



ALUMNI, FACULTY, & STUDENTS ENGAGE

On April 28, 2017, Psychological & Brain Sciences alumni, students, and faculty met during All Gaucho Reunion for the inaugural ENGAGE (Engage, Network, Grow, Advance, Guide, Empower) event.

Dr. Vanessa Woods, a UCSB Alumna (Ph. D. 2006) and faculty member, organized the event that brought together Gauchos of all generations to discuss professional opportunities over wine and cheese in the department courtyard.

Prior to the reception, PBS Faculty hosted panels that featured alumni discussing career options. Professor Michael Miller hosted a panel on “Making a Difference: Psychology BA Career Paths” that featured alumni Deborah Bettencourt '89, Danny Mann '98, and Arabo Beiki '09 who are all charting their paths in industry. Deborah, who in addition to her psychology degree, completed a water polo career that spanned two collegiate national championships and All-American honors, spoke about her time at UCSB and how it shaped her professional success.

“When I was at UCSB, I was frequently asked, ‘What are you going to do with a psychology degree?’ I usually responded, ‘I don’t exactly know yet, but I’m learning about humans and I deal with them every day.’ My professional success has been greatly influenced by the connections I have made personally and professionally. I am excited to share my story and connect with the talent at UCSB.” Deborah is currently Vice President of Customer Experience and Corporate Administration at Sientra, a medical aesthetics company.

As Dr. Woods described it, “I am thrilled at the positive response from the ENGAGE event.”



The students felt supported and felt the alumni career panels and conversations with faculty were very useful. The alumni and faculty enjoyed interacting with the department undergraduates, and many noted that the student questions were thoughtful and discerning. I look forward to making the event a department tradition that is rewarding and will connect alumni and faculty with undergraduates in meaningful ways.”

“This was such a helpful experience,” said a graduating senior. “The pressure to find a job is intense, but the speakers reassured me that everything will work out—we need to focus on the next step.” The department looks forward to continued engagement among its faculty, students, and alumni in future All Gaucho Reunion activities.

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MESSAGE IN A BRAIN SCAN



UCSB neuroscientist scans Sting's brain.

Photo Credit: OWEN EGAN

What does the 1960s Beatles hit “Girl” have in common with Astor Piazzolla’s evocative tango composition “Libertango”? To the casual listener, probably not much. But in the mind of one famously eclectic singer-songwriter, the two songs are highly similar. That’s one of the surprising findings of an unusual neuroscience study based on brain scans of the musician Sting.

Imaging analysis techniques recently developed by UC Santa Barbara neurologist Scott Grafton provided a window into the mind of this masterful musician and Police front man. These state-of-the-art methods allowed Grafton and neuroscientist Daniel Levitin, a cognitive psychologist at McGill University, to make maps of how Sting’s brain organizes music. According to lead author Levitin, great musicianship lies in the ability to manipulate in one’s mind rich representations of the desired soundscape. The researchers’ findings appear in the journal *Neurocase*.

“Sting was asked to do three things while in the fMRI scanner: create music in his mind, listen to selected pieces and imagine songs,” said Grafton, a professor in UCSB’s Department of Psychological & Brain Sciences. “The goal was to take someone who knows how to do these tasks really well and then see if there are any patterns in the brain that reflect those capabilities.”

The research stemmed from a serendipitous encounter several years ago. Sting, who had read Levitin’s book “This Is Your Brain on Music,” was set to play a concert in Montreal. His representatives contacted Levitin and asked if he might take a tour of the lab at McGill. Levitin — whose lab has hosted visits from many popular musicians over the years — readily agreed.

“I asked if he also wanted to have his brain scanned,” Levitin said. “And he said ‘yes.’” In a single session both functional and structural scans of Sting’s brain were completed.

The scientists employed two novel techniques to analyze the scans: multivoxel pattern analysis and representational dissimilarity analysis. The data, based on activations of brain regions, identified which songs Sting found similar to one another and which were different.

“At the heart of these methods is the ability to test if patterns of brain activity are more alike for two similar styles of music compared to different styles,” Grafton explained. “This approach has never before been considered in brain imaging experiments of music.”

Sting’s brain scan pointed to several connections between pieces of music, including “Libertango” and “Girl.” However, both are in minor keys and feature similar melodic motifs. Another example is Sting’s own “Moon Over Bourbon Street” and Booker T. and the MG’s “Green Onions.” Each is in the key of F minor, and each has the same tempo (132 beats per minute) and a swing rhythm.

In addition, Sting’s imagining and listening patterns for the same song were similar, with one exception — “Mack the Knife.” Levitin had played the 1959 Bobby Darin version while Sting had imagined the original song composed by Kurt Weill for “The Three Penny Opera” that premiered in Berlin in 1928. Darin’s rendition was jazzy while the original piece featured cabaret style.

Sting also was asked to imagine lyrics and melody separately and together. The scientists then used two controls, asking Sting first to imagine dictating a letter and then to imagine painting a picture. The letter visualization was akin to lyrics since it was linguistic and nonmusical. In addition, because Sting, who is a very visual composer, is also a painter, the investigators wondered if they might find a similarity between the two media.

“In terms of a pattern, the painting was totally off by itself,” Grafton said. “The dictation was a little bit like the lyrics, but the patterns produced by the lyrics and the actual melody were really tightly coupled.” Grafton noted this research represents an approach that could offer insights into how other gifted individuals find connections between seemingly disparate thoughts or sounds. He noted that the methods introduced in this paper could be used to study how athletes organize their thoughts about body movements, how writers organize their thoughts about characters or how painters think about color, form and space.



Professor Scott Grafton, M.D.

Photo Credit: SONIA FERNANDEZ

BABY FOOD FOR THOUGHT

UCSB researcher finds infants learn about food preferences — what's good, what's bad and who will eat what — in a social context



Assistant Professor
Zoe Liberman, Ph.D.

If you want your baby to love broccoli, you better love it, too, because that tiny human is watching you to learn which foods are good and bad. That's one of the takeaways in a new paper by a UC Santa Barbara researcher who investigated the way infants reason in socially smart ways about food.

"A main finding from this research is that babies learning about food is fundamentally social. When they see someone eat a food, they can use the person's reaction to the food to learn about the food itself, such as whether it is edible, and also to learn about the people who are eating the food," said Zoe Liberman, an assistant professor in UCSB's Department of Psychological and Brain Sciences. Past studies, she noted, suggested that babies weren't especially smart thinkers when it came to food. As any parent will tell you, they'll put just about anything in their mouths, even if it's poisonous.

But infants' thinking about food, Liberman said, is more much more sophisticated than we've given them credit for. In addition to learning about whether foods are generally good vs. bad, which is a skill humans share with other animals (including chimpanzees and rats), babies' expectations about food preferences, she explained, are fundamentally social. Babies understand that what someone eats can provide information about that person's social group. "Babies don't just learn that a food is good,

they learn that a specific kind of people like that food. For example, we found that if infants see an English-speaker like a food, they expect other English-speakers to agree, but don't necessarily think somebody who speaks a different language, like Spanish, will agree."

Liberman, who conducted her research at the University of Chicago, said these early food choices serve as a kind of introduction into cultural identity and social relationships. "Eating is a very social activity," she said. "There's a great quote attributed to Epicurus. He says, 'We should look for someone to eat and drink with before looking for something to eat and drink, for dining alone is leading the life of a lion or wolf.' His point still rings clear today: It's not only about what you're eating, it's about who you're with, and how the people you eat with might influence your food choices."

Infants understand that the foods a person chooses to eat can provide important information about that person's social identity.

Liberman also found that social reasoning about food is flexible. Whereas infants growing up in monolingual environments refrained from generalizing food preferences across people who spoke different languages, infants who grew up in multilingual families continued to generalize food preferences even across people who spoke different languages. That suggests, she noted, "even though infants think about food as intimately connected to social relationships and social groups, the exact information that each baby uses to decide whether people are from the same social group may be different, based on their own social experiences.

"For instance," she continued, "whereas monolingual babies might think people who speak different languages are fundamentally different types of people, who may then eat different foods, infants with multilingual exposure may regularly see social interactions between people who speak different languages, and therefore be more flexible in their expectations about who will share food preferences."

The research might even provide some insight into why it's so difficult to introduce "adult" foods to American children. Many cultures don't have foods that are specifically made for kids. In these cultures, children eat what their parents eat. "Because eating is a culture experience, when everyone around a child eats the same food, and expects the child to join in, then the child is given the opportunity to learn how their culture prepare foods, and to learn rituals surrounding what people from their culture eat," Liberman said. "These types of social dining experiences can certainly influence children's own food preferences and willingness to try different foods." Liberman's paper, co-authored by Amanda L. Woodward, Kathleen R. Sullivan and Katherine D. Kinzler of the University of Chicago, appears in the *Proceedings of the National Academy of Sciences*.

THE PSYCHOLOGY OF ENVIRONMENTALISM

How culture motivates eco-friendly behaviors

Plenty of people give lip service to solving environmental issues, but what is it that leads them to change the way they relate to their physical world? According to research conducted by psychologists at UC Santa Barbara, it may have a lot to do with culture.

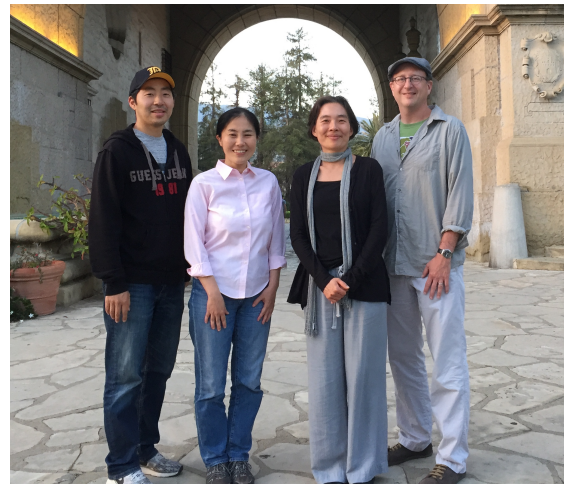
Individual concern, they suggest, is more strongly associated with motivation to act in countries with individualistic values, while social norms may be stronger in collectivistic societies. Their findings are published in the journal *Psychological Science*. “It isn’t that people from different cultures have more or less pro-environmental beliefs or engage in more or less pro-environmental actions,” said Kimin Eom, a doctoral student in the Department of Psychological and Brain Sciences and the paper’s lead author. “The triggers for these actions are what vary across cultures.

“Our findings suggest that changing personally held beliefs, attitudes and concerns about social issues, which is one of the most frequent strategies for behavioral change, may not guarantee corresponding change in all cultures,” Eom continued. “It is more likely to be effective in fostering people’s actions to address environmental issues in more individualistic cultural contexts.”

Eom became interested in the links between culture, environmental concern and environmental action when he noticed that both public discussion and academic research on environmental behavior typically focus on people from Western countries. This is noteworthy, he said, because Western countries tend to have cultural values that prioritize the attitudes and beliefs of individuals and encourage their expression. “The assumption seemed to be that once individuals are led to believe in the urgency of environmental issues and have stronger concerns about sustainability, they will change and act to address these issues,” explained

Eom. But, the researchers hypothesized, this relationship might not hold for individuals living in more collectivistic societies, which place more emphasis on social harmony and conformity than on self-expressions.

In one study, Eom and co-authors Heejung S. Kim and David Sherman (UCSB) examined data collected from individuals in 48 countries for the World Values Survey. Participants rated how serious they considered various environmental issues, including global warming and pollution. As a measure of environmental action, individuals also rated their support for two strategies aimed at addressing environmental pollution: allocating a portion of their income and paying increased taxes. The results showed that expressing concern about environmental issues wasn’t necessarily linked to support for environmental action. “We found that nations dramatically differed in how much personal concerns about the environment were associated with intentions to perform environmentally friendly behavior,” Eom said. According to the researchers, data from respondents in the United States, a country with a high level of individualism, showed the strongest correlation between the two variables. At the same time, data from participants in many



Collaborators Kimin Eom, Keiko Ishii, Heejung Kim, & David Sherman

countries showed almost no relation between environmental concern and pro-environmental behavioral intentions. Together, the findings suggest that personal concerns are more likely to motivate people to take environmental action if they live in individualistic countries, whereas social norms are more likely to drive people to engage in environmentally conscious behavior if they live in collectivistic countries.

The research has direct implications for galvanizing public support and action in relation to environmental issues, but it also sheds light on promoting public engagement in societal issues more broadly, Eom said. “Getting citizens actively engaged is critical to addressing urgent social challenges, such as climate change,” he noted. “Our research suggests that scientists, policymakers and activists need to understand how culture shapes the psychological antecedents of action to develop policies, campaigns and interventions that address important social issues.”



LINKING PERCEPTION TO ACTION

A neuroscientist maps brain cell activity that occurs during the delay between sensation and action

A UC Santa Barbara researcher studying how the brain uses perception of the environment to guide action has a new understanding of the neural circuits responsible for transforming sensation into movement.

“Mapping perception to a future action seems simple,” UCSB neuroscientist Michael Goard. “We do it all the time when we see a traffic light and use that information to guide our later motor action. However, how these associations are mapped across time in the brain is not well understood.”

In a new paper, published in the journal *eLife*, Goard and colleagues at the Massachusetts Institute of Technology make progress in mapping brain activity in mice during simple but fundamental cognitive tasks. Although a mouse’s brain is much smaller than a human’s, remarkable structural similarities exist. The mouse brain is composed of about 75 million nerve cells or neurons, which are wired together in complex networks that underlie sophisticated behaviors.

The researchers used large-scale calcium imaging to measure the responses of individual neurons in multiple areas of the brain while mice performed a delayed response task. First, they trained mice to respond to visual stimuli — drifting bars — by either licking or withholding licking, depending on whether the bars moved vertically or horizontally. While the mice performed the task, the investigators recorded neural activity from multiple brain regions thought to be involved — including visual, parietal and frontal motor cortices.



Assistant Professor
Michael Goard, Ph.D.

Using a powerful laser-scanning microscope, the team was able to detect the signals from calcium indicators expressed in the neurons well below the brain’s surface. Neurons normally have very low concentrations of intracellular calcium, but when they become active, calcium levels rise, increasing the fluorescence of the indicator and enabling measurement of neuron activity. In this way, the scientists were able to see which neurons were active while the mice performed the delayed response task.

“As expected, we found many neurons that responded only during the visual stimulus or the licking action, but we also found a lot of neurons that responded during other parts of the task,” said Goard, an assistant professor in UCSB’s Department of Psychological & Brain Sciences and Department of Molecular, Cellular and Developmental Biology. “In the frontal motor cortex, we found quite a few neurons that were active during the delay period between the visual stimulus and motor response. This led us to several new interpretations of the role that different brain regions were playing during performance of the task.”

Based on the neural activity in the different brain areas, Goard and his team then used optogenetics — a method of manipulating the nerve cells with light — to inactivate neurons in a temporally precise manner to identify those that function during different parts of the task. This allowed them to figure out which areas were necessary for performing the task. For example, the team determined that the visual and parietal areas are involved in perceiving the stimulus and transforming that into a motor plan, but only the frontal motor cortex is necessary for maintaining the motor plan over the delay period.

“Using this general approach, we hope to map the essential regions for different types of cognitive tasks,” Goard explained. “We are particularly interested in how mice maintain specific types of memories across distributed brain regions.”



When we see a traffic light and use that information to guide our motor action, our brains are mapping perception to future action.

GIRLS ON SOUTH COAST LEARN ABOUT CAREERS IN SCIENCE AND ENGINEERING IN UNUSUAL WAY

Students visit faculty labs to learn about science and NPR tags along



Asst. Professor Emily Jacobs, Ph.D., postdoctoral fellow Caitlin Taylor, Ph.D. and students from Girls, Inc. discuss the brain.

Photo Credit: DEBRA GREENE

The fields of science and engineering are dominated by men. So, there's an effort across the nation to encourage young women to become scientists and engineers. Some girls on the South Coast are learning about those fields in an unusual way.

Ten-year-old Maxine Nocker and her fellow Girls, Inc. friends visited neuroscientist Emily Jacobs' lab to learn about the brain.

"I've always been curious about science and I just think that this was a really cool experience," she said. Nocker is one of 26 fourth through sixth grade girls who are interviewing scientists and engineers at UC Santa Barbara in an effort to write a book.

"When I signed up, I saw the description that said every week we would meet with a woman scientist in her lab. And I thought that was the coolest opportunity ever," she said.

This group is from Girls Inc. of Greater Santa Barbara - an after-school program to empower girls - that's collaborating with UC Santa Barbara's Gevirtz School of Education on what they call the "Curie-Osity Project." Its name is inspired by one of the most famous female scientists, Marie Curie, who won the Nobel Prize twice for her work in radioactivity.

Diana Arya, an assistant professor in education who spearheads the program, says she wants these girls to get excited about the possibility of a career in STEM, which stands for science, technology, engineering and math.

"I would hope that no matter what, they're open to trying to scratch beneath the surface of what could be available and be a little more proactive in finding that. So, I'm hoping that the researching that they're doing is building that kind of mindset. You don't see it doesn't mean it doesn't exist. I think that would be one of the most important lessons of this project," she said.

Arya says the girls are writing a book that will eventually be published and available for purchase - which makes this a unique program that goes beyond the classroom. "It makes it all concrete. Like there's a real reason why they're doing it. It's not for a grade. They can hold it in their hands. They can point to all the parts that they contributed to that book. It's something they own. There's a sense of ownership," she said.

Emily Jacobs, an assistant professor of psychological and brain sciences at UCSB, is showing the girls how an MRI works.

"My research sits at the intersection of neuroscience and women's health. I'm pretty obsessed with the role hormones play in the brain and am trying to understand the impact they have on brain structure and function," she said.

Jacobs is one of 12 female scientists who are being profiled for the girls' book.

"One thing that I want to instill in my daughter and girls of this age is to not give up, to enjoy and embrace that challenge. So much of science is about troubleshooting. There are many people who don't understand a particular problem. But when you commit to it and obsess over it and love it, then you can advance the knowledge that we have in the world," she said.

Nine-year-old Florence Wang says the project is inspiring, which is exactly the point.

"Girls can do just as good as boys and they can be scientists and follow their own dreams. And it doesn't matter what other people think. You can still do whatever you want to do," she said.

Article from Debra Greene's radio story: <http://kclu.org/post/girls-south-coast-learn-about-careers-science-and-engineering-unusual-way#stream/0>

THE WAYS WE LEARN

Gregory Ashby is recognized for numerous theoretical and empirical contributions to experimental psychology throughout his career



Professor Gregory Ashby, Ph.D.
Photo Credit: SONIA FERNANDEZ

Humans have multiple learning systems, all functionally and anatomically distinct from one another. UC Santa Barbara mathematical psychologist Gregory Ashby has devoted his career to identifying and exploring them, and his work has paid off.

For his breadth of research and for his more recent advances in neuroscience, Ashby has been awarded the 2017 Howard Crosby Warren Medal by the Society of Experimental Psychologists (SEP).

Ashby's research takes a three-pronged approach: empirical data collection, cognitive neuroscience and mathematical modeling. Indeed, the award recognizes his "innovative and foundational theoretical and empirical work linking mind and brain in computational and mathematical models of learning and categorization."

Thanks to his work on general recognition theory in the 1980s and 1990s, which provided a framework for studying the complex cognition required for categorizing multidimensional spaces and tasks, Ashby's research has helped illuminate how people classify objects in their environment. For example, he was a leader in showing that muscle memory (i.e., procedural learning) is likely required to become proficient in a wide variety of difficult classification tasks, such as deciding whether an x-ray shows a tumor, whether a wine is a Merlot or a Cabernet Sauvignon or whether an incoming swell will produce a surfable wave.

"UCSB prides itself on its interdisciplinary excellence, and it's the forward thinking of faculty like Greg who actually make us excellent," said Diane Mackie, chair of UCSB's Department of Psychological & Brain Sciences. "His work on general recognition theory work was impeccable, and when he turned his attention to brain systems as well, the result was groundbreaking. As a thinker, experimentalist and innovator, Greg easily matches the eminence of those having earned the Warren Medal before him."

Ashby seeks to understand the basic cognitive and neural processes that support human learning. He studies how people learn new categories of objects as a test behavior, building neurobiologically detailed mathematical models to formulate and test his theories in a rigorous manner.

"This is the oldest award in psychology so the list of winners has all the giants in the field," said Ashby. "Being given this award is a very humbling experience and very meaningful."

Ashby's multiple systems model identifies distinct brain networks underlying explicit reasoning and procedural learning and predicts activity in many cortical and subcortical structures. This research has resulted in the discovery of at least 25 qualitative differences in how these systems learn. More recently, Ashby was instrumental in creating UCSB's doctoral program in dynamical neuroscience, an interdisciplinary field that focuses on how the nervous system generates perception, behavior and cognition. Spanning seven departments, the program takes a computational approach that goes beyond traditional structure and function correlation approaches.

Ashby received his bachelor's degree in mathematics and psychology from the University of Puget Sound in 1975 and a M.S. in psychology and Ph.D. in cognitive/mathematical psychology from Purdue University in 1976 and 1980, respectively. He then completed a postdoctoral fellowship in the lab of William Estes at Harvard University. His first tenure-track position was at Ohio State University. He joined the UCSB faculty in 1986. Author of more than 150 publications, he has served as associate editor of the *Journal of Experimental Psychology: Learning, Memory & Cognition*, as a member of various editorial boards and grant review panels, and as chair of the National Institutes of Health Cognition and Perception Study Section. Ashby is past president of the Society for Mathematical Psychology and a fellow of the SEP, the Psychonomic Society and the Association for Psychological Science.

HUMAN BEHAVIOR AND EVOLUTION SOCIETY AWARDS LEDA COSMIDES AND JOHN TOOBY 2016 LIFETIME CAREER AWARD

The Human Behavior & Evolution Society announced that Psychological & Brain Sciences Professor Leda Cosmides and Department of Anthropology Professor John Tooby are the 2016 winners of the HBES Lifetime Career Award for Distinguished Scientific Contribution. The HBES Lifetime Career Award for Distinguished Scientific Contribution is awarded to HBES members who have made distinguished theoretical or empirical contributions to basic research in evolution and human behavior.

Leda Cosmides and John Tooby are best known for their work in pioneering the field of evolutionary psychology. This multidisciplinary approach weaves together evolutionary biology, cognitive science, human evolution, hunter gatherer studies, neuroscience, and psychology into a new approach to discovering the mechanisms of the human mind and brain. According to this view, by

understanding the adaptive problems our hunter-gatherer ancestors faced during their evolution, researchers can uncover the detailed functional designs of the emotions, reasoning “instincts” and motivations that human evolution produced.



Professors John Tooby, Ph.D. and Leda Cosmides, Ph.D.

UCSB PSYCHOLOGY & BRAIN SCIENCES DEPARTMENT REMEMBERS DR. GRACE ALTUS



Grace Altus, Ph.D.

Grace Altus, spouse of Bill Altus, passed away on September 13th, 2016. Bill Altus was the first Chair of the Department of Psychology, which broke away from the Department of Education in 1950, and he oversaw our department's transition from the downtown Riviera campus to the UCSB campus in 1954, eventually handing off the Chair position to Bob Gottsdanker in 1955.

Grace Altus's connection to the department played a large role in her life. Grace had a Ph.D. in Psychology (Berkeley, 1949), but nepotism rules prevented her from securing a faculty position at UCSB. Nevertheless, she enjoyed mentoring university interns in her school psychology job and co-authoring papers with her husband. Her research interests included the study of factors that influence school achievement and test patterns in children. As a result of this work, she was named a Fellow of both the American Association for the Advancement of Science and the American Psychological Association.

The Altus name is indelibly stamped on the department's history because of the contributions of both Grace and Bill Altus.

2017 UNDERGRADUATE STUDENT AWARDS

Distinguished Graduating Senior

The award for distinguished graduating senior is awarded in recognition of academic and research excellence, and service to the department, the university, and the community.

Raquel Rohm

The Morgan Award for Research Promise in Psychology

The award for research promise in Psychology is for graduating seniors who demonstrate the most promise in the area of experimental research in psychology, as selected by the faculty.

Elissa Fultz & Shauna Simon

The Morgan Award for Academic Excellence in Psychology

The award for academic excellence in Psychology is given to graduating seniors in recognition of outstanding scholarship, as selected by the department faculty.

Erin Michelle Purvis & Marcus Emanuel Vicari

Philip S. Rethis Memorial Award

The Philip S. Rethis Memorial Award is given to a graduating senior in recognition of outstanding "character", "determination", and "scholarship".

Andrea Shannon Mora & Karen Garcia Padilla

Distinction in the Major

Distinction in the major recognizes the completion of a senior honors project or thesis with distinction.

Chance Adkins, Olubukayo "Buki" Akinyemi, Maziar Amini, Christina Barkas, Yanicka De Nocker, Joi Duncan, Andrew McMaster, Lena V. Nalbandian, Erin Michelle Purvis, Raquel Rohm, Alexander Scott, Shauna Simon, Colby Slyapich, Alexander Smolentsev, Scott Susi, Marcus Emanuel Vicari, Serina Ashley Williams, Travis Zane, Madeleine Louise Zoeller

Exceptional Academic Performance

The award for exceptional academic performance is given to graduating seniors who have achieved a 3.9 or higher GPA in their upper division major coursework of at least 36 units.

Christina Barkas, Zoe Bock, Anne Elizabeth Brow, Gabrielle Alexis Chambers, Anna Emmanuelle Crossman, Astgik Davtyan, Sidney Kupelian, Blake Laham, Tiffany Lee, Bianca Orozco, Liliana Peña, Erin Michelle Purvis, Raquel Rohm, Alexander Scott, Mustafa Shakir, Jennifer Shulman, Shauna Simon, Alexander Smolentsev, Scott Susi, Taylor Masket, Marcus Emanuel Vicari, Serina Ashley Williams, Britteny Young, Travis Zane

Chairperson's Award

The recipients of the Chairperson's award are students who have provided service to the Department of Psychological & Brain Sciences.

Baffour "Isaac" Dua-Agyeman, Anna Fues, Michael Helson, Yuejiao "Ester" Li, Rachel Johnston, Mei Mei, Maria Quiñonez, Summer West

University Service Award

Given in recognition of dedicated service to the University, its students, and the community.

Olubukayo "Buki" Akinyemi

College of Letters & Science Frances Colville and Terry Dearborn Memorial Award

In recognition of outstanding scholarship and contributions to the campus community by a graduating senior in the Division of Mathematics, Life & Physical Sciences

Marcus Emanuel Vicari

2017 GRADUATE STUDENT AWARDS

Charles G. McClintock Graduate Fellowship in Social Psychology

Tessa Dover

Richard E. Mayer Award for Outstanding Research Contribution in Psychology

Tadeg Quillien

Graduate Division Dissertation Fellowship

Trevor Barrett

Kimin Eom

Amanda Kautzman

Graduate Opportunity Fellowship

Smaranda Lawrie

President's Dissertation Year Fellowship

Adam Klein

Outstanding Teaching Assistant Award

Lauren Winczewski

Brython Davis Fellowship

Phillip Ehret

UCSB Grad Slam Finalists

Amanda Kaczmarek (Finalist), Evan Layher (Semi-Finalist)

Students Receiving PhDs

Jared Bagley, Amanda Kautzman, Kaziya Lee, Christina Shin, Jeff Bowen,
Tessa Dover, Adar Eisenbruch, Elizabeth Hopper, Jeff Hunger,
Janet Pauketat, Kyle Ploense, Will Ryan, Lauren Vucovich, Lauren Winczewski



TADEG QUILLIEN WINS 2017 RICHARD E. MAYER AWARD

Tadeg Quillien 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 Annual Psychological & Brain Sciences Mini-Convention. Tadeg Quillien (Ph.D. student working with Leda Cosmides) was the recipient for his paper, "Outside options promote generosity as a signal of commitment, even in one-shot encounters."

ALUMNI PROFILE: ANDY ARKIN '72

Andy Arkin '72 is the founder of Blah Blah Blah, a New York City media and advertising firm that creates animations and special effects for some of the leading studios in the world. A double major in Psychology and Economics, Andy has attracted clients like Aardman Studios (creator of *Shaun the Sheep*), Mike Judge (creator of *Beavis and Butthead*) and J.J. Sedelmaier (creator of *The Ambiguously Gay Duo* series that appeared on *Saturday Night Live*), helping bring to life some of animations' most memorable characters. He talked about his journey from Isla Vista to NYC in our alumni interview.

How did you come to be a UCSB Psych Major? Was there anything about Psych that drew you to the major?

The only reason I had 2 majors was I couldn't figure out what I wanted to major in. My best friend was a Psych major so I kept that going and my other best friend was an Econ major so I kept both. One Psych class that really fascinated me was Perceptual Psychology. The assignment was to design and test an experiment. So I found the department had a Tachistoscope and I used the Müller-Lyer illusion to test if the brain "assembled" or did not "assemble" the individual points that passed under a slit. The professor was blown away and asked me to publish the findings. To be honest I don't remember what happened. I also learned to say "the size difference invariance hypothesis" so I figured I better keep going because it took me so long to learn it.

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



Andy Arkin, UCSB Graduation, 1972
(with mother)

One behavior class studied all the famous people in the field. By the end of it everyone in the class was identifying all their personal neuroses. I realized we're all nuts even though we all thought we were so unique. But of all the people we studied, Andrew Salter became my favorite person.

Tell us about Blah Blah Blah. What is done at Blah Blah Blah, and can you trace the trajectory from UCSB to NYC and starting your own agency?

When I graduated I took my dad to a clinic to help him stop smoking and by the time we left his interview, they offered me a job because of my Psych degree. I did that for about a year then started a leather business for a few years. That's when the Econ side kicked in and I realized I needed to know more

about how to market myself. It was not a good time to look for a gig because we were in a deep recession. Eventually I landed the mailroom job at one of the best advertising agencies in the US called BBDO. I had no idea that starting there would set my advertising career on the right track. I moved to another agency and then to GREY advertising as an Account Executive. Having the two degrees really helped my resume.

After a few years I started doing the marketing for a few production companies that did TV commercials. In 1984 we had grown so much that we decided I should move to New York. That was perfect because I didn't want to live in LA during the '84 Olympics and all that traffic. Of course, about 1/2 of LA had the same thought and moved out for the Olympics so traffic was actually better than normal but I was already in NYC. I owned the American division of that company which had become the most successful stop motion company in the country so they decided to close our bank account and reopened under a slightly different name and shut me out. Here I was in NYC for only a year and not sure what to do. Karma reared its head and they went from being the #1 company to bankruptcy in about 14 months.

So I decided to start an agency specializing in visual effects, animation and design for TV commercials and signed three companies. This was the first time ever that an independent person had created a boutique company focusing on just one aspect of the industry. Although I now have a different company, I am still focused on the same area.

(ALUMNI PROFILE CONT'D)

And what is the significance of the name?

This is my favorite question because it shows how things change. I was the Executive Producer at a company called R/GA and had purchased a leather appointment calendar. I don't know why but I had "BLAH BLAH BLAH" engraved on the cover. About a year later I quit the company and had to think of a name. Since I was going to be on the phone all day calling people, I named it BLAH BLAH BLAH. The name was an instant hit. The funny thing is that if I started a company today, I would not name it the same thing because most of our communication is done through email and much less on the telephone.

You write on your web page greatest professional accomplishments include putting together BEAVIS & BUTTHEAD for Mike Judge and MTV/Viacom. What is your connection to the show?

A friend of mine at MTV asked me to come see a cartoon called DOG BASEBALL. The 2 characters were Beavis and Butthead and it was so sick. And as sick as it was, I was laughing and told the director that it was disgusting and hysterical all at the same time. The director was the sweetest guy, Mike Judge. So another producer at MTV asked me to try to put B&B together as a kind of animated show between music videos. Of course, I never thought the show was going to be much of a success but Mike knew how to capture his audience. I worked with a previous client who started doing digital ink-and-paint. He wanted to do B&B to prove digital painting could be done for TV. So I suggested a way to reuse backgrounds as well as some of the animation to save money because the budget was so low.

How does psychology influence your work?



Andy Arkin, Founder of Blah Blah Blah

Anything you learned in particular that you find has been influential in developing "Visual Solutions for Creative Minds?"

That's a tough question. Undergrad work was more about studying the major influencers but in studying all the top psychologists, what I realized was that everyone is not really very influential per se. However, if a student grasps the fact that there is always something "behind the curtain" then it's an incredible tool. So I use both the psychology I learned as well as economics in my business. Trying to understand how the people I call think, how to anticipate their needs, how to make them happy and what I need to do to make myself valuable to them is a huge undertaking. When I moved to NY I became a student all over again and learned what their motivations were and what they needed so that I could become the best agent in NYC. What I learned over my first two years here was that most producers at the advertising agencies were afraid of special effects and computer animation and for good reason. The horror stories were everywhere. So we developed a fool-proof system and it worked. After that

I learned how to produce every type of animation from computer animation and frame-by-frame animation to scanning electron microscopy and everything in between. With that knowledge I was able to offer my help to anyone who wanted to do special effects and explain how it was all done. My goal was to become their best resource (and of course friend) so that they would call me whenever they had a project. And it worked.

What do you think psychological scientists could learn from the science and art of animation?

The only one who can answer that would be a psychological scientist. I think we're going to discover that animation can help with a much bigger population than we now recognize including those with autism, ADHD, depression, etc. My guess is that the field is only now scratching the surface of what can be accomplished.

Any advice for Gaucho psych majors and recent graduates?

A friend of mine approaches what people should do for a living the opposite of what I did with my kids. My approach was for them to find something they loved to do and then be the best at it. He approached it from a totally different orientation. He mentors a class and has his students first decide where they want to live. If they want to live in NYC then he tells them they have to be in finance, media or real estate. So my advice is to first decide what is most important—a lifestyle or happiness. Then go from there. My first mentor had this quote from Roger McCloskey on his desk and it was an insight into how life was going to be:

"I know that you believe you understand what you think I said, but I'm not sure you realize that what you heard is not what I meant."

NEW FACULTY PROFILE: VANESSA WOODS

Tell us about your research and teaching interests. Describe your approach to teaching and how you successfully lead large undergraduate courses.



My teaching philosophy is to keep students engaged and to have faith in their abilities. I believe in scaffolding the knowledge and skills so that students build confidence and realize they can do and know a great deal about Psychology, and particularly about research.

This year you spearheaded the development of the Society of Undergraduate Psychologists (SUP) at UCSB. Tell us about the organization and its mission.

The Society of Undergraduate Psychologists is an inclusive organization that serves to bring together anyone interested in Psychology. We have meetings where we discuss research articles, and have invited talks. We serve to connect undergraduates and so in the Spring quarter we started a mentorship program with the graduate students mentoring small groups of undergraduates. Our third goal is to give students the tools they need to effectively navigate the psychology/biopsychology majors and to get involved in undergraduate research. The student leadership for this club has been phenomenal, and I feel blessed to work with such a nice group of undergraduates.

As part of the All Gaucho reunion you recently organized a reunion of Psychology alumni, which had a terrific turnout. There was even an alumnus from the first graduating class of Psychology majors. What inspired you to host the event?

I can't take credit for the inspiration for the event—it was Chair of the Department Diane Mackie's brainchild, however when she described it to me I was immediately excited to take it on. I think that with our large major the students sometimes don't feel very connected to the department, or with faculty, and with each other. An event like this which aims to connect undergraduates with alumni in faculty is an important thing. Connection is crucial to all of us as humans, and it is also a form of social capital that is important in creating successful relationships for career advancement and research collaborations. Creating connections is also very important to me as it is important to all student success, and research shows it can be an incredibly important factor for underrepresented minorities feeling like they can be successful and for gaining the important connections to move forward effectively in academia and beyond. This is an issue that I feel very strongly about and part of what I do in mentoring and setting up events is to think about how we can make the experiences better for all Psychological and Brain Sciences students, but in the process use high impact practices that we know work especially well with underrepresented minorities.

What experiences have shaped your research and teaching most and how?

Teaching is an experiential event and is always changing as each class has its own personality and needs. I love challenges so what I love the most about my role as a lecturer who gets to teach many courses is that every time I teach it is new, and I love figuring out ways that I can change up materials, explanations, and activities to increase student engagement and understanding. I love to ask questions with my classes and get them to think critically, so any research I do can be shaped by what the students are interested in rather than me being the driving force of the research ideas. I am happy to engage in the process of research with students on most any topic that falls under the purview of Psychology.

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

I love to cook and half joke with my family that I may quit and go to culinary school at some point—just kidding—well maybe. I love to read and only like books where I like the main character. I am known in my book club for hating any book with a “tie a bow on it” happy ending, because I think life is often messier than that. My favorite things are: my family, wine, books, good bread, conversations that matter, funny stories, the ocean, friends who are the women of my heart, IPA's, good brie with homemade jelly, making crepes for my kids, any and all kinds of dancing, waterfalls in Yosemite, and gratitude.

THE SCIENCE OF LEARNING

The research of educational psychologist Richard Mayer lies at the intersection of cognition, instruction and technology



Professor Richard Mayer, Ph.D.

There's never been a better time to learn. So says UC Santa Barbara applied psychologist Richard Mayer, who has devoted his career to formulating principals of instruction that teach people how to apply what they learned to new situations. His recent research shows that multimedia instruction is particularly effective, and in the 21st century, computers have made that easier to execute than ever before.

For his efforts, Mayer has been chosen by the Association for Psychological Science (APS) to receive the 2018 James McKeen Cattell Fellow Award. The highest honor conferred by the APS, the Cattell Award recognizes distinguished APS members for a lifetime of outstanding contributions to applied psychological research.

"It's an honor to get a lifetime achievement award," said Mayer, a UCSB psychology professor who also is affiliated with the campus's Gevirtz Graduate School of Education and Center for Information Technology and Society. "To be recognized by my colleagues means a lot to me; it's a humbling experience."

"It's hard to keep up with the many awards Rich's extraordinary body of work has so deservedly attracted, but this is a particularly apt one, celebrating as it does not just one or two but career-long empirical and theoretical contributions with exceptional relevance to applied domains that change people's lives," said Diane Mackie, chair of UCSB's Department of Psychological & Brain Sciences. "We are fortunate to have Rich as a theorist, researcher, mentor and colleague in the department."

Mayer's research combines cognition, instruction and technology to examine multimedia learning and learning in computer-supported environments and via computer games. "The unifying goal is to conduct methodologically rigorous studies that yield research-based principles of instructional design and contribute to cognitive science theories of how people learn," Mayer explained.

Mayer is ranked No. 1 as the most productive educational psychologist in the world by the journal *Contemporary Educational Psychology*.

Building on that goal, Mayer has developed a theory of multimedia learning relevant to the design of online instruction. With colleagues, he has conducted more than 100 experimental tests that have led to the development of 12 research-based principles for how to design online learning environments and computer-based games. His work also extends to the design of computer games for learning and using social cues such as polite speech and gesture to increase learner motivation.

With respect to multimedia learning, Mayer seeks to determine how people learn scientific explanations from computer-based animation, video and narration; the ways in which illustrations affect how people learn from scientific text; and how people learn to solve problems from interactive simulations. Mayer's research on computer-supported learning examines ways to improve online learning with pedagogical agents, intelligent tutoring systems, mobile devices and virtual reality. His work also explores factors that increase the effectiveness of educational games and whether computer games improve cognitive and perceptual skills.

Mayer holds three degrees in psychology: a B.A. from Miami University in Ohio and a both a master's degree and doctorate from the University of Michigan. He became a UCSB faculty member in 1975 and served as the chair of the Department of Psychology from 1987 to 1990. Mayer is a fellow of the APS, the American Educational Research Association (AERA) and the American Psychological Association (APA), and a member of the Association for Educational Communications and Technology, the Cognitive Science Society, the Psychonomic Society, the Society for Applied Research in Memory and Cognition and the Society for Text and Discourse.

Mayer served as president of the APA's educational psychology division and as vice president of AERA's learning and instruction division. He is the winner of the Thorndike Award for career achievement in educational psychology, the Scribner Award for outstanding research in learning and instruction and the APA's Distinguished Contribution of Applications of Psychology to Education and Training Award.

NEW FACULTY PROFILE: DAN CONROY-BEAM



Asst. Professor Dan
Conroy-Beam, Ph.D.

Tell us about your research. Describe one project or set of findings that exemplifies your approach to science and the questions you ask.

Broadly, I'm interested in mate preferences—what we desire in a potential romantic partner. Most of my work tries to figure out how, computationally, we put our many different ideals together to make decisions in the mating domain: how desirable do I find this person? Who will I pick as a mate? Is this relationship going well for me or should I find a new partner? These are important questions: the quality of our romantic relationships has substantial and wide-reaching impacts on our financial standing, our mental health, and our physical health. The way I approach these questions is by constructing computer simulations. I create mating markets inside my computer in which simulated people select each other as mates and regulate their relationships according to different algorithms. Then I compare the results of these simulations to data from real-world romantic relationships. I think the intuition behind my work is best expressed by a Richard Feynman quote: "What I cannot create, I do not understand." If we think we understand how human mating works, we should be able to simulate it in a computer. Until the simulations look exactly like the real world, we know that we're missing something. I tell people (only half-jokingly) that my research will be complete when I can make two robots fall in love with each other.

Your academic history includes an undergraduate and graduate degree from the University of Texas at Austin. What compelled you to stay at the same institution for your education and training?

I discovered both of my interests as an undergraduate at UT, albeit independently. My former PhD advisor at UT, David Buss, is the foremost expert on human mate preferences. So when the time came to apply to graduate school it made sense to just stay in the same place. But it was an undergraduate class on computational neuroscience that first exposed me to the power of using simulations to understand the workings of the mind. I didn't put these two interests together for years, until one day it just 'clicked': if all of our theories on how mating works are right, we should be able to create realistic mating markets from scratch. The result, by happy accident, turned out to be an entire research program!

Your work has been covered by major news outlets, including New York Magazine and VICE. What do you see as the pros and cons of media exposure? Do you have strategies for making sure the coverage of your work faithfully represents the findings?

Media coverage of your work can be a bit of a double-edged sword. It can be useful in getting your work "out there" to people beyond your immediate research circles. Additionally, I do think researchers have some obligation to disseminate the results of their research: what use is knowledge that is locked up in libraries or behind paywalls? That said, the goals of scientists and reporters do not always perfectly align. Reporters ultimately have to drive ad sales and so can be tempted to cover the flashiest findings and spin findings in more entertaining ways. Nuance and complexity are the stuff of science but don't exactly make for compelling headlines. I've certainly had plenty of experience with media coverage of my work that I thought was misleading and I haven't quite figured out the perfect method to avoid that. One strategy I use is I write out a document with all of the questions I think I might get asked with answers to each. I keep this document with me every time I talk to a reporter to help avoid saying things that can be misunderstood or misconstrued.

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

That's a tough question! All of my life I have loved playing games. I've only recently realized that the games I have always been drawn to involve getting smaller parts to interact to create a larger whole. This includes games that require players play different roles to accomplish a larger goal or games that require you to manage smaller units in order to construct increasingly complex factories, cities, or civilizations. I think this attraction and this experience has shaped the sorts of questions I tend to ask in my research: that is, how do the mating decisions of individuals reverberate up to affect the nature of the mating market and how do features of the mating market constrain and shape how we behave as individuals?

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

Wait—I'm allowed to have those? When I can I enjoy watching soccer, trying new beers, and playing games with friends—particularly those that rely on a strong social component, such as deception or collaboration. Since I've moved to Santa Barbara I've also been trying to take up birdwatching.

NEW FACULTY PROFILE: ZOE LIBERMAN

Tell us about your research. Describe one project or set of findings that exemplifies your approach to science and the questions you ask.



Asst. Professor Zoe Liberman, Ph.D.

I am particularly interested in types of information that human mind is capable of reasoning about early on, and how experience impacts learning and development. In a recent project, I investigated infants' expectations about food preferences. For humans, food choice is complicated—we are omnivores and generalists, meaning we can eat a wide variety of foods. So, how do we decide what to eat? It turns out that we use a lot more information than just availability and edibility. For example, cultural groups have strict prohibitions not only on what to eat, but also when to eat various foods (e.g., eating fish on Fridays, or not mixing meat and milk). In my research I looked at whether infants understand that social groups constrain food choice. Infants tend to look longer at events they find unexpected, so I used infants' natural attention to ask whether they thought people would like the same versus different foods. In the study, infants from monolingual households generalized food preferences across same-language speakers, but not across people who spoke different languages, suggesting they used language as a marker of social group and expected people from the same group (but not all people) to converge in their eating behaviors. On the other hand, infants from bilingual households

generalized food preferences even across people who spoke different languages, suggesting a powerful role of experience on early social expectations and learning.

Your academic history includes an undergraduate degree from Yale and a PhD from the University of Chicago. 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?

Both universities fundamentally shaped the way that I think about research. At Yale, I was initially majoring in Chemistry, but took "Introduction to Cognitive Science" as a general education requirement. This class showed me that I could use the scientific method, which I loved, to ask questions about the fundamental structure of the human mind. So, I changed my major, started working in the Infant Cognition Center, and was immediately hooked on developmental psychology research! At University of Chicago, I was fortunate to have two amazing advisors: Amanda Woodward and Katherine Kinzler. Working with them taught me the value of scientific collaboration—I was able to take ideas from each of them to create new lines of research that none of us would have pursued on our own. At UCSB I am looking forward to starting new projects and to introduce developmental research methods to students and the community. I have enjoyed training undergraduate researchers to conduct studies at partner institutions, like MOXI-The Wolf Museum of Exploration and Innovation, and the Santa Barbara Zoo. In addition to getting experience doing science, students get to talk to local parents and learn how to explain research questions and research methods.

Your work has been covered by major news outlets, including the New York Times. What do you see as the pros and cons of media exposure? Do you have strategies for making sure the coverage of your work faithfully represents the findings?

As scientists, one of the most important parts of our job is to communicate the results of our research to the public. I am thankful that I have had the opportunity to do so through mainstream media, but it is definitely a challenge! Whereas research is incremental and academic papers allow authors to explain the nuance of their work, popular press articles are short and splashy, which can lead to overblown, and wrong, conclusions. One way that scientists can make sure that their work is covered faithfully is to take the initiative to write about it themselves. In fact, one of my collaborators authored the *New York Times* article, so I had a lot of say in how the research was reported. In terms of other media outlets, many journalists rely on the information in press releases (rather than reading the actual academic journal article) when writing their story. So, scientists can work with press officers, and ask for permission to read and edit press releases before they are posted, which can significantly improve the likelihood that other news outlets report the research findings accurately.

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

Outside of the lab I have been trying to take advantage of the most major difference between Chicago and Santa Barbara: the perfect weather. I spend a lot of time finding new hiking trails, running by the beach, and have even attempted stand-up paddle boarding!

ALL IN THE MIND

The SAGE Center for the Study of the Mind at UC Santa Barbara blurs the boundaries



SAGE Director Michael Gazzaniga
Photo Credit: GEORGE FOULSHAM

When computer scientist, bitcoin expert and noted hacker Emin Gün Sirer gave a public talk as a visiting scholar at UC Santa Barbara, the room was packed with engineers, rapt at attention. No surprise there, except maybe when considering the event's host: the campus's SAGE Center for the Study of the Mind.

Mention of the word "mind" in an academic context typically evokes psychology, neuroscience, maybe medicine. But there is nothing typical about this center, where flipping the script is the driving principle and cross-disciplinary conversation is key. When the goal is to elucidate the entire spectrum of mind-related research, comingling across seemingly vast scholarly plains is not only encouraged — it's crucial for success.

"The SAGE Center is a vehicle for bringing together scholars from all kinds of disciplines and getting them talking across the aisle," said Michael Gazzaniga, director of the center and a professor of psychological and brain sciences at UCSB. "We try to do everything. It's the mind. It's all fair game."

To gain on this lofty goal, the center regularly recruits leading experts from fields as diverse as neuroscience, economics, philosophy and engineering to study and share their research with the UCSB community. And it has several avenues by which to do so, from the cornerstone SAGE Visiting Scholars Program on which it was founded to its graduate fellowships, its annual lecture series and its still-new SAGE Junior Fellows Program. "Nothing starts at 100 miles per hour, it takes time and patience," Gazzaniga said of the center that was founded in 2005. "Once you get it going, it takes effort to keep it going and keep it fresh. To carry out an interdisciplinary effort like this is hard work."

Luckily, the center has major support in that effort from the company that lends it its name, SAGE Publications. The publisher's continued generosity includes a recent contribution that will fund the SAGE Visiting Scholars Program through the 2020-21 academic year. The company has also pledged additional funds to the SAGE Center's endowment; the two entities share the aim of making the center self-sustaining within five years. "With all these things that we do, SAGE backs us up — they've been so supportive from the beginning, and they continue to support us," Gazzaniga said of the corporation whose philanthropy helped launch the center in the first place. "SAGE is a huge supporter of UCSB in general, and the dollars they have given to the campus to allow this center to grow and thrive is incredible. There aren't an abundance of funds at many universities for supporting this type of intellectual interaction, so this philanthropy is hugely important" Gazzaniga added.

"For many scientists, engineers, humanists and artists, the study of the brain and mind is a 'frontier' for discovery and creativity, for settling many questions about what it means to be human."

"Each year the SAGE Center for the Study of the Mind hosts distinguished visitors, who give multiple SAGE Center lectures during their extended residencies, and speakers who are on campus for one or days and give single lectures. The SAGE Center's 2017-18 slate of free public talks begins Thursday, Sept. 28, with Colin Camerer, a professor of behavioral economics at Caltech.

The 2017-18 SAGE distinguished visitors in residency are Andrew Lo, MIT; Roddy Roediger and Kathleen McDermott, Washington University in Saint Louis; Carl Craver, Washington University in Saint Louis; Partha Mitra, Cold Spring Harbor Lab; Tony Prescott, University of Sheffield; and Kia Nobre and Luciano Floridi, University of Oxford. In addition to Colin Camerer, 2017-18 SAGE speakers are Nick Carr, technology and culture author; John Ioannidis, Stanford; Helen Fisher, Indiana/Rutgers; Hany Farid, Dartmouth; and Ned Block, NYU.

Unless otherwise noted, all SAGE lectures are held in the SAGE Seminar Room, Psychology 1312 at 4 p.m. Detailed information on all visiting scholars, and the Center itself, can be found via its website at <http://www.sagecenter.ucsb.edu/>."

WHERE ARE THEY NOW? PSYCHOLOGY CLASSNOTES

Contribute Classnotes for 2017-2018 by emailing: InsidePsychology@psych.ucsb.edu

1960s

- **Meredith Born (Puterbaugh)**, 1966, BA, Psychology. After a 20-year marriage which started before graduation, I returned to graduate school at John F. Kennedy University in 1990, getting an MA in Counseling Psychology. I was licensed as a Marriage and Family Therapist in 1999. I'm now seeing fewer clients, but I still adore doing therapy. I'm living happily in Santa Cruz, enjoying the abundant natural beauty of the area.

1970s

- **Michael P. Levine**, BA, 1971, Ph.D., 1979, Psychology (Levine@kenyon.edu). After 33 years of teaching psychology at Kenyon College, Ohio, I, along with my wife (Mary Suydam, BA, Medieval Studies, UCSB, 1973; Ph.D., History, UCSB, 1993) have retired to Goleta. I continue to do writing, speaking, and advocacy work in the prevention of eating disorders.
- **Keith Witt, Ph.D.** (from the Fielding Institute) **1975, MA, Counseling Psych, UCSB.** I'm a psychologist in private practice (have done 60,000 therapy sessions), and the author of six books--*Waking Up*, *Sessions*, *The Attuned Family*, *The Gift of Shame*, *Integral Mindfulness*, *Shadow Light*. I give talks and keynote addresses around the world. I live in Santa Barbara with my wife Becky and have two grown children.
- **Robert N. Renard**, 1978, BA, Psychology. I continued to work in the mental health field after graduation. I returned to graduate school at Sac State, where I received my MSW in 1981. I have worked in mental health as a Licensed Clinical Social Worker since 1984 and have been in private practice for 15 years. I live and work with my wife in Ventura. I have recently completed my second book of poetry, entitled *In Someone Else's Skin*.

1980s

- **Piraye Bayman**, 1983, Ph.D., Cognitive Psychology. My dissertation advisor and mentor was Richard Mayer. Worked at AT&T Bell Labs during 1984-2002. I have been living in Ayvalık, Turkey since 2003. I am an activist and enjoy biking, hiking, kayaking and swimming.
- **Pam Oberhauser-Lim**, 1989, B.A., Psychology. After UCSB I went to graduate school at San Francisco State University where I earned my Masters in Clinical/School Psychology and got PPS credentials in counseling and school psychology. I am currently a school psychologist in San Ramon, CA, specializing in preschool-aged children. I also live in San Ramon, with my husband, also a Gauchito, who graduated in 1990.

1990s

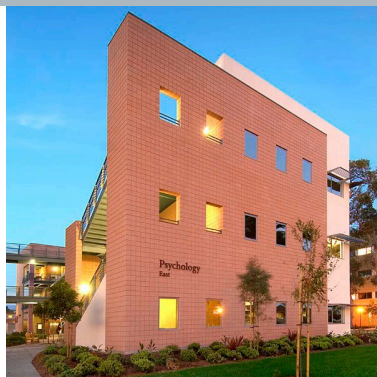
- **Alanna Rusconi**, 1998, BA Psychology. After graduating from UCSB, I volunteered with the Wilderness Youth Project, allowing me to informally explore an interest in Eco-Psychology. This experience led me toward inquiry-based learning concepts and a career in educating young minds. Shortly after, I pursued a Master's Degree in Cross-Cultural Education. For the past 19 years I have worked in education. As of today, I have been teaching multiple subjects to the lower elementary grades for 9 years, specializing in the Whole Child Education model and project-based/inquiry-based learning. I live in Ojai, California with my husband I met while attending UCSB, and 2 children, ages 9 and 15. I may not be using my degree as an official psychologist, however, everyday that I teach, I am utilizing the skills learned through my UCSB experience and continue to be fascinated by HOW we learn.

2000s

- **Cheryl A. Cohen**, Ph.D., Cognitive Psychology, 2008. I am a Research Health Scientist and Education Lead for the Veterans Administration Information Resource Center in Hines, IL. I also collaborate with STEM researchers investigating the role of spatial thinking in their disciplines (currently engineering and astronomy).

2010s

- **Caroline Griffith-Chavez**, 2013, BA, Psychology. I will soon obtain my California Real Estate license and I look forward to helping clients make their housing dreams a reality. I enjoy solving problems, coming up with creative solutions and working with people. I live with my family in Oakland and I am excited to read about what other Gauchos are up to!



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
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- 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.

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

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

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 chair@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 chair@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.

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