

PsychologiCal



Picture here the new home for Psychology, the School of Public Health, and School of Education at UC Berkeley! The campus has made a major financial commitment to support the construction of a new building, co-localizing these three groups to foster interdisciplinary research on cognition, education, and health, from brains to behavior. This

new building will be located on Berkeley Way, between Oxford Street and Shattuck Avenue, adjacent to the Helios Energy Biosciences Building.

Tolman Hall opened in 1962, informed by the educational and research activities of the time. Now we work to

imagine what our department will look like in the 21st century. How should we rethink classroom layouts, laboratories, and workspace? What resources are essential to support the many collaborations that exist between Psychology, Public Health, and Education, as well as with the rest of campus and the community?

We welcome your input to these questions. We are also furiously fundraising, seeking financial support for the building and exciting new programs we plan to develop within this space. For more information, including a peek at the preliminary drawings, email me at ivry@berkeley.edu.



Best,
Rich Ivry



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Department News

by Amanda Wang

Tom Griffiths, associate professor in Cognition, Brain, & Behavior, recently won two awards for researchers in the early stages of their careers. At their annual meeting in Minneapolis this past November, the Psychonomic Society awarded Dr. Griffiths with the 2012 Outstanding Early Career Award for his exceptional work on Bayesian models of causal induction. The American Psychological Association also recognized Dr. Griffiths's contributions to the field of cognition and human learning by granting him the Award for Distinguished Early Career Scientific Contribution to Psychology.

Every year, Berkeley's Division of Social Sciences recognizes outstanding faculty members for their excellence in mentoring and classroom teaching. The award for 2011-2012 goes to Professor **Rodolfo Mendoza-Denton**, whose dedication to teaching inspires both students and colleagues in all reaches of the classroom.

The Cognitive Neuroscience Society's annual Distinguished Career Contributions Award recognizes honored neuroscientists for their research, mentoring, and teaching careers. For 2013, Professor **Bob Knight** was the proud recipient of this award. At the annual Cognitive Neuroscience Society meeting in April, Professor Knight delivered a special lecture featuring his research on neurological patients with frontal lobe damage.

Besides teaching, graduate students and faculty members also strive for excellence in mentoring. This year, the psychology department created two awards to recognize high-quality mentoring. The Graduate Student Mentoring Award goes to Dr. **Serena Chen** (Social/Personality) and Dr. **David Whitney** (Cognition, Brain, and Behavior), and the Undergraduate Mentoring Award goes to **Caren Walker** (Change, Plasticity, and Development) and **Joseph Williams** (Cognition, Brain, and Behavior).



Rodolfo Mendoza-Denton receives the Division of Social Sciences award for mentoring and classroom teaching



*Women of the psychology department. **Back row:** Serena Chen, Iris Mauss, Sheri Johnson, Allison Harvey, Ann Kring, Silvia Bunge, Ozlem Ayduk, Fei Xu, Lucia Jacobs, Qing Zhou, Tania Lombrozo, Sonia Bishop. **Front row:** Carolyn Cowan, Lynn Robertson, Rhona Weinstein, Susan Ervin-Tripp, Alison Gopnik, Mary Main.*

Professor **Bob Levenson** recently received the Mentor Award for Lifetime Achievement and the 2014 William James Fellow Award from the Association for Psychological Science. The Mentor Award recognizes psychology researchers and educators who have shaped the future directions of science by fostering the careers of students and colleagues, and the William James Fellow Award honors individuals for their lifetime of significant intellectual contributions to the basic science of psychology.

The Graduate Division's Graduate Student Instructor (GSI) Teaching Resource Center annually sponsors a campus-wide search to recognize the best GSIs at Berkeley. In order to receive the prestigious Outstanding GSI Award, undergraduate students and faculty members evaluate and nominate GSIs based on a host of factors, such as overall effectiveness, command of the subject area, and engagement with students, among other criteria. This year, the psychology department is proud to recognize **Janelle Caponigro** (Clinical), **Amy Cook** (Change, Plasticity, and Development), **Muping Gan** (Social/Personality), **Minxuan He** (Change, Plasticity, and Development), **Sandy Lwi** (Clinical), **Jennifer Ly** (Clinical), and **Allison Yamanashi Leib** (Cognition, Brain, and Behavior) as recipients of the Outstanding GSI Award.

For the past decade, Berkeley has led the way in graduate students who receive the prestigious National Science Foundation's Graduate Research Fellowship. Winners of the GRFP receive funding from the NSF for three years. For the 2012-2013 application cycle, the psychology department is proud to announce six winners added to the list of NSF fellows: **Michael O'Donnell** (Social/Personality), **Jocelyn Meza** (Clinical), **Christopher Adalio** (Clinical), **Angela Johnson** (Clinical), **Maxwell Bertolero** (Cognition, Brain, and Behavior), and **Jessica Hamrick** (Cognition, Brain, and Behavior). Combined with two current first-year NSF Fellows, **Belen Guerra-Carillo** and **Amanda Wang**, the psychology department's first-year cohort carries on Berkeley's trend of excellence in GRFP winners.

The Secret Lives of Psychologists

by Carla España



Ann Kring, avid camper, with her dogs on a trip at Lassen National Forest.

Many people, especially undergraduate students, think that graduate students and faculty are always on the clock, constantly thinking, writing, and theorizing. In reality, there is life beyond the walls of Tolman Hall. So, you may be asking yourself, what do graduate students and faculty do when they're not busy conducting research or saving the world?

We're rock stars: Bob Levenson, Professor of Clinical Science at UC Berkeley, is not only an academic rock star, but a musical rock star as well. He has been playing the saxophone since he was in high school, and boasts quite the musical range, having played in classical, jazz, and rock bands throughout college and graduate school. Currently, Bob plays saxophone regularly in a jazz band in the East Bay called the Jazz Placebos, a five piece ensemble. He also plays with the Blues Disaster, a blues band in San Francisco that features various instruments and vocalists. Bob's musical prowess extends beyond the stage; he serves as the musical director and conductor of the Albany Jazz Band, a 25 piece jazz band. Bob lists Frank Sinatra, John Coltrane, and Miles Davis as a few of his musical inspirations.

We're sports enthusiasts: Graduate student and faculty in the psychology department have found a common bond in playing both fantasy sports and live sports on the field. The department fantasy football league is a popular way to engage in some friendly competition while competing for money as well as bragging rights. Fantasy players assemble an imaginary team of real NFL players and score points based on those players' actual performance in games. The league currently

consists of 14 teams made up of graduate students, post-docs, and faculty in psychology and neuroscience. On the playing field, psychology graduate students, post-docs, and faculty play on a campus intramural soccer team called Psych Out. The team has been going strong for several years and competes against other campus teams every week. When asked how psychology ties into playing soccer, team member Tim Campellone (CS) jokes, "While we may not be as spry as the undergrads, our expertise in the domain of human behavior allows us to anticipate our opponents' moves, giving us a distinct advantage."

We're activists: Graduate students have taken an active role in improving the quality of life in the psychology department for themselves as well as future students. This spring, the Graduate Assembly of Students in Psychology (GASP) surveyed graduate students in the psychology department soliciting ideas for changes they would enact to improve the department environment. Respondents' answers were organized and distributed to graduate students, administrative staff, and faculty. As a result of this proactive investigation, positive changes will be made, such as greater access to funding, better technology in Tolman Hall, and potential new statistics courses. Additionally, a department-wide meeting between graduate students and faculty took place in mid-April, where attendees discussed important topics such as advising and funding to ensure a successful department with open lines of communication.

Transitioning from Berkeley to the Tenure Track

by Erica Lee

As the 2012-2013 academic year comes to a close, we caught up with some newly minted Ph.D.'s to talk about the process of finding a job, learn more about where they're headed post-Berkeley, and gather advice they have for other grad students entering the job market.

Tell us about the new position you're taking!

Joseph Austerweil (Ph.D Student, Cognition, Brain & Behavior): I'll be an Assistant Professor at Brown University in the Department of Cognitive, Linguistic, and Psychological Sciences. It's a standard tenure-track position.

Stephen Chen (Ph.D Student, Clinical Science): I'll be an assistant professor in the Psychology Department at Wellesley College, beginning in Fall 2014. I'm delaying my start date by a year to do a postdoc at UCSF.

Claudia Haase (Postdoc, Social/Personality): I will be starting a tenure-track position at Northwestern University in the Human Development and Social Policy program at the School of Education and Social Policy, with a courtesy appointment in the Department of Psychology in Fall 2013. I am excited about starting my own lab at Northwestern to examine genetic, socioemotional, and motivational factors that contribute to successful aging.

How did you find out about open positions during your job search?

Joseph: I used a combination of searching the Psych Jobs Wiki (<http://psychjobsearch.wikidot.com>) and some of the other standard job websites (e.g., APA, APS). Not every job ends up being posted on the Wiki, so it's important to keep looking everywhere!

Stephen: I looked at the Psych Jobs Wiki most often and sometimes looked at PsycCareers (<http://jobs.psycareers.com/jobs>). It was also helpful to have friends and colleagues who were also on the job market, or who knew that I was looking for jobs. We would often forward postings that we thought might be good fits.

Is this the kind of job you thought you wanted when you started grad school? If not, can you briefly describe how you decided to go this route?

Joseph: I was an undergrad at Brown, so this is a dream job for me.

Stephen: I had always been aiming for an academic position, although liberal arts colleges hadn't been on my radar until fairly recently. For this cycle, I ended up applying to R1s, as well as to a handful of liberal arts schools that had relatively lighter teaching loads and junior faculty with



Claudia Haase

productive research programs. Wellesley turned out to be a great fit, in a number of ways.

What aspects of your graduate training were most helpful to you when looking for a job?

Stephen: I highly recommend Michael Ranney's "Jobs" class! I took it the year before I went on the job market, and it forced me to start drafting some of the main components of my job portfolio. It also got me thinking about how I could organize my different experiences (e.g., research, teaching, clinical) into a coherent narrative. The experience of teaching Psych 2 was also extremely helpful. Schools often ask you about courses that you'd be able to teach, and it was nice to be able to say that I had already designed/taught my own intro course. I also had to give a demonstration lecture as part of my Wellesley interview, and I was able to draw from some of my Psych 2 materials.

In regards to the job search process, is there anything you wish you knew earlier in your grad school career that may be helpful to other grad students?

Joseph: Publish as many journal articles as you can throughout graduate school. There are people in your area who will graduate with close to or more than 10 journal articles. However, numbers only get you the interview. Quality is what ends up getting you the job, and there are many people frustrated with people who graduate with lots of journal articles, but with shallow understanding of the

material (this is not everyone who publishes lots of journal articles, but an unfortunate large percentage of them).

Stephen: This is more specific to clinical students: it really helps to have papers in the pipeline before you start internship! I was juggling a lot in my first few months of internship (e.g., adjusting to full-time clinical work, finishing my dissertation, and applying for jobs/postdocs), so it was tough to find time to work on anything other than revise/resubmits.

Claudia: I had only a vague idea of the academic job search process in the U.S. during my grad school years in Germany. If you are in a similar situation, I would suggest that you talk to lots and lots of people. Otherwise, talk only to lots of people.

What advice do you have for grad students who will soon be starting the job hunt?

Claudia: This process may take up a lot of your time and energy; so invest wisely. Ask for support and feedback. Embrace the unknown. This is your chance to grow.

Joseph: The most important thing is not to get discouraged. You will get rejected over and over again. It does not matter how good you are; you will be rejected. Start very early. Ask lots and lots of people to look at your statement, and keep on rewriting it. Apply everywhere and tailor your application to each and every school. Keep in mind that search committees sometimes have a type of person they are looking for, or will be coy about what they actually want, so having a coherent research plan is essential. Finally, if you do get an interview, do your research on the school. Learn what irks the people you are interviewing with. Skim a few of their articles to get a feel for their work. Do many practices of your job/chalk talks. If you don't get an interview or job, ask a friend who was on the search committee or at the school why you weren't interviewed. It is better to have a potentially awkward conversation than be unhireable year after year.

Stephen: The timing can be unpredictable on a few fronts. Deadlines can vary widely across departments. Sometimes you won't come across a posting until right before the deadline, so it helps to have your basic materials ready, and let your letter writers know from the beginning that you



Stephen Chen

may have some last minute additions to your list. In my case, I had to decide on an offer from one school before some of my other schools had even started phone interviews. Once an interview invite comes in, things can start to move very quickly. One of my colleagues on the job market this year was asked to submit a detailed startup budget immediately after her interview, before she had even gotten an offer!

Lastly, for grad students already job hunting, what advice do you have about the most important factors to consider when comparing offers?

Claudia: Ask yourself: Is this the place where you can see yourself and your loved ones being happy and productive?

Stephen: I gave a lot of weight to my conversations and interactions with the current faculty. I especially tried to get a good sense of work/life balance (especially among the junior faculty), department dynamics, and reasons for joining the department in the first place. I also tried to get a clear picture of tenure expectations, and considered whether or not I would have the resources/support to reach them.

Thank you to this outstanding group for sharing your insight and journey with us! We wish you the best of luck as you move on to the next chapter in your careers.

Alums!

What have you been up to since graduation? Keep in touch with us through our website:

<http://psychology.berkeley.edu/node/add/alumni-update>

We'll feature alum updates and stories in upcoming newsletters!

Berkeley PhDs Look Beyond Academia

By Tim Campellone and Jane Hu



Marty Nemko (far left) moderates a panel on non-academic research featuring (from L to R) Jodi Davenport (WestEd), Joe Hardy (Lumos Labs), Michael Merzenich (Posit Science), Zoë Harris (Genentech), Patricia Culp (AbbVie), and Cynthia D'Angelo (SRI).

Though recent Berkeley Ph.D. students have found success in the academic job market (see story on p. 4), many students have also found during their grad career that they are more interested in applying their knowledge to various non-academic industries.

PsychologiCal sent graduate students an anonymous survey to gauge their general interest in non-academic jobs. Forty six students responded, with representation from all five areas of the Psychology Department. There were some interesting trends in the data, such as Social/Personality graduate students reporting both the most pressure to stay in academia as well as the greatest interest in non-academic careers. However, pressure to remain on the academic track was endorsed by most respondents, rating an average of 2.3 on a 1 (lots of pressure) to 5 (no pressure) scale. Despite this pressure, students still reported interest in pursuing non-academic jobs; the average rating of interest in non-academic jobs was a 2.4, on a scale of 1 (academic job) to 5 (non-academic job) scale.

Els van der Helm, a 5th year student, was inspired to organize the inaugural Beyond Academia conference after recognizing that though she enjoyed her Ph.D. work, she wanted to explore careers outside of academia. “I realized

I had very little understanding of what other options were out there for someone with a Ph.D. in psychology,” said van der Helm. Over the course of five months, van der Helm and a team of 10 doctoral students met once a week to plan the event. “Our hope for this conference was to offer students and postdocs a broader sense of the career options for them outside of academia. There is a wealth of options and we couldn't cover all of them in our conference, but we hope it inspired them to stop and think about what they really want to do in their lives.”

The conference was held March 22 at the International House, and featured forty speakers, many of whom also transitioned from Ph.D. programs into non-academic careers. Speakers were organized into five panels: non-academic research, consulting, tech, science communication and policy, and entrepreneurship.

Panelists were eager to share their advice and experiences with students. Keynote speaker and alum Marty Nemko (Education Ph.D., '80), a career coach, urged attendees to think big, do everything with vigor and “laser focus”, and proactively seek out opportunities. “Find a need and fill it,” Nemko advised.

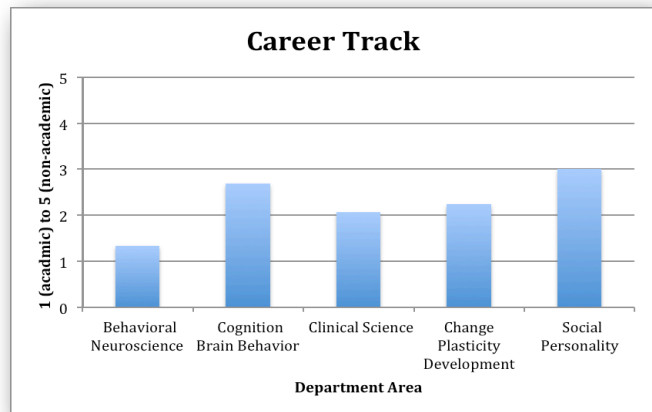
Other speakers encouraged students to explore their options and keep an open mind towards industries they hadn't yet considered, even if that exploration took a meandering path. Many speakers admitted they did not follow Nemko's advice, and that it took them many years to discover the world outside academia, sometimes after completing multiple postdocs or even after taking professor positions. "Life is long; take a summer off and explore your options," advised Maria Stone (Psychology Ph.D. '92), a former Usability Researcher and Data Scientist for companies like Google, Yahoo, and Microsoft. "With your credentials from Berkeley, you should have no problem finding opportunities."

Jodi Davenport, Senior Project Director at non-profit education agency WestEd, echoed Stone's confidence in Ph.D. work as good training for non-academic jobs. "Research and communication skills that I developed in graduate school are essential for my current job. Also critical is the ability to explain research to a variety of different audiences ranging from professors in your own field, to professors in other fields, to your family and the general public!"

For Berkeley psychology alums, going on to non-academic jobs is hardly a new phenomenon; alums have gone on to influence a variety of fields. Mike Tiktinsky (BA '67, Ph.D. '74) used his psychology expertise working as a trial consultant, developing strategy and jury research for corporate clients like Google, Belkin, Netgear, and D-Link. Tiktinsky said he uses skills like statistics and research methods every day in his current job. "My only regret is that I did not learn about this profession earlier," he said. His advice to students looking to work outside of academia is to "be realistic" and "don't expect to start at the top". "Be humble, be willing to learn, and accept the fact that a Ph.D. is only a starting point that gets one in the door but does not guarantee success," Tiktinsky said. "A job will require more work, time, energy, effort and stress than anything in graduate school--don't shy away from it but embrace it."



The team of students and researchers that organized Beyond Academia. Clockwise from the left: Mariana Garcia, Allison Miller Singley, Bryan Alvarez, Ian Cameron, Will Griscom, Claire Oldfield, and Els van der Helm.



The results of an informal survey of current Ph.D. students about their plans for the future, organized according to the different areas of the department.

Upcoming PhD Alumni Reunion

We are excited to announce the first Berkeley Ph.D. Alumni Reunion Conference. This will be an all-area event, a place to hear about the current research of your friends, classmates, other Cal Psych graduate alumni, and our current faculty, as well as a chance for a fun-filled reunion. Save the date—the conference will take place in the Bay Area in June 2014. Stay tuned for more details, but if you are interested in attending and/or getting involved in organizing the event, please email Karen Schloss at karenschloss@gmail.com. GO BEARS!!

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PSYCHOLOGICAL

SPRING 2013

Cultural Trends in Happiness
Mohammad Khairul Afsar and Dr. Kaiping Peng
University of California, Berkeley

Happiness: Revisited
• Happiness is the subject of most people's daily thoughts.
• Does Perception of Happiness Differ Culturally?

Individualistic Cultures
• Individuals may base their life satisfaction judgments on the extent to which they feel high self-esteem.

Collectivistic Cultures
• Individuals may base their life satisfaction judgments on the opinions of other people.

Western Cultures
• Individuals tend to define happiness in terms of positive states as well as personal freedom and accountability.

Non-western Cultures
• Individuals tend to emphasize social harmony and obligation and are likely to define happiness differently.

Happiness on a Global Scale
• In the North America, our lives are very much ruled by the idea of happiness.
• In the South Asian cultures as well, happiness is seen as something as unattainable as a golden deer, a mythical creature from the Ramayana.

Aim of the study
• This study aims to establish a more comprehensive understanding of happiness by addressing some crucial factors affecting happiness on a cross-cultural platform.

Hypothesis
• The overarching hypothesis of this study is that despite happiness being a universally recognized emotion, there will be cultural differences in the experiences of happiness if happiness experiences from participants from two different happiness experiences.

Log of frequency of happiness events compared across cultures
■ BD Prob □ U.S. Prob

Methods
• Over 200 participants from Bangladesh and U.S. filled out surveys.
• Bangladesh
• 221 participants
• Mean age = 21.5 years
• Filled out paper format surveys.
• United States
• 207 participants
• Mean age = 22.8 years
• Filled out surveys via facebook
• Participants were asked to list up to 10 happy events that took place within the previous week. For happy event, participants were asked the following questions:
• What was the happy event?
• Where did the happy event take place?
• What time of the day did the event occur?
• Who were you with during the time of the event?
• How happy did you feel on a scale from 1 to 7 (1 = extreme happiness, 7 = no happiness)?
• How long did the happiness event last?

Recent psychology graduate Mohammad Khairul Afsar presents his research on cultural trends in happiness for a poster session held by students of Psychology 194H, the psychology honors seminar.

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