A recent Sense of the Senate Resolution (S14-1) recognizes the steady decline in permanent faculty at SJSU and urges that our administration prioritize the hiring of permanent faculty until total numbers return to at least pre-recession levels. Tenure density is an often used metric for the health of our permanent faculty population. It is calculated by dividing the number of tenured and tenure-track faculty by the total number of faculty\(^1\) (tenured, tenure-track, and lecturers). In the figure below I present our department’s tenure density trend over the last decade and, as you may have expected, it matches the downward trend observed across campus and the CSU. The good news is that State Legislature has set a tenure density goal for the CSU of 75% and our current administration is committed to reversing the downward trend. Of course, commitment is important, but increased budget allocation is imperative! Retirements and class section consolidations have largely financed our modest improvements in tenure density since our low point in 2011-2012. Let’s hope that a financial commitment to tenured faculty follows from our Legislature’s optimistic goals.

In the meantime, we have been busy recruiting the next generation of remarkable faculty, several of whom have been profiled in previous newsletters and our latest, Drs. Susan Snycherski and Valerie Carr, are introduced in the pages that follow. I’m also excited to report that we are currently recruiting for faculty in Human Factors and Clinical Psychology. I hope you enjoy learning more about our talented and dedicated faculty and, as always, we look forward to hearing from you in the future.

Kind regards,
Ron Rogers, Chair

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\(^{1}\)To account for different proportions of appointment, fulltime equivalent faculty (FTEF) is used rather than absolute headcount.
The holidays are right around the corner and we’re pleased to give you an update from the SJSU Psychology Department to end your year! We are fortunate to have two new faculty that joined us in August, both with interests in the area of biopsychology (see pages 5 for new faculty profiles). We’re hopeful that we’ll have two additional faculty joining us next year with specializations in Clinical Psychology and Human Factors Psychology. Our department continues to grow to meet the needs of our undergraduate and graduate students!

In November we were lucky to host Dr. Barbara Fredrickson for the Alan Kazdin Lecture (see pg. 2). Her work on positivity resonance is internationally recognized. Our students had the opportunity to ask her questions about her research and go to dinner with her. We hope that you enjoy this issue of the newsletter and that you have a happy holiday. Please think of the Psychology Department when you are considering your end-of-year giving.

Thanks for your time,
Erin Woodhead, Ph.D. Erin.Woodhead@sjsu.edu

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Alan E. Kazdin Lecture Focuses on Positive Psychology

Mon., November 2, 2015
2015 - 2016 Lecture
“Positivity Resonates”
Dr. Barbara Fredrickson

This annual lecture is the result of a generous endowment to honor the remarkable work of Professor Alan E. Kazdin who is the Musser Professor of Psychology at Yale University, Director of the Yale Parenting Center, and an alumnus of our department, graduating with “Great Distinction” in 1967. Each year we invite distinguished and influential psychologists from across the nation to inspire a new generation of psychologists to shape the future of our field and our society.

Barbara L. Fredrickson, Ph.D. earned her undergraduate degree from Carleton College and her doctorate from Stanford University. She is currently Kenan Distinguished Professor at the University of North Carolina at Chapel Hill, with appointments in Psychology and the Kenan-Flagler School of Business. She is also Director of the Positive Emotions and Psychophysiology Laboratory (a.k.a., PEP Lab).

Dr. Fredrickson is a leading scholar within social psychology, affective science, and positive psychology, and has received more than 16 consecutive years of research funding from the National Institutes of Health. Her research and teaching have been recognized with numerous honors, including, in 2000, the American Psychological Association’s inaugural Templeton Prize in Positive Psychology, in 2008, the Society for Experimental Social Psychology’s Career Trajectory Award, and in 2013, the inaugural Christopher Peterson Gold Medal, the highest honor bestowed by the International Positive Psychology Association. Her work is cited widely and she is regularly invited to give keynotes nationally and internationally.

Fredrickson’s 2009 book, Positivity, describes the relevance of her 20-year research program on positive emotions for a general readership. Her 2013 book, Love 2.0, offers a fresh and practical perspective on this most vital human emotion.

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Faculty Interviewed About Supporting Veterans

Elena Klaw was recently featured as a guest expert on KQED’s Forum radio show. In recognition of Veteran’s Day, the topic was Supporting Veterans on the Path from Soldier to Student. It was great to hear Elena’s work in this area highlighted and she was a great representative for the university - erudite and passionate about the topic. I learned a lot about our student veterans and how to better understand and serve their particular needs. Great work Elena! The show can be streamed here, and more information about SJSU’s efforts can be found at the Veterans Advisory Committee webpage.
### Abstract

Episodic memory is vulnerable to age-related change, with older adults demonstrating both impairments in retrieving contextual details and susceptibility to interference among similar events. Such impairments may be due in part to an age-related decline in the ability to encode distinct memory representations. Recent research has examined how manipulating stimulus properties to emphasize distinctiveness can reduce age-related deficits in memory. However, few studies have addressed whether learning strategies that differentially encourage distinctiveness processing attenuate age-related differences in episodic memory. In the present study, participants engaged in two incidental encoding tasks emphasizing either distinctiveness or similarity processing. Results demonstrated higher rates of recollection for stimuli studied under the distinctiveness task than the similarity task in younger but not older adults. These findings suggest a declining capacity for distinctiveness processing to benefit memory in older adults, and raise the possibility that strategies that enhance gist-based encoding may attenuate age-related memory deficits.

### Method

MRI scans of a single healthy adult human subject were acquired both at 3 T and 7 T. Representatives from 21 research groups applied their respective manual segmentation protocols to the MRI modalities of their choice. The resulting set of 21 segmentations was analyzed in a common anatomical space to quantify similarity and identify areas of agreement.

### Results

The differences between the 21 protocols include the region within which segmentation is performed, the set of anatomical labels used, and the extents of specific anatomical labels. The greatest overall disagreement among the protocols is at the CA1/subiculum boundary, and disagreement across all structures is greatest in the anterior portion of the hippocampal formation relative to the body and tail.

### Conclusions

The combined examination of the 21 protocols in the same dataset suggests possible strategies towards developing a harmonized subfield segmentation protocol and facilitates comparison between published studies.

### Faculty Publications


**Abstract**

Mobile application (app) stores are a critical source of information about risk in an uncertain environment. App stores ought to assess and communicate the risk associated with an installation so that users are discouraged from installing risky or harmful apps in app stores. However, only a limited number of studies offer designers information about how to communicate risk effectively. We...
focused on the user’s trust associated with security information stemming from crowd-sourced evaluations compared to those generated from an automated system. Both of these sources of security information are pervasively used to indicate possible risk associated with an app. We investigated whether biases exist for a particular source of information given similar amount of security information being available. We found that participants preferred to install apps rated by automation to those rated by humans despite equivalence in stated risk. Further, we found evidence of a gender difference in trust in automation.

Faculty Presentations


Faculty Accomplishments

Joanna Fanos received funding from the Health Resources and Services Administration for a grant titled “Developmental Impact of Growing up with a Sibling with Critical Congenital Heart Disease.” Dr. Fanos was also recently appointed Clinical Scientist at Children’s Hospital Oakland Research Institute/UCSF Benioff Children’s Hospitals.

1) What classes are you teaching at SJSU?
This fall I’m teaching two sections of PSYC 155, Human Learning, and one section of PSYC 129, Neuroscience. In the spring I’ll be teaching Human Learning again, but instead of the undergraduate Neuroscience course I’ll be teaching a graduate seminar in Neuroscience.

2) Which class is your favorite to teach and why?
I actually really love both! I’m a cognitive neuroscientist who studies memory, aging, and the neural basis of memory, so with these classes I get to cover all of my passions.

3) What are your research interests?
Broadly, I’m interested in factors that influence memory across the lifespan. My research uses both a behavioral approach and a neuroimaging approach to investigate such factors. For example, what strategies can we use to improve our memory? Do these strategies differ for younger and older adults? How does cardiovascular health relate to memory, and can exercise interventions help reduce memory decline with age? Can changes in brain structure and function help us predict age-related memory decline?

4) What were you doing prior to coming to SJSU?

Faculty Profiles

Valerie Carr

1) What classes are you teaching at SJSU?
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4) What were you doing prior to coming to SJSU?
Prior to joining the department here at SJSU, I was a postdoctoral fellow at Stanford University in the Department of Psychology. There I investigated the factors contributing to individual differences in memory among older adults. Whereas some older adults have no memory complaints, others have occasional difficulty remembering names, while others exhibit more noticeable impairment remembering daily events. To better understand the factors that predict such differences across individuals, I used structural and functional MRI to investigate how differences in the structure and function of the hippocampus relate to differences in memory. Given the proximity of SJSU to the Stanford Center of Cognitive and Neurobiological Imaging, I plan to continue this line of research and am excited to involve both undergraduate and graduate students in this exciting line of research.

5) What drew you to the position at SJSU?
Several factors, really. I’ve been lucky over the years to attend or work in a wide variety of institutions, ranging from a liberal arts college to a research hospital to R1 universities. This range of experiences allowed me to discover that, although I am very much passionate about my research interests, I’m happiest when I can also dedicate significant effort to teaching as well. As such, SJSU was really the perfect fit for me in terms of balancing teaching and research. Additionally, the student population at SJSU was a large draw for me -- relative to other institutions at which I’ve worked, the population at SJSU is incredibly diverse. So many of our students are the first in their families to go to college, and many of them work one or more jobs to support their education. These factors combine to create a student population that is much more invested in their education than at a typical college, and as such I find working with our students to be extremely gratifying. Finally, I would be lying if I said that living in the Bay Area wasn’t also a huge draw for my husband and me!

6) Do you have any ongoing studies that alumni could participate in?
I do! As part of my ongoing collaboration with Stanford, we continue to recruit healthy older adults (age 60 and above) for our study of memory and aging. If any alumni are interested, they can contact me at valerie.carr@sjsu.edu. As for my own independent research, I’m still in the midst of setting up my lab, but I anticipate that I’ll be recruiting both younger and older adults for studies starting in the Spring semester.

7) What’s your favorite part of being on the Psychology faculty at SJSU?
To echo my comments above about what drew me to SJSU, I would have to say that my favorite thing about being a faculty member here is how gratifying it is to work with our student population. In my courses I expect quite a lot out of my students, and they consistently rise to meet the challenge despite any challenges they may be facing outside of the classroom.

I am teaching Psyc 126, Drugs, Brain, and Behavior and Psyc 155 Human Learning. I have had the opportunity to teach a number of different courses in my 10 years in the Psychology department, including Psyc 001, General Psychology; Psyc 100w Psychology Writing Workshop; Psyc 120 Advanced Research Methods; and a freshmen seminar course I
created for the Metropolitan University Scholars Experience (MUSE) program entitled Fact or fiction? What every college should know about drugs.

2) Which class is your favorite to teach and why?
I am honestly torn between Human Learning and Drugs, Brain, and Behavior; I enjoy them both, equally. The Human Learning course is great because students learn to apply the principles of operant conditioning to their daily lives through a semester-long Self-Management Project. They identify a target behavior that they would like to either increase or decrease in frequency. My students have been very successful with their projects -- some have lost weight, quit smoking, increased their study time, improved their diets by eating more fruits and vegetables and drinking more water, and improved their dental hygiene by flossing their teeth more often. Their successes are very inspiring to me, and they report gaining more confidence as they now have techniques to manage their behaviors effectively. I also enjoy teaching the Drugs, Brain, and Behavior course because it is in my area of training (psychopharmacology). This class examines the ubiquity of drugs from medicines to recreational drugs and explores their physiological, behavioral, and psychological effects. I enjoy teaching students about the history of drugs, how drugs are developed and tested for the market, and the beneficial as well as deleterious effects of drugs.

3) What are your research interests?
My current research interests include examining simultaneous polydrug use (SPU, using more than one drug at the same time). Specifically, I am investigating the self-reported motivations for use, effects of drug combinations (for example, psychological effects), and negative outcomes of SPU. In addition, I am interested examining the neurocognitive correlates of SPU by using specialized software to test executive functioning, working memory, and impulse control.

4) What were you doing prior to coming to SJSU?
After earning my Ph.D. at Western Michigan University, I completed a two-year postdoctoral fellowship funded by the National Institute on Drug Abuse examining the effects of gamma-hydroxybutyrate (GHB, the so-called “date rape” drug) on learning and memory in rats and pigeons. Thereafter, I moved to San Jose in August of 2004 and started teaching at SJSU in January of 2005 as a lecturer.

5) What drew you to the position at SJSU?
I stayed at SJSU for 10 years as a lecturer because of my love of teaching and the vibrant and diverse student body we have here. The Psychology department administration and faculty are wonderful to work with, and our faculty are talented and dedicated to making our department and our students successful. I wanted to continue to work here, but my professional goal since my last year of undergraduate work at Central Michigan University was to become a professor. I was thrilled when the position in biological psychology opened as it gave me an opportunity to fulfill a long-time goal.

6) Do you have any ongoing studies that alumni could participate in?
I am just in the process of getting my lab together, so at this time I do not have any studies for which alumni could participate. I am going on sabbatical next spring, so when I return from that I anticipate I will have active research that alumni could participate in.

7) What's your favorite part of being on the Psychology faculty at SJSU?
So far, my favorite part of being on the Psychology faculty has been the support and encouragement I have received from my fellow faculty. Although I have been in the Psychology department for 10 years, it is exciting to be in this new position as an Assistant Professor with different challenges and responsibilities: I am thrilled to start this new chapter in my professional life at SJSU!
Alumni Profiles

Stephanie Jwo

1) What program were you in at SJSU and when did you graduate?
I graduated in 2008 with my BA in Psychology and in 2012 with an MA in Experimental Psychology.

2) What are you up to now in your professional life?
I’m leading the client services team of AmeriSpeak, the probability-based research panel from NORC at the University of Chicago. I get to work with researchers from government agencies, nonprofits, universities, and businesses to conduct statistical surveys of the U.S. population.

3) Did you envision doing this type of job while you were at SJSU?
Not at all! I thought I would teach and do my own research. I’ve since found that I’m better at supporting others’ research efforts. I’m lucky to be in the position to use the research knowledge I gained at SJSU every day. My clients are the subject matter experts (politics, health, etc) and I combine that with my knowledge of survey and research methodology and everything I’ve learned so far in my career about doing research with a panel.

4) What were your interests in psychology while at SJSU, and are they the same now?
I tended to lean toward the “vice” or risky behavior type of research, so it was a lot of sex, drugs, and psychology. These days my favorite studies to work on are the same subjects and I’ve found that I am starting to build up a lot of experience in conducting young adult and teen research.

5) What was your favorite class at SJSU and why?
That’s a tough one. I’d have to say it’s a toss-up between Drugs, Brain, and Behavior with Rogers/Callaghan and the senior seminar on Psychology in Fiction with Eldred. Both classes were fascinating in subject matter and were taught by top-notch professors whose enthusiasm made a lasting impression on me. I still have all of the reading materials for both of those classes!

6) What was your most memorable moment as a student?
I treasure my entire academic experience at SJSU. One of my favorite memories as a student was a very animated discussion about the effects of ecstasy on rats. ‘How heavy is the bass on the dance floor? Do they have tiny glowsticks?’ I believe this was during the multivariate statistics class. Our entire class bonded over this hilarious discussion and relieved some of the stress of the difficult subject matter. Of course rats on ecstasy is still one of the long running jokes in our cohort.

7) Describe your experience in the SJSU psychology department in one sentence.
My experience in the SJSU psychology department was formative.

I’m lucky to be in the position to use the research knowledge I gained at SJSU every day.
1) What program were you in at SJSU and when did you graduate?
In 2010 I graduated with a BA in psychology.

2) What are you up to now in your professional life?
Currently, I am working on my hours to become a licensed MFT. After graduating from SJSU, I went to Antioch University near Los Angeles. I work with children who have PTSD/depression/anxiety, and I have been trained in treating trauma in children. I also work with parents/foster parents to help facilitate proper care of a child and the best way to help them cope. I love to use art therapy and play therapy, even with my older teens. In family therapy sessions, I take a fragmented family and facilitate art therapy exercise. While many might think this is “just coloring and doodles” it gives me insight into family dynamics. I help teach parents the importance of supportive praise and facilitating a child’s creative powers in order to instill confidence. I find that children who have been through trauma are more willing to share their story and emotions via art, story, or my personal favorite- puppets!

3) Did you envision doing this type of job while you were at SJSU?
I envisioned doing exactly what I do, being a therapist.

4) What were your interests in psychology while at SJSU, and are they the same now?
I briefly thought about pursuing forensic psychology after attending a forensic psychology class, however, I have always had a passion for clinical psychology.

5) What was your favorite class at SJSU and why?
I can’t choose! I would have to say it’s a tie between DSM at the Movies and Forensic Psychology. Who doesn’t want to diagnose movie characters? It was the first time I was able to use my diagnostic skills with the freedom to use “clinical judgement.” I loved the discussions in class on what made a character qualify as bipolar I as opposed to bipolar II. This class taught me valuable tools that I still use to this day! I adored my Forensic Psychology class because it combined my other passion- criminal law. I remember listening to my uncle who is a criminal defense attorney speaking of his client who eventually went to trial to plead for a “Not Guilty By Reason of Insanity” and thinking how fascinating this was. I must say, I was also a little jealous that my uncle was invited to Hells Angels parties after defending their crew, they nicknamed him “the Mouth”. I interned for a year at a psychiatric hospital and enjoyed it.

6) What was your most memorable moment as a student?
I would say there was not one specific memory, so much as the feeling I had being a young adult and making so many friends. It was the most amazing experience- it was like an educational playground with my peers!

7) Describe your experience in the SJSU psychology department in one sentence.
I help teach parents the importance of supportive praise and facilitating a child’s creative powers...
Marilyn Ampuero

1) What program were you in at SJSU and when did you graduate?
I graduated with honors in 2007 and received a B.A. in Psychology and Behavioral Science.

2) What are you up to now in your professional life?
After graduating from SJSU, I obtained a Master of Arts and a Master of Education in Psychological Counseling from Columbia University. I received specialized training in family therapy from the Roberto Clemente Family Guidance Center in New York City and the Mental Research Institute (MRI) in Palo Alto. I have worked with families and children in numerous community mental health agencies in California and New York City, as well as received additional intensive training in infant and early childhood mental health.

Currently, I am a Licensed Professional Clinical Counselor and a Licensed Marriage and Family Therapist working as a Clinical Program Manager at EMQ Families First. I oversee specialized clinical services for young children and their families. I have worked with parents for several years in helping them learn new, simple, and practical strategies to help them confidently manage their children’s behaviors and to develop strong, healthy relationships.

In addition, I have an active private practice here in San Jose where I see infants, children, adults, couples and families. I’ve also had the opportunity to return to the SJSU psychology department to teach. I am really happy to be back!

3) Did you envision doing this type of job while you were at SJSU?
I did! I’m doing exactly what I had hoped to be doing.

4) What were your interests in psychology while at SJSU, and are they the same now?
My interests have always been to develop advanced clinical skills and combine them with compassion and understanding, in order to help people attain personal growth.

5) What was your favorite class at SJSU and why?
Psych 1 with Dr. Pellegrini. I took his class my first semester at SJSU and continued to fall deeper in love with the field of psychology. Dr. Pellegrini’s passion for psychology was contagious and inspiring.

6) What was your most memorable moment as a student?
Too many! I guess if I had to choose one it would be one of the following: presenting at SPARC, Psi Chi events, conducting research with Dr. Klaw and Dr. Van Selst, or giving the graduating speech at the SJSU Psychology Department Convocation.

I have worked with parents for several years in helping them learn new, simple, and practical strategies...

7) Describe your experience in the SJSU psychology department in one sentence.
I am grateful to have graduated from such a supportive and nurturing department—and so proud to be a Spartan!
Psi Chi at SJSU

Psi Chi at SJSU is a branch of Psi Chi, The International Honor Society in Psychology. The goal of Psi Chi is to promote highly educated and socially responsible members that will commit to contributing to the field and science of psychology and society in general. We are here to advance the science and profession of psychology, promote a positive educational experience, promote ethical and socially responsible leaders and members, and to recognize and foster the contributions of the psychology community. Our organization here at SJSU strives to be a resource for our peers and faculty. We host many events to help inform our members and help them network with faculty members and other professionals in the field of psychology.

This semester we hosted a Grad Panel event, in which several professionals came in and spoke to the attendees about information regarding applying, attending, and succeeding in grad school. In addition, we had a guest speaker from NASA that works in human factors come in and give an amazing presentation to our members. We also help students find internships, research assistant positions, volunteer positions, reimburse costs of attending conferences, and keep them as best informed as we possibly can about the opportunities that are out there. We have lots of plans for the rest of the school year, which includes participation in SPARC, and a student-oriented research presentation opportunity and much more.

If you have any questions please email us at psichisjsu@gmail.com

Sincerely,
Tanjit Singh

A group of SJU students and faculty attended the Annual Biomedical Research Conference for Minority Students in Seattle on Nov. 11-14, 2015. At this conference students can present the research they have performed with faculty. The students are participants in the MARC, RISE, LSAMP and CoSRaTS programs housed in the College of Science.

Five students received an award for their presentations:
Jessica Ballin (Psychology, MARC), Rebecca Sandoval (Psychology, MARC), Fauna Yarza (Biological Sciences, RISE), Elivia Silva (Biological Sciences, RISE), and Adrian Riives (Chemistry, RISE).

Editor’s Note: Our SJSU branch of Psi Chi, The International Honor Society in Psychology, is very active in our department and community so I asked the president this year, Tanjit Singh, to give us an update on their activities.
Psychology Convocation 2015
Psychology Convocation 2015 cont.

Donate to the Psychology Department

Please join alumni and friends in supporting Psychology at San José State University. In an era of extraordinarily limited resources, your tax-deductible gift goes a long way to help our mission of delivering a high-quality education each year to more than 5000 students who enroll in our Psychology courses.

Just as important, your gift is extremely encouraging to today’s faculty and students. For when you give, you show your pride and belief in what we do.

To provide your tax-deductible gift online, visit this link (or copy and paste http://www.sjsu.edu/psych/Donate/index.html into your browser). Click on the “Give Now” button and follow the instructions. To provide your gift by mail, please make your gift check payable to Tower Foundation of SJSU and mail to: Tower Foundation of SJSU, One Washington Square, San Jose, CA 95192-0257. Please be sure to include a note that your gift is for the Psychology Department and students.

On behalf of all of our Psychology faculty and students, sincere thanks.