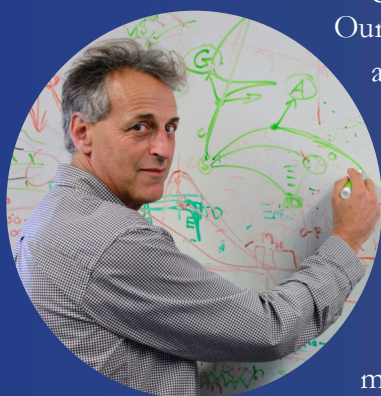


PsychologiCal

Letter From the Chair

Greetings,



Our students are just arriving back on campus after winter break, and we're gearing up for another semester. I'm also "re-orienting" in a sense, as this semester will be my last as Department

Chair. I use the quotes

because there is just so much sprouting up around the Department that I haven't had a moment to start thinking about life beyond my office in 3210 Tolman, nor how to begin the transition to our incoming chair, Ann Kring.

The main task at hand remains planning for the new building, or what we call the Berkeley Way Project. Funding fell into place when the Governor signed the State budget last June authorizing the university to commit part of its annual allocation to a building that will house large parts of Psychology, Public Health, and Education. This has led to a flurry of activity given our fast-track, projected move-in date of 2017. The fall was devoted to designing the big pieces of the puzzle, common areas that would promote interaction and collaboration. Current plans call for the lower two floors to include classrooms, student services, a café, and a forum. Given that the building will be at Berkeley Way and Shattuck, we also plan to have a public face to engage the city of Berkeley, offering services consistent with the project's "healthy futures" theme.

While plans for the shared spaces are still being

finalized, we are now turning to what may be the trickier part of the planning process, working out the details for the different programs. Psychology has special challenges given our need for space in which to conduct experiments, provide clinical services and training, and have highly interactive labs. To date, it's been a lot of information-gathering, surveying the Psychology community to figure out the priorities of faculty, staff, and students, and hearing presentations from the architects who are educating us on 21st-century building concepts to promote collaboration in university and industrial settings.

Not what I had anticipated doing with my PhD in cognitive psychology. But a very interesting process, and one that will truly end up being translational as our new building rises up from a parking lot over the coming years.

Best wishes for the new year,
Rich



Rich, pictured with grad students Sarah Hillenbrand and Ryan Morehead, looks forward to spending more time in his Cognition and Action Lab as his stint as chair draws to a close.

Department Celebrates Edward Tolman's Scientific and Political Legacy

By Amanda Wang



Guest speakers and organizers of the Tolman Symposium gather at the Faculty Club

Advancement occurs by standing on the shoulders of giants; most commonly, this is phrased in terms of scientific discovery, but it is often also the case for social progress. Edward Tolman, who was recently ranked among the top 100 most eminent psychologists of the modern era, surely counts as a “giant” in both contexts, for not only did his research with rats in mazes lay the groundwork for contemporary neuropsychological research on the brain’s “GPS system”, but his political activism also set the stage for the 1964 Free Speech Movement (FSM) and demonstrated the importance of academic free-

dom. As part of the FSM, the Psychology Department collaborated with the Helen Mills Neuroscience Institute, On the Same Page, and the Peder Sather Center to host a full-day symposium honoring Tolman’s dual contributions to political freedom and scientific advancement.

The morning session focused on Tolman’s political impact as a galvanizing force for the Free Speech Movement. With the Berkeley campus recently hosting a

multitude of events commemorating the Movement’s 50th anniversary, the Department was inherently interested in participating in the campus’s recent commemorations of the anniversary, since Tolman was, as Department Chair Rich Ivry states, “the seed kernel for kicking off Berkeley’s Free Speech Movement”. After introductions from Drs. Ivry and Lucia Jacobs, Dr. Donald Dewsbury delivered the first talk of the day, “*Edward Chace Tolman: A Psychologist with Purpose and a Map*”. As a post-doctoral fellow at Berkeley from 1964-65 – which overlapped with Tolman’s tenure, the height of the anti-Vietnam demonstrations, and the end of the FSM – Dr. Dewsbury offered a unique biographical insight into Tolman’s early life, his career at Berkeley, and his political activism.

Wrapping up the morning session, journalist and author Seth Rosenfeld spoke about Tolman’s role in the loyalty oath controversy and his broader influence in the fight for academic freedom. Rosenfeld is most famous for his investigative work in detailing political conspiracies during the McCarthy era, which resulted in his award-winning book *Subversives*, a history of the FBI’s covert attempts to interfere with UC Berkeley operations and stifle student radicals in the 1960s. In his talk, Rosenfeld drew upon Tolman’s contemporaneous letters and statements

“The purpose of this note is to confess how queasy I felt during all this oath mess...Yet, of course, I would do it again.”

– Edward Tolman

to describe the complexity and bravery of Tolman’s leadership role in fighting against the anti-Communist loyalty oath imposed upon

all UC Berkeley faculty and staff during the McCarthy era. For instance, in his statement of opposition to the Academic Senate in June of 1949, “I myself cannot and will not sign the oath in its present form. I hope, of course, that enough other members of the Senate will join me in this protest to demonstrate to the Regents the seriousness with which we view the oath as a threat to academic freedom, and indeed as a threat to mere

decency and the honest use of the English language”. Drawing upon first-hand documents, Rosenberg further shows that intermixed with Tolman’s stalwart bravery were also moments of anxiety. In a handwritten letter to President Sproul, Tolman wrote: “The purpose of this note is to confess how queasy I felt during all this oath mess, both because I helped to precipitate it and because of the very difficult situation it has put you in. Yet, of course, I would do it again.”

The afternoon session was devoted to Tolman’s scientific contributions, with a particular emphasis on his theories about cognitive maps and how an organism creates a mental representation of its spatial location. Rats, Tolman theorized, do not simply respond to stimuli; rather, their behavior is guided by a map-like representation of space. Dr. Lynn Nadel, a professor of psychology at the University of Arizona, kicked off the session with his introduction. As with all the speakers of the afternoon session, Dr. Nadel’s research on the physiological basis of cognitive maps was heavily influenced by Tolman’s early work with rats navigating mazes. Although Nadel asserts that “it is unlikely that Tolman ever felt that such maps might be more than good metaphors”, recent research has made great strides in demonstrating that cognitive maps actually do have a physiological basis – specifically, that the brain’s hippocampus constructs an “internal GPS” of an individual’s spatial location.

Dr. David Foster from Johns Hopkins University then followed with a presentation on *“Reading the Lost Thoughts of the Tolmanian Rat”*. Also heavily influenced by Tolman’s pioneering contributions to cognitive psychology Dr. Foster’s research demonstrates the critical role of the hippocampus in creating spatial maps that rats then use to guide their movement. Specifically, his work focuses on the role of the hippocampus’s place cells that help plan out paths that rats follow when returning to familiar locations. By identifying a neural mechanism by which the hippocampus instantiates a cognitive GPS, Foster’s research has further built upon Tolman’s theory of cognitive maps, showing that what Tolman saw as a



Nobel Laureates Randy Schekman (left) and Edvard Moser (right) share a toast at the Faculty Club after the Tolman Symposium.

metaphorical concept actually has a physiological basis.

Wrapping up the day with his keynote speech, Dr. Edvard Moser presented his own research on the neural components of Tolman’s cognitive maps, research that won him the 2014 Nobel Prize in Physiology or Medicine. Moser shares the award with his wife and research collaborator May-Britt Moser, as well as with John O’Keefe from University College London, who in 1971 first discovered the importance of the hippocampus’s place cells in helping rats construct their cognitive maps by selectively activating depending on their specific spatial locations. Decades later, in 2005, the Mosers added another key piece to the puzzle with their discovery of grid cells, which, similar to lines of latitude and longitude on a geographical map, create hexagonal patterns of movement that provide information about distance and direction. Together, the discovery of place cells and grid cells have helped delineate the neurophysiological underpinnings of a cognitive GPS system that started with a great man and his maze.

Erica Lee Studies Chinese American Families in Local Neighborhoods

By Chris Adalio

Erica Lee is a doctoral student in the Clinical Science program and a member of Professor Qing Zhou's Family and Culture Lab. Her work focuses on the influence of family and neighborhood on the adjustment of Chinese American immigrant children, with an emphasis on the mechanisms by which neighborhood, socioeconomic status, parenting, and culture serve as risk or protective factors. Erica is currently completing her predoctoral clinical internship at Boston Children's Hospital/Harvard Medical School.

In an article recently published in *Cultural Diversity and Ethnic Minority Psychology*, graduate student Erica Lee teamed up with Jennifer Ly and Alexandra Main,

fellow members of Dr. Zhou's

Family and Culture Lab,

and with former lab

members Annie Tao

and Stephen Chen,

to investigate the

role of neighborhood

characteristics and

parenting styles on the

development of Chinese

American immigrant children

participating in an ongoing study in the San Francisco Bay Area. While research has extensively probed the role of neighborhood environment in the development of children from various ethnic groups, Asian Americans have received relatively little attention, even though they constitute the second-largest foreign-born population in the United States. In this study, the researchers examined the relationship between neighborhood environment, parenting behaviors, and child outcomes in this population by integrating two existing models: the family stress model and the transactional model.

The family stress model provides a framework for understanding how economic hardship influences family functioning. According to this model, parenting is a key process that accounts for the relationship between economic disadvantage and children's behavioral problems (such as depression, anxiety, and acting out). The theory suggests that economic hardship increases parents' emotional distress and/or conflict between parents, which impacts their level of psychological

distress. Distress is then associated with harsh, inconsistent, or uninvolved parenting. These disruptions in parenting can then increase children's risk for behavioral problems or escalate pre-existing behavioral issues. Second, the transactional model of development emphasizes that children's behaviors can also influence parents' behaviors. For example, studies have found that children with more externalizing problems elicited parents' increased use of physical discipline or authoritarian parenting.

To examine the relationship between neighborhood, parenting style, and children's behavioral problems, Lee and colleagues aimed to integrate these two models through a cultural perspective. Neighborhood characteristics included neighborhood economic disadvantage and ethnic density. Neighborhood economic disadvantage refers to hardship due to the absence of economic, social, and family resources within a family's residential neighborhood, while ethnic density refers to the ratio of same-ethnicity residents residing within a neighborhood. An advantage to residing in a neighborhood with high ethnic density may be that residents gain greater social support, increased social cohesion, and better access to cultural resources in their communities. Ethnic language schools and after-school programs, churches, and community centers may also provide valuable academic and social support, particularly for immigrant and lower-income families. However, high immigrant and ethnic concentration tend to be associated with greater neighborhood poverty, leading to adverse economic, physical, and social conditions for residents. Also, studies have found that high neighborhood ethnic density may heighten residents' awareness of cultural alienation and discrimination outside those communities.

Parenting style refers to the set of parenting



behaviors used most often by parents. Two specific parenting styles were examined in this study: authoritative and authoritarian parenting. Authoritative parenting is characterized by warmth and acceptance, encouragement of children's independence, reasonable limit-setting, and use of reason. Alternatively, authoritarian parenting is characterized by low warmth, restricting children's independence, and the use of punitive disciplinary strategies. Because of a cultural emphasis on the use of firm control in parenting within traditional East Asian societies, an authoritarian parenting style is more commonly found in East Asian than Western cultures.

Lee hypothesized that two simultaneous processes were occurring involving the relationships between neighborhood characteristics, parenting styles, and children's behavioral problems. She aimed to determine whether the process by which neighborhood characteristics influence parenting style would then influence children's behavioral problems and whether the process by which neighborhood characteristics shape children's behavioral problems would then influence parenting styles.

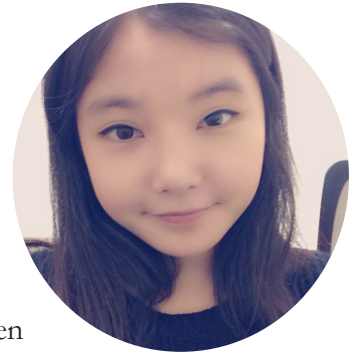
The data from Chinese American families in Bay Area neighborhoods demonstrate an association between neighborhood Asian ethnic density and greater authoritarian (i.e., low warmth, high control) parenting, which in turn was associated with higher externalizing problems in children. Neighborhood economic disadvantage was also associated with higher externalizing problems in children, which in turn predicted lower authoritative parenting (i.e., high warmth, high control).

The results of Lee's work emphasize the importance of considering multiple factors and processes in examining children's behavioral problems in ethnic minority and immigrant families. These findings also suggest that effective interventions to reduce children's behavioral problems in Asian American families living in ethnically dense neighborhoods may involve targeting authoritarian parenting behaviors. Lee and colleagues hope that further research into these multi-level influences on minority children's adjustment will inform the development of culturally competent treatment options.

For more information, contact Erica at erica.lee@childrens.harvard.edu.

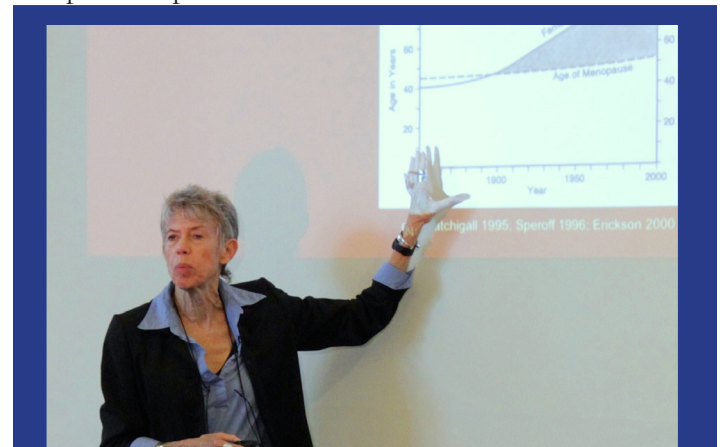
Undergraduate Spotlight: Cherry Youn

By Malik Boykin



Cherry Youn is a fourth-year psychology student who is currently writing her honors thesis under the supervision of Dr. Stephen Hinshaw and graduate student Jocelyn Meza. Cherry studies the persistence of victimization in girls with and without attention deficit hyperactivity disorder (ADHD); in her research, she explores whether peer victimization as a teen is associated with intimate partner victimization during young adulthood. The preliminary results from Cherry's project reveal that women with ADHD are at a significantly higher risk of being physically abused by their romantic partners compared to those without the disorder.

In addition to her honors thesis research, Cherry is a member of Psi Chi and also serves as a peer advisor in the Psychology Department's Student Services Office. As a peer advisor, she shares her experience with lower division requirements and upper division courses, student organizations, and campus resources with her fellow students. Cherry is also involved in youth mentorship as a volunteer with the Galing Bata After-School Program. She is interested in both clinical and neuropsychology and plans to pursue PhD studies in the future.



This fall, the Department was honored to welcome Dr. Kristen Hawkes, Distinguished Professor of Anthropology at the University of Utah, to deliver the annual Robert Tryon

The Department Welcomes a New Kind of Student: The Post-Baccalaureate Program in Psychology

By Megan Norr



Assistant Professor Aaron Fisher is the new director of Berkeley's new Post-Baccalaureate Program in Psychology.

Ask any early-stage graduate student—or any graduate student for that matter—about their graduate school application process, and they will probably tell you a story about years of research experience, hundreds—sometimes thousands—of dollars spent applying to graduate programs, and the long nights spent slaving over their personal statements. For today's graduate students, the gap between undergraduate and graduate education is widening, and the expectations for the kinds of experiences applicants obtain in the interim are increasingly rigorous. For many top-tier programs, students need either a full transcript of psychology coursework and years of research experience, and/or at least one full-time research gig after graduation. Academic prerequisites aside, the job market for recent graduates seeking research experience has become increasingly crowded, making that “late-career” switch even harder for those talented individuals who didn't know from the moment they set foot on a college campus that they wanted to be psychologists.

The new post-baccalaureate program in the Psychology Department fulfills a great need in the psychology community and will bring a new, motivated, and unique kind of student to Tolman Hall. Students

who enroll in the program can have backgrounds in any field, but they will all have one thing in common: they are seeking the academic, research, and professional skills and experiences necessary to gain entry into top graduate programs in psychology. Clinical Science professor Aaron Fisher, himself a graduate of a post-baccalaureate program, is the director of the new program, and a model for what future graduates of the Berkeley Post-Baccalaureate Certificate Program in Psychology may one day achieve. As a music-major-turned-clinical-scientist with a knack for statistics, Dr. Fisher understands that many individuals in other fields may want to retrain to become psychological scientists. Moreover, given the right training and opportunities, they may become some of the most driven, creative, and diverse individuals in the field some day.

The program consists of three or four semesters of psychology coursework, which post-bacc students will complete alongside Berkeley undergraduates. In addition, post-baccs will undertake research internships in the psychology and neuroscience labs. Finally, post-baccs will attend professional development seminars and receive mentorship to aid them in the daunting graduate school application process. Post-baccs who are accepted to the Berkeley program can choose to focus in one of 3 areas: clinical science, cognitive systems and neuroscience, or social/personality psychology.

There are currently three students enrolled in the program, and two more will start in the spring. As it gets off the ground, the success of these first bold and motivated students will set the tone for the program. The Psychology Department thrives on a diversity of perspectives and opinions, and the new post-bacc program presents an excellent opportunity, the first of its kind on the West coast, for young scholars to obtain much-needed research training and for Berkeley to open its doors to the newest members of our unique academic community.

Professor Arthur Shimamura to Retire at the End of the Academic Year

By Tim Campellone



Professor Art Shimamura, who joined the Cognition, Brain and Behavior faculty at UC Berkeley in 1989, has announced that he will be retiring on June 30th,

2015. Along with his wife and mother, Dr. Shimamura will leave the Bay Area to move to Hawaii. I had a chance to ask Art some questions, both about his experiences during his 26-year tenure at Berkeley as well as his plans for the future.

What are some of your favorite memories of your time at Berkeley?

Art: I have three cherished memories that come immediately to mind. The first is the very first time I stepped foot onto the 3rd floor of Tolman Hall as an Assistant Professor. Erv Hafter, who was department chair at the time, happened to see me come out of the elevator and gave me this gigantic bear hug welcoming me to the department. The second memory is receiving the Social Sciences Division Distinguished Teaching Award in 1996, and my third favorite memory was in 2012 when Steve Palmer and I exhibited our photography and gave talks on the psychology of aesthetics at the inaugural outreach event for showcasing research activity in the department.

Do you have any plans for your retirement (psychology or otherwise)?

Art: I hope to continue both teaching and research at the University of Hawaii. I've become particularly interested

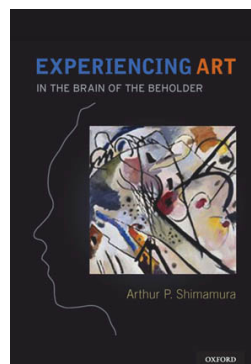
in how students learn and how we might be able to use what we know from basic research to improve learning in the classroom. In addition, I do hope to spend time writing books for the general audience. Since writing "Experiencing Art," I've found it truly rewarding to try to get the general public interested in psychological science.

You have been recently exploring the interplay between psychology and art, namely photography and cinema. Any plans to continue this work?

Art: I hope to continue research on the psychology of movies--or what I call psychocinematics. I'm particularly interested in how attention is driven by film-editing and how storytelling through movies can be so captivating. I've also started interacting with the Honolulu Museum of Art and hope to spend time there as a lecturer and science advisor.

What is one piece of advice you would give to graduate students aspiring for a career in academia?

Art: When I was a grad student at the University of Washington, I took a "How to Succeed in Academia" course by Lee Beach, a psychology professor who studied decision-making. He had two quips that I try to pass on to students: 1) Go with your heart, but cover your ass (i.e., do what you want to do, but make sure you have a backup plan); 2) To get a job in academia you need soundness, roundness, and a gimmick (i.e., be sound in your knowledge of your chosen field, be broad in your knowledge of related fields, and identify something that makes you exceptional and sets you apart from others).



Dr. Shimamura's recent book, *Experiencing Art: In the Brain of the Beholder*, offers a unique perspective on art by exploring how the brain interprets art through sensation, cognition, and emotion.

Department News

Scientists in the Media

- An article by graduate student **Alina Liberman** (CBB), former graduate student **Jason Fischer**, and **Dr. David Whitney**, published in *Current Biology*, has received attention in sources including *The Washington Post* and *Boston Globe*. The research showed that the visual system is biased toward creating perceptual continuity when perceiving other faces. Without this perceptual bias, small changes (e.g., lighting and angle) would make it difficult to recognize the identity of a single face from moment to moment.
- What makes for a good relationship? Media sources such as *Business Insider* have recently featured postdoctoral researcher **Amie Gordon's** research on the importance of gratitude for building and maintaining healthy relationships.
- *The Huffington Post* interviewed **Dr. Sheri Johnson** in December about her research on the dominance behavioral system, a model that describes the relationship between social power and psychopathological tendencies.
- This October, **Caren Walker** (CPD) participated in a panel for LitQuake, a festival that cultivates appreciation for literature. Along with authors and other researchers, Caren discussed how and why high-brow literature fosters empathy. As Caren states, "it is always interesting to participate in a truly cross-disciplinary event, since the panelists (who were all novelists) were approaching the issue from a very different perspective than I was."
- **Dr. Stephen Hinshaw** made his first appearance in *People* magazine, where he was quoted in a story about families and serious mental illness and linked to his work with Glenn Close's antistigma organization, Bring Change 2 Mind. He also appeared on *NBC Nightly News* regarding his long-term work on girls with ADHD.
- *NBC News* interviewed **Dr. Jack Gallant** for an article about the science of brain decoding. In his research, Dr. Gallant has shown that it's possible to recreate an image of what people are seeing based on their brain activity. Assuaging any fears about scientists reading people's minds, however, Gallant emphasizes that "brain decoding is pretty much just a laboratory trick...there's no good brain decoding that you can do for humans that could be widely disseminated currently."

Awards & Recognition

- Post-doctoral student **Sytske Besemer** received the Early Career Award from the Division of Life Course Criminology of the American Society of Criminology. The award honors Sytske's significant contributions to research on developmental and life-course criminology.
- In recognition of **Dr. Alison Gopnik's** continued excellence in research, she was made a 2014 Fellow of the Cognitive Science Society.
- Graduate student **Jonathan Reeves** (Clinical) received the APAGS/Psi Chi Junior Scientist Fellowship in September from the American Psychological Association.
- The Golden Bear Sleep and Mood Research Clinic (GBSMRC), led by **Dr. Allison Harvey** (PI) and Kerrie Hein (Lab Director), has been awarded an R01 research grant from NIMH. The project will test the GBSMRC's transdiagnostic treatment for sleep and circadian problems, which aims to treat a range of sleep problems (insomnia, hypersomnia, delayed sleep phase, etc.) across a range of severe mental illnesses (depression, bipolar disorder, schizophrenia, etc.). The study will be conducted in real-world settings across several clinics in Alameda County Behavioral Health Care Services.
- **Dr. Silvia Bunge** was invited to participate in the White House Office of Science and Technology Policy Workshop in Washington, DC in January 2015. As part of the workshop, Dr. Bunge and the other invitees will be discussing key issues in neuroscience and learning.
- Congratulations to graduate student **Tchiki Davis's (S/P)**, whose positive psychology web project, Lifenik, is a finalist in the Big Ideas@Berkeley contest. (For more information about Lifenik, see the Spring 2014 issue of *PsychologiCAL*.)

Department Events

- Last fall, the Psychology Department initiated the Fall Faculty Lecture Series. Kicking off the 2014 series was **Dr. Dacher Keltner** on September 3rd with a talk titled "*The Evolution of the Sublime: Towards A Science of Awe*". On October 1st, **Dr. Christina Maslach** delivered the Distinguished Research Lecture with a talk titled "*A Significant Difference: Reflections on a Psychology Career*". On October 29th, **Dr. Lance Kriegsfeld** spoke about "*The Time of Our Lives: Circadian Homeostasis and Female Reproductive Health*". **Dr. Tania Lombrozo** wrapped up the series on December 3rd.

Problem-Solving in the Service of Others: An Interview with Dr. Christina Maslach

By Malik Boykin



Dr. Christina Maslach (right) discusses her career in an interview with graduate student Malik Boykin (left)

On November 27th 1978, Dr. Christina Maslach finished writing the semester's summative lecture for the social psychology class she planned to teach the next day, but it was a lecture no one would ever hear. That day, San Francisco Mayor George Moscone and Supervisor Harvey Milk were gunned down in City Hall, sending shockwaves throughout the country and tremors across the Bay Area. Two champions for social changes who resonated with Berkeley students were lost to violence. With students across campus devastated by the tragedy, Dr. Maslach knew the last day of the term would be spent discussing something besides the planned lecture.

In class that day, she engaged students in an open discourse, using what they learned throughout their semester in social psychology to try and make sense of what transpired and why. There were no right or wrong answers, she told them. Instead, she wanted them to engage in the events by discussing what they knew and how it related to human social interaction."

Dr. Maslach first learned this open discourse method as an undergraduate student at Harvard, where

she took a class with Dr. Roger Brown. She added it to her growingly vast repertoire of pedagogical skills. In that moment in 1978, as in many others, she evoked the mentorship and wisdom that helped shape her career path, to inspire the success of others. For years to come, through students' letters, visits, and chance meetings, those who joined the discussion in class that day have expressed how moving the experience was for them. Among the many awards and accolades Dr. Maslach has received – including Berkeley's

Distinguished Teaching Award and Professor of the Year for research-1 institutions – she counts knowing that she reached and inspired generations of students as one of the aspects of her career of which she is most proud. To this day, students and mentees whom she engaged throughout the stages of her Berkeley career continue expressing their gratitude.

Dr. Maslach began teaching at Cal in 1971 as a tenure-track assistant professor in the Department; into what was then known as Area 1 (instead of being organized by subfield, the Department was divided into Areas 1, 2, and 3 at the time). Soon, she emerged as not only a trailblazer in classroom instruction but also a leader in the Psychology Department; as the only social psychology faculty member for many years, Dr. Maslach was an influential force in leading the Department through a transitional phase. By successfully advocating for her own laboratory space, she help lay the basic groundwork for the future researchers who would eventually join her in populating Berkeley's social psychology area.

As a researcher, Dr. Maslach's interest in the effects of context on individual behavior inspired some of her most well-known research on workplace burnout, which describes long-term exhaustion and disengagement from work. After interviewing employees from various jobs about their workplace conditions and stressors, she collaborated with Dr. Harrison Gough, who trained her in the use of various psychometric techniques that eventually led to the development of the most widely cited and stable psychometric scales in psychology, the Maslach Burnout Inventory (MBI). Dr. Maslach's scale has now been cited more than 7,000 times, and her book on burnout has been cited more than 6,000 times. Dr. Maslach's goal with burnout, as with most of her work, is to emphasize how context influences occupational health, and to suggest interventions for improving workplace well-being. Through her burnout research, Dr. Maslach hopes to provide tools for researchers, employers, and job designers to shift address the broader-level conditions that impede workplace efficiency and wellbeing, rather than problematizing the individual.

With a focus on these broader-level solutions, it makes sense that Dr. Maslach would help enact major improvements in an administration role. As Vice Provost for Undergraduate Education and Technology from 2001-2008, she led the University through the development and implementation of initiatives that supported student learning and faculty research. For instance, Dr. Maslach brought expanded computer and Internet access across the campus before many understood their value; by the time students and researchers began recognizing the utilities of these tools, the infrastructure was already set. As technologically-based research became more prevalent, Berkeley was thus situated as a continued leader in advanced, ground-breaking research. Additionally, as a means of fostering undergraduate education, Dr. Maslach advocated increased development of academic support programs. For instance, during her tenure as Vice Provost, Berkeley's Student Learning Center (SLC) began reporting to Dr. Maslach. The SLC promotes excellence and community-building by facilitating peer-to-peer learning and mentoring, and to this day, it continues to contribute to Berkeley's supportive learning environment.

Dr. Maslach also advocated for the American Culture program before the faculty Senate. The program requires all students to learn about the diversity of cultures within the United States' borders. Throughout these endeavors, she called on the mentorship she received from Professor Al Hastorf as a Stanford graduate student. It was from Hastorf that she learned group-level diplomacy skills for getting individuals on the same page to collectively advocate for their shared ideas and beliefs. She also called upon these skills during both of her tenures as Berkeley's Chair of the Academic Senate; to be appointed to this position twice is a distinction that she alone holds.

In her new role as a retired and emeritus professor, Dr. Maslach is balancing several exciting projects. Collaborating with Emeritus Professor Sheldon Zedeck in the Psychology Department and Senior Lecturer Cristina Banks in the Haas Business School, she is helping to develop an interdisciplinary center that focuses on developing healthier workplaces. This center brings together Berkeley scholars from public health, psychology, architecture, environmental safety and health, and other disciplines to improve workplace physical, mental, and social health issues. Dr. Maslach also founded an e-journal focused on burnout research, which unites minds from many professional disciplines and contexts to share workplace burnout scholarship. These projects continue Dr. Maslach's legacy of applying her genius to solving problems and constantly "thinking of the larger society."



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Visit <http://psychology.berkeley.edu/donate> to make a gift:

Make a gift to the Department of Psychology Fund:

This fund provides the Department with resources that are directed to the Department's top priorities, including research opportunities for graduate and undergraduate students.

Or support one of our targeted funds, established in honor of former faculty members and students:

The Graduate Student Support Fund
 Arnold L. Leiman Graduate Student Support Fund
 Mark R. Rosenzweig Graduate Student Support Fund
 Martha and Sheldon Zedeck Graduate Student Support Fund
 Christina Maslach Graduate Student Support Fund

Grateful thanks to the many friends of Cal Psychology who have supported the Department over the past years:

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UC Berkeley welcomes Claude Steele as Executive Vice Chancellor



In Spring 2014, reknowned social psychologist Claude Steele became UC Berkeley's Executive Vice Chancellor and Provost. This fall, Dr. Steele visited the Department to discuss his theory of stereotype threat at the Institute of Personality and Social Research's weekly colloquium series.

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