DIALOGUE

The Official Newsletter of the Society for Personality and Social Psychology

Chris Crandall &
Monica Biernat,
Co-Editors

SPSP Annual Meeting 2009: Tampa-Bound in February

By Jeff Simpson

The 2008-2009 SPSP Conference Committee (Jeff Simpson, Monica Biernat, and Bill Graziano) is pleased to announce that SPSP will hold its 10th annual meeting in Tampa, Florida on February 5-7, 2009.

Sam Gosling and Wendi Gardner have graciously agreed to serve as Program co-Chairs for the event, Tara Miller is making some special arrangements to celebrate our 10th anniversary, and various pre-conference organizers are beginning to plan their individual meetings.

The official Call for Submissions will be on-line in May; see p. 22 of this issue of *Dialogue* for more information.

Additional information about the 2009 conference will be posted on the SPSP website (*http://www.spsp.org*) early this summer.

Tampa is located on Tampa Bay and claims three of the top 10 beaches in the country. The average February temperature is 72 degrees F, so this should please conference-goers hoping to escape dreary winter locales!

Other attractions include theme parks, zoos, an aquarium, the Salvador Dali Museum in nearby St. Petersburg, and the brick-lined streets of former "Cigar Capital of the World," Ybor City, now a shopping, restaurant, and museum district that you can reach from downtown by streetcar.

SPSP will be arriving shortly after Tampa's Gasparilla Pirate Festival—the Mardi Gras of Tampa—which is typically held on the last Saturday of January. But we may experience the Gasparilla Night Parade, held a few weeks after the festival in the Channel District of Tampa and Ybor City.

We look forward to seeing you in sunny Florida in 2009. ∎

Society Selects New Fellows

By Barbara Fredrickson

The SPSP Fellows Committee meets yearly to recommend outstanding members for Fellow status in SPSP. This year's committee (Barbara Fredrickson, Chair, Chuck Carver, and Nalini Ambady) recommended nine stellar contributors to the field for this honor, and all were unanimously approved for Fellow Status in SPSP by the Executive Committee. The new SPSP Fellows are: Klaus Fiedler, Steve Heine, Laura King, Sonja Lyubomirsky, Batja Mesquita, Diane Ruble, Robert Sellers, Robert Vallerand, and Duane Wegener. With the endorsement of the Executive Committee, the materials for those who are members of Division 8 of APA but not yet Fellows of APA were eligible to be forwarded to the Membership Committee of APA for its annual consideration of Fellow nominations.

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

Report from the Executive Committee: SPSP Discusses Successes and Goals

On the day after the 2008 SPSP conference in Albuquerque, the Executive Committee held its biannual meeting at which a number of potential new initiatives were discussed. SPSP is in good financial health, and the Executive Committee is developing an increasingly specific vision of how the society should move into the future.

To prepare for the upcoming changes, SPSP has created six new committee or task forces designed to guide and project SPSP into the future. Because these committees are still forming, and their agendas are not yet fully-formed, Dialogue can report only the existence (or planned existence) of the committees. These six task forces are on (1) society finances, (2) structure of the executive office, (3) scientific leadership, (4) open access publishing, (5) web presence, and (6) knowledge dissemination and publication ventures. These groups are now building their respective agendas. Look to the next *Dialogue* for reporting on progress on these fronts.

Membership. The Society had 5,378 members at the end of 2007, representing continuing substantial growth (10% over last year). Much of this growth is in graduate student members and undergraduates (which has tripled in recent years). The proportion of members of the Society who are also members of APA has held steady over the last several years; APA members represent a bit more than 25% of SPSP membership.

There was a lively discussion about the membership of the Society. Despite our general interest in issues related to age, gender, ethnicity, sexual orientation, and so on, the Society collects virtually no demographic data from its membership, and has information on only degree status and geographical information. There was agreement that this information would be useful, and a plan to collect demographic data along with membership application or renewal is in the works.

Financial report. Overall, Society finances are very good. The biggest difference comes from the increased royalty payment from SAGE Publications to SPSP for *PSPB* and *PSPR*, the amount of which exceeds the total amount that the Society collects in dues. This increase in royalties from Sage will continue, by contract, through 2012. There was substantial concern and discussion about the future of this income, and the relative value of a Society built on membership dues as compared to contractual royalties from a private publisher, especially given concerns about the future of academic publishing and its business model in an increasingly open and electronic world. Although these questions are on the table, there were no conclusions drawn at this meeting.

There was a question as to whether the SPSP Meeting should turn a profit. It is quite common for meetings of societies and associations to experience a positive cash flow from their meetings, and some groups rely on their meetings

quite heavily. SPSP does not—the budget predicts no income from the meeting, although historically it has yielded modest earnings. This involves a tradeoff between providing a more stable financial basis for the Society with pricing it out of the reach of students and some junior faculty. There was no particular support for turning the annual meeting into a Society income source. There was also discussion about dues (generally perceived to be very low), but there was no support for raising these, either.

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Good non-profit financial management requires having ready access to cash in times of shortfall, a positive cash fund balance (surplus), and an operating reserve to finance growth and cash shortfalls. The Society follows all of these principles. SPSP has a policy of maintaining one year's expenses on hand for emergency purposes, which is about $700K. There was some not-so-lively discussion about the relative values and costs of short-term loans against low interest but liquid holdings. There has been a transfer of some funds into somewhat longer term and higher interest rate accounts, which should slightly increase the income of the Society in future years. There was discussion about seeking professional management for the Society's safety cushion.

Another significant part of the budget

(Continued on page 3)

How Executive Committee Meetings Proceed

Executive Committee meetings of the Society now occur in two sessions. The first part involves all of the voting members as well as various chairs of committees, other invited participants, and an editor from Dialogue (see the back page of this issue for a listing of Presidents, Executive Committee members and committee chairs). The second part of the meeting, occurring on the following day, involves only voting members of the Executive Committee (and a non-voting editor from Dialogue). Part of the business discussed at the meeting concerns APA Division 8 rather than SPSP issues. This part of the meeting is reported on p. 27.

Executive Committee, *Continued*

(Continued from page 2)
cycle every two years is the Summer Institute for Social Psychology (SISP), which is funded through NSF and student fees. The budget is run through the Society, but the income and the expenses of SISP equal each other. The budget for SISP is not part of the calculation of the operating budget for the emergency cushion.

President's Report. President Jack Dovidio asked all people attending the meeting to partake of an exercise in thinking broadly about the future of SPSP. Suppose one has awakened, like Rip Van Winkle, about 6 years from now, and SPSP is the organization we've dreamed of. What does it offers? Discussion led to many suggestions, and the box on p. 34 shows some of the ideas generated by the exercise.

Convention Report. The Convention Chair, Julie Norem, reported that once again the meeting offered a rich and large mixture of exciting personality and social psychology, and personality and social psychologists. There were roughly 2,500 attendees this year.

The Convention planning is growing in complexity. Each new member of the Convention Committee learns the intricacy of planning and it limits, and the Committee is developing a program handbook to ease transitions and retain knowledge about the process. There were complaints about how the Convention Center in Albuquerque was set-up, and some pre-Convention details seemed to get lost. For example, at the meeting in Albuquerque, low availability of taxis was a significant problem. This came from an error by the Albuquerque Convention Bureau, which told the cab companies that minimal staffing of taxi stands was required.

A more serious concern was the risk of street crime. Although the Executive Committee heard of only one crime among conventioneers (a stolen purse), the local staff routinely warned about crime on the streets, in the region of the convention as well as in Old Town, a popular destination. The Committee discussed the need to take more care on site visits, including having more people, including members of the Convention Committee, visit potential sites to gain a more comprehensive view of possible location before using them for our annual convention.

The size of the meeting continues to grow, and soon we will have to change the way we've planned the meeting, particularly in terms of host cities. As we grow, the convention centers and hotel conference centers that we fit shift from smaller to larger cities. We may have to consider cold weather sites (e.g., Seattle, Portland) or first-tier cities. In addition, the Executive Committee felt that we should consider Washington, DC, in terms of amenities and variety, but also in terms of political presence and funding agency visibility.

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The Convention Committee was encouraged to think about overall costs of cities, as compared to primarily hotel costs (which are especially a concern for students). Airfare and hotel costs both matter, and because hotel costs can be mitigated through populating a room, while airfare costs cannot, the shift in concern may be from hotel rooms to airfare. This may results in different cities becoming more attractive.

The 2009 Convention will be in Tampa. Florida, February 5-7, 2009. Here, the hotels are relatively inexpensive, and it is cheaper and easier to fly into than many previous cities. The conference center has five major hotels nearby. The incoming Program co-chairs for the Tampa meeting are Wendi Gardner and Sam Gosling, and the new Convention Committee member is Bill Graziano.

The 2010 Convention is planned, at this point, for the Riviera Hotel in Las Vegas. Airfare costs to Las Vegas can be quite low, the hotel is close to the airport, the offer includes a variety of amenities for attendees, and there is a non-smoking wing of rooms in the hotel available. An extended discussion of criteria for future planning came to the following list of important criteria:

- Hotel rooms cost should be a lower priority
- Hotels should be close together, or one hotel that accommodates all
- Careful attention to crime rates, particularly in the convention area
- Alternatives to conference hotels for price savings, particularly for students
- Ability to walk to convention, restaurants, local attractions
- Rotation possibility — rotate among a set of cities over a 3-4 years cycle

The Convention Committee is moving up the timetable to make choices sooner, from six months to a year earlier than they are now. Some more appealing sites are already booked by the time that we come seeking accommodation, and now that the meeting is on solid financial footing and attendance seems assured, we may be able to commit to meetings further into the future.

A Tribute to William J. McGuire (1925-2007)

By John Jost, Mahzarin Banaji, Tony Greenwald, Curtis Hardin, and others

William James McGuire—dubbed the "father of social cognition" and a leading expert on attitude change and the self-concept—died on December 21, 2007. The material in this article comes primarily from a celebration of McGuire's career and festschrift held at Yale in 2001, and from comments by others after his death.

Bill McGuire was born into an Irish Catholic family in New York City in 1925. His earliest memories were of accompanying his father, a milkman, on delivery routes to Harlem stores by horse and wagon at dawn. It was World War II that provided him with his education, both figuratively and literally. He joined the war effort as a teenager and played a role in the liberation of the concentration camp at Dachau. His painful experiences as a military tank-driver led him to forego automobile driving for the next 60 years.

McGuire attended Fordham on the G.I. Bill, where he studied philosophy and psychology before returning to Europe in 1950-51 as a Fulbright in phenomenological philosophy at the University of Louvain in Belgium. As a doctoral student at Yale University, he expected to apply symbolic logic to Hullian learning theory but was instead taken by Carl Hovland's thriving new center for research on communication and persuasion. At Yale he was also taught by Irving Child, Leonard Doob, Irving Janis and Neal Miller, and fellow students Daniel Berlyne and Roger Shepard.

After receiving his Ph.D. from Yale in 1954, McGuire did a post-doc at Minnesota with Leon Festinger, who was developing cognitive dissonance theory. He then went from Yale (1955-58) to the University of Illinois (1958-61) to Columbia (1961-67).

McGuire's reputation as a brilliant researcher and writer was firmly established by 1964, shortly before he published several influential literature reviews that allowed him to more fully develop the theoretical foundations of experimental work on attitude change. One of these, widely known as "McGuire's 1969 Handbook chapter," was a book-length manuscript of more than 80,000 words, requiring 179 small-print pages of the *Handbook of Social Psychology*. That chapter— along with a similarly important contribution to the 1985 edition of the *Handbook*—capitalized on a taxonomy that distinguished among source, message, channel, recipient, and target variables in persuasion and largely set the agenda for two decades of attitudes research.

Although McGuire had a reputation for being iconoclastic, cocktail parties elicited considerable social grace and a gift for relaying humorous stories deftly seasoned with literary and film references. Throughout his career he published little with anyone other than his wife, Claire V. McGuire, who provided a solid foundation not only for the McGuire family but also for the McGuire laboratory. In no way, however, did his solitary approach to work detract from his tireless generosity in reviewing and commenting supportively on the work of students and colleagues. As editor of the *Journal of Personality and Social Psychology* and as ad hoc reviewer for many other granting and publication outlets, McGuire wrote thousands of polite, telling action letters that sometimes rivalled the length of the original submissions.

McGuire taught at the University of California, San Diego (1967-70) before returning to Yale in 1971, where he remained for the rest of his career. During this last period, the McGuire family hosted innumerable dinner parties at their New Haven home for visiting speakers, departmental faculty, and Yale students. Many of McGuire's former students—including David Sears, Reid Hastie, Deborah Prentice, Curtis Hardin, and John Jost—pursued scientific careers in social and political psychology due in large part to his inspiration.

Bill McGuire received the highest honors and awards that psychology has to offer, including the American Psychological Association's Distinguished Scientific Contribution Award (1988), the Association for Psychological Science's William James Fellow Award (1989), the Society of Experimental Social Psychology's Distinguished Scientist Award (1992), and the International Society of Political Psychology's Harold Lasswell Award for Distinguished Scientific Contributions to Political Psychology (1998). He was named a Fellow of the American Academy of Arts and Sciences (2002) and received honorary degrees from the Eötvös Loránd University of Budapest, Hungary and the University of Bologna, Italy.

Selected Memories of Bill McGuire

John Jost: In the field of social psychology, as you well know, Professor William J. McGuire has very few peers in terms of professional prominence and intellectual influence. Over the past four decades, he has published dozens of high-impact articles in an astonishing variety of topic areas, including: attitudes and attitude change, the self-concept, psychological distinctiveness, language and social cognition, the functioning of belief systems, ideology and political

(Continued from page 4)
psychology, the history of social psychology, and his perspectivist philosophy of science. Bill's systematic approach to social psychological research is exemplified by his 1999 book entitled *Constructing Social Psychology: Creative and Critical Processes.*

As a former student of his, I can tell you that Bill is that rare and incredible teacher from whom you continue to learn even years after you leave his tutelage, as his words sink in and contexts arise to give new meaning to them. He taught me so many things that I didn't even realize he was teaching me. Mostly, he taught me that serious measures of vigilance are continually required to force one's mind to be open and creative in pursuit of human understanding, and this is why in his 1997 *Annual Review* chapter he lists no fewer than 49 heuristics for "jolting one's conceptualizing out of its usual ruts" and other methods for provoking new insights and drawing innovative hypotheses.

I once asked Bill McGuire, as dutiful graduate students occasionally do, if I should read anything in advance of our next research meeting. "Yes," he replied with a mischievous smile, "*Middlemarch* by George Eliot." Like Kurt Lewin, Bill believed that reading academic psychology generally serves to limit the imaginations of psychology students and that focusing too early and too narrowly on the published scientific literature would lead one, as he put it in his "Yin and Yang" article, "into a never-never land in which we contemplate not life but data." Bill sought to save his students from the all-too-familiar fate of conducting studies about studies rather than studies about people. "The goal," he would say, "is to find out what it is that *YOU* think," and that's what I try to convey to my own students now. (*Opening remarks at 2001 festschirft at Yale University in Bill McGuire's honor.*)

Mahzarin Banaji : In the early 1980s, I was in graduate school at Ohio State

when Bill McGuire gave a lecture on his work-in-progress on contextualism, a lecture that made my hair stand on end so exciting were the ideas and so lyrical the delivery. McGuire, the senior Irish Catholic American, speaking a strangely familiar eastern language of paradoxes, of 49 ways to generate hypotheses and turn them on their head, inspired this junior Zoroastrian Indian whose colonial education had dulled all appreciation of the delicacy of oppositional thinking. We talked over Chinese food, that is to say, he talked and I attended to every word and nuance, for it was obvious to me that an encounter with a mind such as his was rare.

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Some years later, during my job interview at Yale, he recognized me with the greeting "You ate all the Kung-Pao chicken!" His memory for our previous encounter put me immediately at ease. After describing the many ways in which I would be surprised by the poverty of Yale compared to the excellent research support at Ohio State and University of Washington, he gently prepared me for meetings with his colleagues through sketches of their personalities that were sufficiently accurate as to be unrepeatable. From that day on, and for the past 16 years, Bill McGuire has

been my outrageously brilliant colleague, kind and silent benefactor, and trusted confidante on the darkest of days. (*from Banaji (2004), in Jost, Banaji, & Prentice, 2004*).

Tony Greenwald: Fifty years ago I encountered a somewhat wild, unusually humorous, and remarkably stimulating young instructor. The course in which I first met Bill McGuire, Yale's Human Culture & Behavior 30, permanently diverted me from my pre-med path. A few years later, as a PhD student, I started to encounter Bill's amazing works of the 1960s when they were all brand new. I had the privilege of reading his major handbook chapters prior to their publication. Much as younger psychologists recognize the significance of Bill's works of the 1960s, their first encounters with Bill's work were only after his core systems theory ideas had been well assimilated into the collective wisdom of the discipline. They did not have the chance to experience the excitement and brilliance of Bill's work when it was totally new. In re-reading pieces of those early chapters I still redintegrate the traces of their earlier impact. For at least a few decades, I have been able to enjoy the role of medium, channeling the spirit of the early Bill McGuire to subsequent generations of PhD students.

Curtis Hardin: Bill is, above all, a great teacher. He has modeled teaching in all its complexity, nuance and glory. To his impressionable students, he has made scholarship a commitment, a joy, a lifestyle, a high calling. His influence is felt not only immediately in the 'aha' of the moment, but also in the way his mind insinuates itself into the minds of those around him. After leaving Yale, I soon began to see bits and pieces of Bill in my own students, glimpses of a quirky sensibility I hadn't recognized in myself, much less tried to teach explicitly. The discovery is something I cherish. It means that besides being "everyone's favorite topic," as Bill famously observed, the self is a favorite

News from APA Council: February, 2008 Meeting

*By Janet Swim and
Lynne Cooper*

Council of Representatives met in Washington DC for 3 ½ days in February. The semi-annual meeting was packed with agenda items, including several highlighted here.

Task Force on Global Climate Change

The Board of Directors approved the funding of a task force to report on the interface between Psychology and Global Climate Change. This task force would review research in psychology and note connections to other disciplines. Goals of the task force include forming a research agenda on this topic in psychology and developing action and policy recommendations for APA. Several divisions (including Division 8) and APA committees and boards will be making recommendations for individuals to be on this ten-person committee.

Bylaw changes: Look for a mail ballot in the near future

Council voted to approve three bylaw changes, which now must be sent to APA members for approval. All bylaw changes require approval by 2/3 of the members who vote. One bylaw change involves reserving four seats, with voting privileges, for ethnic minority organizations: the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists. This had been presented to APA members last year and it just missed the 2/3 vote required for the change (63% voted in favor of the changes). Council strongly supports the addition of these seats and believes that there may have been some misunderstandings about the amendment. It was decided that there would be more effort to inform members about the reason for the proposed change. The information would not, however, come in the form of pro-con statements to accompany the change. Rather information would come through other means, including division newsletters, like Dialogue. Please see p. 25 for more information.

A second bylaw change was to add the word, "Territories," where ever the words, "States" and "Provinces," now appear in the bylaws. This would allow representation for more individuals affected by APA policies decisions. This does not change representation but only brings the bylaws into alignment with what has already been happening.

The third bylaw change would provide voting rights for the student representative from APAGS (American Psychological Association of Graduate Students) on the APA Board of Directors. An APAGS representative has served for a number of years in an advisory capacity. This bylaw change would grant the representative a full vote. There was quite a lot of support for this idea among current members of the BOD who feel that students should have full voice, given that they represent 1/3 of the membership as well as the future of the organization. Student representatives, it was argued, have made important contributions over the years and are typically as informed about issues that come to the Board as other members. Apparently granting students voting rights on boards has become quite standard in many Universities and professional associations. However, some concern was raised about whether this would further bias representation on BOD because the overwhelming majority of APAGS members are clinicians. However, it was noted that APAGS is making efforts to recruit graduate students who are scientists.

Highlights of Other Resolutions

Torture resolution. A revision to the previously accepted anti-torture resolution was presented and approved. "The amendment is a more direct statement of the intent of the 2007 resolution and removes any concerns that the 2007 resolution was unclear or contained loop-holes," said Richard Wagner, speaking on behalf of the group. To read the resolution, visit *www.apa.org/governance/resolutions/ councilres0807.html.*

New Divisions: Council approved making the recently formed Trauma division a permanent division in APA. A request to form a new division on "Qualitative Psychology" came close to, but did not garner the 2/3 votes necessary for starting a new division. Arguments presented by Kenneth Gergen for the division included the belief that qualitative methods have not been well respected or recognized in Psychology, even though it has gained respected in other fields, such as sociology. Additionally, a new division would allow individuals the ability to strengthen these methods within psychology. Arguments against the division included concern that the rationale presented by those in support of the division was anti-science in tone, and that it would make more sense for those interested in qualitative psychology to organize as a section within Division 5, the existing division devoted to methodological issues. Indeed Division 5 had expressly invited the group to discuss ways to join forces and align their interests, a move that was seen by many as an important step toward developing and promoting the use of mixed methods. However, this was not seen favorably by the proponents of the new division.

Training. A three-day conference will be held to provide quantitative training and support for students from underrepresented groups.

Presidential Initiatives

Alan Kazdin, the current president of

Defining Deception as the "Waiver of an Element"

By Don Forsyth

When dealing with the public, and with Institution Review Boards (IRBs), the moral high ground is the place to be. Yet, personality researchers and social psychologists, because of their methods and interests, often find themselves down in a moral morass. Take deception research as a case in point. Social psychologists, because they study people's spontaneous reactions, prefer to not fully inform participants about all aspects of the situation until after the data have been gathered. This desire to withhold information, although scientifically essential, is nonetheless inconsistent with key elements in the Nuremberg Code, the Belmont Code, and HHS 45 CFR 46.407 ("407"), the "common rule." These codes maintain that voluntary consent of the fully informed non-coerced participant is essential in the research process. IRBs are duty-bound to make certain that researchers respect this requirement.

This impasse between psychologists and IRBs is not irresolvable, however, because HHS 407 includes a provision for omitting elements of consent in certain circumstances. Those circumstances are not to be defined by the investigator, and so do not include "well, people get lied to a lot anyway" or "deception is an accepted practice in my field." Rather, the circumstances are ones that use some of the magic words of IRB-speak, including *practicable* and *minimal risk*. And you might want to throw in *DSMB* (Data Safety and Monitoring Board) for good measure.

> *Technically, IRBs do not permit deception; rather, they permit investigators to omit an element of the consent process.*

Technically, IRBs do not permit deception; rather, they permit investigators to omit an element of the consent process. Consent forms, by 407 guidelines, must include such things as a statement of risks, benefits, purposes, procedures, and declaration of agreement to participate. However, when deception is used, then the investigator is asking for the requirement for full disclosure to be waived. The language for such a request should explain how the project meets all the necessary conditions for such a waiver. Specifically:

> All required elements of informed consent will be included on the consent form, but we are requesting a waiver of the requirement of full disclosure of the purposes of all procedures. The research could not practicably be carried out without the waiver or alteration, and the project meets the conditions for a waiver as defined by 45 CFR 46.116(d)(1-4)]:
>
> 1. The research involves no more than minimal risk to the participants;
> 2. The waiver or alteration will not adversely affect the rights and welfare of the participants;
> 3. The research could not practicably be carried out without the waiver or alteration;
> 4. Participants will be provided with additional pertinent information after participation.

You may also wish to note that you will establish a Data Safety and Monitoring Board that will continuously monitor the study and its procedures, and will halt the protocol if any unexpected negative consequences occur.

The IRB may take exception to any of the 4 points listed above, requiring further negotiations. But even if the waiver requires negotiation, at least the investigator will have made some progress in the climb up to the moral high ground. ∎

Foundation for Personality and Social Psychology Announces Cialdini Award

By David Dunning

The Foundation for Personality and Social Psychology is pleased to announce the establishment of the Robert B. Cialdini Award for Field Research in Social Psychology. The Cialdini Award is designed to honor the best paper in social psychology of the previous calendar year that employs primarily field research methods and contexts. Specifically, the award is designed: "For the publication that best explicates social psychological phenomena principally through the use of field research methods and settings and that thereby demonstrates the relevance of the discipline to communities outside of academic social psychology." The award is made possible by a generous donation by Robert Cialdini to the Foundation. More information will be available later this year how to nominate papers from calendar year 2007 for the inaugural award. More information about the Foundation can be obtained at *foundationpsp.org*. ∎

Riding the Waves of TV—With Ethics Gone Overboard?

By Kai J. Jonas

There is a growing interest in psychological expertise in mass media. In March 2008, a large German national public television station (Westdeutscher Rundfunk) staged a bystander intervention situation on the subway for a science program. A young man was physically attacked, mimicking some recent crimes in Germany. A social psychologist served as expert on the scene and in the program.

In the USA, ABC ran and aired a bystander intervention study on its program, around the same time (ABC News, 2008). As much as I am happy and acknowledge the benefits of psychological research getting media attention and a large audience, I believe we should not consider this "mission accomplished." We must pay close attention to *how* we go about our media work. One woman who intervened on behalf of the young man on TV was not a confederate but a citizen. Her authentic responses were "despair," "being flabbergasted," "stunned," and "being in raged and scared" (Westdeutscher Rundfunk, 2008).

Isn't this how participants in the Milgram studies and in the Stanford prison experiment felt? Isn't this why we vowed never to do something like that again[1] and brought ethical codes of scientific conduct into place? APA and other national psychological and funding associations, (e.g., such as the German Research Foundation and the Dutch Research Foundation) have established ethical codes on how to deal with subjects. These ethical codes serve as a *sine qua non* for every social scientist, and are carefully put to practice by us and the IRBs of our respective universities.
Threats to ethical conduct. The subway

reenactment raises three important issues. First, the woman who intervened and reported severe emotional reactions, like all the other ordinary passengers that day, did not give prior *informed consent* to participate in any study at all, nor did she give prior permission to being filmed. Second, the potential *scientific knowledge gained* from this staged crime is nearly non-existent; bystander effects have been replicated many times since the original Latané & Darley (1968) study. Why do we need to run the study again if we cannot learn anything new? Such conduct can only be judged as sensation seeking or an attempt to shock a TV audience. The *educational value* of contemporary re-stagings must be judged carefully, given the scarce amount of time allocated in standard TV formats to single pieces of information. Third, it is impossible to provide adequate *debriefing* to the passengers who witnessed the scene.

> *Do we keep ethical guidelines locked up behind lab doors? No—we adhere to them for field experiments and studies on the internet, too. Perhaps we don't apply ethical standards to TV because we aren't the principal investigator.*

[*Sidenote*: How will the passengers react the next time they witness a crime scene taking place? Will they check for a hidden camera before taking action? Setting up such a study at a university would have most likely not received a positive IRB approval, but when it

comes to TV, so much more is possible.]

Do we keep ethical guidelines locked up behind lab doors? No—we adhere to them for field experiments and studies on the internet, too. Perhaps we don't apply ethical standards to TV because we aren't the principal investigator—"the journalist is responsible, the scientist is just serving as an expert." One must consider this answer merely cheeky, and is an excellent and ironic example of the diffusion of responsibility.

Does the goal of reaching a large audience warrant any means? If so, ethical guidelines would have clear-cut boundaries of application. Ethical guidelines for psychologists exist for researchers—journalists adhere to another code. This argument completely undermines our own ethical system.

Consider medical ethics and mass media—TV does not abrogate medical ethics; journalists may not ethically use unlicensed medication, used syringes, unduly risky procedures to show mistreatment or infection cycles. Why should we accept that our ethics can be overridden by the media's needs? One could still argue we should simply refuse to participate as experts in programs violating ethical guidelines. This may be a partial solution, it does not impede journalists from running a "re-enactment" of a study, and filming a program as they see fit.

Safeguarding ethical conduct. We need to be sensitive to our ethical principles, and actively guard them from threat. Unlike medical ethics, our guidelines are not common knowledge, and journalists and even some of us are quick to throw them overboard. This may be exacerbated by the everyday

struggles we have with IRB decisions that are at best time-consuming, often downright inconsiderate, and occasionally directly and unnecessarily obstructive of our useful and necessary research. The very discussion of whether IRBs are successful in applying an ethical code could harm ethical conduct of a discipline in general. Because non-psychologists are unaware of our ethical code, they may directly misunderstand how our work proceeds, and its effect on the participants.

We can shape the presentation of our research in the media; we are too passive. We sometimes respond to queries of the media, occasionally we send out press releases, but we rarely try to get involved with the conceptualization and planning of media in their early stages. The few who have done so responsibly and thoroughly have received real praise from their colleagues.

We need to communicate not only the results of our research, but also the standards of conduct under which we obtained them—we can present our ethical code as an asset we can be proud of.

Why not follow this example? If time is an issue, let us hand this task over to media relations people from our universities or professional organizations. But let us not just watch our standards vanish! We need to communicate not only the results of our research, but also the standards of conduct under which we obtained them—we can present our ethical code as an asset we can be proud of. As psychologists we know how to communicate information persuasively;

we should use apply this to media coverage. Instead of being coaxed obediently to meet media's desires, we should actively shape the image of personality and social psychology in the media. With the kind of programs described at the beginning of this article, we run the risk of reinforcing viewers' opinions of psychologists being people who simply "mess with other peoples' minds"—an inaccurate image we do not want to persist.

We must actively protect our ethical standards—in research and in media coverage. But we must also spend time thinking about how to get the message across. An alternative to a restaged subway attack could be a fully-staged scene with actors, especially since many, many studies have made us quite sure of the outcome. The media might complain about the lack of authenticity, but one can increase credibility and plausibility of the scientific results by doing interviews with people who actually have been in such situations, either as victims or bystanders. This supplies the vital source of information for the TV audience, and may even produce material for teaching.

We stand to gain when we more creative in shaping media coverage, instead of letting journalists simply push the replay button of an old study. We can shape the image of psychology, and convey a persuasive message. We might even learn from it, too—this creative thinking may offer insights on new and elegant manipulations for future studies. Take for example the ever-so-scary broad generalization of journalists. We may cringe when our carefully obtained experimental results are generalized to mankind, yet we can also critically derive boundary conditions of our effects, warranting the next study.

Support from our professional organizations—including SPSP—could help in this endeavor. The Society or other organizations could develop and disseminate guideline for journalists on how to present psychological research.

Such a document could also include an explication of our ethical standards. This would be especially useful when the media do not consult psychologists at all and "studies" are run independently, or when psychologists refuse to (or sometimes simply cannot) serve as experts.

We stand to gain when we more creative in shaping media coverage, instead of letting journalists simply push the replay button of an old study.

Teaching classes in journalism programs on how to be persuasive, informative, entertaining and simultaneously ethical could help start us on a program that shows that psychologists have something to tell to the world beyond the results of the latest study. Enforcing and communicating about our ethical standards would do our profession good; striving for media coverage at any costs will backfire on our discipline.

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Footnotes
[1] Deception is a vital element of our research paradigms; I am the last person to argue we should abandon it. ∎

SPSP Diversity and Climate Committee News

By Keith Maddox

The SPSP Diversity and Climate Committee (DCC) had a busy year. In case you haven't heard, our charge is to develop activities and programs to service the goals of increasing the diversity of the SPSP membership—particularly those belonging to historically disadvantaged and underrepresented groups—and ensuring that the climate of the Society is inclusive and supportive of a diverse membership. I'm happy to report that our activities at the 2008 conference were quite successful, and that the SPSP Executive Committee has empowered us to broaden our activities in the service of the Society's diversity and climate goals. Below, I describe some of our conference activities, and discuss recent developments that affect the context of our future efforts.

Diversity Fund Undergraduate Registration and Graduate Travel Awards

Congratulations to the 12 recipients of Undergraduate Registration Awards and the 29 recipients of Graduate Travel Awards (listed on p. 37). SPSP grants financial assistance to undergraduate and graduate students from various groups underrepresented in personality and social psychology. For undergrads, these awards pay for conference registration, allowing the students to attend the conference and get a glimpse into the professional lives of personality and social psychologists. In the past, applicants had to attend a school in the same city or state as the SPSP conference—places within reasonable driving distance. This restriction has now been lifted because SPSP's preference to hold the conference in warmer-weather locations limits the opportunities for students who live in colder climes.

Graduate student awardees receive a $500 cash award to assist with

conference related expenses, a copy of the Compleat Academic (with thanks to APA Books for providing these at a considerable discount), and an opportunity to meet with 2-3 Influential Scholars—social or personality psychologists whose work has played a positive role in the award winner's intellectual development—at the annual DCC Reception. If you would like to learn more about our graduate award winners, please visit *http://www.spsp.org/divwin08.htm* for their biographies.

DCC Reception

For the second consecutive year, the DCC Reception was extremely well-attended. Held on Friday evening, the reception served as a celebration of the current graduate and undergraduate award recipients. It was also a venue for various members of the conference community to support SPSP's mission to create and maintain a diverse and inclusive climate. The reception is an opportunity for informal mixing and mingling among faculty and students. But, if you've ever been a student at the SPSP conference, you know that it can be intimidating to approach faculty members you know only through their scholarly work. Barriers to such interactions can be even greater for those students whose faces, features, or orientations are not well-represented among conference attendees. If you've been a faculty member at the conference you may not quite understand why anyone would be intimidated to speak to you. And this state of affairs might not bother faculty terribly as they struggle to reconnect with colleagues who are normally spread all over the country. The confluence of these real and imagined pressures is a nightmare for an organization seeking to increase interactions across intergroup boundaries in service of intellectual and professional development.

Thus, to help compensate for any

normative pressure to avoid interaction, we invited the Influential Scholars to attend the Reception with the expressed purpose of finding and chatting with the graduate student(s) who nominated them. While these individuals are too numerous to list here, SPSP would like to thank those who came for their willingness to spend part of their Friday evening speaking with their admirers. Such conversations can be critical to the intellectual development of any student researcher, and working through one's anxieties to meet the challenge can be liberating. Many faculty and students reported how much they enjoyed the event. In fact, a few past awardees have developed ongoing professional relationships with their Influential Scholars. While this outcome is unlikely to reflect the norm, we believe the reception format provides a context for a range of mutual benefits for faculty and students, all toward the benefit of the Society.

GASP Coffee Break

The Gay, Lesbian, Bisexual, and Transgender Alliance in Social and Personality Psychology (GASP) Coffee Break on Saturday afternoon was also extremely well-attended. GASP provides social support and professional information to lesbian, gay, bisexual, and transgender individuals and their supportive heterosexual colleagues. Like the DCC reception, this event is also open to the entire conference community. As such, it provides an opportunity for GLBT members and allies to mingle socially and professionally. If you think yourself a member or an ally of GASP, please pick up a GASP sticker for your name badge at the registration desk next year. This simple and visible display of your support can contribute to the supportive and inclusive climate that we strive to create.

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Passings

William J. McGuire
December, 2007

William McGuire received a Ph.D. in social psychology from Yale University in 1954. His career took him to a post-doctoral fellowship at Minnesota with Leon Festinger, and then positions at Yale, Illinois, Columbia, and the University of California, San Diego, finally returning to Yale in 1970, where he remained for the rest of his career.

One of the most prolific scholars in the early days of attitude research, McGuire made a wide range of empirical contributions on the structure and function of attitudes, how persuasion works and how it can be resisted, and the nature of the situated self. His chapters on attitudes in the *Handbook of Social Psychology* in 1969 ("The nature of attitudes and attitude change") and 1985 ("Attitude and attitude change") are among the most widely-read and influential treatments of the attitude literature. A standby in graduate school reading lists is the clever and synthetic paper on the nature of theory and hypotheses in social psychology, "The yin and yang of progress in social psychology: Seven koan" (*JPSP*, 1973).

McGuire received APA's Distinguished Scientific Contribution Award in 1988, SESP's Distinguished Scientist Award in 1992, and ISPP's Lasswell Award for Distinguished Scientific Contributions to Political Psychology in 1999. He was named a Fellow of the American Academy of Arts and Sciences in 2002. (A more complete tribute to the life and career of Bill McGuire begins on p. 4.)

Gardner Lindzey
February, 2008

Gardner Lindzey received a Ph.D. from Harvard University in 1949. He taught at Harvard, Syracuse University, the University of Minnesota and the University of Texas-Austin, where he became vice president for academic affairs. He returned to Harvard as Head of Psychology, returned to Texas as Dean of the Graduate School, and subsequently moved to Stanford and was for 15 years Director of the Center for Advanced Study in the Behavioral Sciences.

Lindzey was Editor of the 1954 edition, two-volume *Handbook of Social Psychology*. With Elliot Aronson, he co-edited the five-volume 1968 edition of the Handbook, and with Dan Gilbert and Susan Fiske, he co-edited the 1998 edition. The various Handbook are the standard of reference in social psychology, representing the history of the field, the state of knowledge up to the time of publication, and thoughtful, controversial, and generative reviews of the basic processes and areas of study in social psychology.

Lindzey published with Calvin Hall what became the standard review of the field of personality, *Theories of Personality*, which has been updated and republished routinely since (most recently with John Campbell in 1997).

Lindzey's more important contributions to psychology were to organize and provide an intellectual infrastructure for social and personality psychology. This was done through editing the Handbook, reviewing the field of personality theory, and extensive administrative service, election to the APA Presidency for 1966, culminating in a long career at the Center. Lindzey was appointed in 1982 by the National Academy of Sciences to a blue-ribbon panel charged with studying the effects of federal drug laws, which led to a proposal to legalize marijuana. The findings met with opposition from the Reagan administration.

Judson Mills
May, 2008

Judson Mills received a Ph. D. from Stanford University in 1958, working with Leon Festinger. His career took him to Syracuse University, the University of Missouri, London School of Economics, and the University of Texas, before settling in 1971into a long career at the University of Maryland.

Jud Mills was a long-time contributor to the cognitive dissonance literature, beginning with his dissertation on moral temptation, and continuing with selective exposure to information, number of options, ambivalent information, revocation, and the history of dissonance theory. In this area, Mills is perhaps best known for this classic "The effect of severity of initiation on liking for a group" with fellow student Elliot Aronson (*Journal of Abnormal and Social Psychology*, 1959). This study, which flew directly in the face of then-dominant reinforcement theory, showed the people who go through a costly initiation to join a group will like it better than people who joined the group at very little expense—people will come to like the things they suffer for. Mills' interest in attitudes persisted over five decades, resulting in his edited volume with Eddie Harmon-Jones (1999) *Cognitive dissonance: Progress on a pivotal theory in social psychology*.

With Margaret Clark, Mills conducted a long line of research on interaction in close relationships. Clark and Mills compared *exchange* relationships, in which partners keep track of costs and benefits with *communal* relationships, where partners provide benefits to one another without expectation of rewards or accounting, introduced in their (*JPSP*, 1979) article "Interpersonal attraction in exchange and communal relationships." ∎
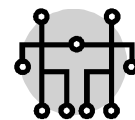
News from the Publication Committee:
Shinobu Kitayama Appointed Editor of *PSPB*

By Fred Rhodewalt

The SPSP Executive Committee approved the appointment of Professor Shinobu Kitayama as the next editor of *Personality and Social Psychology Bulletin* replacing Judith Harackiewicz whose term expires September 30th, 2008. Dr. Kitayama, who is Professor of Psychology and Director of the Culture and Cognition Program at the University of Michigan, has accepted a four and a quarter year term and will begin processing papers on October 1, 2008. Dr. Kitayama is widely known for his research on cultural variations in cognition, emotion, and motivation and the demonstration that psychological processes are fostered and reinforced through actively participating in divergent cultural worlds and, as a consequence, these psychological processes become culturally contingent.

Personality and Social Psychology Bulletin continues to serve as a leading journal in the field. The journal received 629 new submissions for the 2007 calendar year. Under Judy Harackiewicz's excellent editorial leadership the journal continues to provide excellent and timely service to the field.

The editorial lag for 2007 was 8.4 weeks and the publication lag is currently 6.4 months. Most notable is that *PSPB*'s impact rating continues to improve, 2.419 for 2006 compared to 2.094 in 2005 and 1.898 in 2004. Thomson Scientific Journal Citation Reports places *PSPB* 6th out of 46 journals in the social psychology category. The Publication and Executive Committees commends Judy and her editorial team and staff for the excellent work they have done for the journal and the Society.

Personality and Social Psychology Review carries on its high standard of excellence under the editorship of Galen Bodenhausen. The editors continue to make timely editorial decisions with a mean editorial lag of 9.7 weeks. And, despite the pressures related to low submission rates, the journal continues to publish high quality, widely cited work. Its 2006 impact rating of 3.35 places it second only to *JPSP* in social psychology.

A call for papers has been issued for a special issue of *PSPR* edited by Constantine Sedikides entitled "Religiosity: Perspectives from Social and Personality Psychology." ∎

Inaugural SAGE Young Scholar Awards Announced: Eli Finkel, Virginia Kwan, Jon Maner, Keith Payne, Kathleen Vohs

By David Dunning

The Foundation for Social and Personality Psychology, in collaboration with SAGE Publications, is pleased to announce the inaugural recipients of the SAGE Young Scholars Award. The 5 recipients are: Eli Finkel (Northwestern University), Virginia Kwan (Princeton University), Jon Maner (Florida State University), B. Keith Payne (University of North Carolina), and Kathleen Vohs (University of Minnesota).

These awards are 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 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. The awardees received 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 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. The selection committee for the SAGE Awards was Sharon Brehm, Jim Blascovich, Martin Chemers, David Dunning, Jennifer Richeson, and Mark Snyder. More information about the Foundation can be obtained at *foundationpsp.org*. ∎

Letting Psychology Out of its Cage: What Dovidio's Call to Action Means for Social/Personality Psychology

By Peter Glick

In his 2008 SPSP Presidential Symposium, Jack Dovidio opined that "In a world where I can't turn on the TV or pick up a magazine without seeing something about Britney Spears, it is clear that social psychology is needed more than ever." Although never one to tell others what to do, Dovidio's implicit conclusion was evident: Social psychology must study what really matters in this world. And what really matters right now is Britney Spears.

A *PsycInfo* search revealed a problem more dire than even Dovidio could imagine! In the past decade, there has been NOT ONE empirical article on Britney in *JPSP* or *PSPB*, and NO theoretical treatments in *Psychological Bulletin* or *PSPR*—see Table 1. There is a good reason why supermarkets refuse to carry most of our journals— social psychology lacks relevance.

The father of modern social psychology, Kurt Cobain said "There's nothing so practical as a good theory," but few realize that he went on to say "… *about Britney*" (italics added). The response to such clarion calls that has served us so well in the past (hand-wringing followed by a few drinks and

Table 1. *Number of Articles on Britney (1998-2008)*		
Outlet	# of Articles	SIF
JPSP	0	0
PSPB	0	0
Psych Bull	0	0
PSPR	0	0
Dialogue	1*	4.57

Notes. SIF = *Supermarket Impact Factor* (# of supermarkets out of 10 that carry the journal)
* In this issue

business as usual) may no longer suffice in today's fast-paced world. Let us heed Dovidio's plea to NOT leave Britney alone!

But do we have to tools to address contemporary Britney issues? We do! Social psychologists are adept at making up jargon words that "explain" everyday behaviors. Consider this example. Why did Britney shave her head? Depending on your subfield it could be: *Conformity* to a new head-shaving fad; *obedience to an authority* who said "Hey, why don't you shave your head"; a *self-regulatory mechanism* because her hair was too long; or *stereotype threat* due to the common belief that female pop stars are "supposed" to have hair. Note how

I have cleverly inserted terms from social psychology in sentences about Britney. You can too! See Appendix A for easy-to-follow instructions.

Is this all we can do? Of course not. Consider these further suggestions, which are easy and fun enough to actually consider doing:
● Put down *JPSP* and pick up *People*— you'll definitely get better research ideas
● Daydream about Britney (Dovidio must—why else would he keep bringing her up?)
● Watch a lot of TV (especially *Entertainment Tonight* and daytime talk shows—all those Judge shows are pretty fun too, even they don't seem to be about Britney)
● Bring up Britney in your classes—the students will dig what you be rappin' 'bout (which makes you seem really cool … for a teacher)
● Edit a special issue of *JPSP* on Britney (few know about Dovidio's editorial policy that, for a modest fee, you can take over an entire issue and get all of your friends *JPSP* pubs!)
● Go to Hollywood and stalk Britney— your department will fund this as field research.
● Hedge your bets—Lindsay and Paris are likely to be back in the news some time soon! ∎

APPENDIX A: Social Psychology Mad-Libs!

Applying social psychology is easy, just follow these steps and create your own hypothesis about Britney!
(Unlike regular Mad-Libs you don't even have to know what an "adverb" is.)

Britney [*insert any escapade from col. A*] **because of** [*insert social any process from col. B*].

Choose An Escapade

… went commando
… kissed Madonna
… had to be hospitalized
… partied with Paris Hilton
… lost custody to K-Fed
… fell off the wagon
… couldn't make a comeback
… made a comeback

Choose a Social Psychological Process

… prejudice against beautiful people
… prejudice in favor of beautiful people
… cognitive consistency
… cognitive dissonance
… benevolent sexism
… hostile sexism
… learned helplessness
… psychological reactance

Insert Hogan Assessments System ad here (whole page)

PRESIDENT'S COLUMN

Looking for Our Mission (Statement)

By Jack Dovidio

As I prepared to write an article for Dialogue on a different topic, I searched the SPSP website for our Mission Statement. A mission statement articulates the reason for the organization's existence, describes the organization's primary objectives, outlines aspirations, and identifies the priorities of the organization. To my surprise, I could not find a copy on our website. Then, reflecting on why I was seeking the Mission Statement in the first place, I decided to write a different article—this one, about looking for a mission.

In this article, I am not advocating that we write a new SPSP Mission Statement or even devote much energy to finding and posting the old one. Instead, I simply want to suggest different ways of conceiving our mission. This is a moment for reflection, not a specific call to action.

SPSP is in an excellent position to reflect upon its mission. As a separately incorporated Society, SPSP started with few resources. However, it had many very bright and dedicated leaders with creative and productive ideas. Over the years, SPSP's resources have grown. *PSPB* established itself as a leading journal in the field, and *PSPR* has also been a great success. Attendance at the SPSP conference has increased annually, and it is widely recognized as one of the most important venues for communicating new findings. The SPSP summer school is well-established, attracting and supporting new generations of scholarly leaders. Revenues for the Society are healthy, while dues have remained unusually low over the years. In many ways, SPSP is an organization with the "Midas touch."

With this success comes new responsibility for scientific leadership. It is in all our best interests that this leadership be reflective and deliberative. As we move forward as an organization, I have identified three basic questions for us, as members and elected representatives, to ponder. I list these questions in no particular order.

> *Revenues for the Society are healthy, while dues have remained unusually low over the years. In many ways, SPSP is an organization with the 'Midas touch.'*

1. *How can SPSP meet the needs of members across the professional life-span?*

SPSP self-consciously devotes much of its attention and resources to supporting graduate students and early-career scholars. For example, dues are kept at a minimum, summer school is offered to graduate students, and the conference is designed to promote exposure for junior scholars. Whereas APA and many divisions of APA have a highly skewed age structure (the median age of APA members is 50 years old), the membership of SPSP is a relatively young. However, a steady influx of early-career SPSP members will hopefully lead to several generations of members. SPSP therefore needs to recognize the developmental processes of the professional and find ways to meet the very different needs of early-, mid-, late-career members, as well as emeriti. The organization will be stronger and more stable by benefiting from the different perspectives and contributions of members at different professional stages and meeting the unique needs of scholars in different phases of their careers.

2. *How can SPSP best meet the needs of both personality and social psychologists?*

Probably one of the most immediate challenges SPSP—the Society for Personality *and* Social Psychology—faces involves balancing the needs and perspectives of personality and social psychologists. Certainly, personality and social psychology offer complementary perspectives. Most of us endorse Lewin's basic premise that behavior is a function of both the person and the environment, and we support, at least nominally, a person x situation framework for understanding behavior.

A number of scholars work productively at the interface of personality and social psychology. Nevertheless, psychologists who identify primarily as social psychologists considerably outnumber in the organization those who identify primarily as personality psychologists. Despite the clear attempts, structures, and policies of SPSP (e.g., requiring editorial balance and seeking representation of both personality and social psychology in its governance), personality psychologists may sometimes feel they suffer the "tyranny of the majority"—in a democracy, the majority's interests often take priority over the minority's. A variety of solutions are possible, but it is of utmost important that SPSP reassert its commitment to represent all vital and central areas of personality and social psychology in ways that the different constituencies find satisfying individually as well as collectively.

This is an issue that involves the very fabric of our society, and it needs to be

Moving at Snail's Pace: Some Observations on the Publication Process in Social and Personality Psychology

By Miles Hewstone and Wolfgang Stroebe

According to Dr Johnson, nothing that is read with pleasure was written without pain. He must have had in mind authors who submit to peer review in our leading journals, but if they ever read their own work, once it is finally published, it is surely less with pleasure than with . . . relief. We have thought about problems with the journal publication process for a long time -- not only as editors, but also as 'customers'—and within the confines of a brief *Dialogue* piece, we share here a few of our own thoughts, criticisms, and ideas for change and improvement.

Since the first rule of giving feedback is to start with the positives, let us begin by emphasizing our faith in the peer review process. As scholars with decades of experience as journal editors and as authors of numerous articles we are confident that we have helped to improve many a manuscript, and happily acknowledge the contributions many reviewers and editors have made to our own work. We express our gratitude to editors and reviewers for their help in turning some of our sow's ears into the occasional silk purse, and our forgiveness to those (well, OK, almost all of those …) we feel have slighted our work, impugned our motives, or worse! So, some of our best friends are editors, we ourselves have taken the oath and signed in blood, but still believe that we can all do better.

Our leading journals remain some of the most demanding, selective organs for the dissemination of psychological research. We maintain, however, that improvement should be contemplated in the following three ways.

(1) Reviewers as Editors and Editors as (Co-)Authors

Editors are editors. Their name is on the journal and it is their responsibility to decide whether a manuscript is accepted or rejected (see Zanna, 1992). Editors are not (co-) authors. Their name is not on the manuscript. The names on the manuscript are those of the authors and they are supposed to be responsible for the content of the manuscript. These are truisms, but we thought we should define the two roles at the outset to avoid confusion later.

Editors are chosen as sages of the discipline, typically with wide reading and methodological expertise. They really should not feel the need to have social support for every step of the review process. In short, after having a manuscript reviewed once, they should decide on the revisions themselves. After all, it is their name on the journal and not that of the anonymous reviewers. Furthermore, reviewing takes time. By unloading their responsibility on the shoulders of their reviewers, editors are wasting a valuable resource, namely the time and good will of the unhappy few, who are still willing to review manuscripts.

We are particularly frustrated at the editorial practice of selecting, say, three reviewers for the first version of a paper (based on which the authors then make revisions), and then the addition of some new reviewers (with often quite different opinions) to read the revision. We are not sure when this process originated, or who is brave enough to admit to being its instigator. Suffice to say that we believe that an inner circle of Dante's Hell is reserved for supporters of this cruel and unusual punishment; they will be condemned for eternity to a perpetual revision of their own manuscripts. Are we as a (sub)discipline unique in this practice? An informal poll of colleagues in other areas and other disciplines suggests that we may be.

> *Editors are chosen as sages of the discipline, typically with wide reading and methodological expertise. They really should not feel the need to have social support for every step of the review process.*

The graph of manuscript improvement against number of revisions is one of diminishing returns; the initial improvements, we submit, are often huge, but the subsequent improvements are often quite minor, if indeed they are improvements. As one of our friends put it, it is not as if we are talking about having our names carved into Mt Rushmore! Furthermore, the content of the article should remain the responsibility of the authors. As the economist Bruno Frey stated succinctly, "Authors only get their papers accepted if they intellectually prostitute themselves by slavishly following the demands made by anonymous referees…" (Frey, 2003; p. 205). Thus we enjoin editors (ourselves included) to remember that the article before them is written by the author, and not the editor, and that the correlation between different reviewers

Working Harder Than We Play, Playing Harder Than We Work

By Sena Koleva

This is a story about a girl who went to summer camp and had the time of her life. She learned new things, made new friends, and when it was over she didn't want to go home. I was that girl, but this is not a reminiscence of my childhood, but the story of my time at the 2007 Summer Institute in Social Psychology.

The Institute is a two-week intensive summer school in social psychology, held biennially, that brings together about 100 pre-doctoral students primarily from the U.S., but also some from Canada and Europe. Its third incarnation was held in July of last year at the University of Texas in Austin. We lovingly called it "Nerd Camp".

The institute offered five classes, each led by two (sometimes four) leading researchers in the field: Political Ideology (taught by John Jost & Arie Kruglanski), Social Neuroscience (Jennifer Beer & Kevin Ochsner), Novel Approaches to Assessing Social Behavior and Individual Differences (William Fleeson, Sam Gosling, Mathias Mehl, & Simine Vazire), Self-Regulation and Goals (Constantine Sedikides & James Shah), and Gender and Social Roles (Alice Eagly & Peter Glick). We also chose from two one-day methodological workshops. The students took over the third floor of what were easily the nicest dorms I have seen. Our faculty shared a spacious house.

When I heard that I was accepted to SISP and enrolled in the Political Ideology class I thought: "I will no longer be an amateur!" This was great news—I had recently begun a research project on morality and ideology and desperately needed to learn more about political psychology. My second thought was "I hope it's not just a bunch of nerds". Turns out, there were a bunch of nerds—friendly, intelligent,

enthusiastic, challenging, hilarious nerds whom I couldn't wait to see again!

For two weeks we lived and breathed social psychology. I spent my days in class—immersed in an engaging and friendly discourse, discovering new theories, debating controversial issues. We formed research teams and developed study proposals which we presented and discussed at the end of the course. The opportunity to learn from each other and forge collaborations was incredibly valuable. I generated more research ideas in those two weeks than I had in the first two years of graduate school. Many of us have followed up on projects conceived in class. One of my newfound friends summed up her, and my, impression nicely: "It was the most fulfilling academic experience since the beginning of my doctorate. I felt autonomous, competent, and connected to kindred spirits".

I had a great time during the day, but the evenings were no less fun. I quickly discovered that my Nerd Camp pals played as hard as they worked. Our wonderful hosts put together several social outings early on, so we could become acquainted and comfortable with each other. Every night groups of SISP-ers would take to exploring Austin's thriving nightlife. But one didn't have to be a party animal to have a good time; people also got together to play sports, read by the pool, or go out to dinner. Many expressed that the best thing about the program was how fun and open everyone was. Our gatherings had an almost surreal fluidity—one minute we'd be fully engaged in someone's account of his/her research, the next we'd be shooting tiny toy piglets at each other with a plastic catapult. Don't ask.

But students weren't the only ones having a good time. I sought feedback from the professors and was overwhelmed with positive comments.

Everyone mentioned the excitement and value of their interactions with the students: "I now feel as if I have students all over the world, and I am very proud of that." In addition, many enjoyed the intellectual exchange with their fellow faculty members. Living together allowed for many stimulating discussions: "This made for a very intense round-the-clock experience." They even made a humorous video of their time together à la MTV's "The Real World" which we saw at our Farewell Banquet. We've been trying to obtain a copy of it ever since. I imagine that teaching at SISP is a labor and time-consuming commitment, but I bet that you couldn't get a single one of our faculty to say that it wasn't worth it. It's not everyday that you get to befriend "the future of social psychology".

In an effort to be balanced, and therefore believable, I actively sought out the attendees' criticisms and recommendations. I couldn't count the "I wish it was longer" and "I wish I could go again" as true complaints, which left me with a few mentions of the cafeteria food and the weather. Both were a drag at times. One constructive recommendation was for instructors to send out course syllabi ahead of time, so that students could go over the readings in advance and feel less overwhelmed and stressed during the program.

Personally, I'd love to see SISP grow—offering more classes, admitting more students, being held more often. The program is funded by the NSF and I believe this is an invaluable investment in the field. On the last night I overheard someone say: "I used to be unsure about the whole graduate school thing. I didn't know if research was for me. Now I know it is." I hope that SISP continues to provide such peak experiences to an ever-growing and diverse group of students. The future of social psychology is well worth it. ∎

2008 Graduate Student Committee Report: Conference Re-Cap and More

By Elizabeth Lee

After the last poster had been awarded a prize and the last symposium had been applauded, we, the members of SPSP's Graduate Student Committee (GSC) let out a sigh of relief and patted ourselves on the back. As the Albuquerque afterglow wanes, perhaps in your conference-related chats, you talked about one of the GSC's events. However, if you did not attend or hear about the stimulating events the GSC hosted at SPSP, here are the highlights.

The GSC hosted a symposium entitled "Outstanding Research Award Addresses". This was the culmination of a new initiative, the SPSP GSC Outstanding Research Award. One unique opportunity that can boost a graduate student's career is to present a talk at SPSP. So instead of inviting professors to share professional development advice, we sent a call to students to propose a talk based on their research. Not only did students get a chance to draw exposure to their work, but students not applying for the award served as reviewers for 2 rounds of peer review and choose 4 winners.
Our 2008 Outstanding Research Award winners and the titles of their talks are: 1) Jeremy Jamieson, Northeastern University, *The effect of stereotype threat on the solving of quantitative GRE problems: A mere effort interpretation*; 2) Elizabeth Paluck, Yale University, *Reducing intergroup prejudice and conflict with the mass media: A field experiment in Rwanda*; 3) Zachary Rothschild, University of Colorado at Colorado Springs, *Does peace have a prayer?: Effects of mortality salience, compassionate values, and religious fundamentalism on out-group*

hostility; 4) Jessica Salvatore, Princeton University, *Cognitive costs of exposure to racial prejudice*. We were especially grateful to the Convention Committee for providing Student Travel Awards for our speakers. We were also appreciative for the comments and questions from a diverse, supportive audience. Some of the most encouraging feedback was from a professor who thought the talks were so polished that you would not have guessed the speakers were not professors. We hope that this experience further advances our winner's future ambitions.

Once again, the Mentor Lunch was a hit with students and professors eating lunch while conversing about mutual interests. This event keeps growing that we needed 2 rooms for all of the attendees this year. We first asked students to suggest professors or topics they would like as a table focus. After inviting professors to the lunch, we opened registration to students. Some of the more than 20 topics included implicit attitudes, job searches, self regulation, and publications. A huge thank you goes to all the mentors who volunteered their time and wisdom!

Another event absolutely worth recapping is the GSC's Social Hour. This time we secured a larger room, cash bar, prizes, and a bit more food. Throughout the hour, we estimated almost 100 students spent some time relaxing with their friends and mingling with new ones courtesy of the GSC bingo game! This icebreaker involved a bingo board with squares describing possible aspects of a student such as ABD, completed comps, or presented a poster at the conference. Students had to find peers who matched these descriptions to sign their name in the corresponding square. Once students had enough signatures for a bingo, they were entered into a raffle with the

chance of winning a subscription to JPSP, free SPSP student membership, or the ultimate in desirable prizes, classic articles with the author's signature. One of the most sought-after prizes was the classic Baron and Kenny (1986) article with both authors' autographs. We were uncertain how students would react to our tongue-in-cheek gesture, but we were delighted they appeared to react with embarrassed glee.

Lastly, one of our other recent projects was to produce the winter edition of the GSC's newsletter, the FORUM featuring an overview of conference events, networking tips, suggestions for a pleasant mentor lunch, pre-conference information, and practical advice on enjoying Albuquerque. The 2007-2008 GSC members will circulate a spring newsletter before handing the reins to the 2008-2009 GSC. Please watch for future issues of the FORUM filled with student-relevant information and exciting news on what the incoming GSC is planning. The incoming GSC members are: (President) Helen Lin, University of Houston; (Members-at-Large) Sonia Kang, University of Toronto; Megan O'Grady, Colorado State University; Jennifer Pattershall, University of Maine; and Greg Preuss, Ohio University Please join us in congratulating the new GSC!

Looking back on the past year, working with the GSC has been a rewarding experience. Three words that describe our team are creative, enthusiastic, and hard-working. It was a pleasure working with John Edlund, Sonia Kang, Jennifer Knack, Megan O' Grady and David Portnoy. Though we are pleased with what we have accomplished, we look forward to the inventive ideas and services the incoming GSC will provide student members. ∎

Dan Gilbert and Brent Roberts Win Inaugural Carol and Ed Diener Mid-Career Awards

By David Dunning, David Funder and Mark Zanna

The Foundation for Personality and Social Psychology has announced the inaugural recipients for the Carol and Ed Diener Mid-Career Awards. These awards are designed to honor a scholar in his or her mid-career, i.e., approximately 15 to 25 years post PhD., who has made significant contributions to psychology. One award is given for contributions to social psychology; one for contributions to personality psychology.

The inaugural recipients of the Diener Awards were:

Daniel T. Gilbert, Harvard University, for contributions to social psychology. Dan Gilbert received his PhD from Princeton University in 1985 and after a decade at the University of Texas moved to Harvard University, where he has been a Full Professor of Psychology since 1996. In addition to several teaching awards, both at Texas and Harvard, Dan has received several awards for his scholarly contributions, including the prestigious American Psychological Association Distinguished Scientific Award for an Early Career Contribution to Psychology (in 1992). According to published accounts, Dan is the 13th most cited author in recent Handbooks of Social Psychology and two of his articles are among the 'top 20 articles cited in the *Journal of Personality and Social Psychology* from 1965-2000.' In fact, amazingly, according to the *Web of Science*, Dan has four articles that have been cited over 250 times!

Thus, Dan's early work on the correspondence bias and on the activation and application of stereotypic beliefs are already classics in social psychology. His more recent work on affective forecasting confirms that Dan continues to be a leader in the field. Put simply, because his work addresses major theoretical and applied issues and because he is, perhaps, the greatest story-teller in the field today, Dan Gilbert continues to have enormous impact, setting the research agenda with each new topic that captures his attention. Dan has also made major contributions to the field by mentoring several PhD students and, importantly, by increasingly mobilizing/transferring knowledge to the general public and policy makers alike, most recently exemplified by his book entitled, *Stumbling on Happiness*, which incidentally won The Royal Society General Book Prize for 2007.

Brent Roberts, University of Illinois, Urbana-Champaign, for contributions to personality psychology. Brent Roberts received his Ph.D. from UC Berkeley in 1994 and is a Professor at the University of Illinois. In the words of one committee member, he has "done it all in personality psychology—and done it better than just about anybody else." His review papers on longitudinal consistency in personality and developmental trends in basic traits across the life course are among the most important recent contributions to personality psychology. His work has shed important light on the trait of conscientiousness and examined the capacity of personality to predict important life outcomes compared to the conventionally used, strong predictors of IQ and social class. He has made important theoretical contributions to socioanalytic theory.

In short, his work addresses all the central issues in the field of personality as laid out by Gordon Allport 60 years ago: the very nature of the trait concept, the longitudinal consistency of personality, personality change across the life course, and the structure of personality and its dynamics. Moreover, the words of a committee member, he has also been "an incredible force for good in personality," contributing in many ways to its move into the modern era and its improved integration with social, biological and developmental psychology. He currently serves as executive officer of the Association for Research in Personality, a new organization that is playing an increasingly central role in the field.

The selection committee for the social award was Nicole Shelton, Claude Steele, and Mark Zanna (Chair). The committee for the personality selection was David Funder (Chair), Virginia Kwan, and Dan McAdams. Further information about the Foundation can be found at *foundationpsp.org*. ∎

Diversity/Climate News, *Cont.*

(Continued from page 10)
The Sun Sets on Albuquerque

Thank you to all of the individuals whose efforts made the Diversity and Climate Committee events at the 2008 Conference such a success: Past and present contributors to the SPSP Diversity Fund, our 2008 Influential Scholars, Gary VandenBos at APA Books, the Albuquerque Convention Center Staff, and Jeff Wilson, Tara Miller, and the rest of the staff at Tara Miller Events. In particular, I'd like to convey a special thank you to Tiffany Ito of the University of Colorado, whose term of service on the DCC ends this year. Thanks Tiffany for your vision, guidance, and hard work over

Note from a Young Ex-Academic

By Daisy Grewal

Six years ago, I decided to become a social psychologist. I didn't care that my friends didn't understand what that meant or that my mother was worried about my lack of concrete job prospects following graduation—I felt like I had found my future career. Like many newly minted college graduates, I began graduate school with idealistic hopes of becoming a successful professor by conducting research that was both meaningful to society as well as rigorous in the eyes of the academic community. Six years later, after finally earning the title of "Dr." I've found myself—somewhat sadly—choosing to leave the field. Like many who have come before me, my decision to leave was partly the result of the general hardships of pursuing an academic career. An academic path often requires frequent changes in geographic location and lean salaries. However, had I felt that it was the right path for me, I probably would have put up with both of these drawbacks. Instead, I discovered that my gripes with the field are primarily ideological.

From what I observed as a graduate student, the field of social psychology suffers from "pseudo-science" syndrome. Our top journals demand that researchers adhere to the strictest observance of the scientific method without considering that the scientific method may need to be adapted for the study of human behavior. Biologist Paul Weiss once stated, "Nobody who followed the scientific method ever discovered anything interesting." While this statement might be too extreme, at least a few other social psychologists agree that the field has become so mired in supposed gold-standard methodology that we have sacrificed our creativity. Over 30 years ago, William McGuire criticized his fellow psychologists for spending their time pouring over computer printouts rather than stepping outside their offices to talk to actual people. Can we honestly claim that things have changed? In 2001, Paul Rozin wrote the following regarding the field: "Almost the entire field is devoted to studying a modest subset of the domains of social life with a limited range of salient methodologies. Graduate student readers of *JPSP* are being socialized to an overly narrow set of criteria for research." More recently, a facetious review published in the journal *Perspectives on Psychological Science* mocked the seemingly ubiquitous use of the Implicit Association Test. For many, these criticisms are nothing new; social psychologists know what's wrong with the field. The problem is that we've put little effort into understanding why these problems exist and how we can change them.

Most likely, the underlying problem is one of survival: In order to secure an academic position, young social psychologists must conform dutifully to the current field's standards of what constitutes "good" research. Like most people in this world, social psychologists care a great deal about earning a decent living so they can support themselves and their families. In academia, gaining tenure is the sole path towards job security. In the field of social psychology, gaining tenure means publishing in one of a few top journals; this gives editors of these journals full control over dictating standards for research in the field.

The consequences of this narrowness are disheartening. I witnessed colleagues grasp at new methodologies not because they found them relevant to their hypotheses, but because they felt they had a better chance of getting published by using them. This creates a field that is primarily driven by methodology rather than ideas or public need. It's not that social psychologists don't care about a wide range of topics; I am convinced that they do. However, the fear of unsuccessful experiments, especially given the number of replications needed to publish, cause researchers to shy away from topics that will prove too methodologically unwieldy. Unfortunately, this rules out many interesting and useful topics.

Apart from choosing based on methodology, younger scholars also avoid topics that may elicit scorn from their peers. In particular, graduate students are advised to stay away from studying topics that are too "political," which signify a possible subjectivity in a field very concerned about appearing objective. Our own biases would not be such a problem if we did not insist on projecting such a staunch image of pseudo-science in the first place. Editors, like most people, prefer to see their own views in print. Therefore, they are more likely to accept papers that agree with their own theories rather than papers that challenge the status quo. A broader selection of top-tier journals that solicit a wider range of editorial opinions would help combat this problem. Admittedly, this criticism may constitute a general problem with peer-based academic review, rather than a problem peculiar to social psychology. Regardless, the end result is that most social psychologists overlap with each other in just a few, narrows areas of study; meanwhile, topics of increasing importance to the world and society (e.g. obesity, global warming, health care) are falling by the wayside.

Why hasn't anything changed? I think it's because the people who are most bothered by these problems are the ones who are most likely to leave and never look back. Admittedly, these are tough problems, but social psychology itself is a tough field. It requires a great deal of creativity, curiosity, and logical thinking. It makes one an expert on human systems and how to change behavior. If anyone can bravely reshape the culture and standards of their own field, I believe that social psychologists can. By doing so, we might avoid finding out thirty years from now that the major critiques of the field are the same ones that we're facing today. ■

Call for Proposals

SPSP Conference 2009

The SPSP Program Committee invites proposals for symposia and posters to be presented at the Ninth Annual Meeting of the Society for Personality and Social Psychology (SPSP), which will be held on February 5-7, 2009, in Tampa, FL. The submission deadline is July 21, 2008. Proposals may be in the form of symposia or poster presentations and must be submitted electronically via the conference organizer's web site: *www.taramillerevents.com/spsp2009submission_info.htm.* THE WEBSITE WILL BE OPEN TO SUBMISSIONS BEGINNING JUNE 2, 2008 AND WILL ACCEPT SUBMISSIONS UNTIL JULY 21, 2008.

Presentation Formats

Symposia: Symposia will be 75-minute sessions that include three or more talks on a common topic, printed as symposia abstracts in the Proceedings. Symposium proposals must include a title, abstracts of up to 250 words for each talk, and a 250-word (maximum) summary describing and justifying the symposium theme. One change has been implemented this year; it was voted on by the Executive Committee after a review of the conference in 2007: All speakers in symposia must be giving independent talks; NO DISCUSSANTS ARE ALLOWABLE. Please include audio/visual requirements with your submission.

> *New this year: All speakers in symposia must be giving independent talks; NO DISCUSSANTS WILL BE ALLOWED.*

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

Submission Content

Abstracts must contain the specific goals of the study, the methods used, a summary of the results, and conclusions. Data must be collected prior to abstract submission. We will not consider abstracts for studies that have not been conducted. The title of the abstract should clearly define the work discussed. After listing authors' names, give the name of each author's institutional affiliation. Use only standard abbreviations.

Submissions will be reviewed with regard to: scholarly/theoretical merit, soundness of methodology, relevance to social and personality psychology, clarity of presentation, significance, and originality. Final selection among submissions deemed meritorious will be made with an eye toward achieving a balanced and broadly representative program.

General Submission Information

An individual may be first author on only ONE submission (symposium or poster) and thus may serve only ONCE as a symposium speaker. This is a strict rule-ONE FIRST-AUTHORED SUBMISSION AND ONE SPEAKING ROLE ONLY.

> *This is a strict rule: One first-authored submission and one speaking role only.*

Individuals may, however, be co-authors on more than one paper (symposia and poster). It is incumbent on symposia organizers to verify that speakers in their symposia have not submitted their names as speakers in other symposia. Failing to do so may result in a symposia being rejected. Individuals are not allowed to switch who fills the speaker role after submission. The first author must be a SPSP member or student member paid up through 2008. Before registering to attend the conference at member rates, the first author must also have paid his/her dues for calendar year 2009. This can be done after learning whether or not a submission has been accepted. All submissions must be in final form, ready for publication in the convention program. Please check your work carefully. No typos or other errors will be corrected.

Confirmation

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

This year's Program Committee is being co-chaired by Wendi Gardner and Sam Gosling. ■

The Top 10 Most Cited Articles from *Personality and Social Psychology Bulletin* and *Personality and Social Psychology Review*

By Leah Fargotstein

Dialogue asked Leah Fargotstein at Sage Publications to calculate the most highly cited articles in the history of SPSP's main publications, *Personality and Social Psychology Bulletin* and *Personality and Social Psychology Review*. The calculations are from Thomson Scientific's *Web of Science*.

Personality and Social Psychology Bulletin

Rank and Citations		Article
1.	516	M.B. Brewer (1991). The social self: On being the same and different at the same time.
2.	431	R. Luhtanen & J. Crocker (1992). A collective self-esteem scale: Self-evaluation of one's social identity
3.	392	T.M. Singelis (1994). The measurement of independent and interdependent self-construals.
4.	270	J.C. Turner, P.J. Oakes, S.A. Haslam, & C. McGarty (1994). Self and collective: Cognition and social context.
5.	246	M.R. Leary (1983). A brief version of the Fear of Negative Evaluation scale.
6.	210	R.R. McCrae, & P.T. Costa (1991). Adding liebe und arbeit: The full five-factor model. and well-being.
7.	196	S.J. Kraus (1995). Attitudes and the prediction of behavior: A meta-analysis of the empirical literature.
8.	185.	T.J. Madden, P.S. Ellen, & I. Ajzen (1992). A comparison of the theory of planned behavior and the theory of reasoned action.
9.	178	A.H. Eagly & A. Mladinic (1989). Gender stereotypes and attitudes toward women and men.
10.	176	K.A. Brennan & P.R. Shaver (1995). Dimensions of adult attachment, affect regulation, and romantic relationship functioning.

Personality and Social Psychology Review

Rank and Citations		Article
1.	158	J.T. Cacioppo, W.L. Gardner, & B.G. Berntson (1997). Beyond bipolar conceptualizations and measures: The case of attitudes and evaluative space.
2.	119	F. Strack & R. Deutsch (2004). Reflective and impulsive determinants of social behavior.
3.	118	I.V. Blair (2002). The malleability of automatic stereotypes and prejudice.
4.	89	I. Ajzen (2002). Residual effects of past on later behavior: Habituation and reasoned action perspectives.
5.	82	A. Bandura (1999). Moral disengagement in the perpetration of inhumanities.
6.	79	M.A. Hogg (2001). A social identity theory of leadership.
7.	73	M.J. Hornsey & M.A. Hogg (2000). Assimilation and diversity: An integrative model of subgroup relations.
8.	61	R.F. Baumeister, K.R. Catanese, & K.D. Vohs (2001). Is there a gender difference in strength of sex drive? Theoretical views, conceptual distinctions, and a review of relevant evidence.
9.	61	J.-P. Leyens, P.M. Paladino, R. Rodriguez-Torres, J. Vaes, S. Demoulin, A. Rodriguez-Perez, & R. Gaunt (2000). The emotional side of prejudice: The attribution of secondary emotions to ingroups and outgroups.
10.	59	M. Helweg-Larsen & J.A. Shepperd (2001). Do moderators of the optimistic bias affect personal or target risk estimates? A review of the literature. ■

At a Snail's Pace, *Continued*

(Continued from page 17)
is usually rather small (Daniel, 1993). Finally, they should value innovation, ideas and heuristic value, as well as perfect methodology.

(2) The Speed of the Review Process
One of us is feeling particularly guilty at present about his recent review times, and this next point might appear hypocritical. But we can probably all agree that our review process is too slow. If our work is, as it should be at least some of the time, on important social problems, then we should be doing all we can to speed its publication. Would we allow papers on new cancer drugs to languish so long in the editorial doldrums?

The multiple revisions, just discussed, of course also increase the publication lag. The information given by many journals about publication lag is, in our experience, totally misleading, because of the practice of giving "revise and resubmit" as a first decision. The date, which is then reported in the journal as the date when a manuscript has been received, is typically the date for the last revision. Thus, an article may have been in "resubmission" for 2 years, but the time lag reported in the article is 3 months. Increasing the speed of the review process is, we acknowledge, not easy. But we think that use of fewer reviewers, sending out fewer revisions to reviewers, and never sending out revisions to new reviewers would all help.

(3) A New Model
The development of e-first publishing and the Internet provide a unique new opportunity for social psychology. We call upon publishers, professional organizations and editors to work towards leaner (but not meaner), faster dissemination and to exploit the potential of the Internet. Some of the neuroscience journals provide a pattern to follow, with quick reviewing, revision and publication of quite brief reports, and much of the background

literature and methods published on the Internet, rather than taking up expensive, scarce journal space.

Reis and Stiller's (1992) analysis of publication trends in our leading journals reported that, since 1968, published articles in the *Journal of Personality and Social Psychology* had, *inter alia*, become longer and reported research based on more studies. But is this always or necessarily a good thing? We are all familiar with the multi-study paper in which Studies 1-4 are all found to have 'warts' of one type or another, but Study 5 finally gets it right. This new model of publishing would allow the exemplary study to be *published* (quickly and with little journal space sacrificed), but for (some of) the prior studies, attesting replication, to be reported only briefly in the article but *made public* on the website, together with a range of supplementary materials that, over time, might include raw data, videos, and commentary. The APS journal *Psychological Science* is an excellent general model in terms of speed and succinct exposition, but we call for an even more ambitious publishing project devoted to fast-track publishing of top work specifically in social psychology (an idea also floated by Harry Reis, in his President's Column, *Dialogue, 22* (2), Fall, 2007) . . . Anyone for *Social Psychological Science*?

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Executive Committee, *Cont.*

(Continued from page 3)

Student travel awards. The Graduate Student Travel Awards Committee had 337 applications, and gave 76 awards of $500 each. An additional 4 awards were reserved fro the student winners of the Graduate Student Committee research competition, who presented their work at a symposium during the conference. The full list of winners appears on p. 36.

Publication Committee. PSPB editor Judy Harackiewicz's term ends in 2008, and the Publication Committee was please to announce that Shinobu Kitayama will be the new Editor, with a five-year term (see p. 13).

The automated manuscript control system that is now in place for *PSPB*, *RapidReview*, will soon be replaced with *SageTrack*, a product of Scholar One. *RapidReview* will be in place until all of the current editor's manuscripts have been processed. The editorial assistant at Wisconsin will stay in place for one more year, serving both Harackiewicz and Kitayama.

There were many important issues discussed about the size of the field, the number and quality of new papers, a plethora of new scientists, and high rates of productivity at all levels. All of these issues suggest it might be time to increase the number of pages in *PSPB*, as well as creating a new journal (or two).

The Executive Committee reiterated that the total number of pages available in any of journals should *not* determine the rejection rate—quality, merit, impact, originality, creativity, timeliness and interest should be the determinants of publication. This

Proposed Amendment to Provide a Voting Seat on Council for Each of the Four National Ethnic Minority Psychological Associations

APA council proposes to add four new council seats, one for each of the four National Ethnic Minority Psychological Associations, to the current 162 seats. This proposal is being re-sent to APA members because of concern that the previous voting ballot was sent to membership without sufficient information to address possible concerns members might have about the amendment. Council believes that adding these seats would aid APA's mission to "advance psychology as a science, as a profession, and as a means of promoting health, education, and human welfare" and would help address one of the council's priority's which is to increase diversity in its membership and governance. Ethnic minority psychological associations' missions include the Advancement of Psychology in Science, Practice, and Education. The addition of these seats will not result in seats being taken away from existing units on council; rather four seats will be added to bring the total number of seats to 166. All new council members would be APA members in good standing, and would be selected by their respective associations.

Below are some questions and answers that individuals might have about the addition of these associations to council.

Q: Why do we give the four ethnic minority associations Council seats when I have to "fight" for one for my Division/State through the apportionment ballot?

A: Each of the 54 Divisions, 50 US states, 6 Canadian provinces, and 4 US territories gets a seat on Council every year (total of 114). The 10 apportionment votes that all APA full members are allowed to distribute are for the additional 48 seats left of the 162 seats on Council. The four ethnic minority groups would add 4 seats (a total of 166) and would not be part of the apportionment system. The current allocation of seats would not be affected.

Q: Who are these ethnic minority groups, and why did we decide to provide seats to them?

A: The groups include the Society for Indian Psychologists, the National Latino/a Psychological Association, the Asian American Psychological Association, and the Association of Black Psychologists. These four groups, with APA Division 45, Society for the Psychological Study of Ethnic Minority Issues, form the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. The representatives of those associations have met twice a year for over 15 years with APA, so they have been affiliated for quite a while. A basic assumption in the historical design of representation on the Council of Representatives is that the APA is strongest when a diverse and wide range of perspectives is included. Ethnic minority diversity has long been lacking on Council, and this strategy is one step toward inclusion.

Q: Would the Council Representatives from these groups be required to be APA members?

A: Yes, just as Division, State, Provincial and Territorial representatives are required to be APA members. Many view this strategy as an important bridge to the ethnic minority associations from APA.

Q: Aren't these just political actions that do not do much to promote the mission of the association?

Members of the four ethnic minority associations are scientists, educators, and practitioners, many of whom have much to offer APA in regard to *all* areas of psychology, including the growing field of ethnic minority psychology. The missions of the four associations include the advancement of science, practice, and education in psychology. Increase of ethnic minority diversity in APA membership and governance has been identified by Council and other governance groups as an APA priority.

Q: Will other ethnic group societies be encouraged to join Council in the future? Where would this inclusivity stop?

A: Ethnic minority psychologists remain a very small percentage of US psychologists. The Society for Indian Psychologists, National Latino/a Psychological Association, Asian American Psychological Association, and Association of Black Psychologists are the only extant national associations of ethnic minority psychologists in the United States. These four groups, in existence for 20-40 years, have been meeting twice a ear for over 15 years via the Council of National Psychological Associations for the Advancement of Ethnic Minority Interests, which includes APA Division 45. It is a unique coalition of Ethnic Minority Psychological Associations.

The questions and answers were developed by Melba J. Vasquez, Ph.D., based on comments she received from a variety of sources.

■

Executive Committee, *Cont.*

policy and values clarification led to a discussion of the purview of the Publication Committee and the Executive Committee. In short, if a matter is financial or a statement of policy, then the Executive Committee makes the decision. In matters of execution and communication, then the Publication Committee makes the decision. In actual practice, what is most common in the running of journals is that the Publication Committee makes a recommendation to the Executive Committee, which then approves (and occasionally disapproves) the proposal.

PSPR is doing well. The recent analysis of impact factor makes *PSPR* #3 in social psychology. *PSPR* does not have the high submission rate of *PSPB*, and the publication lag is short (which can makes it tough on editors to maintain the a normal flow of manuscripts to the printer). A special issue of *PSPR* is planned on religion, with special editor Constantine Sedikides.

The current editors of *Dialogue*, Chris Crandall and Monica Biernat are in their final year. The Publication Committee is working on finding a replacement individual or team. There was a discussion of ending of the paper version of *Dialogue*, and making it appear only online. Some preliminary inquiries suggest that feelings run in both directions, with older members preferring a paper copy, and younger member preferring an online version. Because there is a task force both on publication and on internet/online presence of the Society, decisions about the future of *Dialogue* were deferred until these task forces make recommendations.

Training Committee. Terri Vescio reported on the many activities of the Training Committee. These included a preconference designed to introduce

neuroscience to non-experts. Next year's comparable preconference, co-sponsored by the National Cancer Institute, will be on "Social Health." The Training Committee will also sponsor a training symposium at SPSP in Tampa on program evaluation and social action.

The Committee has had a long-term interest in providing a place for non-academically-oriented graduate students information and contacts about careers outside of the professoriate. They are in the long-term process of developing an applied social psychology database of contacts and opportunities in non-academic work.

The Training Committee outlined an ambitious proposal for the future of the committee, including an annual preconference on cutting methodology/statistics, a revolving-topics training symposium within the conference, and the Applied Social Psychology Network as clearinghouse of internships and job possibilities, unpaid volunteer positions.

Diversity and Climate Committee. Keith Maddox reported that the Diversity and Climate Committee (DCC) awarded 29 Diversity Travel Awards for the Albuquerque meeting (see p. 37). The travel awards included a copy of *The Compleat Academic* (which APA subsidized). A dozen undergraduates got travel awards to help pay for their attendance at the conference (but, alas, no books). The DCC reception is held every meeting, and very popular. There is food, and the students and mentors get drink coupons. It is so popular that they sought a budget increase for the reception, primarily for hors d'oeuvres for attendees.

Keith Maddox has stayed on an extra year as Chair, because of the difficult learning curve associated with the many demands and the complexity of

the task. Maddox proposed that the Chair of the DCC serve a two-year term, but that several members of the DCC should serve one-year terms. This would allow for some junior people to come through the Committee without the substantial exposure and responsibility that might not be appropriate for someone working assiduously toward tenure. For a full report of DCC activities, see p. 10.

Graduate Student Committee. GSC President Elizabeth Lee reported on the many activities of the GSC that revolve around the Convention, including symposium sponsorship, research paper awards, and mentorship luncheons (for a full report, see p. 19).

This year the GSC sponsored a symposium based on the four winners of the Outstanding Research Award given to graduate student papers. The winners of the 2008 awards were Jeremy Jamieson of Northeastern University, Elizabeth Paluck of Yale University, Zachary Rothschild of University of Colorado at Colorado Springs, and Jessica Salvatore of Princeton University.

The Mentor Luncheon continues to be a success—both students and faculty mentors rate it highly. The GSC will continue to sponsor the Mentor Luncheon, and students and invited faculty are encouraged to participate. The GSC also sponsors a social hour, and over 100 people attended this year. Although the food went quickly this year, students and faculty continued to socialize for the entire hour. A set of icebreaker activities and games led to drawing for journal subscription, signed copies of books, and other worthwhile tchotchkes.

The GSC's *Listserv* will be moving soon from Fort Hays State University to SPSP's home server at

Cornell in the near future. There should be little interruption to users. The GSC now has an official liaison to the Executive Committee, Member-at-large Nicole Shelton. Because graduate student member careers are short compared to regular members, and because their experience is usually limited to a single institution, their effectiveness in matters related to budget, long-term planning for the committee, and developing new initiatives is limited. The Executive Committee recognized this difficulty by specifying a reliable contact who can help the GSC President learn the ropes and become a more effective advocate for graduate students within the Society.

Summer Institute for Social Psychology. Last year's SISP was a great success in Austin (see related article on p. 18). On evaluations, students at SISP gave the question "I benefited from coming to SISP" an 8.81 on a 9-point scale. Sam Gosling was widely commended for his superb job blending the scholarly with the fun. Although SISP is nominally on the SPSP budget, the funds pass through the Society from NSF—which has kindly agreed to fund two more SISP's over the next four years. The next session is planned for Northwestern University in 2009, some time in late July or early August. Eli Finkel and Amy Cuddy will spearhead the organization. No site for 2011 has yet been chosen.

Foundation for Personality and Social Psychology. The Foundation for Social Psychology (FPSP), is an independent non-profit foundation that was started with SPSP help. FPSP is now off the ground, and performing the first few of its intended functions. There has been an influx of funds, and FPSP is beginning to administer an awards program. These awards include the Carol and Ed Diener Mid-Career Awards (see p. 20), the SAGE Young Scholar Awards (see p. 13), and the Robert B. Cialdini Award for Field

The 2008 Meeting of APA Division 8 in Albuquerque

The formal meeting of APA's Division 8—Society for Personality and Social Psychology—Executive Committee took place on Sunday, February 10, in the Fiesta Room of the Albuquerque Regency Hyatt.

The first order of business was discussing how to encourage APA members who are not also Division 8 members—but are members of the Society of Personality and Social Psychology—to join Division 8. This increase in numbers would increase the visibility of scientific social and personality psychology within APA, protect and potentially increase the number of representatives on APA Council, and increase our voice within a number of constituencies with APA.

A financial report and budget for the Division were presented and approved.

Ken Savitsky presented the status of the Division 8 program for the August 14-17 APA Convention in Boston; the program is shaping up well (see p. 30). Because APA has a very complex system for putting material into the Convention, and because there are intricacies to getting desirable space and times, there is a need to establish a sense of continuity of handling the Program Committee. The APA Program Chair of Division 8 is taking steps toward creating a written manual for subsequent Convention program managers. Because there is a meeting of program chairs for all divisions at the APA convention, Division 8 is planning to have the outgoing program chair meet with the next year's program chair at the end of the convention. Because APA attracts a very large number of practitioners, Division 8 can benefit by offering Continuing Education (CE) credits for symposia sessions, which are needed for maintaining licensure. CE credits help bring in an audience, and the Division is working on expanding the limit to more

than three, perhaps through cross-listing with other division.

Next year's Program chair (APA 2009) will be Lee Fabrigar, of Queens University.

Lynne Cooper presented the report from the Council Representatives. Janet Swim has spearheaded an idea to create an APA task force on global warming, funded by the APA Directors' discretionary fund. This task force will review research in psychology related fields, to help build a research agenda, and develop policy and action recommendations for APA. This task force is now forming, and the charge is being written (see p. 6).

In a particular victory for science within APA, Division 8 representatives Swim and Cooper shepherded a new, eleventh value onto APA's list of main priorities—the priority of generating scientific knowledge. The story of this success, against significant resistance from the Committee of the Structure and Function of Council, is quite remarkable, and is recounted on p. 32.

There is a proposal before APA Council on the issue of a creating a new APA division titled *Qualitative Inquiry*. There has been significant discussion about finding a place in APA for qualitative methods, and APA Division 5, Evaluation, Measurement, and Statistics has offered an opportunity for a group within their structure; this has not yet been met with real interest. There is some concern that the proposal for a new APA division seems anti-quantitative and anti-science, and people within the scientific community in APA are reluctant to support the proposal as written. In the discussion, the Executive Committee stated that Division 8 supports qualitative research, but does not support the proposal as presented because of its anti-science tone.

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Announcements

Social Psychology Winter Conference, Jan. 8-10, 2009, Park City, Utah

The Social Psychology Conference will be held in Park City, Utah on January 8-10, 2009. Participants arrive on Wednesday the 7th and leave on Sunday the 11th. The conference location is the Park City Peaks Hotel. The Social Psychology Program at the University of Utah, hosts of the conference, invite all who are interested in attending to consult the conference web page, http:www.psych.utah.edu/ researchareas/social/winter.php or to contact Jonathan Butner at *jonathan.butner@psych.utah.edu* for more information.

Call for papers

American Journal of Media Psychology, Special Issue: Measuring Individuals' Cognitive Structures in a Mediated Context

Researchers with interests in such areas as cognitive processing, social cognition, social perception, schema research, and framing within the context of media, are invited to submit papers to the *American Journal of Media Psychology* for a special issue that focuses on methodological approaches by which cognitive components and structures are identified and measured in such fields as advertising, marketing, political communications, and related areas. The deadline for submissions is September 1, 2008. The *American Journal of Media Psychology* is a peer-reviewed scientific journal that publishes theoretical and empirical papers and essays and book reviews that advance an understanding of media effects and processes on individuals in society. All theoretical and methodological perspectives are welcomed. For instructions on

submitting a manuscript, please visit: *http://www.marquettejournals.org/ submissionguidlines.html*
Researchers are encouraged to contact Dr. Michael Elasmar, Editor, American Journal of Media Psychology at *elasmar@bu.edu* and discuss their anticipated approach to this topic.

Books

Michael Eid and Randy J. Larsen (Eds.) (2008). *The Science of Subjective Well-Being*. New York: Guilford Press.

This authoritative volume reviews the breadth of current scientific knowledge on subjective well-being (SWB): its definition, causes and consequences, measurement, and practical applications that may help people become happier. Leading experts explore the connections between SWB and a range of intrapersonal and interpersonal phenomena, including personality, health, relationship satisfaction, wealth, cognitive processes, emotion regulation, religion, family life, school and work experiences, and culture. Interventions and practices that enhance SWB are examined, with attention to both their benefits and limitations. The concluding chapter from Ed Diener dispels common myths in the field and presents a thoughtful agenda for future research.

Richard W. Robins, R. Chris Fraley, and Robert F. Krueger (Eds.) (2007). *Handbook of Research Methods in Personality Psychology*. New York: Guilford Press.

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 provides an extensive list of references, while covering 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 gave special attention to real-world theoretical and logistical issues and provided different ways to overcome them.

Rosenthal, R., & Rosnow, R. L. (2008). *Essentials of Behavioral Research: Methods and Data Analysis* (3rd edition). New York: McGraw-Hill.

New edition of this highly cited text for graduate students and researchers, with new material on methodological and epistemological issues in human subjects research, also on the reporting and interpretation of effect sizes and interval estimates, the complex issue of drawing causal inference, and an illustration of Donald Rubin's propensity scores to draw causal inference when random assignment is not possible. Other new material on test validity, reliability of items and judgments, constructing composite variables, dealing with missing data, using bootstrapping and jackknifing, hierarchically nested designs, and on many other topics.

Rosnow, R. L., & Rosenthal, R. (2008). *Beginning Behavioral Research: A Conceptual Primer* (6th edition). Upper Saddle River, NJ: Pearson Prentice-Hall.

New edition of this intermediate-level text that walks undergraduate and master's-level students step by step through the process of conceptualizing and conducting an empirical study and then analyzing and reporting the results. Pedagogical features include preview questions that then appear as section headings, box discussions that highlight and enliven concepts, chapter summaries of the main themes

followed by key terms pegged to particular pages, review questions, a glossary, and a Website for instructors and students (*www.prenhall.com/rosnow*).

Russell, G.W. (2008). *Aggression in the Sports World: A social psychological perspective*. New York: Oxford University Press.

They are familiar scenes: sports fans turning on each other in acts of violence, and mobs of sports fans flooding onto the field or out into the streets. Is there something inherent in the competitive sport setting that produces this frequently dangerous behavior? Written in an engaging style, this volume addresses the question by exploring the wide range of influences at work, from a social psychological perspective. Topics range from a focus on the personality traits that predispose individuals to act aggressively, to a wider concern with who riots, why they riot, and situations that favor the occurrence of sports riots. Research on the equally disturbing phenomenon of crowd panics explores the underlying causes and peculiar behavior of people caught in the panics.

James Y. Shah & Wendi L. Gardner (Eds.) (2007). *Handbook of Motivation Science*. New York: Guilford Press.

Integrating significant advances in motivation science that have occurred over the last two decades, this volume thoroughly examines the ways in which motivation interacts with social, developmental, and emotional processes, as well as personality more generally. The Handbook comprises 39 clearly written chapters from leaders in the field. Cutting-edge theory and research is presented on core psychological motives, such as the need for esteem, security, consistency, and achievement; motivational systems that arise to address these fundamental needs; the process and consequences of goal pursuit, including the role of individual differences and contextual moderators; and implications for personal well-being and interpersonal

and intergroup relations.

Warner, R. M. (2008). *Applied statistics: From bivariate through multivariate techniques*. Thousand Oaks, CA: Sage.

As a textbook for advanced undergraduate or beginning graduate courses, or as a handbook for researchers, this provides readable and clear explanations of the most widely used statistical methods and solid preparation for further study. Early chapters review important but difficult basic issues (samples versus populations, the logic of null hypothesis significance tests, inflated risk of Type I error, and Confidence Intervals). Each subsequent chapter reviews one statistical technique (such as the independent samples t test, partial correlation, or factor analysis) using an empirical example as a focus for discussion. Complete SPSS examples (including data sets, screen shots, syntax, and output) are included. Useful SPSS features such as case selection, variable recoding, and syntax editing are introduced. The middle section of the book examines the three-variable research situation (predictor, outcome, and control variable) in detail to show many different roles that a third variable can play and to clarify what we mean by "statistical control". A chapter on reliability and validity of measurement discusses development of multiple item scales, and widely reported reliability coefficients such as Cronbach alpha and Cohen's kappa. Each chapter concludes with an APA style results section with effect size information. Ancillary materials available on a CD-ROM from the publisher include complete answers to all comprehension questions at the end of each chapter (so that instructors can use these for graded assignments); SAS input and output for the major empirical example in each chapter; and datasets in both SPSS and Excel format. Topics include: t test, one way ANOVA, factorial ANOVA, repeated measures ANOVA, partial and semipartial r, multiple regression,

ANCOVA, MANOVA, discriminant analysis, principal components and factor analysis, and binary logistic regression. For students who plan further study, the book has sections on basic matrix algebra, path models, reproduction of correlations by application of the tracing rule to path models, and explicit connections to more advanced techniques (such as SEM). However, these sections can be skipped if students do not need this much detail.

Rosenthal Named University Professor by University of California Regents

Robert Rosenthal, distinguished professor of psychology at UC Riverside, was recently named a University Professor by the University of California Regents. The title of University Professor is reserved for scholars of international distinction who are also recognized as scholars and teachers of exceptional ability. Rosenthal, who spent 37 years as a professor at Harvard University before joining the UCR faculty in 1999, is internationally known for his foundational work in statistical analysis of social science literature, the influence of expectations, and nonverbal behavior. He is a fellow of the American Association for the Advancement of Science.

Correction

The Fall 2007 issue of *Dialogue* included a list of highly cited works in social/personality psychology (Vol. 22, No. 2, p. 25). One citation mistakenly excluded a co-author; below is the correct reference:

Rosenthal, R., & Rosnow, R. L. (1991). *Essentials of Behavioral Research: Methods and Data Analysis.* New York: McGraw-Hill.

Dialogue regrets the error. ■

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

Winners of the Sixth Annual SPSP Student Poster Awards

By John E. Edlund

I am happy to announce the winners of the 2008 Student Poster Awards. The Student Poster Award is given to recognize excellence in research and presentation by SPSP's graduate student members. This award is made possible the continuinh support of executive committee, Blair Jarvis & Empirsoft, and the tireless work of the many secret judges who evaluated each poster, and decided on the winners.

Each poster was rated by the judges on several dimensions. Some the ratings were focused on the poster itself (i.e., clarity of research statement, analyses and results) while other ratings were focused on the student's conversation about the poster (i.e., the ability to explain the research to experts and non-experts alike). In each of the seven poster sessions, a winner and two runners up were selected. The winners received an awards certificate, a $100 monetary award; free personal copies of MediaLab or DirectRT for the remainder of their graduate student career plus one year post-graduation, courtesy of Empirisoft; and their choice of either a DirectIn Millisecond Precision Keyboard or a DirectIN Precision Response Box with Custom Button Layout, also courtesy of

Empirisoft. Runner-ups received an award certificate accompanied with a $50 monetary award.

The winners of the 2008 student poster award were: Russell Webster (Kansas State University: *Terror Management and Sexual Prejudice: The Effect of Mortality Salience on Heterosexuals' Attitudes Towards Gay Men and Lesbians*), Shannon Lupien (State University of New York-Buffalo: *Traditional Versus Non-Traditional Social Norms: Effects of Women's Physiological Responses and Behavior During Competition*), Jennifer Fehr (University of Tübingen: *When Failing to Be Unprejudiced: The Impact of Internal Motivation on Affect, Effort, and Behavior After Failure*), Kimberly Kahn (UCLA: *Not all Black Men are Treated Equal: Stereotypicality and Shooter Bias*), Nicholas Rule (Tufts University: *The Face of Success: Inferences From Chief Executive Officers' Appearance Predicts Company Profits*), Laura Widman (University of Tennessee: *Uncovering the Unacceptable: Automatic Rape Attitudes Exposed through Evaluative Priming*), and Elizabeth Page-Gould (University of California-Berkley: *Why Does Cross-Group Friendship Improve Interactions With Novel Outgroup Members?*).

The runners up for the poster award were: Tara Haynes (University of Manitoba), Tara Reich (University of Manitoba), James Fryer (University of Rochester), Johanna Peetz (Wilfrid Laurier University), Maya Aloni (State University Of New York-Buffalo), Paul Eastwick (Northwestern University), Luke Fiedorowicz (Loyola University of Chicago), David Tannenbaum (University of California Irvine), Lisa Williams (Northeastern University), Elizabeth Parks-Stamm (NYU), Paul Conway (University of Western Ontario), Marjorie Rhodes (University of Michigan), Heidi Kane (UC-Santa Barbara), and Thai Chu (UC-Santa Barbara).

Finally, special thanks go out to our secret judges. This year's judges included: Ryan Brown, Charlene Christie, Will Cunningham, Karen Douglas, Jennifer Harman, Marlone Henderson, Jennifer Kuboda, Lavonia Smith LeBaeu, Victor Luevano, David Marx, Kathy Oleson, Kate Ranganath, Laura Smart Richman, Jessica Salvatore, Carrie Smith, Sam Sommers, Jeff Stone, Greg Turek, and Michele Tugade. Finally, particular thanks need to be given to Jeremy Heider, who graciously served as a judge in two separate sessions. ∎

Division 8 Programming at APA 2008, Boston

By Ken Savitsky

The American Psychological Association will hold its 116th annual convention this year in Boston, Massachusetts, August 14 through 17. The program kicks off with a keynote address by best-selling author (and honorary social/personality psychologist) Malcolm Gladwell, known for his books *Blink* and *The Tipping Point*, and for his articles in *The New Yorker*.

The rest of the program features an impressive array of social and personality psychology through APA Division 8, including symposia on the psychology of time, the criminal

mind, moral judgments, interracial interactions, health-related behavior, self-uncertainty, and the study of personality in naturalistic settings. Among those delivering invited addresses are: John Bargh, Lisa Feldman Barrett, David DeSteno, Jack Dovidio, Sonja Lyubomirsky, Keith Maddox, Jack Mayer, Brian Nosek, Dan Ogilvie, and Andrew Ward, with topics including happiness, moral emotions, ideology and automaticity, intergroup interaction, and how personality psychology can inform clinical practice. Conference registration and accommodations in Boston can be arranged at the APA web site, *http://www.apa.org/convention08/homepage.html.* ∎

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(Whole Page)

APA and Science: Getting Our Priorities Straight

By Lynne Cooper

In February of 2006, Division 8 representatives, Janet Swim and Lynne Cooper, introduced a motion to amend APA's priorities to include a priority addressing the advancement of science as an explicit mission of APA. In the background to the motion, Cooper and Swim noted that the opening sentence of the APA mission statement reads, "The object of the American Psychological Association shall be to advance psychology as a science …" Yet, an examination of the then existing priorities (see below) revealed that none explicitly addressed the advancement of scientific psychology. Three of the existing priorities portrayed science primarily as a tool for achieving other goals (i.e., priorities 2, 3, and 10), and two promoted the involvement of scientists as members of APA (priority 1) and as ambassadors for the field (priority 8). Priority 4 came closest to addressing the promotion of psychology as a science by calling for increased advocacy for all components of APA, of which science is one. However, the focus here was diffuse (science is only one of seven components mentioned) and advocacy is only one way in which scientific psychology needs to be supported and promoted.

Cooper and Swim argued that the absence of an explicit priority addressing the advancement of science had several unfortunate consequences. First, by referencing science obliquely, the existing priorities inadvertently conveyed the impression of psychological science as a static resource for pursuing other important APA goals, rather than as an evolving and dynamic aspect of psychology worthy of support in its own right. And second, because APA priorities guide the development and enactment of new initiatives on Council, the absence of an explicit science priority also meant that some types of new business that

might facilitate and support scientific psychology could not be easily proposed because they fell outside the existing priorities.

> *Priority #11: "Promote and support the advancement of psychology as a scientific discipline."*

Prior to the February, 2008 meeting, this motion was vetted by the various boards and committees of APA, and all except one of these groups recommended that Council approve the motion. The Committee on Structure and Function of Council (CSFC)—a group whose responsibility is to improve the internal workings of council -- recommended against approval on the grounds that the priorities had been established through a democratic process and thus represented the views of Council and should not be tinkered with. The sentiment seemed to be that approving this motion might open the floodgates to all sorts of special interest groups who would want to priorities favoring their group. In addition, CSFC argued that now was not the time to implement changes to the priorities since they would most likely be replaced or amended as a result of the strategic planning initiative that Norman Anderson (APA's Chief Executive Officer) was just undertaking.

Despite the lack of unanimous support at this early stage and a spirited debate on the floor of Council, we are happy to report that Council passed the motion with a nearly unanimous vote. APA now has 11 priorities, with the 11th priority reading: Promote and support the advancement of psychology as a scientific discipline. Now our next step is to generate some new initiatives under the auspices of our newest priority! ∎

APA Priorities
(as identified by Council, August 2005)

1, Increase membership in APA (and its division, associations and/or affiliates), with a special focus on recruitment and / or retention of students, early career psychologist, diver groups (race/ ethinicity, gender, sexual orientation, age and aging, religious affiliations, and/or those with disabilities), basic and applied scientists, practitioners, retirees, university faculty, and/or psychologists in non-traditional roles.

2. Encourage the integration of scientific and practice psychology at all levels of psychology and for all psychologists.

3. Enhance public awareness of psychological science and application of psychological science for the prevention of human problems, including the mental health needs of children and youth.

4. Increase advocacy efforts for all components of APA and integrate that advocacy across all directorates (Education, Practice, Public Interest, and Science), Divisions, States, and/or affiliates.

5. Promote psychology as a health care discipline by expanding activities in health psychology and rehabilitation.

6. Promote the discipline's capacity to address societal behavioral problems (e.g., violence, warfare, gangs).

7. Make APA membership essential by being responsive to the needs of all members (e.g., use of surveys, join memberships, etc.).

8. Encourage professional service among scientists, academics, and/or practitioners to facilitate dissemination of psychological knowledge to the public.

9. Promote diversity in all aspects of the profession of psychology.

10. Promote human welfare through social justice research, practice, policy, and/or education.

Theodore Millon Wins American Psychological Foundation 2008 Gold Medal Award for Life Achievement in the Application of Psychology

In 1969 Theodore Millon published his first major text, *Modern Psychopathology*, in which he introduced a biosocial-learning framework for describing personality development. Used in scores of graduate clinical programs, he hypothesized further that the diagnosis and treatment of clinical syndromes such as depression, phobias, substance abuse, and psychosis could best be understood within the context of personality functioning. In the 35+ years that followed, his model, reconceptualized in 1990 (*Toward a New Personology: An Evolutionary Model*) to incorporate an evolutionary perspective, has become one of the most frequently applied personality frameworks of this generation.

The year 1977 saw the first publication of his landmark assessment instrument, the *Millon Clinical Multiaxial Inventory (MCMI)*, followed three years later by the third edition of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (3rd ed., DSM-III)*, which drew upon Millon's model extensively to form its Axis II for personality disorders. Shortly thereafter his major monograph, *Disorders of Personality* (1981, rev. 1996), became a staple in graduate programs for psychologists and psychiatrists throughout the United States and abroad. Two major revisions of the *MCMI* followed, along with highly regarded sister inventories developed for medical (*Millon Behavioral Health Inventory*, 1982*; Millon Behavioral Medicine Diagnostic,* 2000*),* adolescent (*Millon Adolescent Personality Inventory,* 1982*; Millon Adolescent Clinical Inventory,* 1993), preadolescent (*Millon Pre-adolescent Clinical Inventory*, 2005) college counseling (*Millon College Counseling Inventory,* 2006), and normal (*Millon Index of Personality Styles*, 1994) populations. By the year 2000 these instruments had become among the most widely used assessment devices ever published, with the MCMI by itself spawning more research publications than any other measure besides the MMPI-2 and Rorschach.

Arguably the most comprehensive theory of personality and its disorders ever developed, Millon's personality conceptualization was further described in a landmark therapy text, *Personality-Guided Therapy (1999)*, recently expanded substantially, now in the latter years of his 8th decade, into a 3-volume set entitled *Personalized Psychotherapy,* published by John Wiley & Sons in 2007.

Long a student of physics and evolutionary biology, Millon recently completed a highly praised history book, *Masters of the Mind (2004),* documenting the great thinkers of the mental health and social sciences, psychiatry, neuroscience, and philosophy. Past president of the International Society for the Study of Personality Disorders and founding editor of the *Journal of Personality Disorders*, Millon, now a retired Professor at the University of Miami and Harvard Medical School, continues his endeavors in personality theory, psychological assessment, and psychotherapy in Port Jervis, NY, and Coral Gables, FL, where he directs the Institute for Advanced Studies in Personology and Psychopathology.

For his many contributions to psychology Professor Millon has received numerous honors and awards. In 1994 he was given an honorary Doctorate of Science degree from the Free University of Brussels. From 1997 to 2000 he has received *Lifetime/ Career Achievement Awards* from the American Board of Assessment Psychology, California Psychological Association, International Society for the Study of Personality Disorders, Max Planck Institute of Psychiatry (Germany), Michigan Psychological Association, Ontario (Canada) Psychological Association, Society for Personality Assessment, and Texas Psychological Association. In 2003 he was given the American Psychological Association's *Distinguished Professional Contributions to Applied Research* award. In 2005 Millon was honored with a festschrift, titled *Handbook of Personology and Psychopathology* (J. Wiley), containing chapters by over 30 distinguished colleagues. ∎

Exec Comm, *Cont.*

Research in Social Psychology (see p. 7).

The endowment of the FPSP started out small, but is beginning to grow substantially. One of the early goals of the Foundation is to raise a $125,000 endowment for the support of graduate student research.

Another goal of FPSP is to create "Heritage Funds" based on the collection of donations from "bundlers" in honor of particular scientists or scholars—these funds will go to support dissertation awards. SPSP budgets and gives $10,000 annually to FPSP.

There is also a developing fund based on donations from the current and past SPSP Presidents. The web site for FPSP is *www.Foundationpsp.org*. ∎

Thinking About the Future of SPSP

The ideas in this box were some of the suggestions and visions for the future of SPSP that were shared at the Executive Committee meeting. Other than the first, the goals and suggestions are in alphabetical order. If you have ideas or opinions about the future direction for the Society, please direct them to the Executive Office, David Dunning, who will share them with the relevant committee or task force.

SPSP becoming the public face of social/personality psychology
Branding for social/personality psychology being done in political science, health, economics, philosophy
Building connections with like-minded colleagues from non-social/personality fields
Clearinghouse for graduate student development practices
Continuing education initiatives
Development of undergraduates as personality/social psychologists
Teaching material for high school teachers
Full portfolio of journals
Greater influence in granting agencies and other research funding
Making our case to the world at large: Reporters, congressional staffers, government agencies
Member-serving but not necessarily member-seeking
More diversity in numbers, experience, influence
Positioning ourselves as problem solvers for neighboring professions and fields
Providing leadership in the structure and conduct of graduate education.
Providing web page, content, and internet communities
Providing a model of conduct for other organizations—climate, diversity, inclusiveness
Reaching under-served and under-represented populations
Science leadership
Serving the primary role in bringing in outsiders to let social/personality psychologists know what others (sociologists,
          anthropologists, geographers, etc.) are doing
Serving the primary role of binding together social and personality psychologists
Small-scale funding of research
Solid membership base, not necessarily growing, but at least stable
Translational work; taking credit for our contributions ∎

President's Column, *Continued*

approached with sensitivity, creativity, and resolve.

3. *Should the mission of SPSP give priority to promoting personality and social psychology generally or supporting the needs of SPSP members?*

The easy answer to this question is, obviously, "both." One can readily see how each of these foci benefits the other. However, pursuing these objectives can pull the organization in different directions. Promoting personality and social psychology generally can, for instance, involve the commitment of substantial resources in advocacy activities. Although maintaining or increasing federal funding is critical for the science of social and personality psychology generally, it may directly benefit only a small portion of SPSP members. Also, to assert its leadership in the field, it may be valuable for SPSP to contribute its resources to collaborative enterprises with other organizations (such as the Association for Research in Personality, the European Association for Social Psychology, and/or the Society for Experimental Social Psychology) that will benefit our profession.

Alternatively, if the focus is primarily on benefiting its members, SPSP could dedicate a substantial portion of its resources to a small-grant research program for SPSP members, new training programs for members, and more assistance with other central activities of members (e.g., teaching). In addition, if the answer is sincerely, not just glibly, "both," then priority should be given to initiatives that address both objectives.

These questions do not constitute a mission statement. However, they are questions that might be answered by a reconsideration of what SPSP represents. We are at a wonderful time in our history—growing, vibrant, well-managed, and ambitious. We are poised to move forward in significant ways. However, before we start moving, we need to decide where it is we should be going. If you have any thoughts about these questions or ideas about other "big-picture" questions we should be asking, please feel free to e-mail me (*john.dovidio@yale.edu*). ∎
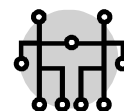
Society for Personality and Social Psycholoy

Visitus at www.spsp.org

McGuire Tribute, *Continued*

topic of mine because Bill is a favorite topic of mine. It means that Bill's memes flourish in me and proliferate in people who know people who know Bill. It means that the lesson to be true to oneself, a lesson Bill taught unrelentingly, for me includes being to be true to him. (*Remarks at 2001 festschirft at Yale University.*)

David Sears: Bill McGuire was my mentor during my first semester in graduate school in 1957, and a dear friend and colleague ever since. He inspired me in ways too numerous to list, ranging from his broad intellectual interests to his nose for the ironies of life and social science, and perhaps in that vein, to his editorial letters for *JPSP* which were often as thoughtful and long as the paper itself. He is

someone I will always remember. I will miss him a great deal.

Norman Anderson: Bill McGuire's masterful command of vast masses of material in his canonical chapters on attitudes did much to unify social psychology. Bill was an inspiration to me ever since I met him during my postdoctoral fellowship at Yale in 1957. My admiration deepened during the too-brief years we were colleagues at UCSD. His example encouraged me "strike up for a new world.'"

Phoebe Ellsworth: Intellectually, Bill urged us to stray from the popular questions and the popular methods, and remember that for every yin there is a yang. Emotionally, he and Claire welcomed a never-ending stream of people into their living room and their

hearts, oblivious to race, gender or credentials, but insisting on honesty, intelligence, and generosity. He gave many of us the courage to follow our own intuitions, the skill to do it well, and the aspiration for mastery without vanity.

Bob Wyer: Bill McGuire's stature as the most influential social psychologist in the history of the field is exceeded only by his stature as one of the most sensitive, humble and supportive human beings I have ever known. His impact on my life, both professionally and personally, cannot be conveyed in words. I, and the field, will be forever in his debt.

Reid Hastie: Bill McGuire's animate body is gone. But, like Obi-wan Kenobi, his spirit and ideas will live on "in the Force;" in the minds and spirits of every "young jedi"

SPSP Members: Only *You* Can Improve Wikipedia!!

One of the most heavily visited sites on the Internet is Wikipedia, a reader-written encyclopedia with a vast range of entries on more than 2.3 million topics in English, ranging from the arcane to the sublime. Social and personality psychology is represented there, and often not well. There are 277 articles listed under the topic of social psychology. Personality psychology does not have the same organization within the resource, but there are many relevant article throughout. There is an extraordinary range of articles within Wikipedia, from *attribution theory* to *zeitgeist*. A quick perusal of some entries suggest that many of them can be improved

The genius—and danger—of Wikipedia is that any interested person may edit the text of an entry, improving and expanding as they like. Some improvements are better than others, and it is the community of readers and scholars who must insure the accuracy, quality, and impartiality of the entries.

The main portal for Wikipedia in English is *http://en.wikipedia.org/wiki/Main_Page*.

You may begin editing entries on your first visit without registration or enrollment. You should read the rules at *http://en.wikipedia.org/wiki/Wikipedia:About*.

Here at Dialogue, we encourage members of SPSP, faculty and graduate students alike, to improve the representation of our field, our research, and our ideas by encouraging participation in Wikipedia. Even though it is perhaps not the forum for our ideas and research to be highlighted, there are hundreds of thousands of visitors to Wikipedia every day, and it is increasingly relied upon by citizens, students, and sometimes by scholars and scientists. Only you can shape this highly visible public representation of our field and our work. In general, the process of generating articles has been collaborative and surprisingly self-correcting. This can only improve is our members, student and senior alike, participate in writing, editing, and generating articles. ∎

SPSP 2008 Graduate Student Travel Award Winners

The SPSP Graduate Student Travel Awards Committee *(Monica Biernat, Chair, Kim Bartholomew, Kurt Boniecki, Amanda Diekman, Leslie Eaton, Lowell Gaertner, Judith Hall, Scott Hemenover, Jon Maner, Kali Trzesniewski, and Daniel Wigboldus)* reviewed 337 applications for the travel award (up from 256 last year!) and were able to award $500 to each of the 80 deserving students listed below. All winners were first-author presenters of papers or posters at the Albuquerque meeting, and were evaluated both on presentation content and overall academic record. The committee congratulates the winners and encourages the many deserving students whom we could not fund for the 2008 meeting to re-apply for 2009.

Name	Institution	Name	Institution
Lara Beth Aknin	University of British Columbia	Melody Manchi Chao	University of Illinois
Thomas Allen	University of California, Davis	Teresa J. Marin	University of British Columbia
Evan P. Apfelbaum	Tufts University	Sarah E. Martiny	Int'l Grad College, Univ of Jena
Ishani Banerji	Wake Forest University	A. McLeish Martin	Texas A&M University
Yoav Bar-Anan	University of Virginia	Nicole Mead	Florida State University
Christopher P. Barlett	Iowa State University	Felicity Miao	University of Virginia
Genevieve Beaulieu-Pelletier	Universite de Montreal	Angela-MinhTu Nguyen	Univ of California, Riverside
Diana Betz	University of Michigan	Angela Nierman	University of Kansas
Eliane Boucher	Queen's University	Megan A. O'Grady	Colorado State University
Kerra Bui	Yale University	Edward Orehek	University of Maryland
Hilary Burbank Bergsieker	Princeton University	Elizabeth Paluck	Yale University
Amber L. Bush	University of Houston	Benjamin Peterson	University of Utah
Michael Busseri	Brock University	Carly Peterson	Texas A&M University
Thai Chu	Univ of California, Santa Barbara	Marijn Poortvliet	University of Groningen
Jasmin Cloutier	Dartmouth College	Kate A. Ranganath	University of Virginia
Taya R. Cohen	University of North Carolina	Catherine Rawn	University of British Columbia
Jerry Cullum	University of Wyoming	Zachary Rothschild	Univ of Colorado, CO Springs
Ilan Dar-Nimrod	University of British Columbia	Nicholas Rule	Tufts University
Jaye Derrick	University at Buffalo, SUNY	Jessica Salvatore	Princeton University
Dina Eliezer	Univ of California, Santa Barbara	Kosuke Sato	Hokkaido University
Hal Ersner-Hershfield	Stanford University	Christiane Schoel	University of Mannheim
Lisa Fast	Univ of California, Riverside	Jonathon Schuldt	University of Michigan
Jennifer Fehr	University of Tübingen	Nicholas Schweitzer	Arizona State University
James W. Fryer	University of Rochester	Azim F. Shariff	Univerisity of British Columbia
Jochen E. Gebauer	Cardiff University	Gary Sherman	University of Virginia
Mary Teresa Granillo	University of Michigan	Erica Slotter	Northwestern University
Julie Hall	University of Michigan	Madelijn Strick	Radboud University Nijmegen
Sarah L. Horton	Univ of California, Riverside	Benjamin A. Tabak	University of Miami
Stephan Horvath	University of Bern, Switzerland	Elizabeth Tenney	University of Virginia
Jeremy Jamieson	Northeastern University	Kari Terzino	Iowa State University
Ingrid R. Johnsen	The Ohio State University	Bulent Turan	Stanford University
Kengo Kamaya	Hokkaido University	Niels van de Ven	Tilburg University
Kathleen Kennedy	Princeton University	Noelia Vasquez	York University
Tali Kleiman	The Hebrew Univ of Jerusalem	Martijn Veltkamp	Utrecht University
Suman Lam	University of California, Irvine	Mervyn Whitfield	Wilfrid Laurier University
Grace Lau	University of Waterloo	Laura Widman	University of Tennessee
Justin Lavner	Univ of California, Los Angeles	Lisa A. Williams	Northeastern University
Laura Luchies	Northwestern University	Tsui-Feng Wu	Iowa State University
Shannon Lupien	University at Buffalo, SUNY	Yung-Jui Yang	University of Illinois
Natalya C. Maisel	Univ of California, Los Angeles	Jamil Zaki	Columbia University

SPSP Diversity and Climate Committee
2008 Undergrad Registration Award Winners

Matthew Alcala	University of California, Los Angeles
Joseph Catlin	Mississippi State University
Rodolfo Cortes	University of California, Berkeley
Jamal Fleming	Mississippi State University
Alberto Herrera	California State University, Long Beach
Alian Kasabian	California State Polytechnic University, Pomona
Christopher McClure	Florida State University
Lalit Ramchandani	Georgia Southern University
Tania Riosvelasco	University of Texas, El Paso
Traci Sandoval	University of Texas, Dallas
Andrew Stewart	Colorado State University
Olivia Winter	Oberlin College

SPSP Diversity and Climate Committee
2008 Graduate Student Travel Award Winners

Omoniyi Adekanmbi	Tufts University
Thomas Allen	University of California, Davis
Susan Andrzejewski	Northeastern University
Brian Armenta	University of Nebraska-Lincoln
Jillian Banfield	University of Waterloo
Jamil Bhanji	University of California, Davis
Courtney Bonam	Stanford University
Kerra Bui	Yale University
Matthew Callahan	Pennsylvania State University
Melody Chao	University of Illinois, Urbana Champaign
John Christensen	University of Southern California
Mesmin Destin	University of Michigan
Kristin Dukes	Tufts University
Dina Eliezer	University of California, Santa Barbara
Kathleen Fortune	University of Toronto
Julie Hall	University of Michigan
Suman Lam	University of California, Irvine
Jolie Martin	Harvard Business School
Kenneth Matos	George Washington University
Matthew Maxwell-Smith	University of Western Ontario
David Myles	Yale University
Robert Outten	Simon Fraser University
Destiny Peery	Northwestern University
Nicholas Rule	Tufts University
Phia Salter	University of Kansas
Ahmet Uysal	University of Houston
Nicole Walden	University at Albany, SUNY
Russell Webster	Kansas State University
Clara Wilkins	University of Washington

McGuire Tribute, *Continued*

psychologist who knew him or knew of him. He will always be with me and he speaks to me when I try to push back "the dark side," with my own tiny glimmering insights—all heavily influenced by my training and friendship with the greatest of the original "jedi masters" of psychology.

Alice Eagly: Bill McGuire was a brilliant thinker, an integrative theorist, a gifted experimentalist, an elegant writer, and a witty speaker. He provided a model of excellence for a whole generation of social psychologists. He is greatly missed.

Willem Doise: In the field of social psychology, Bill ploughed many a fertile furrow, imperturbable, like the labourer on Breughel's Icarus on the cover of his *Constructing Social Psychology.*

Tory Higgins: Bill represents to me what is best about our field and our humanity. Just knowing him has made difficult times more bearable because, through him, I know that goodness and truth are not just words. I thank him for making a REAL difference in my life!

Shulamith Kreitler: To Bill McGuire—the one and only one: Some individuals are great scientists, some are great human beings, few are both. Bill McGuire has been one of the few who have been both and to the highest degree. He knew not only how to be both but also how to integrate them and become a better human being through his work as a scientist and how to become an even greater scientist by drawing upon his experiences as a human being. Bill has been and will continue to be a source of insights and guidance for many of us who have been blessed to know him personally and for all those who have not but will go on with the work.

Richard Petty: There will never be

another Bill McGuire. His impact on the field and on me personally cannot be measured, but it will be treasured. His many writings will continue to inspire new generations of social psychologists for years to come. In addition to his brilliant and wryly humorous prose, I will always appreciate the many kindnesses he and Claire have provided over the years. And, I know that I am not alone in savoring his annual Christmas card artwork and poetry.

Deborah Prentice: If, as Bill McGuire taught us, people are what makes them distinctive, then Bill was brilliant, generous, and very funny, in any company. These qualities are on display, in abundance, in Bill's written work. I would encourage everyone to read his articles and chapters; they are as smart today as they were 20, 30, 40 years ago when he wrote them. His 1986 *EJSP* article on "The Vicissitudes of Attitudes" remains one of my favorites.

György Hunyady and John Jost: It is safe to say that social psychology has never seen anyone else like William J. McGuire and probably never will again. He is notorious for being brilliant, fastidious, generous, humble, grandiose, short-tempered, iconoclastic, and hilarious, and he has set almost unattainable standards for the field in at least three ways. First, he started as one of the field's most painstaking and precise experimental pioneers in social cognition. Later, he became one of its most ambitious and integrative historians of cumulative knowledge. And by now, his reputation is secure as one of the most creative, witty, and erudite writers ever to ponder the social mind. He once mused, for instance, that, "The thinker I have depicted here has every right to look as puzzled as Rodin represented him. He is juggling many balls in many dimensions."

On the subject of the ethics of

persuasion, McGuire adapted Churchill: " . . . a few aberrant young who see visions and old who dream dreams may discern that persuasion is the worst possible mode of social mobilization and conflict resolution—except for all the others." And at a time of great scientific and political crisis for the field of experimental social psychology, he commented that, "In our father's house there are many rooms… there is a place for the philosopher of mind and the social philosopher, as well as for the scientific psychologist." He defended his own professional choice in language that somehow managed not to aggravate ideological differences: "But the scientific psychologist can offer something beside and beyond these armchair thinkers in that we not only generate delusional systems, but we go further and test our delusional systems against objective data as well as for their subjective plausibility." McGuire's writing is poignant, humorous, and unswervingly truthful. (*from Hunyady & Jost (2004), in Jost, Banaji, & Prentice, 2004).*

John Pryor: In testimony of McGuire's place in the pantheon of renowned social psychologists are 22 chapters written by some of the more distinguished social psychologists of our time. An overarching theme of these chapters centers on McGuire's metatheoretical concept of *perspectivism.* Perspectivism implies a critical stance concerning accepted social scientific knowledge. So, that is your theory? Oh yeah. Well what about the opposite? Thus, perspectivism evokes a sort of an intellectual cantankerousness. Sometimes this . . . seems like shadow boxing (a theorist fighting with himself or herself). Other times, theoretical opponents join in the brawl.

One of the interesting aspects of William McGuire's inspiring intellectual career is something that may be surprising to some: his relationship to his wife Claire. This

APA Council, *Continued*

(Continued from page 6)
APA, discussed the three initiatives he has undertaken during his term: 1) Interpersonal Violence in Relationships; 2) Psychological Science's Contributions to the Grand Challenges of Society; and 3) Posttraumatic Stress Disorder and Trauma in Children and Adolescents. Much progress has been made on the first initiative. The goal of this initiative is to, "Create a forum for researchers, practitioners, advocates, and policy makers to engage in dialogue about critical issues and discuss unifying approaches to violence and abuse in relationships." Some sample topics include: Intimate partner violence Child maltreatment, Children exposed to violence, Elder abuse, Gender-based issues, Ethnic-minority issues, Cross-cultural influences, and Violence in relation to substance abuse. A summit on this topic has already occurred and there are goals to produce a two-volume set of edited books, support a think tank to sustain efforts, and highlight interpersonal violence as a theme at the 2008 APA Convention in Boston.

James Bray is the incoming president. He is in the process of deciding on his current priorities but they are likely to be: Homelessness, the Future of Practice, and Global Climate Change. He is also interested in developing a "Future of Science" initiative. Janet Swim agreed to help lead Bray's

Global Climate Change priority. If you have ideas or would like to help, please contact her (*JSwim@psu.edu*).

APA Budget and Strategic Planning

Budget. APA remains in good standing regarding its assets and revenue, which comes primarily from revenues from library subscriptions to APA electronic journals. What is of more concern is APA's operating budget. The 2008 APA budget forecasts a surplus of $332,600 which is again close to the margin. Each year proposed expenditures tend to be very close to the proposed revenues so slight changes occur in income or expenses results in frequently being under or over budget. Practically, what this means is that there is more competition among requests for funds from APA, such as funds to support different tasks forces.

Strategic planning. APA has hired a professional management group to develop a strategic plan for council. The group follows ideas developed by Jim Collins. The plan should be completed in a year. Many constituent groups will take part in the plan. As part of this meeting, council contributed to developing the vision for APA which included developing ideas for a BHAG for APA (Big Hairy Audacious Goal). ∎

that we will spend a greater proportion of our time connecting with the various subcommittees of SPSP to ensure that diversity and climate concerns of the Society are better incorporated into all of our activities. In one important development toward this end, the Society will soon begin to collect certain demographic information about its new and returning members. This information is critical to assessing progress toward the goal of increasing membership among historically disadvantaged and underrepresented groups. We are also exploring options to better engage motivated undergraduate students in our conference activities, and brainstorming new programs designed to provide professional support to advanced graduate students and new faculty members.

As always, we welcome any comments and input from SPSP members on our activities. If you are interested in serving on the committee at some point, or if you have ideas about expanding or improving our programs or activities, you can direct your comments to any of the committee members. The DCC members for 2008-09 are Nilanjana Dasgupta (chair), Denise Sekaquaptewa, and Keith Maddox; each of whom can be contacted via the Social Psychology Network (*www.socialpsychology.org*). I

f you or anyone you know might be a qualified graduate or undergraduate applicant to our Award programs, please refer to our web page at *http://www.spsp.org/divprog.htm* for information about the 2009 competition. We typically begin accepting applications in September.

Enjoy the Summer! ∎

Diversity/Climate, *Continued*

(Continued from page 20)
the years as a committee member and chair.

Looking Forward

The coming year promises to be an exciting year for the DCC, as we continue past activities and expand into new areas. First, we eagerly anticipate the 2009 conference in the City by the

Bay (not that one; Tampa—the other bay). We welcome a new chairperson, Nilanjana Dasgupta of the University of Massachusetts, Amherst, and a new committee member, Denise Sekaquaptewa of the University of Michigan. Each of these individuals brings energy, enthusiasm, and a broad knowledge base of diversity and climate issues to their respective positions. We're also happy to report

Consider a donation to the Foundation for Personality and Social Psychology. Go to *www.Foundationpsp.org.*

DIALOGUE

McGuire, *Continued*

volume is dedicated to Claire. This was no simple honorary dedication. I once had the fortune to meet the McGuires at a conference held at the Castle Rauscholzhausen near Giessen, Germany, in the late 1980s. I found Claire just as intellectually engaging as Bill. I was also impressed with how the McGuires thought and spoke symbiotically—like two gifted dancers moving as one.

I am reminded of an old quip about Fred Astaire and Ginger Rogers: "One should always remember that although Fred was a great dancer, Ginger did everything Fred did while dancing backward." My understanding of the concept of yin and yang is that they represent opposing forces that complement each other. Together they are a whole. (*2004 PsycCRITIQUES review of Jost, Banaji, & Prentice, 2004.*)

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