverbal Abilities Test. Teachers possess intimate, practical knowledge about students and educational experiences, and their professional expertise can illuminate further areas of investigation as we work toward equity in gifted education. In that spirit, Pei intends to interview 10 to 30 gifted and talented teachers about their perceptions of linguistic-cognitive bias in these two non-verbal tests to build knowledge about both stakeholder perceptions of the non-verbal tests and stakeholder perceptions of linguistic-cognitive bias. Using a semi-structured interview approach, she will focus on specific themes while leaving freedom for related, unexpected elements.

Scholar Strives for Students to Have Equitable Access to Gifted and Talented Education

Lindsay Lee
Early Career Mini-Grant

For research related to intelligence, creativity, and gifted education to develop a research agenda promoting the understanding and support of intelligence

An Assistant Research Professor at East Tennessee State University, Lindsay Lee is a dedicated educational scholar who focuses on ensuring that all advanced learners, irrespective of their background or circumstances, have equal access to the necessary resources and support to unlock their full potential. With a commitment to promoting equity in gifted and talented education, Lindsay engages in a variety of scholarly activities. Lindsay conducts research studies, delving into the unique needs, challenges, and experiences of advanced learners. Her work also involves developing educational resources, including curriculum materials and instructional strategies tailored to the specific requirements of gifted students.

Lee provides professional development opportunities for educators and administrators, empowering them with the knowledge and skills needed to effectively nurture and support advanced learners. By engaging in advocacy efforts and collaborating with stakeholders, Lee works to implement policies that ensure equitable access to gifted and talented education. Through her work, Lee strives to break down barriers and create a level playing field where all students can thrive and excel academically.

research. Visit MensaFoundation.org/Unleash.

Awards for Excellence in Research

Given internationally for outstanding research on intelligence, intellectual giftedness, and related fields

Senior Division

Senior Investigators include researchers who hold a doctoral degree and have received their degrees more than seven years ago (or have more than seven years of experience).

Joni M. Lakin and Jonathan Wai

"Spatially Gifted, Academically Inconvenienced: Spatially Talented Students Experience Less Academic Engagement and More Behavioural Issues Than Other Talented Students" *British Journal of Educational Psychology, February 2020*

Abstract: Spatially talented students have a capacity for success that is too often overlooked by educational services. Because these students may lack appropriate challenge, theorists suggest these students experience greater academic struggles than other gifted students, including [behavioral] problems and lack of academic engagement. The goal of this research was to explore empirical evidence for the claim that spatially talented students would experience more academic struggles than other gifted students. We sought to understand the size of the "spatially talented" population and their patterns of [behavioral] and academic struggles in high school. We also looked at long-term outcomes, including degree completion. This article explores characteristics of spatial talent in three U.S. nationally representative data sets: Project Talent (1960), High School and Beyond (1980), and the National Longitudinal Study of Youth (1997). Combined, these data provide a 60-year longitudinal study of student outcomes. This study utilized factor analysis, analysis of variance, and regression methods to explore the research questions for each data set. From our analyses, we estimate that 4-6% (at least 2 million) of the 56.6 million students in the U.S. K-12 system are spatially talented students that are not identified by common gifted and talented screening processes. These students had greater academic challenges, including reading difficulties, poor study habits, and [behavioral] troubles. We also found that spatially talented students were less likely to complete college degrees compared to other talented students. Our findings support the need for greater services to these talented students.

Michael S. Matthews

"Why Hasn't the Gifted Label Caught Up With Science?" (co-author Jennifer L. Jolly) *Journal of Intelligence*, October 2022

Abstract: The development of both special education and gifted education as fields of study were closely tied to the origins of intelligence testing in the early 20th century. While special education's terminology has become more nuanced and circumspect over the ensuing century, the term *gifted* has remained unchanged despite coming under substantial criticism in recent decades for its lack of specificity and for the innateness that the term implies as the primary cause of individual differences in ability. We examine this history and the seminal nationally disseminated reports related to gifted education, from the Marland report to the present, to consider why the gifted label has persisted. We conclude with some suggestions for how these issues might be remedied.

Saiying Steenbergen-Hu

"The Effectiveness of Current Interventions to Reverse the Underachievement of Gifted Students: Findings of a Meta-Analysis and Systematic Review" (co-authors Paula Olszewski-Kubilius and Eric Calvert) *Gifted Child Quarterly*, April 2020

Abstract: Underachievement of gifted students has been a great concern for the field of gifted education. The current study reviewed 14 recent empirical studies concerning the effectiveness of underachievement interventions on gifted students' achievement outcomes and psychosocial outcomes. Overall, there was no evidence that underachievement interventions significantly improved academic performance of gifted underachievers ($g = .09$, $p = .387$), especially in terms of course grades. Gifted underachievers receiving interventions significantly outscored their comparison peers on psychosocial outcomes ($g = 0.22$, $p = .001$), which consisted of a variety of measures on self-efficacy, goal valuation, environmental perceptions, self-regulation/motivation, and psychosocial functioning. Qualitative studies generally reported

that gifted underachievers benefited from the interventions in terms of increased motivation for learning, improved self-regulation, and finding school more meaningful. Findings need to be viewed in light of the relatively low quality of the evidence from recent research on underachievement interventions.

Bich Thi Ngoc Tran, M.A.

"Expanding Gifted Identification to Capture Academically Advanced, Low-Income, or Other Disadvantaged Students: The Case of Arkansas" (co-authors Jonathan Wai, Ph.D.; Sarah McKenzie, Ph.D.; Jonathan Mills, Ph.D.; and Dustin Seaton, M.Ed.;) *Journal for the Education of the Gifted*, March 2022

Abstract: We examined the state of Arkansas, empirically testing how focusing on high-achieving students using state tests might expand the pool of gifted identified students. From a broader sample of 173,133 students, we compared the degree to which students who were academically talented in the top 5% on third-grade state literacy and math assessments were identified as gifted in Arkansas. Across five independent cohorts, we replicated the finding that roughly 30% of the students in the top 5% on both third-grade literacy and math were not identified as gifted. Logistic regression (*N* = 3992) indicated that high-achieving students participating in the federal Free/Reduced Lunch program were 50% less likely to be identified. These findings suggest that using state math and literacy assessments as universal screening tools could improve gifted identification of high-achieving students, many from low-income or other disadvantaged backgrounds.

Junior Division

Junior Investigators include graduate students, post-doctoral researchers, and researchers who have earned their degrees within the past seven years (or those who have previously earned degrees in other fields and entered their present field within the past seven years)

Matt Brown

"Can You Ever Be Too Smart for Your Own Good? Comparing Linear and Nonlinear Effects of Cognitive Ability on Life Outcomes" (co-authors Jonathan Wai; and Christopher F. Chabris) *Perspectives on Psychological Science*, November 2021

Abstract: Despite a long-standing expert consensus about the importance of cognitive ability for life outcomes, contrary views continue to proliferate in scholarly and popular literature. This divergence of beliefs presents an obstacle for evidence-based policymaking and decision-making in a variety of settings. One commonly held idea is that greater cognitive ability does not matter or is actually harmful beyond a certain point (sometimes stated as > 100 or 120 IQ points). We empirically tested these notions using data from four longitudinal, representative cohort studies comprising 48,558 participants in the United States and United Kingdom from 1957 to the present. We found that ability measured in youth has a positive association with most occupational, educational, health, and social outcomes later in life. Most effects were characterized by a moderate to strong linear trend or a practically null effect (mean R^2 range = .002–.256). Nearly all nonlinear effects were practically insignificant in magnitude (mean incremental R^2 = .001) or were not replicated across cohorts or survey waves. We found no support for any downside to higher ability and no evidence for a threshold beyond which greater scores cease to be beneficial. Thus, greater cognitive ability is generally advantageous — and virtually never detrimental.

Valentin Emslander

The Relation Between Executive Functions and Math Intelligence in Preschool Children: A Systematic Review and Meta-Analysis (co-author Ronny Scherer) *Psychological Bulletin*, January 2022

Abstract: Executive functions (EFs) are key skills underlying other cognitive skills that are relevant to learning and everyday life. Although a plethora of evidence suggests a positive relation between the three EF subdimensions, inhibition, shifting, and updating, and math skills for schoolchildren and adults, the findings on the magnitude of and possible variations in this relation are inconclusive for preschool children and several narrow math skills (i.e., math intelligence). Therefore, the present meta-analysis aimed to (a) synthesize the relation between EFs and math intelligence (an aggregate of math skills) in preschool children; (b) examine which study, sample, and measurement characteristics moderate this relation; and (c) test the joint effects of EFs on math

FOUNDATION '22-'23 FINANCIALS	
EXPENSES	
Program Services	$561,473
Support Services	$417,307
Total Expenses	$978,780
REVENUE	
Contributions (Total)	$1,299,359
Without Donor Restrictions	$138,370
With Donor Restrictions	$1,160,989
American Mensa	$10,000
Publications	$57,565
Rent	$116,891
Investments (Total)	$86,745
Without Donor Restrictions	$42,752
With Donor Restrictions	$43,993
Other Income	$26,774
Total Revenue	$1,597,334

(r = .30, 95% CI [.25, .35]), shifting (r = .32, 95% CI [.25, .38]), and updating (r = .36, 95% CI [.31, .40]). Key measurement characteristics of EFs, but neither children's age nor gender, moderated this relation. These findings suggest a positive link between EFs and math intelligence in preschool children and emphasize the importance of measurement characteristics. We further examined the joint relations between EFs and math intelligence via meta-analytic structural equation modeling. Evaluating different models and representations of EFs, we did not find support for the expectation that the three EF subdimensions are differentially related to math intelligence.

Rahmi Jackson

"The Identification of Gifted Underachievement: Validity Evidence for the Commonly Used Methods" (co-author Jae Yup Jung) *British Journal of Educational Psychology*, May 2022

Abstract: This study used a longitudinal person-oriented approach to examine whether two distinct developmental pathways of maladaptive motivation could be distinguished among high-ability students (intelligence quotient [IQ] ≥ 120, N = 403, Mage = 12.2 years, 60.5% males), as proposed by the Pathways to Underachievement Model. Latent class growth analysis provided evidence for a three-class solution, including an adaptive class and two maladaptive classes, largely corresponding with the predictions of the Pathways to Underachievement Model. Furthermore, the classes related to the outcome variables in the expected ways, with the maladaptive classes showing higher disengagement and underachievement. These findings substantiate the Pathways to Underachievement Model and provide developmental insight into the multiple motivational pathways underlying disengagement and underachievement among high-ability students.

Alicia Ramos

"Motivational Pathways Underlying Gifted Underachievement: Trajectory Classes, Longitudinal Outcomes, and Predicting Factors" (co-authors Jeroen Lavrijsen, Lisa Linnenbrink-Garcia, Bart Soenens, Maarten Vansteenkiste, Sabine Sypré, Michiel Boncquet, and Karine Verschueren) *Gifted Quarterly*, November 2022

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intelligence. Utilizing data extracted from 47 studies (363 effect sizes, 30,481 participants) from 2000 to 2021, we found that, overall, EFs are significantly related to math intelligence (r = .34, 95% CI [.31, .37]), as are inhibition