



DIALOGUE

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DIALOGUE

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The Official Newsletter of the Society for Personality and Social Psychology

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Monica Biernat,
Co-Editors

SPSP Continues to Grow: News of the Society

Nearly everything related to SPSP is growing. The size of the organization, the submissions to PSPB, the pages in each PSPB issue, the student membership, the number of awards, and the size of the SPSP Conference all experienced noticeable growth this past year.

The Executive Committee of SPSP met in San Francisco on August 27, at the end of the APA Convention. Much of the meeting was spent discussing how to manage the growth of the organization, and how to use the resources of the organization to promote scholarship, funding, and recognition of excellence.

Membership Report

Membership of the organization is up in all

categories. SPSP grew by 468 members last year (a 15% increase). This year, the growth has tapered off some, with an increase of about 300 members over last year (8.5%). There are now 3,711 members of SPSP, of which 65% are full members and 35% are student members. A good portion of the growth has come in the form of student memberships; nearly 300 joined at the SPSP Conference in San Antonio.

Much of the growth may be due to the financial incentive to join SPSP at the conference—it is cheaper to join and register at the member rate than to simply register as a non-member. Although new members are a good thing for SPSP, the fees for members who join at

the student rate barely cover the cost of receiving PSPB, Dialogue, and other Society mailings. As it now stands, the regular members of the society subsidize the student membership. This subsidy has wide support in the Executive Committee.

Membership Dues

Along with growth in the membership, the Executive Committee recommended that SPSP increase the dues, from \$28 to \$38 for members, and from \$18 to \$25 for students. The dues have been stable for full members for seven years. (If the dues had increased during this time at the same rate as the Consumer Price Index, we could expect full member dues next year of

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Elections

New Executive Committee Members

An election was held last spring for three positions in the Society, President-Elect, Member-At-Large, and APA Council Representative.

The President-Elect for 2002 is Jim Blascovich. On January 1, he will succeed Claude Steele, who will become President, replacing Ed Deiner, who becomes

Past-President. Dr. Blascovich is Professor at the University of California, Santa Barbara, and received his Ph.D. from University of Nevada-Reno.

The new Member-At-Large for 2002 is Judith Harackiewicz, who is Professor at the University of Wisconsin-Madison, and received her Ph.D. from

Harvard University.

Re-elected as APA Council Representative was June Tangney. Dr. Tangney is Professor at George Mason University, and received her Ph.D. from the University of California, Los Angeles.

All three positions include a seat on the Executive Committee of SPSP, and a vote in Society affairs. ■

PRESIDENTS COLUMN:

Over-Concern With Research Ethics

By *Ed Diener*
SPSP President

In 1978 I co-authored a book on research ethics, believing that investigators needed to be more sensitive to ethical issues. Since that time, I have become concerned that ethics review boards have become overly sensitive, sometimes to the point of craziness. One recent example: An investigator moves to a new institution and brings old data with him. The new university requires that he must have all the old studies reviewed, even though they were reviewed at the institution where the data were collected and even though the studies are all completed, if he is going to do any more analyses on the data.

The problem is not just with the federal government guidelines – it is with institutions that go far beyond the guidelines in worrying about possible problems that have a remote chance of arising. We are in the strange situation where many ethics review committees are adding on increasing hurdles, paperwork, and rules, at the same time that participation in research has become one of the safest activities in which our subjects participate. Think of it -- dating, driving, playing sports, working, watching movies, eating, and sex are all much more harmful on average than participation in the vast majority of behavioral science studies. What can be done to make the review procedures and level of scrutiny equivalent to the very, very low risks in most psychological studies? Our ethics review panels need to be reminded of several things:

1. The rules of NIH provide large exemptions from review of many of the methods used in psychological

research. These exemptions were provided because the types of research which are exempted were considered ethically trivial by those who wrote the laws. Exemption from review for research without true risk of harm needs to be granted much more often.

2. Prototypes of certain types of research protocols can be given approval, and research thereafter that fits into these prototypes can be granted expedited review. This modular approach to ethics approval could be used much more to save investigators from lengthy paper chases.

3. Review panels need to be reminded that they have an ethical obligation not only to protect research participants, but also to foster good research. It is unethical to block or slow research that can benefit society and science, unless there is good cause in a particular instance. Thus, to the extent that a board imposes lengthy delays,

Exemption from review for research without true risk of harm needs to be granted much more often.

extensive applications that take away researchers' time, and will not exempt research that fits certain broad categories, the review panels are obligated ethically to provide compensatory assistance to researchers to offset these costs. The review panels cannot simply impose delays, moral qualms, and demands without also giving offsetting aid to researchers (e.g., help in completing the forms, advice on getting the research approved, funding to comply with the requirements, and so forth). Ethics review boards need to understand that

society profits greatly from research, and they have an obligation both to protect subjects and to foster research. One suggestion is that review committees grant expedited review (very quick and easy check-off forms) for all research that does not contain risk of harm beyond everyday life, is not deceptive, and which does not contain highly sensitive information.

We have come to the point where ethics review committees are starting to

Ethics review boards need to understand that society profits greatly from research, and they have an obligation both to protect subjects and to foster research.

impede research in many cases. Overly-nervous people are sometimes drawn to these committees, and universities are increasingly fearful of the federal government. In this climate, active researchers must work to keep ethics reviews in proportion to the actual risks that are involved in behavioral research. Judging from the virtual nonexistence of documented harm in our studies, the risks are almost always close to zero. ■



*Society for Personality
and Social Psychology*

SPSP THIRD ANNUAL MEETING SET FOR SAVANNAH, JAN. 31 - FEB. 1

By Dan Cervone

SPSP looks to continue its string of convention successes in Savannah, Georgia, host city to the third annual meeting of SPSP on Jan. 31 - Feb. 1, 2002. The Society's first two meetings in Nashville and San Antonio drew crowds that far exceeded expectations and featured presentations that highlighted the very best of our scientific field. They marked SPSP as the major national gathering of personality and social psychologists. We all look forward to building on this past success at the upcoming meetings in Savannah.

As many of you know from previous announcements, plans for the meeting are well underway; conventions details are available at the SPSP website, www.spsp.org. The site of the 2002 meeting is the Westin Savannah Harbor Resort, on Hutchinson Island in Savannah, overlooking the city's historic district. The Westin is a luxury resort that features a golf course, luxury spa, outdoor swimming pools, tennis courts, restaurants, cafes, bars . . . and, for the scientifically minded among you, meeting rooms for our conference presentations. At the time of this writing, lodging at the hotel at the established convention rates is booked up, but SPSP has established back-up lodging at nearby Savannah hotels at discounted convention rates; see details at our website.

The conference site is a mere fifteen minutes by car from Savannah International Airport, a modern, recently renovated facility that is served by many national carriers. The official airline of the SPSP meeting is US Air. You can call the US Air Meeting Reservation Office toll free at 1-877-874-7687 to obtain the best fares and schedule information; refer to Gold File Number 12612107 for the available SPSP-discount rates.

The meeting will begin on Thursday evening, January 31st with a Presidential Symposium organized by incoming SPSP President Claude Steele. Friday and Saturday will consist of symposia, poster sessions, invited addresses, publisher exhibits, and special events. Conference registration fees include not only admission to the scientific presentations and publisher exhibits, but also an opening reception on the evening of the 31st, box lunches on February 1st and 2nd, and coffee breaks first thing in the mornings and in the afternoons. Registration fees at the discounted preregistration rates are \$130 for regular members, \$90 for post-doctoral and student members, and \$200 for nonmembers; on-site registration rates are somewhat higher. The deadline for receipt of registration information and fees at the preregistration rate is December 14, 2001. All registration information and materials are available at the SPSP web site.

Graduate and undergraduate students are

welcome to attend the SPSP meetings. To encourage student participation, SPSP has established a Student Travel Award Competition that will award 40 students \$300 to attend the conference. In addition, there are a limited number of SPSP Diversity Fund travel grants that provide \$1,000 travel awards for graduate students who come from an underrepresented groups in personality-social psychology (i.e., ethnic or racial minorities, first-generation college students, and/or individuals with a physical disability). Again, this information is available on the web (see also page 11 of this issue).

The SPSP meetings will be immediately preceded by an array of preconference in personality and social psychology. Links to the home pages of these preconferences can be found—you guessed it—at the SPSP web site.

In recent months, the convention's Program Committee, Lisa Feldman-Barrett and Dan Wegner, has tackled the difficult task of selecting from an exceptionally large number of symposium proposals. The convention committee, Rick Hoyle, and Todd Heatherton, and myself, has been working with the SPSP meeting planner, Tara Miller, on the remaining conference logistics. At present, it looks like we're all set for the best SPSP yet.

See you in Savannah. ■

Get Your Colleagues and Students to Join SPSP

Join SPSP!! All regular and student members receive the *Personality and Social Psychology Bulletin*, the *Personality and Social Psychology Review*, and *Dialogue* as part of their membership. To join the Society, fill out this coupon and send it, along with a check for US \$38 (students, \$25) to "SPSP Membership," Harry Reis, Department of Psychology, University of Rochester, Rochester, NY, 14627. Make check out to the Society for Personality and Social Psychology. US funds only.

Name: _____ Address: _____

Highest degree earned _____ Year: _____

Institution earned from: _____

Report from the Editor of PSPB: Turning the Corner!

By Jerry Suls

I am pleased to report that on several fronts, *PSPB* has turned the corner. The publication lag (i.e., time from acceptance to publication) has been reduced from 13-15 months to 9-10 months. This was accomplished by establishing a manuscript page limit and increasing the number of pages in each monthly issue. To gain some perspective on how *PSPB* has expanded in recent years, Sage Publishing provided 110 pages per issue for *PSPB* in 1998. Since then, we have negotiated for more pages. In 2001 and 2002, the average length of each issue will be 144 pages. Review turnaround time also is shorter, ranging between 9-12 weeks on average. The acceptance rate still hovers around 80%. The journal receives about 500 submissions per year.

More changes in *PSPB* also are coming with the election of Fred Rhodewalt as Editor. My team of associate editors and I will process new submissions through December 31, 2001. We will only handle revisions in 2002. See the new requirements for original submissions in 2002 elsewhere in this issue of *Dialogue*.

Thanks for the Memories

As I anticipate the end of my term, I want to extend my appreciation to the Associate Editors who devoted so much of their time to the journal: Mark Alicke, Mark Baldwin, Nyla Branscombe, Brad Bushman, Chris Crandall, Vickie Esses, Tom Gilovich, Vicki Helgeson,

Blair Johnson, Lee Jussim, Laura King, Alan Lambert, Carol Miller, Debbie Moskowitz, Del Paulhus, Paula Pietromonaco, Garold Stasser, Duane Wegener and Vincent Yzerbyt. Members of the review board and ad hoc reviewers (too numerous to list) also deserve thanks from members of SPSP. The assistance provided by the members of the SPSP Publications Committee over the last 4 years and by my editorial assistants, Patricia Noeth and Xiaolin Sun, is gratefully appreciated. Finally, I want to express my thanks to my spouse, Renny Martin for her support, advice and patience. (Having an Editor in the family is not always a picnic.)

Unlike the individual Editors of *JPSP*, *JESP*, *JRP*, *JP* and most of the other journals read by SPSP members, the Editor of *PSPB* receives submissions that cover the gamut of personality and social psychology. To date (writing at the end of September 2001), about 1,858 new manuscripts have crossed my desk since January 1998. I have read a large percentage of them.

What have I learned?

Serving as an editor or a reviewer provides continuing education. Authors may assume that this kind of continuing education is at their expense, but of course when authors receive an action letter and reviews they, too, are receiving continuing education. Thus, there is some reciprocity in the process. My "continuing education" has yielded at

least 3 general beliefs or observations.

(a) Based on submissions, stereotyping, prejudice and intergroup behavior are the "hot" areas. I would estimate that 100+ papers per year submitted to *PSPB* concern these topics. Basic social cognition, including attribution and social judgment, are represented by about 80 papers per year, as is close relationships. Research on the self receives about as much attention as social cognition, although both overlap to some degree with intergroup behavior. Attitudes and persuasion constitute about 50 papers per year. Papers about individual differences are still in the minority although if one adds motivation, emotion and personality processes, there are enough papers to occupy the attention of 1 and 1/2 action editors. (Some emotion research also overlaps with social cognition).

Submissions on conformity and compliance are less common than I expected. Intragroup work (e.g., group decision-making, social facilitation) is relatively uncommon currently. Will stereotyping, prejudice and intergroup behavior continue to be the favorites? Research activity is cyclical. Just as farmers sometimes need to allow a field to lie fallow so do researchers. When McGuire wrote his review of the attitudes literature for the *Handbook of Social Psychology* in 1969, he foresaw activity in the attitude area slowing down for a time (after years of

intense efforts by the Hovland and Festinger "schools" of attitude change). McGuire's prognostications were that either the psychology of language or the "dark horse," social perception would grab researchers' interest. Psycholinguistics did become a major preoccupation of cognitive psychologists, but not of social or personality psychologists. Social perception, especially attribution theory, was king in the 1970's. I am not willing to make predictions, but one factor that wasn't present when McGuire was surveying the scene was the activity of European and Australian social and personality psychologists. Current efforts concerning intergroup behavior were strongly inspired by developments outside of the United States. The next hot topic may come from our international colleagues. Fortunately, the international presence of *PSPB* has steadily increased and the number of submissions from non-U.S. authors continues to grow.

(b) My belief has only become stronger that empirical papers are too long-winded and contain too many citations. Authors frequently blame reviewers and editors and in some cases they are correct. But as an editor, I see many initial submissions containing lengthy literature reviews. (I assume this behavior is partly an attempt to appease as many potential reviewers as possible.) In some instances, authors present multiple studies

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What APA Council of Representatives Is Doing: August 2001

By June Tangney

This August, Monica Biernat and June Tangney attended the APA Council of Representatives meetings in San Francisco as your Division 8 representatives. This is an exciting year for science at APA Council, with Phil Zimbardo as incoming President of the Association.

Much of this summer's council meeting was devoted to discussing and developing action plans in connection with ten long-range priorities identified at previous meetings of council. Among those priorities are increased efforts at recruitment and retention of members, including those primarily identified with psychological science. To

this end, we have been exploring the possibility of offering trial subscriptions to the electronic journals as a recruitment tool. Kurt Salzinger, the new Executive Director for Science (replacing Richard McCarty), has already begun efforts to further enhance the dissemination of scientific results to both policy makers and the public at large—encouraging members, for example, to develop op-ed pieces on current research (see announcements on p. 22). We hope you'll consider joining in this very important mechanism for "giving away" psychological science in the public interest.

A major effort among the representatives of science divisions is to increase the pool of "new talent" from

our divisions coming on APA Council and joining the numerous influential Boards and Committees—most notably, the Board of Scientific Affairs (BSA), Publications and Communications (P&C), the Board of Directors, and the Board of Educational Affairs (BEA). If you have any interest in being nominated for one of these positions or would like more information about APA governance, feel free to contact June Tangney (jtangney@gmu.edu) or Monica Biernat (biernat@ku.edu). And please don't forget to vote in the upcoming APA presidential election, supporting Bob Sternberg, our science candidate.

Several other issues of interest to SPSP members include:

- In the wake of recent controversy regarding the editorial process at the *American Psychologist*, Phil Zimbardo will be heading a committee to re-evaluate the status of *AP* and the structure of editorial review.
- To increase the diversity of members of APA Council, a resolution was passed for APA (rather than state associations or divisions) to cover expenses of Council members from underrepresented racial or ethnic groups.
- Some changes were made in the procedures for allocating Council seats to divisions and state associations such that every state association will have a representative to council. This change will have no appreciable impact on the balance between divisions and state associations or between "science" and "practice" representation, and Division 8 will maintain two

The Life of the SPSP Graduate Student Committee

By Josephine
Korchmaros &
Cynthia Moss

Greetings from the desk of the SPSP Graduate Student Committee (GSC)!

Hopefully, you've already heard about us. Now, it's time to tell you more.

Conception

It all started with Heidi Eyre's, current president of the SPSP GSC, simple question, "May students have representation at SPSP?" The response from the SPSP Executive Committee was an enthusiastic "YES." They recommended that graduate student representatives be elected to the SPSP governing committee and that a student committee be formulated. SPSP Executive and Training Committees, in collaboration with Heidi, then hosted a graduate student meeting at the 2001 SPSP conference in San Antonio to formally invite graduate student participation.

Attendance at the graduate student meeting was small (perhaps because free food was available elsewhere). Undaunted, the graduate students attending the meeting were enthusiastic and dedicated to advocating student interests, as evidenced by their willingness to forego free food ;). Under the tutelage of the SPSP Training Committee, these students

formed the SPSP GSC. Read more about these members; their profiles can be found at the end of this article.

Early Development

The SPSP GSC is still in its infancy and is just beginning to develop character. GSC members are working diligently to write a charter for the committee that includes a mission statement, election guidelines, and position descriptions.

Mission Statement

As the GSC of SPSP, we support and endorse its goals. These goals include advancing the science of personality and social psychology by increasing the generation and dissemination of research. Moreover, like SPSP, the GSC's goals include increasing diversity among personality and social psychologists and their research. As a committee of and for graduate students, the SPSP GSC is committed to advocating the interests, concerns, and ideas of the SPSP graduate student contingency.

GSC elections will be held in January for one-year terms beginning in March. More information about elections and positions will be sent out in November, or you can contact the GSC directly.

Much like an infant, the GSC is also developing motor control. Committee members are currently

structuring the committee and formalizing the responsibilities and duties of each committee position. As a result, the GSC will increase its efficiency and productivity.

As it continues to develop, the GSC is also exercising its communicative abilities. The GSC has representation on the SPSP Executive and Training Committees. This representation affords the GSC the opportunity to voice concerns about issues affecting members of SPSP in hopes of advancing SPSP as a student-friendly scholarly organization. Furthermore, this representation, because it includes participation in the Executive and Training Committees' meetings, entitles the GSC to obtain information about major concerns of and changes within the organization, which can then be distributed by the GSC to all SPSP student members.

But how does the GSC, six individuals (i.e., humans with no extrasensory abilities that they will admit to) having rather limited backgrounds, know the interests and concerns of over 1,000 student members of SPSP who have diverse backgrounds, training, research interests, and professional objectives? Three words will explain: *STUDENT-ONLY LISTSERV*.

The SPSP GSC sponsored student-only listserv is another mode of communication that the

GSC is developing. The student-only listserv will be used to solicit information from SPSP student members regarding their needs and to disseminate information to them. SPSP student members can also use the listserv as a means to discuss things like job experiences and opportunities, teaching issues, and conference roommate arrangements. Furthermore, although they cannot join the listserv, non-students can post notices to the student-only listserv. Compared to the SPSP general listserv, we believe that research positions, funding, and other announcements relevant to students will draw a larger response if posted on the student listserv. Currently, the student-only listserv has 200 subscribers.

Join the listserv; Be the envy of your friends. Send the following email message to listserv@lists.acs.ohio-state.edu: "subscribe spsp-grad Firstname Lastname." *Post a notice to the listserv; let your voice be heard.*

Send request to spsp-grad@lists.acs.ohio-state.edu

Future Development

The SPSP GSC has planned numerous initiatives. For example, the GSC is organizing a professional development symposium, a non-academic job symposium, a mentorship luncheon, and student "Meet and Greet" social

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Social and Personality Psychology at 2002 APA Convention: Cluster Programming, Interviews, and Invited Speakers

By Joshua Aronson
and Andrew Elliot

The APA Convention in Chicago (Aug 22-25th, 2002) will be new, improved, and, we think, not to be missed.

In addition to a great lineup of invited speakers and symposia for Division 8, there will be a new feature called "cluster programming," with invited symposia and panel discussions on topics at the intersection of several related APA divisions. Division 8 is clustered with Developmental, Experimental, Educational, and Behavioral Neuroscience/Comparative.

Although it is still early in the process, we have a number of luminous psy-

There will be a new feature called "cluster programming," with invited symposia and panel discussions on topics at the intersection of several related APA divisions

chologists already on board to present. They include,

Jeanne Brooks-Gunn, Carol Dweck, Martha Farah, Frank Farley, James Flynn, Gilbert Gottlieb, Walter Mischel, Robert Sternberg, and Philip Zimbardo.

Claude Steele will give his SPSP Presidential address, Seymour Epstein his Murray Award Address, and there will be invited addresses by Roy Baumeister (on Evil), Dick Nisbett (on Culture and Point of view), and John Bargh (on Automaticity).

Also of interest to social and personality psychologists, John Darley will interview Elliot Aronson, and Sue Mineka will interview Martin Seligman. We hope to

see you in Chicago.

We are accepting proposals for symposia and for posters only (*no single papers*). To submit proposals, please see detailed information on the APA website (www.apa.org/convention/). Proposals must be received by December 3, 2001.

Contact info:

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SPSP Graduate Student Committee Organizes

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hours for future SPSP conferences. In addition, the GSC is considering establishing an award for outstanding student research.

Now you know all about the SPSP Graduate Student Committee. Let the GSC know about you.

Students

- Become members of the listserv.
- Contact any of the GSC members and voice your concerns and ideas.

All - If you are interested in participating in any of the symposia or luncheons mentioned above, please contact one of the following GSC members.

President:

Heidi L. Eyre, University of Kentucky, social/personality psychology
hleyre0@pop.uky.edu
-Interests: self-conscious emotions, forgiveness, coping, socioemotional development, and attribution.

Members-at-large:

Cami Johnson, Ohio State University, social

psychology
johnson.1967@osu.edu
-Interests: goals, automaticity and self-presentation.

Josephine (Jo) Korchmaros, University of Connecticut, social psychology
jojokor@yahoo.com
-Interests: general social influences that drive human behavior (e.g., coping, helping, person perception).

Debra J. Mashek, SUNY Stony Brook, social/health psychology
dmashek@ic.sunysb.edu
-Interests: closeness and intimacy in romantic relationships; use of brain imaging technology to study social phenomenon.

Cynthia Moss, University of Connecticut, social

psychology
cynthia.moss@uconn.edu
-Interests: researching others' perceptions of stigmatized persons' leadership abilities.

Consultant:

Larissa Myaskovsky, University of Pittsburgh, social psychology
larissam@pitt.edu
-Interests: intergroup relations, with a specialty in social identity and gender, and intragroup processes. ■



*Society for
Personality and
Social Psychology*

Trends in Graduate Admissions and Support in Personality and Social Psychology Ph.D. Programs in North America, 2000-01

By Janet Swim and
Lisa Aspinwall

The Society of Personality and Social Psychology has periodically conducted surveys to obtain information about graduate programs in personality and social psychology. This year the survey focused on the size of graduate programs and possible implications that changes in the size of the program might have. Survey data from 1990 to 1998 from the National Science Foundation indicated that there has been a five-year decrease in the number of people enrolled in graduate programs since a peak in 1993 (Iardi, 1999). However, it is not clear whether the same effect has occurred in social/personality psychology, and if it has, what the implications are of such changes. Changes in applicant pool and enrollment could have implications not only for the demographics of applicant pools and the quality of students in graduate programs but could also affect responses made by graduate programs in terms of recruitment efforts or financial aid packages given.

Method

104 programs were contacted via e-mail to request completion of the survey. Announcements were also made on the SPSP listserve. 59 submitted completed surveys, for a response rate of 57%.

In an on-line survey, respondents were asked about the applicant pool of 2001 and

those accepting offers for fall 2001. They were also asked their perceptions of the change in the number of applicants in their program, the quality of the applicants, and the quality of those accepting offers. Next, they described their recruitment efforts and their financial aid packages. Finally, they described their graduate programs.

Results

Size and quality of applicant pool and entering class for 1992, 1996 and 2001 samples. 61% of the programs reported a perceived decrease in the number of applicants in recent years; however, the majority of programs (82%) reported that quality had either stayed the same or increased in the same period. Comparisons to admissions data from 1992 (Uleman & Weary, 1992) and 1996 (Larsen & Salovey, 1996) SPSP surveys indicated little change from 1992 to 1996 but about a 20% drop from 1996 to 2001. Mirroring perceptions that quality of graduate students had not changed, the academic credentials of students accepting offers in 1992 and 2001 were similar, with the average GPAs being about 3.65 and an average verbal and quantitative GRE score around 640. Data also indicate that those accepting offers in 2001 have verbal GRE scores that are about 75 points higher than their GRE quantitative and analytic scores.

Demographic characteristics of applicant pool and entering class. About two-thirds of the applicant pool and entering class were women, 15% were North American ethnic minorities, and about 15% were from countries outside of North America. Little difference in the demographics of the applicant pool and the entering class suggests no selection bias. However, the proportion of ethnic minorities both applying and being accepted is well below the ethnic minority composition of the U.S. as reported by the 2000 U.S. census.

Financial Offers of Support for Graduate Study.

Monthly stipends for the regular academic year (not including summer) varied by self-reported cost of living and not geographical location of the university. However, because it might be most useful for programs to have comparisons by both region and cost of living, we present the average typical monthly stipend value broken down by both of these categories (see Table 1). In addition to these offers, 45% indicated that they made enhanced offers to recruit especially qualified candidates with enhanced offers given to about 1 to 4 students.

Correlates of perceived changes in size and quality of applicants.

We tested for correlates with perceived changes in the applicant pool and entering class. The only relationships found indicated

that: 1) programs with 8- or 9-month funding perceived a decrease in the size of their applicant pool ($M = 2.32$) while those with 10 to 12 months reported no change and 2) programs that did not include money for the summer in their enhanced offers perceived that the quality the applicant pool had decreased, $r(28) = -.38$, $p < .05$ (The correlation with summer support and quality of the applicant pool was marginally significant). Perhaps students use availability of summer support as a selection criteria or not having summer funds may be an indicator of programs that generally have fewer funds for students.

Discussion

Comparisons among the 1992, 1996, and 2001 surveys indicate that there was a decrease in the number of students applying to particular programs, but this has not substantially altered the number and quality of those who are accepting offers into programs. Results suggest that offering summer funding was associated with perceived changes in the applicant pool and entering class.

The data indicate changes in the applicant pool are not likely affecting demographic characteristics of the applicant pool or entering class and there appears to be no selection bias for gender, ethnic minority status, or foreign status, assuming equal quality across groups. However, the data indicate that there are more women

in graduate school then in the field as a whole suggesting that there is likely to be a shift in gender composition in the field over time (American Psychological Association, 1999). The proportion of ethnic minorities applying and accepting offers in the U.S. is lower than the proportion in the general U.S. population. Thus, the problem of under representation of ethnic minority students in graduate programs likely stems farther back in the education process. The data also do not address whether there are, for example, issues with regard to retention of ethnic minority students in graduate programs or placement of ethnic minority students.

Finally, the survey indicates trends in financial aid offers which may be helpful for programs and administrators making decisions about financial aid offers.

A full version of this report can be found on the SPSP web page at <http://www.spsp.org>

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Table 1. Average monthly graduate stipends as a function of geographical region and cost of living.

Geographical Region	Cost of living		Region Average
	Low/Medium	High	
Northeastern/Mid-Atlantic U.S.			
Mean	1247	1395	1325
(S.D.)	(114)	(214)	(186)
Minimum	1111	1155	1111
Median	1222	1333	1250
Maximum	1465	1825	1600
N	10	10	20
Midwestern U.S.			
Mean	1266	1364	1289
(S.D.)	(232)	(172)	(219)
Minimum	906	1111	906
Median	1167	1422	1250
Maximum	1600	1500	1600
N	13	4	17
Western/Pacific U.S.			
Mean	1123	1547	1371
(S.D.)	(244)	(466)	(434)
Minimum	753	667	667
Median	1133	1555	1394
Maximum	1389	2210	2210
N	5	7	12
Southern/Southeastern U.S.			
Mean	1044	1111	1061
(S.D.)	(113)		(98)
Minimum	944	1111	944
Median	1021	1111	1066
Maximum	1167	1111	1167
N	3	1	4
Canada			
Mean	1288	1167	1264
(S.D.)	(197)		(179)
Minimum	1000	1167	1000
Median	1354	1167	1333
Maximum	1444	1167	1444
N	4	1	5
Overall Average			
Mean	1223	1414	
(S.D.)	(200)	(309)	
Minimum	753	667	
Median	1179	1417	
Maximum	1600	2210	
N	35	23	

Note: All amounts rounded to the closest dollar. Information for Canadian schools was kept in the dollar amount reported by respondents.

New Editor of PSPB Announces Changes to Submission and Review Procedures

By Fred Rhodewalt

Jerry Suls' term as Editor of *Personality and Social Psychology Bulletin* will conclude at the end of 2002 (he will cease receiving and processing new manuscripts at the end of 2001). The SPSP Executive Committee voted this summer to offer me the editorship and I was honored to accept. I am working now to assemble my editorial team and board in anticipation of beginning to process manuscripts on January 1, 2002.

I intend to maintain *PSPB's* position as one of the field's premier outlets for research in personality and social psychology. I will have more to say within the pages of *PSPB* about the editorial philosophy and goals that the associate editors and I will follow.

For now I want to alert the membership to changes in the structure and operation of the editorial office and requirements for preparation and submission of manuscripts. These changes have been approved by the SPSP Executive Committee.

Beginning in January 2001, *PSPB* will operate with an editor and five associate editors. Manuscript processing will be handled centrally by the editorial office here at Utah. We are confident that such an arrangement will substantially reduce the

editorial lag for authors. We are asking authors to submit an electronic copy of their paper in addition to the traditional hardcopies in order to speed transmission of the paper to action editors and reviewers (who are willing to receive manuscripts in this form).

The SPSP Executive Committee has also approved the policy of limiting submissions to 10,000 words. All submissions must have the word count on the title page in order to be reviewed for publication. The word limitation is in place of the

The SPSP Executive Committee has also approved the policy of limiting submissions to 10,000 words.

present *PSPB* requirement that accepted articles be no longer than 35 manuscript pages. Ten thousand words are approximately equivalent to 35 manuscript pages. The change involves the point at which the length limitation is applied rather than a change in policy regarding manuscript length. The intended consequence of this procedural change is to provide author(s) with more control over how their work is framed and presented.

Manuscript Submission :
Until December 31, 2001, submit five copies of the manuscript to:

Jerry Suls, Editor, *PSPB*
Department of Psychology
11 Seashore Hall E
University of Iowa
Iowa City, Iowa
52242-1407

As of January 1, 2002, submit five copies of the manuscript and one electronic copy on disk to:

Frederick Rhodewalt
Editor-Elect, *PSPB*
Department of Psychology
University of Utah
390 S. 1530 East, Rm 502
Salt Lake City, UT
84112-0250

The word count including the abstract, references and notes should appear on the title page. Authors should also submit two copies of their submission letter that includes a statement of compliance with APA ethical standards in the treatment of their sample, human or animal. The submission letter should also contain a statement that the manuscript or data have not been published previously and that they are not under consideration for publication elsewhere.

Two copies of a separate page should also be submitted that includes:

- (1) title of the manuscript,
- (2) names of authors, and
- (3) mailing address, phone number, and e-mail address

of the corresponding author.

Receipt of manuscript will be acknowledge by e-mail.

PSPB aspires to publish papers on a wide range of topics in personality and social psychology in each issue. To accomplish this goal, manuscripts must not exceed 10,000 words in length. Manuscripts exceeding the 10,000 word limit will be returned to authors without review. All manuscripts should be typed in accordance with the guidelines set forth in the 1994 (i.e., 4th edition) *Publication Manual of the American Psychological Association*. Manuscripts should include an abstract of no more than 150 words typed on a separate sheet of paper. Journal policy prohibits and author from submitting the same manuscript for consideration by another journal and does not allow duplicate publication (i.e., publication of a manuscript that has been published in whole or part in another journal). All submitted copies should be clear and legible. Authors should keep a copy of the manuscript to guard against loss. Masked reviews are optional for *PSPB*. For masked review, authors' names, institutions, and other identifying information should appear on only two of the five submitted copies. Three copies should have the authors' names and affiliations removed from the title page and author notes and/or footnotes than identifying information. ■

SPSP Supports Student Travel to SPSP Conference in Savannah: As Many as 50 Awards to Support Graduate Student Attendance at Conference

The Society wishes to announce competition for two travel award programs.

Read the announcements below carefully, and if you qualify, you are encouraged to apply.

2002 SPSP Student Travel Awards

The Society for Personality and Social Psychology is pleased to announce the 2002 Student Travel Award Competition. Up to 40 travel stipends, each in the amount of \$300, will be awarded to graduate students for travel to the SPSP conference in Savannah, Georgia, January 31 through February 2, 2002.

Eligibility Requirements:

1. Applicants must be current, paid-up, student affiliates of SPSP as of November 1, 2001—no exceptions. This means that applicants must renew their membership by that date.

2. Applicants must have a poster or symposium paper accepted by the SPSP program committee (notifications of acceptance were sent by e-mail in September).

3. Applicants must be the first or sole author of the accepted conference submission.

4. Applicants must be graduate students at the time of the convention. Work that was executed while an individual was in graduate school but that will be presented after that individual has obtained a Ph.D. or a post-graduate position is *not* eligible for consideration.

Application Procedure and Deadline:

To be considered for a travel award, please submit the following material:

1. Letter of application including your complete name, postal address, e-mail address, and telephone number.
2. One copy of the poster or symposium acceptance notification.
3. Five copies of a 500 word poster/symposium abstract or summary, and five copies of your curriculum vitae.

Applications must be received no later than October 26, 2001, and should be sent to:

SPSP Student Travel Award Committee
Department of Psychology
115 Kastle Hall
University of Kentucky
Lexington, KY 40506

Decision Process and Notification:

Award decisions will be based on the excellence of

the submitted conference abstract or summary as judged by the 2002 Student Travel Award Committee. Winners will be notified by e-mail no later than December 14, 2001.

SPSP Diversity Fund Travel Awards

The Society for Personality and Social Psychology (SPSP) invites eligible graduate students to apply for travel awards to attend the third annual SPSP conference in Savannah, Georgia, from January 31 through February 2, 2002. The awards will be made through the SPSP Diversity Fund, whose purpose is to increase the degree of diversity within personality and social psychology.

Travel awards will cover all conference-related expenses up to a maximum of \$1,000, including transportation, lodging, food, and conference registration. SPSP will also host a welcome reception for award recipients prior to the opening session of the conference. Approximately 10 awards will be given.

Eligibility: Applicants must be enrolled in a psychology graduate program and must belong to an underrepresented group in personality-social psychology (e.g., ethnic or racial minorities, first-

generation college students, individuals with a physical disability). It is not necessary that applicants present research at the conference. Applicants may come from any country. Previous \$1,000 travel award winners will not be eligible if the demand for awards exceeds available funding. Award recipients will be chosen on the basis of academic merit.

How to Apply:

Applicants should submit the following materials:

- (1) 3 copies of the completed application form (available from the SPSP web site)
- (2) 3 copies of an academic vita or résumé
- (3) 3 copies of a one-page statement describing the applicant's research interests, career goals, and rationale for applying (e.g., how the applicant would benefit from the award)
- (4) One letter of support from a faculty member, submitted in a sealed envelope with the faculty member's signature across the envelope flap.

Application materials should be sent to:

SPSP Diversity Fund
Professor Ann Bettencourt
Department of Psychology
University of Missouri
Columbia MO 65211

Applications must be received by Nov. 15, 2001. The application form and more information are available on the SPSP site: www.spsp.org/divtrav.htm
-Greg Herek

■

Publication Committee 2001 Report: Journals, Editors, and Awards

By Brenda Major,

This was a busy year for the SPSP Publication Committee. One of the committee's major tasks was to select a new editor for our flagship journal, *Personality and Social Psychology Bulletin*. We solicited editorial nominations over the web as well as from colleagues in the field. A number of individuals were contacted, and the selection committee considered several outstanding candidates for this important position. We are delighted to report that Professor Fred Rhodewalt has agreed to become the next editor of *PSPB*. Fred has had substantial prior editorial experience as associate editor of *Journal of Research in Personality* for three years, as editor of *Basic and Applied Social Psychology* for three years, and most recently as associate editor of the *Journal of Personality and Social Psychology* for two years. Although his training and home is in experimental social psychology, his perspective and editorial experiences bridge personality and social psychology, as well as basic and applied research. We feel he will be an excellent editor for *PSPB*. The editorial selection committee consisted of Brenda Major (Chair), Jack Dovidio and Margaret Clark. David Dunning replaced Fred Rhodewalt on the Publication Committee midway through the year. The committee, and the SPSP Executive Committee, extended its

heartfelt thanks to Jerry Suls for his excellent editorship of *PSPB* over the last three years.

Personality and Social Psychology Bulletin is a symbol of the Society of Personality and Social Psychology and its success is vital to the financial well-being of the Society. In the process of searching for a new editor of *PSPB* it became increasingly clear that major structural changes were needed to the journal to maintain its prestige and viability. *PSPB* was in danger of becoming a victim of its own success. *PSPB* now receives more than 500 journal submissions a year, more than most other journals in psychology. Since its inception, *PSPB* has been funded on a

Fred Rhodewalt has agreed to become the next editor of PSPB.

fairly tight budget, with relatively low editorial stipends and a minimum of secretarial support for the Editor and Associate Editors. This has put a significant strain on the editorial staff and contributed to an editorial and publication lag longer than desirable. The Publication Committee recommended making a number of changes to the editorial, operational, and financial structure of the journal, changes which were approved and implemented by

the Executive Committee of SPSP. These changes include raising stipends for the *PSPB* Editor and Associate Editors, reducing the number of Associate Editors for *PSPB* from 10 to 5, channeling most, if not all, of the paperwork through the Editor's office, supporting a full-time editorial assistant for the Editor, and enforcing a 10,000 word limit on all manuscripts submitted to *PSPB*. The Executive Committee also approved adding extra pages to *PSPB* temporarily, which will significantly reduce the publication lag. The rejection rate for *PSPB* has been fairly stable over the past three years at around 82%. We believe that with these changes, *PSPB* will be able to maintain its visibility and prestigious position in the field in the future.

The Society's other journal, *Personality and Social Psychology Review*, edited by Eliot Smith, is running smoothly. The only significant concern is the continuing relatively low submission rate. The journal receives about 50 submissions a year, and the rejection rate is approximately 79%. Send your review articles into *PSPR*! The Publication Committee, recommended, and the SPSP Executive Committee approved increasing the editorial stipends for Editor and Associate Editors of *PSPR* to bring them more in line with the stipends of editors of other journals in psychology.

The *SPSP Student Publication Award* is awarded annually to the best manuscript published in *PSPB* or *PSPR* that was first authored (or sole authored) by a student member of SPSP. We are happy to report that 24 manuscripts met those criteria and were considered for the 2001 Student Publication Award. The winner was Michael T. Schmitt of the University of Kansas, with Paul Silvia and Nyla Branscombe. Their paper,

The 2001 Student Publication Award. The winner was Michael T. Schmitt of the University of Kansas

The intersection of self-evaluation maintenance and social identity theories: Intragroup judgment in interpersonal and intergroup contexts, was published in *PSPB*. Honorable mention was given to Derek Rucker (Ohio State) with Anthony Pratkanis, for *Projection as an interpersonal influence tactic: The effects of the pot calling the kettle black*, published in *PSPB*, and to Jessica A. Camerson (NYU) with Jeannette M. Alvarez, Diane Ruble, and Andrew Fugligni for *Children's lay theories about ingroups and outgroups: Reconceptualizing research on "prejudice,"* published in *PSPR*. The selection committee consisted of Jack Dovidio, Brenda Major and Fred Rhodewalt. ■

NIH to Fund Exploratory/Developmental Grants in Social Neuroscience

*By Carolyn C. Morf
National Institute of
Mental Health*

In an effort to stimulate and foster a newly emerging interdisciplinary field of research at the interface of social/personality/affective psychology with neuroscience, the National Institute of Mental Health (NIMH), National Institute on Aging (NIA), and National Institute of Child Health and Human Development (NICHD) invite applications examining the neural processes involved in social behavior. While a number of researchers have already

The field of social neuroscience is still in its infancy, but the initial work shows tremendous promise

begun several lines of inquiry crossing this new interdisciplinary boundary, the field of social neuroscience is still in its infancy. Nonetheless the initial work in this area shows tremendous promise for making significant advances in understanding social behavior and the function of brain systems (for a review, see Ochsner & Lieberman, 2001).

For example, new light has already been shed on areas of inquiry in social psychology such as attitude change, stereotyping, person perception, self-knowledge,

and emotion-regulation by applying the concepts and tools of cognitive neuroscience (e.g., brain imaging, lesion methods, neurodegenerative diseases, computational modeling). Likewise, social cognitive and behavioral research offer a repertoire of sophisticated paradigms for manipulating subtle differences in affective, attentional, or motivational focus that promise to elucidate the functions of brain systems. In addition to tremendous potential for gains in basic knowledge, understanding the neural processes involved in social psychological processes (and their development), also promises to advance clinical theory and application—for example, by informing the diagnosis and treatment of disorders of personality (e.g., borderline) and disorders marked by problems in social cognition (e.g., autism, schizophrenia).

The purpose of the Request for Applications (RFA) for Exploratory/Developmental Grants in Social Neuroscience is to act as a

This Request For Applications (RFA) signals a long-term commitment of NIH for funding work in Social Neuroscience

catalyst for this new interdisciplinary research. But it simultaneously also signals a long-term

commitment of NIH for funding work in Social Neuroscience. The current RFA is meant to foster new collaborations and to help develop a new body of data upon which future competitive applications may be built. Projects under this RFA will be funded at a maximum of \$125,000 direct costs per year for up to two years (applications with a subcontract can request up to \$150,000 per year). Letters of intent must be received by December 11, 2001; and the

Successful applications must integrate data from both social and neural levels of analysis

application receipt date is January 11, 2002.

The research must be driven by a social behavioral research question (or set of questions) that is framed at the behavioral level (e.g., social cognition, social development, social interaction, social aspects of emotion and personality) and makes connections with neural level processes. Thus, successful applications must integrate data from both social and neural levels of analysis. Most successful will be applications that go beyond simple mapping or localizing of brains function to include hypothesis-driven studies about the processes related to different patterns

of activation. Importantly, in line with the exploratory/developmental mechanism (R21), proposals must also involve innovative and novel research directions--whether breaking new ground or extending previous discoveries towards new directions. Although applications can be from single investigators, collaborations are encouraged, particularly between behavioral scientists and neuroscientists. A special peer review panel with appropriate expertise will be convened by NIMH to review these applications. Reviewers are instructed to review both the scientific merit of the application and the fit with the purpose of the RFA--with particular attention to the level of integration between social and neuroscience, and the degree of novelty and innovation of the proposed project.

The detailed announcement describing the purpose, eligibility requirements, scope of research covered, and review criteria can be found at: <http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-02-004.html>. Interested parties and those seeking further information can contact Carolyn Morf at cmorf@mail.nih.gov. ■

Reference

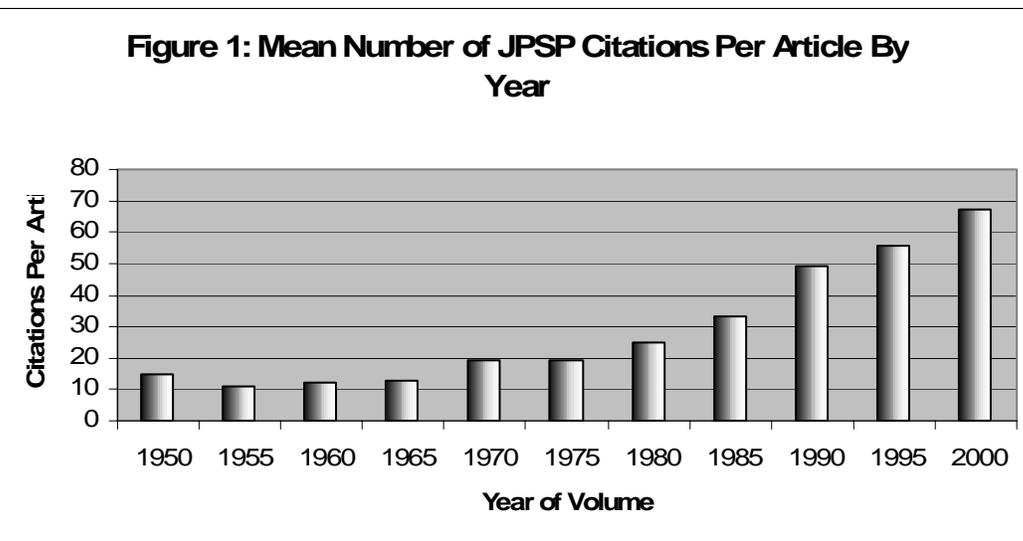
Ochsner, K. N., & Lieberman, M. D. (2001). The emergence of social cognitive neuroscience. *American Psychologist*, 56, 717-734.

Number and age of citations in social-personality psychology over the lifespan of the field: Older and Wiser?

By Lucian Conway III

It is natural for social/personality psychologists, prone to think about the various influences that people have on each other, to be interested in the social processes that impact the health of our field. Given the importance of publications to the progress of the scientific endeavor in general, it is not surprising that at least some of this interest has been cast in the direction of our journals. In one well-known study, Reis and Stiller (1992) analyzed characteristics of our most influential journal, *Journal of Personality and Social Psychology*, from 1968 to 1988. The general message from this analysis was clear: We were getting bigger. People were writing bigger papers, giving those papers longer titles (with more colons), and running more studies per paper. And we were citing more previous work.

The purpose of the present study is two-fold. One goal is to extend Reis and Stiller's analysis of our citation norms both forward and backward in time, looking at a cross-section of years that more fully encompasses the lifespan of our field. Among other things, this will allow us to peek at whether or not the trend toward bigger references sections identified by Reis & Stiller has continued to the present. A second goal is to look at a very different aspect of our



citation life: Namely, how old are the citations that we use? And has the age of our citations, too, increased over time?

Method

Journal Selection. The present study investigated the number and median age of citations in social and personality psychology from 1950 to 2000. Until 1965, the primary outlet for social/personality researchers was *Journal of Abnormal and Social Psychology*. In 1965, this journal split into two different journals, one of which became the current journal of choice for our field, *Journal of Personality and Social Psychology*. Accordingly, the present work analyzed the *Journal of Abnormal and Social Psychology* up until 1965, and the *Journal of Personality and Social Psychology* from 1965-2000.

Issue Selection. To take a

cross section of the 50 years under investigation, the present study sampled issues from volumes occurring in 5-year increments from 1950 to 2000. Within each selected year's volume, only the March and September issues were analyzed. (The 1950 quarterly volume did not have a March or September issue; so, for that volume, the April and July issues were used.) These selection criteria yielded two issues per year in 1950, 1955, 1960, 1965, 1970, 1975, 1980, 1985, 1990, 1995, and 2000.

Coding of Number of Citations and Median Age. Four trained coders recorded the year of each reference in each article from the references section of the article. From these codings, both the mean number of references in each article and the median date of all the references contained within the

sampled issues were computed for each volume. The median date was converted into a median "age" by subtracting this date from the year of the issue (e.g., a median date of 1953 for the references in the 1960 volume would yield a median "age" of 7 for that volume). This procedure yielded two scores for each year: One representing the number of

Since 1988, there has been more than a 50% increase in the average number of citations per article.

citations per article during that year, and the other representing the median age of those citations during that year.

To check the reliability of coders, all four coders

recorded references for the 1975 March issue. Using the article as the unit of analyses, interrater correlations suggested that these codings were reliable for both the number (average interrater $r=1.0$) and the age (average interrater $r=.99$) of the references.

Results and Discussion

As can be seen in Figure 1, the average number of

strongly correlated with the median age of the references ($r=.80$). Thus, as social and personality psychologists cited more previous work, they also tended to cite older work.

It is noteworthy that, in spite of obvious pressures working against it (namely, that there has to be some kind of practical ceiling on the number of articles that a researcher can know and

means that we are better informed than we used to be, and pressures to cite a lot of articles force us to integrate our work with the work of others. This combination surely has some positive impact on the field, because it helps us create a cumulative body of knowledge that is at least partially knit together. On the other hand, increasing pressure to cite numerous articles because we all know

well-established theories. Because of such pressures to base our work on others, we may be less inclined to think of creative ideas on our own.

The present study also suggests that the median age of our citations has increased. Why? There is, of course, the obvious reason associated with sheer probability: As time increases, there is simply more old stuff out there to cite. However, there are also constant (and reasonable) pressures in our field to know and cite the most recent work. It is perhaps reassuring, then, that as we've grown older and bigger, we appear to be reaching a little farther into—and thus not entirely losing touch with—our past.

Reference

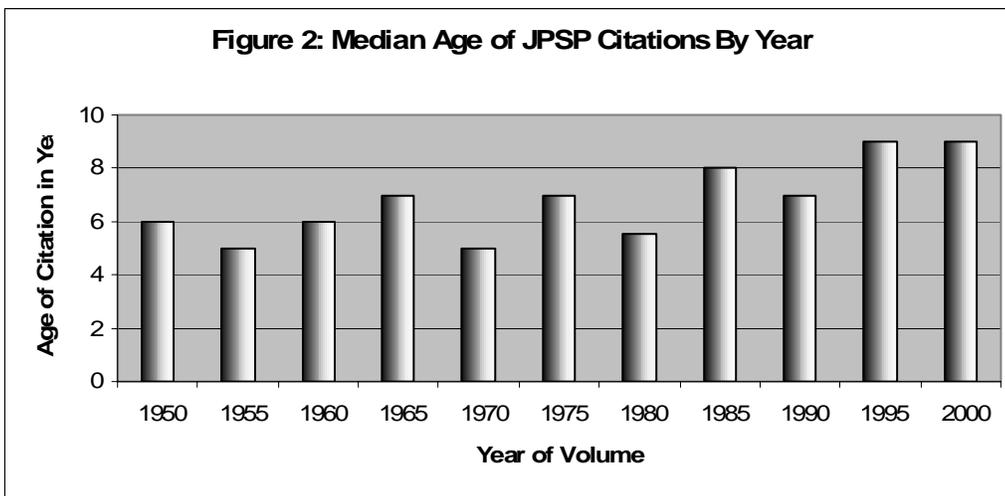
Reis, H. T., & Stiller, J. (1992). Publication trends in JPSP: A three-decade review. *Personality and Social Psychology Bulletin*, 18, 465-472.

Correspondence can be addressed to Lucian Gideon Conway, III, Department of Psychology, Root Hall, Indiana State University, Terre Haute, IN 47809, e-mail pyconway@scifac.indstate.edu.

The author wishes to thank Sarah Cain, Arkisha Gathright, Heather Goetz, Anne Marie Hill, Kelley May, and Amanda Sills for their excellent work with data collection and data entry on this project. ■

Dialogue (2001), Vol. 16,

Figure 2: Median Age of JPSP Citations By Year



citations per article increased linearly across the 50 years under investigation (r between volume year and number of citations per article $=.92$). Similarly, as can be seen in Figure 2, the median age of citations increased across these 50 years (r between volume year and median age $=.77$), with a range between 5 (in 1955 and 1970) to 9 (in 1995 and 2000) years old. Thus, social and personality psychologists are citing more previous work than they used to, and the work that they are citing is older than it used to be. Further, using the volume as the unit of analysis, the number of references per article was

cite), the trend toward ever-larger references sections has continued in fine fashion up until the present. In fact, the present work suggests that, since 1988 (the last volume covered in Reis and Stiller's study), there has been more than a 50% increase in the average number of citations per article. Although interpreting what such trends mean for the field's health requires some conjecture, such speculation is worth considering (see the special section accompanying Reis and Stiller's 1992 PSPB paper).

On the one hand, the increasing number of references almost certainly

that's what JPSP articles "look like" can also serve to stifle creativity. Our empirical papers look more

Our empirical papers look more and more like miniature review articles with some studies testing small incremental applications of well-established theories.

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Two journal articles retracted, Professor resigns

By Monica Biernat and
Chris Crandall

In a development that has startled social and personality psychologists, two widely read articles have been withdrawn by their author after some questions about the data they report arose. The first author of both articles, Karen Ruggiero, has resigned her position at the University of Texas at Austin. The *Chronicle of Higher Education* stated that the resignation from the University of Texas occurred "amid charges that she faked research data at her former institution, Harvard University."

In the August, 2001 issue of the *Journal of Personality and Social Psychology*, a retraction by Ruggiero read, in part:

The data reported in this article are invalid and should not be considered part of the scientific literature of psychology. The responsibility for this problem rests solely with

the first author, Karen M. Ruggiero.

The withdrawn article is:

Ruggiero, K., & Marx, D. M. (1999) Less pain and more to gain: Why high-status group members blame their failure on discrimination. *Journal of Personality and Social Psychology*, 77, 774-784.

This article claimed in its abstract that "members of high-status groups are more likely than members of low-status groups to blame their failure on discrimination and are less likely to blame it on themselves."

In addition to this retraction, in the September, 2001 issue of *Personality and Social Psychology Bulletin*, another retraction was printed, with virtually identical language, for this article:

Ruggiero, K. M., Steele, J., Hwang, A., & Marx, D. M. (2000). Why did I get a 'D'?: The effects of social comparisons on women's attributions to discrimination. *Personality and Social Psychology Bulletin*, 26, 1271-1284.

The full text of both retractions clearly states that full responsibility for the articles' invalidity rests with the first author; the junior authors joined the project after the data were ostensibly obtained and analyzed.

When contacted by *Dialogue*, Jerry Suls, Editor of *Personality and Social Psychology Bulletin*, said that he has never seen retractions of this sort in the social and personality psychology literature. Chet Insko, Editor of the *Journal of Personality and Social Psychology: Interpersonal Relations and Group Processes*, agreed and said that if articles can't be trusted, then the entire scientific enterprise is meaningless.

Neither article specifies exactly where the data were collected. In most cases the participants are merely described as "university students," although in one case, participants are described as "community college students" (*JPSP*, 1999, Study 3).

Both articles indicated that they had received financial support from National Institute of Mental Health

Grant 1R03MH58586-01, and a grant from the William F. Milton Fund.

A story that appeared in the *Daily Texan*, the student newspaper at the University of Texas, reported that Ruggiero resigned her position at that university on June 22 of this year "amid speculation of unethical conduct involving her research at Harvard between 1996 and 2000." The public relations office at Harvard had no comment when we requested details about events there.

Dr. Ruggiero declined to comment for this article.

Ruggiero earned her Ph.D. from McGill University and became an assistant professor at Harvard in 1996. She moved to Texas in 2000, where she quickly became a favorite teacher, winning the 2001 Texas excellence in Teaching Award. Her colleagues at Texas indicated that she was a "terrific colleague" and had what they hoped was a fine future at the University of Texas. The *Daily Texan* article indicated that the University of Texas was not taking any further action against Ruggiero given her resignation. ■

Teaching and Research after the Terrorist Attacks

Soon after the September 11 terrorist attacks in New York, Washington, and Pennsylvania, the SPSP listserv was dominated by discussion of how to deal with the events in our courses. Prompted by a question by Ann Weber about whether and how social/personality psychologists were discussing

the attacks with their students, over 100 responses were contributed. Classroom responses to the events ranged from simply acknowledging but otherwise ignoring them, to allowing students to talk about their feelings in a free-flowing discussion, to trying to point out social psychological principles relevant to the

events and their aftermath. A full archive of responses appears at <http://www.stolaf.edu/people/huff/SPSP/SPSPsearch.html>, but some highlights of the relevant psychological issues addressed by instructors include: stereotyping/prejudice/intergroup relations, outgroup

homogeneity bias, scapegoating, fear and affiliation, attribution, learned helplessness, coping, self-esteem and perceived invulnerability, intimidation as a self-presentational tactic, theories of hate, bystander intervention, deindividuation, need for control, psychology of religion, flashbulb memories, frustration-aggression, terror

(Continued on page 19)

OUR WONDERFUL SOCIETY, SPSP

Parting Words From Ed Diener, President

When Harry Reis asked if I would be willing to run for the presidency of SPSP, I said “sure,” figuring that this was a nice little group of pals that ran a listserv and was affiliated with some journals. Imagine my surprise in finding that this is a large, powerhouse organization that supports a host of excellent activities! SPSP does tons of projects that I never knew about, and is truly a splendid group. Forgive my former ignorance. Lest you remain ignorant as I was about SPSP, let me tell you some of the activities that are performed at an impressive level of excellence by SPSP.

The SPSP Convention. By now we all know of the very successful SPSP convention, which has been so ably run by Todd Heatherton and his committee. In the first year in Nashville we had about 800 attendees, and in the second year, in San Antonio, that number grew to almost 1200. And we are not just talking numbers here – the talks were dynamite.

THANKS TODD!!! Dan Cervone is running convention three, and it will be in Savannah. Reserve soon – the event could be full, very full. The pre-conferences are friendly and interesting, the invited talks and symposia are super, and the sociality is high.

Publications. *PSPB* has been an excellent journal for years. But I didn’t realize that this journal receives 500 submissions a year, has an 80 percent rejection rate, and publishes more and more multi-

ple study articles. It is nipping at the heels of *JPSP*, and is spectacularly successful. Thanks so much to Jerry Suls and his associate editors for their hard work in keeping up with this very heavy load. THANKS JERRY!!! I am sure that Fred Rhodewalt will keep *PSPB* in the ranks of the excellent psychology journals.

Eliot Smith is doing a wonderful job with the *Personality and Social Psychology Review*. The theoretical articles appearing in this journal are superb, and Eliot and the associate editors are very rigorous. Finally, Roy Baumeister and Diane Tice did a great job with *Dialogue* for many years. The editorship of *Dialogue* has now passed to Chris Crandall and Monica Biernat, and the first newsletter last spring gives evidence that *Dialogue* is again in good hands. The publications of the society have been headed by Brenda Major and the publications committee, and we thank Brenda for her committed service.

How many divisional societies have a newsletter, two excellent journals, and a wonderful conference? These activities make the societies outstanding, but there are many more activities that are less widely known.

The APA Program. Richard Smith and Mark Alicke organized a wonderful set of Division 8 talks and symposia for the APA Convention in San Francisco. Our division’s sessions were for the most part extremely well

attended – often with 50 or more people in the audience. Next year Josh Aronson and Andrew Elliot will oversee the APA convention activities for SPSP, and I am sure there will be excellent talks (see page 7 of this issue).

Awards. Our society now gives out several awards to recognize the super-stars of our field. We have the Campbell Award to recognize the outstanding social psychologist each year, the Block Award to recognize the outstanding personality researcher, and the Murray Award to recognize an excellent personologist. In addition, the society gives a student award for the best paper authored by a student that appeared in *PSPB* and 40 travel awards each year for students to attend SPSP. I hope that we can add several additional awards in the future, including one for service to field.

Diversity and Education Committees Ann Betencourt heads a committee that aims to involve ethnic minority members in the organization, make the society a friendly place for LGBT, and sponsor travel awards for minority students. The Education Committee, headed by Janet Swim, recently completed a detailed survey of graduate student application and admissions trends in the fields, a report of which will soon be made public (see page 8). They are also working with a group of graduate students to develop a graduate student liaison group within SPSP (see page 6).

Harry Reis. Harry is the real heart and soul of the society – he knows everything, and keeps things run-

ning. Harry is a bit tight with money, and this has resulted in the society building up a reserve for a rainy day. For the first time in my life, I am part of a society that is not having serious financial problems. We all owe a tremendous debt to Harry for his untiring work on our behalf. THANKS HARRY.

Helping Harry is his efficient secretary, Gina Reisinger. I should also offer my thanks to Scott Plous who runs the societal website, and to Chuck Huff, who oversees the listserv.

My deepest thanks to everyone mentioned above for their service – and to all the others who have given so much service to the organization. There are a host of other activities and individuals who also deserve mention, such as our faculty and student exchange programs, which space prevents describing. Now, two some messages for you readers:

1. **RE-UP. Continue your membership in this wonderful organization. It does a whole lot to support social and personality psychology**
2. **VOTE FOR APA PRESIDENT. If all of you vote (instead of throwing out your ballot), we can have a big impact on APA. Vote for anyone you want (as long as it is for Bob Sternberg), but vote.**
3. **I am so proud to be a part of SPSP. This is one organization that is run right. We are not talking an airline here; we are talking perfection or close to it.■**

More Societal Growth: News of the Society, Continued

(Continued from page 1)

over \$34, and so the rate increase, counting future inflation, is modest.) The Society is committed to maintaining the new dues rate for several years.

Several reasons for the dues increase were discussed in the meeting. Since the dues were last set, one new publication, *Personality and Social Psychology Review*, has been added, a large and well-maintained web site is up and proving very useful (www.spsp.org), and a listserv is well-maintained (e-mail Chuck Huff at spsp@stolaf.edu to join). In addition, the Society supports a very successful annual convention that taxes Society resources. There are new scholar exchange programs with the European and Australasian societies, the sponsoring of students and faculty at the EAESP summer school a large increase the number of student travel awards, the new diversity travel awards, and a new scholarly award (Block Award).

All three of the Society publications will be more expensive in the coming years. Editorial stipends, well below the average for psychology journals, will be raised for the year 2002. Next year, *PSPB* will have two independent journal offices, one for the outgoing Editor, Jerry Suls, who hopes to close out the ongoing manuscript work by June, 2002, and one for the incoming editor, Fred Rhodewalt, who will begin

receiving manuscripts in January, 2002.

PSPB is going through a variety of other changes (see the incoming editor's story on page 10), including imposing strict limits on the length of submissions. The streamlining of the journal office is designed to decrease response time, but it will increase staff support costs. Because of the number of activities supported by SPSP, the main office staff support also needs to be increased to 25 hours a week.

Other issues

More awards: President Ed Diener suggested that SPSP consider offering additional awards to recognize its members. Specifically, the idea of a "service" award was raised and received enthusiastic support from the committee. Details on this potential award will be forthcoming as plans develop.

Convention: The committee also discussed upcoming convention sites for the annual SPSP meeting; no definitive plans have been made at this point.

The 2002 convention committee received some 600 poster and 81 symposium submissions. Because of time limitations, the rejection rate was estimated at 80% for symposia—perhaps harsher than we might like, but once again ensuring a strong program.

The committee thanked Mark Alicke and

Richard Smith for their role in Division 8 programming for the 2001 APA convention, and welcomed Josh Aronson and Andrew Elliot as chairs for the 2002 Chicago meeting (see story on APA convention programming on page 7).

Training and Diversity Committees: Janet Swim and Lisa Aspinwall reported on their survey of graduate training programs in social/personality psychology. In general, Ph.D. programs are reporting drops in the number, but not the quality, of applicants. For a report on one aspect of the Training Committee's efforts, see the story on pages 8-9. More information from the training committee is at the Society website, www.spsp.org.

Ann Bettencourt offered a report on the activities of the Diversity Committee. Travel awards are being offered for graduate students from underrepresented groups to attend the SPSP convention (see page 11), and additional funding is being sought from book publishers for other activities, including receptions for students attending the SPSP meeting. The committee is also formulating plans to increase the emphasis on lesbian-gay-bisexual-transsexual issues within SPSP, for example by encouraging research and joint symposia presentations with Division 44 members, or by exploring the possibility of special issues in society journals. ■

Teaching, Research & Terror

(Continued from page 17)

management theory, conflict resolution and peacemaking, just world theory, collective identity, Milgram's small world problem, dehumanization, etc. (those contributing ideas are too numerous to name here; please check the archives).

The listserv also included an invitation to sign a letter addressed to President Bush and Members of Congress

calling for calm and discretion in planning retaliation for the attacks, a debate about propagandizing, and a call for papers on "The psychology of terrorism, tragedy, vengeance, and mourning" for a special issue of *Clio's Psyche*, a psychohistory journal. In addition, several research projects have appeared on the web in response to the events of September 11. James Pennebaker and

Sherlock Campbell developed an on-line questionnaire about reactions to the attacks at <http://www.psy.utexas.edu/attack>, as did Olivier Luminet (<http://usattack.ebsolutely.com>). The more general impact of the tragedy on ongoing research is less clear at this point. On our home front at the University of Kansas, graduate students doing research on altruism have reported that participants are being much more helpful

overall (and therefore less sensitive to study manipulations); research on anti-Black racism similarly suggests reduced expression of prejudice (though anti-Muslim sentiment is presumably increasing). Reports of depression, self-esteem, optimism, group identification, and a host of other variables may also show marked changes from pre- to post-September 11 data collection, and it will be interesting to see how these effects are reported in journal

Scientific Progress: A need for trust, a need for skepticism

Editorial

by Chris Crandall

The key to scientific progress is trustworthiness. Some methods are more trustworthy than others, some statistical analyses are more trustworthy than others, and sadly, some researchers are more trustworthy than others.

There is almost no scientific claim in social and personality psychology that can be checked in its entirety. Not only are scientific hypotheses difficult to test under the best of circumstances, scientific articles make a wide variety of claims that are virtually impossible to evaluate. Conditions can be difficult to replicate, sample populations may shift and disappear, and historical events can intervene, interrupting and redirecting psychological processes. In addition, straightforward replication is not highly valued for an academic career (or as a publication in a prestigious journal)

Readers of scientific journal articles must approach a research report with some skepticism—there are so many well-known biases in the publication of research (favoring the hypothesis, gender of researcher effects, need to publish for tenure and promotion, requirement for clarity of findings to be able to publish, etc.) that no sensible reader can take a report at face value. Indeed, this practical skepticism is one of the primary lessons

of graduate education.

But it is with a heavy heart that we must face the fact that some data published in the best of journals are entirely invalid, and may in fact be manufactured out of whole cloth. Journals are the single most important repository of scientific knowledge, and these archives should have the best representation of scientific knowledge in them.

Costs of fraudulent publishing.

What happens when a scientist is discovered to have published invalid data? The consequences to the scientist may be severe—becoming the focus of academic gossip,

The consequences to the scientist may be severe—the ripple effect on the field can be even worse.

professional disgrace, public humiliation in the media, loss of tenure and employment, the ending of a career.

The ripple effect on the field can be even worse. Scientists depend on their colleagues' results and conclusions to guide their own research, and they must trust that these results are accurate. If the data published are compelling,

interesting, or otherwise important, provocative articles stimulate further research, work that typically goes nowhere useful. Hull (1988, p. 311) noted, "If these results are mistaken, every one who uses them has their research set back." Relying on fraudulent data can create substantial professional misfortune.

Much of this follow-up research is done by the most vulnerable people in the field—graduate students, post-docs, and young scientists who are building a scientific identity for themselves. Publishing fraudulent data can set back a research program several years; in the life of a tenured professor, this is a serious irritation, but in the life of a graduate student, it can be a career-ender.

The publication of false data likewise taints everyone associated with it—often those people who are completely innocent of prevarication or fabrication. Young scientists are harmed the most—graduate students working in the researcher's lab lose time, energy, and the trust of peers (in addition to the trimming of a CV, shrinking employment prospects, and the loss of a once-valuable letter writer).

The institution where fraud took place also is harmed, and if the research is supported by federal research monies, it faces the (long-shot) possibility of federal action and a requirement to return the

funds, increased scrutiny of proposals from fellow faculty—in short, a loss of trust. Old colleagues and new colleagues alike are tainted by the brush, and if the person is a young scholar, the graduate advisor can be tainted as well. Editors must publish retractions, and co-authors may feel the need to remove their names from joint work. Anyone working in the same area will feel some heat. Reference sections need reworking, arguments in submitted papers can become embarrassing, published work that cites invalid articles lose their authority, and can make their authors cringe.

When faculty are forced out as a result of fraud, it requires an enlightened department chair and administration to underwrite a replacement scholar, and ill will between a program, department, and College is a distinct possibility.

Ubiquity of invalidity: Hard fraud and soft fraud.

Now we must face this question—how common is the publishing of data that are not as they seem? To what extent can we trust the representation of data in journals, and to what extent must we always consider the possibility that data are cooked? In discussing this issue widely with peers, editors, and students, the prevailing sentiment is that fully fraudulent data publication is rare.

Let us call data that are

completely cooked, fully fraudulent, invented or redesigned as "hard fraud." But I suggest partly fraudulent—parboiled—data are not rare; "soft fraud" is common enough that reviewers, editors, and readers of scientific research must always be concerned that any given article is guilty of it.

Partly fraudulent data are not rare; "soft fraud" is common enough that readers of research must always be concerned that any given article is guilty of it.

What constitutes soft fraud? A researcher may search widely for a statistical test or strategy that improves the appearance of a data set when the most commonly appropriate strategy does not yield strong enough p-values or effect sizes. The selective use of ANCOVAs can change the appearance of results, and in the context of ANCOVA, a failure to report the test of equal slopes may mean its significance invalidates the reported findings.

A researcher may select from a wide range of items to build scales that best create the searched-for pattern; five items that cohere from the third factor in a factor analysis may be chosen over what might be the more appropriate first factor. Factor analyses

themselves can be tweaked in a wide variety of ways: eliminating problem items, selecting forms of rotation, minimum loading criterion, eigenvalue size and number of factors—the logic of choice can be "constructed" afterward. Structural equation modeling, which offers so many choices that are outside of the usual research report (and above the skill level of too many readers to skeptically interpret) can, using a certain skill, be made more amenable to research hypotheses.

Even harder to detect is when a research chooses not to report entire studies that were problematic to a preferred result. Although a meta-analysis can often account for such "file drawer" problems, the simple fact is that too many very interesting hypothesis and studies never build a research literature large enough for a meta-analysis. Equally difficult to detect is when an author drops all discussion of an experimental condition that may have proved problematic to a favored hypothesis.

Statistical outliers may be dropped or included, depending upon their effect on a hypothesis test, and the definition of "outlier" is not fixed. Using only those people who pass a manipulation check or including all subjects, depending upon how it effects the research report may also skew findings gently toward the author's preferred result.

The distinction between what I have called "soft fraud" and good research practice is a fine line. Many of these practices are a necessary part of communicating the findings of research in a coherent fashion, and the simple use of these techniques does not constitute a prima facie case of fraud. As Hull (1988) observed:

If observations and results of experiments came in discrete atoms that are either clearly true or clearly false and nothing in between, scientists could report the facts and nothing but the facts, but this is not what the world is like at the cutting edge of science. Although scientists cannot hope to succeed if they finagle at all costs, they also cannot dumbly report their research findings in as raw a form as possible and hope to contribute much of value. For example, Westfall has shown that even the great Newton fudged his data on occasion . . . (pp. 315-316)

Although the intent of the researcher to illuminate or obscure the data with these techniques may be one way to separate method from message from mischaracterization to outright manipulation, relying on scientists' introspection into the virtue of their own intent is a weak method.

Fraud and science.

Fraudulent, invalid, and massaged data are among us. We trust some research findings, and we distrust others. Ultimately science is

a collective endeavor, and the reputation and trust of scientists determine how we treat findings. Pressures

Even the great Newton fudged his data on occasion.

toward fraud exist, and I argue that, in a soft way, many succumb. Neither hard fraud nor soft fraud makes for good science, regardless of their effects on one's career. Uncovering hard fraud is commendable—it's hard and thankless work, and we must congratulate those people who seek it out, document it, and publicize it.

How can we fight soft fraud? Tolerance of data by editors and reviewers (and authors) that are less-than-perfect would be one small step. ■

Reference

Hull, D.L. (1988). *Science as a process*. Chicago: University of Chicago Press.

Do you have an opinion about fraud, invalidity, or other topics raised by this editorial or any other issue in Dialogue? Dialogue welcomes letters from readers, and we actively seek your opinion. Please write an opposing or concurring opinion as a Letter to the Editor for our next issue.

Announcements

The Science Directorate of APA asks you to:

Be an Op-Ed Author!

Share the excitement of psychological science! Do this by writing op-ed pieces for local or national newspapers. Such pieces can have a broad impact on influencing the understanding and appreciation for psychological science by the general public and policy makers. Your op-ed piece can be about the implications of your own research, on news topics of the day, or about the applications of psychological science in general. Your contribution can have a lasting effect – first it is read by the public and then it can be accessed by journalists and other media specialists in a data bank who look for ideas for feature articles and TV programs.

An op-ed contribution is generally 600-1000 words. The APA Science Directorate and the Office of Member and Public Communications will provide advice and assistance – look for examples of published op-ed pieces and tips on how to write them on the Science Directorate webpage. Rhea Farberman, Executive Director for Member and Public Communications (rfarberman@apa.org), is willing to help shape op-ed articles for publication. If you have questions, comments or advice, please contact Kurt Salzinger at ksalzinger@apa.org

EAESP Summer School August 18-September 1, 2002 Marburg, Germany

Once again in 2002, SPSP will participate in the European Association of Experimental Social Psychology summer school as a co-sponsor for up to 5 students enrolled in a Ph.D. program outside of Europe. This summer school will be held from August 18th to September 1st, 2002, in Marburg, Germany. Marburg is a picturesque hill

town in central-western Germany. The site of the summer school, Phillips-Universität Marburg, is nearly 500 years old.

The Summer School, a long EAESP tradition, is held every two to three years. The main goal is to familiarize students with the latest theoretical, methodological, and empirical developments in specific subfields of social psychology. This in turn should help them plan and execute their own research projects in the future. An equally important function is to facilitate contact among young scholars from different countries, encouraging collaborative relationships and research. Previous summer schools have been very successful in this regard. SPSP is participating in the 2002 conference in order to stimulate contacts among young researchers around the world.

Five parallel workshops are planned, each with about 12 student participants working with two staff members. In each case one staff member will be a distinguished social psychologist from outside Germany, the other a social psychologist from Marburg. The names of staff members and their topics are:

Workshop 1. Attitudes & Habits. External teacher: Bas Verplanken. Internal teacher: Tilmann Betsch.

Workshop 2. Affirmative Action. External teacher: Vicki Esses. Internal teacher: Colette van Laar.

Workshop 3. Social Identity Processes in Organizations. External teacher: Daan van Knippenberg. Internal teacher: Jurgen Wegge.

Workshop 4. Aggression. External teacher: Dolf Zillmann. Internal teacher: Jeanette Schmid.

Workshop 5. Social Dominance. External teacher: Felicia Pratto. Internal teacher: Andreas Zick.

Each workshop will meet daily for the full period. There will also be methodologically oriented workshops, as well as ample opportunities for informal contacts. A significant amount of pre-workshop reading is expected. The official language of the workshops will be English.

Those eligible to apply are doctoral students in social psychology currently enrolled in a Ph.D. program outside of Europe and who have not participated in a prior EAESP Summer School. Students who expect to complete their dissertation research by the end of summer, 2002, are not eligible. Five places have been reserved for SPSP members, and SPSP will pay full board, lodging, and registration for these participants. SPSP will also contribute up to \$400 per participant to cover travel costs to Marburg. We expect that participants will cover the rest of their travel expenses themselves. **To be considered, you must be a dues-paid student member of SPSP for the year 2002 at the application deadline.** (Dues renewal forms will be mailed to all current members in September.)

Applications should include the following:

- 1) three copies of the completed application form;
- 2) a letter of recommendation (preferably from the applicant's research sponsor);
- 3) a one-page letter describing the applicant's research interests;
- 4) the applicant's CV.

Information about the university and town is at <http://www.uni-marburg.de>. Send questions to Ulrich Wagner (wagner1@mail.uni-marburg.de). Send questions about SPSP applications and funding to Harry Reis (reis@scp.rochester.edu).

Completed applications must be received no later than **November 20th, 2001**. Notification will be made in January.

CALL FOR PAPERS

21st Annual Advertising and Consumer Psychology Conference: Blurring the Lines: The Psychology of Entertainment Media

The 21st annual Advertising and Consumer Psychology Conference will be held May 16-18, 2002, in New York City. The conference is sponsored by the Society for Consumer Psychology (SCP) and will feature participation by both academic researchers and media practitioners. The conference is a unique opportunity for individuals from both the academic and practitioner worlds to interact and discuss cutting edge knowledge.

The focus of this conference is the psychology of entertainment media, and particularly the blurring of the lines between what is considered strictly entertainment and what is commercial persuasion. Examples include infomercials (where ads pose as entertainment programming), music videos, product placements in television and film (where features of programming are manipulated for commercial purposes), film and commercial tie-ins (e.g., marketing of movie- and program-related toys, cross promotions between films and products, etc.), and most recently to the creation of programs and films as primarily vehicles for specific advertisers (e.g., BMW's development of short films for viewing on the Internet). Even news programming is not immune to such blurring: As the entertainment industry becomes more vertically integrated, cross-promotions between films and what is covered on the news appears to have become more frequent. In addition, researchers have long held that programs and films themselves are persuasive communications—albeit often unin-

(Continued on page 23)

Announcements, Continued

(Continued from page 22)

tended—that “cultivate” particular values, attitudes, beliefs, and behaviors.

Submissions must be received by January 15, 2002. Submissions should be sent to the chair and may be made via hard copy (please enclose SIX copies) or electronically (attach as a Word or WordPerfect file). A tentative conference program will be available at the SCP website (<http://www.consumerpsych.org>) by February 15, 2002.

For more information about The Society for Consumer Psychology or the Advertising and Consumer Psychology Conference, please see our website at <http://www.consumerpsych.org> or contact the conference chair: L. J. Shrum, Department of Marketing, Rutgers University, 232 Janice Levin Bldg., Piscataway, NJ 08854-8054, (732) 445-3816, (FAX) 445-3236, shrum@business.rutgers.edu.

Teaching Website

"Resources for the Teaching of Social Psychology," a website for instructors of social psychology and related courses, has been significantly updated. Over two hundred new links to useful course resources have been added; you can now search the site; and coming soon will be a monthly email newsletter updating you on new resources and tips for teaching social psychology. The Resources website is located at <http://jona-than.mueller.faculty.noctrl.edu/crow>. To subscribe to the free newsletter go to <http://lists.inowa.org/mailman/listinfo/socialpsy-teach>. Feedback is welcome and can be sent to JonMueller@noctrl.edu.

New Books from Whitley

Whitley, B. E., Jr. (2002). *Principles of research in behavioral science* (2nd ed.). New York: McGraw-Hill.

Principles of research in behavioral science is a broad-based research methods textbook designed for first-year graduate students in psychology and related fields. Chapter topics include theory, research and application as inter-related facets of behavioral science; the ethical treatment of research participants; formulating research questions; developing measurement strategies; internal validity; experimental, correlational, single-case, and evaluation research; research in natural settings; survey research; interpreting research results; external validity; integrative literature reviewing; writing research reports; and the professional and social responsibilities of scientists. Also included is a discussion of using the Internet as a data collection tool.

Whitley, B. E., Jr., & Keith-Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. Mahwah, NJ: Lawrence Erlbaum Associates.

Why do students cheat? What can be done to prevent it? What are the consequences of ignoring academic dishonesty? How should suspected students be confronted? What sanctions are appropriate for students who violate the academic honesty policy? What can the institution do to encourage a campus ethos of integrity? The goal of this book is to provide college and university faculty with a concise guide covering the full spectrum of issues related to academic dishonesty. To do so, the book presents research and theory on academic dishonesty and strategies for preventing, confronting, and managing the problem.

Wiederman, M. W., & Whitley, B. E., Jr. (Eds.) (2002). *Handbook for conducting research on human sexuality*. Mahwah, NJ: Lawrence Erlbaum Associates.

Although behavioral and social scientists have been prolific in producing research on human sexuality, traditionally, these researchers have been trained in a more general field, such as psychology, sociology, or anthropology. Sexual scientists therefore often come well prepared to carry out the research methods promoted within their disciplines of origin, but may be less familiar and comfortable with methods from other disciplines. Similarly, they may be unfamiliar with the methodological issues unique to sexuality research. They therefore often find themselves faced with research questions that entail conceptual, methodological, and ethical issues for which their professional training or prior experience may not have prepared them.

This book provides a bridge between sexuality researchers' knowledge of the general methodologies prevalent in their fields of training and the specific issues that arise in conducting research on human sexuality. For a complete list of chapters and their authors see <http://www.bsu.edu/web/00bewhitely/Books/srbook.html> (those are zeros before "bewhitely"). All royalties go to the Foundation for the Scientific Study of Sexuality.

Book from Kirchler, Rodler, Hölzl, & Meier

Recently published is *Conflict and Decision Making in Close Relationships. Love, Money and Daily Routines*, by Erich Kirchler, Christa Rodler, Erik Hölzl, Katja Meier (All, University of Vienna)

- Contents: Foreword. 1. Decisions in a Shared Home. The Vienna Diary Study. Case Studies from the Vienna Diary Study: Stories of Three Decisions. 2. Love, Money and Everyday Matters. Love. Money. Everyday Matters. 3. Close Relationships. Uniqueness of Close Relationships. Partners' Aims and Obligations. Relationship Structures. Models of Interactions. 4. Decision-making. Disagreements versus Decision-making Processes. Types of Decision-making. Models of Decision-making. 5. Methods for Studying Decision-making. Observation in the Laboratory and in Private Settings. Interview Techniques. Diaries. 6. Close Relationships and Influence in Decision. Interaction and Disagreements over Everyday Matters. The Influence of Partners in Conflicts and Decision-making. 7. Close Relationships and Decision Dynamics. The Interconnectedness of Decisions. Influence Tactics. Results of Decisions: Sense, Fairness and Satisfaction. 8. Summary.

"This careful set of studies of family life creates a vibrant understanding of the mechanics and disagreements of marital life ... and takes us well beyond existing knowledge ... This is a book that will have a wide appeal and constitute a

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major contribution to the understanding of the continuities of daily life that make up the whole experience of belonging to a partnership." Steve Duck, Univ. of Iowa. ■



Society for Personality and Social Psychology

SPSP Awards**Claude Steele Wins Donald T. Campbell Award, Seymour Epstein wins Henry Murray Award, Michael Schmitt Wins Student Publication Award****Donald T. Campbell Award**

The winner of the 2001 Donald T. Campbell Award is Claude Steele, of Stanford University, and SPSP President-Elect.

Prof. Steele produced a major paradigm shift in our thinking about race, prejudice, and affirmative action. His unique approach focused not on the most common psychologists' concern, namely the prejudiced individual, but on what is at least as important, the target of prejudice, the victim. He made us understand the emotional, social, and adaptive impact of prejudice on the victim's success in life, and in particular, on academic achievement.

His contribution consists not only of an insightful theoretical analysis of the effects of prejudice and stereotyping on those that are so stigmatized, but also of his stunning success in putting the theory to rigorous experimental tests that led to a real-life educational intervention. It is indeed rare in any field of social science that theory, experimentation, and direct transfer to social intervention, were so coherently united to strike at the heart of a crucial social problem.

The selection Committee was chaired by Leslie Zebrowitz, and included John Levine, and last year's co-winners, John Cacioppo

and Richard Petty. Prof. Steele will deliver an award address at the 3rd SPSP Convention in Savannah.

-Robert Zajonc

Henry A. Murray Award

We are pleased to announce that Dr. Seymour Epstein has been selected to receive the Henry A. Murray Award for 2001. Dr. Epstein was chosen for his integrative theoretical work on preconscious and conscious thought. He was also recognized for advocating a synthesis of idiographic and nomothetic approaches, and for his sophisticated use of tough and tender methods in personality research, including physiological, psychometric, and projective tests. Also pivotal was Dr. Epstein's timely and lucid work on principles of aggregation, work that is widely recognized for reinvigorating the field of personality psychology. For his outstanding intellectual leadership, and for the breadth and depth of his theoretical and empirical work, Dr. Epstein exemplifies and sustains the Murray tradition.

Dr. Epstein will present the Murray Award address at APA, 2002.

-Avril Thorne

A Call for Nominations for the Henry A. Murray Award

Nominations are being

sought for the Henry A. Murray Award. The Award, is made annually to recognize and encourage those working in the demanding tradition pioneered by Professor Murray. The awardee receives \$1,000 and is asked to present a Murray Award Address at the meeting of the APA the following year.

The Murray tradition may be characterized as follows:

(a) Receptiveness to the value of bringing together a variety of disciplines, theoretical viewpoints, and research techniques.

(b) Conceptual tools that lend themselves to the integration of the tough and tender in personality research.

(c) A theoretical outlook that recognizes intrapsychic structure and the thematic unity of individual lives in the midst of phenotypic diversity.

(d) Interest in imagination and in biography, literature, and myth as psychological data.

(e) Interest in the biological, social, and cultural contexts of personality.

(f) A style of intellectual leadership that has contributed to outstanding work that exhibits several of these characteristics.

Nominating materials should be sent to Professor Barbara Woike, Chair, Henry A. Murray Award

Committee, Department of Psychology, Barnard College, Columbia University, 3009 Broadway, New York, NY 10027 (*bw81@columbia.edu*) (Phone: 212-854-5271). Nominations should include 3 letters of recommendation that describe how the candidate meets the award criteria, a copy of the nominee's CV, and reprints of his/her relevant work. Nominations are due May 1, 2002. Recent winners include Steve West and David McClelland.

2001 Student Publication Award Recipients

The Publication Committee (Brenda Major, Fred Rhodewalt and Jack Dovidio) received 24 manuscripts that were sole or first-authored by student members of SPSP. Three manuscripts were accepted at *PSPR* and the remainder at *PSPB*. The committee selected one winning manuscript and two honorable mention papers.

The winner:

Michael T. Schmitt (University of Kansas, with Paul Silvia and Nyla Branscombe). (2000). The intersection of self-evaluation maintenance and social identity theories: Intragroup judgment in interpersonal and intergroup contexts, *PSPB*, 26, 1598-1606.

In addition to the winner, two student papers received
(Continued on page 27)

Gross Systemic Necrosis: A New DSM Category?

Humor by

John H. Bickford, Jr.

The essential feature of Gross Systemic Necrosis (GSN) is sudden and complete cessation of all affect, cognition, and behavior. GSN is precipitated by a variety of underlying organic causal factors but the symptoms are remarkably consistent across all cases, as follows:

General Description

Catatonia. Persons with GSN display little or no variation in behavioral patterns, and usually adopt and maintain a rigid and often awkward posture. Affect is always markedly blunted and impulse control is pronounced. Afflicted persons are unresponsive to stimuli and show no reaction to bright light, sudden noises, sad movies, or being stabbed repeatedly with knitting needles. Hypersomnia is almost always present.

Impaired cognitive function.

Persons with GSN score significantly lower than the general population on most standardized measurements of intelligence, aptitude, and achievement.

There appears to be no relationship between prior cognitive function and the onset of GSN; GSN patients all show severe impairment regardless of past ability. It should be noted that, although it may seem fitting, the presence of such cognitive impairment alone does not warrant a diagnosis of GSN. Further testing may reveal that the patient is not necrotic, but is merely a member of the entertainment industry and/or a public official. Careful application of diagnostic criteria will help with differentiation, although treatment in all the above cases is similar.

Impaired Social Function.

Extreme social impairment has been observed to develop suddenly with onset of GSN. Afflicted persons

withdraw from all social functions and cease participation in previously enjoyed recreational activities. GSN may be differentiated from mood disorders such as depression by the degree of manifestation of social impairment. Persons with GSN are typically cold and unresponsive to all attempts at social contact and frequently violate well-established social norms. For example, they may remain motionless and somnolent at meetings, react to questions or jokes with quiescence and an icy stare, or appear in public with poor hygiene or a generally unkempt appearance. Thus the degree of social impairment seen in persons with GSN is significantly more extreme than has been heretofore documented in any case not involving typical college students.

Impaired occupational function. Some cases of GSN involve a degree of occupational dysfunction, but the

presence of this symptom is highly variable and appears to be context-dependant. The most marked observations occur in patients employed in the medical, transportation, communication, and hospitality industries where severe and sudden departures from obligatory and customary occupational functions are almost always noted. Persons with GSN may, however, continue to function normally in occupations within the public sector; indeed, functioning in many nonmilitary government

occupations is often higher after onset of GSN. Persons in the art and entertainment industries have been noted to function well for years unimpeded by GSN, and they often enjoy a gradual increase in the attention and acclaim given to their work after onset. Some security guards, tenured college professors, and heads of state have successfully maintained postmortem employment for many years, while others have been prematurely diagnosed as necrotic when normal occupational function was misinterpreted. Thoughtful consideration of this symptom is therefore indicated.

Complications

By definition, people with GSN will not seek medical assistance themselves but are usually immediately referred by family or associates. GSN has been observed to force other disorders into sudden and durable remission.

Prevalence

Prevalence within the general population is rare but predisposition to GSN is ubiquitous. All persons regardless of sex or presence of etiologic factors will at some point be afflicted.

Course

GSN may follow a period of prolonged illness or profoundly stupid behavior, but actual onset is always sudden. GSN is highly resistant to treatment, as at most only one documented case of reversal exists. ■

Award Recipients, Continued 2001 Student Publication Awards

(Continued from page 25)

an honorable mention from the committee. These papers were:

Derek D. Rucker (Ohio State University, with Anthony Pratkanis). (in press). Projection as an interpersonal influence tactic: The effects of the pot calling the kettle black.

PSPB, and:

Jessica Cameron (New York University, with Jeannette M. Alvarez, Diane Ruble, & Andrew Fuligni) (2001). Children's lay theories about ingroups and outgroups: Reconceptualizing research on prejudice. *PSPB*, 5, 118-128. -Brenda Major ■

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Turning the Corner at PSPB

(Continued from page 4)
when fewer would do. Sometimes "less is more." I also concur with Judson Mills that a paper does not need to address every alternative explanation (there should be something left for future researchers to do). Finally, although we are not all capable of writing like Hemingway, we should at least make the attempt. Some authors instead seem to aspire to Henry James, a style appropriate for internal monologue but not for public scientific discourse.

(c) My reading of many manuscripts suggests that some authors do not commonly ask for advice prior to submitting their papers or do not get good feedback. I say this because the errors

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are, in some cases, so blatant. Only wish-fulfilling fantasy can inspire optimism about the outcome for a paper that has not been critiqued initially by colleagues, prior to submission. In 1987, Leon Festinger wrote, "I am in the habit of getting criticisms of anything I write before completing a final draft. Good, detailed, constructive criticism is very hard to come by; most colleagues aren't interested enough to devote the necessary time. It is much easier to make a few

general comments ending with effusive praise." (His solution was to ask Stanley Schachter.) If Festinger thought that he needed his drafts to be critiqued, then perhaps this should become everyone's habit. As colleagues, we need to be willing to read, comment and be honest in a constructive way about drafts. Stated another way, the review process should start before you place the paper in the mail.

Final Comment: Although I might seem grouchy, I have appreciated the opportunity

to serve as Editor of *PSPB*. It has been intellectually and emotionally challenging. Like lawyers and physicians, journal editors don't always find people at their best, but the papers have been engaging and most authors seemed receptive and appreciative of feedback. Being able to facilitate the publication of research that I sense will make a significant contribution and especially to foster the work of junior investigators has been most gratifying. ■

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