

The Official Newsletter of the Society for Personality and Social Psychology

## SPSP's 9<sup>th</sup> Annual Meeting in Albuquerque, February 2008

By Julie Norem

SPSP is heading west! Get your kicks on sunny Route 66! The 9th Annual Meeting of the Society for Personality and Social Psychology will be held in Albuquerque, NM, February 7-9, 2008.

The Conference will be held in the Albuquerque Convention Center, conveniently located near to the convention hotels and many Albuquerque attractions. All of the convention pre-conferences will also be at the Convention Center. We have blocked rooms at the Embassy Suites Hotel, The Hyatt Regency, the DoubleTree Hotel, and the Hotel Blue. (As of this writing, rooms are still available at the convention rate at the Hotel Blue, an art deco hotel with a fitness center and pool. See the conference website for information <http://www.spspmeeting.org/hotel.htm>) All of the hotels and the convention center are conveniently located with respect to local restaurants, shopping, and the Albuquerque International Airport.

As in past years, activities will begin on Thursday (Feb. 7) with 13 preconferences. Take a look at all the choices at: <http://www.spspmeeting.org/preconferences.htm>

The convention itself will begin Thursday afternoon at 5:00 with the Presidential Symposium, which will be followed by a welcome reception. On Friday and Saturday the program will continue with a host of symposia, poster sessions, invited addresses, publisher exhibits, and special events.

Each year we think that we must have reached asymptote in terms of numbers of submissions. That certainly was the case last year, but once again we have been proven wrong. This year, 131 symposia (up from last year's 124) and 1408 posters (up from last year's 1340) were submitted. In the end we accepted 66 (or 47%) of the symposia and 1335 (95%) of the posters. There will be 7 symposia in parallel sessions

Highlights of this year's conference include:  
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Chris Crandall &  
Monica Biernat,  
Co-Editors

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## 2007 SPSP Election Results

The results are in and new officers for the Executive Committee at SPSP have been elected. Joining the Executive Committee next year for three-year terms will be Richard Petty of Ohio State University as President-Elect (President in 2009), with John Lydon of McGill University and Nicole Shelton of Princeton as Members-at-Large.

Janet Swim of Penn State was re-elected by Division 8 to a

second three-year term on the American Psychological Association's Council of Representatives.

Don Forsyth of the University of Richmond was appointed to a special one-year term as Member-at-Large.

Readers will note that the number of positions up for election this year was quite large. This was because the Society has increased the

membership of the Executive Committee from 9 to 11. In 2008, SPSP will again run elections for President-Elect and two members-at-large. In 2009, the Society will run elections for President-Elect, one member-at-large position, Secretary-Treasurer, and APA Council Representative.

Many thanks to all who voted, for those who stood for election, and for those who will serve. ■

# Executive Committee Report: Society Grows in Number, Impact, and Functions

The Executive Committee of SPSP met on August 20 in San Francisco, following the APA Convention. The Executive Committee meets twice a year, once following APA, and once following the SPSP conference. It is during these two meetings that much of the Society business takes place. This report serves as the primary way that the Society communicates with its members on a variety of issues.

The results of the recent election were reported: Richard Petty is the President-Elect, and Nicole Shelton and John Lydon are the new members of the Executive Committee. In addition, the Executive Committee welcomes Don Forsyth as a voting member, with a special portfolio of electronic media.

*Membership.* The Society is larger than ever—up to 5,346 members. The primary growth of the Society is among graduate students; the popularity of presenting at the Convention—which requires SPSP membership—likely contributes to this growth. The Society does not as yet collect any information on the employment status, age, ethnicity, income, etc. of its members, but it does not appear that SPSP is facing the same “aging of membership” issue that concerns the APA. There is a sense that European and Asian membership is increasing, but a formal study of the membership and its trajectory is still in the planning stages.

*Budget.* The budget is larger than ever before. Income from memberships plays a small role in this, although servicing members with mailings, *PSPB*, *PSPR* and *Dialogue* uses most of this income. Royalties from Sage for *PSPB* and *PSPR* play a very important role in the financial health of the Society. In addition, there was a modest profit from the 2007

convention, which helped contribute to the bottom line.

In all, the Society enjoys a surplus somewhat larger than one year’s budget. But it is clear that the Society relies to a very large extent on royalty income from Sage for our financial health. Although we enjoy a mutually beneficial relationship with Sage, the Society is mindful of the potential danger of relying on a single source for underwriting Society programs and benefits. Will the income stream from publication stay stable? Will our increased membership stay stable?

*The Society is larger than ever—up to 5,346 members. The primary growth of the Society is among graduate students.*

The Executive Committee found themselves in a pleasant quandary. There is currently a positive cash flow into our coffers, and this can be met by one of two basic strategies: (1) accumulating money to maintain a positive stream (e.g., developing an endowment) or (2) giving the money away to all who ask (e.g., increasing programming). These issues are currently under discussion. If you have an opinion, contact a voting member of the Executive Committee (see the back page of *Dialogue*) or consider writing and article for *Dialogue*.

*Publications.* Publication Committee Chair Trish Devine reported that *PSPB*’s impact is increasing. The operation is running smoothly under Editor Judy Harackiewicz, but it is challenging, as the submission rate is high and continues to grow. Despite this load, the review lag is short (on

average, 8.3 weeks). Editors continue to triage articles with a very low probability of being accepted (23%). Although it is dismaying to be triaged, a rejection that comes quickly can be more useful to one’s career than a rejection comes after a significantly longer wait. The Associate Editor roster is now fixed through the end of Judy Harackiewicz’s term. *PSPR* continues to prosper. Its impact rating is very high, second only to *JPSP* among social psychology journals. However, the submission rate for the journal is lower than ideal, and Editor Galen Bodenhausen continues to encourage SPSP members to submit their work. *PSPR*’s decision lag is only 2.2 months, with a publication lag of 7.6 months. The Publications Committee and Editor are looking for a way to get the journal online more quickly.

The announcement that the 2006 Student Publication Award went to Arlen Moller, for his article (with E.L. Deci & R.M. Ryan, 2006) *Choice and ego-depletion: The moderating role of autonomy, Personality and Social Psychology Bulletin*, 32, 1024-1036) was met with a round of applause. There were 37 submissions for this award, and four finalists. About 25% of all *PSPB* articles were submitted for the award—students are often first authors in *PSPB* articles, making them eligible for the award.

The search for the next *PSPB* Editor continues. There have been more than 30 nominations, which the committee reduced to a shortish list of 10 candidates, which was further whittled down to a very short list of 3 people. The Publication Committee has been in discussion with this smaller group, with an eye toward making a recommendation to the Executive Committee at the Convention in

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## Society Grows, Continued

(Continued from page 2)  
Albuquerque.

Because the Chair of the Publication Committee is rotating off and Richard Petty will have to step down to serve as President-Elect, the Publications Committee will be short two members. Fred Rhodewalt will join the committee for one year (stepping back in after he left the committee early to become editor of *PSPB*), and Wendy Wood will join Fred and Randy Larsen on the Publication Committee in a regular replacement position.

*Convention.* The Convention will be in Albuquerque, New Mexico, February 7-9, 2008 with preconferences on Thursday, February 7. The program committee for this meeting received the highest-ever number of poster and symposia submissions, and will feature the most programming ever (see story on p. 5). Although the SPSP Convention program is increasing, the rate of increase has slowed, which might take some of the pressure off future program committees. Rejection rates have stayed level (at around 50%) from year to year. If the Convention continues to grow, however, the rejection rate will undoubtedly increase.

Discussion on improving the Convention continues, though the news from the convention task force committee is that most members are quite satisfied with the current format (see story on p. 5).

Finding a location for each Convention is challenging. The many issues involved include expense of travel, expense of hotels, availability of restaurants and other amenities. The committee is mindful of both faculty and student needs, and discussion has included such places as Hawaii, Jacksonville, Miami, Las Vegas, Puerto Rico (which may be surprisingly affordable), San Francisco, San Diego, and especially Tampa. The committee

voted to in favor of Tampa, Florida as the location for the 2009 meeting.

*The 2009 SPSP meeting will be held Feb 5th-7th at the Tampa, Florida Convention Center. The hotels are the Marriott Waterside, the Hyatt Regency Tampa, the Tampa Harbour Island Westin, and the Embassy Suites Tampa Downtown.*

*Training Committee.* Chair Terri Vescio reported on pre-conference plans that focused on introducing new methods, with the first choice being social neuroscience methods (see article on p. 41). The Training Committee is also at work creating a network of "Academic and Applied Social and Personality and Social Psychologists." This will be a group of at least 50 people who will provide guidance about non-academic careers. After gathering information from surveys, the Training Committee will generate a document with job titles, training background, and job descriptions for these applied positions, to be made available to interested students or faculty. Marti Hope-Gonzales will be joining the Training Committee to work on this and other projects in the next year.

*Diversity and Climate Committee.* Keith Maddox reported on how the Diversity Committee had planned its activities and resource use in the upcoming Albuquerque meeting (see story on p. 10). The budget for funding Diversity Travel Awards was doubled this year, from 12 to 24 \$500 awards. A Diversity reception for all SPSP members will be held at the Albuquerque convention, with special

invitations made to dignitaries—researchers nominated by Travel Award winners because of particular interest in their work. Maddox reported on the very high levels of interest and activity that last year's reception drew, and the Executive Committee effectively doubled the budget for this event for 2008.

The Executive Committee discussed increasing the number and range of opportunities to undergraduates of under-represented groups at the Convention. At present, free registration is made available to a number of undergraduates from under-represented groups in the nearby region of the Convention (typically about 10 students). The Committee discussed increasing this number to 20-30 students, enlarging the regional range that qualifies for the free registration offer.

The Diversity Committee had been having discussions about its mission and proposed a new title, the "Diversity and Climate Committee," which was approved by the Executive Committee. Look for more information on the changing nature of the committee's work.

*Graduate Student Committee.* Elizabeth Lee, current President of the GSC, presented the Graduate Student Committee report. The GSC has been at work integrating students into the Convention program, and this year, 43 students applied for 4 dedicated speaking roles at an all-student "Outstanding Research Award" symposium (see story on p. 25). Winners of this honor will receive travel monies, but this will not count against their lifetime eligibility for other travel awards. The Graduate Student Social Hour has been a real success at the Convention, and the Executive Committee increased the budget to expand the amenities available.

The GSC reported some

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## Foundation for Personality and Social Psychology Established to Advance Personality/Social Psychology

By David Dunning

*May you live in interesting times* is an admonition of unclear origin but obvious meaning. Clearly, for personality and social psychology, these are interesting times. The discipline faces many challenges, but also lives in an era of unprecedented opportunity. Recently, the *Foundation for Personality and Social Psychology (FPSP)* was established to rise to the challenge of these interesting times--aiming to raise philanthropic funds and sponsor activities to advance personality and social psychology, ones that will explicitly address the challenges the discipline faces as well as to identify and take advantage of clear opportunities.

To be sure, there are other organizations, such as *SPSP*, that are aimed at advancing the field. But these organizations tend to be busy with their own very important and ongoing activities, such as publishing journals and organizing conferences.

The *Foundation*, however, is designed to be unique in its contribution to the

advancement of personality and social psychology. The *Foundation* is designed to provide crucial support for wide-ranging, forward-looking, long-term activities that could enhance the discipline. It focuses on development and fundraising, seeking gifts and donations to fund activities that have the potential to augment and broaden the vigor of personality and social psychology. As such, as a non-profit charitable organization incorporated in the state of New York, the *Foundation* is its own entity, legally separate from *SPSP* and related organizations, but it shares the commitment of those organizations to personality and social psychology.

Already, the *Foundation* has been quite active—as can be seen in related articles that accompany this article. Carol and Ed Diener have provided a very generous donation to support two mid-career awards honoring our best scholars, one each in personality and social psychology. SAGE Publications, Inc. has generously agreed to underwrite a Young Scholars program to support the careers of five outstanding scholars (each year for the next five years) who are three to seven

years beyond their first independent research positions. The *Foundation* has also initiated a fundraising drive designed to provide financial support for the dissertations of our best graduate students.

Among its initiatives, the *Foundation* aims to establish additional awards to honor those who have made significant contributions to our field. It will also seek to fund an array of fellowships, travel grants, research projects, conferences, and innovative educational programs.

The *Foundation* was incorporated formally in early 2006, with a founding Board of Directors of Jim Blascovich (University of California, Santa Barbara), Sharon Brehm (Indiana University), and Susan Fiske (Princeton University). Later, Marty Chemers (University of California, Santa Cruz), Jennifer Richeson (Northwestern University) and Mark Snyder (University of Minnesota) joined the Board, with Susan Fiske rotating off. David Dunning (Cornell University) currently serves as the executive officer. ■

## Diener Gift Funds New Foundation Mid-Career Awards

A generous gift by Ed and Carol Diener to the *Foundation for Personality and Social Psychology (FPSP)* has endowed two new awards annual for outstanding contributions to the fields of personality and social psychology. The Diener Awards aim at honoring one mid-career scholar in personality psychology and one in social psychology each year.

More specifically, the Diener Awards “will recognize two scholars whose work has added substantially to the

body of knowledge in our field. Two individuals will be chosen, one in personality psychology and one in social psychology. Recipients will be researchers who are 15-25 years from their first tenure-track appointment and have successfully bridged boundaries between disciplines, including scholars whose work brings together personality psychology and social psychology.”

In providing the gift that underwrites the award, Ed Diener noted that “*SPSP* is a great organization, and we are

grateful that we are able to help the society recognize our outstanding mid-career scholars. We hope that our gift stimulates others to make generous gifts to the society, which can do so much to advancing the science of social and personality psychology.”

The first awards will be announced and presented at the 2008 Annual Meeting of *SPSP*. The committee selecting the personality award is David Funder (chair), Dan McAdams, and Virginia Kwan. The committee selecting the social award is Nicole Shelton, Claude Steele, and Mark Zanna (chair). Nominations for the 2008 awards closed in early November. ■

# Report of the SPSP Convention Task Force

*By Lisa Feldman Barrett,  
Sonia Lyubomirsky, and  
Tim Strauman*

In conjunction with its ongoing evaluation of our conventions, the SPSP Executive Committee convened a Convention Task Force (Lisa Feldman Barrett, chair; Sonja Lyubomirsky and Tim Strauman, members) this past February. The charge of the task force was to survey the SPSP membership regarding their impressions of recent meetings and their ideas and preferences for future meetings. The survey was posted for a two-week period and a series of emails were sent to the membership inviting everyone to respond to the survey.

The sample (N = 1373; 751 women) was substantial and broadly representative of SPSP membership and conference attendance. Approximately two-thirds of respondents indicated that they attended the convention regularly, and the same proportion indicated that they planned to attend the 2008 meeting. Both faculty (N = 690) and graduate students (N = 518) responded in large numbers. On average the survey took only a few minutes to complete, and many of those who completed it took advantage of the opportunity to add personal comments and suggestions. Both the task force and the Executive Committee also received a number of positive comments about the value of soliciting members' feedback.

SPSP members in general, and convention attendees in particular, were positive about the convention. Noteworthy findings included:

- Most respondents indicated that they were satisfied with the convention as it currently is organized. Specifically, 26% indicated that they were *very satisfied*, while 42% indicated that they were *moderately satisfied*.

- A majority of respondents (76%) liked the idea of having the convention in different cities each year. Only 11% preferred the *3-4 rotating cities* option. 84% of respondents indicated that holding the meeting in an "attractive city" was important to them. Several members offered the ad hoc comment that traveling to new cities each year was an economic strain that often prevented them from attending the conference.

*A majority of respondents liked the idea of having the convention in different cities each year.; 84% said holding the meeting in an "attractive city" as important to them.*

- There was little consensus on how to improve the convention in terms of timing, structure, or content, with responses to specific questions evenly divided among the range of options presented. For example, in response to a question about changing the number of symposia conducted in parallel, 17% preferred more, 25% preferred fewer, and 35% preferred the same number as currently conducted. Likewise, when asked about whether to change the number of invited addresses and symposia, 26% preferred more, 16% preferred fewer, and 29% preferred things as is. Almost 60% of respondents indicated that the length of the meeting should not be changed.
- Students had educational goals for attending the conference, although

this was less true for faculty. Nonetheless, faculty indicated that the convention was moderately beneficial in terms of education and were positive about the meeting as an opportunity for socializing.

*The convention is viewed positively by a majority of SPSP faculty and student members, and that the meeting is likely to continue to be well attended.*

- There were few consistent concerns expressed about the sampling of scientific topics or speakers, suggesting that the efforts of program committees to create a diverse and interesting program are viewed favorably. For example, in response to whether ratings of submissions should be weighted by content area, 54% of respondents voted no, 25% voted yes, and 20% expressed no opinion. However, there was some sentiment for tracking symposia by theme or content area, with 56% in favor of doing so. A great variety of opinions were offered in response to open-ended questions, suggesting that those who responded were doing so thoughtfully.

The data suggest that the convention is viewed positively by a majority of SPSP faculty and student members, and that the meeting is likely to continue to be well attended. We wish to thank all of you who responded to the survey. Both the task force and the Executive Committee appreciate your thoughtful feedback, and we hope that you share our optimism that the SPSP Annual Meeting will continue to be the centerpiece for SPSP's activities. ■

## APA Involvement in Interrogations

By Janet K. Swim &  
M. Lynne Cooper

There is little doubt that some detainees in U.S. detention centers, such as Guantanamo have been tortured and experienced cruel and degrading treatment and punishment by U.S. interrogators. Moreover, the U.S. government has declared some detainees "enemy combatants," and will not as a result guarantee basic human rights, including due process and the use of humane interrogation techniques.

Within this context, concern has been raised about the role of psychologists at detention centers, and in particular their involvement in training interrogators and designing interrogation techniques. Proponents of psychologists' involvement have argued that ethical interrogation can occur and that psychologists' presence can help make them effective and ethical. Effective interrogation techniques involve, for instance, establishing rapport with detainees and torture destroys rapport. However, some have argued that psychologists have been involved in teaching interrogators techniques that are unethical. These techniques (called Survival, Escape, Resistance and Evasion, or SERE for short) were originally devised to train U.S. soldiers how to resist torture. Others maintain that, regardless of psychologists' explicit involvement in unethical techniques, psychologists should not practice in places where basic human rights are being violated as their very presence conveys tacit approval. The Divisions for Social Justice (a set of divisions at APA who have joined because of mutual interest in justice issues) have spearheaded much of the opposition to psychologists' involvement in interrogations and presence at the detention centers.

For several years, members of the American Psychological Association

have been addressing these concerns. Prior to the August meeting, APA passed no less than five statements condemning torture. APA set up the PENS (Psychological Ethics and National Security) task force to establish policy to address the ethical involvement of psychologists in interrogation centers.

Despite these actions, debate continued about psychologists' role in detention centers. At this year's meeting, concerns were raised about the comprehensiveness of the 2006 statement against torture with the need, for instance, to outline more clearly what constitutes inhumane treatment and the timely establishment of a casebook and commentary to establish guidelines for psychologists. Concerns also continued to be raised about psychologist's role within contexts where prisoners are held without charge, without definite status, and for an indefinite period of time-- for example about 300 people have been held over five years. These continued concerns lead the Divisions for Social Justice to propose revisions to previous APA statements and a moratorium on psychologist's involvement in interrogations at detentions centers.

*Concerns were raised about the comprehensiveness of the 2006 statement against torture with the need, for instance, to outline more clearly what constitutes "inhumane treatment."*

Through a process of intense negotiations, a revision to a previous anti-torture resolution evolved at the APA conference in San Francisco this past August that clarified their definition of torture. The revision included, for instance, a list of 15 techniques that psychologists are prohibited from using (e.g., mock

executions, water-boarding, sexual humiliation), emphasized the necessity for psychologists to report when violations occur, and called on the US legal systems to reject testimony resulting from torture or cruel, inhuman or degrading treatment or punishment. There was large degree of consensus on council about this aspect of the resolution. However, debate centered on whether to accept and amendment that would limit psychologists' role at these detention centers to promoting health. The text that was debated concluded that "the roles of psychologists in settings in which detainees are deprived of adequate protection of their human rights, should be limited as health personnel to the provision of psychological treatment."

Some opposed this statement because they interpreted it to mean that psychologists could work with detainees who were suffering, but they could not work to prevent abuse or suffering. Some were also concerned that it would prohibit research on false confessions in interrogations (in these settings). Still others did not like restricting contexts where psychologist could work as it is not done in other settings which some find questionable (such as psychologists working in prison or working with those with involuntary commitments to mental institutions). On the other hand, those in favor of the resolution indicated that they believed that the first part of the resolution indicated that psychologists could work to prevent abuse while the debated part of the resolution more clearly identified what psychologists could do when in these situations. Others argued that APA should take a stronger stance, like the American Psychiatric Association, and not even be present due to the human rights violations that have occurred at U.S. detention centers.

Most of Council decided to not include the statement limiting psychologists' role to promoting health. After this addition to the resolution was voted down, an overwhelming majority voted to accept the revised resolution. ■

## Ah, the *Dis-Advantages* of Heading the SPSP Scientific Program Committee

*By Paula Niedenthal*  
*SPSP 2008 Program Chair*

When I was very, very young there was a (now classic) advertising campaign for Benson and Hedges 100s cigarettes. The television jingle was recorded by a Herb Alpert and the Tijuana Brass-wannabe band called the Brass Ring. That jingle, for the first time, sold a product on the basis of its disadvantages; indeed it was called “the Dis-Advantages of You” (you can hear it on YouTube). The disadvantage, of course, was that the new 100s cigarette was so long that it got in the way of one’s everyday activities, such as getting into an elevator or inspecting a spinning globe while considering one’s international travels.

I thought about the Brass Ring jingle this past summer. When the 2008 SPSP convention committee contacted me to ask that I serve as scientific program chair for the meetings, I was told that the disadvantage of being responsible for selecting the symposia and posters for the program was that the submitted abstracts were sure to be almost uniformly excellent. But what a joy it would be to read those interesting submissions! A truly positive spin.

And so it was for the SPSP 2008 scientific program committee, which consisted of Margaret Clark, Leonel Garcia-Marques, Steven Heine, Kerry Kawakami, Carolyn Morf, James Russell, Timothy Smith, and Jeanne Tsai. Although the submitted symposia were a pleasure to read it was very difficult to decide which ones would be retained for the program; the process was ultimately not about separating wheat from chaff.

One hundred thirty-two symposium submissions were received (up from 124 the previous year) and we were able to accept only 50% (down from

52% the previous year). The schedule is very full, in fact more so than we would have liked, but we think it is also very exciting and new.

The selection process itself worked in the following way: I first organized the submissions into thematic areas and then assigned each one to two members of the committee who were experts in those areas. Committee members rated every symposium on a 4-point scale, and were obliged to place 25% of the symposia they reviewed into each of the four rating categories. No committee member rated a symposium for which he or she had a conflict of interest. I then calculated averages, and in my first pass at decision-making I selected for inclusion the symposia with the highest overall scores. However, in this process I noted that there was a (rather small) set of submissions for which the reliability in the scoring was low. In these cases I asked the committee members who had been assigned the symposium to re-rate it and I used these new ratings to create new averages. I worked only with these averages and the titles and assigned numbers of the symposia so that I was not influenced by possible conflicts of interest myself.

Our evaluation of the submissions was based on a number of criteria that we discussed prior to scoring. We were concerned with originality of the topic, the coherence of the talks (i.e., we favored coherence without sacrificing some breadth), the inclusion of both senior and junior speakers, and diversity of topics while still representing the manifest interests of the membership.

There were many submissions having to do with emotions and with culture, many having to do with interpersonal relationships, and many on topics related to stereotyping and prejudice. This reflects the current interests of our

members and thus you will see good coverage of these topics in the program. When two or more symposia were too closely related, though, I was likely to accept only one so that other topical areas could be represented in the program. I also considered whether a very similar symposium had been presented at last year’s conference, and several submissions were rejected for this reason.

There were also 1,408 poster submissions this year. I rejected those that were clearly outside of the areas of social and personality psychology, were not for other reasons applicable to or of interest to the society, were not coherent enough to understand, or did not report a project that was sufficiently advanced to assure that a reasonable product would be forthcoming. This represented only 5% of the submission. The process of reviewing the posters was dramatically facilitated by the hard work of a number of graduate students from the University of Wisconsin (Madison, USA) and York University (Toronto, Canada) who were enthusiastic and speedy helpers in the initial screening process. Their names are listed in the program.

Finally, of note, the 2008 SPSP scientific program committee voted unanimously to include keynote addresses in the program, and in the end chose by a ranking procedure to invite two speakers. Those speakers are Sheldon Cohen and Richard Nisbett. We are excited to hear their new ideas on health and on intelligence, respectively, and we think you will also find these talks exciting.

So now the process is over. We can sit back, watch Tara Miller’s group construct the program on-line, and look forward to seeing you all in Albuquerque in February. ■

## Comings and Goings

*Each fall Dialogue features a list of comings and goings—where have colleagues moved in the past year. This list includes only information that was sent to us, so we have surely missed some moves. Year of Ph.D. and Ph.D. granting institution appear in parentheses.*

Stacey J. Anderson (2003, University of California, Davis), from a post-doc at University of California, San Francisco to University of Nottingham (UK)

Jennifer A. Bartz (2004, McGill University), to Mount Sinai School of Medicine

Gayle R. Bessenoff (2001, Northwestern University), from the University of Connecticut to Southern Connecticut State University

Zachary Birchmeier (2004, Miami University), to Institute of Public Policy, University of Missouri-Columbia

Patricia Bruininks (2002, University of Oregon), from Hendrix College to Whitworth University

Claudia Brumbaugh (2007, University of Illinois at Urbana-Champaign), to Queens College

Angela Bryan, (PhD 1997, Arizona State University), from University of Colorado to University of New Mexico

Edward Burkley (2006, University of North Carolina-Chapel Hill) to Oklahoma State University

Melissa Burkley (2006, University of North Carolina-Chapel Hill) to Oklahoma State University

Eugene M. Caruso (2007, Harvard University) to University of Chicago Graduate School of Business

Yulia Chentsova Dutton (2007, Stanford University), from Colby College to Georgetown University

Sapna Cheryan (2007, Stanford University), to University of Washington

Charlene Christie (2004, University at Albany), from Indiana University-Purdue University Columbus to SUNY College at Oneonta

Jason K. Clark (2007, Purdue University), to Indiana University

Matt Crawford (2002, Indiana University), from University of Bristol (UK) to Victoria University-Wellington, New Zealand

Jill Coleman (2005, University of Illinois), from Middlebury College to The Ohio State University-Newark

Tamlin Conner (2003, Boston College), from University of Connecticut Health Center to University of Otago, New Zealand

Thomas F. Denson (2007, University of Southern California), to University of New South Wales, Australia

C. Nathan DeWall (2007, Florida State University), to University of Kentucky

Robin Edelstein (2005, University of California, Davis), from the University of California, Irvine to the University of Michigan

Thomas E. Ford (1992, University of Maryland) from Department of Sociology, Western Michigan University to the Department of Psychology, Western Carolina University

Joanne Frattaroli (2005, University of California-Riverside), to University of California-Irvine

Julie A. Garcia (2005, University of Michigan), from Stanford University (postdoc) to California State Polytechnic University, San Luis Obispo

Christine Gockel (2007, Michigan State University), to Chemnitz University of Technology, Germany

Noah J. Goldstein (2007, Arizona State University), to the University of Chicago Graduate School of Business

Joshua Hart (2006, UC Davis), from Lawrence University to Union College

Michael Hogg (1983, University of Bristol), from the University of Queensland to Claremont Graduate University

Christine Hooker, Ph.D. (2002, Northwestern University), from UC-Berkeley to Harvard University

April Horstman Reser (2007, University of Kansas), to Massachusetts College of Liberal Arts

Jennifer S. Hunt (2001, University of Minnesota), from University of Nebraska-Lincoln to Buffalo State College (SUNY)

Aarti Iyer (2004, University of California, Santa Cruz), from a post-doc at University of Exeter to University of Queensland, Australia

Camille S. Johnson (2005, Ohio State University), from a post-doc at Stanford University to San Jose State University

Kerri Johnson (2004, Cornell University) from a post-doc at NYU to UCLA, Communication Studies



Kai J. Jonas (2002, University of Goettingen, Germany), from University of Jena, Germany to University of Amsterdam, The Netherlands

Benjamin Karney (1997, UCLA), from RAND to University of California, Los Angeles

Marc T. Kiviniemi (2001, University of Minnesota), from University of Nebraska-Lincoln to Department of Health Behavior, School of Public Health and Health Professions, University at Buffalo (SUNY)

Anne M. Koenig (2007, Northwestern University) to the University of San Diego

Ethan Kross (2007, Columbia University) to University of Michigan, Ann Arbor

Zlatan Krizan (2007, University of Iowa), to Iowa State University

Madoka Kumashiro (2004, University of North Carolina at Chapel Hill), from University of Hamburg to Goldsmiths College, University of London

Mark J. Landau (2007, University of Arizona), to the University of Kansas

Daniel Leising (PhD University of Heidelberg, 2003), from Stanford University to University of Halle-Wittenberg (Germany)

Heather C. Lench (2007, University of California, Irvine), to Texas A & M University

Jennifer Lerner (1998, UC Berkeley), from Carnegie Mellon University to Harvard University

Robert W. Livingston (2001, Ohio State University), from University of Wisconsin-Madison to Kellogg School of Management, Northwestern University

Robyn Mallett (2003, The Pennsylvania State University), from The University of Virginia to Loyola University Chicago

Patrick Malone (1993, University of Texas-Austin), from Duke University to University of South Carolina

Raymond A. Mar (2007, University of Toronto), to York University

Kate McLean (2004, UC Santa Cruz), from University of Toronto to Western Washington University

Batja Mesquita (1993, University of Amsterdam), from Wake Forest University to the University of Leuven, Belgium

Arlen Moller (2007, University of Rochester), to Gettysburg College

Carey K. Morewedge, (2006, Harvard University), from Princeton University to Carnegie Mellon University

Dominique Muller (2002, University of Grenoble 2), from Paris Descartes University to University of Grenoble 2, France

Karen Naufel (2007, University of Arkansas), to Georgia Southern University

Matt Newman (2003, University of Texas at Austin), from Bard College to Arizona State University

Catherine J. Norris (2004, University of Chicago), from University of Wisconsin-Madison to Dartmouth College

Jennifer Pals Lilgendahl (formerly Jennifer Leigh Pals) (2000, UC Berkeley), from Northwestern University to Haverford College

John V. Petrocelli (2007, Indiana University), to Wake Forest University

Elizabeth C. Pinel (1998, University of Texas at Austin), from The Pennsylvania State University to University of Vermont

Jennifer J. Ratcliff (2007, Ohio University), to Harvard University

Kerry Rees (2007, Cardiff University), to University of Gloucestershire

Kai Sassenberg (1999, University of Goettingen, Germany), from University of Groningen (The Netherlands) to University of Tuebingen, Knowledge Media Research Institute (Germany)

Ya Hui Michelle See (2007, Ohio State University), to National University of Singapore

Frank Siebler (2002, University of Kent at Canterbury, United Kingdom), from University of Bielefeld, Germany, to University of Tromsø, Norway

Michael J. Tagler (2003, Kansas State University), from Nebraska Wesleyan University to Ball State University

Teceta Thomas Tormala (2003, Stanford University), from Indiana University to Stanford University

Zakary Tormala (2003, Ohio State University), from Indiana University to Stanford University, Graduate School of Business

Eric Vanman (1994, University of Southern California), from Georgia State University to University of Queensland, Australia

Simine Vazire (2006, University of Texas at Austin), to Washington University in St. Louis

Bill von Hippel (1990, Michigan), from University of New South Wales to University of Queensland, Australia

Dustin Wood (2007, University of Illinois), to Wake Forest University

■

# SPSP Diversity and Climate Committee: New Name, Same Mission

By Keith Maddox

The SPSP Diversity Committee has changed its name. We are now the *SPSP Diversity and Climate Committee* (DCC). The name change reflects SPSP's recognition that the goal of increasing the diversity of its membership must be coupled with the goal of ensuring that the climate of the organization is supportive of a diverse membership. Social and personality psychologists are well-aware of the potential barriers faced by members of underrepresented groups. We are also cognizant that mere awareness does not insulate our membership from their deleterious effects.

Our continuing charge is to encourage participation in programs designed to increase diversity and to provide welcoming and supportive climate for all members of SPSP, particularly those who belong to historically disadvantaged groups that have been underrepresented on our campus. This is based on the assumption that a diverse and equitable environment can benefit all members of the organization, facilitating efforts toward professional and intellectual development. In this column, I'd like to remind you about some of the DCC activities that service these goals.

## ***Diversity Fund Travel and Registration Awards***

The first of these activities, the Diversity Graduate Travel Awards, grants financial assistance for graduate students from groups underrepresented in personality and social psychology to attend the annual conference. The DCC also grants the Diversity Undergraduate Registration Awards to similarly underrepresented undergraduate students who attend colleges and universities in conference region. These

awards pay for conference registration, allowing the students to attend the conference and learn more about personality and social psychology. For both awards, we have been pleased with the number of high quality applicants each year. Typically, we have more deserving applicants than we have funds. I'm happy to announce that, this year, we will be able to increase the number of awards granted for the 2008 conference. Please refer to the conference web page at <http://www.spspmeeting.org/> for information about the 2008 Diversity Fund Awards.

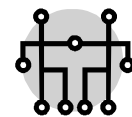
## ***Diversity and Climate Committee Reception***

The DCC also sponsors a reception at the conference each year to which all conference attendees are invited. The reception serves as a celebration and introduction to the current travel and conference registration award recipients and applicants. In a development introduced last year, we will ask graduate award winners to nominate one or two social or personality psychologists as "Influential Scholars" – researchers whose scholarly contributions to the field have had a significant positive influence on the award winner's intellectual development. Our Influential Scholars will be invited to the reception with the charge of meeting and chatting with their "admirer." This format provides an opportunity for students to get acquainted with an intellectual hero, and hopefully gain some tips for success in graduate school and beyond. All former award recipients and current and former applicants, their advisors, and other conference-goers are encouraged to attend. Check your conference program for date, time and location.

## ***GLBT Alliance in Social and Personality Psychology (GASP) Coffee Break***

The DCC also works with the GLBT Alliance in Social and Personality Psychology (GASP) to sponsor Coffee Break at the conference each year. GASP provides social support and professional information to lesbian, gay, bisexual, and transgender students and faculty and their supportive heterosexual colleagues. This reception is also open to all conference attendees, so check your program next year for date, time, and location.

Finally, we'd like to thank our Influential Scholars all the staff at Tara Miller Events whose efforts made last year's DCC events so rewarding for our students. We welcome comments and input from SPSP members on the committee's activities and mission. You can direct your comments to any of the committee members, who this year are Keith Maddox (co-chair), Nilanjana Dasgupta (co-chair), and Tiffany Ito. Information on all our activities can also be found at <http://www.spsp.org/divprog.htm>. If you or any of your students might be eligible for any of our programs, look for application information on the web page starting in the summer. ■



**Society for Personality  
and Social Psychology**

**Visit us at  
[www.spsp.org](http://www.spsp.org)**

## Would You Like to Turn Your Child into a Social Psychologist?

If you are determined to help your children become social psychologists, you might give them appropriate names to help ease the way. While a young professor might consider naming her daughter Bibb Latané Jones, she might also consider what are common names among social psychologists.

Here, we list the most common first and last names among current SESP members. There are 1,179 different first and last names among the list. John prevailed among all names. A combined 990 first or last names (83%) were unique to one person. The most common names, in descending order within column, are:

First, Female	First, Male	Gender Ambiguous	Last Names
Linda	John	Robin/Robyn	Smith
Ann(e)	Richard	Chris (various)	Miller
Deborah	David		Harris
Jennifer	Robert		Davis
Carol	Michael		Sherman
Janet	James		
Karen	Charles		
Susan	Mark		

## Would You Like to Turn Your Child into a Personality Psychologist?

You may wish to turn your darling offspring into personality psychologists. Perhaps a professor may name his son Walter Mischel Brown. Here, we created a list of the most common first and last names among members of ARP, with 868 different first and last names. Jennifer prevailed among all names; 740 first or last names (85%) were unique to one person. The most common names are:

First, Female	First, Male	Gender Ambiguous	Last Names
Jennifer	Robert	Chris (various)	Smith
Michelle	Daniel		Green
Heather	David		Williams
Sarah	Michael		
Rebecca	John		
Lisa	William		
Kate	Richard		

*(All female names below Jennifer were tied for 2<sup>nd</sup> place).*

These data are compelling. If you want your son to be a social psychologist, name him John; a budding personality psychologist daughter should be named Jennifer (with Smith as a middle name for both). Alas, the name of the Editors' daughter, Charlotte, appears nowhere on either the SESP or ARP list; we may be raising a physicist. ■

## Give to the SPSP Foundation

*By Ed Diener*

My wife, Carol, and I are honored to be among the first major donors to the SPSP Foundation. We are excited by the opportunities the foundation will afford, and how it will enhance social and personality psychology. This is why we decided to make a substantial donation to the foundation in its earliest days.

The Society of Personality and Social Psychology is one of a handful of elite societies in the behavioral sciences. It continues to do wonderful work to promote our field, and has been successful beyond our wildest dreams. The foundation will help extend these activities even farther by making funds available for new initiatives.

The mid-career awards in both personality and social psychology that our gift will help fund will benefit the field by giving recognition to our outstanding scientists. The gifts will help promote the careers of those selected

for the awards, but will also help promote our field by drawing attention to the most important research being conducted in our field.

One of the reasons we decided to donate money at this time is to encourage others to also make donations—both large and small. We are all committed to furthering the field of psychology, and personality and social psychology in particular. Indeed, for most of us, who are members of SPSP, the field is a major part of our identity, and has our loyalty. Thus, I encourage each of you to seriously consider making a substantial gift to the foundation now. If you are unable to make a substantial gift at this time, a modest yearly gift will, over time, become substantial. For SPSP to continue to be at the forefront of personality and social psychology each of us must not only excel as scientists but also provide financial support. Please make your donations now. We are so happy to be able to support this important cause! ■

# Interrogating Enemies of the State: When Torture Becomes An Instrument of Policy

By *Herbert C. Kelman*<sup>1</sup>

Interrogation of enemy prisoners in a setting of armed conflict presents a powerful potential for the use of torture, particularly when the situation is one of asymmetric conflict and is framed as a war on terror. The resort to torture is by no means inevitable under these circumstances. But they provide the conditions conducive to the use of torture as an instrument of policy.

An adequate explanation of torture requires going beyond the characteristics of the individual perpetrators or even of the situation in which the torture is practiced, and focusing attention on the larger policy process in which the torture is embedded. Political culture makes a difference: Torture is much more likely to occur in non-democratic than in democratic societies and in countries at low levels rather than high levels of development<sup>2</sup>—precisely because of the differences in their policy process and authority structure. But torture does occur in highly developed democratic societies, usually in the context of counterterrorist activities, as the experiences of Guantánamo Bay and Abu Ghraib well illustrate. There are social conditions under which democratic cultures that ordinarily respect human rights may sanction torture, just as there are social conditions under which ordinary, decent individuals may be induced to take part in it.

The emergence or reemergence of torture as an instrument of policy in the twentieth century is directly related to the nature of the modern state—particularly to the combination of two features of the modern state: on the one hand, its vast power, and on the other, its enormous vulnerability to state enemies, both internal and external.<sup>3</sup> Three conditions conducive to the rise

of torture as an instrument of state policy can be identified (see table, next page).

- the authorities' perception of an active threat to the security of the state from internal and external sources;
- the availability of a security apparatus, which enables the authorities to use the vast power at their disposal to counter that threat by repressive measures; and the presence within the society or the larger environment of groups defined as enemies of the state or potential threats to it.

*There are social conditions under which democratic cultures that ordinarily respect human rights may sanction torture, just as there are social conditions under which ordinary, decent individuals may be induced to take part in it.*

In keeping with the theme of the panel at which this paper was originally presented, let me elaborate on the third of these conditions, which focuses on the identity of the target (bottom row of the table). Specifically, I ask: What are some of the social processes, at the level of policy formation and at the level of implementation, that make it easier to select certain groups as the targets of torture and to inflict acts of torture on members of that group?

At the level of policy formation, the targets of torture are generally defined as enemies of the state who constitute serious threats to the state's security and survival. When state authorities resort to torture, they can often point to

a history of violence directed against the state in the form of insurgency, guerrilla operations, or terrorist acts—and membership in a group deemed responsible for that violence qualifies an individual for torture. To be sure, torture—particularly when used in the context of a policy of suppressing domestic opposition by an authoritarian regime—may be applied to individuals whose only crime is political or religious dissent, or even mere membership in an ethnic or religious community that does not fit into the ruling group's scheme of things. Still, the identification of a group—domestic or international—as presenting a threat of violence against the state is central to the rationale for a policy of torture directed at its members.<sup>4</sup>

The consequence of defining a group as enemies of the state is to place them outside the protection of the state: to deny them the rights of citizenship. The link between torture and citizen-status goes back, in fact, to the early history of torture. In the Roman legal system, torture—which was used as a means of obtaining confessions—was originally applied only to slaves and foreigners, but not to citizens.<sup>5</sup> In contemporary practice, torture victims are or are treated as non-citizens. Since, in the modern state, individual rights in effect derive from the state, to be excluded from the state—to be deprived of the rights of citizenship—is tantamount to becoming a non-person, vulnerable to arbitrary treatment: to torture and ultimately extinction.

Prisoners in the context of an armed conflict, including a war on terror, are by definition placed in the category of enemies, who are not entitled to the protection of the state. In principle, enemy combatants and civilian populations are protected against torture and other violations of their human rights by the Geneva

*(Continued on page 13)*

The Policy Context of Torture

CONDITIONS CONDUCTIVE TO THE USE OF TORTURE AS AN INSTRUMENT OF POLICY	SOCIAL PROCESSES FACILITATING TORTURE	
	<i>At Level of Policy Formation</i>	<i>At Level of Implementation</i>
<i>Perception of a Security Threat</i>	Justification of a policy of torture	Authorization of acts of torture
<i>Existence of a Security Apparatus</i>	Development of professional torture cadres	Routinization of torture practices
<i>Presence of Groups Defined as Enemies of the State</i>	Exclusion of target groups from protection of the state	Dehumanization of targets of torture

Thus, torture is designed only to punish the guilty, to warn their accomplices and, most important, to elicit the truth from them. Indeed, torture is often justified on the grounds that it is the only way to elicit information necessary for the protection of the state and its citizens—such as information about the identity and whereabouts of terrorist leaders or about planned terrorist operations—that the torture victims are presumed to have in their possession.

A contributing factor to the dehumanization of torture victims is the fact that, even when they are citizens of the state that tortures them, they often do not belong to the ethnic or religious community of the torturers and the dominant segment of society. This has been the case for Kurds in Iraq, for Bahais in Iran, for Palestinians in Kuwait and in the Israeli-occupied territories, for Irish Catholics in Northern Ireland, or for Bosnian Muslims in the former Yugoslavia, to mention only a few. In many cases the victims' ethnic or religious identity is itself the primary reason for their vulnerability to torture. In other cases, ethnic or religious identity is a factor in dissent or insurgency. In all cases, it facilitates exclusion and dehumanization, thus removing one of the constraints against torture and other serious violations of human rights.

In conclusion, let me return to the interrogations carried out by U.S. military and intelligence personnel, as well as at times private contractors, of prisoners suspected and accused of terrorist acts. These interrogations, in the aftermath of September 11 and in the context of the wars in Afghanistan and Iraq and the global war on terror, clearly constitute what Robert Lifton has called an atrocity-producing situation.<sup>10</sup> The interrogations take place under the conditions conducive to the use of torture as an instrument of policy that I have outlined: the perception of a mortal threat to the security of our country, its citizens, and

*(Continued on page 14)*

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Conventions.<sup>6</sup> In practice, people categorized as enemies in a war situation are vulnerable to being targeted for torture. The use of torture in the context of armed conflict—often directed at civilians, as well as at military personnel—has become more probable as war has moved from the classical clash between organized armed forces to a clash between whole populations, in which civilian groups are often specifically targeted.<sup>7</sup> Turning to the level of implementation of a policy of torture, what social

*The consequence of defining a group as enemies of the state is to place them outside the protection of the state.*

processes facilitate the participation of individual interrogators in the use of torture (right-hand column of the table)? In earlier analyses of sanctioned massacres and other crimes of obedience, I have distinguished three processes that facilitate an individual's participation in such enterprises: authorization, routinization, and dehumanization.<sup>8</sup> For present purposes, I focus on the process of *dehumanization* of the groups whose members have been selected as targets of a policy of torture. In line with the argument already presented, the main

source of the dehumanization of these groups is their designation as enemies of the state, who have placed themselves outside of the moral community shared by the rest of the population. They are described as terrorists, insurgents, or dissidents, who endanger the state and are bent on undermining law and order and on destroying the community.

The view of torture victims as non-citizens who are not entitled to the protection of the state was evident in interviews that Heinz<sup>9</sup> conducted with "masters of torture" in Latin America: Once they identified guerrillas as Communists, they saw them as foreign agents and thus, in effect, as "denaturalized." Furthermore, torture increased when guerrillas began killing military officers and their families, because they came to be seen not only as outsiders who are not entitled to the community's protection, but also as dangerous elements against whom the community had a right to protect itself.

A central assumption in the contemporary practice of torture—just as in the early days, when it was used as a systematic part of criminal legal procedures—is that the victims are guilty. The torture apparatus operates on the assumption that those who are brought in for torture are guerrillas, insurgents, or terrorists who have committed and/or are about to commit dangerous crimes against the state.

## Policy Context of Torture, Continued

(Continued from page 13)

its institutions; the availability of a powerful security apparatus with the capacity to counter the threat by repressive means and, increasingly, the experience in doing so; and the identification of groups that are defined as enemies of the U.S. and dedicated to its destruction. And, indeed, the evidence shows that—in the face of those conditions—abuse of prisoners tantamount to torture was not only widespread in practice, but was authorized and justified at the highest levels of our government as a matter of official policy. The policy was enunciated, for example, in memos circulating in upper echelons of the administration that authorized harsh interrogation techniques and defined torture so narrowly that many forms of painful, debilitating, and degrading treatment became permissible.

Various social processes facilitated the transmission of the policy of torture through the chain of command and its implementation in the interrogation setting. I shall summarize, for present

*The prisoners were excluded from the protection of the state on the grounds they had no rights under the U.S. Constitution and, as “unlawful combatants,” they had no rights under the Geneva Conventions.*

purposes, the processes that legitimized the targeting of certain groups for harsh interrogation, tantamount to torture. The prisoners were, by definition, excluded from the protection of the state on the grounds that, as non-citizens, they had no rights under the

U.S. Constitution and, as “unlawful combatants,” they had no rights under the Geneva Conventions. At the level of implementation, they were so thoroughly dehumanized as Muslim extremists and murderous terrorists,

*They were so thoroughly dehumanized as Muslim extremists and murderous terrorists, that they were perceived by the interrogators as outside of their moral community.*

that they were perceived by the interrogators as outside of their moral community.

The resort to torture under these circumstances was not inevitable, as mentioned earlier. There were, indeed, individuals at all levels of the hierarchy, who demurred, who raised objections, who reported abuses, who blew the whistle—often at risk to their positions and their careers. But to avoid being implicated, directly or indirectly, in the practice of torture in the course of interrogations—whether as an officer, an advisor, or an interrogator—is extremely difficult when that practice is sanctioned by the policy process. It requires some willingness and ability to step outside of the hierarchy and the normative system and to challenge, not only the practice of torture, but also the policy in which it is embedded and from which it emanates. What is required, in effect, is resistance to destructive authority—a resistance that gains strength when it is anchored in a countervailing authority, such as the ethical standards of one’s profession.

### Notes

<sup>1</sup>This article is based on remarks presented at the panel on “Ethics and Interrogation—Confronting the Challenge: What Are the Impacts of

Ethnicity, Language, and Identity on Interrogations?” at the meeting of the American Psychological Association in San Francisco on August 19, 2007.

<sup>2</sup>See Berto Jongman (1991). Why some states kill and torture while others do not. *PIOOM Newsletter*, 3(1), 8–11.

<sup>3</sup>Edward Peters (1985). *Torture*. New York and London: Basil Blackwell.

<sup>4</sup>See Wolfgang S. Heinz (1993). The military, torture and human rights: Experiences from Argentina, Brazil, Chile and Uruguay. In Ronald D. Crelinsten & Alex P. Schmid (Eds.), *The politics of pain: Torturers and their masters* (pp. 73–108). Leiden, The Netherlands: COMT, University of Leiden.

<sup>5</sup>Peters, *op. cit.*

<sup>6</sup>*Geneva Convention relative to the Treatment of Prisoners of War and Geneva Convention relative to the Protection of Civilian Persons in Times of War* (August 12, 1949).

<sup>7</sup>Martin Shaw (2003). *War and genocide: Organized killing in modern society*. Cambridge, UK: Polity Press.

<sup>8</sup>Herbert C. Kelman (1973). Violence without moral restraint: Reflections on the dehumanization of victims and victimizers. *Journal of Social Issues*, 29(4), 25–61; Herbert C. Kelman & V. Lee Hamilton (1989). *Crimes of obedience: Toward a social psychology of authority and responsibility*. New Haven, CT, and London: Yale University Press.

<sup>9</sup>Heinz, *op. cit.*

<sup>10</sup>See, e.g., Robert Jay Lifton (1971). Beyond atrocity. In Richard A. Falk, Gabriel Kolko, & Robert Jay Lifton (Eds.), *Crimes of war* (pp. 17–27). New York: Vintage Books.



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# Passings

**Marian Radke-Yarrow**  
May 2007

Marian Radke received a Ph.D. from the University of Minnesota in 1944. She taught at MIT, Queens College and University of Denver, before moving to NIMH, where she was chief of the developmental psychology laboratory at the NIMH, from 1974 to 1995.

Her early work focused on the development of prejudice in children, particularly racism and anti-Semitism, which was published in *They Learn What They Live: Prejudice in Young Children* (with H.G. Trager, Harper & Brothers, 1952). This work reported in this book, and several previous journal articles was included in the social science statement amicus brief submitted by Kenneth B. Clark, Isidor Chein, and Stuart W. Cook in the *Brown v. Board of Education* desegregation decision in 1954. Radke-Yarrow's work focused on prejudice and self-hatred among 5-8 students in the Philadelphia public school system.

With Carolyn Zahn-Waxler, Radke-Yarrow studied the earliest signs of altruism in children, finding "helpful" behaviors such as touching or other sympathetic gestures to children or adults in distress. Her work in social development led to several books, including *Development of Antisocial and Prosocial Behavior* (Academic Press, 1986); and *Children of Depressed Mothers* (Cambridge University Press, 1998).

**Leonard Eron**  
May, 2007

Leonard Eron received a Ph.D. from the University of Wisconsin in clinical psychology in 1949. He taught at Yale, was the chief psychologist at the Rip Van Winkle Clinic in Hudson, NY, and was a professor of psychology at the University of Iowa, the University of Illinois at Chicago, and associate dean for research at the School of Social

Work at the University of Michigan before retiring in 2003.

In 1960, Eron co-founded the Columbia County Longitudinal Study, which followed several hundred children in upstate New York into adulthood (with nearly two-thirds of the original people still participating in the 2000 wave of data collection). Eron et al. interviewed peers, teachers, parents, and the subjects themselves. They also interviewed parents about which TV shows their children watched, which they coded for level of violence. These data continue to show the effects of exposure to TV-violence, and are among the best available data that show the prospective impact of childhood TV-violence and adult aggressive behavior (see the remarkable Huesmann, Moise-Titus, Podolski, & Eron (2003) *Longitudinal Relations Between Children's Exposure to TV Violence Their Aggressive and Violent Behavior in Young Adulthood: 1977-1992, Developmental Psychology*). "Television has great teaching potential," said Dr. Eron "It's just been teaching the wrong things."

**Mary Douglas**  
May, 2007

Mary Douglas received a D.Phil in anthropology from Oxford University in 1951, having studied with Evans-Pritchard. Most of her career was spent at University College of the University of London, followed by appointments at the Russell Sage Foundation, Northwestern, and Princeton.

Douglas wrote on complex topics with vigorous prose, and is well-known for her simple definitions of complex ideas. In *Purity and Danger: An Analysis of Concepts of Pollution and Taboo* (1966, Routledge) she wrote "Dirt is matter out of place." In this book, she argued that things are considered impure or unclean because they cannot be easily classified. For example, she argued that the rules of kashrut developed in part to define as unclean those foods that did not fit into

any definite category—pigs are ambiguous because they share the cloven hoof of ungulates but did not chew cud, shellfish share habitat with fish, but do not swim.

Douglas argued that culture comes from social action, and that knowledge is built by people communicating and responding to one another: "The colonization of each other's minds is the price we pay for thought."

In her final book *The World of Goods: Towards an Anthropology of Consumption* (with Baron Isherwood, 1996, Routledge) she treats consumer goods as part of a social information system. They wrote that the "double roles of providing subsistence and in drawing lines of social relationships [is]... the way to a proper understanding of why people need goods." In this way buying things is a way people create identity and meaning in their lives.

**Rudolf Arnheim**  
June, 2007

Rudolf Arnheim received a Ph.D. in philosophy (specialty in psychology) from the University of Berlin in 1928. In 1933, fleeing the Nazis, Arnheim went to Rome. Fleeing Mussolini, Arnheim went to London, then arriving in New York working first at the New School for Social Research then Columbia University. He had long careers at three American schools: Sarah Lawrence, Harvard, and the University of Michigan.

Arnheim was trained as a Gestalt psychologist, and was a pioneer in applying its principles to visual perception of painting, photography, film, architecture, radio and television. Arnheim focused on how knowledge of the world was irrevocably based in sensory information, and how perception and thought might differ. Arnheim championed the position that perception is nearly synonymous with cognition—the very acts of perceiving is the way we find structure, meaning,

(Continued on page 17)



(Continued from page 16)  
and aesthetics in the world. His books include *Art and Visual Perception* (1954/1994, University of California Press) and *Visual Thinking* (1969/2004, University of California Press).

**Albert Ellis**  
July, 2007

Albert Ellis studied accounting at City College of New York, and received a Ph.D. in clinical psychology from Columbia in 1947. After several years in psychoanalysis, and applying it at mental hygiene clinic, Ellis became disillusioned with it, and founded the Institute for Rational Living in Manhattan, where he lived and worked for the remainder of his life.

Ellis developed an approach he called *rational emotive behavior therapy* (REBT), a pioneer in what is now known as cognitive behavior therapy. REBT is a short-term therapy that focuses on what is "happening now" and encourages client to take immediate action to change their thoughts and behavior. This focus was on homework and specific behaviors, rather than insight. "The trouble with most therapy is that it helps you to feel better," Ellis said in a *New York Times* interview, "but you don't get better. You have to back it up with action, action, action." REBT was based on fundamental social-cognitive principles—people have distorted perceptions, attitudes, assumptions and beliefs that sabotage their ability to experience happiness. REBT focuses on confronting "irrational thoughts" that lead to self-destructive feelings and behavior.

Ellis received the 1984 APA award for Distinguished Professional Contribution. REBT has been characterized as a hardnosed, stop-complaining-and-get-on-with-your-life approach; it has been bowdlerized into television entertainment therapy by personalities such as Dr. Phil. A 1982 survey of clinical psychologists ranked Ellis ahead of Freud and behind Carl Rogers) in terms of perceived influence in psychotherapy. Ellis was the author of more than 75 books,

including *Reason and Emotion in Psychotherapy* (1962, Lyle Stuart), *Sex Without Guilt* (1974, Wilshire), still in print in a new edition, and *A Guide To Rational Living* (with R.A. Harper, 1997, Wilshire).

**Bert Kaplan**  
July, 2007

Bert Kaplan received a Ph.D. from the Harvard Department of Social Relations. During World War II, before graduate school, Prof. Kaplan was stationed in Okinawa, treating soldiers with "battle fatigue." His dissertation *Personality Studies of Four Cultures* made him famous; it compared Rorschach responses in the Southwest among Navajo, Zuni, Mormon & Spanish American cultures. An early work in cultural psychology, he found more within-culture variation than between-culture variation, a finding that suggested that large cultural differences do not preclude important psychological similarities. Kaplan worked at the University of Kansas and Rice before spending the majority of his career at the UC-Santa Cruz. A *Newsweek* magazine article published in 1964 on mental illness among Navajo was titled *The Sick Indians*; the article offended some of the people he had worked with. This experience led to the end of his academic publishing, and he began focusing on teaching. With fellow faculty Norman O. Brown, Page Smith and others, he co-founded the graduate History of Consciousness program. Some of his important works are B. Kaplan (1954). A study of Rorschach responses in four cultures. *Papers of the Peabody Museum of American Archeology and Ethnology*, 42. Cambridge, MA: Harvard University Press, *Studying Personality Cross-Culturally* (1961), Evanston, Ill: Row, Peterson, and *The Inner-World of Mental Illness: First-Person Accounts of What it was Like* (1964) New York: HarperCollins.

**Joseph Veroff**  
September, 2007

Joseph Veroff received a Ph.D. from the University of Michigan in 1951. He

had been an undergraduate at Wesleyan, where he had been a student of Jack Atkinson, who encouraged him to go to the University of Michigan. Upon finishing his Ph.D., Veroff spent a year at Princeton, and returned to the University of Michigan for the rest of his career, where he had an indelible effect on several generations of students, and was especially notable for promoting the careers of women.

Veroff's work spread across a wide range of topics, beginning with motivation, where he developed the procedure for measuring affiliation with the TAT; the research program led to *Social Incentives: A Life-span Developmental Approach* (with Joanne Veroff, 1980, Academic Press). This theme culminated in his his last book, *Savoring: A New Model of Positive Experience*, on the "capacity to attend to appreciate and enhance the positive experiences in one's life" (with Fred Bryant, 2006, Erlbaum).

He participated in the ground-breaking national survey of attitudes, values, and psychological and social functioning "Americans View their Mental Health" (1960, Basic Books) with Gerald Gurin and Sheila Feld. Later, Veroff directed the landmark follow-up surveys, published as *The Inner American: A Self-Portrait from 1957 to 1976* and *Mental Health in America: Patterns of Help-Seeking from 1957 to 1976* (both with Elizabeth Douvan and Richard Kulka, 1981, Basic Books). *The Inner American* traced the changes in men and women's sense of self from the late 1950's to the late 1970's, and traced the psychological consequences as American society shifted from building a self based on community connections to one based on intimate relationships. This led to a long-term commitment to studying the early years of marriage, and the causes and consequences of marital breakup, reported in part in *Marital Instability: A Social and Behavioral Study of the Early Years* (with Elizabeth Douvan and Shirley Hatchett, 1995, Praeger). ■

## Albuquerque in 08, Continued

(Continued from page 1)

- The Thursday night Presidential Symposium, titled "Thinking Big: Letting Psychology out of Its Cage" President John F. Dovidio, along with invited speakers Jim Blascovich, Jeffrey D. Fisher, and Nancy Cantor will consider the scientific and social importance of thinking beyond conventional paradigms and applying solid psychological science in socially important and responsible ways.
- Presentations by award winners: Ed Diener, the winner of this year's Jack Block Award, and Michael Scheier and Charles Carver, the co-winners of the Donald T. Campbell Award
- NSF reps Amber Story and Kelli Craig-Henderson will be making a formal presentation at 8:30 on Friday (Feb. 8), and along with Bob Croyle from NCI, they will be available at informal conversation hours from 12:30-2:00 on both Saturday and Sunday.
- Keynote addresses "Intelligence and how to get it: Cultures, schools and the molding of minds" by Richard Nisbett and "Stress, social networks, social status and susceptibility to the common cold" by Sheldon Cohen.

We also encourage you to set aside some time to explore Albuquerque. With 310 annual days of sunshine, it's bound to be nicer weather than February typically brings for many of us. Marvelous surprises await after you've had your fill of the glorious high desert and mountain views: visit the eel cave at the aquarium, take the Art Deco tour, visit some of the 16 museums, tour historic Old Town, or hang out among the other cool people in Nob Hill. It will be hard to find an ethnic cuisine that *isn't* represented well in local restaurants, and you can

relax after your explorations in one of the local clubs. If you're already an Albuquerque expert, design a custom outing to dazzle your friends and colleagues with local delights. A great program and a great city will combine to make a fabulous trip. We look forward to seeing you in February when we can enjoy the best that Albuquerque and personality and social psychology has to offer.

To register for the conference, please

go to: <http://www.spsp.org/confer.htm>

Please note that the cost of lunches is included in the conference registration fee—a distinctive feature of our meeting that allows us to peruse the posters and then picnic with friends on the floor of the spacious exhibition hall.

2008 Convention Committee: Julie K. Norem (Chair), Paula M. Niedenthal (Program Committee Chair), Jeff Simpson, and Monica Biernat. ■

## The '07 SISP in Texas (to the tune of "The Yellow Rose of Texas") Lyrics by P. Glick ©

The oh-seven SISP in Texas  
It's the only place to be,  
If you like it hot as Hades  
but with high hum-i-di-tee!

We must thank the or-ga-ni-zers  
For their tir'less act-i-vi-tees  
Let us cheer for cute Sam Gosling  
and the tough Aus-tin Har-ley.

Oh he looks like Harry Potter  
And he talks just like him too  
The secret is that Gosling's  
A Texan through and through.

Oh his name is Austin Harley,  
You don't believe it—take a hike!  
But that's how you get your porn name,  
Combine a city with a bike.

Let us sing about our classes  
The reason why we're here  
Attendance was religious  
(Despite drinkin' too much beer).

We all loved Psychology's palace—  
Hey where's 2.353?  
(Wish that I had some of that lab space  
Back where I must norm'ly be).

Oh Jost and Krug-(i)-lan-ski  
Taught i-dee-o-lo-gee  
Two liberals down in Texas—  
Tar and feathers wait for thee.

Beer 'n' Ochsner's brains were lit up  
Like a pur-ty M-R-I  
When those two went bar-hopping  
They were passed out by and by.

Take Va-zir-e, Mehl, and Fleeson,  
And throw in Gosling too  
Oh why'd it take four people  
For what the others did with two?

Oh Shah and Sed-i-ki-des  
Such a motivated pair  
Did a fine job of imbibin'  
Til self-reg'lation was impaired.

Had instructors of each gender,  
Mr. Glick and Ms. Eagly,  
To deal with sexist problems  
And be correct po-li-ti-ctee.

But more than work our tails off  
We tried to have fun too  
Let's remember the excursions  
Arranged especially for you.

At the Beauty Bar on Seventh  
Five profs in a photo booth  
Three dollars were a'wasted  
(Forty students wasted too).

At the Gospel Brunch up Stubbs way—  
Southern food we'd never seen  
Thought that "grits" was a big 5 factor,  
"Hom-i-ny" meant you could sing.

We missed floatin' down the river,  
Where fun was guaranteed  
'Cause if you kept on talkin'  
no one would know you peed!

Oh the oh-seven SISP in Texas  
It's the only place to be,  
Well sure miss it now we're leavin'  
But true friends we'll always be. ■

**Insert Hogan  
Assessments  
System ad  
here (whole  
page)**

## PRESIDENT'S COLUMN

# Not Your Grand-Advisor's Journals

By Harry Reis

When Bob Dylan wrote "The Times They Are A-Changin'," he probably wasn't thinking about the world of academic journal publishing. But that world is surely changing, right in front of our eyes. As Bob would urge us if he were more academically inclined, we'd best "heed the call, ... for he that gets hurt will be he who has stalled."

Academic journal publishing has always been a curious enterprise. We academicians do most of the work: conducting the research, writing the papers, reviewing and re-reviewing the manuscripts, maintaining the journal's prestige by reading, citing, and assigning these articles to our classes, and imploring university librarians to believe that unfettered access is a cardinal necessity. Richard Smith, in his probing semi-memoir and semi-critique, *The Trouble with Medical Journals* (2006, Royal Society of Medicine Press), cites several analyses estimating that the cost of creating and distributing a published academic article is about \$5,000, of which we, the laborers who do most of the work, receive virtually nothing. The lion's share of the profits go to the owners and publishers of journals (which sometimes include scientific societies like SPSP). This Escher-like system wholly depends on us: We create the need, we fill it, and then we insist that our institutions support it.

The justification for this system is, of course, the dissemination of knowledge. A journal's stock-in-trade is its reputation, signifying a certain kind of work accomplished to a certain level of quality. Many of us eagerly pursue publication in top-tier journals not only because it disseminates the work but also because it identifies the work as a creditable accomplishment. This has real value for us, which is

why we do it. In some cases, society ownership of a journal returns some of that \$5,000 to the society, which can then use those funds to benefit the discipline in the form of infrastructure, training, grants, awards, and the like. Thanks in large part to the prescience of Bibb Latané more than 30 years ago, making SPSP the sole owner of *PSPB* and now *PSPR*, we have been in this enviable position for some time.

But this comfortable world is changing. Indeed, it has been changing for some time, although in our neighborhood, we have yet to see more than superficial changes. I refer to Open Access and the electronic distribution of research reports. To this point, the most difficult question that personality and social psychologists have had to face is whether to consume the digital or paper versions of our traditional journals. (That, and trying to decipher the legalese on copyright transfer agreements.) That's not much of a paradigm shift, but the outline of a true paradigm shift is now clearly visible, and not just on the horizon, either – it is in broad daylight.

Right now, the move toward Open Access comes in seemingly infinite shapes and forms, but the ultimate goal among its proponents is simple. As Stevan Harnad put it, "All papers in all fields, systematically interconnected, effortlessly accessible and rationally navigable, from any researcher's desk, worldwide for free." (Relevant web links are listed at the end of this article.)

The move toward Open Access has multiple sources. Many scientists desire timely and wide distribution of their own work, and similar access to the work of others. Funding agencies contend, not unreasonably, that the taxpayers who paid for the research to be conducted ought to have unlimited

access to what was found. The United States Congress is beginning to get this idea, too. University administrators have similarly argued for "the free flow of information that is an essential characteristic of great research universities" (Statement by the Committee on Institutional Cooperation, a consortium of the Big 10 universities plus the University of Chicago), although here the cynic in me must note that these efforts sometimes seem geared more toward freeing university libraries from onerous subscription fees and instead themselves claiming ownership. One doesn't have to be very perceptive to see the potential for a new revenue stream.

As a discipline, personality and social psychology has dipped its collective toes in the water of Open Access, but that's about it. Most of our journals are classified as green or semi-green by Project RoMEO (Rights Metadata for Open Archiving), which means that self-archiving of manuscripts is allowed under fairly reasonable circumstances. Self-archiving refers to authors' posting their own papers on personal websites. Although in principle self-archiving appears to meet the goal of Open Access, in practice self-archived articles are significantly harder to find than articles residing in centralized repositories. (Imagine that there were no search tools like *PsycInfo* and *Medline* for journals.) Other disciplines are much further along in this respect than we are. For example, arXiv has been in existence for 16 years. This user-friendly site, managed by Cornell University, archives e-prints in Physics, Mathematics, Quantitative Biology, and Statistics, including many articles published in major journals. As of November, 449,709 e-prints were available on arXiv. The eminent

(Continued on page 21)

## President's Column, Continued

(Continued from page 20)

journal *Nature* recently launched a similar site for the biological sciences, called *Nature Proceedings*. The independent Public Library of Science is another archive, although its hefty submission fees (discounted for researchers in member institutions) suggest it as a less viable long-term model.

Open Access raises questions, and in their light it is instructive to examine the experience of those who have tried it.

*Does Open Access work?* Harnad cites data suggesting that in Computer Science, articles available through Open Access are cited about 3.5 times as often as articles not so available. A large part of this increase is probably due to interdisciplinary work. It is increasingly evident that the future of science, especially psychological science, is to be interdisciplinary (see, for example, John Cacioppo's column in the November *APS Observer*). If our best work is available only in *JPSP*, *PSPB*, and *PSPR*, and access to those journals is limited, it is far less likely that our work will be influential outside of our own narrow discipline. It is also less likely that collaborative research opportunities will arise.

*Because high rejection rates and meticulous peer reviews are impediments to the core principles of Open Access, if all science is equally available online, how will consumers distinguish good science from junk science?* Open Access assumes that an educated consumer ought to be able to make that judgment himself or herself. Although it seems safe to surmise that Physics has not been over-run with junk, arXiv recently instituted a simple endorsement system, whereby new submitters must be endorsed by an existing submitter before being allowed to post. Then, there is the recent development of blogs that

comment on posted research.

*Will Open Access kill publishers?* Two major publishers in Physics, when asked about their experience with arXiv, reported that they could not identify any loss of subscriptions attributable to arXiv. Of course, Physics is an  $n$  of one. The experience in one highly technical field may not generalize to a more accessible field like Social-Personality Psychology.

*If Open Access does reduce journal subscriptions and associated revenues, how will SPSP replace this income?* Good question.

During 2007, the SPSP Executive

*It's no longer a question of whether we should have Open Access in one form or another—rather, the key question is, how do we move in all good speed toward Open Access while at the same time protecting the integrity of our science and the viability of our journals?*

Committee convened a Task Force to consider all issues regarding the future of SPSP publications. Chaired by Jack Dovidio (SPSP President in 2008), the Task Force's mandate is to raise issues, describe alternatives, and begin the discussion that in the end must surely involve all of us. Some of the Task Force's discussions have involved questions about whether the field needs new journals – for example, perhaps a journal featuring short reports, à la *Psychological Science*. Other

discussions have concerned the larger vision of how the Society should make available its research and knowledge base to the rest of the world. It's no longer a question of whether we should have Open Access in one form or another—rather, the key question is, how do we move in all good speed toward Open Access while at the same time protecting the integrity of our science and the viability of our journals? This is no easy question but we must answer it directly. We can't just say, as Bob Dylan might have been thinking, "Go away from my window, leave at your own chosen speed." Rather, "It's all over now, baby blue." When it comes to Open Access, "Don't think twice, it's all right."

[I thank Eliot Smith, a member of the Task Force, for bringing some of these materials to my attention.]

### Web Links for Further Reading

CIC Inter-University Consortium Statement on Publishing Contracts:

<http://www.northwestern.edu/provost/announce/cic.htm>

Bethesda Statement on Open Access Publishing:

<http://www.earlham.edu/~peters/fos/bethesda.htm>

Project RoMEO and Rules about Self-Archiving:

<http://www.sherpa.ac.uk/romeo.php>

Links to Stevan Harnad's work and much additional information:

<http://www.eprints.org/openaccess/>  
<http://eprints.ecs.soton.ac.uk/10209/1/impact.html>

Existing Open Access Sites:

<http://arxiv.org>  
<http://proceedings.nature.com>  
<http://www.plos.org>

■

# The Social Psychologist and the "Spin Room"

By Steve A. Nida

Imagine an open room the size of a small gymnasium—crowded, noisy, and buzzing with energy—microphones, video cameras, bright lights, and CNN sets in two corners: one for taping, one for live coverage. Add eight Presidential candidates, recognizable media celebrities such as Anderson Cooper, Candy Crowley, and William Schneider . . . and one social psychologist wandering around the room, accompanied by a female volunteer in her mid-30s assigned to tag along, bearing a large sign reading "Dr. Steve Nida, The Citadel, Political Attitudes."

I was in the "spin room," where candidates assemble after a debate with their spokespersons in an effort to influence the perception of what has happened—generally through the media representatives. "Spin rooms" have been around for years, but this was my introduction, on the Monday evening of July 23, 2007.

The Citadel—my university—was chosen to host one of the many debates leading up to the 2008 Democratic primaries. This debate was notable as the first one to rely on questions submitted via *YouTube*. The Citadel took full advantage of the opportunity for showcasing, and I was one facet of the public affairs office's charm offensive, serving as a faculty "expert" made available to the media.

As the only social psychologist in my 12-person department, the "media packet" described me as knowledgeable about matters of persuasion and media influence—never mind that my area is group processes. The Citadel is known primarily for its undergraduate military college (although we have a number of civilian graduate programs). Certain members of our faculty are well prepared to address national

intelligence, U.S. foreign policy, the war in Iraq, and other military issues—these specialties dominated our list of experts. The exceptions were a political scientist who studies elections, and me. There was little I could do to anticipate, and little I could do to prepare. I did

*I was in the "spin room," where candidates assemble after a debate with their spokespersons in an effort to influence the perception of what has happened—generally through the media representatives.*

spend a few minutes thinking about how to condense my intro psych lecture on the central and peripheral routes to persuasion into a 30-second presentation.

Debate day was unusual. Afternoon classes were cancelled; most offices were closed. By mid-morning the entrances to campus had been secured and traffic had been restricted, and 250 law enforcement personnel, mostly in plain clothes, were dispersed across our small campus; checkpoints limited access to those with special credentials. I spent the afternoon wandering around with my political junkie brother-in-law (I scored him a debate ticket), marveling at his ability to identify "celebrities"—at least as he defines them—political columnists and commentators on the Sunday morning shows. ("There's John Harwood from the *Wall Street Journal!* And Lawrence O'Donnell from MSNBC!") At least I myself had recognized CNN's Anderson Cooper having a drink at a downtown hotel bar. By late afternoon the campus was crowded; by the time we had to be in our seats for the debate (an hour ahead of its start) several

thousand anti-tax protesters were making noise in the park near campus.

After the debate I left the arena and headed to another building where I passed through a metal detector and a layer of security personnel, thus entering the spin room. The action was well under way; "chaos" might be more descriptive. CNN's John King was hosting a live segment, and on the other side of the room Dennis Kucinich held forth in front of two dozen reporters and a couple of video cameras—the same scene was repeated elsewhere with Joe Biden and Mike Gravel. Soon DNC Chairman Howard Dean and Senator Christopher Dodd made appearances. I had been told that the frontrunners (Clinton, Obama, and Edwards) typically do not visit the spin room; they have less to gain, compared to candidates seeking to make up some ground. Elizabeth Edwards, though, did show up in the spin room for a rather long time.

I jumped right into this commotion, moving about the room while being tailed by the "aide" who carried my sign, which was just like the signs that others carried for the candidates, celebrities (including actors from *The West Wing*), and other luminaries. In addition to the handful of Citadel faculty, there were a couple of dozen experts on one topic or another, mostly from the local community. As long as there were candidates in the room, most of the reporters and bloggers clustered around the stars of the show. The remainder began circulating among the lesser dignitaries, with more joining in as the candidates left. I talked to several media representatives, and my political scientist colleague was nearly as busy. I started feeling a little guilty when I realized that the other faculty experts were being ignored; they grew tired and left while my colleague and I were still chatting with bloggers.

(Continued on page 23)

# 2007 Graduate Student Committee Report: Creating Opportunities

*By Elizabeth Lee, Chair  
Graduate Student Committee*

The SPSP Graduate Student Committee is excited to report the many projects we have worked on with a focus on providing new opportunities for students.

This past August at the APA convention, we hosted a conversation hour in conjunction with the GSC for SPSSI. This event, "SPSP/SPSSI GSC Words of Wisdom – A Coffee Break", allowed students to discuss with professors their concerns about life after graduation.

We truly appreciate the generous support of our mentors: Jack Dovidio, Diane Elmore, Brian Lowery, Keith Maddox, Enrique Neblett, Maureen O'Conner, Allen Omoto, Heather

Smith, Linda Tropp, and Michael Zárate.

Looking forward to the SPSP conference, the GSC is hosting a symposium featuring student winners of the Outstanding Research Award. Students submitted many worthy proposals for the opportunity to speak at our symposium and receive a Student Travel Award.

We also greatly appreciate the students who offered to serve as reviewers. Congratulations go out to our four winners:

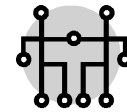
Jeremy Jamieson, Northeastern University

Elizabeth Levy Paluck, Yale University

Zachary Rothschild, University of Colorado

Jessica Salvatore, Princeton University.

We invite everyone to the symposium and join us in supporting these students' promising endeavors! Students can also look forward to exciting networking opportunities both at our Social Hour and our Mentor Lunch. Information will be forwarded on the student listserv and posted on the GSC's website. Lastly, we will also sponsor our popular Graduate Student Poster Award with winners being picked at every poster session. We're looking forward to another wonderful conference full of valuable programming. ■



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Psychology**

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## The Spin Room, Continued

*(Continued from page 22)*

The media weren't interested in foreign policy and military strategy in this context—they wanted to know what we thought about the debate.

Did the *YouTube* format make a difference in how the candidates responded to the questions? (*No, their responses were prepared and rehearsed, but if the format engaged viewers who otherwise might ignore the political process, then that's a real positive.*) Who did well? (*That's a matter of speculation open to all—but I told them what I thought.*) These

were the kinds of questions with which our "expertise" ("elections" and "political attitudes") was compatible.

Perhaps because of the innovative role of *YouTube* in this particular event, I was asked about the *YouTube* angle by almost everyone I spoke to (maybe a dozen times). Being a social psychologist certainly gave me a basis for answering that question, but I doubt seriously that I was better suited to the task than any other astute political observer. The one interview that was the most uniquely social psychological in tone was that with the local television reporter who wanted to talk about the spin room itself, what happened there, and how this could impact voters. The net result of that conversation, however, was her use of a couple of sentences from the interview—completely without context

and not all that germane to what turned out to be the rather vague theme of her piece. The only questions I was completely unprepared to answer were two that were about very specific aspects of a candidate's campaign in our state, and these were much more appropriate for a political analyst anyway.

I reluctantly admit that in this situation, my opinions as a social psychologist were no more valid than many other people's. Yet, it was enlightening—and downright fun—to witness this part of the political process from such a vantage point, to be in the middle of it all . . . even if I never got to deliver that 30-second mini-lecture on the central and peripheral routes to attitude change. ■

# Citation Counts, Prestige Measurement, and Graduate Training in Social Psychology

By Nia Phillips

Potential graduate students should use quite a lot of information in selecting a graduate program, and most often undergraduate faculty advisors provide that information. All too often, faculty advice to students comes in the shape of prestige of programs, and sometimes the prestige of the overall department determines this advice. While general impressions of programs and departments are useful, there is no substitute for specific information.

How can students (or potential faculty) learn about the relative merit of a given program? One source is the rankings from popular media such as *U.S. News and World Report's* America's Best Graduate Schools, or *Gourman Report of Graduate Programs*, available at the newsstand or [socialpsychology.org](http://socialpsychology.org). Students may also make decisions based on the placement history of a program—programs that place their students in the jobs a potential graduate student is seeking will seem more attractive than a program without such a track record. Of course, students can select to attend only those programs that admit her or him.

To a student interested in top-quality research training, the citation counts of faculty at various programs might provide an additional indicator of the potential for research training (Endler, Roediger & Rushton, 1978). If the number of citations a given work has is an indicator of quality, then programs with high citation counts are generating work that is evaluated positively. Such data must always be treated with caution (e.g., fads, salesmanship, self-citation, difficulty of the work), but they may also be informative.

I calculated citation counts of faculty in many of the top social psychology training programs in the USA, and

Table 1. Mean total citations by rank

Rank	Median Citations	Mean Citations	n
Assistant	81.0	118.6	53
Associate	179.5	240.3	38
Full	645.0	1232.5	171
Full, Adjusted*	645.0	991.3	171
Total	357.0	705.9	262

\*Adjusted values set an individual's maximum citation count at 3000 (n=19).

compared them to other measures of prestige, eminence or productivity already available. There are 105 social psychology Ph.D. programs in the USA, with about 500 regular faculty members. To keep the project manageable, I focused on the 32 graduate training programs selected by Ferguson & Crandall (2007), who had placed at least five of their Ph.D. graduates into current US Ph.D. granting training program faculties.

I created a list of the core social psychology faculty from their web pages, along with their Ph.D. year, training school, faculty rank, and gender. To count citations, I used Google Scholar on the 262 total regular faculty in these programs and recorded the number of citations from their *top three* cited papers, as well as the year the paper was published. Only those papers where the faculty member was the first or second author were counted.

Faculty in these programs are highly cited (M=706, Med.=357). The difference between the mean and median is due to a small portion of faculty with total citation counts so large that they had to be treated as outliers. In some analyses, I substituted a total citation value of 3,000 for these particularly highly cited individuals. Table 1 shows the mean and median citations by faculty rank for the 262 faculty in the 32 target programs. An

ANOVA using rank and gender found a significant effect of rank,  $F(2,130)=15.3$ ,  $p<.0001$ . There was no effect of gender and no interaction ( $F$ 's  $<1$ ).

Rank matters in citation counts, with older faculty receiving more citations than younger ones. Because programs vary in number of junior faculty, we calculated citation rates of programs adjusted for average faculty rank. The school with the most cited faculty is Stanford, and the top ten most cited social programs are listed in alphabetical order in Table 2.

Table 2. Top Ten Social Psychology Programs with Most Cited Faculty, Adjusted for Faculty Rank

Carnegie Mellon	Northwestern
Columbia	NYU
Cornell	Stanford
Harvard	Texas-Austin
Michigan	UCLA

How many citations does a top-performing social psychologist receive? I created a multiple regression, using years since Ph.D. to predict one's expected citations, and the resulting equation was:

$$\text{Expected Citations} = -12.5 + 32.5 * \text{Years Since Ph.D.}$$



(Continued from page 24)

Thus, if one is using faculty members from these top institutions as a standard for judgment, they should expect to receive approximately 33 citations per year upon finishing their degree, counting only their top three papers (beginning with a slower start).

To see how citation counts related to other measures of educational prestige, I created an "average citation count" for each program, controlling for the overall rank of faculty members at the program. I then correlated this average citation count with other measures of program quality: *U.S. News and World Report's* psychology and social psychology programs (2002 and 2008), *Princeton Review's* 1996 *Gourman* rankings of graduate programs (Gourman, 1997), the average GRE V+Q (verbal and quantitative) score for the programs (from the APA's Graduate Study in Psychology, 2004), and the rate students are placed in Ph.D.-granting social psychology programs in the USA (see Ferguson & Crandall, 2007).

Citation rates adjusted for rank was significantly correlated with all measures of academic prestige except for the number of students admitted (APA, 2004) and the number of faculty members placed into faculty positions between 1991 and 2005 (see Table 3).

While generating these data, I created a list of the most cited individuals at each faculty level. In Table 4, I have listed the five most cited faculty within each rank, but extended the citation counts for assistant professors to a "top ten." (Table 4 is on page 26.)

*Some caveats.* Certain biases are introduced by the way this study was conducted. First, Google Scholar is more effective at finding recent citations than older citations. To the extent that an important paper was heavily cited a few years back, it may be undervalued here. Second, programs do not have the bright lines separating out social psychologists from other kinds of psychologists, and

Table 3. *Partial Correlations between Program Citation Rate and other measures of program quality, controlling for Average Rank of Faculty*

Quality measures	Partial r
Number of faculty placed in US Ph.D. programs, 1950-2004	.44*
Number of faculty placed in US Ph.D. programs, 1991-2004	.27
Percentage placed, 1991-2004	.47*
Number of students admitted to the Program, 1991-2004	-.02
GRE V+Q	.63*
US News Departmental Ratings, 2002	.49*
US News Departmental Ratings, 2008	.51*

Note: \*  $p < .05$ ,  $N = 33$ . Partial correlations control for the "average rank" of faculty.

programs can be substantially improved by interdisciplinary contact and cross-over training. Third, by sampling only the top three citations, we underestimate the impact of scientists whose work is moderately cited across many different papers, and overestimate the impact of some scientists whose citations are concentrated in just one or two. However, the "top three" is likely to correlate very highly with total citations, especially since it samples the papers that contribute the most to overall citations.

*Conclusions.* Since the average citation counts for a given program were positively correlated with other established measures of merit, there is evidence that the citation counts of the faculty members at a given institution is an additional measure that can be used to judge the relative quality of that institution. When researching institutions both with the goal of being a student or a faculty member, this measure can provide additional information on which individuals can base their decisions.

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U.S. News and World Report's America's Best Graduate Schools. (2008). Washington, DC: Author. ■

*Table 4, representing 20 of the top cited faculty members by rank in the USA in on the next page.*

*See also "Highly Cited Papers and Books in Social-Personality Psychology" on page 27 of this issue of Dialogue.*

## Citation Counts, Prestige Measurement, Continued

Table 4. Top cited faculty members by rank.

Rank	Name	Degree Institution and Year	Current Employer
Assistant	Kevin Ochsner	Harvard University, 1998	Columbia
	Brian Nosek	Yale University, 2002	Virginia
	Matthew Lieberman	Harvard University, 1999	UCLA
	Melissa Ferguson	New York University, 2002	Cornell
	Jason Mitchell	Harvard University, 2003	Harvard University
	William Cunningham	Yale University, 2003	Ohio State University
	Jennifer Beer	University of California-Berkeley, 2002	University of Texas-Austin
	Keith Payne	Washington University, 2002	UNC-Chapel Hill
	Matthias Mehl	University of Texas-Austin, 2004	University of Arizona
	Heejung Kim	Stanford University, 2001	UC-Santa Barbara
	Associate	Kaiping Peng	University of Michigan, 1997
Robert Josephs		University of Michigan, 1990	University of Texas-Austin
Wendi Gardner		Ohio State University, 1996	Northwestern University
Brett Pelham		University of Texas-Austin, 1989	University of Buffalo
John Jost		Yale University, 1995	New York University
Full	Albert Bandura	University of Iowa, 1952	Stanford University
	Icek Ajzen	University of Illinois-UC, 1969	University of Massachusetts
	David Kenny	Northwestern University, 1972	University of Connecticut
	Leona Aiken	Purdue University, 1970	Arizona State University
	Stephen West	University of Texas-Austin, 1972	Arizona State University

*Note:* The assignment of rank comes from Ferguson & Crandall (2007), and since those data were collected, some faculty have been promoted in rank. At least one social psychologist joined a doctoral social faculty after our window of measurement, that would otherwise qualify for the list (Naomi Eisenberger, UCLA/UCLA).

A reading of this table indicates that, sometime around the end of the century, there was a shift from the highly cited Ph.D.s being trained at public schools (8 out of 10 associate and full professors) to being trained at private universities (8 out of 10 Assistant professors), a non-trivial change,  $\chi^2(1df)=7.20$ ,  $p=.007$ ,  $\phi=.60$ . We do not know what this means. Including Prof. Eisenberger reduces the effect to  $\phi=.53$ ,  $p=.016$ . ■

# Highly Cited in Social-Personality Psychology

By Nia Phillips

While researching the citation article on pp. 22-24, I came across a number of works that had been cited a remarkable number of times, as measured by Google Scholar. Below are the works (books, articles, chapters) in social-personality psychology that have been cited more than 1000 times, in order of total number of citations (*data collected Nov. 2007*).

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# Announcements

*Social Psychology Winter Conference;  
Jan 3-5, 2008, Park City, Utah*

The Social Psychology Winter Conference will be held in Park City, Utah, on Jan. 3-5, 2008. Participants arrive on Wednesday the 2nd and leave on Sunday the 6th. The conference location is the Park City Peaks Hotel. The Social Psychology Program at the University of Utah invite all who are interested in attending to consult the conference web page:

<http://www.psych.utah.edu/researchareas/social/winterconf.pdf> or to contact Fred Rhodewalt at [fred.rhodewalt@psych.utah.edu](mailto:fred.rhodewalt@psych.utah.edu) for more information.

New Website:

[www.reducingstereotypethreat.org](http://www.reducingstereotypethreat.org)

A new website offering summaries of peer-reviewed research on stereotype threat, including its causes, consequences, and means for its reduction, is now available. Developed by Steven Stroessner (Barnard College) and Catherine Good (Baruch College) with support from the Consortium for High Achievement and Success (CHAS), the website is intended to make available extant knowledge about the phenomenon of stereotype threat to faculty, students, teachers, and the general public. Researchers are encouraged to provide comments, suggestions, or articles currently in press to Steve Stroessner at [ss233@columbia.edu](mailto:ss233@columbia.edu).

## Books

*Cooper, J. (2007). Cognitive Dissonance: 50 Years of a Classic Theory. Thousand Oaks, CA: Sage.*

This book was written for both new students and experienced researchers. It takes students from the inception of dissonance, explains why it was such a provocative theory and then traces its evolution through the succeeding decades. But it is not a history book. The main goal of the book is to

highlight the current state of the science, including new work on vicarious cognitive dissonance, the self, culture and race.

*DePaulo, B. (2006). Singled Out: How Singles Are Stereotyped, Stigmatized, and Ignored, and Still Live Happily Ever. New York: St. Martin's Press. [Now in paperback]*

This book is a myth-busting, consciousness-raising analysis of the place of singles in society, based on scientific data. Americans spend more years of their adult lives unmarried than married. Your students may consider attitudes, stereotypes, stigma, and discrimination in new ways and domains. The book is a spirited and provocative read, likely to generate lively discussions and to inspire students to rethink their notions of singlehood and marriage.

*Geher, G., & Miller, G. (Eds.) (2007). Mating Intelligence: Sex, Relationships, and the Mind's Reproductive System. Mahwah, NJ: Lawrence Erlbaum Associates.*

This book addresses how evolutionary psychology can help us understand the role of intelligence (in varied forms) in human mating. Contributors include Gordon Gallup, Maureen O'Sullivan, Saatoshi Kanazawa, A.J. Figueredo, and many others.

*Harmon-Jones, E. & Winkielman, P. (2007). Social Neuroscience: Integrating Biological and Psychological Explanations of Social Behavior. New York: Guilford Press*

This book provides an extensive overview of the field of social neuroscience, accessible to someone just entering the field or as a reference for experienced researchers. The authors present an in depth and coherent breakdown of the various areas of research within the field, illuminating the neurological, cognitive, and social contributions to

the understanding of psychological processes and mechanisms. The editors have put together a collection of chapters highlighting both the theoretical and practical underpinnings of the field of Social Neuroscience, while offering insights into future directions of study.

*Mikulincer, M., & Shaver, P. R. (2007). Attachment in Adulthood: Structure, Dynamics, and Change. New York: Guilford Press.*

This is an authored book by two of the most prominent leaders in attachment theory. They provide a comprehensive review and integration of all the literature on adult attachment. The book includes chapters on attachment-system functioning, measurement, individual differences, stability, mental representation, emotion regulation, personal growth, interpersonal relations, and implications for psychopathology and counseling.

*Monat, A., Lazarus, R. S., & Reeve, G. (Eds.), (2007). The Praeger Handbook on Stress and Coping. Westport, CT: Praeger Press.*

This two volume set presents current and classic findings on the mental and physical effects of stress, as well as the means to manage and cope with both everyday and extreme stress. Chapters include one by Lance Armstrong on coping with cancer and one by Dean Ornish explaining how stress affects the heart. These books give readers across backgrounds a solid introduction to classic and contemporary thought in a field so relevant to successful living. These volumes will be of interest to the general public and to researchers, students, and scholars in psychology, health science, psychiatry, nursing, and physical education. Topics addressed include work stress, Type A behavior,

*(Continued on page 29)*

Send announcements to the Editors at [crandall@ku.edu](mailto:crandall@ku.edu) or [biernat@ku.edu](mailto:biernat@ku.edu)

# International Collaboration: The Next Frontier for Graduate Students

By Elizabeth Lee

The field of Social/Personality psychology attracts graduate students largely because we study issues relevant to the daily interactions within society. Despite this perspective, we may be overlooking numerous opportunities for even wider applications of our work. Our vantage point affords us the savvy to detect the power of a situation in interactions happening around us. However, we shouldn't feel limited by our locations given the current research tools available. As the new generation of social psychologists, we have all the potential to ambitiously investigate phenomena and apply knowledge outside of the United States.

Working with academics on the other side of the planet offers many valuable opportunities. It can help us broaden our thinking, boost our CVs, and expose ourselves to uncommon experiences. Connecting to diverse literatures challenges us to reflect on how our research contributes to the discipline. Additionally, diverse connections reflect well on career prospects by helping us stand out as resourceful job candidates. Ultimately, accessing our colleagues' fresh perspectives will help expand our research toolbox. One starting place for bursts of creativity come from late nights spent talking with other students. Thanks to technology, we can also chat online with international colleagues at all hours. Certainly, the potential for unique enrichment can justify the effort in taking the initiative.

Getting involved in international collaborations can be accomplished in many ways. The most convenient way is to work with an advisor who has established contacts abroad, but you can also try befriending international visiting scholars. Some institutions set aside funding to sponsor official arrangements with international schools. Furthermore, researchers in related disciplines likely have international contacts you can tap into. Over the course of only two years of graduate training, I am delighted to enjoy the camaraderie of students from Japan, Germany and South Korea through my school. Many connections start unexpectedly at conferences, during study abroad, or via communication over the internet. Being able to forge relationships online leaves us with no excuse not to start searching for potential collaborators.

The usual rules for collaborating apply, but there are a few things to keep in mind. Because American psychologists set the discipline's standards, control the major publications, and obtain the greatest funding, international alliances may inherently contain a troubling power imbalance. In the past, some international researchers' unfulfilling experiences with American scientists have led to unpleasant terms such as "hit-and-run research" and "safari research". Thus, we must facilitate the process of capacity building by serving as a long-term partner that provides technical training, journal access, co-authorship, and/or opportunities for professional development. While the benefits to our research may be clear, we must examine

what we can offer to sustain such a commitment.

Even if students cannot engage in international collaborations presently, it is never too early to edify yourself and prepare a future line of research. Currently, the APA supports initiatives within each directorate concerning international interests. There is also discussion of an online "Psychologists' Map of the World" that would feature pertinent global information. Another encouraging development is the United Nations held their first "Psychology Day", a conference aimed at connecting diplomats with psychologists. Lastly, our discipline's very own Social Psychology Network [www.socialpsychology.org](http://www.socialpsychology.org) has greatly served the worldwide community by providing a directory of psychologists from over 35 countries, multilingual content, "Psychology Headlines From Around the World", and links to international psychology organizations. Staying informed on salient world issues is challenging, but can help point to opportunities where your research would be welcomed.

Research within an international context can result in something greater than the sum of its parts. As students, we may feel like there's a long way to go before we produce important contributions to the field. But with creativity and diligence, our engagement in partnerships across borders can help expand social psychology's potential to have a far-reaching impact. ■

## Announcements, Continued

stress and diet, biochemical aspects of stress and emotion, hardiness training, coping by exercise or meditation, de-stressing with yoga or massage, and optimism and health.

*Robins, R. W., Fraley, R. C., & Krueger, R. F. (Eds.) (2007). Handbook of*

*Research Methods in Personality Psychology. New York: Guilford.*

This is a comprehensive review of the most up to date methods currently available to people who want to conduct research in personality or just learn about it. The book covers a broad range of methods, from the traditional self-reports and observational procedures, through data mining,

experience sampling, and reaction-time measures, to the cutting-edge methods of neuroimaging and genetic analyses. The various chapters provide detailed guidance and practical examples on how to formulate a research design, select and use high-quality measures, and manage the complexities of data analysis and interpretation. The editors give special attention to real-world theoretical and logistical issues. ■

## Society Grows, Continued

(Continued from page 3)

disappointment with the current operation of the Student Listserv. The GSC and the Web Committee of SPSP are considering alternatives for improvement; contact GSC or Don Forsyth if you have an opinion or an idea worth sharing.

*Division 8.* Division 8 of APA met adjacent to the SPSP Executive Committee. The APA Convention Program report came from Chip Knee (see story on p. 39). Attendance was excellent at Division 8 sponsored talks and symposia, averaging over 100 people per session. To further improve attendance, Continuing Education credit was arranged for at least three of the sessions. The Div. 8 social hour was well attended, with good (free) food. The program went so well, those attending the Executive Committee meeting broke into spontaneous applause for Dr. Knee.

*Web Planning Committee.* The Web Planning Committee (Don Forsyth, Brian Nosek, John Williams) proposed that society make use of the Web to provide services to members that will enhance communication and collaboration, as well as increase the visibility of the society and social psychology. The committee recommends a developing an updated, full-scale social psychology portal that would include news feeds, blogs, calendar events, research material repositories, and critical information for the membership, students, and the general public. Email is another means of communicating with members, and more sophisticated models of emailing and listservs are being discussed. There are currently two separate listservs, ANNOUNCE and DISCUSS, although most items are currently are going out through DISCUSS.

This Committee was given the charge "How can we use the web to advance the goals of the Society?" The main

page of SPSP.org is under consideration. Discussion focused on the negative example of the APA main web page (described as ghastly); APA will be spending 3.5 million on its web page in the next year alone. There are many professional societies around the world with great pages, and people visit them on a daily basis. Can we make SPSP.org a must-visit site? There was discussion of pages for high school teachers, a compendium of lesson plans, and perhaps a "kids page" (even the CIA has one). Other possible functions include response to news events, offering expertise, teaching materials, copies of measures, video clips of experiments, with quickly

*A task force was appointed on potential future publications and knowledge dissemination, chaired by Jack Dovidio.*

changing content. We may move forward slowly, but incremental change with some new looks are viewed as essential at this point. Should SPSP add a web Editor, treating the web page as if it were a journal? There was discussion about using a consulting firm that does the basic structural work done first. This would be expensive, but it keeps us more up to date, and allows us to move forward with a professional look.

*Social Psychology Network.* Scott Plous reported on the status of the Social Psychology Network, an initiative with no official ties to SPSP, but a very useful set of interlocking web pages with many of the same goals and functions of the Society. Plous reported on an APA Motion (from Division 52, International Psychology) to secure funding from APA for SPN, much in the way that APA helps fund the Psychology Archives at University

of Akron. This motion did not pass, but had a lot of support from many different quarters. The motion will be renewed in the February APA meeting. APA's Division 1 (General Psychology) gave a Presidential Citation for SPN to Scott Plous. Check out the SPN website for opportunities to support SPN—they can take direct donations. SPN currently has 1700 members, with more growth ahead, and is funded through December, 2008. The future beyond that is uncertain.

*APA Science Directorate.* Steve Breckler, head of the APA Science Directorate and SPSP member visited the Executive Committee meeting, for a wide ranging discussion of mutual interests. There was significant discussion about the APA website future, as APA senses a trickling away from its websites toward Divisional websites.

Breckler also discussed APA's role in the reauthorization of the National Science Foundation, and the recent activities of the APA science policy group. In the U.S. House, a handful of specific amendments designed to overturn peer review and to de-fund specific projects (including projects by SPSP members Tom Gilovich and Hillary Elfenbein) was eventually voted down. The APA helped inform psychologist and Congressman Brian Baird (D-Washington, Ph.D.-Wyoming), Chairman of the Research and Science Education Subcommittee (responsible for NSF), in the argument against these arbitrary amendments (the grants marked for de-funding were selected by their titles only, the Representatives and their staffers did not read the grants themselves). There has been a recent effort to exclude from NSF the Social and Behavioral Sciences; one of the leaders in the Senate is Kay Bailey Hutchison (R-Texas) who has announced that she will not seek re-

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election. She neglected to mention a fear of retaliation from social-personality psychologists as one of the reasons for her retirement.

Breckler informed the committee about Congressional priorities in science funding. For Senator Hutchinson, NASA is the highest priority. When the early major NASA projects were started, *all* science dollars were growing, including social sciences. The current administration, by contrast, wants to be very selective about the kind of science it oversees. Basic biological sciences are also in trouble for dollars, particularly the kind of science of biology that is done at NSF (e.g., nanotechnology). The Administration's first target was NIH, but now it has also turned to NSF. One really important thing is that other sciences now understand that we are all mostly in the same boat: *Als die Nazis die Kommunisten holten, habe ich geschwiegen; ich war ja kein Kommunist.*

Breckler was asked "What can we do to prepare for the new landscape that might come in 2009?" Part of the answer, he explained, was to become more politically active—actively work for individual candidates from your state and district who will support science funding—let your concerns be known. Science-oriented psychologists could form a PAC (political action committee)—there is the Association for the Advancement of Psychology, but all its focus and funding is for a practice agenda.

Another way to affect the agenda is to groom candidates who can be top-quality, non-politicized science administrators, running agencies like NIMH, NIH, NSF, etc. Individual scientists and scientific organizations need to learn to make our case better by: 1) pointing to our past successes in doing important and useful work, and 2) making promises of how we're going to do more, in a concrete fashion.

Some of this work can be done by APA. The APA yearly budget is \$100 million. Although APA membership is 70% practitioners and 30% science & research community, 70% of the revenue is from the publishing business—PSYCInfo, journals, etc. Most of that 70% comes from the labor of scientists. The publishing arm of APA has a \$30 million net, but the Science Directorate has a budget of \$4 million, almost all spent on staff.

*Awards, Fellows, and Prizes.* The Fellows program was discussed, and a new Chair of the committee was appointed, Barb Fredrickson.

Marilynn Brewer served as Chair of the Theoretical Innovation Prize Committee. A total of 22 articles were submitted, and the winners were

Dijksterhuis, A. & Nordgren, L.F. (2006) A theory of unconscious thought. *Perspectives on Psychological Science*, 1, 95-109. and

Murray, S.L., Holmes, J.G., & Collins, N.L. (2006). Optimizing assurance: The risk regulation system in relationships. *Psychological Bulletin*, 132, 641-666.

The Foundation for Personality and Social Psychology (FPSP, see articles, pp. 3 and 11) announced the founding of two new midcareer awards (see articles on p. 4). Funded by a generous donation from Ed and Carol Deiner, these midcareer awards will be given to one personality and one social psychologist each year.

Two SPSP "Service to the Field of Personality and Social Psychology" were awarded. One was given to APA Science Directorate staff Heather Kelly and Karen Studwell for their work on science funding and upholding the principle of peer review. Another award was given jointly to Chick Judd, Harry Reis, and Eliot Smith for their work on the founding and funding of the Summer Institute for Social

Psychology (see award announcements on p. 32).

*Future Publication Task Force.* A task force was appointed on potential future publications and knowledge dissemination, chaired by Jack Dovidio. The purview of this task force will include blogs, online interaction, public outreach training, open access (see President's Column, p. 20), interdisciplinary work, and so on.

SPSP is important to knowledge dissemination in social and personality psychology, but it could be even more central. SPSP is still a relatively young organization, compared to SPSSI and APA. Submissions to *PSPB* and *PSPR* are going up, but the page numbers are not. SPSP can play a critical role in generating web resources to advance information flow, interaction, and careers. As scientific organizations, universities, and the federal government all ask for the creation of open access depositories for scholarly materials, the possibility of increased open access might threaten SPSP's livelihood. Does SPSP have a policy for open access? It's the 400-pound gorilla in the room, and SPSP has a lot at stake, since over 50% of the monies that come through the Society are profits from *PSPB* and *PSPR*. At the moment our contract with Sage Publishing does not allow open access—SPSP owns the copyright to material in our journals but in the past has consulted heavily with Sage concerning how that copyright would be administered. SPSP and its members have interests that go in both ways—we own the information and get paid for it, and at the same time we have a basic interest in making our knowledge open to as many people as possible, and informing the various publics (students, psychologists, congressional staffs, etc.). What would be the new world if publishers disappeared? Would universities take over the role of publisher? Where would the money come from for awards, conferences, advocacy?

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# Society Awards, 2007

**Heather O'Beirne Kelly and  
Karen Studwell**

*Awards for Distinguished Service  
on Behalf of Social-Personality  
Psychology*

SPSP is pleased to present Heather O'Beirne Kelly and Karen Studwell with its Award for Distinguished Service on Behalf of Social-Personality Psychology. As Senior Legislative & Federal Affairs Officers of the Government Relations Office in the Science Directorate within the American Psychological Association, Kelly and Studwell have worked tirelessly to defend and champion the cause of scientific psychology within governmental agencies and the U.S. Congress—meeting with government representatives directly as well as training psychologists to better advocate for behavioral research. Their efforts, sometimes public but more often than not unpublicized, have proven crucial in maintaining and expanding critical funding for psychological research, and have bettered the chances that worthwhile behavioral research will receive the essential financial support it requires.

Heather O'Beirne Kelly received her undergraduate degree from Smith College and a PhD. in clinical psychology from the University of Virginia. After interning at Children's Hospital in Washington, DC., she moved to her current position at APA. Karen Studwell received her undergraduate degree at Ohio University and her law degree from Seattle University. After graduation, she worked on behalf of biomedical researchers and physician specialists such as the Society for Maternal-Fetal Medicine, the Society of Gynecologic Oncologists and the American Psychiatric Nurses Association, and moved to the National Health Council as a governmental affairs associate, before joining APA in 2001.

It is for their ongoing efforts, which have preserved, as well as advanced, the vigor of the field that the Society is delighted with this award to provide Heather O'Beirne Kelly and Karen Studwell a modicum of well-deserved recognition as well as a statement of our gratitude.

**Charles Judd, Harry Reis, and  
Eliot Smith**

*Awards for Distinguished Service  
on Behalf of Social-Personality  
Psychology*

SPSP is delighted to present Charles (Chick) Judd (University of Colorado), Harry Reis (University of Rochester) and Eliot R. Smith (Indiana University) with its Award for Distinguished Service on Behalf of Social-Personality Psychology. With this award, the Society recognizes their signal contribution in establishing the Summer Institute in Social Psychology (SISP), a bi-annual summer school that brings graduate students from across North America together for intense training in topics at the cutting edge of the field. Judd, Reis, and Smith crafted the design of the summer school, secured critical funding for it from the National Science Foundation, and helped administer its first instantiations. To date, SISP has convened three times, and in doing so has provided over 200 graduate students with top-notch training with eminent and active scholars. In doing so, these three individuals have enhanced research training for a generation of students, democratized graduate training by providing students with instruction that they would not have the means to gain in any other way, and energized research collaborations between faculty and students—and between students—that would not have taken place otherwise. It is clear that SISP is a new source of excitement and creativity for the field, one that will furnish dividends to psychological science for years to

come. Unselfishly, Judd, Reis, and Smith have secured NSF funding for at least two more additions of SISP, thus working to preserve this new resource for education in personality and social psychology.

Each of these scholars is eminent in his own right. Judd's research on attitudes, intergroup relations, and behavioral science methods has been groundbreaking. Reis research on social relationships, health and well-being, and intimacy and emotion, has been a seminal touchstone for scholarship in personality and social psychology. Smith path-breaking approaches to social cognition, such as connectionist modeling, as well as his work on intergroup emotion and mental representation, have moved the field forward in significant ways.

The Society is pleased to provide Judd, Reis, and Smith this award in recognition of their tirelessness and vision in bringing SISP to fruition.

**Ed Diener**

*Jack Block Award for  
Contributions to Personality  
Psychology*

Ed Diener, Alumni Professor of Psychology, University of Illinois, is recipient of the 2007 Jack Block award.

Dr. Diener is perhaps best known for his work on life satisfaction, subjective well-being, and happiness, having published roughly 140 articles on these and closely related topics. Indeed, Dr. Diener essentially founded the field of happiness studies and currently serves as the editor of its primary journal, the *Journal of Happiness Studies*. Chief among his many contributions to personality psychology are his scholarly works on individual differences in subjective well-being and its stability and variability across situations, time, and cultures; the measurement of well-being; and personality and temperament influences on well-being both within and across cultures. Consistent with



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the tradition established by Jack Block, Dr. Diener's work is methodologically sophisticated and diverse. He uses experience-sampling methodology, experimental laboratory paradigms, and large-scale surveys across cultures, and makes creative use of multimodal assessment strategies (e.g., self-reports, experience sampling, informant reports, retrospective reports) to triangulate on constructs. Dr. Diener is among our most prolific scholars, having published more than 180 articles, chapters, and books. He was listed as the second most published author in the first 30 years of the *Journal of Personality and Social Psychology*, with (at last count!) 46 publications in this journal alone. Dr. Diener's citation count is approaching 10,000.

Dr. Diener's contributions to the field of personality psychology are not limited, however, to his scholarly works alone. He is past-president of the field's major professional association, the Society of Personality and Social Psychology (and Division 8 of APA), and past editor of the field's most prestigious journal, the *Journal of Personality and Social Psychology: Personality and Individual Differences* (1998-2003). In addition, Dr. Diener has served on numerous task forces and committees, and has mentored a large number of both up-and-coming and already-eminent personality psychologists. Through his scholarly work, mentoring, and scientific leadership, Dr. Diener has profoundly shaped both the current and future course of the field of personality psychology. The 2007 Block Award Committee consisted of M. Lynne Cooper (Chair), Lew Goldberg (last year's winner), Dan McAdams, and Andy Elliot.

### **Charles Carver and Michael Scheier**

*Donald T. Campbell Awards for  
Contributions to Social Psychology*

The 2007 Donald T. Campbell Award for Contributions to Social Psychology Goes to Charles S. Carver (University of Miami) and Michael F. Scheier (Carnegie Mellon University), in recognition of their longstanding collaborative research on a control process model of self-regulation. This ground-breaking work systematically and effectively uses both experimental manipulations and individual differences to understand how people regulate their behavior to achieve goals, and when and why self-regulation fails.

Their pioneering research explored self-regulation, goals, motivation and affect through decades when cognitive approaches dominated social psychology, and laid the groundwork for current researchers who study these topics. Their research on coping builds on self-regulation research to offer a theoretically and empirically grounded perspective that has influenced researchers in the fields of health, clinical and social psychology. Their research exemplifies methodological and theoretical creativity and persistence in "swimming against the tide" of the prevailing scientific view of human nature.

Just as measure of the impact of their joint work: For each, 9 of their top 10 cited papers are jointly authored, with a total of approximately 6071 citations for these 9 papers. In addition, Carver and Scheier have jointly written two books on their control process model of self-regulation.

In sum, because their contributions to social psychology are ground-breaking, have widely influenced social psychology as well as personality, clinical, and health psychology, and are inextricably linked, the 2007 Campbell Award is a shared award to Charles Carver and Michael Scheier.

The 2007 Campbell Award Committee consisted of Jennifer Crocker (Chair), John Bargh, the 2006 winner, and Jeff Simpson.

### **Dan Ogilvie**

#### *Henry A. Murray Award*

Professor Dan Ogilvie (Rutgers University) has been selected as the recipient of the 2007 Murray Award for Distinguished Contributions to the Study of Lives.

In his ground-breaking work, Professor Ogilvie has carefully focused attention on (a) intrapsychic structure and the thematic unity of lives, (b) the domains of imagination, biography, literature, and myth, and (c) current understandings of the biological, social, and cultural contexts of personality. His recent book, *Fantasies of Flight*, published by Oxford University Press takes on the big questions in human personality and examines them in a wide range of sources, from empirical studies of infants to content analysis of fairy tales, fiction, and autobiographical texts. It draws widely from neuroscience, developmental psychology, biography, and mythology. It blends the tough and the tender in the study of lives. It advances theory, and yet it illuminates individual lives.

Professor Ogilvie's earlier work also bears many notable contributions, including efforts to understand the role of the "undesired self" (as opposed to the ideal self) for personality functioning and well-being, as well as the critical role played by life goals and personal projects in human experience. In carrying out these ambitious projects, Professor Ogilvie's work straddles the divide between those concerned with the tender side of human motivation expressed in idiosyncratic pursuits and the tough side of personality science. In all his scholarship, Professor Ogilvie's has worked creativity with existing concepts and ideas to provide new insights into the psychology of human personality.

Professors Jeannette Haviland-Jones, Jerome Singer, Richard Robins, and Bill E. Peterson (Chair) comprised the 2007 Murray Award Committee.

(Continued on page 34)

## Society Awards 2007, Continued

(Continued from page 33)

### Arlen Moller

#### Student Publication Award

The 2007 recipient of the Student Publication Award is Arlen C. Moller, University of Rochester, for his paper:

Moller, A. C., Deci, E. L., & Ryan, R. M. (2006). Choice & ego-depletion: A self-determination theory perspective. *Personality and Social Psychology Bulletin*, 32, 1024-1036.

The student publication award is given each year to a paper accepted or in press at either of the two Society

journals (*Personality and Social Psychology Bulletin*, *Personality and Social Psychology Review*) the previous calendar year. The 2007 selection committee was Patricia Devine, Randy Larsen, and Rich Petty (Chair).

#### Theoretical Innovation Prize

The winners of the 2007 SPSP Theoretical Innovation Prize are Nancy Collins, Ap Dijksterhuis, John Holmes, Loran Nordgren and Sandra Murray, for their papers:

Dijksterhuis, A. & Nordgren, L.F. (2006) A theory of unconscious thought. *Perspectives on Psychological Science*, 1, 95-109.

and

Murray, S.L., Holmes, J.G., & Collins, N.L. (2006). Optimizing assurance: The risk regulation system in relationships. *Psychological Bulletin*, 132, 641-666.

The Prize goes to an article or chapter published during calendar year 2006. The members of the 2007 selection committee were: Marilynn Brewer (Chair), Todd Heatherton, Brenda Major, Jeffrey Sherman, Fritz Strack. We at the Society thank this committee for its thoughtful work toward awarding the Prize.

The winners of the prize will be honored at the plenary Presidential Symposium that opens the 2008 SPSP Conference in Albuquerque this February.

Congratulations to both sets of co-authors! ■

## SAGE Publications Funds New “Young Scholars Award” to Support Research

The Foundation for Social and Personality Psychology, in collaboration with SAGE Publications, is pleased to announce the Sage Young Scholars Award. These awards will recognize outstanding young researchers in personality and social psychology. The awardees will receive a one-time award of \$5000 to be used at their discretion for research, study, or conference travel-related purposes. Five awards will be presented each year for five years, beginning in 2008, at the SPSP Annual Meeting, to individuals representative of the broad spectrum of personality and social psychology research.

The SAGE Young Scholars Program is aimed at supporting junior faculty (untenured), between 3 and 7 years into their first independent academic

position by October of the year in which they are nominated. The goal of these Awards is to support candidates who have demonstrated exceptional

*The goal of these awards is to support candidates who have demonstrated exceptional achievements conducting research that places them at the forefront of their peers.*

achievements in social and/or personality psychology (broadly defined), conducting research that places them at the forefront of their peers. Criteria include innovation,

creativity, and potential to make a significant impact on the field. Nominations for the 2008 Young Scholar Awards closed in mid-November. The nomination deadline for the 2009 award will be announced in mid-2008.

**SAGE** is a leading international publisher of journals (including both *Personality and Social Psychology Bulletin* and *Review of Personality and Social Psychology*), books, and electronic media for academic, educational, and professional markets. Since 1965, SAGE has helped inform and educate a global community of scholars, practitioners, researchers, and students spanning a wide range of subject areas including social and behavioral sciences, humanities, and science, technology and medicine. ■



**Put Guilford  
Ad Here  
  
(Whole Page)**

# Where the Glass Ceiling Meets the Maternal Wall

By Elizabeth Haines and  
Kathleen Fuegen

The past ten years have seen a 400% increase in employment litigation brought by people who feel they have been discriminated against or otherwise unfairly treated at work because of their family care giving responsibilities. We interviewed Dr. Joan Williams, director of the Center for WorkLife Law, to learn what factors have caused the increase in family responsibilities discrimination (FRD) cases and what role social psychologists can play in elucidating the role of gender stereotyping in employment discrimination.

According to Williams, the Center for WorkLife Law is committed to “reshaping work around the values people hold in family life.” Members of the Center educate employers, plaintiffs, management, unions, and union arbiters about the triggers of FRD. Williams and her colleagues have identified “over 800 cases involving FRD that touch every major arena of the American economy.”

Social psychological research on a type of FRD, the “maternal wall”, was spurred by a working group that met from 2001 to 2003. Williams, Monica Biernat, and Faye Crosby edited an issue of *Journal of Social Issues* (“The Maternal Wall”, 2004) featuring the research of working group members. According to Williams, “Many women do not experience gender bias on the job until they have children. [They] hit the maternal wall after they have children. Many women never get near the glass ceiling because they are stopped long before by this maternal wall”. In other words, the maternal wall is a metaphor for barriers faced by women when their motherhood becomes salient on the job. Stereotypes regarding gender and care giving are triggered “when a woman gets pregnant, returns from maternity leave,

or goes on a part time/flexible schedule.”

Mothers suffer a five percent wage penalty per child even after controlling for marital status, experience, breaks in employment, part-time status, and gender composition of the job (Budig & England, 2001). This penalty may reflect discrimination. According to

*More research on how work behavior is affected by explicit as well as implicit stereotypes about gender, race, and sexuality is needed.*

Williams, one misconception about employed mothers is that they are less dependable and committed to their jobs than fathers and employees without children. Research shows that mothers are held to stricter performance and punctuality standards because of these descriptive stereotypes (Correll, Berard, & Paik, 2007; Fuegen, Biernat, Haines, & Deaux, 2004). Williams argues that bias against employed mothers is much more overt than gender stereotyping in general:

“One of the main features of caregiver bias is that [women are targets of] both descriptive and prescriptive stereotyping. [For example,] one woman called to find out when she should return from maternity leave and was told that she was fired because mothers are not dependable (descriptive stereotyping) and because mothers belonged at home with their children (prescriptive stereotyping). Women are regularly told that you cannot be both a good mom and a good [employee].

“Part time work in a traditionally male-dominated field where most people work long hours often triggers gender

stereotyping. [A mother told me], when I was working full time and couldn’t give people the turn around they wanted, they assumed I was going as [fast as] humanly possible. After I went part time and I wasn’t at my desk, people assumed that I was home with my kids, even when I was at a business meeting.”

The idea that descriptive stereotypes about mothers are incongruent with attributes deemed necessary for workplace success is consistent with role incongruity theory (Eagly & Karau, 2002), lack of fit theory (Heilman, 2001), and the shifting standards model (Biernat, 2003). According to role congruity theory, prejudice arises from the mismatch between group stereotypes and role behavior (Eagly, 2005). Mothers are stereotyped as affectionate, helpful, and kind, attributes not thought to facilitate success at work (Schein, 2001). Heilman’s lack of fit theory makes similar predictions: an individual is hired when his or her perceived attributes “fit” the job’s requirements. The shifting standards model predicts that parenthood highlights gender stereotypes resulting in mothers being judged according to stricter standards than fathers. Mothers are also likely to be targets of benevolent sexism (Glick & Fiske, 1996): managers who believe that time away from one’s family harms women may not offer them demanding positions requiring extensive travel, even though such positions may pave the way for advancement.

Social psychologists can extend research on the maternal wall in several ways. Williams suggests that more research on how work behavior is affected by explicit as well as implicit stereotypes about gender, race, and sexuality is needed. Williams notes that “lesbian mothers are assumed not to trigger the negative stereotypical responses that are triggered by

(Continued from page 36)

[heterosexual] mothers, and we need to know more about that” (Peplau & Fingerhut, 2004). The extent to which “motherhood stereotypes appear to be strongly influenced by race” also needs to be addressed. For example, Cuddy and Frantz (2007) show that White mothers are rated more positively when they stay at home, but Black mothers are evaluated more positively if they work. System justification research is also relevant (e.g., Jost & Banaji, 1994). Williams notes, “it’s common for mothers on the job to say that women are far less supportive both to them as individuals and in terms of supporting family friendly policies than men are.”

Additional research on men’s role in care giving is also needed. Research by Cuddy and her colleagues on the stereotype content model (Cuddy, Fiske, & Glick, 2004) suggests that women who become mothers gain in perceived warmth but lose in perceived competence. By contrast, men who become fathers maintain perceived competence and gain in perceived warmth. These findings resonate with Williams: “Men who do just a little get a boost from engaging in family care giving. That’s probably because men are assumed to be competent, but if they engage in family care giving in a way that becomes salient on the job, they’re also showing themselves to be warm, having interpersonal skills, and therefore management material.” Indeed, research shows that fathers are held to more lenient performance and punctuality standards than men without children (Correll et al., 2007; Fuegen et al., 2004). However, Williams notes that “men who take family leave or go part time encounter even harsher gender discrimination than do women in a similar situation.”

Williams’ ultimate goal is to change the way that we think about work. She argues that it is “inappropriate for [workplaces] to tell families how they should raise their children and who should be doing the care giving”, and

that it is “inappropriate to disadvantage workers because of their [care giving] responsibilities so long as they’re doing a good job.” Employers should realize that the ideal worker model of the 1950’s is mismatched with today’s workplace: “many responsible and committed workers need flexible schedules that enable them to be responsive to family needs...requiring a worker to work 9 to 5...is just old-fashioned”. According to Williams, if we address these issues, “it will benefit everybody: men, women, people caring for elders, as well as people caring for spouses and children.”

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## Lisa Feldman Barrett wins NIH Director’s Pioneer Award

Lisa Feldman Barrett of Boston College is a recent winner of the NIH Director’s Pioneer Award (NDPA). The NDPA supports “individual scientists of exceptional creativity who propose pioneering approaches to major challenges in biomedical and behavioral research.” Only 10 or so awards are made each year across all NIH supported sciences. From the citation from NIH: “Barrett’s interdisciplinary research addresses the nature of emotion by integrating neuroscience, social psychology, psychophysiology, and cognitive science. Her work challenges the prevailing wisdom that emotions are hard-wired into the brain, theorizing that they are instead generated from more basic affective and conceptual components. Congratulations to Dr. Feldman Barrett from SPSP! ■

## News from NSF: Funded Grants in FY2007 and Looking Forward to 2008

*By Amber Story and  
Kellina Craig-Henderson*

### **Congratulations to the NSF awardees for the 2007 fiscal year!**

As you can see by the list below, the NSF social psychology program has a portfolio of scientific research investments that are rich and diverse, across topics, universities, career status, and geographical regions.

The program is proud to support the following outstanding lines of research:

- Kurt Hugenberg, Miami University – The Social-Cognitive Origins of the Cross Race Effect
- David DeSteno of Northeastern University – Gratitude as Elicitor of Reciprocity and Social Capital (jointly supported by the Decision, Risk, and Management Science program)
- D. Vaughn Becker, Arizona State University—Toward Functional Psychophysics of Social Perception
- Joshua Correll, University of Chicago—Training, Cognitive Control, and Racial Bias in the Decision to Shoot
- Heather Smith, Sonoma State University—RUI: What does Relative Deprivation—Predict? A Meta-analytic Critique
- Jon Krosnick, Stanford University—2007 Summer Institute in Political Psychology
- Eddie Harmon Jones, Texas A&M University—Considering Approach Motivational Intensity Within Positive Affect
- Jason Mitchell, Harvard University -The Neural Basis for Stereotypic

Thinking (jointly supported by the Cognitive Neuroscience program)

- Susan Cross, Iowa State University – Cultural Construction of Honor in Turkey and the U.S.
- Leslie Kirby, Vanderbilt University Medical Center – Priming Appraisals: Testing a Process Model of Emotions
- David Funder, University of California at Riverside—The Psychological Assessment of Situations (jointly supported by the Methodology, Measurement, and Statistics program)
- Jennifer Ablow, University of Oregon at Eugene—Biobehavioral Coordination in Infants' Response to Social Stress (jointly supported by the Developmental and Learning Sciences program)
- Heather Claypool, Miami University—The Social-behavioral Consequences of Fluency: How Processing Ease Guides Intergroup Contact, Goal Pursuit, and Behavioral Mimicry
- Eli Finkel, Northwestern University—Advancing Understanding About One Form of Interpersonal Violence
- Harry Reis, on behalf of SPSP – Summer Institutes in Social Psychology
- Sally Dickerson, University of California at Irvine – Social-Evaluative Threat, Self-Conscious Emotions, and Cortisol Reactivity
- Joan Miller, New School University – The Cultural Context of Social Support Exchange
- Danny Axson, Virginia Polytechnic Institute and State University – SGER: Coping, Adjustment, and Resilience Among College Women

Following the Mass Shooting at Virginia Tech

- Lisa Feldman Barrett, Boston College—Language and the Perception of Emotion (jointly supported by the Perception, Action, and Cognition program)
- Richard Nisbett, University of Michigan—Independence, Interdependence, and Analytic vs. Holistic Cognition (jointly supported by the Perception, Action, and Cognition program)
- Joan Chiao, Northwestern University – Cross-Cultural Neuroimaging of the Self
- Ernest Park, Cleveland State University – Group Influences on Approach and Avoidance Motivation
- Lara Mayeux, University of Oklahoma – Forms and Functions of Adolescent Relational Aggression: A Daily Diary Study (jointly supported by the Developmental and Learning Sciences program)
- Angela Crossman, CUNY John Jay College – The Development of Children's Antisocial and Prosocial Lying (jointly supported by the Developmental and Learning Sciences program)
- Timothy Wilson, University of Virginia and Daniel Gilbert, Harvard University—Collaborative Research: Dual standards in affective forecasting and experience
- Eliot Smith, Indiana University and Diane Mackie University of California at Santa Barbara— Collaborative Research: Intergroup emotions theory: New strategies for prejudice reduction through categorization and personal contact
- Nalini Ambady, Tufts University –

*(Continued on page 42)*

## Division 8 at APA in San Francisco

By *C. Raymond (Chip) Knee*

San Francisco: A spectacular city for an equally spectacular convention. The 2007 APA meeting drew personality and social psychologists in a big way. Division 8 was well-represented throughout the convention, and at several levels from invited addresses, award addresses, presidential symposia, cross-cutting symposia to submitted symposia and posters.

There were invited addresses from Roy Baumeister, Lisa Diamond, Greg Herek, Timothy Loving, Harry Reis, Michael Zárate, and Phil Zimbardo. Bertram Cohler gave the Henry Murray Award address. The APF Spielberg Empathy Symposium on

Emotion, Motivation, and Personality included talks from Charles Spielberger, Mark Leary, James Gross, and Mahzarin Banaji. Marilyn Brewer gave her Distinguished Scientific Contribution Award Address.

Social-personality psychology was also present among the Presidential symposia. A Presidential Symposium on diversity science was conducted by Anthony Greenwald, Claude Steele, Mahzarin Banaji, David Takeuchi, Marc Bendick, Alexandra Kalev, Jennifer Eberhardt, and Linda Hamilton Krieger. A Presidential Symposium on the causes of terrorism was conducted by Tom Pyszczynski, Arie Kruglanski, Xiaoyan Chen, and Jessica Stern. Still a third Presidential Symposium on wrongful convictions included Saul Kassin, Gary Wells, and Lawrence

Wrightsman, Jr. Additionally, seven symposia showcased cutting-edge personality and social psychology including research on psychological reactions to terror, social power, self-regulation, search for meaning, self-affirmation, self-conscious emotions, and cultural differences in trait sensitivity employing fMRI methods.

Three poster sessions spanned personality, culture, identity, social cognition, health, relationships, and emotion. A social hour with appetizers was co-sponsored with Division 9, and a conversation hour for graduate students of Divisions 8 and 9 enhanced student involvement. Thanks to all who facilitated a strong showing of personality and social psychologists at the APA convention! ■

## Summer Institute in Political Psychology July 13-August 1, 2008

The Institute for Research in the Social Sciences is pleased to announce that it plans to host the 2008 Summer Institute in Political Psychology (SIPP) this coming summer. Directed by Stanford Professor Jon Krosnick, SIPP is a three-week intensive training program introducing graduate students and professionals to the world of political psychology scholarship.

### The History of SIPP

Political psychology is a thriving forum for interdisciplinary exchange and collaboration in political science, psychology, and other social science fields. The practitioners are spread across the world, and the emerging range of scholarship is broad and varied. To help facilitate graduate training in the area, SIPP was envisioned by Professor Margaret Hermann (then at Ohio State University). The first Summer Institute in Political Psychology was taught at Ohio State in 1991, and OSU offered SIPP every year from 1991 through 2003. Stanford University has hosted SIPP since 2005, with support from Stanford University and from the National Science Foundation. Hundreds of participants have attended SIPP during these years.

### SIPP 2008

In the summer of 2008, SIPP will again be offered at Stanford, located in the beautiful San Francisco Bay Area. The curriculum is designed to accomplish one preeminent goal: to produce skilled, creative, and effective scholarly researchers who would do more and better work in political psychology as the result of their attendance at SIPP. To achieve this goal, the training experience is designed to: 1) provide broad exposure to theories, empirical findings, and research traditions; 2) illustrate successful cross-disciplinary research and integration; 3) enhance methodological pluralism; and 4) strengthen institutional networks. The schedule of activities mixes lectures with opportunities for students to talk with faculty lecturers and with each other in structured and less formal atmospheres. Some of the topics covered in past SIPPs include race relations, conflict and dispute resolution, voting and elections, international conflict, decision-making by political elites, moral disengagement and violence, social networks, activism and social protest, political socialization, and justice.

On-line applications will be accepted beginning in January, 2008. For more information, please visit the SIPP website at [www.stanford.edu/group/sipp](http://www.stanford.edu/group/sipp).

# Training Committee Activities and News

By Theresa K. Vescio

The SPSP Training Committee seeks 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. Toward that end, the Training Committee sponsors activities that provide training opportunities on cutting edge theories, research, and data analytic tools. The Training Committee also sponsors activities that facilitate 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.

Since January of 2007, the members of the training committee have been

involved in three primary activities. First, the Training Committee planned a preconference for the upcoming SPSP 2008 conference in New Mexico. The first annual Training Committee preconference is entitled, "A Primer and Sampler of Neuroscience Research in Social and Personality Psychology." In consultation with Lisa Feldman Barrett, members of the training committee brought together a group of influential scholars to provide a morning session primer on neuroscience methods and an afternoon of content focused research talks. The goals and schedule of the preconference are presented in an article on the next page. Additional information and registration materials are available on the Training Committee webpage: ([www.spsptrainingcommittee.org](http://www.spsptrainingcommittee.org)).

Second, the training committee has agreed to co-sponsor (along with the National Cancer Institute) a symposium

addressing professional issues of relevance to health-related research using personality and social psychological theory. Bill Kline and Jamie Arndt are co-chairing the Training Committee symposium at the up coming meeting of SPSP in New Mexico and panelists will include Jerry Suls, Alex Rothman, Angela Bryan, Kevin McCaul, Bob Croyl and Peter Harris.

Third, the members of the training committee have been working to establish a network of social and personality psychologists working in applied professions. The intent of the network is to foster research, training and communication between graduate students in Personality and/or Social Psychologist and Professionals working with government agencies, marketing firms, non-profits, research firms, consulting firms or who are self-employed. Toward that end, we have also hired two students who are (a) working at an hourly rate to create an online survey to gather information from professionals and (b) working with identify Personality and Social Psychologists working in applied (and non-academic) fields. We are in the process of contacting colleagues with requests to participate in the network and hope to have the network fully functional by summer of 2008.

As always, the members of the Training Committee welcome feedback and suggestions. Nominations for additions to the committee are also welcome. Please send the names of people who are both stellar researchers and dedicated teachers who you would like to nominate for membership on the Training Committee to Terri Vescio ([vescio@psu.edu](mailto:vescio@psu.edu)) by January 30, 2008. Members of the Training Committee include Jamie Arndt, Cathy Cozzarelli, Marti Hope Gonzales, and Terri Vescio (Chair). ■

## Poster Topics Word Count for Albuquerque SPSP Meeting

What topics are more most likely to appear in the posters at SPSP in Albuquerque? To find out, we used word frequency software to analyze a file containing the titles of all the posters accepted for sessions. We dropped words such as "the" and "an" (the top word was "of"), and limited the list to words with potential topical meaning. If we combine highly similar terms, then "self" is still the most popular word, but relationships/interpersonal/romantic/attachment has 222 hits, emotion/emotional/affect has 148 hits, prejudice/stereotype/stigma has 131 hits, and personality/trait/big five has 80 hits. The top 35 words are presented in descending orders by column, starting at the left.

self	motivation	emotional	relationships	individual
social	behavior	affect	romantic	personality
relationship	perceived	bias	prejudice	attachment
attitudes	influence	goals	perceptions	cultural
implicit	interpersonal	women	threat	evidence
gender	esteem	goal	information	intergroup
group	emotion	identity	stereotype	affective



# SPSP Training Committee Preconference: A Primer and Sampler of Neuroscience Research in Social and Personality Psychology

*By the Training Committee*

*Pre-conference Overview.* In recent years there has been an emerging focus on understanding the neurological substrates of human social behavior. If not the topic of our own research, personality and social psychologists are increasingly engaged with evaluating and consuming the insights this work offers. However, many of us may only have a passing familiarity with the methods used, the questions informed, and the potential of neuroscience approaches. This pre-conference, sponsored by the SPSP training committee, is designed to offer both foundational knowledge of some of the most prominent and emerging neuroscience methods, as well as a taste of what we can learn about social

and personality psychology topics using these methods. The pre-conference should engage those who are just discovering their interests in neuroscience as well as more seasoned researchers who seek a refresher and update on different empirical directions.

The pre-conference will open with an introduction and overview to the rapidly developing field of social neuroscience. The morning sessions will then feature training oriented talks on electroencephalography (EEG), functional magnetic resonance imaging (fMRI), and social neurochemistry. The afternoon sessions will feature content oriented talks that illustrate the potential of neuroscience methods to inform substantive issues in social and

personality psychology.

Given the intended didactic nature of this pre-conference, ample time is reserved for questions and audience involvement. In particular, to round out the day, there will be a “practical happy hour” during which the panel of speakers will be available to inform questions about pragmatic issues in pursuing neuroscience research. Questions may cover such topics as:

- *How can I seek neuroscience training if it is not offered in my psych dept?*
- *Are there summer institutes or other such additional neuroscience training opportunities?*
- *What are the types of courses I would need to take to provide an adequate foundation for different types of neuroscience research?*
- *What kind of start-up packages are typically requested for a new PhD seeking to do neuroscience research?*
- *What are the grant mechanisms available to assist with funding neuroscience research?*
- *How does one decide between the different brands/vendors of neuroscience equipment?*
- *What are frequent issues encountered in trying to publish neuroscience research that one should be aware of?*

Please be sure to come with questions and take advantage of this unique opportunity to get further direction in learning more about neuroscience research!

## **To register**

[www.spsptrainingcommittee.org](http://www.spsptrainingcommittee.org)



## **Preconference Schedule**

8:30-9:00	Continental breakfast
9:00-9:40	<i>Neuroscience and the Social Brain</i> , Todd Heatherton, Dartmouth College
9:40-10:20	<i>Frequency and Temporal Measures Derived from the Electroencephalogram (EEG)</i> , Eddie Harmon-Jones, Texas A&M
10:20-10:40	BREAK
10:40-11:20	<i>The Effective Use of Functional Imaging for Social and Personality Neuroscientists</i> , Kevin Ochsner, Columbia University
11:20-12:00	<i>Social Neurochemistry: An Introductory Guide to Genetics and Pharmacology for Social and Personality Psychologists</i> , Baldwin Way, UCLA
12:00-1:30	LUNCH
1:30-2:00	<i>Frontal Lobe Contributions to Social Behavior</i> , Jennifer Beer, University of Texas, Austin
2:00 -2:30	<i>Unpacking Mechanisms of Self-regulation with Clues from the Brain</i> David M. Amodio, New York University
2:30 - 2:45	BREAK
2:45 - 3:15	<i>Using Neuroscience to do Social and Personality Psychology: Investigating Self-processes</i> , Matthew D. Lieberman, UCLA
3:15-3:45	<i>Using Event-related Brain Potentials to Study Person Perception and Evaluative Processes</i> , Bruce D. Bartholow, University of Missouri, Columbia
3:45-4:30	<i>The Practical Coffee Hour: What do I do next?</i> , Panel of Speakers

## NSF News, Continued

(Continued from page 38)

Neural Substrates of Perceiving Status and Solidarity

- David Sherman, University of California at Santa Barbara – Sustaining Motivation Under Threat
- Deborah Richardson, Augusta State University – Interdisciplinary Young Scientist Network for Aggression Research
- Stephanie Brown, University of Michigan – The Physiological Effects of Motivation and Emotion
- Lisa Harlow, University of Rhode Island – Quantitative Training for Underrepresented Groups (jointly supported by the Methodology, Measurement, and Statistics program)

The Social Psychology program also jointly funded the following proposals submitted to other programs, but which have significant potential impact on the field of social psychology:

- Joanne Miller, University of Minnesota – An Experimental Test of the Role of Motives in Predicting Political Participation (jointly funded with the Political Science program)
- Glenn Roisman, University of Illinois at Urbana Champaign – The Antecedents and Enduring Significance of Early Attachment Experiences (jointly funded with the Developmental and Learning Sciences program).
- Qi Wang, Cornell University – Cultural and Individual Predictors of Autobiographical Memory in Middle Childhood (jointly funded with the Developmental and Learning Sciences program).
- Yan Chen, University of Michigan and Sherry Xin Li, University of

Texas at Dallas—Collaborative Research: Social identity, mechanism design and equilibrium selection (jointly supported with the Decision, Risk, and Management Science program and the Economics program)

- Jean Decety, University of Chicago – Cognitive Neuroscience of Empathy (jointly supported with the Cognitive Neuroscience program)

### Summary of FY2007

As we wrap up the 2007 fiscal year, we'd like to share with you a "state of the program" update.

In the last fiscal year, the social psychology program received and considered 129 competitive research proposals including 8 CAREER proposals.

The proposals submitted during this time also included a "SGER" (Small Grants for Exploratory Research) proposal in response to the shooting tragedy at Virginia Tech, and it was recommended for funding.

There were a total of 33 research grants awarded resulting in a funding rate of 25.7%. This represents a significant increase from the 14.2% funding rate for the previous fiscal year. There are a number of factors involved in this increased funding rate including a slightly reduced number of proposals submitted, and perhaps most important, increases to the program budget, some of which may remain in effect in the upcoming fiscal years.

Thus, the program had significantly more funds available this past fiscal year to support high quality social psychological research. We are excited about the advances to scientific knowledge and social psychological theory that we will be able to continue

to support in the future.

### What's on the Horizon for FY2008?

Not only is the funding rate increasing within the social psychology program, but social psychologists are also having a good deal of success garnering support through other programs at NSF. Be on the look out for future announcements in these areas.

#### *Human and Social Dynamics*

The Human and Social Dynamics (HSD) priority area is entering its fifth and final year of competition, with the last solicitation due out soon this fall and an expected deadline in February 2008. The Human and Social Dynamics priority area supports the study of the dynamics of change from an interdisciplinary perspective. There are three emphasis areas within HSD: Decision, Risk and Uncertainty; Dynamics of Human Behavior; and Agents of Change.

In the past four years, many social psychologists have been funded through HSD, including Lisa Feldman-Barrett, Eliot Smith, Paul Paulus, Shelley Taylor, Nick DiFonzo, and others.

The HSD competition has successfully encouraged interdisciplinarity, particularly between the social and behavioral sciences and other sciences, including natural and life science, mathematics and engineering, and we strongly urge you to consider contributing to this endeavor to promote "Big Science." For further information, see [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=11678&org=NSF](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=11678&org=NSF)

#### *Science of Science and Innovation Policy*

The Science of Science and Innovation Policy solicitation, or SciSIP, promotes the development of an evidence-based

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## NSF News, Continued

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platform from which policymakers and researchers can understand and improve the dynamics of the nation's scientific and engineering enterprise. SciSIP supports research on questions like the following: What are the critical elements of creativity and innovation? What is the impact of globalization on creativity and productivity in the science and engineering fields? How does state support for public universities influence the national innovation system?

The second solicitation for SciSIP will be out later this fall. It is expected to be similar to the first solicitation with an additional emphasis on data collection and development. For further information, see [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=501084&org=NSF&sel\\_org=NSF&from=fund](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=501084&org=NSF&sel_org=NSF&from=fund)

### Cyberinfrastructure

The Office of Cyberinfrastructure at NSF has the goal of supporting and integrating resources and technology to

provide a useful, usable, and enabling framework for research and discovery. There are two currently active funding opportunities in this area—"Strategic Technologies for Cyberinfrastructure (STCI)" and "Community-based Data Interoperability Networks (INTEROP)." See <http://www.nsf.gov/dir/index.jsp?org=OCI> for further information.

Perhaps of greater interest to social psychologists is the program "Cyber-enabled Discovery and Innovation." This is a bold five year initiative to promote advances in computational thinking, concepts, methods, models and tools to create revolutionary scientific outcomes. There are three thematic areas: From Data to Knowledge, Understanding Complexity in Natural, Built, and Social Systems, and Building Virtual Organizations. The solicitation can be found at the Office of Cyberinfrastructure address above.

### Dynamics of Coupled Natural and Human Systems

This cross-cutting program promotes quantitative, interdisciplinary study of

complex interactions among human and natural systems at diverse spatial, temporal, and organizational scales. There are two deadlines for FY08 – January 8, 2008 and November 18, 2008. For further information, see [http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=13681&org=NSF&sel\\_org=NSF&from=fund](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=13681&org=NSF&sel_org=NSF&from=fund).

Be on the lookout for other programs involving the environment and the human elements of climate change.

### Contact Us

We will be sure to keep you apprised of new developments and funding opportunities through postings on the SPSP Listserv. In addition, we will be at SESP, SPSP, APS and most likely a handful of other conferences. In the meantime, please feel free to email or call us to discuss your research ideas. We are happy to answer any questions you might have about NSF and the social psychology program.

Amber Story ([astory@nsf.gov](mailto:astory@nsf.gov), 703-292-7249); Kellina Craig-Henderson ([kehenders@nsf.gov](mailto:kehenders@nsf.gov), 703-292-7023).

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## Get Your Colleagues and Students to Join SPSP

Join SPSP!! All regular and student members receive the *Personality and Social Psychology Bulletin*, the *Personality and Social Psychology Review*, and *Dialogue* as part of their membership. To join the Society, go online to fill out the SPSP membership application form, starting at <http://www.spsp.org/membership/>. The cost of membership is \$38 if you have earned a doctorate or \$25 if you are an undergraduate, graduate student, or retired. For people who wish to send a check (made out to "SPSP Membership"), go to <http://www.spsp.org/pdf/membapp.pdf>, fill out the application, and send it to:

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News of the Society Since 1986

## Society Grows, Cont.

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The task force will many possibilities for new journals. For example, one possibility to be discussed would be a journal like *Psychological Science*, with very short articles, often with newsworthy content, highlighting top quality work in an easily consumable format. Another possibility would be to expand *PSPB* with a new section on brief reports, perhaps generating an issue every two weeks. However, other possibilities will be discussed as well by the task force. This agenda item ended with further discussion of the Web Planning Committee, and the role new web initiatives might play in future publications.

**Final Budget Items.** The Executive Committee passed the budget, with several notable items, including increasing student travel awards up to 80, at \$500 each, \$2000 for a Diversity reception, 24 Diversity Awards at \$500, a budget of \$1,500 for the Graduate Student Committee, and \$3,000 to the Executive Office to support web and technology activities.

**Future of the Society.** Interspersed throughout the Executive Committee meeting was a discussion of what the priorities of the Society are, and what they should be. To what extent should the Society nurture new students and faculty? To what extent is our business the dissemination of knowledge? To what extent is it to educate government officials of the value of our work?

## SPSP Officers and Committee Members, 2007

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Yoel Inbar	SPSP Webmaster
Christie Marvin	Office Manager

What is the best way to "nurture our young"? (On this question, the consensus with "Seed money for research.") To what extent is our future linked to an old method of journal publication (see President's Column, p. 20)?

All of these issues will continue to be considered at future meetings. As always, if you have comments or suggestions to offer, please contact any member of the Executive Committee, or consider writing an article for *Dialogue*. ■

### **Dialogue Mission Statement**

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