# DIALOGUE

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DIALOGUE
Fall, 2002

*The Official Newsletter of the Society for Personality and Social Psychology*



Chris Crandall &
Monica Biernat,
Co-Editors


## SPSP Announces Summer Institute in Social Psychology for Graduate Students

*By Eliot Smith*

With funding from the National Science Foundation, the Society of Personality and Social Psychology (SPSP) will offer a two-week intensive summer school for predoctoral students in social psychology (and a limited number of postdoctoral individuals). The Summer Institute in Social Psychology (SISP) is modeled on the highly successful summer school of the European Association of Experimental Social Psychology, and the European Association is a co-sponsor of SISP. The first SISP will be held on the campus of the University of Colorado, Boulder, July 13-26, 2003. Plans are to offer SISP at a different site every two years thereafter in odd-numbered summers, to alternate with the European Association summer schools, which are held in even-numbered years.

The institute can accommodate a total of 100 students. Each student will enroll in one of five full-length courses, each taught by two nationally prominent co-instructors. The courses will be intensive, involving readings, seminar-style discussion, one-on-one consultations with the instructors, and development and presentation of concrete research plans by the students. Each student will also sign up for one of two methodological workshops, to be held on the middle weekend of the two-week course period. The instructors and topics for SISP 2003 have not been finalized yet, but will be listed in the official announcement due out in late October 2002.

The fee for each student will be $200, which covers tuition, housing in shared dorm-style rooms, and meals. Students will also be responsible for their own travel to and from the SISP site in Boulder, Colorado.

A limited number of scholarships (covering the $200 fee and an additional amount toward travel

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## Two PSPB Authors Share Nobel Prize in Economics

The 2002 Nobel Prize in Economics was awarded to Daniel Kahneman of Princeton University and Vernon Smith of George Mason University. Both winners have published their work in *Personality and Social Psychology Bulletin.* The Nobel Committee cited Kahneman *"for having integrated insights from psychological research into economics, especially concerning human judgment and decision-making under uncertainty."* The Nobel Committee cited Smith *"for having established laboratory experiments as a tool in empirical economic analysis, especially in the study of alternative market mechanisms"*. Surprisingly, the Nobel Committee did not specifically mention *PSPB* in their award citation for either author. Dialogue will not make this oversight:


Jacowitz, K.E. & Kahneman, D. (1995) Measures of anchoring in estimation tasks. *PSPB, 21,* 1161-1166.

Kurzban, R., McCabe, K. Smith, V.L. & Wilson, B.J. (2001). Incremental commitment and reciprocity in a real-time public goods game. *PSPB, 27*, 1662-1673.■


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# Dispatches from the SPSP Executive Committee

**Dateline: Chicago**
*Executive Committee, August 26, 2002, University of Illinois at Chicago*

The Society is making comfortable progress toward its goal of supporting and training personality and social psychologists, and disseminating scientific and professional information. The Executive Committee covered a wide range of issues this summer.

*Psychology Conventions.* One question the was raised by President Claude Steele was "why don't our people go to the APA convention?" There has been a substantial drop-off of attendees from SPSP at APA. This is a problem for several reasons. There is some real advantage to a significant personality and social psychology presence at the convention, especially in terms of how APA spends its considerable budget for lobbying, public relations, and scientific governance and funding. In addition, some cross-pollination of ideas and research can contribute to the health of the field. Social and personality psychologists do like to get together, and conventions that are open to all, and have a critical mass of social/personality psychologists are desirable to have. In addition, there is extremely high level of pressure on the SPSP winter meeting–presenting at the conference has become highly desirable, and we cannot accommodate all those who want to participate (see the President's Column on p. 9). The discussion went on at length, and SPSP considered, without adopting, a number of steps. Look for more news on this front in future issues of Dialogue.

*Election Results*. Harry Reis, the Executive Officer, reported the results of the spring elections. The President-Elect is Hazel Markus, who will serve as President in 2004. The new Member-At-Large is David Dunning. Both positions are voting members of the Executive Council.

*Membership Issues.* The Society now has 3,738 members. Despite a dues raise, the growth of the organization has not slowed. One clarification was made; post-doctoral fellows, that is, people who have completed the Ph.D. but are continuing their education in a temporary position, either on grant or some other funding arrangement, are considered full voting members, and should pay full member dues. Student membership is not available to post-docs.

*Budget and Publications.* The two major sources of income for the Society and its activities are PSPB and members' dues, in that order. For the first time, PSPR is starting to bring in institutional revenues at a reasonable rate, though it is still not profitable for the Society. Due to the contract with LEA, SPSP is a partner with the publisher in any profits that the journal generates above expenses. We are still eager to garner more institutional subscriptions--if your institution does not receive PSPR, please encourage them adopt it. The Editor will continue to be Eliot Smith for several years, and the early calculation of impact ratings for the journal are very promising.

*Awards*. The 2002 Henry A. Murray Award was awarded to David Winter of the University of Michigan. The Murray Committee was chaired by Barbara Woike. The 2002 Donald Campbell Award was awarded to Hazel

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# SPSP Announces Summer Institute in Social Psychology for Graduate Students

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expenses) will be awarded to students on the basis of financial need and academic merit.

Predoctoral students who are members of SPSP and who are enrolled in graduate programs in the U.S. or Canada, who have completed one to four years (inclusive) of graduate study at the time of application, are eligible to apply. (In other words, students enrolled in their second through fifth years of graduate study at the time of application are eligible.) A limited number of recent PhDs who have not yet accepted tenure-track positions, and a limited number of predoctoral students from outside the U.S. and Canada, will also be accepted. Finally, the European Association will select and sponsor five graduate students from Europe to attend SISP. The application deadline is January 1, 2003.

The plan for a U.S. summer school loosely based on the European Association model was developed, and the NSF proposal to secure the funding was written, by Chick Judd, Harry Reis, and Eliot Smith. They received generous advice and support from Steven Breckler at the National Science Foundation, as well as the backing of the SPSP Executive Committee. General policies are being developed and the first SISP is being planned by an Advisory Committee consisting of Chick Judd, Harry Reis, Geraldine Downey, John Jost, Brenda Major, Gün Semin (as a representative of the European Association), and Eliot Smith (Chair).

Complete information on SISP 2003, including details of eligibility requirements and application procedures, will be widely publicized soon, including announcements on the SPSP e-mail list and on the SPSP web site at http://www.spsp.org/sisp/. ■

# Dispatches from the SPSP Executive Committee, Continued

*(Continued from page 2)*
Markus of Stanford. The Campbell Committee was chaired by Leslie Zebrowitz. The 2002 Jack Block Award was awarded to Paul Ekman of UC-San Francisco. The Block Committee was chaired by David Funder.

The Society added two new awards, to recognize service to SPSP and personality/social psychology. One award is for service to SPSP, and the other award is for service on behalf of the society, to the field of personality/ social psychology in general. For Service to the Society, the first awards go separately to Martin Chemers (who, among other things, set the society on a firm financial path as Secretary/ Treasurer), and to Bibb Latané (among other things, the driving force behind the creation of PSPB). For Service on Behalf of the Society, the first awards go separately to Steve Breckler (among other things, the Social Psychology director at NSF) and to Fred Rhodewalt (among other things, the founder of the Social Psychology Winter Conference) . The SPSP student publication award winner was Antonio L. Freitas of Yale University. *[For more details on this year's awards, see p. 29 and p. 31 of this issue.]* Next year's Student Publication Prize has been raised from $200 to $300.

*SPSP Convention.*The SPSP Convention continues to grow in strength, visibility, and number. The member registration will go up to $140 for the next convention (up from $130), while student registration will stay at $90. The Convention is a large budget item, and is not a moneymaker for the Society—breaking even is the goal. The current budget plan is that the convention be self-supporting, with all expenses for the event paid for by registration fees.

The next convention will be in Los Angeles, in Universal City. There were 59 symposium submissions, and the committee was able to schedule 30. There were over 800 poster submissions, and the committee was able to schedule over 700. As in previous years, there are more submissions from what is traditionally considered social psychology than what is traditionally considered personality.

The Society is again considering the idea of limiting how many times people may present to the conference. One proposal was to limit individuals to one oral presentation every two years (not including award addresses). There is a strong need to generate as much diversity on the program, given the substantial pressure to present at the conference.

Because the SPSP Meetings are rapidly becoming an important part of scientific dissemination of personality and social psychology, the Society is considering the possibility of making a "13th" issue of PSPB as a program/ supplement. This was one of the original purposes of PSPB, which has since been set aside. It is likely that Sage Publications would publish supplement at no additional cost to members, saving the Society about $10 per program. This issue is being pursued by the SPSP Main Office.

*Student travel awards.* There is a desire to increase the total number of awards. There were 160 applications for 40 awards, and student participation at the conference is highly desirable for students and faculty alike. There are plans to reformulate the application for travel awards, with students not rewriting abstracts, and sending a CV, but rather having everyone present the same information, in the same format. The current format makes comparisons among applicants difficult and time consuming.

In future meetings, there is a plan for papers selected for student travel awards to be placed in a prominent position and thus be more likely to be seen and read by conferees. This will be in addition to the presentation of the travel award in plenary session.

*Convention, 2004*. The 2004 Convention will be held at a brand new hotel in Austin, Texas, January 28-31. The planned room rate $135 single/ double.

*Summer Institute for Social Psychology*. One of the major initiatives of SPSP has been the creation of a training institute for social psychologists, patterned on the highly successful European summer session. This was created with the close cooperation of Steve Breckler of NSF, along with Elliot Smith, Harry Reis and Chick Judd. A full story is on p. 1. Everyone involved with the institute believes that it is going to be very cool--and they are probably right.

*Endowment Funds*. The Society is currently in very good fiscal shape, but the Executive Committee is still making long-term plans against unforeseen contingencies. For example, we are currently very dependent upon income from PSPB (and soon, one hopes, PSPR), but the move toward electronic publishing may significantly affect the budget. One possible initiative is to create an independent endowment, based on gift funds from the membership. The Society may consider making appeals to the membership for these funds, providing an opportunity to donate on dues mailings, and appealing to retiring members or those making estate plans to help provide for an endowment. All of these options are still in the discussion phase. ■

# SPSP Graduate Committee: More good news for graduate students

*By Camille Johnson*

We know, we know, you've got a proposal to get to your advisor, readings to complete for next week's class, and you still need to explain to your parents what exactly it is that you do. But, please, take a moment to read these mere 900 words. They'll change your life. Or, at least, they could…

**Universal City, here we come!**
As we did last year, the Graduate Student Committee will be creating a list of alternative (e.g., cheaper) hotels in the Los Angeles area, as well as providing a forum for individuals to find roommates. This information will be sent to the graduate student listserv and placed on our web page. We will also be hosting another Graduate Student Roundtable, on Saturday during lunch. The Roundtable provides a forum for you to meet your newly elected Committee members, and to tell the Committee what you would like to see happen in SPSP. Both of the new programs below evolved from the ideas presented at last year's Roundtable.

Many of the respondents to our post-Savannah survey asked for more information about non-academic jobs opportunities. In response to these comments and requests, the GSC proudly presents our first full-size symposium. The "Alternatives to Academia" symposium will take place Saturday, February 8, 2003 from 10:00-11:15am. Four speakers with doctorates in social psychology who are plying their craft in a diverse array of domains will talk about their lives in marketing, the federal government, and in public policy. There will be time at the end of the panel presentations to answer questions you may have. A complete listing of the program can be found on our webpage.

In the survey we conducted, many students also requested a more prominent role for graduate student research at the conference. At the same time, many described the poster sessions as both fun and rewarding. Rather than creating a new forum for graduate student research, which would be nearly impossible given the intense and action-packed schedule that already exists, we decided to enhance the already successful poster sessions. We are pleased to introduce the "Graduate Poster Awards" or GPA. GPA will be awarded to two different graduate students in each poster session, based on their submitted written abstract, their actual poster at SPSP, and their interaction with our three secret judges. Judges will covertly evaluate posters and poster presenters in each session. Just prior to the end of the session, judges will convene to match up their rankings. Finally, award winners will be announced and the judges revealed. Awards will consist not only the recognition by one's peers, but also of a small monetary prize. Information about applying for the award, applying to be a judge, or the award procedures can be found on our web page.

**Elections!**
While the Committee members are extremely proud of what we have accomplished this year, we know that there is more to be done. If you are an idea-generator, organizer, or leader, now is your opportunity to join us. Five positions on the graduate student committee will be up for election in December, including four positions as members-at-large, and the position of President. Responsibilities of members-at-large are as varied as the projects they tackle. Current members Jo Korchmaros and Jennifer Harman created the web page and are responsible for the non-academic job symposium. Amanda Scott administers the listserv, and together with Megan Kozak, assembled the graduate student newsletter. As President, I chair the Graduate Poster Award committee, and serve as the liaison with the Executive Committee of SPSP. I attended their meeting in August and gave voice to the graduate student viewpoint. All 5 positions will be up for election and self-nominations are encouraged. For more information, see our webpage.

Elections will be conducted through the graduate student listserv. *If you are not a member of the graduate student listserv, you will not receive election information or ballots.* The listserv is used for all communications that are of interest only to graduate students (including the GSC Newsletter) and is extremely low volume, with very few messages passed on by our moderator. **Please, subscribe to the listserv**. To do so, send an e-mail to listserver@lists.acs.ohio-state.edu with the following message: SUBSCRIBE SPSP-GRAD <FIRST NAME> <LAST NAME> (all on one line).

Have you noticed these oblique references to "our web page?" Well, that's our final announcement. With the gracious assistance of Scott Plous, all the information briefly outlined here, plus links to our graduate student newsletter, funding clearinghouses, and non-academic employers can be found on our newly minted web page at *http://www.spsp.org/GSC.htm*

Finally, the current members of the Graduate Student Committee would like to thank you for helping us help you. Your responses to our surveys, your approaching us at the conference in Savannah, and your attendance at the Roundtable demonstrated that this committee was not only necessary, but appreciated. If you have any questions or ideas, please contact the current members, and consider running for office yourself.

Camille Johnson, President — Johnson.1967@osu.edu; Jo Korchmaros, Member-at-large — jojokor@yahoo.com; Megan Kozak, Member-at-large — megashoo@yahoo.com; Jennifer Harman, Member-at-large — jennifer.harman@uconn.edu; Amanda Scott, Member-at-large — Scott.665@osu.edu;Heidi Eyre, Past President — hleyre0@uky.edu ■

# APA Council Revises Ethics Code, Grapples With Budget, Promotes Graduate Students

*By June Tangney*

Monica Biernat and I, representing Div. 8, attended the APA Council of Representatives meetings in Chicago on Wednesday August 21 and Sunday August 25. Council considered a number of items of potential interest to personality and social psychologists.

Culminating five years of work revising the APA Ethics Code, Council voted to approve (with minor modifications) draft 7 of the revised code. Revisions were aimed to clarify and streamline the previous code, and to update the code in response to new developments in the field (e.g., internet use, genetic research).

Council also grappled with balancing the budget, with a substantial shortfall in revenues during FY2001. Revenues were down largely due to a post-9/11 drop in book and journal sales. The deficit also highlighted APA's ever-decreasing cash reserves. Although the association is in good financial shape due to real estate investments and continued large profits from books and journals, our assets are not very liquid. Council approved the CFO's proposal to refinance the real estate debt with better terms and to buy out a partnership with the National Association of Social Workers. Both transactions promote liquidity and improve the long-term financial picture.

Unfortunately, Council rejected a motion to increase editors' stipends and to provide FTE buy-outs for editors interested in taking an active role in science advocacy and public policy relevant to research in their journals. I plan to pursue this initiative in later sessions of Council.

Council also voted to give graduate students (APAGS) one voting seat on Council and one non-voting seat on the Board of Directors. Funding was also approved for the development of a new magazine targeted toward graduate students.

Members of the "science" caucus met on several occasions during the week of the APA convention, discussing ways to enhance the representation and effectiveness of science at all levels of APA governance. APA is a large, well-organized association that can do much to further the interests of behavioral science. It is critical that SPSP members become actively involved in APA boards and committees. Also critical for the immediate future–don't throw out your ballot: Vote in the October presidential election! ■

2003 SOCIAL PSYCHOLOGY
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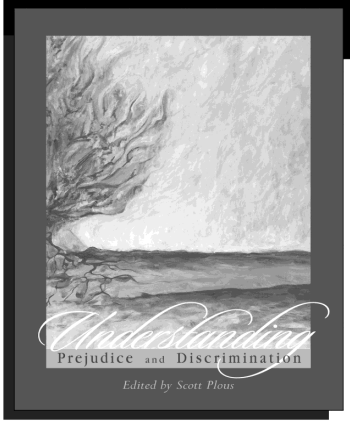


**Understanding Prejudice and Discrimination**
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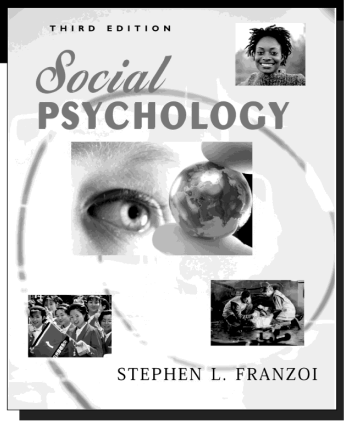
Wesleyan University
*0-07-255443-6*

This anthology includes surveys, experiments, and other studies that are set in a cultural and historic context and includes personal narratives, news stories, poetry, and social commentary.

**Social Psychology with Student CD-ROM and PowerWeb, *Third Edition***
Stephen L. Franzoi
Marquette University
*0-07-256486-5*




This text presents the theory and research of social psychology in a way that students will find uniquely insightful, rewarding, and thought-provoking. Each chapter contains a "Featured Research Study", written in the general format and style of a journal article.

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# Coming and Goings: New Hires and Moves

Trying to track your colleagues? Below is an alphabetical list of recent job moves that social/personality psychologists have made (moves to post-docs and sabbaticals are not included). This list is surely not complete, but we've included everything that was sent to us. Bob Kleck pointed out that the more interesting information would be *why* people have moved, but we didn't solicit that this time! All moves happened this fall, except where otherwise noted; year and location of Ph.D. appear in parentheses:

Jack Bauer (1999, Catholic University of America), from a post-doc at Northwestern University to Northern Arizona University.

Roy Baumeister (1978, Princeton University), from Case Western Reserve University to Florida State University.

Hart Blanton (1994, Princeton University), from University of Albany to University of North Carolina, Chapel Hill.

Patricia Bruininks (2002, University of Oregon), to Hendrix College, Conway, Arkansas.

Lorne Campbell (2001, Texas A&M), from Simon Fraser University to the University of Western Ontario.

C. Y. Chiu (1994, Columbia University), from the University of Hong Kong to the University of Illinois, Urbana-Champaign.

Dov Cohen (1994, University of Michigan), from the University of Waterloo to the University of Illinois, Urbana-Champaign.

Nilanjana (Buju) Dasgupta (1998, Yale University), from the New School for Social Research to University of Massachusetts–Amherst (January 2003).

Joanne Davila (1993, UCLA), from SUNY-Buffalo to SUNY-Stony Brook.

Thierry Devos (1997, University of Lausanne) from post-docs at Yale University and UC-Santa Barbara, to San Diego State University.

Christian End (2002, Miami University), to the University of Missouri-Rolla.

Brooke Feeney (1999, SUNY-Buffalo) from a post-doc at the University of Maryland to Carnegie-Mellon University.

Melissa Ferguson (2002, NYU) to Cornell University.

Margaret Foddy (1975, University of British Columbia) from La Trobe University, Melbourne, to Carleton University, Ottawa.

Antonio L. Freitas (2002, Yale University), to SUNY-Stony Brook.

Ronald S. Friedman (1999, Columbia University), from a post-doc at University of Maryland to the University of Missouri, Columbia.

Kathleen Fuegen (2002, University of Kansas), to Ohio State University, Lima.

Marylène Gagné (2000, University of Rochester), to the John Molson School of Business, Concordia University, Montreal.

Cindy Gallois (1979, University of Florida) from the School of Psychology to Directorship of the Centre for Social Research in Communication, University of Queensland, Brisbane, Australia.

Steve Garcia, (2002, Princeton University), to the University of Michigan, School of Public Policy.

Azenett Garza (2002, University of Texas–El Paso) to Weber State.

Bill Graziano (1977, University of Minnesota), from Texas A&M to Purdue University (Department of Child Development and Family Studies).

Kyunghee Han (1993, University of Minnesota), from the University of Mississippi to Central Michigan University.

Kenneth C. Herbst (2002, University of North Carolina-Chapel Hill) to Haub School of Business at Saint Joseph's University, Philadelphia, PA.

Tony Hermann (2002, Ohio State University), to Kalamazoo College.

Robert Hitlan (2002, University of Texas–El Paso), to the University of Northern Iowa.

*(Continued on page 7)*

# Coming and Goings: New Hires and Moves, Continued

*(Continued from page 6)*

Gordon Hodson (1999, University of Western Ontario) from post-docs at Colgate University and the University of Western Ontario, to the University of Wales Swansea (UK).

Ying-yi Hong (1994, Columbia University), from Hong Kong University of Science and Technology to the University of Illinois, Urbana-Champaign.

Matthew Hornsey (1999, University of Queensland), from a post-doc at the University of Queensland to the University of Queensland, Brisbane, Australia (January 2002).

Lynne Jackson (1997, University of Western Ontario), from Ryerson University, Toronto, to King's College, University of Western Ontario, London (July 2003).

Page Jerzak (2002, Syracuse University), from Trinity University to Indiana University-East.

Kerry Kawakami (1995, University of Toronto), from University of Nijmegen to York University, Toronto.

Marc Kiviniemi (2002, University of Minnesota), to the University of Nebraska-Lincoln.

Bill Klein (1991, Princeton University) from Colby College to the University of Pittsburgh.

Brian Knutson (1993, Stanford University), from NIH to Stanford University (Fall 2001).

Erika J. Koch (2002, University of Florida) to McDaniel College, Westminster, MD.

Robert Kurzban (1998, University of California, Santa Barbara) from a post-doc at the UCLA Department of Anthropology to the University of Pennsylvania.

Virginia S. Y. Kwan (2002, University of California-Berkeley) to Princeton University.

Elizabeth Loftus (1970, Stanford University), from the University of Washington to the University of California, Irvine (Department of Psychology & Social Behavior and the Department of Criminology, Law, & Society).

Christine Lomore (2002, the University of Waterloo) to St. Francis Xavier University in Nova Scotia.

Brian Lowery (2002, UCLA) to Stanford Graduate School of Business).

Geoff MacDonald (2000, University of Waterloo), from a post-doc at Wake Forest University to the University of Queensland, Brisbane, Australia.

Charlotte Markey (2002, University of California, Riverside), to Rutgers University, Camden.

Patrick Markey (2002, University of California, Riverside), to Rutgers University, Camden.

Barbara Masser (1999, University of Kent), from the University of Newcastle to the University of Queensland, Brisbane, Australia (January 2002).

Michael McCullough (1995, Virginia Commonwealth University), from Southern Methodist University to the University of Miami.

Cindy McPherson Frantz (2000, University of Massachusetts), from Amherst College to Oberlin College.

Dale Miller (1975, University of Waterloo) from Princeton University to Stanford University (Business School and Psychology Department).

Benoit Monin (2001, Princeton University) to Stanford University (Fall 2001).

Geoff Munro (1997, Kent State), from St. Mary's College of Maryland to Towson University.

Ian Newby-Clark (2000, University of Waterloo), from the University of Windsor to the University of Guelph.

Ara Norenzayan (1999, University of Michigan), from the University of Illinois to the University of British Columbia.

*(Continued on page 8)*

# Coming and Goings: New Hires and Moves, Continued

*(Continued from page 7)*

Brian Nosek (2002, Yale University), to University of Virginia.

Sabine Otten (1990, University of Muenster) from University of Jena to University of Groningen, the Netherlands.

Keith Payne (2002, Washington University) to Ohio State University.

Cynthia Pickett (1999, Ohio State University), from the University of Illinois to the University of Chicago.

Tamarha Pierce (1999, McGill University), from Concordia University to Laval University, Quebec City.

Steven M. Platek (2002, SUNY–Albany), to Drexel University, Philadelphia.

Barton Poulson (1999, City University of New York Graduate Center), from Brigham Young University to Utah Valley State College.

Emily Pronin (2001, Stanford University), from a post-doc at Harvard to Princeton University.

Neal Roese (1993, University of Western Ontario), from Simon Fraser University to University of Illinois

Gretchen B. Sechrist (2000, University of Maryland, from a post-doc at Penn State to SUNY-Buffalo.

Paul Silvia (2001, University of Kansas), from the University of Hamburg to the University of North Carolina, Greensboro.

Eliot Smith (1975, Harvard University), from Purdue University to Indiana University August, 2003.

Dianne Tice (1987, Princeton University), from Case Western Reserve University to Florida State University.

Alex Todorov (2002, NYU), to Princeton University.

Tamara Towles-Schwen (2002, Indiana University), to Buffalo State (SUNY).

Jeanne Tsai (1996, University of California-Berkeley), from the University of Minnesota to Stanford University (Fall 2001).

Jean Twenge (1998, University of Michigan) from post-doc at Case Western Reserve University to San Diego State University (Fall 2001).

Joe Vandello (2000, University of Illinois), from a post-doc at Princeton to the University of South Florida.

Rich Wiener (1981, University of Houston), from Baruch College, CUNY, to the University of Nebraska-Lincoln.

Connie Wolfe (1999, University of Michigan), from Hanover College to Muhlenberg College, Allentown, PA.

John M. Zelenski (2002, Washington University), to Carleton University.■

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This is the first appearance of the "Comings and Goings" feature. We apologize if we have not listed you. We expect to run this feature every year, and if there is demand for space, every issue. If you know of someone not on this list and should be, please contact the Editors, and we will be happy to include others in subsequent editions. We don't mind printing old news, if you don't mind reading it!

*-The Editors*

# SPSP Publication Committee Report

*By David Dunning*

The year 2002 was a year of continued growth and vigor for journals sponsored by SPSP.

*Personality and Social Psychology Bulletin* continues its smooth transition from the editorship of Jerry Suls to Fred Rhodewalt. Publication lags at the journal, traditionally a sore spot, continue their trend toward shortening. For the issues of calendar year 2002, the average publication lag was eight months (down from a recent high of 13 months). At the end of the year, publication lags had decreased to between six and seven months, cutting the "traditional" lag in half. Submissions to the journal continue at a very healthy clip, with roughly 500 submissions expected for 2002. To help handle this load, Margo Monteith has graciously agreed to serve as a sixth associate editor for the journal.

*(Continued on page 31)*

PRESIDENT'S COLUMN

# SPSP, APA, and the Place to Be

*By Claude Steele*

Back in the old days, one of the psychology events I enjoyed most was the Division 8 cocktail party at APA. The spectacle of 500 or so slightly inebriated, intensely chattering social and personality psychologists, infused with interested graduate students, gave one an image of the field as a bee hive, communicating, energetic, busy. It embodied a center of gravity in the field. It was intimidating to break into, but it was exciting.

Then, for all kinds of good reasons, scientists began to back away from APA meetings. Div. 8 people scattered across other meetings. For senior social psychologists, SESP became the big, center-of-gravity meeting. But graduate students and younger faculty couldn't go in significant numbers, and personality psychologists tended toward other meetings. SPSP began to meet in conjunction with APS. But that meeting—perhaps because it was a pre-meeting—never got very big. Graduate students and younger faculty during this era, didn't have a center-of-gravity meeting.

The winter meeting of SPSP fixed all of this. It was a stroke of genius on the part of the leadership. It immediately showed us what we had been missing—a bee hive meeting that included the energies of all parts of the field. Attendance has grown every year, reaching nearly 1400 in Savannah, a number we expect to at least match this year, even in far-away Los Angeles (that's a West Coast joke). It has quickly become *the* meeting for social and personality psychologists. Accordingly, people want to present their work at it. Appearance on the program is now very hard-won. The rejection rate for submitted symposia is close to 75%, making it almost as difficult to appear at SPSP as it is to appear in *JPSP* or *PSPB*. Something very important has been achieved: a really high quality meeting that everyone can go to, in a warm place in the middle of winter, where one can meet almost any social or personality psychologist. An embodied center of gravity is back. So perhaps we should leave well-enough alone.

But I am reminded of an argument that Bibb Latané made many times about journal space in our field: that we have more valuable work than the available number of journal pages enables us to publish. Our page limitation made our rejection rates almost twice that of many natural sciences. He founded *PSPB* to help the situation. And I doubt that many of us would now say that the field does not need that journal.

You can sense where I am going. Embedded in the success of the winter PSPB meeting is a worry: a symposia rejection rate near 75% is too high. Without making the meeting longer and more expensive, or foregoing plenary sessions, it is difficult to bring that number down. Like our need for more journal pages, we may need another meeting. We may be too big of a science to confine to a single large meeting with a handful of symposia.

We do have another meeting, the Division 8, SPSP meeting each summer at APA. While the rejection rate for the winter meeting is near 75%, the rejection rate at the summer meeting is … well … let's just say that the program chairs often have to go-a-lookin'. So what's the problem? Why don't we just come back to the old APA-linked summer meeting of SPSP? We certainly have the content for it.

The problem is that we don't go to APA. Aside from a few invited speakers and the SPSP executive committee (required by our continuing affiliation with APA to meet at its yearly convention) you have to look long and hard to find a social psychologist at APA. And of course, that fact makes the meeting a less desirable place to present research.

But why don't we go? It is not difficult to come up with reasons. APA is too big. It is too hot in the middle of August in Chicago. How many meetings can one person go to each year? The winter SPSP and SESP are enough for any one year. I sympathize with these reasons, especially the last one. More than two meetings a year is a lot. But some years, I could easily make the summer meeting one of my meetings to attend. I suspect the main reason we don't go, is that it has become normative not to go to APA. Entrained by various reasons over the years not to go, we don't go now because well… we don't go.

But if we did go, SPSP might come to have two very vibrant, inclusive meetings each year. Right now the program committee for the winter SPSP meeting gets more than enough high quality symposia and posters to fill two programs a year.

There is another huge advantage that APA offers our field; outreach. There are important contributions to be made by reaching out to researchers, teachers, and clinicians who aren't mainstream social psychologists. If we only speak to each other, how will our research have an impact on other subdisciplines of the field and on application? I went to APA in Chicago this past summer. The program was first-rate, with names like Cacioppo, Pennebaker, Cialdini, McClintock, Peplau, Nisbett, Zimbardo, to mention just a few. Malcolm Gladwell and Studs Terkel were worth the price of a ticket too. And I met a lot of interesting psychologists who weren't social psychologists. I was surprised at how gratifying the program and the experience was.

So I would urge those of us in the midst of planning and preparing symposia to consider *both* SPSP outlets: next summer's SPSP meeing in Toronto along with this winter's meeting in Los Angeles. Los Angeles is nice in the winter; but Toronto ain't that bad in the summer.■

# Scientists' Response to Innovative Research: An empirical Demonstration

*By Chris Crandall and Mark Schaller*

"*We ought not be over-anxious to encourage innovation*," wrote Charles Caleb Colton (1821, p. 581), "*for an old system must ever have two advantages over a new one; it is established, and it is understood*." Colton was no scientist, but many scientists grudgingly agree that entrenched systems of belief do enjoy advantages over new ideas.

The pursuit of truly innovative, original ideas is fundamental to the progress of science. Virtually every influential philosophy of science accords a central role to the introduction of novel ideas (e.g., Feyerabend, 1975; Kuhn, 1977; Lakatos, 1970; Popper, 1972). Hull (1988, p. 254) summarized succinctly the necessity of innovation: "without alternatives to be selected, scientific change cannot occur." For this reason, scientists are trained to value and encourage new ideas. The sociologist of science Robert Merton (1957, p. 645) observed, "originality can be said to be a major institutional goal of science, at times the paramount one."

Scientists value more than mere originality. Perhaps even more paramount is the value placed on truth. As Merton (1996, p. 268) wrote, "The institutional goal of science is the extension of certified knowledge". In fact, within many philosophies of science, the term "knowledge" itself implies veracity (Bechtel, 1988). The reasons for the virtues of veracity lie not merely in the abstract ethos of science, but in the personal consequences that individual scientists may suffer when false beliefs are admitted into the published scientific literature. Scientists depend on this literature to guide their own research, and so must trust that published results are accurate. Hull (1988, p. 311) noted, "If these results are mistaken, every one who uses them has their research set back." Thus, for reasons both institutional and personal, even the most appealing ideas are viewed with scientific skepticism until they have been verified through rigorous empirical study. Scientists call upon both values—novelty and veracity—when evaluating scientific manuscripts.

Although novelty and veracity are conceptually distinct, they are psychologically intertwined. Innovative ideas *seem* less true. Veracity judgments are guided by Bayesian inference—confidence in the truth of a hypothesis is substantially based on the perceived prior probability that it's true (Gigerenzer & Murray, 1987). Hypotheses derived from truly innovative theories have low prior probabilities. When evaluating innovative research, scientists experience a value-conflict: Innovation values incline us positively toward novelty, but veracity values incline us negatively towards it.

How do scientists resolve this conflict? Weak data may not overcome the skepticism that attends innovative ideas; but if data are strong, then innovative work should be seen especially positively. We call this the *empiricist* hypothesis.

But scientists are also seriously concerned about pragmatic personal outcomes. Here the tug-of-war of values is tilted in favor of veracity. Careers are rarely imperiled by non-publication of others' innovative research; but the publication of misleading new findings has detrimental consequences for scientists who trust them (Hull, 1988).

Weak results are unlikely to inspire others, limiting the "threat" of innovative ideas; but strong evidence attracts scientists' attention and so may amplify the skepticism accorded to innovative ideas. This is the *defensive* hypothesis.

To compare these hypotheses, we presented psychological scientists with vignettes describing either highly or modestly innovative research, with either strong or weak results; respondents (N=83) made publication recommendations.

**Method**

Participants were members of the Society of Experimental Social Psychology, a highly respected scientific society (election to which depends on a strong record of research), and were experienced peer-reviewers. Participants were randomly assigned to read one of 4 vignettes describing a manuscript submitted to a prestigious journal; the research reported in the manuscript was either conceptually *Old* or *New*, which was crossed with research described as either empirically *Weak* or *Strong*.

Participants in the "New" conditions read, "The research is in a brand-new area, where there is little previous research. The theory from which hypotheses are drawn is novel, and has not been tested empirically. The methods used are also relatively new, without a strong track record in social psychological research." By contrast, participants in the "Old" conditions read, "The research is in a well-established area, where there is a relatively long history of prior work. The theory from which hypotheses are drawn is well-established and has been supported by much previous research. The methods used are familiar and time-tested."

Participants in the "Strong" cells then read, "The research design is strong, and it seems to rule out all plausible alternative explanations; it undoubtedly

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## Scientists' Response to Innovative Research

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meets and surpasses standards for publication in an important journal. The results almost completely support the hypotheses; the effect sizes seem relatively large (approximately r=.40), and almost all of the significance tests revealed "highly significant" effects (e.g., p's<.01)." By contrast, participants in the "Weak" cells read, "The research design is reasonably strong, and although it does not effectively rule out all possible alternative explanations, it undoubtedly meets and surpasses minimum standards for publication in an important journal. The results mostly support the hypotheses, but some of the hypothesized effects did not materialize. Overall, the effect sizes seem relatively small (approximately r=.20), and many of the significance tests revealed only "marginal" effects (e.g., .05<p's<.12)."

*Publication recommendation* was measured by the mean of 2 ratings assessed on 0 (No Chance) to 100 (Virtual Certainty) scales: "How likely are you to recommend this paper for publication?" and "How likely are you to require collecting additional supportive data?" (reverse-scored). Participants also rated how "the typical reviewer" would respond to the manuscript (*Peers' recommendation*). Table 1 reports mean responses within conditions.

**Results**

These scores were submitted to a 2 X 2 (Strength X Novelty) ANOVA. Results indicated a main effect for Strength, $\eta$ =.71. Participants were more likely to recommend a manuscript reporting strong results than one reporting weaker results, $F(1,79)=78.79$, $p<.0001$. There was no main effect of Novelty, $\eta=.00$, but a Strength X Novelty interaction emerged, $\eta=.23$, $F(1,79)=4.46$, $p<.05$. As the means presented in Table 1 indicate, under conditions in which results were weak, there was a slight tendency for respondents to favor the New manuscript over the Old manuscript, $\eta$ =.20, $t(39)=1.28$, $p=.22$. In contrast, under conditions in which results were Strong, the New manuscript was less likely than the Old manuscript to be recommended for publication, $\eta=.32$, $t(40)=1.84$, p<.05, one-tailed. When results were strong (and likely to be publishable), manuscripts reporting new ideas received less favorable evaluations than those reporting old ones.

Table 1. *Participants' Own Publication Recommendation, and Perceptions of a Peers' Recommendations, as a Function of Conceptual Novelty and Strength of Empirical Results*

| Strength | Novelty | Publication Recommendation | Peers' Recommendation |
|---|---|---|---|
| Weak | Old | 43.75 | 39.25 |
| | New | 52.50 | 33.33 |
| Strong | Old | 89.40 | 81.48 |
| | New | 80.63 | 70.63 |

Note: *Values indicate mean likelihood of recommending manuscript for publication.*

Participants perceived their peers to evaluate manuscripts more harshly then themselves, $\eta=.60$, $F(1,79)=43.30$, $p<.0001$) and to show a general anti-novelty bias, $\eta=.24$. $F(1,79)=4.70$, $p=.03$. The self-other difference was of moderate size in the evaluation of Old manuscripts (a difference of 6.21), but it was significantly larger in the evaluation of New manuscripts (a difference of 14.59), $\eta=.28$, $F(1,79)=6.98$, $p=.01$. Participants expected other scientists to show a pronounced anti-novelty bias in the evaluation of manuscripts submitted for publication, but that they believed themselves to be significantly more receptive to truly innovative ideas.

These results support the "defensive" hypothesis and are consistent with an evolutionary epistemological account of science (Hull, 1988). Normative standards of behavior in science are determined not so much by abstract beliefs about the progress of scientific knowledge, but rather by scientists' concerns about their own professional outcomes. Scientists' professional outcomes are certainly influenced by the accuracy of published research. On the other hand, the professional costs of remaining ignorant to a good, true idea are nowhere near as great. There is no shortage of research hypotheses for scientists to test, no shortage of existing theories to tweak, and no shortage of issues that merit attention. Scientists value critical discernment, but they may safely be biased in favor of a high detection threshold for new ideas. An overlooked conceptual breakthrough hobbles the advancement of science, but scientists themselves rarely miss these misses.

Risk-aversion is defensible (it can be professionally suicidal to devote research resources to false leads, but rarely so problematic to remain ignorant to new ideas) but still has negative consequences on scientific progress. Science is a self-correcting process—erroneous hypotheses rarely stick around for too long—but the publication of novel ideas is necessary for progress to occur. When novel ideas are treated harshly, scientists are encouraged to pursue work that is conceptually derivative, offering only modest gains. This contributes to

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# Which Scientific Problem to Pursue?

## Eminent Social/Personality Psychologists Reveal Their Secrets of Scientific Success to the Editors of Dialogue

One of the most difficult and important problems for a scientist is knowing which ideas to pursue. While it may not seem so to a young graduate student, there are many, many possible areas to research, problems to solve, questions to develop. But which problem is the one to pursue? How does a scientist decide among projects, decide which ones have promise and opportunity, which ones are likely dead ends? These are questions that are rarely answered during graduate education, and often they are hardly taken up at all. When they are raised, peers are frequently too kind, and faculty may have difficulty articulating ways to value some ideas and eschew others.

To speak to these issues, Dialogue asked a handful of social and personality psychologists to answer two questions. The first was: *How do you know which idea to pursue?* The second question was: *How do you know when to give up on a problem?*

We chose a handful of prominent researchers, not only for their excellence in research, but also because they have chosen interesting problems and have at some time in their careers shifted to new and different projects. We received a lot of useful responses, in fact so many that we have decided to divide them into two articles. This article focuses on the first question--How do you know which research ideas to pursue? The responses below are edited and organized by the Dialogue editors.

The most common response we received was a sort of verbal shrug, and many of the otherwise articulate responses we received mentioned the difficulty of putting it into words.

*Shelley Taylor*: I thought about this and decided it's just tacit knowledge: I don't know the answer to either question. It just happens, and I know!

*Mahzarin Banaji*: But I'm never satisfied with my own introspective abilities to know. An answer like "it sort of feels right" won't help you.

*Dan Batson*: How do I know which idea to pursue? Clearly, I don't.

*Brenda Major*: I don't know whether I have any self-insight into this at all.

*Patricia Devine***:** I've been giving these questions some thought and I'm not sure there's a "formula" of sorts to guide such decisions.

*Russell Spears:*I don't always know, with the result that I sometimes pursue more ideas than I have time to deal with (not recommended for anyone starting out!).

If you aren't sure what these tacit rules are (and since they appear to be tacit, most people cannot be sure), here is a practical checklist against the ill effects of bad ideas:

*Anthony Greenwald:* It seems much wiser not to start an ill-advised line of research than to face a decision, several years later, about the wisdom of continuing it. So, my advice: When you have a new research idea, try writing the title and abstract of the article that will report it. If (a) you can't write them or (b) you can write them but don't find them compelling, then abandon before you start. This advice—which my recent grad students and postdocs have received repeatedly—is something that, in retrospect, I would have been delighted to have had earlier in my career.

One common response was the recognition of an affective state associated with the idea.

*Marilynn Brewer*: One testing ground is whether at least some of my graduate students can get excited about the idea . . . there is a practical reason for this test as well since they are the ones who will provide the energy and enthusiasm needed to convert an idea from concept to operation.

*Elliot Aronson*: I have been guided primarily by several principals, one of which is "following my nose." By this, I simply mean that, in selecting a problem to research, whenever possible, I try to follow my own curiosity, not just idle curiosity; rather, to ask a researchable question that I am passionately interested in finding answers to.
\
*Brenda Major*: Does the idea grab me? Is it interesting? Can I get enthusiastic about it?

*Mahzarin Banaji*: It sort of feels right.

> *It seems much wiser not to start an ill-advised line of research than to face a decision, several years later, about the wisdom of continuing it.*
>
> *—Anthony Greenwald*

*Galen Bodenhausen*: I think there is a certain kind of aesthetic feeling that comes from contemplating a good research idea—I guess I would describe it as a subjective state of interest and positive affect that arises automatically when a (seemingly) good idea occurs to me. I think George Mandler's notion of "structural value" is a good way of conceptualizing this phenomenon. Interesting ideas tend to have a particular structure that is inherently pleasing, and I think that structure can be generally characterized as "initial discrepancy + resolution."

*Daniel Wegner*: One feature of a good

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idea is that someone thinks it is ridiculous. For instance, a valued mentor of mine who shall remain nameless, but whose last name rhymes with Drano, once scoffed at the silly old notion of the "group mind." I picked up his attitude for a while, and then started reading the history of the idea to see what it was I was not supposed to like. Eventually, this turned into a line of theory and research on transactive memory. Now this doesn't mean you should search for ideas that are plainly wrong, but rather for things that are so out that with new, improved ingredients they might come back in. In a sense, this search for ridiculousness is really just a version of the Central Law of Hot Social Psychology: Go for the counter-intuitive.

> *[You shouldn't] search for ideas that are plainly wrong, but rather for things that are so out that with new, improved ingredients they might come back in . . . this search for ridiculousness is really just a version of the Central Law of Hot Social Psychology: Go for the counter-intuitive.*
>
> *—Daniel Wegner*

*Yoshi Kashima*: First, I'd imagine the situation where everything has worked out perfectly. All my hypotheses (or hunches) are supported, and everything is beautiful. Ask myself then, "Am I excited?" In my case, an idea that addresses or touches on some long standing, and often esoteric, questions in the field excites me. I get excited if I can find a connection to other areas of social science or humanities. I'd imagine myself just about to write the first paragraph of the paper. Ask myself, "Would I be interested in (or excited about) reading this if I were a reader?" Then, I'd actually talk to others whose judgments I trust. If it takes only a few minutes to convince them the idea is good, then I'd think again. If it's going to take really only a few sentences to explain my idea, it's probably obvious to everyone!

Ideas that are embedded in a larger theory were generally valued, especially by students of Leon Festinger:

*Elliot Aronson*: As a researcher, the first thing I would say is that, it helps a lot to have a good theory that can generate interesting ideas. This can be a formal theory, e.g., the theory of cognitive dissonance--or an implicit theory like that aggressive behavior will not lead to a reduction in the need to aggress (as in Freud's notion of catharsis), but will actually increase aggression. Not only does a powerful theory make getting ideas easier, but when I conduct a good experiment to test that theory, the results not only confirm the specific hypothesis but often lead to an entire family of interesting ideas.

*Jack Brehm:* The power of a theory derives primarily from the breadth of definition of the stipulated causal, intervening, and dependent variables. For example, one might come up with the idea that people try to control how sad they feel by recalling happy events. If this idea can be converted into the broader idea that all emotions are controlled by imagining events that have caused an opposing emotion, then the idea becomes much more interesting. If this idea about the control of emotions can be equated to control over motivation, then it takes on even more interest.

Some of the most impassioned responses connected the research to issues well outside the lab, whether as a common phenomenon in the real world, or an issue of substantial practical value.

*Robert Cialdini*: The first feature that matters is the easily recognized presence of the phenomenon outside of the experimental setting; if there is evidence that the effect occurs regularly and powerfully in multiple environments, it is simply more worthy of examination.

*Russell Spears*: I would say go with ideas or insights that grab you from personal experience and seem personally important (or important to a group identity). That way you are more likely to stay motivated and more likely to bring a new twist to the literature. You can then also read the literature in a more focused and directed way.

*Elliot Aronson*: From time to time, as a researcher, I ask myself: "Is this research ever going to do anyone any good?" The key phrase in that sentence is "from time to time". I certainly don't mean to imply that all research needs to be applicable or useful to the public in order to be considered important. Indeed, the overwhelming majority of experiments that I would consider interesting and important (both my own and other people's) are interesting and important solely because they enable us to gain a handle on some of the complexities of human social behavior. But, for me, every once in a while, I would ask myself that question because it has always been a personal goal of mine to do a piece of research that utilizes the wisdom of social psychology in a way that can be of use to non-psychologists. During my first decade as a researcher, I was able to maintain the belief that, although my experiments were not directly beneficial to society right now, some day, either I or somebody else might find a way to utilize these results for the public good. Gradually, I came to realize that this attitude was largely self-deceptive. If I truly wanted my research to be of benefit to the general public, than I had to do my experiments in an arena where they would directly benefit the people participating in the experiment (e.g., my research on

> *From time to time, as a researcher, I ask myself: "Is this research ever going to do anyone any good?"*
>
> *—Elliot Aronson*

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# Which Scientific Problem to Pursue?, Cont.

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prejudice reduction, the jigsaw classroom), on increasing condom use, or on influencing people to conserve water, energy and other natural resources.

*Brenda Major*: Will it advance theory? Does it address something important? And most important, does it stand up to the big question: So What?

Some researchers focused on the comparison of the idea to the current state of scientific affairs, both in method and theory. No research idea has value in a vacuum, and a clear-headed comparison of one's ideas with the current field provides a useful metric.

*Daniel Gilbert*: A good idea is original, tractable, economical, synthetic, generative, and grand. By that I mean it is not well-explored (original), it is explorable with scientific methods (tractable), it provides an elegant and simple solution to a complex set of problems (economical), it brings together phenomena that initially seemed to have nothing in common (synthetic), it generates many more interesting questions than it answers (generative), and it speaks about some fundamental truth (grand). Good ideas are almost never outlandish: When someone tells you a really good idea, you almost always have the sense that you were just about to think of it yourself except that...well, you didn't.

*Richard Nisbett*: If the idea seems counterintuitive or seems not to have been thought about much by other people and if it seems like it could potentially lead to something big. I should note that most of the ideas I have had that seemed counterintuitive to me actually seem to match other people's intuitions as well as mine. The main reason my work sometimes seems counterintuitive is that I start with an idea that I think is counterintuitive but actually isn't which leads me to do research that turns up results that are surprising to me and to others as well. There is a skill to seeing what's really in the data, though. Knowing what to do when "the study didn't work out" is a talent that can be taught—and I learned it from a genius at it: Stanley Schachter.

*Marilynn Brewer*: One litmus test is my own intuition about what I might call "optimal distinctiveness"-that is, does the idea seem grounded in current research (i.e., have a degree of familiarity) and yet hasn't already been introduced in the recent literature (i.e., have a degree of novelty). Obviously novelty is the more salient criterion, but unless I can see ways to link a new program of research to existing current interests and paradigms in the social psychological literature, pursuing it would be too much of an uphill battle. (I guess I do believe in the cumulative nature of science; worthwhile ideas don't develop in a vacuum.)

For other scientists, the hallmark of a good idea was how many connected thoughts popped up while thinking of the idea, whether it was connections, implications, or competing explanations.

> *Knowing what to do when "the study didn't work out" is a talent that can be taught—and I learned it from a genius at it: Stanley Schachter.*
> *-Richard Nisbett*

*Jack Brehm*: Whenever I read a report of research, especially if it is experimental, a number of ideas are likely to pop into my head while I'm reading. Some concern alternative interpretations or qualifications of results, some have to do with methods and some have to do with theory, and some may just be remote associations with some other work I have run across. It would be impossible to give much time or thought to all of these ideas or even a few of them. Consequently, I find it frustrating to read the experimental literature in social psychology, and I avoid doing so as much as possible. The frustration stems from having many ideas and the belief that one should take an idea seriously only if one can put it in testable form, *and* carry out at least an exploratory experiment . . . an exploratory study encourages one to think the idea has merit, then it is time to consider the possible fundamental causes for the process one has demonstrated as well as implications for the understanding of other psychological phenomena. An idea has many implications to the extent that one can stipulate more than one causal variable and more than one dependent effect.

*Robert Cialdini*: A feature of an idea that always help prioritize it for me is the presence of more than one plausible account for the effect of interest. Without a good contending explanation, even compelling support for one's favored account can seem rather ho-hum.

*Galen Bodenhausen*: Interesting ideas often have elements that are surprising and, at least at the first pass, difficult to reconcile with one's most immediately relevant knowledge structures, but in bringing other knowledge to bear in a novel way, the inconsistencies are resolved in a way that can have an intellectually satisfying elegance. I think this kind of appraisal process elicits a specific subjective experience that marks an idea as interesting and worthy of pursuit.

*Elliot Aronson*: "Doing the job right." By this, I mean employing whatever methods or procedures are most appropriate to the hypothesis being tested. Much of the time, this forces me to depart from standard, "tried and true" procedures and invent a new set of experimental operations. I do this, not because I have a strong need to be "creative," but rather the invention of novel procedures can be an essential

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aspect of doing the job right. In a great many of my experiments, to have used someone else's procedure would have been akin to trying to squeeze my size 12 foot into a size 7 shoe.
As experimental social psychologists, we are working with smart, curious adults as participants in our experiments. Accordingly, doing the job right almost always means imbedding the participants in a scenario in such a way that, even within the sterile confines of the laboratory, real things are happening to real people in a way that totally engages them without telegraphing the actual nature of our hypothesis. It means engaging in countless rehearsals so that the procedures are uniform from participant to participant and so that we can be as convincing as possible.

Several years ago, I participated in an APA symposium on experimental methodology, in which one of the panelists, discussing my research, said that he thought I was a frustrated playwright or director; he clearly meant it as a criticism. I took it as a great compliment (except for the word "frustrated"!). For it is my firm belief that, in order to test certain hypotheses, the experimenter must write a convincing scenario and direct his assistants and confederates to play their roles to perfection. If the experimenters bumble, speak in a monotone or sleepwalk their way through the procedure, the participants will either become bored or suspicious, thus, invalidating the results. It is the goal of the high impact experimenter to make the events so real, so life-like and so compelling that the participants can do nothing other than behave in a manner that approaches the way they would behave if the event were happening to them outside the confines of the laboratory (Aronson, Ellsworth, Carlsmith, & Gonzales, 1990). Thus, for me, doing the job right means designing the most impactful procedures I could design, within the boundaries of ethics. It also almost means spending a considerable amount of time debriefing participants after collecting their data-to make certain that they leave the experiment enlightened and in at least as good shape as they were when they entered. It sometimes means taking the time and trouble to fight it out with human subjects committees-which often consist of academicians who know nothing about social psychology, who seem to feel that human beings are as fragile as soap bubbles, and who are dead set against any procedure that contained the least bit of deception or discomfort. Over the past two decades I have watched with dismay as many of my colleagues, faced with these real challenges, retreated from testing interesting hypotheses in an impactful way. In reading the journals, it strikes me that a major concern with many of the experimenters is how to design an experiment that is benign and boring enough to slide, unscathed, past human subjects committees. This caution diminishes the reach of our discipline.

***Summary***. When someone is laying out the lines of a future career, spending careful time on a choosing ideas is good investment. The insights and advice offered here are sensible and, we think, they can be implemented more often than they are now. We cannot know how many good ideas are not pursued because lesser ideas were selected. There are many reasons to choose lesser topics beyond lack of imagination and talent: low ambitions, probability of publication, certainty of tenure ( volume over quality), a sense of hidebound practices of reviewers at journals and granting agencies, departmental peers' approval or defense of territory, and the goals of individual scientists which can be at odds with scientific progress.

Which idea to pursue must depend upon your own goals. We have chosen scientists who have aggressively pursued scientific innovation, with substantial success. But your personal goals may differ from theirs. If you want to publish a large number of articles in a reasonable amount of time, then one might pursue moderately novel ideas. If you want to have a lot of impact, then pursue innovative and contrarian ideas in a currently hot topic. If you want a grant, then focus on ideas that will pay off in a straightforward way in a reasonable amount of time (and money). If you want to enjoy your work, then follow your heart. These are not necessarily mutually exclusive. ■

## Scientific Innovation, cont.

(Continued from page 11)
perceptions that scientific progress has reached a state of diminishing returns (Horgan, 1996). If so, it might be time to take this possible anti-novelty bias seriously, and to do something about it.

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### Authors' Note

*We thank the many scientists who took the time to respond to our questionnaire.*
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# Grappling with Grad Gripes

*By Sara Hodges*

When I earned tenure, my department rewarded me in the usual way—by giving me more work. I was asked to co-chair our department's Graduate Education Committee (GEC), a position known as Director of Graduate Studies in other departments. Apparently, the department was hard up to find someone for the job. I'd never served on the committee I was being asked to chair. The department head's first choice for the position (who had been on the committee before) had already turned her down but then reluctantly agreed to do the job if it could be shared with someone else. The prior GEC chair seemed all too gleeful to turn over the job. I wondered what could be so bad about a job that involved serving our grad students whom I found to be smart and likable.

The position turned out to have the same downfall of virtually every task in academia: It took up time in an already overbooked schedule. However, I soon also became aware of a Catch-22 that made the job uniquely frustrating.

> *"Ummm, could I come by and talk to you about something? Oh, not here. It can wait. It's not that serious. Well, I guess it is kind of serious. But whenever's convenient, um, as soon as possible."*

I learned very quickly to spot the signs of a complaint about an advisor or other faculty member. (Before I go further, I want to stress that my colleagues are not bad advisors. Many of them are spectacular mentors and all of them are pretty good most of the time. And, of course NONE of the complaints I heard were about social or personality faculty. Eh-hem.)

The complaints I heard weren't about heinous acts of sexual harassment or scientific dishonesty. Instead, they were generally about differing expectations. What made them diabolic was that the students almost always requested that nothing be said to the advisor. Students not only requested anonymity; they frequently requested that NOTHING about their complaint be communicated to the advisor (often because they rightly guessed that the source of the complaint would be figured out). Thus, my hands were tied. In many cases, in order to do what I thought best, I'd have to betray the student's confidence. Whatever privilege or power came with the position of being GEC chair (ha!), I couldn't take advantage of it. What's more, I felt like I was becoming a human Pandora's box, filled with a depressing cognitive load of ugly secrets about people I saw regularly (which was no doubt adversely affecting my immune response). No wonder my other colleagues didn't want the job.

*Students frequently requested that NOTHING about their complaint be communicated to the advisor, often because they rightly guessed that the source of the complaint would be figured out.*

The master-apprentice model is a predominant method of training research psychologists. Psychologists proudly trace their "lineage" back through several generations of advisors, and new PhDs are often labeled as "So and so's student." This "hands on, learn by doing" method is a highly effective way to teach the complexities of conducting research while socializing new recruits to the field. It provides a forum for intellectual discourse that can be among the most inspiring experiences of graduate school for students and one of the most satisfying aspects of a faculty member's job. But it doesn't come without costs.

The inherent hierarchical structure of the model (some might call it medieval) makes it a lot less risky for faculty to complain about students than for students to complain about faculty. Most students figure out pretty quickly that a good working relationship with their advisor buys them a lot more than the occasional drink at conferences. The apocryphal days of old when advisors simply called their friends at other universities to get their students jobs are over, but graduate students still need a good word from their advisors. New PhDs know their applications will be among hundreds received for each tenure track position. The difference between being described by a faculty member as superlative versus merely good in a letter of recommendation may be the difference between being invited for an interview or not.

One might rightly argue that graduate students make it on their research records more than their advisors' letters, but it's important to keep in mind that long before letters of recommendation, advisors and other faculty members have control over students' access to lab space and equipment. As lab head honchos, faculty often call the shots on paper authorship. Faculty with grant support can select students to be research assistants (which is generally more desirable than being a teaching assistant). Furthermore, faculty attention is a valuable commodity to students. Advisors have limited time to impart their ideas and wisdom, which are presumably what attracted graduate students to work with them in the first place. With so much at stake, students may feel there is little room for anything that may be perceived as disloyalty by their advisor.

Faculty need students too—as collaborators and the source of fresh ideas—probably more than they care to admit. But as the "haves" in the educational system, faculty have other

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resources to draw from, including new students next year, whereas grad students, as the "have-nots" may incur a variety of costs from switching advisors or programs. Of course, if a faculty member's mentoring is notably lousy, eventually he or she will get a bad reputation—but only if people know about the complaints! A pernicious cycle flourishes if the faculty who are perceived as most unfair or unreasonable are also perceived as the most vindictive.

The request that complaints be kept secret isn't just for self-protective reasons. The reasons I heard for not airing complaints were often out of concern for the faculty member (e.g., "he's untenured" or "I know how much pressure she's under to finish this project"). This made the student's request not to say anything all the more maddening: The student had the faculty member's best interests at heart but was uncomfortable giving the faculty member what might be valuable feedback.

When I presented this Catch-22 to the SPSP email discussion list and asked for advice, I was struck by three things in the responses I received. First, the problem was common. Clearly, other people knew what I was talking about and had wrestled with it themselves. Second, many responses were emotionally charged. Several respondents, especially graduate students, asked to be anonymous, out of continued fear of possible retaliation. Third (discouragingly), no one provided a tidy solution to the problem. There appears to be no way to protect the graduate student AND give feedback to the advisor. However, a variety of useful and innovative suggestions emerged, and they are summarized below, along with a number of things I've learned on the job.

Although it may sound obvious, first make sure that the student has discussed the complaint with the offending faculty member. Although this may seem daunting or pointless to the student, it's an essential first step. Medieval or not, graduate school is certainly not the last place students will encounter hierarchies. Learning when and how to discuss dissatisfaction directly with those higher on the ladder (and living with the consequences of doing so) will serve students well. Furthermore, seemingly intractable problems may be easily solved when the student simply makes the faculty member aware of them.

One of the most provocative and yet probably the most ethical of solutions offered was simply not to promise students confidentiality. As soon as a student starts to disclose a problem, the GEC chair makes it clear that professional ethics may require that he or she act on the complaint. In communicating an obligation to act, GEC chairs let the student know that they *do* care about the problem. Furthermore, this system prevents advisors from being "indicted" without knowing their accuser or their alleged crime. One faculty member who described using this strategy reported that it had never stopped a student from proceeding with the complaint.

*The most ethical of solutions offered was not to promise confidentiality. As soon as a student starts to disclose a problem . . . make it clear that professional ethics may require that he or she act on the complaint.*

Another solution was to make interviewing students about their advisors part of performance, tenure, and promotion reviews. By aggregating information across students and years, students' anonymity could be somewhat protected. Another variation was even more time and effort intensive, but presumably that much more effective as an early intervention: The department head or GEC chair meets with each advisor's students each year and then meets with the advisor, who is provided with a general summary of the advisee meetings in order to protect individual students. This strategy serves the additional purpose of communicating to students that their opinions matter and often helps department heads and GEC chairs keep a finger on the pulse of graduate student morale. Furthermore, it allows departments to document and recognize *good* advising too, which can be useful for decisions about promotions or merit raises.

A number of suggestions involved channeling complaints to someone other than the GEC chair. Although these unlucky souls (be they appointed or elected) replace the GEC chairs as keepers of the departmental "Pandora's box," in taking over an emotionally draining job, they may allow the GEC chair more time for other duties such as curricular decisions, teaching assignments, and evaluating graduate student progress. Students may actually feel more comfortable voicing complaints to someone other than the GEC chair and they may be particularly supportive of a representative whom they help select. The representative can additionally serve as a departmental educator, presenting occasional workshops on professional ethics. One version of this plan even suggested selecting an ombudsperson from another department (although presumably an institutional norm would have to be in place to find anyone willing to serve).

Taking a page from procedural justice research, another strategy consisted of holding meetings for students to vent frustrations. These forums serve the additional purpose of allowing advanced students to educate newer students about problem advisors (e.g., "Watch out for that old witch Hodges—she'll cheat you out of authorship every time!"). Although this

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# The Making of The Social Animal: A 30 Year Anniversary

*The Social Animal was published 30 years ago, in 1972. It has since gone through 8 editions, and is still in print. It has been read in part or whole by innumerable social psychologists and their students. At Dialogue, we asked Elliot Aronson to tell us about the writing of the book. Aronson's article is introduced by John Harvey.*

## *An Appreciation* By John Harvey

*The Social Animal* has defined the field of social psychology for over three decades. In the best tradition of an insightful novelist who combines that skill with those of the historian and scientist, Elliot Aronson created a work that could not be emulated by other scholars, and that has become almost timeless in its value.

I used this book in teaching introductory social psychology for 15 years, as long as I taught the course at various universities. Students were unanimous in their reactions: A rare accomplishment, *The Social Animal* was a volume you could show to your friends or family members and discuss its ideas and stories. These ideas and stories spoke to the joys, struggles, losses, and enigmas of our lives. It lived, as we live. Through Aronson's lens, it became clearer that ideas like self-justification were pervasive in all that we do and know about human life. The case was made and in a way that the lowliest of students, or the most sophisticated of scholars, could appreciate. In this vein, Aronson's impact in producing this book is not unlike that of Studs Terkel; real people living real lives can see themselves in the mirror of this book. *The Social Animal* is for the masses and about the masses: It's about you and me and what we are about in our most banal and sublime moments.

## *Elliot Aronson writes:*

As much as I like the process and excitement of doing laboratory experiments, I must confess that the most gratifying thing I have ever done in social psychology is writing *The Social Animal*. Interestingly, this project did not come about because I had an overwhelming desire to write a textbook. Far from it. At the time, I was enjoying some of my most fertile and creative experiences as a researcher. During that era, I was so deeply immersed in doing experiments that writing a textbook was the furthest thing from my mind. The beginnings of *The Social Animal* were actually an outgrowth of the joy I derive from teaching undergraduates.

As a teacher, my favorite course has always been the introductory social psychology course. I am passionate about the things we know about social psychology and I get a great kick out of being the first person to introduce college freshmen and sophomores to the excitement and promise of our discipline. But, in the late 1960s, I was growing increasingly impatient with the existing introductory social psychology textbooks. It's not that they weren't scholarly enough, it's not that they were inaccurate, it's not that they didn't have enough graphs, tables, charts, or references. Indeed, charts, graphs and tables abounded in these textbooks--often in three or four glorious colors. But it seemed to me that the most scientific of these books were not addressing the problems that our students were most concerned about. For example, in that era, our country was being torn apart by the war in Vietnam, by the racial divide, by political assassinations, and by numerous other events that were taking place in the world. The existing textbooks (at least those that had a solid scientific basis) did a pretty good job of ignoring those issues. As a result, my students found the texts dull, non-engaging and, well, too academic. If social psychology was supposed to be about anything, it should be about our insights into the important events and problems that are impacting our daily lives. Something was definitely wrong.

In those days, I did a fair amount of kvetching about the limitations of existing textbooks. One day, one of my teaching assistants, having grown weary of my constant complaining, challenged me by saying, "Why don't you write one of your own?" I dismissed the idea out of hand. It embarrasses me to admit it, but my response was somewhat snobbish. It went something like this: "I'm a scientist. We scientists shouldn't be wasting our time writing textbooks. There are hundreds of social psychologists who are fully capable of writing a decent textbook. A scientist's time is much better spent doing experiments that shed light on how the human mind works. Let's leave the textbooks to textbook writers."

Yet, I desperately wanted my students to read something that would attempt to relate our scientific research in social psychology with the important events taking place in the world. These things were happening all around us. Let me give you an example of what I was experiencing:

*Earlier that year, I had hired a young man to help me paint my house. The painter was a gentle and sweet-natured person who had graduated from high school, joined the army, and fought in Vietnam. After leaving the army, he took up house painting and was a good and reliable craftsman and an honest businessman. I enjoyed working with him. One day while we were taking a coffee break, we began to discuss the war and the intense opposition to it, especially at the local university. It soon became apparent that he and I were in sharp disagreement on this issue. He felt that the American intervention was reasonable and just and would "make the world safe for*

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## The Social Animal, Cont.

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*democracy." I argued that it was a terribly dirty war, that we were killing, maiming, and napalming thousands of innocent people—old people, women, children—people who had no interest in war or politics. He looked at me for a long time; then he smiled sweetly and said, "Hell, Doc, those aren't people; those are Vietnamese! They're gooks." He said it matter-of-factly, without obvious rancor or vehemence. I was astonished and chilled by his response. I wondered how it could be that this apparently good-natured, sane, and gentle young man could develop that kind of attitude. How could he dismiss an entire national group from the human race? Over the next several days, as we continued our dialogue I got to know more about him. It turned out that during the war he had participated in actions in which innocent Vietnamese civilians had been killed.*

*What gradually emerged was that initially he had been wracked by guilt—and it dawned on me that he might have developed this attitude toward the Vietnamese people as a way of assuaging his guilt. That is, if he could convince himself that the Vietnamese were not fully human, it would make him feel less awful about having hurt them and he could retain his self-concept as a decent person.*

I felt strongly that my students deserved to read something that could tell that kind of story from a social psychological perspective. To fill this need, as a supplement to the formal textbook we were using, I prepared a few rough essays on my favorite topics in social psychology and laced them with examples like the one above—examples that served to beg for a social psychological analysis. I mimeographed these essays and gave them away to the students in my course. The essays were hurriedly put together, somewhat sloppy, and certainly incomplete—but they succeeded in capturing some of my own passion for the field and its relevance to society. A few publishers got wind of the project and asked to see what I had written. They urged me to flesh the essays out a little for possible publication as a textbook.

Once again, I backed away. I told the publishers that I wasn't interested in doing that. I explained that I saw the essays as primarily a teaching tool—not as a textbook. In retrospect, I think I feared that, if I ever actually sat down with the idea in mind to write a textbook, I would become "a textbook writer" and that would take me away from my beloved laboratory.

As luck would have it, a short time later, I was invited to spend a year as a fellow at the Center for Advanced Study in the Behavioral Sciences in Palo Alto--with nothing to do but to think and write. Without really planning to, I threw those essays into a carton along with other books, papers and notes, and had them shipped to Palo Alto. So there I was, in my study at the Center, without any teaching or administrative responsibilities, and without any research assistants with whom to plan and conduct experiments. I had plenty of time on my hands and so, between other writing projects, I picked up that collection of sloppy essays and began to play with them. Before I knew it, they began to emerge as actual chapters. After a few months, I had written about half a book.

I was writing it as a very personal statement. In a sense it felt like I was shamelessly opening my family photo album and sharing it with my readers. For example, in opening the chapter on aggression, instead of doing the usual thing like defining "aggression", I told a true story of a conversation I had once had with my young son. It went like this:

*A few years ago, I was watching Walter Cronkite broadcast the news on television. In the course of his newscast, he reported an incident in which U.S. planes dropped napalm on a village in South Vietnam believed to be a Vietcong stronghold. My oldest son, who was about ten at the time, asked brightly, "Hey, Dad, what's napalm?"*

*"Oh," I answered casually, "as I understand it, it's a chemical that burns people; it also sticks so that if it gets on your skin, you can't remove it." And I continued to watch the news.*

*A few minutes later, I happened to glance at my son and saw tears streaming down his face. Struck by my son's pain and grief, I grew dismayed as I began to wonder what had happened to me. Had I become so brutalized that I could answer my son's question so matter-of-factly—as if he had asked me how a baseball is made or how a leaf functions? Had I become so accustomed to human brutality that I could be casual in its presence? (From The Social Animal 1/e, 1972, pp. 141-142)*

When the book was about half finished, I showed what I had written to some of the major publishers. They had three major criticisms: 1) The writing style was far too casual, too chummy, too personal, too intimate. 2) There weren't enough references (I had committed the grave error of failing to cite eleven experiments to illustrate a point when one or two would do!). 3) My outline called for only nine chapters while every fool knows that all textbooks in social psychology "require" 14 or 15 chapters.

I told the publishers that I was writing for college freshmen not professionals. Accordingly, I refused to formalize my style or turn the book into an encyclopedia of references. In my experience as an introductory social psychology teacher, I have found that the overwhelming majority of college freshmen are not looking for a reference book--they are looking for a readable book that they can relate to and that is supported by careful

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## The Making of The Social Animal, Cont.

*(Continued from page 19)*
research not idle conjecture. Furthermore my decision to write only nine chapters was deliberate and non-negotiable. I would write only about those areas of social psychology that I was truly passionate about. If that left me with only nine chapters, so be it.

When they heard that, they dropped me like the proverbial hot potato. They told me that it was all well and good to "write for college freshmen", but it was not college freshmen who ordered textbooks—it was professors. And most college professors would not adopt a book like this. They went on to say that because my book could not possibly compete with "real textbooks" and was too scholarly to be a trade book it would fall between the cracks and perhaps sell a few thousand copies and quickly go out of print. As one publisher put it, "It will sink without a trace!"

One editor (Haywood "Buck" Rogers of the W.H. Freeman Co.) was undaunted. He liked the book. All it takes is one. Freeman published the book in 1972. Much to my surprise and delight, it was an instant success. Undergraduates seem to enjoy it largely because of its personal style and its relevance to their lives. One reviewer, writing in *Contemporary Psychology*, called it "a masterpiece." Another reviewer, writing in *Contemporary Sociology* called it "a rare gem of a book." APA gave it its National Media Award for books. Thirty years later, it is in its 8th edition and still going strong. It has been translated into 16 foreign languages.

During the cold war, it was particularly popular in Eastern European countries such as Poland and Hungary. In my travels behind the iron curtain in the 1980's, to my astonishment, I was treated like a celebrity—more like a rock star than a professor! As I got to know some of the people well, I learned the reason: In Poland and Hungary, *The Social Animal* was being widely read not just by psychologists by a great many ordinary citizens. It had become important for them because it provided them with a clear and useful understanding of what they were experiencing in terms of propaganda, self-justification and the dynamics of power.

There *is* a sense in which the major publishers were right. In this country *The Social Animal* is not among the most widely adopted social psychology textbooks—largely because it *is* professors who order books, not students. And most professors believe that a textbook should include the requisite 15 chapters, cover all the traditional topics, and that it should be written in a formal style. Don't get me wrong; I have nothing against a text with 15 chapters. Indeed, a few years ago, I finally broke down and co-wrote one myself! But I don't think a scholarly text needs to be written in a formal style. Rather, I believe that if a textbook is going to be effective in inspiring students, it should be both scholarly and written with real passion--the kind of passion that will occasionally break out of the confines of formal writing. To paraphrase Gertrude Stein's advice to the young Ernest Hemingway, it should read as if the writer had just discovered the material for the first time—and can't wait to share it with the reader.

And that is why, for me personally, the most gratifying aspect of having written *The Social Animal* is that, at psychology conventions, I am frequently approached by strangers (in hotel lobbies, elevators, bars, and even meeting rooms!) who tell me that it is largely because of having read that book as an undergraduate that they made the decision to become a social psychologist. I can think of no higher praise. ■

## Nisbett Elected to National Academy of Sciences

SPSP member Richard E. Nisbett, University of Michigan, was elected to membership in the National Academy of Sciences (NAS) in April, 2002. He is the Theodore M. Newcomb Distinguished University Professor, co-director of Michigan's Culture and Cognition Program and a senior research scientist at the Institute for Social Research. NAS members are elected in recognition of their distinguished and continuing achievements in original scientific research. Members of the NAS, a private organization of scientists and engineers, act as official advisers to the federal government on questions involving science and technology, and election to the Academy is considered one of the highest honors a scientist can receive. Early in his career, Nisbett studied the way people perceive the causes of their own behavior. "It turns out that we are often remarkably blind as to why we make the judgments and choices that we do," he says, "not for motivational reasons necessarily, but just because we don't have access to the machinery of our minds." His recent work on reasoning compares East Asians with Westerners, finding that the origin of many cognitive differences lies in the different social structures characteristic of Eastern and Western cultures. His cultural research has focused on "cultures of honor," including the Southern and Western United States. Raised in El Paso, Texas, Nisbett notes that his intuitions told him that males from the U.S. South and West were inclined to violence in a variety of situations dealing with protection of reputation and property. His subsequent research culminated in a book co-authored with Dov Cohen, *Culture of Honor: The Psychology of Violence in the South*. His latest book, *The Geography of Thought: Why We Think the Way We Do* is forthcoming from the Free Press. (*reporting in part from a University of Michigan press*

# Passings

*With this issue, we inaugurate a section of very brief obituaries of psychologists of interest to members of SPSP. If you wish to contribute an obituary, or bring our attention to people we have overlooked, please e-mail the editors, and we will be happy to include them.*-The Editors

### Steve Hinkle, October 2001

Steve Hinkle received a Ph.D. from the University of North Carolina in 1975, and spent most of his career at Miami University of Ohio, with visiting positions at the University of Kent, Canterbury and Cambridge University, England. Prof. Hinkle's research emphasized intergroup processes, particularly the relationship between identification with a group and prejudice and individualism/ collectivism and acculturation.

### Ivan Steiner, December 2001

Ivan D. Steiner, received a Ph.D. from the University of Michigan, and taught at the University of Illinois and the University of Massachusetts. He served as editor of Journal of Personality and Social Psychology, and was named Distinguished Scientist by the Society of Experimental Social Psychology in 1982. Steiner was one of the most influential social psychologists of the 1960's and 1970's, studying group productivity (e.g., social combination theory) and wrote the influential *Whatever happened to the group in social psychology?* (*JESP*, 1974).

### Shelley Duval, February 2002

Thomas "Shelley" Duval received a Ph.D. from the University of Texas in 1972, and spent his entire academic career at the University of Southern California. He is best known for his research on objective self-awareness (OSA). He authored three books: *A Theory of Objective Self-Awareness* (1972, with Wicklund); *Consistency and Cognition* (1983, with V. Duval); and *Self-Awareness and Causal Attribution* (2001, with Silvia). The OSA book is a classic in experimental social psychology; it inspired substantial research on self-focused attention in motivation, self-regulation, and psychopathology.

### Neal Miller, March 2002

Neal E. Miller received a Ph.D. from Yale University in 1935. After psychoanalytic training in Vienna, he spent 30 years on the faculty at Yale, and 15 years at Rockefeller University before eventually returning to Yale in 1985. Professor Miller was one of the first to study social imitation; he was an inventor of biofeedback and a founder of behavioral neuroscience and behavioral medicine, a member of the National Academy of Science, President of APA, recipient of the APA Distinguished Scientific Contribution Award, and the National Medal of Science. Prof. Miller's contributions to social-personality psychology include the pioneering classic *Frustration and Aggression* with Dollard, Doob, Mowrer and Sears.

### Elizabeth Douvan, June 2002

Elizabeth "Libby" Douvan received a Ph.D. from the University of Michigan in 1951, and stayed there for the rest of her professional life, in Psychology and the Institute for Social Research. Prof. Douvan served as the founding president of Division 35, Psychology of Women, and helped establish one of the nation's first women's studies programs at Michigan. At ISR, Prof. Douvan helped conduct two national surveys, which documented the shift from taking satisfaction from established roles and toward satisfaction from self-expression and self-fulfillment, and the growing acceptance of divorce, published as "The Inner American" and "Mental Health in America". Prof. Douvan was co-author of "Operation Mind," a 1952 pamphlet that attacked the House Committee on Un-American Activities.

### William Ryan, June 2002

William Ryan received a Ph.D. in psychology from Boston University in 1958, and spent most of his career in the Department of Psychology at Boston College. After a long history of social activism, in 1971 he published *Blaming the Victim* which had a profound impact of psychology, sociology, social welfare, and public policy. This book remain highly controversial today, some thirty years later *Blaming the Victim* is still in print, one of the all-time academic bestsellers. The ideas in *Blaming the Victim* continue to affect research in social justice, coping, and prejudice.

### Michael Argyle, September 2002

Michael Argyle studied Moral Science and Experimental Psychology at Cambridge University, and spent the rest of his career at Oxford University. The author and editor of more the 40 books, he studied and wrote about the psychology of happiness, social competence, non-verbal communication, interpersonal relationships, social class, the psychology of religion and the social psychology of work. Two of his works were declared Citation Classics by *Current Contents*: " Eye-contact, distance, and affiliation" (with J. Dean, *Sociometry*, 1965) and *The Social Psychology of Religion* (1975, with B. Beit-Hallahmi). The influential 1967 *Psychology of Interpersonal Behaviour* is still in print in a 5th edition.

### Charles A. Kiesler, October 2002

Charles A. "Chuck" Kiesler received a Ph.D. from Stanford University in 1963. He was best known as an administrator, serving as Chair at the University of Kansas (1970-75), APA Executive Officer (1975-1979), Professor and Dean at Carnegie Mellon University (1979-1985), Provost at Vanderbilt University (1985-1992) and Chancellor at the University of Missouri-Columbia (1992-1996). Kiesler wrote or co-authored three significant books in social psychology: *Conformity* (1969, with S.B. Kiesler), *Attitude change* (1969, with Barry Collins & Norman Miller), and *The psychology of commitment* (1971). While working as an administrator, Kiesler also wrote several influential books on institutionalization and health management policy.■

# The Control Agenda in Canada's Governance of Ethical Review of Human Research

*Editors' Note: The following was commissioned by the Editors, and is longer than the typical Dialogue contribution. It continues a series of IRB-related articles which include Deiner (Fall, 2001) and Penner (Spring 2002). We continue to encourage further dialogue on human participation and ethical issues; please consider lending your voice to these concerns.*

*By Clive Seligman and Richard M. Sorrentino*[1]

The *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* is the supreme research ethics document in Canada. Generally speaking, it is a well-intentioned, sincere, sensitive, thoughtful reflection on the problems and concerns regarding the ethical treatment of human subjects[2] in research. But its birth was painful and its labor long. The first draft shocked the research community into action and individuals, professional and academic associations, and university administrators responded with an unprecedented number of critical comments and suggestions for revisions. Indeed, so activated was the community of researchers that the second draft was forced to further revision. The final document, published in July, 1997, was one that most researchers thought they could live with. However, what many of us failed to realize was that the document was not just a treatise on good, ethical practice but was also a potential blueprint for increased control over the research we could do and how we could do it.

The 1997 Statement replaced the separate ethical guidelines that had been used previously by each of our three major, federal, granting agencies. It was not obvious why it was felt that: a) medical research, b) science and engineering research, and c) social science and humanities research needed to be brought under one umbrella of ethical scrutiny. But a consideration of the reasons for the integration of the ethical review processes of the granting agencies illustrates the abstract and, sometimes, incoherent reasoning that is so evident throughout the document.

The stated reasons for the integration included the beliefs that fundamental ethical issues and principles transcend disciplines, and that a harmonizing of Research Ethics Boards (REBs, called IRBs in the US) across disciplines would be bureaucratically and educationally more effective. Oddly, the increased protection of human subjects was *not* mentioned as one of the reasons! Moreover, no evidence was presented that showed the old way was problematic in the first place. Indeed, true to the natural reluctance of Canadians to offend anyone, the statements on the need for harmonization and adherence to common principles were followed by a recognition that, "The effective working of ethics review -- across the range of disciplines conducting research involving human subjects -- requires a reasonable flexibility in the implementation of common principles. The Policy therefore seeks to avoid imposing one disciplinary perspective on others." Thus, although it is not clear that the *Tri-Council Statement* has increased public safety, it is evident that Canadian researchers are under more scrutiny and control than ever before, because a bigger bureaucracy, with more rules, has been created. We don't want to suggest that increased control per se was the driving motive of the Tri-Council, but we do want to suggest that that is one of the real outcomes of their new ethics statement. And therein lies a potential threat to free inquiry. We will describe four examples.

**1**. First, many REBs are asked to judge the scientific validity of research in order to consider whether the benefits expected outweigh the harm. In the new ethics forms developed at our university this past summer, investigators are asked to provide details on the scientific justification of the research, the strengths and weaknesses of the design, the analysis of the data, the justification of the sample size, and the sample size power calculation. This is the case even for research that has been peer reviewed and funded by one of the Tri-Councils!

Giving members of an ethics review board the authority to second guess the expert opinion of the grant review panel is not only absurd but opens the door to abuse. A study by Ceci, Peters, & Plotkin (1985) many years ago demonstrated that the decisions of ethics committees are influenced by the purpose of the research. In their study of actual IRBs, they showed that judgments of the ethical acceptability of the procedures of a study varied with the expected outcome of the study, even though the method section was held constant across conditions. Ethics review boards should concern themselves with the protection of subjects only, i.e., they should ask the question, 'Does the research violate any of the subject's rights?'

**2**. Second, we are, of course, required to provide informed consent regarding the tasks the subjects are expected to complete, anonymity guarantees, and the like. No argument. But now we are also directed to ask our subjects at the end of the experiment, after they have been fully debriefed, whether they want their data used by the researcher. Let us be clear. We are not talking about permission to reveal personal information or to identify which subject provided which data points. We are asked to obtain permission from the subject to use his or her data in the data

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# Canada's Ethical Review of Human Research, Cont.

*(Continued from page 22)*
analysis. Thus, experiments that study hypotheses, theories, or applications that the subjects may object to may be put in jeopardy by selective withdrawals from different experimental conditions. In extreme cases, this would be tantamount to giving subjects a veto over which research could be carried out, even though there were no ethical problems of harm associated with any of the procedures. Should investigators be obligated to match any potential or hypothetical political implication of their research with the political inclinations of their subjects?

**3**. Our third example is a good illustration of Lou Penner's (2002) warning about the local REBs' idiosyncratic interpretations of the rules. Although the Tri-Council Statement is silent on the advertising of payment for research participation, our local non-medical REB, for many years, has refused to allow investigators to advertise how much money subjects will be paid. Participants were allowed to call to find out, and payment information is part of the informed consent form, but ***the amount must not be placed in the ad***. The REB's rationale is that money is coercion, and coercion is bad.

As a member of the local REB, and wanting evidence to argue with the REB, Dick Sorrentino wrote to members of the SPSP list to canvass their opinions and university's policies on this issue. All of the 26 respondents who replied were in favor of advertising the amount paid to participants, and many were quite emphatic about it. All disagreed that money is by definition, coercion. Only one person said that their university's IRB looked upon money as coercion, but even so, they were still allowed to advertise the amount.

Most of the arguments centered on informed consent. That is, participants should be fully informed about the payment amount and should not have to take extra steps to find out. For example, one respondent wrote, "I believe that most people would like to know how much they will be paid before they call for further information. As researchers we have an ethical obligation to avoid wasting people's time, and flyers with insufficient information have the potential to waste the time of everyone who would consider the compensation insufficient."

Many respondents disagreed that money is coercion. For example, one person said, "this seems utterly absurd. By these standards, if I pay a college student as a babysitter I'm coercing her into babysitting. It is just fair payment for services rendered. Coercion refers to the use of excessive compensation intended to entice people to do something they would not otherwise be willing to do (out of fear, moral objection, or essentially any other reason beyond 'it's not worth my time')."

Some discussed the ethics of ethics committees. "They are depriving investigators of the opportunity to conduct valuable scientific research and preventing research participants from making money for their time and effort. To try to induce research participants to provide services for nothing when they could have been paid is also unethical."

One person suggested using arguments from compliance research. "It's more harmful to get people to call you and then tell them the incentive -- because in that context (on the phone, where on the spot, they have to decide yes or no) you're more likely as a person to be vulnerable to heuristics, to giving into something flashy and attractive, even if on more deliberation you might think more about it and have decided differently."

Dick summarized the results of this survey to Western's REB, and suggested that we might be the only one in North America that disallowed payment advertising. After considerable discussion, the REB decided to allow payment information to be included in the ad, if several conditions were met: 1) studies pose no more than minimal risk to participants, 2) the amount of compensation for the particular study does not exceed a total of $20 plus compensation for out-of-pocket expenses, 3) the compensation component of the ad is not highlighted or enhanced in any way so that it becomes the focus of the ad, 4) the ad also contains the amount of time required for participation in the study, 5) participants come from non-vulnerable adult populations. Notice that only point 3 regarding the look of the ad is relevant to the question of advertising. Every other requirement would have been assessed during a standard ethical review.
It appears to us that these limitations were listed primarily to assert who the boss is and do not add a scintilla of additional ethical protection to subjects. And, oh yes, the policy must be reassessed in one year!

**4**. As a final example, two of our colleagues in the sociology department were engaged in a health research project in which one of their goals was to assess the adequacy of the current method for calculating life expectancy for native Canadians. The research was funded by the Social Sciences and Humanities Research Council (one of the tri-councils) and one of the partners in the research was the federal Department of Indian Affairs. The investigators' idea was to match death statistics with persons listed on the Indian Register. These data are kept by another federal agency, Statistics Canada, which initially was also interested in the accuracy of life expectancy figures.

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# Canada's Ethical Review of Human Research, Cont.

*(Continued from page 23)*

The research got hung up because Statistics Canada felt that it would be unethical to check whether newly dead people were listed on the Indian Register, without obtaining permission. Permission! From whom? Unless the silence of the dead is taken as agreement, there is a problem. Apparently, it was not possible to budge Statistics Canada on this point.

As the "negotiations" between the researchers and Statistics Canada unfolded, the researchers began to realize that the issue was hypersensitivity on the part of Statistics Canada to doing research with native populations. One need only read the *Tri-Council Statement* section on research with aboriginal communities to realize the political sensitivity of such investigations. The researchers ultimately decided against conducting this aspect of their research.

Unfortunately, the situation may worsen in the future. The Tri-Council has now decided that the implementation of the 1997 Statement must be systematically policed and standardized across all institutions where research is conducted. Working behind the scenes without the full knowledge of the research community, various federal agencies, vying with each other for control of the research ethics industry, are making plans for accrediting the REBs. According to *The Society for Academic Freedom and Scholarship* which has examined the available documents the current plan:

- does not establish any need for a national governance system
- does not make it clear that there will be any benefits to researchers
- provides no assessment scheme to document the benefits to public safety
- uses a medical research model which is not applicable to research in general
- is unclear on even the mechanics of accreditation and national governance
- aims to extend coverage to private sector research, again with no justification
- suggests that socially desirable outcomes are the aim of research
- has been developed by a top-down process driven by insiders and bioethicists
- has had no meaningful input from the community of individual scholars
- continues to download the expenses to the local institutional review boards
- seems guided by the premise that more control is inherently good

As Yogi Berra said, "It's deja vu all over again." Whether Canadian researchers will mobilize once more to protect their interests and be successful in limiting the 'damage' is unknown at this time.

**Endnotes**

[1]Order of authorship is alphabetical

[2]The Tri-Council deliberated on what to call the people who sign up for experiments, and chose the term subjects over participants. It is tempting to conclude that the real purpose here was to reaffirm that Canadians really are different from Americans.

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***SPSP encourages you to vote in the APA Presidential election — Please help put another scientist in this office!***

## RAND: Research in the Private Sector, Cont.

*(Continued from page 25)*

Another way in which working at RAND is distinct from working in an academic setting is that research at RAND tends to be applied rather than theory-focused. For psychologists at RAND, theory is most often a powerful tool for developing innovative solutions to complex problems rather than the topic of research. Because RAND is problem-focused, researchers here often see their findings applied immediately to areas of social concern. For example, the Oakland Police Department is planning to use my research on community-police relations to revise officer training practices and guide implementation of racial profiling policies. Having opportunities to exert direct influence on policy and decision-making is one of the great benefits of working at RAND and provides a heightened sense of purpose for conducting my daily work. RAND affords me a unique opportunity to apply psychological findings and thought to help address some of society's most challenging issues.■

# RAND: A Unique Opportunity For Conducting Psychological Research In The Private Sector

*By Steven C. Martino*

What is it like to work at a public policy think tank? What kind of research do people do at RAND? What are the backgrounds of researchers who work there? Is it like holding an academic position? These are some of the questions that I was asked during my poster presentation at the 2002 SPSP conference in Savannah. Although I expected to be answering questions about my research, I spent most of the poster session (and the happy hour that followed it) answering questions about RAND. These questions did not surprise me, considering that two years earlier, at the first annual SPSP meeting, I was the one eagerly asking these same questions of someone who is now my colleague at RAND.

At that time, I was a graduate student at the University of Minnesota where my training was heavily focused on basic research but also emphasized and provided opportunities for interesting applications of social psychological theory. At Minnesota, I was conducting research on health behavior and decision-making, stereotyping and prejudice, and the self-concept. I was anticipating a traditional academic career, but was also exploring opportunities for conducting applied research at a few private sector organizations. Learning about RAND convinced me that a research job outside of academia could be just as rewarding and stimulating as a career as an academic psychologist.

The thing that impressed me most about RAND is the exceptional diversity of its research. In addition to helping the United States military address issues of national security, RAND researchers apply their disciplinary, technical and analytical expertise to a broad range of domestic social and economic problems, working to inform policy decisions in areas such as health, public safety and justice, education, labor and population, science and technology. RAND serves the public interest by communicating its research to the broadest possible audiences, especially to policy-makers, scholars, and the media. In addition to books, reports, and journal articles, RAND makes its work accessible through congressional briefings, testimony, speeches, and commentaries.

Forty of the more than 600 full-time researchers at RAND are Ph.D. psychologists, including 15 social psychologists. RAND psychologists work in multidisciplinary collaborative teams, bringing psychological theory and strong methodological skills to bear on some of our nation's most pressing problems. For example, in my research I am studying community members' perceptions of bias-based policing; examining how exposure to alcohol advertising impacts the alcohol-related beliefs of children; applying social psychological theories of health behavior to understand the treatment decisions and behaviors of primary care providers; and identifying the antecedents and long-term consequences of adolescent drug use. Psychologists with a background in personality work on similar issues, as well as development of tests and measures relevant to key policy issues. RAND measures of physical and psychological functioning are well known among applied researchers.

The majority of my days are spent designing studies, collecting and analyzing data, preparing research manuscripts, attending seminars, job talks, and brown bag lunches, and writing research proposals. In fact, much of my daily work life is indistinguishable from that of an academic psychologist. Like university professors, RAND researchers have autonomy in deciding what research agendas to pursue and what type of career path to follow. RAND researchers are salaried. Our funding comes mostly from U. S. governmental agencies, including the National Institutes of Health, and foundations. Although RAND does not have a tenure system, promotions are based on many of the same criteria that are used to evaluate the success of academic researchers: publishing in peer-reviewed scientific journals, securing external funds for research, and institutional contributions. There are even opportunities to teach at RAND and to work with graduate student research assistants. RAND has a graduate school that awards Ph.D.'s in public policy. A survey course in behavioral science focuses on social psychology and is taught regularly by RAND psychologists. In addition, RAND is strongly affiliated with local universities such as UCLA, with some staff holding joint appointments.

Although RAND has many similarities to academia, there are important differences as well. Researchers at RAND conduct their research in multidisciplinary teams. In my own research, I collaborate effectively with sociologists, economists, statisticians, political scientists, anthropologists, and physicians. This routine interdisciplinary collaboration is part of what makes RAND such a stimulating and challenging environment in which to conduct research. The RAND collaborative structure regularly exposes researchers to multiple perspectives on social policy issues and facilitates building research in new areas. Because of the collaborative nature of work at RAND, it is essential to build collegial relations with other researchers and to find areas of mutual interest. At any given time there are hundreds of ongoing projects on diverse topics, providing researchers with lots of possibilities for extending their research purview.

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# NIH RFA For Exploratory/Developmental Grants In Social Neuroscience: A Great Success

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

In September 2001, NIH released a Request for Applications (RFA), inviting applications to examine the neural processes involved in social behavior within the framework of the exploratory/developmental grant mechanism (reported in the Fall 2001 Dialogue).

The intent of this RFA was to act as a catalyst for a newly emerging area of interdisciplinary research merging social/personality/affective psychology with neuroscience in order to elucidate fundamental mechanisms of social behavior. The hope was that the RFA would encourage innovative new directions in this area, facilitate new cross-area or cross-disciplinary collaboration, and help increase the number and quality of researchers in this interdisciplinary area.

The RFA was successful way beyond our expectations. NIH received a total of 90 wonderfully diverse applications that spanned the full range of work in this area. The research proposals addressed questions in Developmental Psychology, Clinical Psychology, Social Psychology (ranging from Social Cognition, Interpersonal Relationships, Motivation, etc.), Personality Psychology, Cognitive Psychology, Psychoimmunology, Psychopharmacology, and Animal Cognition and Behavior. It also included work with many different populations, from children to clinical and normal human samples, to voles, nonhuman primates, rats, mice, rhesus monkeys, and more.

Of course, the review of all this diverse set of applications presented a special challenge, not only because of the breadth of expertise needed, but also because most of the researchers who work in this area were in one way or another related to an application (either as PIs or consultants). However, the review panel was a wonderful group of people who performed a truly Herculean task of pooling their resources and various areas of expertise. They did a superb job evaluating the applications, as well as providing the PIs with excellent feedback on their proposed work. Special thanks also are due to John Cacioppo who consulted in the organization of this group and presided over and greatly facilitated the committees functions.

The money set aside for the RFA allowed NIH to fund the 10 best applications, which are as follows:

*The RFA was successful way beyond our expectations. NIH received a total of 90 wonderfully diverse applications that spanned the full range of work in this area.*

Carver, Leslie; Ph.D.; "Neural Basis of Social Cognition in Early Childhood"; University of California, San Diego; funded by NICHD

Eberhardt, Jennifer; Ph.D.; "Development of Race Bias in Face Recognition"; Stanford University; funded by NIMH

Gorman, Jack; Ph.D.; "Neural Circuitry of Social Behavior in Bonnet Macaques"; New York State Psychiatric Institute; funded by NIMH

Hooley, Jill; Ph.D.; "The Neural Correlates of Criticism and Praise"; Harvard University; funded by NIMH

Ito, Tiffany; Ph.D.; "Conflict Monitoring and the Control of Prejudice"; University of Colorado; funded by NIMH

Kanwisher, Nancy; Ph.D.; "Understanding Other Minds; fMRI Investigations"; Massachusetts Institute of Technology; funded by NIMH

Kelley, William; Ph.D.; "Functional Anatomic Studies of Self-Knowledge"; Dartmouth College; funded by NIMH

Lieberman, Matthew; Ph.D.; "The Role of Anterior Cingulate Cortex in Neuroticism and Social Cognition"; University of California, LA; funded by NIMH

Mendoza, Sally; Ph.D.; "The Role of the Somatosensory Cortex in Affective Social Relationships"; University of California at Davis; funded by NIMH

Wang, Zuoxin; Ph.D.; "Adult Neurogenesis, Amygdala, and Social Attachment"; Florida State University; funded by NIMH

As can be seen from the titles, the funded applications reflect the diversity of topics and research areas of the range of submitted applications. It should be noted that while under the RFA only 10 of the applications could be funded, many others are currently in the process of being revised and will be resubmitted to NIH as part of the regular grant application cycle.

In short, we feel that the RFA was a success beyond simply the applications that were actually funded this round, because it also put many others in the pipeline. Moreover, while NIH does not anticipate another initiative in this area in the immediate future, NIH will continue its long term commitment to strongly support work in Social Neuroscience. ■

# An Overview of the National Institute of Justice

*By Akiva Liberman*
*National Institute of Justice*

The National Institute of Justice (NIJ) is the research, development, and evaluation agency of the U.S. Department of Justice and is the only Federal agency solely dedicated to researching crime control and justice issues. NIJ's mission is to inform policy and practice to prevent and reduce crime, improve law enforcement and the administration of justice, and promote public safety. Within NIJ, the Office of Research and Evaluation funds social science research concerning crime and justice. NIJ's Office of Science and Technology primarily funds research involving the technology and forensic sciences.

*What kind of social science research does NIJ fund?*

The social science research funded by NIJ consists of applied research, program evaluation, and basic research on criminal behavior. NIJ's mission, organizational location, and primary funding partners tend to make applied research and evaluation more central than basic research.

NIJ-funded researchers come from academia, policy research organizations, and state and local agencies, and from a variety of disciplines including criminology, sociology, economics, and psychology. One social psychologist funded recently from our 2001 solicitation on Examining Minority Trust and Confidence in the Police is Tom Tyler. In 1999, NIJ published a guideline to eyewitness testimony drawing on Gary Wells's research.

In recent years, the Office of Research and Evaluation has had one annual open research solicitation (i.e., RFP), typically in January, for "Investigator-Initiated Research" totaling about $3M of funding. NIJ also awards Graduate Research Fellowships (i.e., dissertation grants) of $15,000, and small grants for secondary data analysis of NIJ data sets. NIJ also issues directed solicitations for research on specific topics. Recent topics have included: School Safety; Community Prosecution; Drug Court Research and Evaluation; Research on Sexual Violence; Crime Mapping Research; the Utility of the Bureau of Alcohol Tobacco and Firearm's Youth Crime Gun Interdiction Initiative; Crime and Justice Research and Evaluation: American Indian and Alaska Native Issues.

As you might expect, external validity carries considerably more weight in NIJ's funding decisions than in mainstream social psychology. Although experimental designs are valued, they are rare; we often fund quasi-experimental studies. Laboratory analogues to real-life situations are rarely used.

Both criminal justice practitioners and researchers have input into NIJ's research priorities and participate in reviewing proposal and research reports. NIJ publications are used to disseminate research findings, particularly to policy and practitioner audiences.

Incidentally, while NIJ is OJP's primary research agency, two sister agencies also conduct research: The Bureau of Justice Statistics compiles criminal justice statistics, conducts surveys including the National Criminal Victimization Survey, and is the source for many news stories quoting "Justice Department reports" on issues such as recent increases in the number of prisoners in the U.S., or how much crime has fallen (or risen) lately (http://www.ojp.usdoj.gov/bjs/). In addition, the Office of Juvenile Justice and Delinquency Prevention primarily funds programs, but also has a research mission relating to delinquency and juvenile justice (http://ojjdp.ncjrs.org/).

*My role at NIJ.*

NIJ's social scientists generally reflect the interdisciplinary mix found in criminology: Most are criminologists and sociologists by training, alongside several Ph.D. psychologists, and the occasional economist or political scientist. I am currently the sole social psychologist.

Since joining NIJ in 1999, I have been NIJ's primary juvenile crime and juvenile justice person. My role is split between scientific review and the development and monitoring of research. On the scientific review side, I am involved both in the review of proposals and of final research reports. NIJ's proposal review process includes both external peer review and internal scientific review. We also conduct both internal and external review of the final research reports required from all grants. These reviews then inform NIJ's decisions about whether to publish directly. Of course, we also encourage NIJ grantees to publish in peer-review journals. Final research reports are also generally made publicly available through the National Criminal Justice Reference Service (http://www.ncjrs.org/). (NIJ also requires research grants to submit public-use data sets, which are archived at the National Archive of Criminal Justice Data at the University of Michigan, at http://www.icpsr.umich.edu/NACJD/.) I have also been involved in coordination and scientific review with other federal agencies concerned with youth violence research, though interagency workgroups.

At any time, my grant portfolio, which is fairly typical, has generally consisted of 25 to 30 grants, mostly concerning juvenile crime, delinquency, and violence, and the justice system's response, although also including a smattering of other things including some public opinion research. These are mostly $100 -- $300K grants, although they also include small dissertation grants and secondary data analysis grants, as well as a large longitudinal study, the Project on Human Development in Chicago Neighborhoods, which consists of a study of Chicago neighborhoods integrated with a longitudinal study of youth in neighborhoods stratified on SES and racial composition.

More information about NIJ, publications, and solicitations is available at http://www.ojp.usdoj.gov/nij/, or from me at libermaa@ojp.usdoj.gov, or at (202) 514-2919.■

# SPSP's Inaugural Service Awards

## New awards Go to Breckler, Chemers, Latané, and Rhodewalt

*By Jim Blascovich*

At its most recent winter meeting the Executive Committee inaugurated service awards to be bestowed on a regular basis to acknowledge sustained and impactful contributions in two categories: service to the Society itself and service on behalf of personality and social psychology. At its summer meeting, the Executive Committee voted to present two service awards in each category at the upcoming SPSP meeting in Los Angeles during its opening ceremonies.

One of the Awards for Service to the Society will be presented to *Bibb Latané* for his important contributions during the 1970s during which time he served on the Executive Committee as President-Elect, President, and Past-President. Bibb was instrumental in moving the Society to incorporate separately from APA while retaining its status as Division 8 of the APA. This incorporation allowed the Society to admit members outside of the APA and to publish its own journals. Regarding the latter, Bibb led the formidable task of launching *PSPB*. Through the Behavioral Science Laboratory at Ohio State University, he became its first publisher. Both of these actions proved crucial to the intellectual growth and strength of SPSP.

Another of the Awards for Service to the Society will be presented to *Martin Chemers* for his important contributions during the 1980s and 1990s. Marty served in various capacities on the Executive Committee for more than a decade including Managing Editor of the Society's publications, Secretary-Treasurer, and service on the Publication Committee. Marty founded the Society newsletter, *Dialogue*, in the early 1980s and was its first editor. Marty also was instrumental in the development of publishing contracts for *PSPB* that proved financially advantageous for the Society, remain so to this day, and, indeed, kept the Society afloat financially at a time of near bankruptcy.

One of the Awards for Service on Behalf of Personality and Social Psychology will be presented to *Steve Breckler*, Social Psychology Program Director at the National Science Foundation. Steve not only directs one of the best run programs at NSF and argues successfully for its funding, but has encouraged personality and social psychologists to participate in foundation-wide initiatives thereby expanding the external resources available to members of our disciplines.

Another of the Awards for Service on Behalf of Personality and Social Psychology will be presented to *Fred Rhodewalt*. In addition to his duties as current editor of *PSPB*, Fred has made a sustained contribution to the intellectual growth of our disciplines by inaugurating and running the annual Social Psychology Winter conference. This small but discipline-wide conference has met since 1985, attracting over the years many personality and social psychologists. ■

# SPSP Heads West! 2003 Convention in LA

*By Tim Strauman*

Attention all personality and social psychologists: SPSP is Going Hollywood! And we don't mean selling out to the insatiable media machine for 15 minutes of fame, either…no, we're taking the town by storm! The fourth annual conference of the Society for Personality and Social Psychology will take place on February 6-8th, 2003, in Universal City/Los Angeles, California. The conference will be held at two hotels that are immediately adjacent to one another: the Sheraton Universal City and Hilton Los Angeles/Universal City. What better venue to showcase all that our discipline has to offer?

The hotels are situated in the magnificent Hollywood Hills and provide star-studded views of Hollywood and the San Fernando Valley. (Hey, we study people for a living, right?) The famed Universal Studios and the Universal City Walk are close by, as is subway access to downtown Los Angeles. Dining, sightseeing, people-watching, entertainment – it's all there and easily accessible day or night. It's enough to turn a jaded academic into a stereotypic American tourist.

The conference program promises to be the largest and most diverse in SPSP's history. Thanks to an unprecedented number of submissions for symposia and posters, you can look forward to experiencing cutting-edge research presentations. Go there to hear the latest in your field, to discover new ways in which psychologists are thinking about people, or just to see and be seen! As a result of the high esteem in which our discipline is held, we have been able to negotiate favorable rates with both hotels: $155 single/double. Please check the conference website, http://www.conferencesandmeetings.org/spsp.htm, for details regarding conference registration and hotel reservations.

Be sure to make plans early – last year's conference at Savannah was a big hit and this year promises to be even bigger. The hotels are sure to fill up fast, so don't delay. We'll see you in Hollywood! ■

# Announcements

**Sociology Psychology Winter Conference Returns to Park City, Utah**

After a two-year break, the Social Psychology Winter Conference will held in Park City, Utah on January 8-11, 2003. Participants arrive on Tuesday the 7th and leave on Sunday the 12th. The conference location is the Radisson Park City Hotel.

The Social Psychology Program at the University of Utah, hosts of the conference, invite all who are interested in attending to consult the conference web page: *www.psych.utah.edu/social/winterset.html* or to contact Fred Rhodewalt at fred.*rhodewalt@psych.utah.edu* for more information.

**David Myers to Give Keynote Address at Teaching Social and Personality Psychology Pre-Conference**

A first-ever Teaching Social and Personality Psychology Pre-Conference will be held February 6 in conjunction with the annual meeting of the Society for Personality and Social Psychology. David Myers of Hope College, author of Social Psychology and the newly-released Intuition: Its Powers and Perils, will be giving the keynote address. Other featured speakers include Dean Keith Simonton of the University of California at Davis, Dan Cervone of the University of Illinois at Chicago, Randy Smith of Ouachita Baptist University, Mary Kite of Ball State University, Pamela Bacon of St. Olaf College, and Regan Gurung of the University of Wisconsin, Green Bay.

The purposes of the Teaching Social and Personality Pre-Conference are to highlight teaching as an important component of the professional roles of social and personality psychologists, to consider new topics and materials that could be used in teaching social and personality psychology, and to promote thoughtful reflection on teaching social and personality psychology. Neil Lutsky of Carleton College is organizing the Teaching Social and Personality Pre-Conference on behalf of the Society for the Teaching of Psychology.

**New Book**

*The High Price of Materialism* (2002). Tim Kasser. MIT Press.

This book offers a scientific explanation of how our contemporary culture of consumerism and materialism affects our everyday happiness and psychological health. Empirical research is reviewed demonstrating that individuals whose values center on the accumulation of wealth and material possessions face a greater risk of unhappiness, including anxiety, depression, and low life satisfaction. Kasser proposes a theory (and provides supporting evidence) that materialistic values are associated with low well-being because they maintain feelings of insecurity and because they lead people into experiences which poorly satisfy their needs for esteem, connection to others, and autonomy/ authenticity. Finally, he discusses ways we can change ourselves, our families, and society to become less materialistic.

**New Edition in paperback**

*Close Relationships*
Harold H. Kelley , Ellen Berscheid, Andrew Christensen, John H. Harvey, Ted L. Huston, George Levinger, Evie McClintock, Letitia Anne Peplau, and Donald R. Peterson, with a New Introduction by Ellen Berscheid and Harold H. Kelley

From the Introduction to the Percheron Press Edition . . .
We speak for all of the authors of *Close Relationships* when we express our great pleasure in seeing our book back in print again, for we believe its republication reflects the growing importance of the relationship field. We also believe its key messages are as sound and relevant today as they were at the time of the book's initial publication nearly two decades ago.

From the reviews . . .
"The book reflects the expertise of its authors in social, clinical, and developmental psychology . . . scholarly and readable . . . . There is no question that it will become a major source for investigators and students interested in close relationships."
—Sharon S. Brehm in *Science*

A book of singular importance. . . . Kelley and his colleagues . . . have been extraordinarily successful. . . . And as a result of their landmark effort, a science of close relationships seems for the first time to be a real possibility.
—Zick Rubin in *Contemporary Psychology*

ISBN 0-9712427-8-X/paperback/612 pp./July 2002/$39.50

**James McKeen Cattell Fund Sabbatical Awards**

The James McKeen Cattell Fund gives out 4-6 awards each year to academic psychologists who would like to extend their sabbatical leaves. These awards are to supplement the sabbatical allowance provided by the recipients' home institutions, to allow an extension of leave-time from one to two semesters. Up to $32,000 in Salary is offered. Applicants must write a short proposal for the year's work, and get several letters of recommendation. Application materials, requirements for award eligibility, and a list of previous recipients are available at http://www.cattell.duke.edu/. Deadline for Academic Year 2003-2004 awards is December 1, 2002.

**Heider Lecture at Kansas**

Harold H. "Hal" Kelley was the inaugural University of Kansas Heider Lecturer in April, 2002. This series honors the intellectual legacy of Fritz Heider, and is endowed by faculty, alumni, and the gift of royalties from The *Psychology of Interpersonal Relations* from the Heider family.■

# Awards

### Murray Award

The 2003 winner of the Murray award is David Winter. From the letters that the committee received in support of Professor Winter's nomination, it is clear that his research exemplifies many important aspects of the Murray tradition. The committee recognized his seminal contributions to how psychology relates to politics and history, his development of the content analytic methods such as the power motivation assessment system, and his interest in detailed analyses of single individuals such as his brilliant case study of Richard Nixon. As a world-renowned personality psychologist and a pioneer and leader in the interdisciplinary field of political psychology, his work exhibits an unswerving commitment to the study of the individual in context, exemplifying the best aspects of the personological tradition and the legacy of Henry A. Murray. David Winter will be giving his address at the APA convention in Toronto next August.

### Block Award

SPSP is pleased to announce that Dr. Paul Ekman is the winner of the 3rd Annual Jack Block award for Personality Research. The nomination of the award committee (David Funder, Carol Dweck, and Auke Tellegen) was ratified by the SPSP Executive Board at its February meeting. The first winner of this prestigious award was Jack Block (before the award was named), and the second winner was Auke Tellegen. Dr. Ekman's contributions to psychology have been fundamental to a balanced and broad understanding of the biological-evolutionary, cultural, and psychological roots of affect and affect expression. His work has been methodologically innovative as well, as he has provided fundamental insights into such topics as the basic nature of emotions, their cross-cultural generality, their expression, and how these insights can be combined in the aid of applied issues such as lie detection.
Dr. Ekman will present an award address at the 2003 SPSP meeting in Los Angeles, where he will receive a plaque and cash prize.

### Campbell Award

Hazel Markus of Stanford University has been selected as the 2002 winner of the SPSP Donald Campbell Award for Distinguished Scientific Contribution to the field of social psychology. Professor Markus has been a leader in the study of the self. Her noteworthy contributions include work on cultural psychology and adult development that has greatly enhanced our understanding of the relationship between sociocultural environments and psychological structures and processes. As part of this award, Hazel will deliver an invited address at the 2003 SPSP meeting in Los Angeles. The selection committee this year was composed of Leslie Zebrowitz (Chair), Dick Nisbett, and Claude Steele.

### Student Publication Award

The recipient of the 2001 Student Publication award is Antonio L. Freitas of Yale University, for his article (co-authored with Nira Liberman, Peter Salovey, and E. Tory Higgins), "When to begin? Regulatory focus and initiating goal pursuit," published in Personality and Social Psychology Bulletin, January 2002 (vol. 28, pp. 121-130).

Honorable mentions were awarded to Lucian Gideon Conway, III, of Indiana State University for his article (co-authored with Mark Schaller), "On the verifiability of evolutionary psychological theories: An analysis of the psychology of scientific persuasion," published in Personality and Social Psychology Review, May 2002 (vol. 6, pp. 152-166), and to John A. Updegraff of the University of California, Los Angeles for his article (co-authored with Shelley E. Taylor, Margaret E. Kemeny, and Gail E. Wyatt), "Positive and negative effects of HIV-infection in women with low socioeconomic resources," published in Personality and Social Psychology Bulletin, March 2002 (vol. 28, pp. 382-394).

Papers authored by predoctoral students and accepted for publication in

## Publication Committee Report, cont.

*(continued from page 8)*

*Personality and Social Psychology Review* continues to grow at a gratifying rate. The number of submissions to the journal is up. Through July of 2002, the journal had received 52 submissions, versus a total for calendar year 2001 of 67. This represents a healthy growth in submissions that the journal can easily accommodate. The overall rejection rate of the journal is 80%.

There is one important note about *PSPR* that is worth mulling over—and potentially doing something about. Being a new journal, *PSPR* is far from achieving full-penetration in institutional library subscriptions. Many university libraries do not carry *PSPR* because they simply do not know it exists. It would be an obvious resource for faculty and students to have their university library subscribe to *PSPR*. It would also help the society and its members financially to have a greater number of libraries subscribe to the journal. SPSP members can help simply by exploring whether their own university library currently subscribes to the journal, and then requesting that the library subscribe. (I have done so at Cornell University—it only took one email—and the relevant librarian was very happy to put the journal at the top of the list of new acquisitions.) ■

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*News of the Society Since 1986*

## Grappling with Grad Gripes

*(Continued from page 17)*
strategy may not result in advisors receiving feedback, it still may save some students from getting burned.

Some argued that student complaints about faculty were simply too important not to be recorded, even if they weren't shared with the targets of the complaints immediately. Once a critical number of offenses has been recorded, the faculty member may be approached. These records might also be passed to the new GEC chair when the position changes hands so that each new person in the job doesn't have to start afresh figuring out that there is a problem with Professor X (of course, this strategy has unfortunate results for Professor X's students if Professor X becomes the new GEC chair).

One particularly wise respondent with experience in this realm stressed that it's important to remember that many graduate students are young adults and thus may be experiencing many "adult" things for the first time, not to mention that they are dealing with the pressures of graduate school. Problems with advisors may reflect more global problems that GEC chairs may not be able to help with, depending on their clinical skills and their personal philosophy about how involved faculty members should get.

Despite the sticky issues that make grad complaints such a dilemma, the good news is that preventative measures and common sense go a long way. Periodic discussions in faculty meetings about what constitutes good mentorship can clarify expectations and discourage bad habits. These discussions might also include a summary of graduate complaints or persistent problems (without any individuating information) from the GEC chair. Perhaps of equal importance, these discussions expose faculty to the variety of ways that their colleagues handle issues such as authorship, lab meetings, and grant support. After all, many students' expectations about what their advisor should be doing come from comparing notes with friends in other labs. Finally, departments should take care to socialize new faculty members to assure that they are mentored in the art of mentoring by other faculty members who set the best example.■

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***Dialogue* Mission Statement**

***Dialogue*** **is the official newsletter of the Society for Personality and Social Psychology. It appears twice every year, in the spring and fall. Its intended readership is members of the Society. The purpose of** ***Dialogue*** **is to report news of the Society, stimulate debate on issues, and generally inform and occasionally entertain.** ***Dialogue*** **publishes summaries about meetings of the Society's executive committee and subcommittees, as well as announcements, opinion pieces, letters to the editor, humor, and other articles of general interest to personality and social psychologists. The Editors seek to publish all relevant and appropriate contributions, although the Editors reserve the right to determine publishability. Content may be solicited by the Editors or offered, unsolicited, by members. News of the Society and Committee Reports are reviewed for accuracy and content by officers or committee chairs of SPSP. All other content is reviewed at the discretion of the Editors.**

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