The Official Newsletter of the Society for Personality and Social Psychology

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Planning for the Future: A Solvent Society Considers Its Prospects

MEMPHIS—The Executive Committee of the Society meet on the 28th of January, the day after the convention ended, in Memphis. The new President, Harry Reis, presided. The mood was very positive—the convention had 2,400+ attendees, the health of the organization is good, and social-personality psychology is experiencing growth along a number of dimensions.

The meeting began by noting the gains social-personality psychology has made over the last two decades. Many members of the Society have had a substantial impact on science, education, and society. A theme of the 2007 Executive Committee meeting was that now is the time to start thinking about the future and what changes it will certainly bring—as well as what new initiatives the Society should take on. Fortunately, the Society has both the person power and the finances that will allow it to do this kind of work

Membership. At the end of 2006, SPSP had 4,890 members, and we are continuing to grow. Some of this increased rate of growth is due to the requirement of having paid-up dues prior to registration for the Convention. Still, membership in all areas is growing: graduate student membership is up 400 over last year,

undergraduate membership went up 100, and the number of APA co-members has gone up as well.

Budget Report. SPSP had more income and more expenses this year. The Society is growing in its duties and responsibilities. Some money went to Erlbaum to pay for the transfer of *PSPR* to Sage. Despite this, and a couple of other extra expenses this year, SPSP ended with a pleasant surplus. Although surpluses are generally not planned for, if revenues continue, the Society should enjoy another financially comfortable year.

Each year, SPSP subsidizes the Convention, to ensure that the budget can be met. Historically, this has been $25,000 a year, but next year, due to the continued financial success of the conference, this subsidy will drop to $5,000.

Convention

Committee Chair Steve Harkins reported that this year's Convention was another success— an outcome the Executive Committee has nearly come to expect. With 2,400 attendees

New Society Fellows Named

The SPSP Fellows Committee meets yearly to recommend outstanding members for Fellow status in SPSP.

This year's committee—Mark Leary (Chair), Chuck Carver, and Barbara Fredrickson— recommended six stellar contributors to the field for

this honor, and all were unanimously approved for Fellow Status in SPSP by the Executive Committee.

With the Executive Committee's endorsement, the materials for those who are members of Division 8 of APA but not yet Fellows of

APA have been forwarded to the Membership Committee of APA for its annual consideration of Fellow nominations.

Congratulations to these individuals for their designation as SPSP Fellows! ∎

Get Your Kicks on Route 66: SPSP 2008 in Albuquerque, New Mexico

By Julie Norem

You probably think of Albuquerque as a city bathed in 310 days of sunshine a year, decorated in a southwestern palette, surrounded by ancient mountains and accented with Native American art. But did you know that Albuquerque has more than 16 museums featuring everything from dinosaurs to fine art and local cultures to rattlesnakes? That it was voted one of the top 25 arts destinations in the U.S by American Style magazine? That you can take a fabulous Art Deco tour

through the city, walk through an eel cave at the aquarium, or just hang out in Nob Hill, with its eclectic mix of shops, restaurants and clubs? (See *http://www.abqcvb.org/*)

And now, Albuquerque even has the best of personality and social psychology—at least while SPSP holds its 9th annual meeting there, February 7-9, 2008. Paula Niedenthal, currently visiting at the University of Wisconsin, has graciously consented to serve as Program Chair, Jack Dovidio is busily assembling his Presidential Symposium, and preconference

organizers are putting together their offerings. Preconferences will begin the evening of Wednesday, February 6. The Call for Submissions will go out in mid-May, and submission deadlines will be in mid-May (watch the SPSP website and listserv for more information).

We hope that you will get your Personality and Social Psychology kicks at with us at the SPSP meeting in February. And while you're in Albuquerque, don't miss the chance to sing the Route 66 song, while driving on the fabled road itself! ∎

A Solvent Society, *continued*

and a large and vigorous program, there was a lot happening. About 40% of the attendees were full members, and about 60% of attendees were students and post-docs.

The Convention offered a "soft opening", allowing for registration during pre-conferences and for a larger window. Registration went smoothly, without long lines.

Program. Monica Biernat, Program Chair for the 2007 SPSP Convention, reported that competition for the program was fierce. Last year's Program Committee received 107 symposia submissions; this year's received 124 submission. To accommodate this increase, there was expanded programming time, with one more session per day than the 2006 Convention. The key goal of the Executive Committee was to maintain about a 50% acceptance rate of symposia for 2007, which the Program Committee achieved.

There were 1340 poster submissions

this year, up from 1197 for the 2006 Convention. The Program Committee accepted 97% of posters. Of the symposia presenters who could not be accommodated as symposia, 60 presentations became posters.

The Committee strongly enforced the "One Speaking Role" rule. This means that one person may not have more than one speaking role on the program. There are a small number of exceptions, including Awards addresses, the Invited Presidential Symposium, and special invited sessions put on by the Training and Diversity Committees. There is some confusion about what is a speaking role—it includes everything in which one speaks, with the exception of serving as the Chair of a symposium who does not present a paper nor act as a discussant.

The Executive Committee is very mindful of concerns about the consequences of the one-speaker rule, but still endorses it as a way to ensure diversity of content on the program. Should one desire more than one

speaking role, scientists are encouraged to be invited to participate in special sessions put on by the Society committees, or, even better, to win a Society award.

The Society invited officers from several granting agency program officers, who held "open house" roundtable sessions during lunchtimes at the Convention. These meetings were a success, in that several members were able to speak to these representatives one-on-one or in small groups. The granting people were pretty darn busy during their available times.

Travel Awards. Jeff Simpson of the Convention Committee announced there were 258 applicants for travel awards, up by 60 from 2006. The Committee was able to fund only 40, for a 15.5% funding rate. The Committee selected eight people from each graduate year (8 in their first year, 8 in their second year, and so on). A committee of five people reviewed all of the applications—applicants were compared to other applicants within their year. About two-thirds of those funded were female, and about one-

Why Don't We Teach Graduate Students How to Write?

By Paul J. Silvia

Most of us learned academic writing on the street. People learn a lot on the street, but the writing street isn't the tree-lined boulevard where you learned about smooching or the sandy boardwalk where you learned about what follows smooching. The writing street is a grimy slum of shuttered buildings ("For Lease: Owner Didn't Get Tenure"), grad students selling pirated copies of SPSS out of a van, and half-starved I/O psychologists burning old editions of the *Publication Manual* to keep warm. Walk warily.

> *. . . Students are expected to learn writing tacitly while working on their research. This creates a sad cycle of ignorance.*

Why should we learn writing on the street? Are our graduate advisors too bashful to talk about what happens when two clauses come together? Writing is an oddity—graduate programs in psychology do a good job of teaching other professional skills. Let's start with statistics. No one learns statistics on the street: they take at least one undergraduate class in probability and statistics and suffer through at least two graduate classes in statistics. Experts in statistics (i.e., smart people with graphing calculators) teach novices (i.e., we, the crassly ignorant). Students who take two classes will get around 200 hours of structured practice in statistics, according to my graphing calculator; students who take more classes can get around 1000 hours.

Let's turn to teaching. Psychology does a good job of training people to teach.

Fresh-faced grad students cut their teeth on an easy teaching-assistant assignment: they grade a few tests, give a mini-lecture to the class, and coerce false confessions out of suspected cheaters. Students rarely teach their own course without some supervised experience as a TA. While teaching their own course, students typically take a seminar on the teaching of psychology, where they read books about teaching, learn from grizzled teaching veterans, and get feedback about their instruction. Learning to teach, like learning statistics, involves hundred of hours of training.

But how many hours of structured practice did you get in writing? How many times did an expert explain the general principles of writing, give you skill-building assignments, and then provide feedback and criticism? Did you take a class in professional writing? Did anyone ever recommend a book about writing to you? Some people, I've found, received good training in writing during graduate school. These people write well and often, and one suspects that causation lurks beneath this correlation. Most departments, however, lack a graduate class on professional writing: students are expected to learn writing tacitly while working on their research. This creates a sad cycle of ignorance. When they get jobs, students who lack formal training in writing can't give formal training to their students. The grimy writing street becomes more populous with each academic generation.

Psychology ought to do a better job of training the next generation of writers. If you're a grad student at a program that lacks formal training in writing, it's time to indulge in some Protestant Work Ethic clichés: take personal responsibility for pulling yourself up by your bootstraps (for the corporate I/O psychologists) or by your Birkenstock straps (for the pinko social psychologists). Buy some books about writing, read those books, and practice. If you're a professor, think about the formal training at your institution. Add a graduate class on professional writing, but set an enrollment cap: grad students across the university will want to take it. (Professors will take it, too, but "only to observe.") If enough departments teach students to write, the urban planners can redevelop the writing street into something more useful—another sandy boardwalk, perhaps.

Some books about grammar and style:

Hale, C. (1999). *Sin and syntax: How to craft wickedly effective prose.* New York: Broadway.

Zinsser, W. (2006). *On writing well* (30th anniversary edition). New York: Quill.

Some books about academic writing:

Boice, R. (1990). *Professors as writers: A self-help guide to productive writing.* Stillwater, OK: New Forums Press.

Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing.* Washington, DC: APA.

Sternberg, R. J. (Ed.). (2000). *Guide to publishing in psychology journals.* Cambridge, UK: Cambridge University Press.

Paul Silvia is an Assistant Professor at the University of North Carolina at Greensboro. How to Write A Lot: A Practical Guide to Productive Academic Writing is his latest book. He doesn't really own a graphing calculator. ∎

Journal Reporting Practices: Interview with David Resnik, Coordinator of Research Ethics for NIH

By Charles F. Bond, Jr. & David Resnik

Charles F. Bond, Jr., a member of SPSP, is a social psychologist at Texas Christian University. He publishes research on deception. David Resnik is coordinator of research ethics for the National Institute of Health. Trained in ethical philosophy and law, Resnik is well known for his publications on research ethics. Bond has had e-mail correspondence with Resnik about the issues addressed here. On April 2 2007, Bond posed a number of questions to Resnik via e-mail, and Resnik responded. Their questions and answers follow.

Bond: In Psychology, we read a lot about the ethics of experimentation on human subjects, but here we will be discussing ethical issues in the reporting of research. I would suppose that the worst ethical breach in reporting research is to fabricate results from a study that was never conducted. Is that your view? Does NIH take that view?

Resnik: *Fabrication of data is definitely one of the worst things you can do in research, other than violate the rights of human subjects or abuse animals. Fabrication is part of the federal definition of research misconduct, which the NIH has adopted. According to the federal definition, research misconduct is "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting or analyzing research results. Fabrication is making up data or results and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing, or omitting, or interpreting data or results such that the research is not accurately represented in the research record. Plagiarism is appropriation of another*

person's ideas, processes, results, or words without giving appropriate credit (Office of Science and Technology Policy 2000, Available at: http://www.ostp.gov/html/001207_3.html).

Bond: Second most egregious, I think, would be for a social psychologist to conduct an experiment, get unwanted results, discard those results, and report instead concocted results that were never obtained. Is this also considered fabrication? Do you see any difference between this practice and the reporting of "results" from a study that was never done? Does NIH take a position on this matter?

Resnik: *This would probably be falsification (see the earlier definition), or perhaps fabrication combined with falsification. The NIH does not take a position on which is worse (fabrication or falsification), since both actions can adversely affect integrity of research and undermine the public's trust in science. Speaking for myself, I think that the magnitude of the misconduct depends, in part, on the consequences of the act. It is possible, therefore, that a person could do much more harm to science and society by omitting research data than by making up data, especially if the omitted data relates to the safety of a new drug, biologic, or medical device. However, I can also see how it might be much easier for a researcher to accidentally or negligently falsify data through poor data management practices. Scientists routinely exclude problematic data, such as outliers, from their analyses. If you are not careful when you edit and trim your data, you could deceive your audience and commit an act of falsification.*

Bond: It is my impression that very few social psychologists engage in the egregious research reporting practices I mentioned earlier. However, many of them engage in some less heinous,

though still dubious, practices. Often, social psychologists get unexpected results. They then develop an ex post facto understanding of the results. In journal reports, they often represent that they had hypothesized those results a priori. Social psychologist know this as HARKing – hypothesizing after results are known (Kerr, 1999). In your view, is this an ethical issue? What do you think about it?

Resnik: *This is an ethical issue insofar as it relates to honesty in science. HARKing would probably not fit the definition of misconduct, but it seems to be deceptive nonetheless. If you constructed your hypothesis after collecting your data, then you should say so. You shouldn't lead your audience to believe that you developed the hypothesis beforehand, if the opposite is the case.*

Bond: It is also likely that many social psychologists fail to report results that they do not like. They fail, for example, to report non-significant results. In your view, is this unethical? Does NIH take a position on this matter?

Resnik: *If the results are part of the same study, then this would be a form of falsification, which is unethical and against NIH policy. However, if the results are from different studies, this would not fit the definition of research misconduct. I would need to know more why the results are not significant. Was the study poorly designed? Was the sample size too small, etc.? Sometimes there are good reasons to not report results. If the results are worth reporting, and you don't report them because they undermine your pet theory, then I would consider this to be unethical, as it would involve dishonesty and bias in research.*

Bond: I can imagine that there are various forms of suppression – some less serious than others. Suppose a

Call for *PSPB* Editor Nominations

The Publications Committee and the Executive Committee of the Society for Personality and Social Psychology, Inc., have opened nominations for the editorship of *Personality and Social Psychology Bulletin*. The editor's term will be for 4 years. Receipt of manuscripts will begin October 1, 2008 or earlier. The editor's stature in the field should be commensurate with *PSPB'*s high quality and impact; the editor typically holds the rank of professor. Nominations, which may include self-nominations, should be in the form of a statement of one page or less. Submission of a CV is helpful but not required. All inquiries or nominations should be submitted to Richard Petty via email (*petty.1@osu.edu*) or regular mail:

> Richard E. Petty
> Department of Psychology
> Ohio State University
> 1835 Neil Avenue Mall
> Columbus, OH 43210-1222

Review of nominations by the publications committee (Rich Petty, Trish Devine, Randy Larsen) will begin as nominations are received, with initial deliberations for recommendations to the Executive Committee beginning June 1, 2007. ∎

Resnik Interview, *Cont.*

(Continued from page 4)
social psychologist conducts several experiments. Suppose the social psychologist doesn't find any significant results or finds a complex pattern of results that cannot be understand. As a result, the social psychologist never submits any of those results for publication. Is this an ethical matter?
Resnik: *Maybe, maybe not. It depends on the facts. Is the psychologist suppressing data to prevent the propagation of errors or mislead people?*

Bond: Suppose the social psychologist conducts five experiments. The first experiment does not yield significant results, but the other four do. The social psychologist reports the four latter studies and their significant results, while never mentioning the first study. In your view, is this unethical? Does NIH regard as unethical?
Resnik: *Again, this would depend on what exactly went wrong with the unreported experiment. Reporting all of your results—even the ones you believe are insignificant—is always that most forthright thing to do. A researcher may decide to exclude results that he deems insignificant from the analysis, but if he does this, he should say so. The goal is to make your methodology and reasoning transparent to the reader. They need to*

know what you did, how you did it, why you did it, and what you think it means.

Bond: Suppose the social psychologist conducts only one experiment. S/he gets significant findings on certain measures, but not other measures. S/he publishes her significant results along with a footnote mentioning that there were other measures that did not show significant results. Is this unethical?
Resnik: *No, I think this is okay, as long as the unreported data are available to other researchers, and she has a good scientific reason for not reporting them.*

Bond: What if the footnote is omitted?
Resnik: *That would be unethical, in my judgment.*

Bond: What if a journal editor instructed the social psychologist not to report non-significant findings? Does this have a bearing on the ethical issue?
Resnik: *Yes, because it places some of the responsibility on the journal editor. Publication space is tight, and editors often ask authors to cut down their articles. One way to get around this problem is to post supplemental material on a website or make it available upon request. If an author really objects to not publishing these findings, he or she could always withdraw the publication and seek publication in another journal.*

Bond: Are there ways to impose

sanctions against scientific misconduct? If so, please describe them. To whom would these sanctions apply?
Resnik: *If you are caught committing misconduct on a grant from a federal agency, the agency may take away your privilege of receiving federal funding for an indefinite period of time. Your own institution may also take action against you: you could lose your job, etc. In some rare cases, you might face criminal charges that could lead to a hefty fine or imprisonment.*

Bond: Do you have any recommendations for social psychologists who want to see an improvement in journal reporting practices?
Resnik: *Strongly encourage your journals to develop policies and procedures pertaining to research integrity. The International Committee of Medical Journal Editors has developed policies that have been adopted by hundreds of biomedical journals. Social psychologists should follow their example.*

Slaying the Witch King: Androcentrism in Psychology, and the Seven Habits of Anti-Normative People

By Peter Hegarty

Tolkein's *Lord of the Rings* is not rich in feminist parables. Beyond the elvish nobility and a very large spider, female characters are peripheral to the much-sung action on Middle Earth. However, gender and language intersect in Tolkien's world as in ours. Among the evil servants of Mordor, the Witch King, is perhaps the most terrifying. An ancient spell protects him from all living men, but just as his power seems unstoppable, the Rohan warrior Éowyn throws off her disguise, cries *No living man am I! You look upon a woman,* and kills the Witch King. The 1000-year old protective spell had depended upon an unacknowledged assumption, and the Witch King's seemingly immutable power was revealed to be as fragile as that of any living person.

For a social psychologist who studies marking in language use, Éowyn's story is a delight. But it bears remembering that Éowyn dressed as a boy to go to battle because women were forbidden from doing so. Both Tolkien's forces of evil and of good have profited from diversity training. Back on earth, well-intentioned psychologists also routinely think, write and behave in ways that are as unthinkingly *androcentric* as the Witch King's spell, by conflating the identities of 'men' 'males' and 'boys' with larger categories of adults, people and children. This article attempts to describe and undo androcentric thinking in psychology.

Androcentrism in Psychology

A wealth of feminist work has explored the tendency to conflate 'men' with all in fields like mental health (Broverman et al., 1970) and stereotyping (Eagly &

Kite, 1987). Psychologists conducted experiments to show that 'he' and 'man' were not neutral terms (Hyde, 1984) The American Psychological Association forbad the use of 'he' and 'man' to refer to everyone and we largely gave up this habit in our writing practice (Gannon et al.). However, as Prentice (1994) has shown, students do not stop thinking in sexist ways when they change a few linguistic habits.

In a recent paper, Carmen Buechel and I showed that males remain the preferred reference point in the empirical psychology literature in at least two ways (Hegarty & Buechel, 2006). Previous research showed that when college students norm a category on male exemplars, that they attribute gender differences within a category to women rather than men (Hegarty, 2006; Kahneman & Miller, 1986; Miller, Taylor & Buck, 1991). We reviewed articles reporting gender differences between 1965 and 2004 in *JPSP, Developmental Psychology, Journal of Abnormal Psychology,* and *Psychology of Women Quarterly.* Female and male authors in these journals showed a robust tendency to attribute gender differences to women more than to men also. This tendency had not abated even slightly between 1965 and 2004 in spite of the many feminist interventions in psychology that fall between those dates. Men remain the general case and women 'the effect to be explained' when gender differences are observed. Relatedly, when psychologists study only persons of one gender, they are less likely to point out how that gender group is particular if they have studied males rather than females (Aber & Johnson, 1994).

Our second finding concerned graphs and tables. Psychologists usually study

graph as aids to cognition (Shah & Hoeffner, 2002), but in the sociology of science they are understood to be persuasion devices that seem to make quantitative results appear 'hard,' 'real' or beyond interpretation (Latour, 1990; Smith et al., 2002). This makes graphs interestingly social, precisely because they seem to be kinds of representations that are persuasive precisely because they seem so *asocial.* In our content analysis we found that psychology articles showed a bias to put male data first in tables and graphs, about 75% of the time. Similar proportions have been observed in our laboratory experiments with undergraduates (Hegarty, Buechel, & Ungar, 2006). Recently, Tony Lemieux found his students more likely to falsely remember a graph by reversing the order of its information from female-first to male-first than the other way around. We are currently studying what graph order implies for the processing of group difference information, but here also it seems that women are the second sex.

I wonder if metaphors are a third zone where androcentrism goes unnoticed in our work. In American social psychology, people are analogized as intuitive scientists, politicians, psychologists, and statisticians, but rarely as intuitive members of female-dominated professions such as nurses or teachers. Such theory choices are underdetermined by data, and may condition what we assume to be central or peripheral to human sociality. As people process the implicatures of metaphor in parallel with their explicit meanings (Glucksberg), these theory choices may affect us in ways that we barely notice. Ironic metaphors that remind us that they are *only* metaphors – such as Haraway's (1991) use of science-fiction cyborgs – might prevent

such slips in our thinking. Freud may have been up to something similar when he placed perversion rather than normalcy at the centre of what it means to be a sexual person.

Metaphors, explanations, and visual thinking are all part of the 'context of discovery' phase of scientific thinking (Popper, 1957) that psychologists largely eschew in favor of theories of how people act as biased intuitive scientists in 'the context of justification' (but see Gigerenzer, 1991 for a notable exception). It cannot be good for open-mindedness if scientists jointly and silently agree to: 1) draw their metaphors selectively from the professions dominated by one gender, 2) disattend to that gender's particularities when it is studied alone or is shown to differ empirically from another gender, and 3) routinely place that gender first in the visuospatial representations with which they communicate. In the remainder of this article, I will make some tentative suggestions for how we psychologists might counter the habits of conflating not only men, but other high status groups such as Whites and heterosexuals, with the human condition.

The 7 Habits of Non-Normative People

Habit 1: *Reverse the effect you are about to explain.*
We have documented psychologists' tendency to take men as the norm (Hegarty & Buechel, 2006). This normalizing habit is not unique to psychologists. Anatomy texts describe the clitoris as a 'little penis' but never the penis as a 'large clitoris.' (Moore & Clarke, 1995). Every difference that intuitively seems to be 'about' women is logically also about men. Get into the habit of making this explicit in your thinking and writing. We might discover new theory collectively if we do.

Habit 2: *Scrutinize your use of terms particular to one group to evaluate the other.*
Braun (2000) uses the term

'heterosexism by commission' to refer to language that implicitly assumes everyone to be straight. Such language is routine in psychology beyond the focus groups in which Braun explored it. When theorists describe gay men as 'feminine' and lesbians as 'masculine' (e.g., Bailey & Zucker, 1995), they really refer to 'femininity' and 'masculinity' *as heterosexual people practice them.* Such thinking is not only 'heteronormative' (see Warner, 1993), it is also ahistorical, as psychological measures of masculinity-femininity were developed with the goal of discriminating gay and straight men originally (Hegarty, in press; Lewin, 1984). Undoing 'heterosexism by commission' can lead to new exciting theories of gender, as in Jennifer Bosson's work which shows how heterosexual men take psychological costs when asked to performing 'feminine' acts that might make them look gay (Bosson, Prewitt-Freilino, & Taylor, 2005). Masculinity theorists tend to argue that heterosexual masculinity involves, at least in part, an active avoidance of appearing gay (e.g., Herek, 1986). As such, heterosexual

> *Even in journals like Psychology of Women Quarterly where women outnumber men among study participants and authors, there is a tendency to tabulate and graph gender differences by making women the second sex.*

masculinity should not be the implicit standard for normal, ordinary, or unperformed gender among men, as happens, for example, when the genders of gay men are simply labelled as 'feminine.'

Habit 3: *Anti-normative data encoding.*
Least I seem to be harsh on my colleagues, let me continue with a

confession. As a Ph.D. student I was rightly taught to generate SPSS output promiscuously when analyzing data. I was given no instruction on ordering demographic information, but when I encoded gender I routinely encoded men as "1" and women as "2." I failed to notice that every graph and table that SPSS produced during my head-scratching moments put males data *first*. I have no idea how I learned this habit, or how it persisted through years of analyzing data sets involved psychology student samples where women were a clear majority. However, I am not unusual. Even in journals like *Psychology of Women Quarterly* where women outnumber men among study participants and authors, there is a tendency to tabulate and graph gender differences by making women the second sex (Hegarty & Buechel, 2006). The basis and effects of this bias are, as yet, unknown.

Habit 4: *Particularize normative groups. They are not 'people,' they are White people.*
Peppered with phrases such as "Americans are prejudiced against Blacks" our papers also unwittingly imply that members of minority groups are prejudiced against themselves. Equivalent sentences such as "Americans earn less than Whites" strike us as immediately silly (Leach, Snider, & Iyer, 2002). Being White is conflated with being American, particularly among White Americans (Devos & Banaji, 2005). We need not write about American race relations from this particular perspective, but doing so seems to be the norm.

Habit 5: *Remember that you have single-consciousness.*
The corollary of DuBois' (1903) recognition that Black Americans' double consciousness results from the disparity between self-knowledge and 'looking at one's self through the eyes of others' (p. 2) is that Whites–or powerful people in general–have a *single consciousness* that tends to conflate their own subjectivity with

Publish or Perish? Writing Frequently to Flourish

By Margaret A. Thomas & Theresa K. Vescio

I need to write; I want to write, I cannot find time to write, I want to write better, or I want to write more. All are often heard comments. Students must learn to write for publication, Assistant Professors must learn to make time to write while juggling many other things, and seasoned psychologists often want to improve their writing. Learning to write requires time, effort, and attention.

The SPSP training committee (Jamie Arndt, Cathy Cozzarelli, Steve Drigotas, and Terri Vescio) organized a writing symposium, entitled "The Agony and Ecstasy: Writing in Personality and Social Psychology," at the recent SPSP meeting in Memphis, Tennessee. During the symposium, four speakers discussed issues related to the above concerns to the standing room only audience. The session's popularity and subsequent inquiries prompted this Dialogue review.

Lisa Molix, a Ph.D. candidate in Social Psychology at the University of Missouri, outlined eight steps to apply for and secure a pre-doctoral grant, providing many hints, clarifications, and useful resources.

Step 1 – idea generation and creating an executive summary. Molix stressed the need to develop an idea and then make research connections.

Step 2 (where many begin) – finding sources for funding and contacting program officers for information about a funding agency's (or foundation's) priorities. After knowing where to submit your proposal.

Step 3 – finding faculty sponsors and outlining a request for their time and attention to your work (including deadlines). Attempts to secure sponsors should be guided by efforts to round out, strengthen, and advance a student's training.

Step 4 – the planning stage. Gather information! Request proposals from those who have secured funding in the past, read and download application pages, and find important program announcements. Your goal is to know what has to be done, when, and how to get there. With a (realistic) schedule in place,

Step 5 – outline your proposal, including references, sections on "real world" significance, and sections required by the funding organization. Then write, write, revise and write some more; work on one section after another.

Step 6 – develop a training plan including knowledge of IRB procedures, meetings with sponsors and consultants, and additional necessary resources (e.g., software, physical space, etc.) and training.

Step 7 – application completion. Molix emphasized having at least 48 hours to be certain you have everything you and your sponsors need. Finally . . .

Step 8 – SUBMIT! A proposal takes months of planning, writing, and revising. Learn what is necessary, go step by step, and allow yourself enough time to highlight your ideas and thoughtfulness. It's as easy as 1, 2 … 8.

Paul Silvia, an Associate Professor at the University of North Carolina, Greensboro, is a prolific writer, including a recent book called *How to Write a Lot*" a helpful and engaging read. To scholars who ask "How the heck do you write so much?," Silvia has much to say. Silvia's talk, like his book, presented pragmatic and easy to implement advice revolving around the necessity of making writing a habit!

Silvia explained that while there are multiple types of writing, a common feature of many who struggle to write or produce is "binge writing." Binge writing is characterized by "finding time to write," attempting to write in big blocks of time, writing in a big burst (e.g., over break), and burning out. Silvia argued that the best way to be a productive writer is to make writing a habit. He explained that those wanting to write should make a schedule and stick to it, treating writing like a boring, albeit necessary, class. Silvia's recommended amount of weekly writing is 4-6 hours per week. This amount of time is consistent and can be scheduled around other weekly necessities. According to Silvia, scheduled writing aids productivity because it avoids three things: (1) the need for will-power and self-control, (2) the need to "find time," and (3) rumination about (the lack of) writing. A schedule allows you to write during the work day (not on weekends, evenings or vacations!). In addition, throughout his book are many useful tips, strategies, and ways of creating support that make writing an utterly manageable work day habit. Silvia's solution to writing woes is as easy as it sounds (see article, p.3).

Sheldon Solomon, Professor at Skidmore College, entertained the room with an insightful commentary on the joys and sorrows of collaborative writing. Solomon began by pointing to the many joys and benefits of efficient and productive collaborative writing. When someone takes the lead on a writing project, different people writing different sections quickly create a whole. In addition, collaboration often ensures that the whole is better than the sum of its parts, helping prevent "crappy" ideas. Through collaborators, logic gaps, confusing language, and differing foundational assumptions may be seen easily and earlier. Furthermore, collaborators often bring complementary skill sets to a research program, enhancing the final product. Finally, collaboration can keep research interesting. Solomon noted that collaborating with a group on multiple

(Continued from page 8)
projects means you may be working on many, keeping motivation high and allowing simultaneous expansion in different directions.

Despite the joys of collaboration, Solomon cautioned that there are sorrows. Researchers interested in collaborations should keep potential pitfalls in mind. The main pitfalls of collaboration include social loafing, theoretical disagreement, and stalled progress due to arguments about unimportant details. Additionally, a well-oiled collaborative machine can become so efficient and productive that attention to quality may need to be consciously exerted. Finally, without a designated final decision-maker, collaborative teams may get stuck in a pattern of constant, circular revision. However, foreknowledge of potential pitfalls can limit the sorrows and maximize the joys of interesting and productive collaboration.

Last to speak was keynote speaker Daniel Wegner, Professor at Harvard University, who eloquently articulated his 10 (previously) unwritten rules of psychological writing.

Rule #1: Open with a bang. Importantly, engaging the reader does not necessitate pithy (or vague) quotes. Wegner noted the importance of engaging the reader and foreshadowing the paper in a reference-free first paragraph. He suggested that carrying a reader is like carrying a cat. Assume the reader's attention, like a cat, constantly wants to escape. A good writer must keep the reader's focus on the arguments, underlying logic, and important main points.

Rule #2: Guide your reader to feel what it is like to be a participant by evoking emotion and using examples. Readers who understand the participant's viewpoint are more likely to be interested and continue reading. Importantly, you can do this by evoking emotion in the reader.
Rule #3: Find a model you love and

emulate it. That is, find a paper you really like, figure out what you like, and model that paper. In other words, find an example you like and make it your own. You may like one writer for style and another for content, but it is most important to find a model that works for you.

Rule #4: Be redundant and repeat yourself. Tell your readers what you are going to tell them, tell them, and then tell them what you told them. Being redundant includes the use of consistent terminology with definitions in the text, and an executive summary

> *"Just do it" – write regularly, make it a habit, and find ways so you do it easily and often.*

at the beginning of the general discussion.

Rule #5: Cite wisely and make friends. Wegner noted that there are three types of citations: the first researcher on a topic, the leading authority on the topic, or the most recent publisher on the topic. Big ideas carry the weight of a paper and should be supported by cites to all three kinds of sources. Smaller ideas may be supported by either a citation to the leading authority or the first to research a topic. Citing accurately and respectfully demonstrates knowledge of the field and assures that papers are reviewed by relevant scholars, not angry scholars with relevant work that you failed to cite with the hopes of making your work look unique.

Rule #6: Innovation is an option. Use varied information to convey the meaning, sentiment, and relevant parts of your research. For instance, non-standard headings work if they place some refreshing emotion in a dryer scientific piece.

Rule #7: There is nothing wrong with

perfection. Perfection includes adherence to APA style and use of word processing functions (spelling and grammar check). It also includes complete presentation of key information; consider direct quotes from your method. Finally, carefully proof read to ensure your writing makes sense.

Rule #8: Never stray from the truth. Use replication to ensure the veracity of an effect prior to publication. Avoid "creeping exaggeration." What is marginally significant in the results should not become significant in the discussion.

Rule #9: Write regularly, even for no reason. Wegner labeled this the Baumeister Rule. Even when not writing up research, make use of notes and journals; write methods while you are running a study. Write a fun article for Dialogue (added by us).

Rule #10: Consider going beyond words. If a picture is worth a thousand words, use pictures of unusual methods and make good use of graphs and tables. However, be aware of what constitutes is informative versus uninformative (3D bars in graphs).

Although every speaker had unique points, the take home message was "just do it" – write regularly, make it a habit, and find ways so you do it easily and often. When you "do it" be sure to do it with reference to things you are interested in (e.g., write an executive summary before checking funding agencies, Molix), in ways that make it easy for you (Silvia), like others (Wegner), with fun and respected others (Solomon) and in a way that carries the reader along (engagingly, emotionally, pictorially, perfectly, and honestly, Wegner). ∎

Slaying the Witch King, *Continued*

(Continued from page 7)
cultural norms in ways that White people largely fail to notice. To generalize, ignorance of the fact that other people may see the world from a different vantage point may be a common cost of high power (see also Fiske, 1993; Hegarty & Chryssochoou, 2005). There is much wisdom in the ethnographers' century-long commitment to the idea that deep familiarity with a foreign culture must precede writing about it as an expert. Experimental psychologists, tend to understand cultures as bounded wholes, similar to the artificial groups we create in experiments, which vary on certain key variables. We make claims about the psychologies of people that we never meet, whose countries we have never visited, and whose languages we cannot speak. Increasingly, we study them only through their college students, reify unfamiliar cultures twice over, by making 'them' other to the norm from *within* 'our' culturally particular psychological framework, (Danziger, 2006; Moghaddem & Lee, 2006).

Habit 6: *Develop the wisdom of irony.* Single-consciousness can lead privileged people to have distorted notions of fairness that irony can often make explicit. Hofsteder (1985) brilliantly spoofed sexist resistance to feminist critiques of androcentric language by imagining how English would sound if Whiteness were conflated with the norm, and parroting a defense of such language as 'All Whites are created equal.' Surely all Black people would recognize that such a statement logically applies to them too?

Habit 7: *Support norm breakers.* Many people with single-consciousness accept the abstract notion of equality far quicker than the concrete means of bringing it about. As modern racism theory assumes, members of minority groups who challenge this

consciousness often draw the ire of prejudiced people with single-consciousness who deem them to be the *real* racists. Complaints about unfair treatment from members of disadvantaged groups are easily dismissed (Hegarty, Pratto, & Lemieux, 2004; Kaiser & Miller, 2003), while members of advantaged groups are sometimes quicker to speak up about unfair treatment (Stangor et al., 2002). Single-consciousness may lead privileged people to underestimate the degree to which fear of retribution engenders silence in the less-privileged, and the difference between such silence and private agreement with the viewpoints of the privileged.

Conclusion
While norms may seem persistent, I take heart in the fact that they often look ridiculous when they are overturned. The sexist defense of the use of 'he' and 'man' look as ridiculous now as a magic spell that makes an undead king invulnerable only to males and considers him invulnerable against all. We have a ways to go in making psychology a truly pluralist discipline in which group differences in human behavior are evaluated from opposite perspectives with equal frequency, and with a consciousness of the ways that the perspective of dominant groups can pass as the objective way of seeing the world.

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The Graduate Student Committee in 2006: A Year of Changes

By John Edlund, Past-President & Elizabeth Lee, President

The SPSP Graduate Student Committee is pleased to report on our many activities throughout the year and give you a quick preview of the activities that you can expect in the next year.

This has been a year of significant expansion in what the GSC has been able to offer graduate students. Two of the major expansions can be accessed at anytime from the SPSP website. The first is the Introduction to psychology resources page. This page, located in the student's corner of the website, is a collection of syllabi, PowerPoint lectures, class demonstrations, and assignments. These resources are a tremendous aid for first time instructors and seasoned veterans alike. The second project is the international students webpage. This collection of links is a first stop for international students looking to travel to the United States, and for stateside students looking to travel abroad. Another significant new offering this year is the graduate student grant posting. This posting, sent out over the student listserv, is a collection of grants and awards that graduate students would be competitive for. Numerous students have found grants that they can apply for that they might not have ever found otherwise, if not for the posting.

In addition to our new projects, we have continued the non-academic job posting service sent via the student listserv. We have also published the graduate student newsletter, the FORUM, four times this year. Each issue focuses on a key theme that is of importance to graduate students at that time of the year. The Summer issue focused on what graduate students might want to do during the summer break. The Fall issue focused on back to school concerns ranging from choosing a mentor to teaching a class for the first time. The Winter issue previewed the many activities of interest to graduate students at the 2007 conference. Finally, the Spring issue recapped the conference and introduced the new members of the graduate student committee.

Perhaps the biggest changes took place at the annual conference. We are no longer sponsoring the pre-conference and have instead moved to hosting a symposium. This year, we hosted a symposium entitled "Advice I wished I had Received in Graduate School." In this symposium, John Dovidio spoke about the publication process, Peter Glick spoke about seeking and keeping a job at a small liberal arts college, and Heather Claypool spoke about giving effective academic job presentations. This was an extremely popular event with well over 500 people in attendance, leaving standing room only. John, Peter, and Heather also spent time afterwards talking to students and answering specific questions that they did not have item to answer during the symposium. For individuals who were not able to attend, we have posted the PowerPoint files in the student section of the website. We are looking forward to hosting another symposium at the next conference in Albuquerque.

Another change at the conference was the graduate student social hour. In this event, graduate students were given the chance to meet the outgoing and incoming graduate student committee members, meet fellow graduate students, and talk about potential collaborations. This was a very popular event, with approximately 100 students in attendance. We are looking forward to expanding this event for future conferences.

As in previous years, the mentoring event was a rousing success, with over 100 students and mentors in attendance. Students were given a chance to meet and spend time with mentors talking about research methods, collaboration, and specific research topics. Many students received research ideas and potential collaborators out of this project. We are deeply indebted to our mentors who helped make this such a success: Reg Adams, Jaime Arndt, David Amodio, Ximena Arriaga, Dan Batson, Catherine Cozzarelli, Ap Dijksterhusis, Lewis Goldberg, Joshua Greene, Greg Herek, Jessica Lakin, David Matsumoto, Mike Norton, Jeff Simpson, Stacey Sinclair, and Kathleen Vohs.

The final event sponsored by the graduate student committee at this year's conference was the graduate student poster award. In each session, one graduate student won the award and there were two runners up. Darin Challacombe, the 2006 Past-President of the Graduate Student Committee will talk about the event and the winners elsewhere in this issue.

We are also very pleased to announce the incoming 2007-2008 graduate student committee members: Jennifer M. Knack (University of Texas at Arlington), Sonia Kang (University of Toronto), Megan O'Grady (Colorado State University), and David Portnoy (University of Connecticut).

The next year promises to be another productive and exciting year for the GSC! The incoming GSC represents a diversity of students – in terms of research interests, progress in their programs, leadership experiences, and goals. In meeting them at the SPSP social hour, it is clear they are very enthusiastic about their positions and open-minded to the concerns of our student constituency. As part of our commitment to serve all students'

Activities of the Training Committee

By Theresa Vescio

The mission of the SPSP Training Committee is to provide emerging, developing and evolving scholars and professionals with training on cutting edge topics and methods to maximize the impact of research in personality and social psychology as a basis for supporting and improving health, education, and human welfare by

• Providing training opportunities on cutting edge theories and research.

• Providing instruction about innovative research methods and data analytic tools.

• Providing training relevant to a diverse array of career choices and trajectories both within and outside of academia.

• Facilitating networking among those who work on related topics from different theoretical and methodological perspectives, and among personality and social psychologists working within and beyond the walls of the academy.

In line with our mission, the SPSP Training Committee sponsored two activities at the last meeting of the Society of Personality and Social Psychology in Memphis, TN. First, the Training Committee sponsored a symposium on writing. Jamie Arndt and Terri Vescio chaired the session entitled "The Agony and Ecstasy: Writing in Personality and Social Psychology" and speakers included Lisa Molix, Paul Silvia, Sheldon Solomon and Dan Wegner. The speakers, who presented to a standing-room only audience, provided advice, tools and guidance on topics commonly faced by people at different points of their career. Because of the success of the symposium and requests for transcripts and overheads, a summary of the session appears in this issue of *Dialogue* (see p. 8). Second, the Training Committee held an open meeting where we discussed and finalized plans for the upcoming year with the input of students and colleagues. The open meeting led to ongoing discussions with the graduate student committee, including a meeting between the chair of the Training Committee and the President of the Graduate Student Committee, which is scheduled for May. The open meeting and the later meeting of the executive committee also resulted in several new initiatives and activities about which the Training Committee is very excited.

The members of the Training Committee are delighted to report on three ongoing activities. First, plans are underway to create a Training Committee preconference, which will be held the day before the commencement of the 2008 SPSP convention in New Mexico. The topic of the first preconference will be neuroscience and will include a morning training session in which a leading scholar provides training (in crib note fashion) on brain structure and methods of neuroscience. There will then be a break for lunch, followed by an afternoon session where four scholars present theory on different topics and research using different methods. The afternoon session will be intended to provide preconference attendees with examples of the cutting edge theory and research in social, affective and cognitive neuroscience. The preconference will be concluded with a coffee hour, providing a second opportunity for preferenconference attendees and guest speakers to exchange ideas and talk informally. The preconference will be open to all interested scholars including graduate students, post doctoral researchers, faculty, and non-academic professional personality and social psychologists.

Second, the Training Committee is working to establish a network of Personality and Social Psychologists working beyond the walls of the academy. We have received feedback from students and colleagues regarding desires and needs to prepare graduate students for an array of career trajectories, including experiences that will support and facilitate the ability to secure non-academic positions. Toward that end, the members of the Training Committee are establishing a data base of Personality and Social Psychologists who are work in diverse contexts outside of the academy. Information is being gathered with plans to develop a web-based service that professionals can use to advertise internships, work opportunities, and training opportunities and students can access to secure information, receive advice, network with others in areas of interest and identify possible training opportunities.

Third, the Training Committee is in the process of creating a named Award Address (including an honorarium. The address would either be the highlight of the Training Committee symposium at the next SPSP convention or will be a free standing session that takes the place of the open committee meeting. The Award Address will be given by a Personality or Social Psychologist who is known for his/her work in government, non-profit, business, consulting or another applied field. The Training Committee will be distributing an announcement inviting nominees this summer.

As always, the members of the Training Committee invite and welcome feedback about the activities in which we are currently engaged and suggestions about activities you think would relate to the mission of the Training Committee. The members of the Training Committee are Terri Vescio (co-chair), Cathy Cozzarelli (co-chair), Jamie Arndt, and Steve Drigotas (past chair). ∎

Practicing What We Preach

By Harry Reis

We social-personality psychologists are an inventive and resilient lot. The processes we study are often elusive and hard to pin down. The subtle and private mechanisms of such phenomena as fear of death, spontaneous mimicry of other persons, transference, and automatic categorization of a newly encountered face within the first 50 msec of meeting are no more readily exposed to the light of understanding than are the dynamic interactions of pions and muons or the inner workings of the protein transcription factors that regulate gene expression. And so it is not surprising that as part of our standard methodology, we have developed a vast array of protocols, paradigms, and procedures for detecting signs of the operation of these processes. One need only think of cleverly designed laboratory experiments, measures of implicit affect and automatic judgment, and the ever-growing toolkit of statistical techniques capable of revealing pattern and association out of a seemingly random and unintelligible mountain of data to recognize, with some pride, our collective sleuthing skills. We have needed imagination for testing our theories because that is what the complexity of the questions has demanded of us.

In this light, I cannot help but see irony in the doom-and-gloom over what has now become established policy at NIMH: That basic social-psychological and personality research will no longer be part of their funding portfolio. The argument that this course of action is not only ill-informed but also illogical and perhaps even corrupt will get no objection from me, but that is the subject for a different column. Here, I want to consider why we as a discipline have reacted to this setback with what seems more like a heavy dose of learned helplessness and low collective self-esteem rather than by applying the selfsame adaptive coping skills that our studies support and that we use daily in designing research and teaching its findings.

Life is full of significant and distressing obstacles, of course: poverty, conflict, war, illness, loss, accidents, unemployment, and 9/11, for example. We social-personality psychologists have conducted dozens, likely hundreds, of studies showing that certain general strategies tend to be relatively effective means of coping with adversity and are associated with better long-term outcomes – these strategies go by names like resilience, active coping, optimism, positive reappraisal, positive reframing, challenge appraisals, problem-focused coping, approach coping, promotion, "cool" self-regulation, and so on. (If you've forgotten, just go look at your lecture notes from the class on stress and coping.)

There would seem to be a lesson here. Instead of lamenting the loss of a patron, let's look for alternatives, explore other options for funding research, forecast with some confidence that we will adapt, and reappraise this circumstance as an opportunity for growth and exploration. Let's not be loss averse, let our sad affect lead to narrow judgment, regulate emotions in self-defeating ways, engage in upward social comparisons that foster envy and schadenfreude, and, most especially, let's not make internal-stable-global attributions for this particular difficulty. Instead, we might consider other options, of which there are many. For example, funding for social psychology is alive and well at NSF. Even better, according to Amber Story, Director of NSF's Social Psychology program, if the number of applications were to increase, there is a realistic possibility for a meaningful budget increase. Other initiatives at NSF are also receptive to participation by social psychologists, whether in special programs (e.g., the Science of Science and Innovation Policy or the Human and Social Dynamics initiatives) or as part of "big science" cross-disciplinary teams (e.g., Integrative Graduate Education and Research Traineeships).

> *Instead of lamenting the loss of a patron, let's look for alternatives, explore other options for funding research, forecast with some confidence that we will adapt, and reappraise this circumstance as an opportunity for growth and exploration.*

Keep in mind that NIH is a lot bigger than NIMH; the 2005 NIMH budget of about 1.4 billion dollars represented less than 5% of NIH's overall budget of almost 28.5 billion dollars. There's NIA, NCI, NHLBI, NICHD, NIAAA, and NIDA, all of which are not only amenable to social-personality psychology, I have heard senior personnel grumble that social-personality psychologists do not send them enough proposals. Other branches of the federal government also fund research (sometimes basic, sometimes translational) relevant to social-personality psychology, for

Diversity Committee Programs and Events

By Keith Maddox

The SPSP Diversity Committee seeks to enhance the diversity of personality and social psychologists. Each year, we sponsor several activities in service of this goal. Below, I discuss these activities in relation to the 2007 conference in Memphis, and discuss some initiatives for the future.

Diversity Graduate Travel Awards
These awards provide financial assistance to travel to the annual conference. The competition is intended for graduate students from groups underrepresented in personality and social psychology (e.g., racial, ethnic, and sexual minorities, students with physical disabilities, and first generation college students). We are pleased each year with the number of high quality applicants, and routinely have more deserving applicants than we have funds. Twelve students were selected from the 2007 competition (photos and bios of recipients from all years can be found at *http://www.spsp.org/divwin.htm*). The 2008 competition will be opened in late August 2007 with a likely deadline in October. Check the web page at *http://www.spsp.org/divtrav.htm* starting in the summer for information about next year's awards.

Undergraduate Conference Registration Awards
The committee also provides Undergraduate Conference Registration Awards to undergraduate students from underrepresented groups who attend colleges and universities near the conference location. These awards pay for conference registration, facilitating attendance and exposure to cutting edge research in personality and social psychology. This year, 20 students received the award. Many of these students were attending their first professional conference, and some were presenting posters. This was an impressively motivated group of

students, and we hope to see them again at future conferences. The Undergraduate Conference Registration Awards web page can be found at *http://www.spsp.org/divreg.htm.* Information on this award will also be updated in the summer.

Diversity Committee Reception
The Diversity Committee also sponsors a reception at the annual conference. Based on personal communications, we fear that a significant portion of the SPSP membership believes that the reception, typically held on Friday evening during the annual conference, is intended only for those from underrepresented groups. THIS IS NOT TRUE! This is an event for ALL members of the SPSP community, regardless of their minority or majority group membership. Getting underrepresented students to the conference is only part of our mission toward increasing diversity. We also seek to establish and maintain a supportive climate for these students. The goal of the reception is to expose our award recipients to established researchers in the field. However, over the years, we've identified several barriers to this broader goal. First, attendance seemed to reflect the suspicion expressed above that the reception is not intended for everyone. Second, the reception has been susceptible to the same dynamic that we see in many other contexts where students and faculty "interact:" students interact with students, and faculty members interact with faculty. Third, believe it or not, students often feel intimidated by established researchers and actually AVOID approaching them. With these and other forces at work, it slowly became clear that "mere exposure" to successful researchers isn't enough.

At the 2007 meeting, we asked our award recipients to list the names of 3-4 "influential scholars" – researchers whose academic work has been a

source of inspiration, or foundation, to their own work. We then explicitly invited these scholars to attend the Diversity Committee Reception with the expressed task of chatting with their "admirer." About 26 scholars were able to attend and, from all accounts, the event was a huge success. Attendance was quite good, particularly for a reception during the dinner hour. Students and faculty enjoyed meeting one another and, hopefully, learning a bit about each other. Importantly, our hope is that students made a connection with a person and, indirectly, the field. This, along with many other experiences, will strengthen their identification with personality and social psychology, and aid their transformation from student to professional.

GASP Coffee Hour
The Diversify Committee also works with the GLBT Alliance in Social and Personality Psychology (GASP) to sponsor a coffee hour at the annual conference. GASP provides social support and professional information to lesbian, gay, bisexual, and transgender students and faculty and their supportive heterosexual colleagues. Like the Diversity Committee Reception, this event is open to all, so check your program next year for its time and location.

Diversity Committee Symposium
In recent years, the Diversity Committee has sponsored a conference symposium with a GASP-relevant theme. This year's symposium was held on Friday afternoon. Entitled "Sexual Prejudice: Continuities and Discontinuities with Other Forms of Prejudice," the session was chaired by Mark Snyder and included Janet Swim as discussant. It included presentations by Gregory M. Herek, William A. Jellison, and Matthew Paolucci Callahan.

Practice What We Preach, *Continued*

example, the Departments of Defense, Education, and Homeland Security, or the Center for Disease Control. The National Institute of General Medical Sciences is actively considering adding basic social-personality research to its portfolio, thanks in part to lobbying by the Federation and by SPSP. And I haven't yet mentioned private foundations (e.g., Fetzer, Grant, MacArthur, Russell Sage, Swartz), many of which are very much interested in the kind of ideas we pursue.

One variation of the aforementioned lament is "all that funding is for applied research, but I want to do basic science." Sure, there is a kernel of truth here – right now, the funding world is not as receptive to basic social psychological research as it is, say, to basic neurobiology or basic nanophysics. To be sure, there is funding for basic studies in our field – some sources are listed above and many others can be located on the internet. More to my point, we might consider applying the same ingenuity with which we study social behavior and personality dynamics to asking interesting and important questions about social and personality processes within contexts relevant to highly fundable areas like aging, human development, education,

and illness. At last October's SESP, I participated in a symposium organized by Arie Kruglanski about translational research (a hot topic throughout NIH). All of the speakers described how good translational science informs basic science. Who among us would doubt that it would do our theories some good to be tested in real-world contexts?

My impression is that social-personality psychologists have been slow to seize opportunities at non-NIMH, non-NSF agencies and for translational research. Another supposition for which I have no data is that social-personality psychologists are submitting grant applications at a lesser rate than in the past or less aggressively than our colleagues in other sub-disciplines of Psychology. Studies have consistently shown that the best predictor of funding success is the number of applications submitted. At least from the standpoint of prediction, it would seem that more applications will bring with them more success. Yes, we got a raw deal at NIMH. And yes, the lost opportunities for advancing knowledge and human welfare are, and will continue to be, real. But it is time to move on. Rather than fostering self-fulfilling prophecies about bleak funding prospects, why not adapt the ingenuity and resilience with which we research and teach about personality and social psychology? ∎

Diversity Committee, *Cont.*

We would like to extend our thanks to Scott Plous, Melissa Fuster, Tara Miller and the staff of Tara Miller Events, the several Influential Scholars who either attended the Diversity Reception, and the few who could not attend but contacted students independently. The success of these initiatives was made possible through the efforts of these people.

What's Next?
We will continue each of these initiatives for the 2008 Conference, with a few pleasant caveats. Given the high quality of applications in the face of limited funds in the past, I'm happy to report that the Diversity Committee will have the funding to increase the

maximum allotment of Graduate Travel Awards from 12 to 16. As for the Undergraduate Registration Award, it has been available only to students who live in the immediate area of the annual conferences.

If you've been paying attention, you'll have noticed that there has been an effort to hold the annual meeting in relatively warm weather locations, typically in the southern United States. The problem is that undergraduates in cold-weather cities will never find themselves eligible for the award competition. Recognizing this, we are working on a way to open the Undergraduate Registration Awards competition to a broader region, not limited to the city where our annual conference is being held, thus increasing the geographic representation of undergraduate at the conference.

Speaking of the conference, next year's meeting will be held in Albuquerque, NM. We welcome comments and input from SPSP members on the committee's activities and mission, including new initiatives. You can direct your comments to any of the committee members: Keith Maddox (current chair – *keith.maddox@tufts.edu*), Nilanjana Dasgupta (*dasgupta@psych.umass.edu*), and Tiffany Ito *(tito@psych.colorado.edu)*. Information on all our activities can also be found at *http://www.spsp.org/divprog.htm*.

If you or any students you know might be eligible for any of our programs, look for application information on the web page starting in late August and through announcements via the SPSP listserv.

See you in Albuquerque! ∎

Put Guilford Ad Here

(Whole Page)

A Solvent Society, *Continued*

Publications

Trish Devine reported on the state of SPSP publications. She offered up special thanks to Rick Robins, Rich Petty, and Randy Larsen, members of the Publications Committee.

PSPB. PSPB is in good shape, despite substantial submission pressure. *PSPB* received about 621 manuscripts in 2006, and is on a similar pace for 2007. The new system involves one Editor-in-Chief (Judy Harackiewicz) and two Senior Associate Editors Debby Kashy and Greg Maio). Associate Editors handle about 55 papers each year, and the Editorial Board includes 49 new members, now totaling 133 scientists.

> *The original SPSP meetings were designed for 300 people, and we now have over 2,000. The Executive Committee is in discussion about changing the Convention to adjust to this reality.*

The Publications Committee and the Executive Committee both endorse avoiding sectioning the journal. However, keeping the journal as is makes for a large and unfiltered selection of articles, which has both benefits and costs. The web-based submission and review software, *RapidReview*, and been received well. When *PSPB* gets a new Editor in one or two years, the journal will switch to *SageTrack*, run by the publisher. The editorial lag is now 8.4 weeks across editors, counting articles that are triaged (and not sent out for review). For those not triaged, the

(Continued from page 2)
third of those funded were from universities outside of US. The profile of those funded reflects the profile of submissions. Simpson reported that half of the judgment was based on "quality" of graduate student, and half of the judgment was based on the abstract.

The Committee is considering going to an interactive PDF form for applications to avoid mailing costs, among other considerations. Some questions arose about who qualifies for travel awards, and what is the money spent on? Because some part of the judgment if based on "quality" of graduate student, do students from the highest prestige programs have relative advantage? There was no definitive answer to these questions, although there is a sentiment that travel award winners come from a wide range of graduate programs in social-personality rather than from a few.

The 2008 Convention will be February 7-9 in Albuquerque, New Mexico. There is lots of hotel space and convention space. There is some real excitement about the affordable and easily available New Mexican cuisine (see article on p. 2). The call for proposals for symposia and poster submissions appears on p. 19.

There was discussion about new locations being considered for 2009 and beyond. The plan has been to rotate among East, West, and Central locations, although this may have to change based on availability. Some cities named were Portland, Seattle, Austin, Las Vegas, and Tampa.

Locating the convention is always difficult—weather, restaurants, airport access, costs, level of interest for faculty vs. affordability for graduate students, post-docs and junior faculty, plus the desire for geographical rotation has limited opportunities. There was

discussion about making a "chain" arrangement with a hotelier, to keep overall prices down, further interest in warm places for February, and the possibility of giving up the location rotation plan were all discussed.

Summary of convention impressions. As the Convention grows (along with the field), people are getting more "specialized" in what they attend. This means focusing within the Convention, and attending pre-conferences in a person's interest area. There is simply too much going on at the same time— an embarrassment of riches that cannot be easily managed. Sessions were mostly well-attended, although some were given rooms outsized for the group. John Edlund, Graduate Student Committee President, reported that there was good discussion in the graduate student session, and the Executive Committee seeks to maintain conversation among the graduate students on many topics.

The original SPSP meetings were designed for 300 people, and we now have over 2,000. The Executive Committee is in discussion about changing the Convention to adjust to this reality. One desirable change is to create opportunities for interaction between speakers, discussants, and the audience. Because the meeting has grown so successfully, the Executive Committee thought it would be a good idea to form a committee to step back and evaluate the Convention and what it has become. Lisa Feldman Barrett (chair), Sonya Lyubomirsky, and Tim Straumann were asked to serve on the committee, to collect information about members' thoughts, comments, and suggestions about the Convention, and to assess to what extent the Convention serves the Society's myriad of needs. (All are invited to send along any thoughts or comments to the Committee, which will deliberate this summer to provide a report at the Executive Committee's next meeting.)

Social-Personality Psychology Word Search

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U T J D E Y R O E O Y T Y Z S Z W Y G S F O D O D G E S M U O S S O V
E W U A W E H E L J X V Q W H B X C U V G I L X E O C A Q S X A O G H
S N E E N P E C T M C C O N A H A Y O D M N T S T Z T Q U H Q N P A H
N F I R Z X H K T S E J C E V N M L B I V M Y I L T Z L D N O C M V Y
Z M U B H H X A I B R O H L E D E R V R D E V I N E L C L D Z H A E D
K T D W Q L W W L N M S S E R N B P R S E H L S B I B A Q R N E C C C
H W L Z C I V A Y C Z V E N L H A L V J H W M C V V K W U L N Z S X J
D B P F E Q B K A Z K B U R W Y N G L T F S E A R O B I N S I N M H L
G F P E H X W A R O N I B U R O D T R L V I N R J F D S Y A K F Y S C
Z K G I K U Y M G P Y C F T I W N I C O X L K T X S Q N O C R Y U F E
A D S K S G Y I C P N H W B R D O S J Q H E P G Y O H E L M J R I X Z
J U C W L I L L C M Z F R B B B O O L L O G O M B W K N L S G S R U M
R C W M I S X M C F E A R R Z N A R O E K N B W W I X F O E B Q C O T
E T M V H S P P N W C R Z U H H N P C W R I N X F N A J K S A W G R L
S Q E D K D O H Y K Q Z X O V G E P F D Z S R L F M E S Z S R R C T H
D A Z Z N D O E E F H L E D P S S I A B O M U G R J Y Y T N T E Y H E
M O F V I J Q T D F X X J B R H A T A W K V E H T M R W E Y H G D P U
X H T X I O T Y B O L Q R N E F U W H A C V U U R S Z Y L I O J E N E
M F W T N E R B X S E H U E T Q B G H K W W Q E G L N G Q F L Z K C A
O B T S O Z O C F R G S R D G Z C M C D X U M O N L E L L E O F A O F
Y E N J I H Q V O E Z A S K Q P N D O X M X N F E I E J X F W A M P A
P F B P L A R V M B N B U H Z B H H W A T N A G H M C Y N A H F P O R
Z P D S B Y Y G E X C G E D W Y N A O X O N P M C P R W Y U J C H E S
S U N M I J N L W A P L F K W I Q D A S C D P N E N I Q B T X H H M Y
N F U B G W C C G W G M L K F C M N N K K P P C A P E M T E D C P T I
K O K Z D K F C Y N X L S Y W N Q E U P U U P W A M D U T E S M P W M
H C I V O T S O R O P X Y O Z P R I B B T Y N I K Z H K O I Y D S U Y
P V B S A R F R C O N E N L T E S G R B Y F B D C T M S F Y N R B F H
N E N A T H U L G H C Y T L B N A M K E I D B U C C D X U N F T R E T
T B Z M N C U N E O C K G T B W V D L W P X Z E U P X R E B L M K E C
G E I L E T A Y Y T T X E Z I H P C K L F E Q N W X O D O G Q X W U T
B X G T J I V K Z T C O T R I G B R E N N A N I Q C D I N I B A S K V
H F K X L H E B S U S H F Y D W R L I D Z I J V C A F K G G V R G C A
P L A C X E E W Y Y J A E T H H K E F B X G S A M Q D Z U Y P O H F Z
E K E A K S G J I H W X Y R B W G D W B L X S L G R V F B H F T P G U
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This word search features the last names of the first authors of a select group of articles from *Personality and Social Psychology Bulletin*. Sage Publications keeps track of how many articles are viewed or downloaded from their site, and each month, posts the citations (and links) to the 50 most-viewed articles during the previous month. These names represent the first author (only) of the 50 most frequently viewed articles from PSPB during January 2007. Sage updates this site monthly, you can see the latest at:

http://psp.sagepub.com/reports/mfr1.dtl

ANDERSON	DEVINE	LUHTANEN	SANCHEZ
BARTHOLOW	DIEKMAN	MADDEN	SHAVER
BERENSON	DODGE	MCCONAHAY	SHEERAN
BERSOFF	DUNN	MILLS	SINGELIS
BRACKETT	EAGLY	ORTH	TERRY
BRENNAN	FISCHER	OSTOVICH	TSAI
BREWER	FLETCHER	OSULLIVAN	TURNER
BUSHMAN	GRAYLITTLE	PETTIGREW	YUKI
CAMPOS	HORGAN	PETTIJOHN	
CHEN	KAWAKAMI	ROBINS	
COX	LAVINE	ROCCAS	
CROCKER	LEARY	ROHLEDER	
CROIZET	LIANG	RUBIN	
CZOPP	LOPES	SABINI	

Call for Symposium and Poster Proposals, SPSP Convention 2008 in Albuquerque, New Mexico

The SPSP Program Committee invites proposals for symposia and posters to be presented at the Ninth Annual Meeting of the Society for Personality and Social Psychology (SPSP), which will be held on February 5-7, 2008, in Albuquerque, NM. The SUBMISSION DEADLINE IS JULY 20, 2007. Proposals may be in the form of symposia or poster presentations and must be submitted electronically via the conference organizer's web site: www.taramillerevents.com/spsp2008submission_info.htm. THE WEBSITE WILL BE OPEN TO SUBMISSIONS BEGINNING MAY 26, 2007 AND WILL ACCEPT SUBMISSIONS UNTIL JULY 20, 2007.

Presentation Formats

Symposia: Symposia will be 75-minute sessions that include three or more talks on a common topic, printed as symposia abstracts in the Proceedings. Symposium proposals must include a title, abstracts of up to 250 words for each talk, and a 250-word (maximum) summary describing and justifying the symposium theme. Please include audio/visual requirements.

Poster Sessions: Poster sessions will involve standard poster presentations, which will also be printed as poster abstracts in the Proceedings. Poster submissions must include the title, the authors' affiliations, and an abstract of up to 250 words.

Submission Content

Abstracts must contain the specific goals of the study, the methods used, a summary of the results, and conclusions. Data must be collected prior to abstract submission. We will not consider abstracts for studies that have not been conducted. The title of the abstract should clearly define the work discussed. After listing authors' names, give the name of each author's institutional affiliation. Use only standard abbreviations. Submissions will be reviewed with regard to: scholarly/theoretical merit, soundness of methodology, relevance to social and personality psychology, clarity of presentation, significance, and originality. Final selection among submissions deemed meritorious will be made with an eye toward achieving a balanced and broadly representative program.

> *An individual may be first author on only ONE submission (symposium or poster) and may serve only ONCE in a symposium speaking role (as speaker or discussant). This is a strict rule— ONE SUBMISSION AND ONE SPEAKING/ PRESENTING ROLE ONLY.*

General Submission Information

An individual may be first author on only ONE submission (symposium or poster) and may serve only ONCE in a symposium speaking role (as speaker or discussant). This is a strict rule— ONE SUBMISSION AND ONE SPEAKING/PRESENTING ROLE ONLY.

Individuals may, however, be co-authors on more than one paper (symposia and poster). It is incumbent on symposia organizers to verify that speakers in their symposia have not submitted their names as speakers in other symposia. Failing to do so may result in a symposia being rejected. Individuals are not allowed to switch who fills the speaker role after submission. The first author must be a SPSP member or student member paid up through 2007. Before registering to attend the conference at member rates, the first author must also have paid his/her dues for calendar year 2008. This can be done after learning whether or not a submission has been accepted. All submissions must be in final form, ready for publication in the convention program. Please check your work carefully. No typos or other errors will be corrected.

Confirmation

When you submit electronically, you will receive a "Receipt of Submission" confirmation page. Submitting authors will also receive an email notification in late July, confirming receipt of their abstract. The program committee will review all submissions in August. Notification of acceptance or rejection will be emailed in late August or early September to the submitting author only.

2008 Program Committee
Paula Niedenthal (Chair), Margaret Clark, Steven Heine, JeanneTsai, Leonel Garcia-Marques, Kerry Kawakami, Carolyn Morf, James Russell, and Timothy Smith. ∎
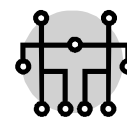
A Solvent Society, *continued*

(Continued from page 17)
editorial lag is 9.7 weeks. Rejection rate is 79%, and the triage rate is 27%. Right now, the publication lag is 6.8 months. Publication lags must exist because of the uneven and unpredictable flow of manuscripts, and because of the many steps between acceptance and publication (e.g., editorial handling, copy-edited, typesetting). *PSPB*'s lag is about as short as possible without creating significant difficulties for editors and publishers.

PSPB impact ratings were slightly down in 2004 (at 1.89), but in 2005 they rebounded a bit, to 2.09 (these scores require a significant lag from publication to calculate). In the Thomson (ISI) ratings in social psychology, *PSPB* is rated 6th out of 46. *PSPB* is the most visited of Sage journals.

Current Editor Judy Harackiewicz has finished the 2nd of her 4-year commitment, and the Publications Committee is now planning the search for her replacement. Her term officially ends in 2008, but the search will begin almost immediately (see call for nominations on p. 5).

The Publication committee is seriously thinking about the future of *PSPB*, and other publication opportunities. A task force has been organized and charged with thinking about new alternatives, new journals, creative issues, online journals, and many other blue-sky options. This group is planning on reporting to the Publications Committee at a future meeting with several suggestions. Should we change the format of *PSPB*? Should we switch to an online journal? Should we create new journals? *Dialogue* will report any significant changes or proposals.

PSPR. PSPR has a new and functioning editorial team, and the transition from past Editor Eliot Smith to current

Editor Galen Bodenhausen has been smooth. *PSPR* is now published by Sage, and that has changed without significant visible interruption. *PSPR* had 67 new submission papers last year; this is more than enough to be quite selective and fill the pages of the journal. *PSPR* has three Associate Editors, Del Paulhus, John Lydon, and Sarah Hampson, making the current *PSPR* group the first SPSP journal to have an all-international Associate Editor team.

The editorial lag is 9.3 weeks, and the rejection rate is 89%. Publication lag is now 7.2 months, which is reported to be about for maintaining editorial flow.

> *A task force has been organized and charged with thinking about new alternatives, new journals, creative issues, online journals, and many other blue-sky options.*

PSPR is 2nd to *JPSP* in impact score, with 2.74 for 2004 and 2.16 for 2005. Sage has dedicated significant staff time and effort to publicize *PSPB* and *PSPR* articles, for example, by making articles available on the website before print appearance. Downloads from websites are now starting to "count" as impact factor, over and above citation rate.

There was some discussion about whether or not *PSPR* should publish the SPSP Presidential Address, and the Executive Committee decided that it should, subject to the referee process.

Dialogue. Dialogue continues to invite

input from members. Interested authors should contact on of the Editors to discuss ideas. Dialogue will go be making an effort to put as many back issues as are available online in the future, in PDF format. Look for an announcement on the SPSP-Listserv and SPSP.org in Fall, 2007.

Other committees

Training Committee. Terri Vescio, Co-Chair, reported that the Training Committee is giving serious thought to its mission and mandate (see article on p. 12). The Committee is interested in connecting graduate students with applied jobs as well as the academic jobs it has long done such a good job on. What is the best training for applied jobs? Can it be done in the context of "regular" training of researcher scientist scholars?

The Committee has also been discussing the role of basic skills in social-personality psychology, including communication, methodology, data analysis strategies, and writing. The Committee is developing more information and training about applied opportunities. There was discussion of a preconference concerning special training of graduate students; this is potentially an expensive option, particularly for graduate students. The Summer Institute in Social Psychology was discuss as a place for training for methods, writing, career planning, surveys, sampling, and so on.

One critical issue is that applied jobs tend to be quite diverse, compared to academic ones, and these careers require so many different skills training is difficult to focus. The Committee is working on building networks, identifying who can help make connections, and getting useful information to finishing students.

Diversity. Keith Maddox, Chair, reported that the Diversity Committee, too, is rethinking some fundamental issues in its mandate. First, they

Put Allyn &
Bacon
Personality
Ad Here

Web Report: 100 Million Page Views and Counting!

By Scott Plous

By the time this report is printed, the pages of Social Psychology Network (SPN) and its partner sites will have been viewed more than 100 million times. At present, the Network includes 1,315 SPN Professional Profiles, 494 Media Contacts, 345 SPN Mentors, and more than 1,450 dues paying members.

In terms of Network usage, 2006 was the best year yet. Here are a just a few summary statistics:

- 429 messages were posted in SPN's discussion forums
- 169 notices were sent via the SPN Listserv Message Center
- 125 positions were posted in the SPN Job Forum
- 8,323 job alerts were emailed to 127 subscribers
- 96 new study links were posted to collect online data
- Psychology headlines were visited more than 50,000 times

In addition, the SPN team recently added and updated hundreds of textbook links on research methods, personality psychology, and social psychology, so there are now more than 1,000 textbooks and 1,000 course syllabi in SPN's searchable database.

Two New Features
After several years of development and testing, SPN is pleased to announce two new features released in 2007: a new partner site and a "tabbed" format for SPN search results.

The new partner site, *eInterview.org,* represents a breakthrough in online interviewing and data collection. Unlike simple web surveys, *eInterview.org,* is able to change questions, response options, and item wordings depending on the previous answers given, generating billions of unique interviews on a particular topic. Development of the site began in 1999 with funding from the National Science Foundation, and after the system is fully field-tested, the goal will be to make this tool available for the research community. To see how *eInterview.org,* works, please feel free to visit the site and take either or both of the demonstration interviews.

The second feature, tabbed search results, uses a relatively new technology (known as Ajax) to display SPN search results. With this format, visitors who search SPN's database of 14,000+ links will see the results automatically organized into tabbed categories (e.g., "Publications") and subcategories (e.g., "Books," "Journals," "Articles"). Similarly, visitors who search SPN's archive of 2,500+ psychology headlines will see the results organized by news stories from the past week, past month, past year, and full archive.

SPSP.org Web Site
The *SPSP.org* site also continues to thrive and expand, with new resources related to international students, study abroad, and work opportunities. On an average day, *SPSP.org* receives roughly 1,400 page views from close to 500 different visitors—a total of more than 3.6 million page views.

The most significant change in the Society's web operations is a new payment system set up by Elucid8 Design, a commercial company hired by SPSP. Although this online payment system will ultimately save SPSP time and money while offering an added convenience for members, the Elucid8 system contained glitches that SPSP is still working to resolve. Social Psychology Network programmers have offered free assistance to help Elucid8 fix these bugs in an effort to reduce such problems in the future.

Funding Request Co-Sponsored by Division 8
Nine APA divisions, with a total of 17 Council Representatives, have co-sponsored a formal motion asking APA to provide a $60,000 yearly stipend in support of SPN: Divisions 1, 8, 9, 35, 44, 45, 48, 49, and 52. The lead sponsor of this proposal, Division 52 (International Psychology), submitted it to APA on January 5, 2007, with the goal of bringing the motion to a vote in August of 2007. For details, please see: *http://www.socialpsychology.org/apacouncil-faq.htm*

In addition, several APA divisions issued endorsements of SPN. Here are some excerpts (for the full text see *www.SocialPsychology.org/endorsements*):

"Social Psychology Network... has worked tirelessly to increase diversity within psychology, promote social justice, and advance psychological research and education. Through its blend of multiculturalism and technological innovation, SPN serves as a model of how the Internet can be used for the benefit of science and society." – Society for the Psychological Study of Ethnic Minority Issues (Division 45)

"SPN has contributed immeasurably to the development of a global community within psychology and has tremendous value to Division 52 in its effort to enhance dialogue, collaboration, and networking among psychologist across the globe." –International Psychology (Division 52)

"What resource today unifies psychology more powerfully than Social Psychology Network? Despite its name and original focus, the Network now goes far beyond social psychology.... Indeed, some of us cannot picture psychology without SPN." –Society for General Psychology (Division 1)

In a future issue of *Dialogue*, I will report the outcome of APA Council's vote. Meanwhile, readers are invited to contact me at *splous@wesleyan.edu* if they know of other funding sources or potential SPN sponsors. ∎

Report on the February 2007 Meeting of the APA Council of Representatives

By Janet Swim and
Lynne Cooper

The annual winter meeting of the APA Council was held from February 15 – 18, 2007, in Washington DC. Informational and action items of interest to the SPSP/Division 8 membership are briefly discussed in this report.

APA continues on strong fiscal ground. Several updates were presented to council. APA's budget remains strong, with its real estate holdings in DC (worth an estimated $75M in equity) being a significant part of the organization's financial success. While APA itself occupies a good portion of one of its two buildings, the remainder of the space is rented. Recently concluded negotiations with several large tenants, including Amtrak, have secured commitments to occupy this space for the next 10 years. Needless to say, this provides a good deal of financial stability to the organization for the foreseeable future.

New presidential initiatives. Council also heard from incoming President, Sharon Stephens Brehm, on the primary areas of interest (embodied in three presidential initiates) she plans to pursue during her tenure as president. The first initiative entitled, Integrating health care for an aging population, seeks to facilitate collaboration among psychologist, physicians, and other healthcare professional to work together to treat the "whole person." Dr. Brehm has formed a task force, co-chaired by Toni Antonucci and Toni Zeiss, whose findings will be shared with Council at the 2007 August meeting. The second initiative focuses on Math and Science Education. As Dr. Brehm points out, the fact that the United States lags other countries such as India and China in the areas of math and science is one of the most

significant issues our country faces in terms of its long-term economic prosperity. Dr. Brehm worked with Nora Newcombe, chair of the task force, and Aletha Huston, President of the Society of Research on Child Development (SRCD) to create a joint APA-SRCD task force. Division 8/SPSP's Nalini Ambady will also serve on the task force. Dr. Brehmn's third area of emphasis is embodied in an initiative entitled, Institutional Review Boards and Psychological Science. Chaired by Dr. Tom Eisenberg, this task force will conduct a comprehensive review and analysis of the relationship between IRBs and the conduct of psychological research. Dr. Monica Biernat, another Division 8/SPSP member, is also serving on this committee. Finally, Dr. Brehm also announced her theme for the upcoming convention, to be held August in San Francisco, will be Building Bridges, Expanding Horizons: Interdisciplinary and International Perspectives.

Other informational items. Norman Anderson, CEO of APA, reported on a plan to develop a unified strategic plan for APA. He presented preliminary findings from a climate survey aimed at uncovering diversity issues that may need to be addressed by APA, and also provided an update on APA's efforts to re-build its website which is on track for completion by December 2007. Olivia Moorehead-Slaughter, who chaired the task force on Psychological Ethnics and National Security (PENS), reported that several events related to ethics and interrogation will be presented at the 2007 APA convention including a Casebook/Commentary on the PENS task force and nine sessions (16 hours) covering "Ethics and Interrogations: Confronting the Challenge." The PENS task force has also discussed a new council resolution proposing a moratorium on psychological involvement in

interrogations at US detention centers for foreign detainees (which can be found at *www.APA.org/ethics.*)

Action items. Council approved the following items:

- A resolution "Rejecting Intelligent Design as scientific and reaffirming support for evolutionary theory."
- A resolution "Opposing Discriminatory Legislation and Initiatives aimed at Lesbian, Gay, and Bisexual Persons."
- Adoption and filing of a report on the "Sexualization of Girls" which is available for reference at http://www.apa.org/pi/wpo/sexualization.html.
- Funding for a "multimedia public education campaign focused on the discipline of psychology and the relevance of its scientific knowledge based to societal needs and everyday life."
- A task force approved to consider convention program coordination, programming structures, programming content, programming time distribution, program development, input to APA, and feedback from APA, and cross-cutting programming to address involvement of science divisions in APA.
- A task force on "Sexual Orientation and Military service with the possibility of forming workshops for military clinical psychologists to address the needs of lesbian, gay, and bisexual clients, relevant publications, public serve information for military personnel.
- Continued funding for a task force "to collect, examine, and summarize scientific research addressing the mental health factors associated with abortion…"

A Solvent Society, *continued*

defined the target group for the diversity committee. These are under-represented groups and people with special barriers to participations, for example, racial/ethnic minority, sexual minorities, first-time college students, religion, and similar groups (see story on p. 14).

There were 46 applications for Diversity Graduate Travel Awards. Of these 45 were eligible, and 12 were selected. All winners accepted the award. Maddox reported about plans for a streamlined application process for the awards—a flexible PDF form was created, which could be filled out online, etc. Barriers to online submission prohibited it this time, but it is on the front burner for the future.

The Diversity Committee holds a well-received Diversity Reception. This year 20 specially-invited senior scholars attended the reception, along with the undergraduate and present and past diversity award winners, committee members, and other interested psychologists. This event is very well-planned, but carried out on a shoestring budget. A total of 48 senior scholars were invited, 24 indicated they could and would come, and most of these scholars came to the reception, and spoke extensively with the students. The Diversity Committee also co-sponsors the GASP (GLBT Alliance in Social and Personality Psychology) Coffee Hour, a perennially popular event.

The Diversity Committee also makes contact with colleges and universities in the area of the Convention, and offers complimentary registration to under-represented minorities, as nominated by local faculty members. There were 21 applications for this award, for which 20 registrations were awarded. The Diversity Committee is seeking more funding for its activities, from the Society, from other donors, publishers, and foundation support. If

interested in supporting this Committee, please contact Keith Maddox.

One question that arose during discussion was whether SPSP should keep track of its inherent diversity. As of now, the Society does not track the racial, religious, gender, ethnic, or geographic diversity of its members or affiliates. Should we do so? Should the Diversity Committee do this work?

At this point, the SPSP Executive Committee was called to a temporary close, and the APA Division 8 Executive Committee Meeting was opened.

APA Division 8

Convention. Chip Knee, APA Division 8 Program Chair, described plans for the Division 8 component of the APA Convention, August 17-20th, Friday to Monday. Submissions for the program were double last year's pace. An overview of the excellent program can be found on p. 26.

APA Council Report. Janet Swim, APA Council of Representatives, reported on the activities of Division 8 and APA. One recurring point of interest is whether Division 8 wishes to join with other APA Divisions as part of the "Divisions of Social Justice," a group of 12 APA Divisions with an interest in using psychology, psychological research, and applications of psychology to promote peace, reduce conflict, support community action and enhance social justice. There was discussion about the issue, but no action was taken.

APA has an initiative on evaluating science on the Web. This is an important issue for APA: What is sufficient evidence? What is evidence-based practice? What are the politics of defining "scientific enough?" One initiative that will go forward is on the

interface of psychology and global warming. A fuller report on APA Council activities appears on p. 23. After this matter, the Division 8 was closed, and the SPSP meeting resumed.

Additional SPSP Committee Reports

Graduate Student Committee. John Edlund presented the report from the Graduate Student Committee. The GSC is a vibrant and effective group. Their addition to the Convention program had standing room only. An international student resource page has been created, and the GSC maintains a listserv, a newsletter, and communicates information about available student grants (see fuller story on p. 11). The GSC oversees the processes of Student Poster awards (see p. 27), provides non-academic job postings on its website, and the GSC-Listserv handles conference room requests. They sponsor a mentoring event at APA/Coffee Hour, inviting junior faculty to mentor graduate students. They recruit funding to underwrite the poster award.

The GSC is planning to build link between SPSP and other student associations outside of the USA. There have been efforts made, but the connections have proved difficult to initiate.

Website. Scott Plous reported that the 100 millionth web page view at *Socialpsychology.org* was soon due (see his report, p. 22). The major issue under discussion was funding. NSF has supported Socialpsychology.org, and the infrastructure that supports that initiative (which is not directly affiliated with SPSP) also services the SPSP web site. There was quite a lot of discussion of how to maintain Socialpsychology.org, as it is a fairly large budget item. No decision was made at the meeting. There is a proposal to APA for funding, and APA Council will visit the issue in August. SPSP supported this initiative.

By-Laws Revisions Approved by SPSP Members

By David Dunning

Last fall, voting members of the Society received a ballot asking them to consider twenty revisions to Society by-laws. All revisions were approved by the membership. Depending on the specific revision, "yea" votes stood between 257 to 261. No "nay" votes were cast.

Many of the revisions were housekeeping matters, such as updating the specific names used to refer to officers of the Executive Committee. By far, the most significant change, and the one that inspired the ballot, was a revision to increase the number of individuals sitting on the Executive Committee from 9 to 11 members, by adding two "at-large" member positions.

The approval of this expansion has led to two events. The first is that voting members of the Society (i.e., faculty and retired members) vote for two at-large members this year rather than one. The added member-at-large to be voted comprises one of the two additional slots on the Executive Committee.

The second event involved avoiding electing an imbalance of new members to the Executive Committee this year. In order to avoid this imbalance, the Executive Committee voted in its last meeting to hold the formal election of the second added at-large member in 2008, to start serving in 2009. Delaying the formal election of the second at-large member ensures that approximately an equal third of the Executive Committee will be elected each year in the future.

However, for calendar year 2008, the Committee decided to appoint an individual to serve as a second at-large member until a formal election is held next year. Don Forsyth, of the University of Richmond, graciously agreed to serve in this capacity, bringing much needed expertise to the committee, including in the area of the internet. ∎

Division 8 Programming at the APA Convention San Francisco, August 17th-20th, 2007

By C. Raymond Knee, Division 8 Program Chair, APA 2007

This year's Division 8 program at the APA convention includes a series of invited addresses and symposia by leading researchers in personality and social psychology. We encourage SPSP members to join us in beautiful San Francisco and support the science of Division 8. For more information about programming, registration, and accommodations, please visit the convention website: http://www.apa.org/convention07/.

Friday, August 17th

Invited Addresses:
Greg Herek, *Confronting Sexual Prejudice: Theory and Practice*

Roy Baumeister, *Is There Anything Good About Men?*

Phil Zimbardo, *The Psychology of Evil: The Lucifer Effect in Action*

Henry Murray Award Address:
Bertram Cohler, *Writing Lives, Writing Times: Life-Story and Social Context*

Symposium:
Psychological Reactions to Terror
Amy Ai, Andreas Kastenmueller, Peter Fischer, Immo Fritsche

Poster Session:
Personality, Culture,nd Identity

Conversation Hour: SPSP/SPSSI Graduate Students

Social Hour Co-Sponsored with Division 9

Saturday, August 18th

Distinguished Scientific Contribution Award Address:

Marilyn Brewer, *The Importance of Being 'We.' Social Identity and Intergroup Relations*

Invited Address:
Timothy Loving, *Daters' Behavior, Physiology, and Relationship Outcomes: It's Certainly the Uncertainty*

Symposia:
Gender and Social Power: Expectations and Consequences
Melissa Williams, Carrie Langner, Laura Kray, Stephanie Shields

The Search for Meaning: Emerging Research Spanning the Juncture of Social and Clinical Psychology
Michael Steger, Laura King, Robert Emmons, Christopher Davis, Crystal Park, Roy Baumeister

Poster Session:
Social Cognition and Health

Sunday, August 19th

Presidential Address:
Harry Reis, *What Social Psychologists Would Like to Tell Clinical Psychologists About Close Relationships*

Invited Addresses:
Lisa Diamond, *Implications of Attachment for Affect, Behavior, and Physiology Over the Life Course*

Michael Zárate, *The Implications of Cultural Inertia for Assimilation and Multiculturalism*

Symposia:
Trait High Sensitivity: Brain Processes/ Structure and U.S.-Asian Comparisons
Arthur Aron, Jadzia Jaqiellowicz, Hal Ersner-Hershfield, Elaine Aron

Self-Affirmation in Individual and Group Processes
David Sherman, J.D. Creswell, Teceta Tormala, Geoffrey Cohen, Steven Spencer

Monday, August 20th

Symposia:
New Directions in Self-Conscious Emotion Research
Jessica Tracy, Richard Robins, Margaret Kemeny, Mark Leary, Kristin Lagatut

Poster Session:
Relationships and Emotion

Co-Sponsored Presidential Programming
(Days not yet announced)

Symposia:
A Challenge for Psychology in our Time: Understanding the Causes of Terrorism
Tom Pyszczynski, Arie Kruglanski, Xiaoyan Chen, Jessica Stern

Actual Innocence: Contributions of Psychological Science to the Correction and Prevention of Wrongful Convictions
Saul Kassin, Gary Wells, Lawrence Wrightsman, Jr.

Launching Diversity Science
David Takeuchi, Marc Bendick, Alexandra Kalev, Jennifer Eberhardt, Linda Hamilton Krieger, Mahzarin Banaji, Claude Steele ∎

Graduate Student Poster Awards at SPSP 2007

By Darin J. Challacombe
Past-President, SPSP GSC

"Greetings Y'all,"

Since its inception in 2003, the Graduate Poster Award (GPA) continues to provide students with support, feedback, and recognition for their poster presentations at the annual SPSP conference. This year's award was no exception. The success of this program is due to the continued support of Blair Jarvis & Empirisoft, the Executive Committee, and the many volunteers that act as judges for this contest.

Lavonia Smith LeBeau and I recruited judges from a pool of this conference's symposia presenters. Judges rated the posters on quality of research, aesthetic value, knowledge of research by the poster presenter, and several other heuristics.

For each of the seven poster sessions, three awards were given: a first place and two runner-ups. Awardees have or will receive the following prizes for their efforts. The first place award recipient will receive an awards certificate; a $100 monetary award; free personal copies of MediaLab or DirectRT for the remainder of their graduate student career plus one year post-graduation, courtesy of

Empirisoft; and their choice of either a DirectIn Millisecond Precision Keyboard or a DirectIN Precision Response Box with Custom Button Layout, also courtesy of Empirisoft. Runner-ups will receive an award certificate accompanied with a $50 monetary award.

First place winners were *Amir Goren* (Princeton: Understanding the Limits of Spontaneous Trait Transference: Exclusive Trait-Target Binding Prevents Transference), *William Hart* (University of Florida: Evidence for the person-situation interaction in goal activation using goal priming procedures), *Steve Young* (Miami University: The Own Group Bias in Facial Recognition: A Cross Categorization Effect), *Joshua Ackerman* (Arizona State University: When do they and when do we all look the same to me? Understanding heterogeneity and homogeneity effects), *Joshua Ian Davis* (Columbia: What role do facial expressions of emotion play in emotional experience?), *Jesse Graham* (University of Virginia: Moral Theories of Liberals and Conservatives: Exaggeration of Differences across the Political Divide), and *Minkyung Koo* (University of Virginia: Adaptation in emotional well-being: How to benefit more from writing about gratitude). Runners-up this year were Johanna

Peetz, Jaye Darrick, Kristina Olson, Michelle Sherrill, Kurt Gray, Sadie Leder, Malte Friese, Josh Leeper, Lisa Jaremka, Paul James, Sandra D. Lakenbauer, Heather Wadlinger, Sheree M. Schrager, and Sylvia Perry.

Special thanks goes out to those individuals who volunteered to serve as judges this year: Geoff MacDonald, Tamlin Conner, Ronni Janoff-Bulman, Steve Gangestad, Glenn Adams, Kate McLean, Tyler Okimoto, Paul Silvia, Kimberly Quinn, Peter McGraw, Omri Gillath, Kentaro Fujita, Mark Daniel Leising, Wendy Wood, David Kenny, Dale Griffin, Christine Hooker, Nira Liberman, Laurie Santos, Marco Perugini, Kennon Sheldon, Jessi Smith, Bruce Bartholow, Timothy Loving, Marilynn Brewer, Jeff Larsen, Nicole Shelton, Lisa M. Diamond, Leaf Van Boven, Tom Postmes, Dana Carney, and Takahiko Masuda.

The Graduate Student Committee is very thankful to Blair Jarvis and Empirisoft for their continued support. He has been a friend of the GSC since its inception, and has offered prizes for GPA winners selflessly. Please consider visiting Empirisoft's website: *http://www.empirisoft.com/*. ∎

Marilynn Brewer Wins APA Distinguished Scientific Contribution Award

Congratulations to Society member Marilynn Brewer for winning the 2007 APA Distinguished Scientific Contribution Award! The DSC Award honors psychologists who have made distinguished theoretical or empirical contributions to basic research in psychology. Dr. Brewer is currently Professor of Psychology and Ohio Eminent Scholar at the Ohio State University. She will present an address titled "*The Importance of Being 'We': Social Identity and Intergroup Relations*" at the APA meeting in San Francisco on Saturday, August 18, at 1:00 pm (Room 2004 Moscone Center). ∎

Announcements

Robert Zajonc Honored by Colleagues and Students

Robert B. Zajonc, noted social psychologist, is honored by his colleagues and students on the special pages of the Foundation for the Advancement of Behavioral and Brain Sciences (FABBS). Eugene Borgida (University of Minnesota) led the effort to honor him, contacting colleagues and former students to help make this happen. Zajonc is well-known for many contributions, including the "mere exposure effect" and studies in social facilitation using cockroaches as subjects. In 2003, Wiley published the *Selected works of R. B. Zajonc*. Zajonc is currently professor emeritus at Stanford University. To read more, visit: *http://www.fabbs.org/Zajonc_Honor.html*

Shelley Taylor Receives Clifton Strengths Prize

In Fall 2006, noted social psychologist Shelley Taylor (UCLA) was awarded the Clifton Strengths Prize, named after the former chair of the Gallup Organization. The $250,000 bi-annual award honors a person's "enduring influence" in the field. Congratulations! To read about this prize, visit: *http://www.gallupippi.com/Content/?CI=21445*

New Books

Violent Video Game Effects on Children and Adolescents: Theory, Research, and Public Policy.
Craig A. Anderson, D. A.Gentile, & K. E. Buckley (2007). New York: Oxford University Press.

Violent video games are successfully marketed to and easily obtained by children and adolescents. Is there any scientific evidence to support the claims that violent games contribute to aggressive and violent behavior? This book presents an overview of empirical research on the effects of violent video games, and updates the traditional General Aggression Model to focus on both developmental processes and how media-violence exposure can increase the likelihood of aggressive behavior in both short- and long-term contexts.

Biology of personality and individual difference.
Edited by Turhan Canli (2006). New York: Guilford Press.

What are the biological bases of personality? How do complex traits map onto the brain? This book provides an overview of current research using cutting-edge genetic and neuroimaging methods in the study of personality. Attention is given to ways in which biological processes interact with environment and experience in shaping individual differences.

To Be an Immigrant.
Kay Deaux (2007). New York: Russell Sage Foundation.

Immigration is one of the major social and political phenomena of our day, affecting millions of people in countries throughout the world. Kay Deaux brings a social psychological perspective to this conceptually rich area, considering how immigrants are defined, shaped, and challenged by the sociocultural environments that they encounter. Research on topics such as attitudes, stereotypes and prejudice, ethnic and national identity, and social representations are discussed. This "penetrating psychological treatment" (Douglas S. Massey) is "essential reading for all who care about this critical issue" (Thomas Pettigrew). For information on ordering the book, see:
http://www.russellsage.org/publications/books/060712.429956

Singled Out: How Singles are Stereotyped, Stigmatized, and Ignored, and Still Lives Happily Ever After
Bella DePaulo (2006). St. Martin's Press.

This book draws from social science research, in an accessible way, and shows how most of the media claims about the transformative power of marriage are grossly exaggerated or just plain wrong. Points about research methods and studies from the literatures on stigma, relationships, and well-being are "married" (so to speak) with examples from politics and popular culture to produce a narrative that is respectful to fellow scientists yet readable and fun for laypersons.

Handbook of Emotion Regulation
Edited by James J. Gross (2006). New York: Guilford Press.

This authoritative volume provides a comprehensive road map of the important and rapidly growing field of emotion regulation. Each of the 30 chapters in the book reviews the current state of knowledge on the topic at hand, describes salient research methods, and identifies promising directions for future investigation. The contributors address vital questions about the neurobiological and cognitive bases of emotion regulation, how we develop and use regulatory strategies across the lifespan, individual differences in emotion regulation, social psychological approaches, and implications for psychopathology, clinical interventions, and health.

Aggression and Adaptation: The Bright Side to Bad Behavior
Edited by Patricia H. Hawley, Todd D. Little, and Philip C. Rodkin (2007). Mahwah, NJ: LEA

This volume raises thought provoking questions about interpersonal questions about interpersonal functioning within soical groups. The chapters suggest that aggressive behavior can offer significant avenues for personal grwoth, goal attainment, and bolstering one's social standing. This volume brings to light alternative points of view to the prevailing orthodoxy that aggresion equal s pathology. Interdisciplinary in nature, the book features evolutionary, school, feminist, historical, and methodological perspectives.

Attachment, Evolution, and the Psychology of Religion
Lee A. Kirkpatrick (2005). New York: Guilford Press.

Kirkpatrick establishes a broad, comprehensive framework for approaching the psychology of religion from an evolutionary perspective. Attachment theory provides a lens to re-conceptualize diverse aspects of religious belief and behavior. Kirkpatrick argues that religion instead emerges from numerous psychological mechanisms and systems that evolved for other functions.

Send announcements to the Editors at *crandall@ku.edu* or *biernat@ku.edu*

APA Council Report, *Cont.*

Future agenda items supported by Division 8 include formation of a task force on the interface between global warming and psychological science, and the possibility of partial funding for the Social Psychology Network.

Science in APA. The science caucus, a coalition of Council members who are committed to the promotion of science within APA, met twice during the course of the three-day meeting. In a meeting the evening before Council convened, Steve Breckler reported on several activities that have been successfully completed or are ongoing in the Office of the Science Directorate. These include: 1) the opening of the Office for Applied Psychological Science whose responsibility it will be to marshal resources for applied science and the large number of researchers working in applied settings, and the hiring of a director, Stephanie Johnson, for this office; 2) the completion of a task force providing guidance, recommendations, and concrete suggestions for the training of quantitative psychologists; 3) the establishment of a task force to address IRB issues, in line with APA President Sharon Brehm initiatives; and 4) continuing lobbying and education efforts aimed at increasing funding for scientific psychology. Ways to get scientists more involved in APA were discussed at a separate meeting attended by scientists on Council and APA scientific staff. Among other steps, it was decided that a list serve should be formed to facilitate discussion among council members who primarily identify as scientists or have strong scientific interests. ∎

Announcements, *Cont.*

Mistakes were made (but not by ME): Why we justify foolish beliefs, bad decisions, and hurtful acts
Carol Tavris and Elliott Aronson (2007). New York: Harcourt.

From Aronson: The book is primarily about self-justification. In our analysis, we draw a distinction between people like Alberto Gonzales, who are lying and know they are lying—in an attempt to save their jobs or their tarnished reputations—and those who (via the process of dissonance reduction) actually come to believe their own lies. Our book goes beyond politics by demonstrating why people who consider themselves to be smart, competent, and moral often will, in an attempt to justify previous actions, behave in a manner that is dumb, incompetent, and immoral.

Implicit Measures of Attitudes
Edited by Bernd Wittenbrink and Norbert Schwarz (2007). New York: Guilford.

Increasingly used in social and behavioral science research, implicit measures aim to assess attitudes that respondents may not be willing to report directly, or of which they may not even be aware. This book brings together leading investigators to review currently available procedures and offer practical recommendations for their implementation and interpretation. The theoretical bases of the various approaches are explored and their respective strengths and limitations are critically examined.

The Lucifer effect: Understanding how good people turn evil
Philip Zimbardo (2007). New York: Random House.

What makes good people do bad things? How can moral people be seduced to act immorally? Zimbardo explains how–and the myriad reasons why–we are all susceptible to the lure of "the dark side." Drawing on examples from history as well as his own research, Zimbardo details how situational forces and group dynamics can work in concert to make monsters out of decent men and women. Like Hannah Arendt's *Eichmann in Jerusalem* and Steven Pinker's *The Blank Slate*, The *Lucifer Effect* is a shocking, engrossing study that will change the way we view human behavior. Read more about the book at *http://www.LuciferEffect.com/* ∎

Graduate Student Committee, *Cont.*

needs, we will strive to offer more networking opportunities, increase the variety of resources available, and support the concerns of both new and experienced students. We hope to assist students in seeking out collaborations and guidance from recent graduates, expand the types of postings we send on the listserv, and offer more guides on the website for topics such as grant writing and presentations. We also want to encourage even more student participation in conferences by circulating news on APA and APS as well as suggestions on effective posters. Judging from the immense turnout at the GSC conference events, students greatly desire advice on how to prepare for life after graduate school. We want to focus attention on students' specific demands for achieving their career goals.

Secondly, we will continue the ambitious ongoing projects the GSC currently sponsors. Four times during the year, we will publish the FORUM, a popular and timely source of professional development information. The GSC will also send out non-academic job postings and grant postings over the student listserv. Finally, we will work to offer the valuable programming at the next SPSP conference that students have come to expect. The GSC will again host a mentor luncheon, Graduate Poster Award, symposium, and social hour. Participation in these conference events was overwhelming and only gives the GSC more incentive to work hard on practical programs that students will enjoy. We look forward to the new year ahead and would like to thank David Dunning, Harry Reis, and the rest of the SPSP Executive Committee, for their support in all our endeavors. ∎

Passings

Samuel Shozo Komorita
December, 2006

Sam Komorita received a Ph.D. from the University of Michigan in 1956 after earning B.A. and M.A. degrees from the University of Washington. He served on the psychology faculties of Vanderbilt, Wayne State and Indiana Universities before joining the University of Illinois in 1974. He spent the rest of his career at Illinois, retiring in 1994. During World War II, Komorita was incarcerated in the Minidoka concentration camp in Idaho. He volunteered for the armed services but was rejected because of his race, at which point he enrolled in Bethel College in Kansas, where his military papers were transferred to the Selective Service Office. There he was accepted for active duty with the U.S. Army in 1944, assigned to the Specialized Training Program at the University of Nebraska and enrolled in the engineering program. When the war ended in Europe, he was transferred to Military Intelligence and sent to Fort Snelling, Minnesota. Subsequently, he served with the Army of Occupation in Japan.

Along with Jim Davis, Joe McGrath, and Pat Laughlin, Komorita was one of the remarkable group of faculty advisers and trainers in the social psychology of groups at the University of Illinois from the 1960's until the end of the century, a group which trained a large proportion of the active researchers in the social psychology of group structure and process. Valued as a dedicated and inspiring teacher and esteemed as a colleague, Komorita was internationally respected as a researcher in group processes, decision making and interpersonal conflict resolution. Among his many publications, the work on bargaining, coalition formation, and the game theory were especially recognized. Notable publications include the book *Social Dilemmas*, co-authored with Craig Parks (1994), Madison, WI: Brown and Benchmark, "A bargaining theory of coalition formation" (1973), *Psychological Review, 80,* 149-162, and "Reciprocity and the induction of cooperation in social dilemmas" (with Craig Parks and L.G. Hulbert, 1992), *Journal of Personality and Social Psychology, 62,* 607-617.

Joseph E. McGrath
April, 2007

Joe McGrath received a Ph.D. from the University of Michigan in 1955. He worked as a research scientist in industry for several years, until joining the University of Illinois in 1960 as Research Assistant Professor, become Professor of Psychology in 1966, finally Professor Emeritus of Psychology & Women's Studies in 1997. McGrath was the author of 11 books, and the editor of six more, including *Groups: Interaction and Performance* (1984, Prentice Hall), and *Time and Human Interaction: Toward a Social Psychology of Time* (with J.R. Kelly, 1986, Guilford). McGrath was a prolific scientists (with an h-index in excess of 30) and trainer of students.

Along with Jim Davis, Sam Komorita, and Pat Laughlin, McGrath was one of the remarkable group of faculty advisers and trainers in the social psychology of groups at the University of Illinois from the 1960's until the end of the century, a group which trained a large proportion of the active researchers in the social psychology of group structure and process.

McGrath was a Fellow of SPSP, a President of SPSSI, the Editor of Journal of Social Issues, and a keen author and collector of doggerel related to research and the psychology of groups. Here is a partial example, sung to the tune of *My Favorite Things:*

Methodological Things
Samples of subjects
With too much attrition
Studies with crossed
And with nested conditions;
All of the blessings that randomness brings!
These are some meth-od-o-logical things! ∎

Slaying, *Cont.*

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DIALOGUE

A Solvent Society, continued

(Continued from page 24)
Summer School . The Summer Institute in Social Psychology (SISP) is planned for this summer. It will be in Austin, Texas in July, and the fortunate students have been selected. This year is the last year of funding on the current NSF grant, and Chick Judd, Harry Reis, and Eliot Smith were asked to write a continuation grant proposal to fund the SISP for future years. There was discussion about raising the (very low) stipends for the instructors, who do heroic work under difficult conditions for very little money. SISP has had five concurrent classes, and Robert Croyle at the National Cancer Institute has contacted SPSP about potentially adding an NCI-funded class on health psychology.

Fellows Committee. Mark Leary reported that there were six new fellow of SPSP: Nalani Ambady, Ap Dijksterhuis, Todd Heatherton, Sandra Murray, Brett Pelham, and David Zuroff (see p. 1).

SPSP Committee Members and Elective Offices. The Executive Committee spent a long time discussing potential committee members and candidates for elective office. The committee considered a long list of names for a variety of potential roles. The Committee is serious about seeking names of qualified people—there are many roles and responsibilities within the Society,

SPSP Officers and Committee Members, 2007

Harry Reis	President
Jack Dovidio	President-Elect
Brenda Major	Past President
David Dunning	Executive Officer
Jennifer Crocker	Secretary-Treasurer
Judy Harackiewicz	Editor, *PSPB*
Galen Bodenhausen	Editor, *PSPR*
Monica Biernat	Co-Editor, *Dialogue*
Chris Crandall	Co-Editor, *Dialogue*
Julie Norem	Convention Committee, Chair
Jeffry Simpson	Convention Committee
Monica Biernat	Convention Committee
Paula Niedenthal	SPSP Program Committee, Chair
Raymond (Chip) Knee	APA Program Committee, Chair
Keith Maddox	Diversity Committee, Chair
Tiffany Ito	Diversity Committee
Nilanjana Dasgupta	Diversity Committee
Patricia Devine	Publication Committee, Chair
Randy Larsen	Publication Committee
Rich Petty	Publication Committee
Cathy Cozzarelli	Training Committee, Co-chair
Theresa Vescio	Training Committee, Co-chair
Jamie Arndt	Training Committee
Steve Drigotas	Training Committee
Lisa Feldman Barrett	Member at Large
James Jackson	Member at Large
Mark Leary	Member at Large
Mark Leary	Fellows Committee, Chair
Lynne Cooper	APA Council Rep/Member at Large
Janet Swim	APA Council Rep/Member at Large
Scott Plous	SPSP Webmaster
Chuck Huff	SPSP Discussion List Moderator
Christie Marvin	Office Manager

and members are encouraged to contact the Committee (see the box above for a list of people to contact). The By-Law changes approved by the membership increases the size of the committee, with the number of members-at-large will expand from three to five. Don Forsyth is the first new Member, to serve calendar year 2008, and will serve with a particular portfolio of web and internet issues. ■

Send comments, suggestions, ideas to the *Dialogue* Editors at crandall@ku.edu or biernat@ku.edu