

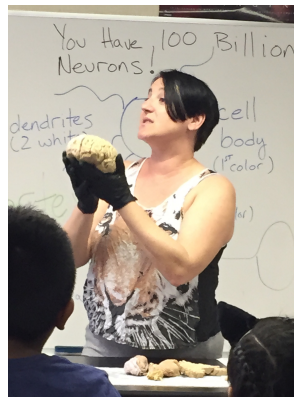


GAUCHOS GIVE BACK

April 8th 2016 was the first ever UCSB Give Day—a day dedicated to community service and giving back to UCSB.

At the Department of Psychological & Brain Sciences, it was an opportunity to highlight and reflect upon the students, faculty, and alumni who strengthen their communities through service and philanthropy.

Graduate student Lauren Winczewski volunteers at CALM, which stands for Child Abuse Listening Meditation in Santa Barbara. The social psychology Ph.D. student, pictured below with advisor Nancy Collins, recently won the McClintock award for research, teaching, and service. At CALM, she provides childcare while parents meet with therapists and to create a better environment for their children.



Many faculty members volunteer in school settings. This month *Inside Psychology* features on page 3 the work of the “The Brainiacs” Professors Karen Szumlinski (pictured above) and Tod Kippin who have been conducting brain awareness presentations at the Orfalea Family Children’s Center on West Campus, teaching 3 to 5 year olds about the basics of brain function, with a focus on brain safety.

Give Day also gave the department the opportunity to highlight the many contributions of Psychological & Brain Sciences alumni to their respective communities. In a series of Facebook posts, we highlighted such alumni and alumnae as Dairine Pearson (pictured right). The Class of 2008 Distinguished

Senior gives back through her work at Visiting Nurse & Hospice Care of Santa Barbara, running to support the Gwendolyn Strong Foundation, and giving an annual guest lecture in Psych 101 Health Psychology on bereavement and end of life issues.

The 4-8-16 Give Day also provided an opportunity to donate to UCSB and many faculty, staff, students, and alumni chose to donate to Psychological & Brain Sciences. The university raised \$3,721,571 through 1,268 gifts, showing the generosity of the Gaucho community to give back to UCSB. Within Psychological & Brain Sciences, we also had a banner year, as the number of donors in the past year (recognized on the last page of this newsletter) jumped to 86 from an average of 24.5 over the prior four years.



INSIDE THIS ISSUE

PAGE 2 – RESEARCH SPOTLIGHT: THE EVOLUTION OF SHAME

PAGE 7 – HONORING JIM BLASCOVICH

PAGE 11 – ALUMNI PROFILE DACHER KELTNER

PAGE 12, 14 – NEW FACULTY: EMILY JACOBS & MICHAEL GOARD (RIGHT)

PAGE 15-16 – CLASSNOTES



THE EVOLUTION OF SHAME



Shame is a painful emotion, one we do our best to avoid. And yet it is universal among cultures. Why would we evolve something that makes us lie, evade and worse? One prominent theory holds it's a malfunction, an ugly pathology we'd be better off without. Calling shame "ugly," however, may be a case of blaming the messenger for bad news, according to researchers at UC Santa Barbara's Center for Evolutionary Psychology (CEP). Based on studies in the U.S., India and Israel, they argue that shame — like pain — evolved as a defense. "The function of pain is to prevent us from damaging our own tissue," said Daniel Sznycer, lead author of the paper recently published in the journal *Proceedings of the National Academy of Sciences*. "The function of shame is to prevent us from damaging our social relationships, or to motivate us to repair them."

"Our ancestors lived in small, cooperative social groups that lived by hunting and gathering," said John Tooby (pictured above), a professor of anthropology, co-director of CEP and a co-author of the paper. "In this world, your life depended on others valuing you enough to give you and your children food, protection and care. The more you are valued by the individuals with whom you live — as a cooperative partner, potential mate, skilled hunter, formidable ally, trustworthy friend, helpful relative, dangerous enemy — the more weight they will put on your welfare in making decisions. You will be helped more and harmed less."

The flip side of this dynamic is being devalued by others. "When people devalue you, they put less weight on your welfare. They help you less and harm you more," said Leda Cosmides (pictured above), a professor of psychology, co-director of CEP and also an author of the paper. "This makes any information that would lead others to devalue you a threat to your welfare." The authors call this theory, which brings together the views of a number of evolutionary researchers, "the information threat theory of shame."

The authors argue that shame is necessary to successfully navigate the landscape of human social life. As Tooby put it, "the shame system is designed to give others some vote in what behavior you end up choosing. To be effective at this, the shame system must be designed to build an internal map of what acts would trigger your devaluation by others, and signal how intense the negative reaction to each choice would be." Depending on the aversive magnitude of the anticipated shame, individuals will often be deterred from behaviors that hurt or destroy their relationships with the people around them — or they will be motivated to hide them. The authors consider it a social pricing signal, through which the chooser can feel how steep the price of a course of action might be (like robbing a bank) to balance against the attraction of the direct payoff (having the money).



The researchers created two dozen brief fictional scenarios depicting behaviors or traits that were expected, on evolutionary grounds, to lead to devaluation: stinginess, infidelity and physical weakness, among others. They ran these on populations in the U.S., India and Israel. One group of participants was asked to report, for each scenario, how negatively they would view another person if those things were true of that person. A different group of participants was asked how much shame they would feel if those things were true of themselves. "We observed a surprisingly close match between the negative reactions to people who commit each of these acts — that is, the magnitudes of devaluation — and the intensities of shame felt by individuals imagining that they would commit those acts," Cosmides said.

Cosmides noted, "we think that shame is tuned specifically to *local* audiences: those whose support you need. When the values of local audiences and foreign audiences happen to be in sync — and for stinginess, infidelity and many other items we found massive cross-cultural agreement in what people devalue in others — shame will track foreign audiences as a mere side-effect of its sensitivity to local audiences and the cross-cultural consistency in what others devalue." When the values of local and foreign audiences are *uncorrelated*, however, shame ceases to track foreign audiences, but continues to track local audiences. As Sznycer said, "We observed precisely what you predict if the function of shame is to guide your choices to factor in the values of those you interact with."

PSYCH AND BRAIN SCIENCES IN THE COMMUNITY: THE PBS BRAINIACS OUTREACH AGAIN

Brain Awareness Week 2016 officially spanned March 14-20th, but for PBS Professors Karen K. Szumlinski and Tod E. Kippin, outreach activities at local schools and organizations began in January and continue on into late April. For the past 5 years, “The Brainiacs” Drs. Szumlinski and Kippin have been conducting brain awareness presentations for the 7 preschool classrooms at the Orfalea Family Children’s Center on West Campus, teaching 3 to 5 year olds about the basics of brain function, with a focus on brain safety. With the “matriculation” of their own children to elementary school, Drs. Szumlinski and Kippin established The Brain Booth for Hope Elementary School’s STEM night in 2015 and this year, with the assistance of their graduate students, took over a classroom with brain exhibits, dissections and neuron face-painting. In an effort to provide a more intimate learning experience for Hope Elementary School students, Dr. Szumlinski created the “Hope for Brains!” neuroscience program for Grades K through 6.

Taking over the Science classroom for a period of 2.5 weeks, Drs. Szumlinski and Kippin ran a fun, interactive, course that included an exhibition of human, sheep, mouse and rat brains, sensory and memory experiments, microscopy, excitatory/inhibitory neurotransmitter relay races, and the ever-popular “build a pipe-cleaner neuron” activity. Once again, for the preschool and younger elementary students, Eggalicious was the star of the show as the children marveled over how her helmet protected her skull and kept her “egg brains” from coming out. The Hope School 6th graders had so many questions, Dr. Szumlinski had to come back for a 2nd session! Dr. Szumlinski took her brains on the road to the Goleta Valley Girls Inc. afterschool program on April 6th as a participant in their STEM afternoon, providing an opportunity for grade K to 6 girls from around Santa Barbara, Goleta and Isla Vista to view brain specimens and inquire about the brain.

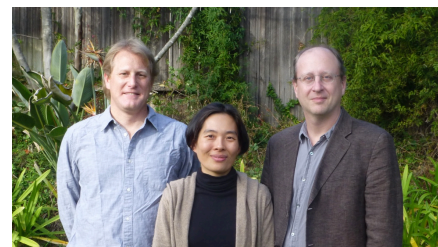


Later this month, Dr. Szumlinski will be running an all-school program at Santa Barbara Charter School, making this year’s Brain Awareness campaign the largest yet! “My hope for the very near future is to conduct similar school-wide or organization-based programs all across Santa Barbara and Goleta. We have such a strong neuroscience community here at UCSB, with lots of enthusiastic researchers and students – there is absolutely no reason why this cannot be accomplished. This year, 2 individuals managed to reach out to 2 entire elementary schools, in addition to more than 100 preschool children and 150 children in an afterschool program. I envision creating a Brainiac Club to recruit interested graduate and undergraduate students, as well as faculty to the cause. With more people-power (and some funding), we can develop city-wide activities that rival the Brain Awareness Week programs at other UC campuses and show the children of our community what their brains are made of!”, said Dr. Szumlinski. Individuals interested in participating in Brain Awareness Week and expanding the program are encouraged to contact Dr. Szumlinski directly by email: karen.szumlinski@psych.ucsb.edu.

FEAR OF EBOLA AND XENOPHOBIA

When the Ebola virus was ravaging western Africa in 2015, a curious thing happened: Americans whose chances of being infected were effectively zero became terrified of the disease. What's more, some of these people began to advocate xenophobic policies that medical experts said would only make the situation worse.

A pair of UC Santa Barbara researchers decided to look into this phenomenon, and what they found could help medical relief efforts in future outbreaks around the world. Heejung S. Kim and David K. Sherman, professors in the Department of Psychological and Brain Sciences, discovered that the more people felt vulnerable to Ebola the more xenophobic they became. Their degree of xenophobia, however, was directly influenced by how individualistic or collectivistic they were.



In short, a person who is individualistic is more likely to have a stronger xenophobic response when he or she feels highly vulnerable to a pathogen like Ebola than someone who is collectivistic, or more oriented toward group goals. The researchers' paper, "Fear of Ebola: The Influence of Collectivism on Xenophobic Threat Responses," was published in May 2016 in the journal *Psychological Science*. John A. Updegraff of Kent State University is a co-author (the three authors are pictured above right).

"The old quote that 'there is nothing to fear but fear itself' rang true to us when everything started exploding with Ebola last year," Sherman said, noting that quarantining doctors returning from Africa and other policies considered counterproductive proliferated. "We want to try to understand the psychology of that phenomenon, and so we began to look to see whether there's a relationship between how vulnerable people felt to Ebola and their support for these xenophobic policies."

In the study, the researchers surveyed 1,000 Americans selected as representative of U.S. demographics. The survey assessed their individualism or collectivism, their perceived vulnerability to Ebola risk, their perceived ability to protect themselves from the virus, and xenophobia, which consisted of prejudice against West Africans and support for restrictive travel policies, as well as prejudice against undocumented immigrants and ethnocentrism.

The surveys found a clear link between individualism and a heightened xenophobia response. "There was a strong link between how vulnerable people feel to disease and their xenophobia," Kim said. "That by itself is not groundbreaking, but it's interesting. So it shows there's some relationship that the more scared that you are about Ebola, the more you think it threatens you, your family, your community, the nation, the more xenophobic you are. There's that strong relationship. But you see that relationship is even stronger for people who are individualistic," Kim continued, "and is somewhat weaker for people who are collectivistic,



such that if you look at people who are on the far end of the continuum — that is, people who really feel quite afraid about Ebola — those who are collectivistic are less xenophobic than those who are more individualistic."

Social bonds appear to moderate xenophobic impulses, according to Kim and Sherman. "Collectivism is associated with a set of rules and traditions and a close relationship with others. These are all ways that help people cope with threats like scary viruses," Sherman explained. "So if you are someone who has stronger collectivistic values and you have the beliefs and practices that are associated with them, there's less of a need to respond to these threats with xenophobia."

The research could help medical teams in foreign hot spots adopt practices that make it easier to treat the sick. Through Goleta-based Direct Relief International, they spoke to physicians (see picture on left) who had spent time in Africa during the Ebola crisis. They learned that the practices of visiting doctors, who are used to treating individualists, sometimes made it harder to address the disease among people who are more collectivist. "A lot of times those doctors come from the West, and the first thing they do is they isolate patients. The doctors from Sierra Leone talked at length about how that backfires because the patients became very scared, because they are isolated," Kim explained. "At some point they realized this and allowed phones calls with family. What they found was that this put their patients' minds at ease. Reducing isolation helped patients face the fear of Ebola."

Article by Jim Logan adapted from: <http://www.news.ucsb.edu/2016/016680/viral-fear>

DO WE HAVE FREE WILL?

UCSB PSYCHOLOGISTS EXPLORE HOW A COMPROMISED BELIEF IN FREE WILL CORRUPTS INTUITIVE COOPERATION

Arriving home from work to find your partner toiling away in the kitchen, odds are you'll jump in and help. That's human nature. But if you're flat out ordered to help? That's a different story. Remove the perception of choice and you're in fact more likely to recoil from cooperation and go a different direction altogether. Maybe you suddenly have other plans for dinner.



The intricacies of free will — and how a belief in the notion, or lack thereof, impacts our behavior — are examined in a new study by UC Santa Barbara psychologists John Protzko and Jonathan Schooler. Their findings appear in the journal *Cognition*.

The results show that while people are intuitively cooperative, challenging their belief in free will corrupts this behavior and leads to impulsive selfishness. However, when given time to think, participants are able to override the inclination toward self-interest.

“Challenging a person’s belief in free will corrupts the more automatic and intuitive mental processes,” said corresponding author Protzko, a postdoctoral scholar in Schooler’s META (Memory, Emotion, Thought,

Awareness) Lab in UCSB’s Department of Psychological & Brain Sciences. “Our study suggests that a challenge to an individual’s belief in free will can shift this default mechanism — at least temporarily — to become intuitively uncooperative and cause an individual to act in their own self-interest.”

To test why discounting the existence of free will increases the likelihood of uncooperative behavior, Protzko and Schooler recruited 144 people to play an economic contribution game called Public Goods. Subjects chose how much of their own “money” to put into a public pot. Their contributions were doubled and the communal pot was evenly divided among the players. They were also able to keep the money they didn’t pool.

In one of two manipulations used to determine why behavior changes when free will is challenged, the investigators placed time constraints around participant contributions to the public pot. This, in essence, influenced the players’ sense of free will. Some subjects were told they must read instructions and decide how much to donate within 10 seconds; others were told to wait 10 seconds before making their decision. A separate manipulation was presented in the guise of an unrelated pilot study to see if reading certain passages alters mood. The passage argued that neuroscience had recently proved that our decisions, or what we perceive as decisions, are made by complex brain interactions before we have conscious access to them. Control participants read an article on whether nuclear energy is environmentally friendly.

The researchers then assessed the degree of belief participants had in free will by asking them to rate, on a 1-100 scale, their agreement with the statement, “I have free will.” Those who read the neuroscience article agreed significantly less (75.6) than those who read the control passage (86.6). “Challenging a person’s belief in free will did not seem to provide them with a conscious justification for uncooperative behavior,” Protzko said. “If it did, we should have observed fewer contributions when people were given adequate time to think about their decision on the amount to contribute.

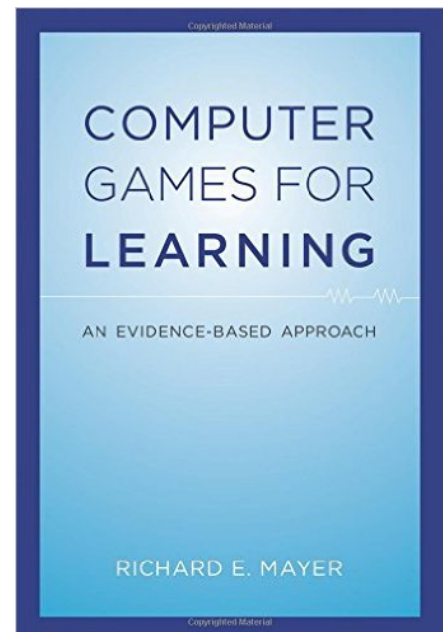
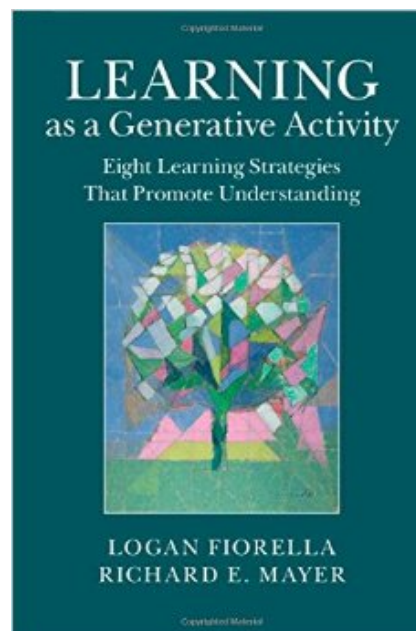
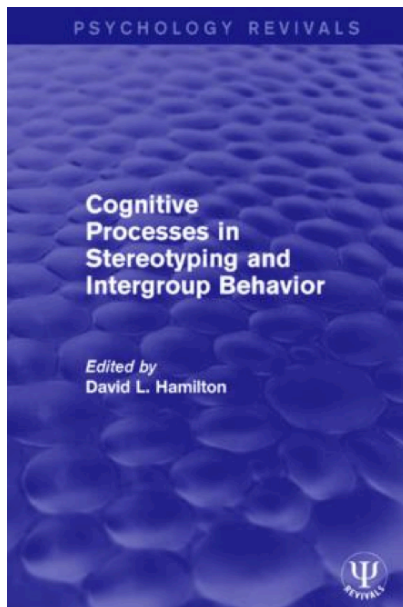
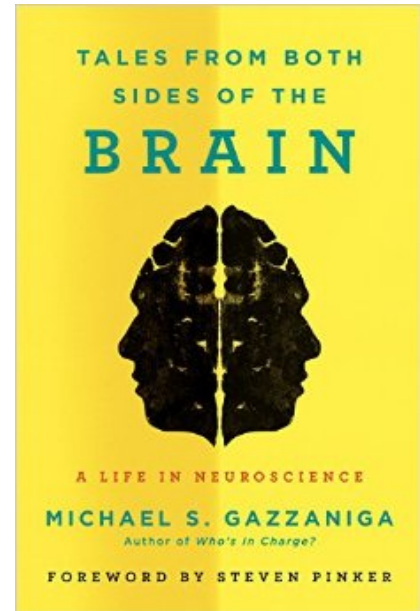
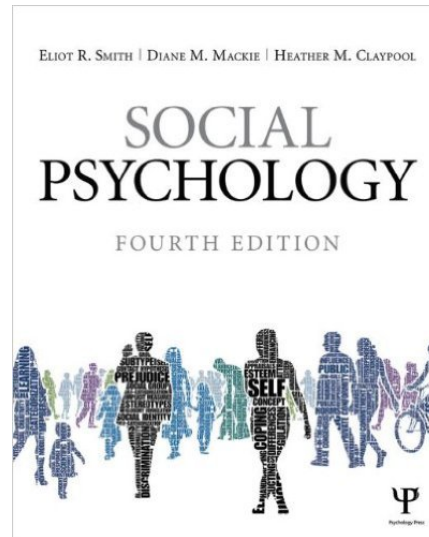
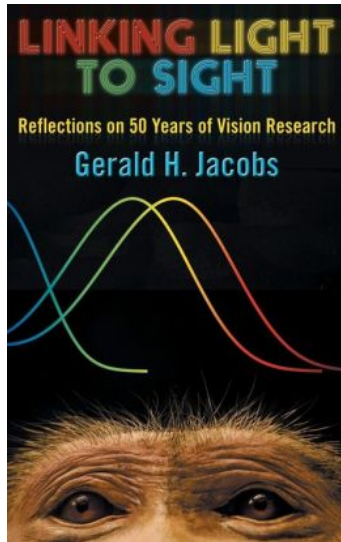
“It’s very damaging to hear that we don’t have free will,” said Protzko. “Discounting free will changes the way we see things. Yet given time, we recover and go about our lives as though nothing were different.”

This work was funded by grants from the Fetzer Foundation and supported by a grant from the John Templeton Foundation.

Article by Julie Cohen adapted from www.news.ucsb.edu/2016/016512/do-we-have-free-will

BOOKS WRITTEN BY PSYCHOLOGY FACULTY

Below are books that have been authored by faculty in the Department of Psychological & Brain Sciences and published since 2014.



HONORING JIM BLASCOVICH: SOCIAL PSYCHOLOGIST, CHAIR, BUILDER



Jim Blascovich, Distinguished Professor and the Co-Founder and Director of the Research Center for Virtual Environments and Behavior, was honored at a retirement celebration on April 21, 2016 at Mosher Alumni Hall. Over the past 40 years, the last 20 of which were spent at UCSB, Jim's many contributions have indelibly changed the Department of Psychological & Brain Sciences, the field of social psychology, and UCSB.

Jim received numerous awards and recognition in his career as a social psychologist. He served as the President for both of the major societies in the field of social psychology, the Society for Personality and Social Psychology (in 2003) and the Society for Experimental Social Psychology (in 1996). Research awards include the Gordon Allport Intergroup Relations Prize for the top research publication in intergroup relations (in 2007) and the Sage Award for Best Article in Small Group Research (in 2011). He received the Chancellor's Award for Excellence in Mentoring

Undergraduate Research. The contributions of his many graduate students and postdoctoral collaborators are manifest as well; they continue to make seminal contributions to social neuroscience and understanding social influence in virtual reality.

As Chair of the Psychology Department (2000-2006), Jim secured the resources to launch the SAGE Center for the Study of the Mind, the Brain Imaging Center, and (with colleague Jack Loomis) the Research Center for Virtual Environments and Behavior. Jim also "oversaw" completion of the Psychology East building.

Jim also played a crucial role in the building of the Society for Personality and Social Psychology (SPSP), a professional organization of over 6000 social psychologists. Among his many roles during his continuous 25 years of service to the Society, Jim was the Secretary-Treasurer and then the first Executive Officer from 1989-1995 and later the President. Jim crafted and implemented a strategy that put the organization on the sound financial footing it still enjoys today. This includes negotiating with publishers for the rebirth and financial health of *Personality and Social Psychology Bulletin* and the launch of *Personality and Social Psychology Review*. In addition, he helped convince the SPSP Executive Committee to launch an annual convention, one that now attracts thousands of social psychologists from around the world. Not surprisingly, he received SPSP's Award for Distinguished Service to the Society in 2005.



In addition to all of these professional and administrative responsibilities, Jim is a model theoretician and a true pioneer for his scientific discoveries. He developed the biopsychosocial model of challenge and threat and validated cardiovascular indexes of challenge and threat motivation that have since been used in hundreds of published studies by researchers around the world. As a consummate and innovative methodologist, he also introduced social psychologists and other scientists to the power of digital immersive virtual reality technology to create rich psychological experiences for research participants. He co-authored *Infinite Reality: The Hidden Blueprint of our Virtual Lives* with his former postdoctoral fellow and collaborator Jeremy Bailenson. Published in 2011, the book continues to grow more influential as use of virtual worlds expands in everyday life.

A common theme in all these accomplishments is that Jim is a "builder." To honor Jim and build on what he's helped develop over the years at UCSB, the social psychology area (pictured above at the retirement celebration) has launched *the Jim Blascovich Campaign for Social Psychology at UCSB*. The purpose of this campaign is to raise funds for recruiting and training graduate students in the social psychology program at UCSB.

BRENDA MAJOR WINS CAMPBELL AWARD FROM SOCIETY OF PERSONALITY & SOCIAL PSYCHOLOGY

The Society for Personality and Social Psychology (SPSP) has selected Professor Brenda Major of the Department of Psychological & Brain Sciences at UCSB to be a co-recipient, along with Jennifer Crocker of Ohio State University, of the 2015 Donald T. Campbell Award in Social Psychology. The award is designed to recognize a scholar whose work has added substantially to the body of knowledge in social psychology.



RICH MAYER WINS EDUCATIONAL COMMUNICATIONS & TECHNOLOGY OUTSTANDING BOOK AWARD

Professor Richard Mayer was the recipient of the 2015 Association for Educational Communications and Technology (AECT) Outstanding Book Award for his book, *Computer Games for Learning: An Evidence Based Approach*.



KYLE RATNER NAMED APS RISING STAR



The Association for Psychological Science (APS) has named UC Santa Barbara's Kyle Ratner a 2015 Rising Star. The designation recognizes outstanding psychological scientists in the earliest stages of their post-Ph.D. research careers for innovative work that has already advanced the field and signals great potential for continued contributions.

"The APS Rising Stars reflect the best and the brightest in the psychological sciences," said Pierre Wiltzius, UCSB's Susan & Bruce Worster Dean of Science. "We are thrilled that Kyle has been recognized at this early stage in his career, and we know this is one of many accolades his innovative research will receive."

DIANE MACKIE ELECTED PRESIDENT OF SPSP



Professor and Chair of the Department of Psychological & Brain Sciences, Diane Mackie was elected to serve as President of the Society of Personality and Social Psychology. In 2016, Professor Mackie will serve as president-elect before helming the 6,000+ person organization in 2017. A professor at UCSB since 1984 and chair of the department since 2012, she has authored more than 100 articles and chapters on social influence and intergroup relations, served as editor on multiple journals, and earned many honors for her work, including the Gordon Allport Intergroup Relations Award, from the Society for the Psychological Study of Social Issues.

DEPARTMENT CELEBRATES 2016 AWARD WINNERS

2016 UNDERGRADUATE STUDENT AWARDS

Distinguished Graduating Senior

Angela Shields

The Morgan Award for Research Promise in Psychology

Gisella Diaz & Viki Papadakis

The Morgan Award for Academic Excellence in Psychology

Briana Beghi & Catherine Enders

Philip S. Rethis Memorial Award

Ramon Garcia, Jr.

Exceptional Academic Performance

David Cameron Baker IV, Alexandra Ballinger, Emma Baron, Gisella Diaz, Andi Dominguez, Alexander Fuessl, John Garcia, Christy Gross, Gregory Gunterson, John Han, Alea Holmes, Mikayla Hurwitz, Kelsey Katherine James, Katie Joskowitz, Michelle Kaplan, Tara Moossaian, Viki Papadakis, Marisol Ramos Zuniga, Cordelia Roberts, Julia Schon, Kallan Sheehan, Mali Suzuki, Amanda Toran, Jacie Valentine, Elizabeth Von Haunalter, Andrew Zhu

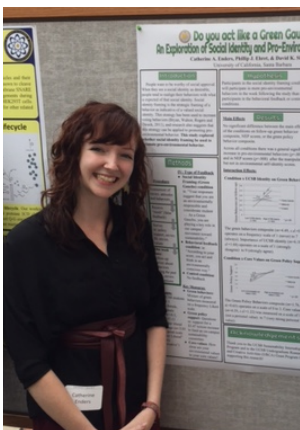
Chairperson's Award

Alexandra Ballinger, Sarah Freeze, Jacqueline Gallo, Cynthia Girón, Danielle Inez Miller, Brina Patel, Marisa Isabel Solé, Natalie Ngoc Nhi Tran

Distinction in the Major

Alexandra Ballinger, Gisella Diaz, Catherine Enders, Brenna Giordano, Amy Gregory, Kelsey Katherine James, Michelle Kaplan, Kyle Mcgrath, Tara Moossaian, Ashley Oiknine, Viki Papadakis, Brina Patel, Andrea Renteria, Angela Shields, Urvashi Singh, Jacie Valentine

CHANCELLOR'S AWARD FOR EXCELLENCE IN UNDERGRADUATE RESEARCH



Catherine Enders, graduating senior, was awarded the 2016 Chancellor's Award for Excellence in Undergraduate Research. Catherine was the recipient of an internship position with the Chancellor's Sustainability Research Program and with the Policy, Science, Technology, and Society Scholars program in Washington DC. In addition to her degree in Psychological & Brain Sciences (graduating with honors) she also completed a minor in Statistical Science and Professional Writing (Civic Engagement Track), presented a poster at the Sustainability Preconference to Society of Personality and Social Psychology, and was the recipient of an URCA award to support her research on using green identity to support sustainable behaviors. Next year, she will be pursuing a Masters of Public Health in Epidemiology and Biostatistics at the University of California, Berkeley.

2015-2016 GRADUATE STUDENT AWARDS

Charles G. McClintock Graduate Fellowship in Social Psychology
Lauren Winczewski

Doctoral Scholars Award
Amanda Kaczmarek

Mayer Award for Outstanding Research Contribution in Psychology
Chelsea Brown

Graduate Research Mentorship Program Fellowship
Amanda Kautzman

Interdisciplinary Humanities Center Graduate Student Fellowship
Allison Shapiro

Harry J. Carlisle Memorial Award
Jared Bagley

Graduate Fellowship in Social Complexity
Adar Eisenbruch

CETA Awards
Adar Eisenbruch, Jessica Cornick

Students Receiving PhDs
Matt Cieslak, Randy Corpuz, Jessica Cornick, Logan Fiorella, Katie Koehler, Brian Lopez,
Ben Mooneyham, Celeste Pilegard, Anthony Scroggins, Kerisa Shelton, Alexander Swan

CHELSEA BROWN WINS 2016 MAYER AWARD

Chelsea Brown is the recipient of the Mayer Award for Outstanding Research Contribution in Psychology. Professor Richard Mayer endowed the award for the second-year graduate student who presents the best research paper at the Psychological & Brain Sciences Mini-Convention. Chelsea Brown (pictured below with advisor Karen Szumlinski), was the recipient for her paper, "Effects of Homer2 knockdown in the nucleus accumbens on methamphetamine reinforcement."



JARED BAGLEY WINS 2016 CARLISLE AWARD

Graduate student Jared Bagley has been awarded the Harry J. Carlisle Memorial Award for outstanding student in the Neuroscience & Behavior area. Bagley, pictured below with advisor Professor Tod Kippin is conducting research aimed at dissecting how genes and early life stress interact in preclinical models of addiction and psychoses.



ALUMNI PROFILE: DACHER KELTNER '84

Class of 1984 Psychology Major Dacher Keltner went on from UCSB to Stanford where he earned his Ph.D. in social psychology, to academic positions at University of Wisconsin and now the University of California, Berkeley, where he is the Thomas and Ruth Ann Hornaday Professor of Psychology, and Director of the Greater Good Science Center. Along the way, Professor Keltner, an expert on emotions, has co-authored a leading textbook in social psychology, served as a consultant to the movie *Inside Out* and to Facebook on the creation of emotion mojjs, and has recently authored the book *The Power Paradox*. He will be returning to UCSB in November 2016 as a SAGE Center Fellow. He shared with *Inside Psychology* his perspectives on psychology, emotions, and his time at UCSB.

How did you come to be a UCSB Psych Major? What was it about Psychology – when and how did you decide to make it your career?

I remember coming back from intro psych at San Nicholas dorm and talking with my dormmates. There was this nomenclature about talking about the human mind; to have a scientific framework and language to discuss the human psyche was really exciting to me.

What hooked me into psychology was the scientific discipline—doing the experiments. I ran an experiment on gender differences in attribution and just collecting and making sense of the data—getting a sense that this field takes on the hardest questions and has this method to address them. It was the experimental method that really was the thing.

Are there any classes or professors in particular from Psych that you remember?

I had Charles McClintock's social psychology class. He did a prisoner's dilemma experiment—it thrilled me that there was this unusual way to think



about cooperation and competition. I loved that there were these formal approaches to modeling behavior.

Elijah Lovejoy taught statistics—there was a different take that he had on statistics, and you have to appreciate statistics to move on in psychology. Loy Lytle—at the time the physiological approach, studying the nervous system wasn't big in psychology. Just the idea that there were chemicals that relate to social behaviors—it blew my mind and to this date influences what I do. I remember it deeply and fondly.

You consulted on the movie Inside Out. Can you tell us about some of the psychological insights that you brought to the movie?

I knew the director, Pete Doctor as a friend. He told me: "I'm making a movie about Emotion and the Emotions inside the head of 11 year old. Tell us what you know!" Of course what a privilege, I would pop by and talk about Darwin and Ekman and physiology and dopamine.

The film had four key things on the science of emotion: 1) Emotions are frames for looking at the world. As you shift from one emotion to another, you are almost inhabiting another situation. When I'm fearful everything seems perilous, when I'm angry everything

seems unjust. 2) Underappreciated points—emotions are "inside out." You are overcome by emotion—it shifts your mind—and guides how you behave. If you watch frame by frame, emotions move from inside Riley's head to out in the world where they engage her parents to back inside her head. The movie nailed it. 3) Memory—what is the recollection of the past, our childhood core memories, like skipping with friends? What we currently feel guides how we reconstruct the past How sadness colors memories is straight out of science. 4) There was this conflict in the filmmaking, whether the main companion to Joy would be Sadness or Fear. A lot of people felt that if it was sadness it would be too melancholy, whereas fear would be goofy and funny. Pete went hard for sadness. Sadness is a good thing. It brings you close to people. Sadness helps designate things as cherished. All I can say—I feel differently about emotion and feeling blue as a result of working with the film. I was very happy when the family reunites at the end. Riley emits a vocal burst—a sigh—that came straight out of research we did in our lab. *Inside Out* was a humbling and incredible experience.

What can UC Berkeley learn from the UCSB, and what can UCSB learn from Berkeley?

The diversity in campuses is the brilliance of the UC—the best university in the world. What Berkeley can teach UCSB—the social justice component. Berkeley – we are over obsessed with justice but that's good, and we need to keep fighting the good fight. It is in the DNA of Berkeley—that could be shared with UCSB. Having just visited UCSB—I was knocked out at the combination of intellectual excellence and fun and the chill / zen attitude. UCSB changed my life, made me figure out how to enjoy life. Intellectual excellence coupled with the Zen/fun approach to life. Berkeley—could learn a lot from that. Sophisticated thing for an institution to achieve—to be able to promote happiness.

NEW FACULTY PROFILE: EMILY GOARD JACOBS



Tell us about your research. What is one project or set of findings that you have worked on thus far that exemplifies your approach to science and the questions you ask.

My research sits at the intersection of neuroscience and women's health. A major goal of my lab is to establish a comprehensive understanding of how sex steroid hormones (such as estrogen and progesterone) influence neural circuits and shape higher-order cognitive processes. My hope is that this work, which integrates neuroscience, psychology and endocrinology, will deepen our basic understanding of brain function and, more pragmatically, advance women's health.

For example, cognitive aging studies traditionally target participants aged 65 and older, yet epidemiological surveys show that women report increased forgetfulness and "brain fog" in early midlife, as they transition through menopause. Despite significant implications for women's health, relatively little is known about sex steroids' role in the aging of memory circuitry at the cognitive neuroscience level. In a recent study we stepped back by over a decade to characterize the changes in memory circuitry that occur during mid-life (ages ~45-55) as a function of sex, menopausal status, and hormone concentrations. We found that "reproductive aging" (independent of chronological aging) influences the circuit-level neural strategies associated with successful memory performance. Intriguingly, when we separated postmenopausal women into groups of low, middle and high performers, we discovered that high-performers had a pattern of brain activity much more similar to that of premenopausal women. The critical question is... *why?* Identifying the distinguishing characteristics between low and high performers is an important step toward understanding divergent trajectories of cognitive aging as they unfold in the middle years of life, a topic we're currently tackling.

Your academic history takes you from a neuroscience program (Ph.D. at Berkeley) to a medical school (Department of Psychiatry at Harvard Medical School) to a Department of Psychological & Brain Sciences (UCSB). What is one lesson on science that you took from each place you've been at—and what's one goal you have for your research here at UCSB?

Berkeley and Harvard honed my approach to science in complimentary ways. At Berkeley, under the mentorship of Mark D'Esposito, my love of neuroscience really took root. I knew I wanted to tackle big problems relevant to women's health, and Mark gave me the training, support and freedom to pursue that at a basic science level. Harvard and Brigham and Women's Hospital are home to some of the most established leaders in women's health research. The Connors Center for Women's Health and Gender Biology, under the stewardship of Paula Johnson, has helped shaped the national conversation in women's health issues at the basic science, clinical care, and policy levels.

You have won the prestigious NIH K12 BIRCWH Career Development Award. Can you describe what that award means and what it was awarded to help you study?

The BIRCWH K award is a fellowship for junior faculty that provides financial support and protected time to pursue advanced training and research. The NIH's Office of Research on Women's Health oversees the BIRCWH, and it is one part of their broader effort to advance women's health research. I had a wonderful time at HMS working closely with Jill Goldstein (an expert in sex differences in the brain) with additional training in neuroendocrinology, cognitive aging genetics and telomere biology.

What experiences outside of academic research have shaped your research most and how?

I say this as a dyed-in-the-wool academic, but sometimes academic research can seem sterile. I find it rewarding to engage with community stakeholders and other sectors (policy makers, journalists, social workers, community organizers) in order to understand the issue I care about --women's health-- from as many angles as possible. It's something I hope to do more of moving forward, as it informs the work I do in lab at every level.

What are some of your non-academic hobbies, interests, or pursuits?

When I'm not in lab I love to be outside as much as possible with my family. We've developed a ritual of going on a hike every Sunday. It's our time to unwind, unplug and get to know the beauty of Santa Barbara. Our daughter, Elowen, is in an astronomy phase so at night we try to take a moment to look up at the stars. It's humbling.

PSYCH & BRAIN SCIENCES STUDENT AFFAIRS STAFF

Helping undergraduate and graduate students navigate the rules and requirements to achieve their degrees is just one of the many jobs of the Psychological & Brain Sciences Student Affairs Staff. They also provide invaluable support to faculty in terms of course administration and organize such functions as the student award ceremonies and graduate student recruitment. In this issue of *Inside Psychology* we learn more about what the Student Affairs Staff does and who they are.

Chris McFerron, Student Affairs Director

Time with UCSB PBS: This is my 10th year in the department

Essence of what I do: Problem solving. I spend a good portion of my time thinking of solutions to problems that range from curriculum issues, student advising, graduate support, hiring, and policies.

Hobbies: I teach boxing in my free time.

A Ph.D. student wrote about Chris: *“Chris continues to be the most responsive, caring, and thoughtful graduate advisor anyone could ask for. His dedication to the department and its students is truly remarkable. He is courteous, he is fair and deliberate, and he does not let anyone fall through the cracks. He consistently supports us through our personal and professional life's ups and downs, and I am so grateful to him.”*



Katherine Lowe, Graduate Advisor

Time with UCSB PBS: Three years

Essence of what I do: I help graduate students move through the PhD program, from registering for classes at orientation to turning in the final documents necessary to obtain the degree. I help them (hopefully!) understand what is required of them at each milestone.

Pets or hobbies: No pets yet, but one day I would love a grey kitty and a Boston Terrier. I love sewing, reading, and exploring Southern California.

Sophia Litsey, Undergraduate Advisor

Time with UCSB PBS: 1.5 years

Essence of what I do: I communicate extensive information regarding University, College, and PBS policies and procedures regarding undergraduate affairs to students, staff, and faculty. I often counsel students facing urgent issues or crisis, and help to outline corrective, measurable, and realistic academic goals.

Hobbies: Hiking and yoga.

Undergrad I've helped: One of the rewarding things about my job is the relationships that I form with students who have unique circumstances that require extensive advising. A student that stands out to me is one that I started advising before they had even arrived at UCSB! This student was a transfer and did not know if any of their previous coursework was transferrable towards the PBS Department major requirements. I facilitated the evaluation of each of her syllabi by PBS faculty, and worked with the College of Letters & Science to award her the appropriate major credit. I've also helped her to navigate both personal and academic difficulties, and help her identify a major that is the best fit not only for her strengths as a student but that is most closely aligned with her post-grad plans.

Tracee Davis, Undergraduate Advisor

Time with UCSB PBS: I've been with PBS about 2.5 years, on campus for 4.

Essence of what I do: Advising is teaching life skills in a way that is not discussed in the classroom. We often discuss how to manage being a student outside the classroom; how to plan efficiently, recognizing university requirement and policy, addressing when "life" happens around the academic requirements what to do and how to handle the options, and focusing on preparing for graduate school or career. I am constantly encouraging the students to start practicing professional behaviors- now as they near joining the work force! Of course, the severity of advising issues ranges from minor enrollment issues to major academic disqualification, so I have to think 3 steps ahead of issues before they happen to keep our students in good academic standing and make strategic moves in the students favor, all keeping in mind their future options (not just getting though their UCSB major)!

Hobbies: I paddle on an outrigger canoe club; last year raced in US Championship (26 miles across Newport to Catalina Island). I have visited over 35 countries and have lived in 3 countries. I ride my moped "Bumblebee" to work everyday!

NEW FACULTY PROFILE: MICHAEL JACOBS GOARD



Tell us about your research. What is one project or set of findings that you have worked on thus far that exemplifies your approach to science and the questions you ask.

The overarching goal of my research is to better understand the neural circuitry underlying fundamental cognitive abilities such as working memory and learning. To do this, my lab uses 2-photon calcium imaging to measure the activity of large populations of neurons in the mouse neocortex during performance of specific behavioral tasks. This allows us to investigate how identified neurons contribute to behaviors of interest. We can then test our theories by using optogenetic approaches to manipulate neural activity in order to perturb or improve cognitive performance. To give an example of my approach, during my graduate work I became interested in the idea that the release of acetylcholine in visual cortex might act to improve visual processing under conditions of arousal or alertness. To test this theory, I first stimulated acetylcholine release while measuring the responses of neurons in the visual cortex to natural movies. I found that when

cholinergic neurons were stimulated, the visual responses were much more reliable than in the control condition. To determine if acetylcholine actually “improved” visual processing, in a second study we first trained mice to make difficult visual discriminations, then ontogenetically stimulated acetylcholine release in a subset of trials. We found that the performance consistently improved on the acetylcholine stimulation trials, particularly for the most difficult discriminations.

You were hired as part of the UCSB Neuroscience Initiative. Can you describe for us what that is, and how being in two departments, Molecular, Cellular, and Developmental Biology and Psychological & Brain Sciences shapes your research?

The UCSB Neuroscience Initiative is a campus-wide effort to build up neuroscience research across disciplinary boundaries. The initiative sprung from the recognition that neuroscience is a very exciting and fast-growing field, but that due to the highly interdisciplinary nature of the field, individual researchers often do not fit cleanly with traditional academic departments. Indeed, my own research interests very much straddle the line between my two home departments, and having a dual affiliation allows me to seamlessly interact with members of both areas.

You have won the prestigious NIH K99/R00 Pathway to Independence Award. Can you describe what that award means and what is was awarded to help you study?

The NIH K99/R00 is a bridge award designed to aid postdocs in transitioning to independence, giving them the resources they need to start productive and competitive laboratories. I was granted the award to fund my investigation into the neural circuits underlying visual short-term memory. The award has been immensely helpful; the research methods we use in the lab are very powerful, but there is a considerable capitalization cost to get the necessary equipment up and running. Getting my research program off to a smooth start would have been quite difficult without extramural support from NIH.

What experiences outside of academic research have shaped your research most and how?

Recently I’ve been reading a lot of biographies, concentrating on particularly innovative people and/or groups. This certainly includes scientists, but also entrepreneurs, musicians, political figures, and so on. I am currently working on *Idea Factory* (a history of Bell Labs) and recently finished the Patti Smith biography *Just Kids*. I am very interested in how people are able to break with traditional modes of thought in order to take their work in new directions. One observation that keeps coming up is that truly innovative approaches often do not come from lone geniuses, but from particularly fertile environments where people with different skills and backgrounds interact and influence each other (true of both Bell Labs and Lower East Side in the ‘70s). I’m of course biased, but I think this sort of cross-pollination is exactly why neuroscience is such a dynamic and exciting field right now!

What are some of your non-academic hobbies, interests, or pursuits?

I’ve always enjoyed the outdoors - rock climbing, hiking, catching bugs with my daughter Elowen, and recently paragliding in the Santa Ynez Mountains (though I usually stick to much more earth-bound activities). Emily and I love to travel, preferably off the beaten path, whenever we can get away. I also love music, woodworking, sculpture, photography, and vintage motorcycles/mopeds (though I sold my last one when Elowen was born!).

WHERE ARE THEY NOW? PSYCHOLOGY CLASSNOTES

Contribute Classnotes for 2016-2017 by emailing: InsidePsychology@psych.ucsb.edu

1950s

- **Michael Abraham**, 1959, retired, a trustee of the University of La Verne. Awarded an honorary Dr. Of Humane Letters. The Campus Center named after my wife (Sara) and me. For UCSB, I underwrote the TMP annual gift for a number of years. The Thunderdome has an entry named for my contribution. I always have been a proud graduate of the school.

1960s

- **Arnold Golub**, 1963, BA, Psychology. I worked at CSUS and chaired its Psychology Dept. four different times during a four-decade period. I live in Sacramento with my wife and am the father of two adult sons.
- **Dennis Parmer**, 1966, BA, Psychology. I retired after 32 years as teacher and counselor in El Monte and Los Alamitos high schools. My wife Karen and I are loving life, splitting time between Palm Desert, Mission Viejo and cruise ships.

1970s

- **John (Jack) Walker**, 1970, BA, Psychology, BA, Dramatic Art. Immediately after graduation I got a California secondary teaching credential, then moved to Los Angeles and became an actor. I was under contract to Universal and worked in a number of movies and TV shows. Subsequently, I traveled the world as a photographer, living in Russia two years. I also got a Masters in Educational Administration and worked for the Los Angeles Unified School District. I now live in Burbank, CA and work as a photographer.
- **Jonathan W Eymann**, 1972, BA, Psychology. I have worked for 45 years in Christian Ministry, tapping into the understanding of human nature my studies at UCSB helped me to deepen. After adding an MA 12 years ago I have also been working as a psychotherapist in County Mental Health, being promoted 7 years ago to Supervisor of an adult outpatient clinic in Santa Barbara, and in January of 2016 becoming Manager of Crisis Services for the entire County system.
- **Keith Witt**, Ph.D, 1973, BA Psychology, 1975, MA Counseling Psychology, Ph.D. Clinical Psychology from the Fielding Institute 1982. Private practice in Santa Barbara, author of six books on Integrally Informed psychotherapy, lecturer, workshop leader, three time TEDx presenter, and professor at the Santa Barbara Graduate Institute for five years.

1980s

- **Mark Krilanovich**, 1981, BA, Psychology. That led me to an MA in Counseling Psychology, 1983, at UCSB. Combined with my other education and a 35-year career in high-level computer systems programming, these led me now to love tutoring Accounting at Santa Barbara City College. I enjoy living in Santa Barbara.
- **Mike Runyeon**, 1983, BA, Organizational Psychology; For the past 23 years I have worked as a middle school teacher and administrator, subjects taught include US & world history, computers and physical education. I live in Northern California with my girlfriend and 12 year old son. Recently, I rediscovered my passion for cycling and have participated in many long distance endurance rides. I am presently training for a 100 mile ride to help raise money for childhood cancer research. I may not be using my degree as a psychologist, but I am using my love of bike riding to be a cyclist!
- **John Gilleland**, 1988, PhD, Psychology (social). I have been doing applied psychology work as a trial consultant for the past 28 years, working with attorneys in preparation for upcoming jury and bench trials. I regularly conduct mock jury research of all types ahead of the actual trials, to test out trial themes and presentation strategies. I also assist with witness preparation, jury selection, trial monitoring, and post-trial interviews with the actual jurors once trials are completed, as well as strategic consulting on opening statements and closing arguments. I work in Chicago, for DecisionQuest, and live just west of there, in Naperville, Illinois, with my wife and four children.
- **Debra Rosenfeld**, BA Psychology, 1988. I am a Licensed Marriage and Family Therapist who was a private career coaching practice. I am also the Assistant Director of Counseling and Resources at Stanford School of Medicine Career Center.
- **Tomohiko (Tomo) Sukanuma**, 1988, MA, Psychology (Social). As administrative coordinator at a development consulting firm in Tokyo, I've been involved in ODA projects in Mozambique, El Salvador, Sierra Leone, Kazakhstan, Afghanistan, Myanmar (Burma), and the Philippines since 2000. For fun I play (bass guitar at present) in a band with old friends from my musical days back in the 70s.
- **Suzanne Drgon**, 1989, BA Psychology and Sociology. After initially teaching elementary and middle school for a number of years, I spent the next decade doing web site and application design for a small software development company. Currently, I provide consulting services on one of those software products to clients in the insurance industry. I have lived on the East Coast since 1993 with my husband of twenty years and currently reside near the Chesapeake Bay in Virginia Beach, VA.

WHERE ARE THEY NOW? PSYCHOLOGY CLASSNOTES (CONTINUED)

2000s

- **Christine Cardoso-Moore**, 2000, BA, Psychology. I sold Real Estate in Ventura County to put myself through college at UCSB. Since graduating I have become one of the most successful RE Brokers in the County and Southern CA. I live in Ventura with my husband and two kids.
- **Mariela Vega**, 2002, BA, Psychology and Spanish Literature. I have earned my Masters and Doctoral degrees from Pepperdine University. I am currently living in the Bay Area working in a private practice with adults diagnosed with mental disorders such as depression, anxiety, PTSD, insomnia and chronic pain.
- **Eric Heng**, 2002, BA, Psychology. After graduating from UCSB, I earned a Masters of Education in Counseling in Student Affairs from UCLA. Since 2007, I have worked in Student Affairs at the University of California, Office of the President, facilitating systemwide student engagement with UC leadership and addressing policy and legislative issues impacting UC students. My wife Emmalee (also a UCSB alumnus) and I live in Pleasant Hill, CA with our three children: Jacoby, Logan, and Bailee.
- **Mathieu Kolacz**, 2002, BA, Psychology and Art History. I am currently in private practice working with individuals, children and couples. I specialize in addictions, infidelity, chronic pain, trauma and other complex issues. I pursued my education further and obtaining a Masters in Social Work. I am an LICSW, MAC(Master Addiction Counselor) and CMHS (Child Mental Health Specialist). I live and work in Lynnwood, WA with my wife and 2 sons, Teos and Elias.
- **Kaishauna Johnson**, 2003, BA, Psychology. After working with kids in a variety of ways (teaching, camp instructor, tutoring, etc.), I found my niche as a high school counselor. I have been credentialed for almost 10 years now and absolutely love what I do!
- **Rachel Cardoza**, 2005, BA, Psychology. I work for a small business in Santa Barbara that sells APIs for Contact Validation. I am the Payroll Administrator and HR Coordinator. I live in Buellton with my husband, son, and insane cat. My free time is spent hiking, drinking coffee, and relaxing.
- **Jane Kang**, 2005, Two BA degrees in Psychology and Economics. I have worked in the financial services industry for 14 years before recently moving into a product manager role in a global spirits and wine company located in NYC. I now manage an iPad enterprise application that's used nationally by our field sales team. I live in New York.
- **Lauren (Mantey) McCracken**, BA Psychology, 2006. After graduation, I attended Cal Poly San Luis Obispo and obtained a Masters in Psychology. I began working for the County of San Luis Obispo in addiction treatment. I became a licensed Marriage and Family Therapist in 2013. I stayed with the County until 2014 when I left to pursue a different path. I now live in the Sierra Foothills and stay home with my two wonderful daughters, Evelyn (2) and Isabelle (9 months). In the future I hope to work in schools as a school counselor.
- **Nicole Cabalar**, 2007, BA, Psychology. I worked for a few years as a behavioral therapist before attending graduate school. I briefly works as a student support counselor, drug and alcohol counselor and intervention counselor in central California. I now work in the Los Angeles area as a School Counselor, specializing in working with students with IEPs and 504 plans.
- **Arabo Beiki**, 2009, BA, Psychology. After a memorable season running around the tunnels and courtside at Staples Center with the LA Clippers, I am now focusing my efforts on helping grow Skurt as the preeminent new Los Angeles startup focusing on the car rental industry, while simultaneously developing my own startup focusing on the air charter travel industry. I am in the LA area and always love connecting with past, present, and future Gauchos!
- **Alvin Pingol**, 2009, BA, Psychology. I am a User Experience Designer focused on creating intuitive, simple, and modern software for customers and businesses. Having a psychology background has facilitated my work by enabling me to better understand, and design solutions that address, the needs of my clients. I live in Petaluma with my wife, who also has a psychology background and practices as a Marriage and Family Therapist.

2010s

- **Diana Leonard**, 2012, PhD, Psychological & Brain Sciences (Social area). I am Assistant Professor of Psychology at Lewis & Clark College in Portland, OR. My research examines intergroup relations in applied domains like protest and apology. My latest project on moral judgments of racial passing behavior recently received funding from SPSSI. This past year, my partner and I bought a house in SW Portland and adopted a puppy named Freyja. Upcoming this summer I will be leading a laddered research team with undergraduates and a local high school student via funding from the Howard Hughes Medical Institute.
- **Caroline Chavez**, 2013, BA Psychology. / This spring I am volunteering at a hospital in my hometown of Oakland, California and taking a history class at UCB. In efforts to build a career for myself, this summer I will take in-person and online courses through my local community college. I enjoy reading and writing academic papers in areas such as psychology, anthropology and history, taking classes at my local community, and learning about the world through traveling (this summer I will be going to Europe), following the news and meeting new people. I enjoy spending time with my family, close friends and my puppy Daisy, as well as practicing Yoga and jogging. I look forward to keeping up with Gaucho news!
- **Steven Guzowski**, 2013, BA, Psychology. I have been working as a coach and a behavior therapist. I am currently working towards my MA in Educational Psychology and will soon after be earning my BCBA credential.



GIVING OPPORTUNITIES IN THE DEPARTMENT OF PSYCHOLOGICAL & BRAIN SCIENCES

Be a part of the future of teaching and scholarship in the Department of Psychological & Brain Sciences at UCSB!

Your gift will help us:

- Create top-notch learning programs for undergraduates
- Support and reward the research endeavors of our very best undergraduates
- Facilitate cutting-edge research efforts that move both science and society forward
- Attract and hire the most competitively recruited scientists at every stage of their careers
- Support the best and brightest graduate students in their pursuit of the Ph.D. degree
- Bring distinguished lecturers to the department to the benefit of both faculty and students
- Outfit and equip research and scholarship spaces in the new building where faculty and students of all levels can interact

The Department greatly appreciates your continued connection and any support you can offer towards these scientific and pedagogical objectives.

GRADUATE STUDENT SUPPORT FUND

Who inspired you to get a psychology degree? Who made the difference between finishing and not finishing that honors thesis? When you had a problem in class, whom did you seek out? For many undergraduates, the answers to all these questions is “My T.A.” or “The graduate student I worked with.” Graduate students make crucial and compelling contributions to the teaching and research missions of the Psychological & Brain Sciences Department at UCSB. In large lecture courses, they are the students’ lifeline to the instructor. In lab classes, they are the ones who can crack the statistics codes, and show you the technique over and over again. And most students working in individual labs work closely with and learn much about graduate school from the lab’s Graduate Student Researchers. As UC funding falls, the need for graduate student support grows ever more pressing. If you’d like to make a donation earmarked for graduate student support in thanks for all that help you might have received back then, please contact chair Diane Mackie at mackie@psych.ucsb.edu.

YOU CHOOSE

You can give to the department and specify how you would like your funds used, or allow us to use the funds where we need them most. You can give by check or credit card or by contacting the Department Chair Diane Mackie at 805-893-2858 or mackie@psych.ucsb.edu. Or click on the “Give to the department” button at our departmental home page www.psych.ucsb.edu

The department gratefully accepts gifts of any variety or type of assets, including appreciated securities, cash, real property, and personal property. Gifts to the department can be made outright, pledged over a period of years, or made through planned giving instruments such as charitable remainder trusts, charitable lead trusts, gift annuities, bequests, or other means. Many employers also match contributions to UCSB. Please check with your employer if you are unsure.

THE DEPARTMENT WISH LIST

Non-restricted Fund: non-restricted funds for the department to use to meet its highest priority needs

Departmental Distinguished Colloquium Speaker Fund: funds for costs associated with bringing nationally and internationally known speakers to the department to share their research with faculty, graduate students, and undergraduates

Jim Blascovich Campaign for Social Psychology at UCSB: funds for recruiting and training graduate students in the social psychology program at UCSB.

Harry J. Carlisle Award: funds established for the support of outstanding graduate students in the Neuroscience and Behavior program

Undergraduate Awards Fund: funds to support awards given to seniors in Psychology and Bio-psychology who graduate with distinction in the major, and to enhance and enrich the undergraduate program

Psi Chi Fund: funds for the support of professional activities and scholarship enrichment for psychology majors elected to the national psychology honors society

DEPARTMENT DONORS JUNE 2015 – MAY 2016

The Department thanks the following individual and organizational donors for their philanthropic support in providing essential resources for student fellowships, faculty research, and departmental programs and priorities.

American Psychological Association	Mr. Colin P. Ho & Ms. Hui H. Ng	Dr. Wendy J. Quinton
Mr. Lorin Anderson & Mrs. Joanne C. Anderson	Dr. Crystal L. Hoyt	Dr. Kyle G. Ratner & Dr. Lindsay Blake Katona
Anonymous	Dr. Sarah B. Hunter	Ms. Christine Reals
Drs. David Basden & Dr. Barbara Basden	Ms. Dayna J. Isaacs	Mrs. Leslie Reed & Mr. Philip Reed
Mr. Robert D. Bernstein	Dr. Melanie Ito	The Rodel Foundation
Dr. James Blascovich	Dr. Gerald H. Jacobs & Ms. Christine Allen	Dr. Francine Rosselli
Mrs. Buranee J. Bockman	Dr. Cheryl Kaiser	SAGE Publications, Inc.
Ms. Angela Boyd	Dr. Kenneth D. Kallio & Mrs. Colleen Martin Kallio	Dr. Joni Y. Sasaki
Mr. & Mrs. Brandon O'Neil	Dr. Heejung Kim	Dr. Tanya M. Schmader
Ms. Emily A. Brent	Capt. Richard W. Lambert	Schwab Fund for Charitable Giving
Dr. Daphne E. Bugental	Mr. Jeffrey A. Lazenby & Mrs. Kendra Stringer	Mr. G. Judson Scott & Mrs. Ildiko Kalman Scott
Ms. Caroline A. Chavez	Dr. Brian A. Lickel	Dr. Mark D. Seery
Dr. Nancy L. Collins & Mr. Michael Purvis	Dr. Diane M. Mackie	Mr. Bo Shao
Mr. William Collins & Mrs. Rita Collins	Dr. Juliette R. Mackin	Dr. David Sherman
Dr. James P. Comerford & Mrs. Ellen Gilman	Dr. Angela T. Maitner	Mr. & Mrs. John B. Simpson
Dr. Leda Cosmides & Dr. John Tooby	Dr. Brenda Major	Mrs. Debra K. Shoji Sinkus & Mr. Adam Sinkus
Ms. Bella DePaulo	Dr. Richard Mayer	Mr. Manuel F. Soto, IV & Ms. Judy Tabimina-Soto
Mr. Charles A. Dickinson & Mrs. Elizabeth T. Dickinson	Dr. Cade McCall	Ms. Judy Tabimina-Soto
Dr. Lucie Finez	Dr. Sarah McCoy & Mr. Chris Catalano	The Spencer Foundation
Dr. Stephen L. Foote & Mrs. Sandra Foote	Dr. Wendy B. Mendes	Mr. Bradley A. Stich & Mrs. Jo D. Stich
Foundation for Personality and Social Psychology	Dr. Donald Mershon & Mrs. Loretta Mershon	Dr. Toshiro Tanimoto & Mrs. Hiroko Tanimoto
Mr. Larry Freeze & Mrs. Pamela Freeze	Ms. Amy L. Meyer	John Templeton Foundation
Ms. Sandra G. Funk	Microsoft Matching Gift	Dr. German Torres
Ms. Anna J. Garcia	National Philanthropic Trust	Ms. Tanya M. Valluri
General Electric Corporate Research & Development	Dr. Shelly Gable Nayak & Dr. Chetan Nayak	Mr. Howard & Mrs. Sonya Waldow
Mr. Scott P. Goulding	Mr. Scott Norris & Mrs. Cheryl Norris	Dr. Max D. Weisbuch
Ms. Margaret Guichard	Mr. Martin M. Osborn, Jr. & Mrs. Danielle C. Manriquez-Osborn	Dr. Charles Wilkinson
Dr. David L. Hamilton	Ms. Sarah E. Payne	Ms. Kathryn J. Yee
Dr. P.J. Henry	Port City Sound & Security Inc.	

Department of Psychological & Brain Sciences
 University of California, Santa Barbara
 Santa Barbara, CA 93106-9660
 Phone: 805 893 2857
 Fax: 805 893 4303

E-mail: InsidePsychology@psych.ucsb.edu
 Editor: David Sherman