

The Official Newsletter of the Society for Personality and Social Psychology

Anticipating Tampa and Gasparilla: SPSP's 10th Annual Meeting in 2009

By Jeff Simpson, Wendi Gardner,
& Sam Gosling

The 2009 SPSP conference will be held in warm and sunny Tampa, Florida, on February 5-7. With daytime temperatures in the low 70s in February, Tampa will offer warm ocean breezes as well as vibrant local shops, cafes, and restaurants, all within walking distance of scenic Tampa Bay. This year, the Convention Committee placed an emphasis on hotels that were clustered within walking distance or a short tram ride to the Tampa Convention Center, which will be one of the finest that SPSP has ever experienced.

The Tampa Convention Center is located right along the shores of Tampa Bay near the heart of downtown Tampa. There is a wide assortment of shops, cafes, restaurants, and points of interest close to both the Convention Center and each of the main conference hotels. Thus, after a full day of attending conference activities and reconnecting with friends and colleagues, we can easily drop in on such local hotspots as Ybor City, Channelside (an area that has a variety of interesting restaurants, shops, movie theaters, and nightclubs), or the

renowned Florida Aquarium. Information on these local attractions can be found on the conference website (see www.spspmeeting.org).

On the afternoon of Saturday, February 7, Gasparilla—Tampa's version of Mardi Gras—will take place on the streets right outside the Convention Center! At approximately 1:00 pm, a pirate ship full of buccaneers will dock outside the Convention Center, a bounty of "pirates" will disembark, and a Mardi Gras-style parade and party will ensue down the boulevards that border the Convention Center. Gasparilla is a longstanding and venerable tradition in Tampa. We are lucky to be visiting the city during one of the most festive and colorful events in the southeastern part of our country.

Similar to previous years, several excellent pre-conferences will be held during the day on Thursday, February 5. The actual convention activities will begin at the Convention Center on Thursday with SPSP Award Presentations, which will be followed by a welcome reception open to everyone. On Friday and Saturday, the program will

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2008 SPSP Election Results

The results are in and new officers for the Executive Committee at SPSP have been elected. Joining the Executive Committee in 2009 will be Jenny Crocker of the University of Michigan, who will serve as President-Elect in 2009, President in 2010, and Past-President in 2011. Also elected for three-year

terms were Jennifer Eberhardt, Stanford University, and Laura King, University of Missouri, who will serve as Members-at-Large of the Executive Committee.

Outgoing members of the Executive Committee, whose terms end in 2008, are Harry

Reis (Past President), Don Forsyth, and James Jackson (Members-at-Large).

Many thanks to all who voted, to those who stood for election, to those who are finishing their terms, and for those who will serve SPSP in the coming years. ■

Chris Crandall &
Monica Biernat,
Co-Editors

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SPSP Grows: Membership, Publications, Cash Flow, Expense, Complexity

SPSP President Jack Dovidio, in his opening remarks at the Executive Committee meeting in August, reported that “The Society faces many more long-term issues to worry about than short-term issues.” This is because there is much good news for the Society in terms of income, publications, and membership. But just over the horizon, there is a real potential for change. This change—in funding, in the economy, in how publications are handled and paid for—means that the Society must be carefully managed in the interest of its members.

Membership. SPSP membership is at its highest ever, with over 5,800 full and student members and affiliates. In previous years, a significant amount of growth has been in student memberships, but this past year saw a noticeable increase in regular—faculty—memberships. Some of this growth is from overseas (see pp. 16-17 for a state-by-state and nation-by-nation breakdown).

For an organization with so many members that study the importance of group membership, gender, age, and ethnicity, SPSP has known very little about itself on these dimensions. But those who have paid dues recently know that the “data portal” through which one renews membership now asks its members for demographic information. The majority of membership uses the online portal, and so SPSP will soon have good information about the makeup of the Society. The Society will also track age of members. SPSP should serve its members, and early-career, mid-career and late-career members can have different needs.

Finances. In what has become a routine

report from the Secretary-Treasurer, we learn that the Society's finances are good. The Society at large now has yearly revenues in the neighborhood of one million dollars, which allows for a wide range of activities as well as some surplus. This is projected to be true for next year as well. This is a sign of the historical frugality of SPSP leadership, as well as a new and favorable contract with Sage Publications. Much of the assets of the Society is in short-term CDs. This is a conservative investment strategy, but the Executive Committee has appointed a financial task force, comprised of Jenny Crocker (Chair), Peter Salovey, Mark Snyder, and Al Goethals, to discuss long-range planning on finances.

In short, SPSP has money to do things. This money is saved, spent, invested, and awarded by the Executive Committee, which is elected by the membership. SPSP has our continuing tradition of frugality, but several initiatives are being seriously considered. If you have an opinion, an idea, a warning, or otherwise wish to have your voice heard, contact a member of the Executive Committee—voting members are identified on the back page of this issue of *Dialogue*.

Publications. Publications are the main source of both income and scholarly impact of the Society. *Personality and Social Psychology Bulletin* continues to do well: Journal impact ratings have moved up substantially in the last couple years, and income from the journal, by way of SAGE, continues to grow. *PSPB* is in the process of moving the reviewing and submission web page software from SAGE's *RapidReview* to SageTrack, a version of *Scholar One*. And the most visible transition of all, now underway, is the editorship changing hands from Judy

Harackiewicz to Shinobu Kitayama.

Personality and Social Psychology Review is also in good shape. The impact factor is growing, and the quality of articles remains high. A special issue on religion is forthcoming.

There is much good news for the Society in terms of income, publications, and membership. But just over the horizon, there is a real potential for change.

This issue is the last to be edited by the current Editors of *Dialogue*, Chris Crandall and Monica Biernat. The Publication Committee recommended, and the Executive Committee selected new editors for *Dialogue*, Hart Blanton and Diane Quinn. Hart is currently at Texas A & M University, but will join Diane Quinn at the University of Connecticut next fall.

The Publication Committee will add Duane Wegener of Purdue University as a new member. Fred Rhodewalt departs as outgoing chair.

Convention Committee. The next meeting is in Tampa, February 5-7, 2009 (see page 1). The SPSP Annual Meeting continues to be embarrassed by its own success. There was a 34% increase in symposium submissions from last year, resulting in a 41%

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acceptance rate. It is widely agreed by those involved that many worthy programs are being rejected due to lack of space. There was an 18% increase in poster submissions, but we have the capacity for 1,500 posters, so most (but still not all!) poster submissions can be accommodated. The Executive Committee elected to increase the program size slightly, going to nine (9!) simultaneous sessions—our biggest ever.

There was significant discussion about improving the quality of poster sessions. Although most of the material presented is considered excellent, the process itself is not ideal—attendance is some times lower than we might like, and when attendance is good, the space is limited. Without careful organization by theme, posters sometimes have a harder time finding the right audience. The committee spent time discussing how to involve more faculty in poster presentations, as is popular at the Cognitive Neuroscience meeting. One idea discussed was a special invited poster session. Many pros and cons discussed, and this was turned over to the Convention Committee for future decision. This year's program committee chairs (Wendi Gardner and Sam Gosling) have introduced some organization of posters by theme (see story, p. 1).

Convention Committee Chair Jeff Simpson pointed out that Tampa is a relatively expensive meeting venue compared to Albuquerque. Food and beverage costs will go up, as well as housing. There was discussion in favor of the notion of keeping fees down, and ultimately the Committee chose to increase the price by a smaller margin than originally proposed (\$210 instead of \$235 for regular members, \$135 instead of \$150 for student members).

This relatively reduced price will lead to a budgeted \$30,000 "loss" for the meeting. The long-term policy of the Society is that the meeting is a "benefit of membership" and an important

service of the Society. The annual meeting need not make a profit, nor even break even, within reasonable budgetary restrictions. The primary beneficiary of this policy will be students and post-docs, and also regular member from institutions that do not significantly support faculty travel.

The 2010 meeting in will be in Las Vegas, at the Riviera Hotel. The hotel will have been recently renovated, and the convention center for the meeting will be in the hotel. Vegas aficionados will recognize the Riviera Hotel as the place where *Casino* with Robert De Niro, Sharon Stone, and Joe Pesci was filmed.

The location for the 2011 is not set. Several potential options disappeared—Seattle is full, Charleston is too small, Miami too expensive. Four serious options remained: Austin, San Diego, San Antonio, and San Francisco. As of this writing, only San Antonio and San Francisco remain in the running.

The Executive Committee expressed interest in making the program available online and searchable. This is being seriously considered, but will not be implemented for this year's convention.

APA Convention Program. Members of SPSP attend APA in modest numbers, but for those who attended in 2008, there was an excellent program of social and personality psychology put together by Ken Savitsky, Program Chair, who was widely applauded for the program's success. Next year, Lee Fabrigar of Queens University will put together this program. Although SPSP attendance is moderate, many other APA members attend social and personality psychology programming, particularly in areas that connect to clinical and health issues. Many of the sessions were "completely packed." APA attendees are mostly clinicians, and the sessions are part of the "giving away" of social-personality psychology, and translational work is particularly prized by this audience.

Training Committee. One of the recent successful contributions of the Training Committee, represented by outgoing Chair, Terri Vescio, has been the development of preconferences. For 2009, the topic will be "Health Research," which will mix information on research, collaboration, and funding. The preconference is intended for students, faculty, and post-docs alike (see article on p. 29). For the 2010 meeting, the preconferences topic will be "program evaluation" and will be organized by Terri Vescio and Melvin Mark.

The Training Committee also selected four students who went to the European Association of Experimental Social Psychologists summer training institute, in 2008: Kelly Danaher, Kansas; Christopher Jones, Ohio State; Nicole Mead, Florida State; and Sarah Townsend, University California, Santa Barbara.

The Training Committee has been planning an Applied Social Psychology Network; these plans are currently on hold, with the Committee focusing on its ongoing commitments to preconferences and other training opportunities.

Diversity and Climate. The Diversity and Climate Committee (DCC), represented by Chair Keith Maddox, continues to expand its reach and program (see article on p. 6). It runs a well-attended reception at the annual meeting, offers awards for travel to the meeting, and books for award winners (*The Compleat Academic*). The advent of demographic measures in the fee renewal portal is an initiative of the DCC.

During the DCC portion of the agenda, there was significant discussion about how to maintain diversity and choice in selecting members for committees and candidates for electoral slates. The Executive Committee agreed with the value of paying special attention to maintaining this diversity (in ethnicity, age, gender, religion, rank, area of

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Comings and Goings

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

Dolores Albarracin (1997, University of Illinois at Urbana-Champaign) from University of Florida to University of Illinois at Urbana-Champaign

Anat Bardi (2000, Hebrew University of Jerusalem) from the University of Kent to Royal Holloway University of London, UK

Kevin Blankenship (2006, Purdue University) from Fresno State University to Iowa State University

Belinda Campos (2003, University of California, Berkeley) to University of California, Irvine, Department of Chicano/Latino Studies

Dana R. Carney (2004, Northeastern University) from a post-doct at Harvard University to Columbia Business School

Rosalind Chow (2008, Stanford Graduate School of Business) to Tepper School of Business, Carnegie Mellon University

Jason K. Clark (2007, Purdue University) from Indiana University to the University of Alabama

Taya R. Cohen (2008, University of North Carolina at Chapel Hill) to Northwestern University, Kellogg School of Management

Jennifer Randall Crosby (2006, Stanford University) from Agnes Scott College to Williams College

Kenneth DeMarree (2008, Ohio State University) to Texas Tech University

Tom Denson (2007, University of Southern California) to University of New South Wales, Sydney, Australia

Gerald Echterhoff (2000, New School for Social Research) from Bielefeld University to Jacobs University, Bremen, Germany

John E. Edlund (2008, Northern Illinois University) to Hamilton College

Scott Eidleman (2004, University of Kansas) from University of Maine to University of Arkansas

Donna Eisenstadt (1989; CUNY Graduate Center) from Saint Louis University to Illinois State University

Mark Ferguson (2008, University of Kansas) to Syracuse University

Adam W. Fingerhut (2007, University of California, Los Angeles) to Loyola Marymount University

Nicholas J.S. Gibson (2006, University of Cambridge) to Department of Social and Developmental Psychology, University of Cambridge

Phillip Atiba Goff (2005, Stanford University) from Pennsylvania State University to University of California, Los Angeles

Erin C. Goforth (2008, University of New Hampshire) to Loyola University, New Orleans

Noah Goldstein (2007, Arizona State University) from University of Chicago to University of California, Los Angeles

Karen Gonsalkorale (1995, University of New South Wales) from University of California, Davis to University of Sydney

Meara M. Habashi (2008, Purdue University) to the University of Alabama

Tay Hack (2008, Purdue University) to Angelo State University, San Angelo, TX

Crystal C. Hall (2008, Princeton University) to University of Washington, Evans School of Public Affairs

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

Marlone Henderson (2006, New York University) from University of Chicago to University of Texas, Austin

Tony Hermann (2002, Ohio State University) from Willamette University to Bradley University

Michelle R. Kaufman (2008, University of Connecticut) to RTI International, Research Triangle Park, North Carolina

Carrie Langner (2005, University of California, Berkeley) from SPSSI to California Polytechnic State University, San Luis Obispo

Alison Ledgerwood (2008, New York University) to University of California, Davis

Justin J. Lehmilller (2008, Purdue University) to Colorado State University

Mike Leippe (1979, Ohio State University) from John Jay College to Illinois State University

Edward Lemay (2008, Yale University) to University of New Hampshire

Ludwin Molina (2007, University of California, Los Angeles) from a post-doc at the University of Minnesota to University of Kansas

Mary C. Murphy (2007, Stanford University) to University of Illinois at Chicago

Lisa Neff (2002, University of Florida) from University of Toledo to University of Texas, Austin

Kristina R. Olson (2008, Harvard University) to Yale University

M. Minda Oriña (2002, Texas A&M University) from University of Minnesota to St. Olaf College

Heather Orom, (2005, University of Illinois at Chicago) to University at Buffalo, Department of Health Behavior, School of Public Health and Health Professions

Carl R. Persing (2008, Lehigh University) to Marywood University

Michael Poulin (2006, University of California, Irvine) from the University of Michigan to the University at Buffalo

Kimberly Rios Morrison (2008, Stanford University) to Ohio State University

Christie Napa Scollon (2004, University of Illinois at Urbana-Champaign) from Texas Christian University to Singapore Management University

Jenessa R. Shapiro (2008, Arizona State University) to University of California, Los Angeles

Stacey Sinclair (1999, UCLA) from University of Virginia to Princeton University

Christopher Soto (2008, University of California, Berkeley) to Colby College

Michael F. Steger, (2005, University of Minnesota) from University of Louisville to Colorado State University

Kate Sweeny (2008, University of Florida) to University of California, Riverside

Dustin Thoman (2008, University of Utah) to California State University, Long Beach

Gregory M. Walton (2005, Yale University) to Stanford University

Greg Webster (2006, University of Colorado) from a post-doc at University of Illinois to University of Florida

Leah Zinner (2008, University of Wisconsin, Madison) to Oglethorpe University

■

SPSP Diversity and Climate Committee: Looking Forward to Tampa

By Keith Maddox

The SPSP Diversity and Climate Committee (DCC) is charged with developing 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. Below, I describe each of our activities for the upcoming conference in Tampa. Our events are open to anyone attending the conference, so mark your calendars, and check your conference program for specific locations and times.

Diversity Fund Undergraduate Registration and Graduate Travel Awards

SPSP grants financial assistance to undergraduate and graduate students from various groups that are 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. This year, undergraduate students will also receive a complimentary copy of a text, yet to be chosen, to help them develop their writing skills, or perhaps information about applying to graduate schools in psychology.

Graduate student awardees receive a \$500 cash award to assist with conference related expenses, a copy of the *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 past graduate award winners, please visit <http://www.spsp.org/divwin.htm> for their biographies.

The applications and eligibility requirements for both awards can be found online in the Awards section at www.spspmeeting.org.

DCC Reception

The DCC also sponsors a reception at the conference each year. Usually held on Friday evening, all conference attendees are welcomed to come. The reception serves as a celebration and introduction to the current graduate travel and undergraduate conference registration award recipients and applicants, as well as an opportunity for discussion with senior scholars. Many advanced scholars can remember a time as students when we waited nervously on the sidelines looking for an opportunity to join a conversation with an admired, yet intimidating researcher. Or, from the other perspective, we have noticed the faces of hovering students working up the nerve to ask an interesting question. These 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. But there are unnecessary barriers to these interactions can be even greater for those students whose faces, features, or orientations are not well-represented among conference attendees—particularly its most recognized representatives. We will also invite our Influential Scholars to attend the Reception with the expressed purpose of finding and chatting with the graduate student(s) who nominated

him or her. Please be on the lookout for our request, and consider joining us at the reception on Friday evening.

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

The DCC also works with the GLBT Alliance in Social and Personality Psychology (GASP) to sponsor Coffee Break at the conference each year. GASP provides social support and professional information to lesbian, gay, bisexual, and transgender students and faculty and their supportive heterosexual colleagues. Like all DCC events, this reception is also open to all conference attendees, and is typically held on Saturday afternoon. It provides a specific opportunity for GLBT community members and allies to mix and mingle socially and professionally to foster an inclusive and supportive climate. Incidentally, if you are a member of or consider yourself an ally of GASP, please consider picking 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.

DCC Symposium

This year, the DCC will sponsor a symposium at the annual conference entitled *Unity in Diversity? The Effect of Ethnic Diversity on Perceptions of the Self, Organizations, and the Nation State*. The symposium features talks by Michael A. Zárate, Valerie Purdie-Vaughns, Kumar Yogeeswaran (co-chair), and Thierry Devos. It is currently scheduled for Saturday, February 7, 2009, 5:00—6:15 pm. The location has yet to be determined.

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Publication Committee—Mid Year Report

By Fred Rhodewalt

The Society's publications continue to flourish under the editorships of Judith Harackiewicz, Galen Bodenhausen, Monica Biernat, and Chris Crandall. Mid-year reports of editorial and publication lags, number of submission, rejection rates, and impact factors reveal that *Personality and Social Psychology Bulletin* and *Personality and Social Psychology Review* continue to provide authors with timely processing of their submissions and the field with some of its most impactful research.

Personality and Social Psychology Bulletin is on track to receive 600 new submissions this year, a number that is similar to the submission rates of the

past few years. The editorial team of the Editor, two Senior Associate Editors and nine Associate Editors continues to provide excellent and timely service to the field. The editorial lag, excluding triaged papers, averaged 11.9 weeks for the first six months and the publication lag is currently 6.3 months. The rejection rate was 82% using APA's formula (27% of submissions were triaged, rejected without review). Most impressive is the fact that *PSPB*'s impact rating continues to improve, 2.58 for 2007 compared to 2.42 for 2006, 2.09 in 2005, and 1.90 in 2004. Thomson Scientific Journal Citation Reports places *PSPB* 4th out of 47 journals in the social psychology category.

Judy Harackiewicz' editorship ended

September 30th, 2008 and her group stopped processing new submissions at that time. Beginning October 1st, Editor-Elect Shinobu Kitayama's editorial team took over. The big news for authors is that Sage Publications has changed their manuscript management system from Rapid Review to Sage Track, with the change in editorship on October 1st. Rapid Review, the current manuscript management system will remain for authors who have papers under review with the Harackiewicz team.

On behalf of the SPSP membership, the Publication Committee extends its gratitude to Judy and her editorial team and staff for meeting the challenges posed by the growth and success of the

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DCC, Continued

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Transitions

In August, Buju Dasgupta succeeded me as chair of the DCC. I would like to thank SPSP for the opportunity to serve the Society in this capacity. The Executive Committee has been incredibly supportive and receptive to our ideas and suggestions. I'm quite proud of the work that we've done over the past few years, and I would urge anyone interested in these goals and serving the Society to explore membership on this committee by contacting Buju Dasgupta, Denise, Sekaquaptewa, or myself for more information. My experience has been quite rewarding—I leave this post with renewed enthusiasm about the commitment that SPSP has to increase the diversity of its membership, and to create a supportive climate for all its members to thrive both intellectually and professionally. In the midst of the worst economic crisis of many of our lifetimes, there may be temptations to scale back our efforts toward diversity

as our attention turns to survival. I urge the Society to continue unabated, and even strengthen its efforts. In my view, this goal is one among many that is crucial to the future success of the Society, and psychological science in general. Inclusiveness expands the ranges of the questions that we ask, broadens the approaches we use to address those questions, and fosters multiple theories that compete to explain the data. When diverse perspectives are muted, we lose an important tool in our box.

Final Words

In the wake of the historic and symbolic election of a Black man to the U.S. Presidency, I've heard many Americans use this event as evidence that racial and ethnic discrimination is a thing of the past, and to assert their own "colorblindness." In this way, the ascension of Barack Obama presents challenges to social and personality psychologists whose work seeks to describe and ameliorate the enduring presence of racial, ethnic, and other forms of bias

and the challenges confronting the vast majority of members of underrepresented groups. Furthermore, research suggests that a colorblind perspective on race relations can lead to an underappreciation of the very real impacts of race on interpersonal outcomes, and impair interpersonal interactions. Ironically, this same night saw serious setbacks to the civil rights of gays and lesbians in several states. We have come so far, but we still have a long way to go when it comes to appreciating and supporting our diverse population.

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). See you in Tampa! ■

Personality and Social Psychology Connections is in Development Stage

By Don Forsyth

When will technology, in all its varied forms both complicated and simple, begin to give back some of the minutes, hours, and days that it has stolen from us? Slogging through emails, developing online teaching materials for courses, readying a manuscript for online submission, searching for information on the web, formatting a survey so that it prints nicely, and navigating through digital libraries and journal article repositories wastes more time than a Dean's introductory remarks at a meeting of the full faculty, the paperwork required by a detailed-oriented IRB, or an eighth-year students' dissertation defense.

Seeking to counter the trend towards time plundering technology, SPSP is planning to launch an internet resource that will provide members with access to the kinds of information they need to carry out their professional work: *Personality and Social Psychology Connections (PSPC)*. Designed to complement existing web sites used by personality and social psychologists, this hybrid site would be part web-based magazine, part clearinghouse for resources, part mega-page for key links in the field, and part members-only online clubhouse. (The name "connections" is just the working name, and isn't a particularly creative one at that. *Connections* is the name of the newsletter for dozens of organizations, including the NIH Institute on Aging, the American Society for Engineering Education, and the American Association of Colleges of Nursing. Perhaps contest is needed to come up with the best new name for the planned set of web resources.)

What are the goals that SPSP wishes to accomplish by enhancing its web-based resources? Information-exchange,

identity-maintenance, and logistics are central ones. PSPC will facilitate the dissemination and sharing of information about personality and social psychology with others, including colleagues, other scientists, and the lay public. The site will also create a public face for the Society and the discipline. Given that social psychology and personality science is of uneven accuracy across the web (and frequently sensationalized), a centralized, carefully edited site for personality and social psychology would provide both SPSP members and the general public with information that bears a more official imprimatur. The page will facilitate the day-to-day business activities of the society, such as collecting dues and updating members' records.

A relatively broad-based site is envisioned, one that would be of interest to members of the Society, psychologists both within and outside the academy, educators (including secondary to primary education), professionals in related and applied fields (e.g., market research, public policy, medicine and health, law, policy makers, industry and corporate, non-profits), and the public in general. Some ideas for elements to be included on the website:

Services for SPSP:

- Dues paying
- Voting
- Directory
- Alerts

Member services:

- Research/lab collaboration modules
- Social networking
- *Dialogue*
- Direct access to PSPB, PSPR, etc.
- Resource clearinghouse for teaching and research
- Wiki on social/personality

psychology (or interface with Wikipedia)

- Selected topics in social psychology with links, discussion areas, etc
- News filter and RSS feed
- Commentary blogs
- K-12 pages
- News releases, resources for media
- Webinars, video downloads, podcasts, discussions of current events
- Professional announcements (Job postings, calendar of meetings)

The PSPC page would be fast to load, simple in design, but dynamic—the content should change on a regular basis, making the entry page a place individuals would visit regularly for information. Inspiration for the design of the page would be drawn from such relatively vibrant pages as Slate (<http://www.slate.com>), NPR (<http://www.npr.org/>), Arts and Letters Daily (<http://www.alldaily.com/>), and Scientific American (<http://www.sciam.com/>).

The initial planning of the site was carried out by a committee that included Don Forsyth, Brian Nosek and John Williams, but the work needed to implement the plan is only getting underway.

The committee recommended using a Content Management System (CMS) design for the pages, rather than the more common (but increasingly outdated) image and text-based hyperlinked pages, because such a system would allow far greater flexibility in content and design. The committee also suggested that PSPC would be edited by a society member, who would have duties, responsibilities, and support similar to that of a journal editor. For more information or to post a comment about this initiative, please contact Don Forsyth at dforsyth@richmond.edu. ■

What Are the Best Ways to Describe an Individual's Personality?

By Lew Goldberg

What are the best ways to describe an individual's personality? One might list all of the things that individuals do all day every day of their lives, but that would take too long and be far too detailed to be of much use.

Alternatively, one might use more abstract attributes as a way of summarizing the major ways that individuals differ from each other. Every language on the face of the earth includes hundreds, if not thousands, of words that refer to the ways that individuals differ; English, for example, includes at least 20,000 words of that sort (for example, talkative, agreeable, hard-working, nervous, intelligent). Perhaps those terms that make it into a language and then stay there for centuries are those that people have found to be most useful for describing themselves and others. This "lexical hypothesis" is the basis of much modern research on the structure of human personality traits (Goldberg, 1981).

Personality-descriptive terms, when extracted from a dictionary, can be used by individuals to assess themselves and others. And, this same thing can be done in many different languages throughout the world. In any language, many of the terms will be very similar in their meanings (for example, synonyms like shy and bashful) whereas some terms may mean much the opposite of other terms (for example, antonyms like talkative and silent). In general, one can measure the extent of similarity between pairs of personality terms with a statistic called the "correlation coefficient." Based on the intercorrelations among all pairs of personality terms, one can then group the terms into categories or clusters using a statistical procedure called "factor analysis." The result of

research using those statistical techniques is a tentative answer to the important scientific question: "How many different relatively independent kinds of terms are there in that specific language?"

Are there hundreds? Dozens? Probably not. In many languages, it has turned out that the magical number is something like five or six. In English and other northern European languages like German and Dutch, there has seemed to be five major dimensions or "factors" to represent the majority of personality-descriptive terms in that language. This "Big-Five" factor structure has become a scientifically useful taxonomy to understand individual differences in personality traits (Goldberg, 1990, 1992, 1993). What are the Big-Five factors? The first is Extraversion versus Introversion, which includes traits such as Active, Assertive, Energetic, Gregarious, and Talkative versus their opposites. A second factor is called Agreeableness, which includes traits such as Amiable, Helpful, Kind, Sympathetic, and Trusting versus their opposites. A third factor has been labeled Conscientiousness, which includes such traits as Dependable, Hard-working, Responsible, Systematic, and Well-organized versus their opposites. A fourth factor contrasts traits related to Emotional Stability, such as Calm, Relaxed, and Stable, with opposite traits such as Afraid, Nervous, Moody, and Temperamental. And, finally, there is a constellation of traits related to Intellect and Imagination, such as Artistic, Creative, Gifted, Intellectual, and Scholarly versus their opposites.

Is that all there is? Certainly not, but this is a good starting point. Most personality-related words in many modern languages can be classified by their locations in the five-dimensional

space provided by the Big-Five factors. Terms are scattered throughout this five-dimensional space, with most terms being blends of two or three of the Big-Five factors. As a consequence, this five-factor model provides a rich framework for classifying personality traits, and measures of those five broad dimensions have proven to be extremely useful for describing individual persons. Indeed, measures of the Big-Five factors have proven to predict educational and occupational attainment, marital success, good health habits and medical outcomes, and even longevity versus mortality (e.g., Roberts, et al., 2008).

How many different relatively independent kinds of terms are there in that specific language? Are there hundreds? Dozens? Probably not. In many languages, it has turned out that the magical number is something like five or six.

A Scientific Problem

Exploratory factor analyses (EFA) of descriptions of oneself or others using subsets of the indigenous personality-related terms in many languages have not always provided the same set of factors. Factors resembling the Big Five have been found most easily in the languages of northern Europe (e.g., German, Dutch, English), but as we move south and east the factors seem to differ more or less from the classic Germanic pattern. As a consequence,

(Continued on page 35)

Open Access and Self-Archiving Articles on Personal Websites: What Can Authors Do Now?

By David Dunning, Eliot R. Smith, and Wendy Wood

If a sorcerer walked into one of our offices with a working crystal ball that could reveal the future, a question that we would dearly love to ask is: With changing technology, shifting governmental policies, and new entrepreneurial initiatives, what is the future of academic publishing? What will academic journals look like in the future? Will articles be published more quickly? Will those paper issues that crowd our shelves disappear? Will journals themselves continue to exist or will they also disappear?

Central to questions about the future of academic publishing is open access—the potential for scholarly journal articles to be made freely and openly available to whomever wants them—our colleagues, scholars in other fields and other countries, and the general public. Charitable foundations and governmental funding agencies, like the Wellcome Trust in the United Kingdom and the National Institutes of Health in the United States, have called for articles underwritten by their funding to be posted in publicly available archives. Other universities, most recently Harvard, have moved for their faculty to make articles available in university-run depositories to be distributed without profit.

Given the importance of open access, SPSP this past year commissioned a task force to study the issue—to examine the current landscape of open access in the behavioral and social sciences, educate ourselves about possible benefits and costs of various models of open access, and see what crystal balls might indicate, no matter how blurry, about the future of academic publishing. Members of the task force were Jenny Crocker, David

Dunning, John Lydon, Nicole Shelton, Eliot Smith, and Wendy Wood. The issues discussed by the task force were numerous and complex, but a few stuck out as immediately relevant to SPSP members.

Open access touches authors directly through the issue of self-archiving. If an author maintains a website, to what extent is he or she allowed to post electronic versions of articles for others to download? Some authors are requested by their universities to supply articles for university-centered archives. Still others, if their research is publicly funded, are asked to deposit articles in central depositories like PubMed Central, for the public to see the fruits of what their tax dollars have paid for.

Self-archiving provides many potential benefits. Archived papers attract a larger number of citations, increases the rate of progress of our science by allowing colleagues to see the author's work earlier, gives our science away to students, non-scientists, researchers in other countries who may not have access to journals, and makes potential students and collaborators aware of our interests and expertise.

In task force discussions and discussions among our colleagues, we quickly discovered that many authors are uncertain or confused about these types of open access postings. The source of the confusion is clear. When an article is accepted for publication, authors typically sign a copyright agreement that turns over publication rights for the article to the publisher or some other third party. That copyright agreement restricts how authors personally can distribute the article. Authors almost always can distribute their articles to students in a class that they are teaching or provide a reprint if someone requests it.

But what about self-archiving? University requests? Funding agency requests? What are authors allowed to post on websites? It turns out that, under existing copyright agreements, authors can post and distribute quite a lot of material. However, not knowing this, authors often either hold back from posting anything on their own personal websites or, in contrast, inadvertently step over the line of what is allowable given the copyright agreements they sign.

This article outlines in general the current landscape of what is allowable to post under existing copyright agreements. We note two caveats before we start. First, open access policies tend to be ever-evolving creatures, and what we describe here will no doubt further evolve in the future. Second, different publishers have different policies about self-archiving—posting papers on personal or other websites. Thus, we are not providing the definitive last word but rather the starting point for authors to consider as they design their personal websites or deal with university or funding agency requests. Authors always should check the websites of their publishers for specific copyright rules and practices. Authors also can also look at the Sherpa RoMEO website (www.sherpa.ac.uk/romeo/), which strives to present current information on open access policies for major academic publishers.

Definitions: Different Types of Papers

The publishing world distinguishes among three types of papers. The first type is the *pre-refereed paper*, the paper that exists before peer review is finished and that does not represent the final article that someday (it is hoped) will be published. The second type is a

(Continued on page 11)

post-refereed paper. This is a manuscript that has been accepted for publication but has yet to be copyedited and formatted for formal publication, usually represented by a word-processor document (or pdf form of that). The final type is the “*as published*” paper, the actual formatted article as it appears in the journal, almost always represented by a pdf.

What Can Authors Post: Where and When

What and when authors can post depends very much on what type of paper they are concerned with.

1. *Pre-refereed papers.* Publishers generally are unconcerned with pre-refereed papers, and these can be archived on personal and other websites. Such papers should be clearly labeled as pre-refereed to avoid confusion with future, more authoritative publication versions of the article. Publishers of major personality and social psychology journals (e.g., SAGE, APA, Blackwell, Elsevier) generally allow authors the freedom to post these papers.

2. *Post-refereed papers.* This middle category, the post-refereed paper, is when copyright agreements become more relevant and the picture more complex. Self-archiving generally is allowed, although some publishers place restrictions on the archiving. The current copyright agreement with SAGE (*PSPB, PSPR*), for example, places a 12-month embargo on post-refereed postings after the article appears in print. That is, authors are allowed to archive the post-refereed version of an article only when 12 months have elapsed from the date of publication. Other publishers differ on the length of the embargo, if they impose one at all. And other policies may apply. APA, for example, asks authors to note that the paper is not the “paper of record,” as well as to link to the journal’s homepage. Noting that the paper is a draft version is always a good idea for the reasons given above.

Publishers also allow authors to place post-refereed papers in university depositories, although again, their policies differ. In SAGE’s copyright agreement, for example, authors can place post-refereed papers in university depositories after the 12-month embargo period described above. APA does not require an embargo on university archiving.

The same policies hold for requests from funding agencies. Authors can provide post-refereed articles to these agencies for distribution, subject to the embargoes and rules that the publisher applies. Some publishers, such as APA, even deposit articles appearing in its journals, with the receiving funding agency confirming with the author that he or she accedes to the articles’ distribution.

3. *As-published papers.* In copyright agreements, publishers are most jealous of the final “as published” version of a paper. Copyright agreements generally do not allow this version of the paper to be self-archived on a website.

Under existing copyright agreements, authors can post and distribute quite a lot of material.

However, authors are free under fair-use rules to provide a copy of the as-published version to individuals who specifically request it (e.g., by email). Under “fair use” rules, if someone emails you asking for an electronic version of your article, you can send it to them. Not allowed is when some other independent agent outside your control—Google, for example—finds your article on your website and thereby enables many people to download it without your intercession. This can happen if Google or someone else can just click on a hot link and

download the article.

Some authors have programmed their personal or departmental websites to make it very easy for interested individuals to make specific requests for published articles. For example, requestors can click on a button on a webpage to send automatically an email request to the author or to initiate an auto-responder program that emails the requested paper without even involving the author. Such an approach is completely acceptable, because it distributes copies only in response to specific requests. Google or some other agent cannot “find” the content of the article on its own under this technology, and so distribution of the paper remains under your control.

Final Notes

Two final notes. Most publishers provide an opportunity for authors to pay a fee to allow open access to the “as published” version of an article. However, these fees can be quite steep (in the range of a few thousand dollars), and are likely an option only for a fortunate and affluent few. Second, some authors have the belief that they can unilaterally alter copyright agreements to allow self-archiving, but this turns out not to be the case. Publishers can reject the changes, and even remove an article from a publication queue if they so desire.

In sum, the task force identified other issues related to open access that will require further monitoring, thought, and discussion. Thus, in the future, you may see more articles about open access. However, we did want to share with our members what we had discovered as we explored the issue of self-archiving, and at least wanted people to know the “lay of the land” as it exists now.

Will that landscape shift in the future? The answer is “yes.” That we know. Which direction will it shift? That we do not know. We are still in need of that crystal ball. ■

Testifying Before Congress About the Value of Basic Psychological Science

By Lisa Feldman Barrett

On September 18, 2008, I testified by the Subcommittee on Research and Science Education (chaired by Representative Brian Baird, D-WA) of the Committee on Science and Technology in the US House of Representatives. During the testimony, I was asked to describe how my own basic research on emotion has been of service to the nation's health, as well as to suggest how social and behavioral science might be better supported and integrated with biomedical approaches. In addition to addressing these issues, I also took this as an opportunity to educate the subcommittee on the value of basic research in the larger enterprise of science, with an eye to justifying increased federal funding in basic social and behavioral research.

My Research on Emotion

In my remarks about my own basic research on emotion, I told the committee a story about a single, very basic scientific discovery about emotion that is already improving the lives of Americans. I began with an example: Seven years ago, when the twin towers collapsed, people had many reactions. Here are just two. One person said "The first reaction was terrible sadness and tears.... But the second reaction is anger, because you can't do anything with the sadness." Another said "I felt a bunch of things I couldn't put my finger on. Maybe anger, confusion, fear. I just felt bad on September 11th. Really bad."

These examples demonstrate a phenomenon about emotion that I first noticed almost twenty years ago when I was a graduate student in clinical psychology. Some people used emotion words to refer to very precise and distinct experience—they felt the heat of anger, the despair of sadness, the dread of fear. Others used the words

"anger," "sadness," and "fear" interchangeably, as if they did not experience these states as different from one another. They felt, for lack of a better word, "bad." This observation was the basis for a decade-long research project (supported by both the NSF and NIH) where my lab tracked the emotional experiences of over 700 people during the course of everyday life using a then-novel scientific procedure called computerized experience-sampling (www.experience-sampling.org). Using novel software and statistical procedures, we verified my initial discovery: people differ in their emotional expertise. Some people, as in the first 9/11 example, are emotion experts and experience a wide variety of nuanced emotions. Other people, like the second 9/11 example, experience emotion as an amorphous feeling that is either pleasant or unpleasant. Over a ten-year period, my lab discovered that differences in emotional expertise translate to important outcomes. Emotion connoisseurs are more flexible in regulating their emotions. They are more centered, and less buffeted by slings and arrows of life. Those with less emotional expertise, by contrast, live life as a turbulent rollercoaster with more ups and downs.

I then described how these basic research findings are now being translated by Marc Brackett and Peter Salovey at Yale University (among others) into emotional literacy training programs for children (ages 4 to 14), teachers, and school administrators (see www.ei-schools.org). According to Marc, by the end of next year, 250 schools in the New York school system alone will participate, and already the results are promising. Children who can identify, understand, label, and regulate their emotions effectively have fewer clinical symptoms, and are at lower risk for violent behavior and drug and alcohol abuse. They have better social

skills, and stronger leadership skills. Perhaps most surprisingly, hundreds of studies show that emotionally intelligent children have higher grades in math, science, and reading, meaning that emotional literacy must be included in educational reforms like No Child Left Behind. These are welcome outcomes, especially given the recent UNICEF report showing that US children have the second-lowest rate of well-being across 21 developed nations. Furthermore, I pointed out that emotional expertise isn't just about happiness—it translates into economic stability and productivity for our country. The emotionally intelligent children of today become the skilled and productive adults of tomorrow. In a recent forum on children's education, the noted economist and Nobel Laureate James Heckman argued that social and emotional skills are necessary to improve the quality of the American workforce. A happier and socially skilled workforce translates into an increase in the GDP.

Points about the Basic Research Enterprise

The example of translating basic research on emotional granularity into applied programs for emotional literacy allowed me to make several additional points about basic research. *First, at the frontiers of science, nothing speeds scientific progress like the clash of competing viewpoints.* From a purely scientific standpoint, the discovery that not everyone feels anger or sadness or fear has helped to ignite a paradigm shift in the study of emotion. Emotions used to be thought of as simple reflexes or light switches that turn on parts of your brain, and that could be turned off by a drug or changing the right gene. But we now know that's not the case, which is why there's no pill that cures depression, and no single gene that controls happiness. The exact nature of

(Continued on page 38)

Executive Committee Report, *Continued*

(Continued from page 3)

research, etc.), and much of the discussion was about the pragmatic way to match the processes to the values of the Society.

The DCC is interested in a more systematic way of measuring people's reaction to the annual meeting. Is the climate at the meeting welcoming? Are their components that cause discomfort? There was discussion about this same issue at the SESP meetings. There is no question that almost all new attendees, regardless of gender, race, handicap, etc., experience problems in adjustment, feeling part of the meeting, and interacting with more established members. These issues may be more strongly felt for minority members of the Society. One potential way to ease concerns of first-time (or even more seasoned) attendees is to create a Facebook group in which advice, ideas, and strategies for successful conferencing can be discussed. (Dialogue is still seeking a "conference do's-and-don'ts article!")

Graduate Student Committee. GSC President Helen Lin discussed the wide range of issues that the GSC is addressing (see article on p. 34). The GSC hosts a reception at the annual meeting that is very popular. Due to a limited budget, the reception runs out of hors d'oeuvres much too quickly. This funding was increased by the Executive Committee. Another popular GSC program is the "mentor lunches" planned during the meeting, and the GSC is now planning to sponsor two, on each day of the conference. Dialogue recommends that if asked, faculty should eagerly agree to attend one of these lunches.

Social Psychology Network. Scott Plous, Webmaster Emeritus, presented some new information about SPN, which is now formally independent from SPSP. NSF funding for SPN, which has been critical to the growth and continued development of the

network, will end soon. Funding is in place through 2009, and dues and request for funds may come online for 2010, but only after funding is assured through 2010. Plous' appeals for funding come only after funding for a year is assured. Plous also presented a widget (a playing card-sized app) that connects up psychology and psychology news from *SPN.org* to a personal desktop (a Web 2.0 application).

SISP Summer School. Harry Reis presented the status of the Summer Institute for Social Psychology (SISP). After receiving two excellent proposals, the next SISP will begin July 17 at Northwestern (see article on p. 36). Funding from NSF is set for 2009 and 2011 sessions. The stipend for instructors has been low, compared to the commitment necessary to successfully teach the courses. For next

Virtually every task of the Society eventually flows through the Executive Office, and the demands of running the Society are substantial.

year the stipend was increase for instructors, but still a modest remuneration for the amount of time and preparation involved.

Open Access. Scientists and scholars are increasing their web presence. One particular change has been making articles available on their web sites—this has been a boon to students, researchers, and reporters alike. But there are important copyright issues that may apply. The open access issue was discussed at length, and the SPSP-formed committee to look into the issue has developed a report (see p. 10). Because of the nature of SPSP's contract with Sage, as well as the agreements authors enter into with

other publishers (e.g., APA when publishing in *JSPS*), the details are important, and anyone considering putting a one of their articles online should read this report carefully for do's and don'ts. Open access issues are changing rapidly, and the law is unsettled at this time. To assist the Society in this manner, new members of the Publication Committee will be the Society's "open access person."

Executive Office. The role of the Executive Officer (EO) in SPSP is currently being more carefully considered.

Virtually every task of the Society eventually flows through the Executive Office (excepting day-to-day journal operations), and thus the demands of running the Society are substantial. The Executive Committee is reimagining the Executive office. In the short term, the Society needs to have a *physical office*, with staff (more than the current single part-time employee) who are able to work on advocacy, conference planning, and day-to-day activities. We also need to have a *virtual office*, with staff who might be part-time, outsourcing some of the tasks, and who need not be present in the same town as the EO.

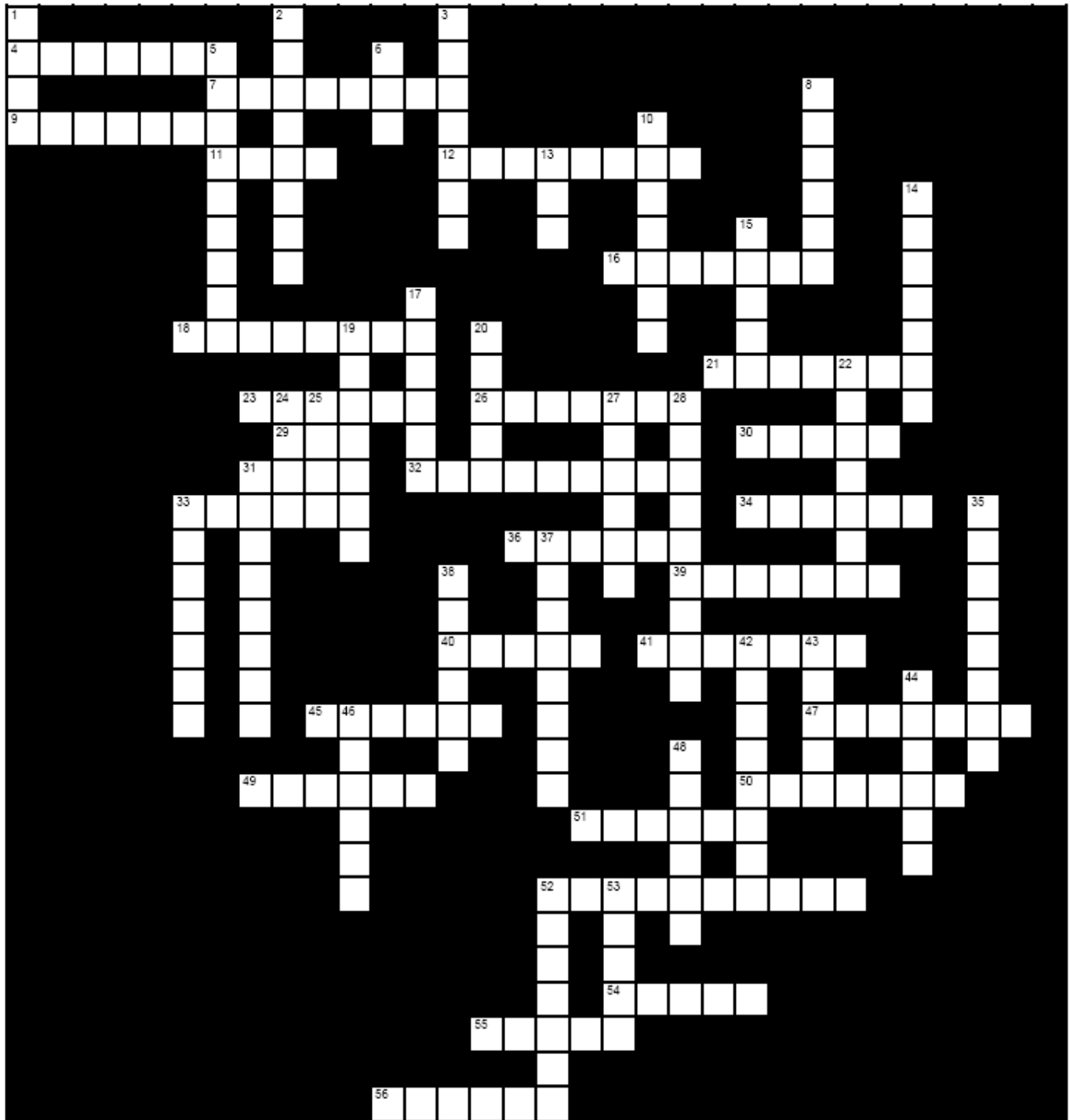
In the near term, the Society must consider the length of term of the EO. There is a sense that the Society needs a half-time EO, which may require course buy-out, and perhaps benefits and related expenses; this could be a substantial encumbrance. With the current budget and cash flow of the Society, this kind of commitment is possible.

The long-term goals for the Society are to expand the role, reach, and ability of the Executive Office to execute its duties. Some alternative ideas included hiring a full-time professional society-runner, who would oversee the office, membership, conference, and so on. No decisions were made about this.

The current executive officer's term ends Dec 31, 2009. ■

The DSC Award Winners Crossword

This freestyle crossword is based on APA Distinguished Scientific Contribution Award winners (DSC's) in personality/social psychology or a closely related field. The puzzle contains the names of all DSC's who trained in personality/social psychology, plus a few more people whose work is related to measurement, adaptation, stress and coping, and so on, plus related words, and a few bits of silliness. The answers appear on p. 39.



Crossword Clues

Across

4. Prevented and promoted self-discrepancies
7. A likely elaborator
9. Designed trucking game with Krauss
11. Well-known *linesman*.
12. Positive beagle shocker
16. Appraised Zajonc as wrong, but coped with it
18. Alpha inventor
21. With 56-A, matricized relations
23. Healthy, illusioned, befriended
26. A balanced, Benningtoned acquaintance
29. A kind of music unknown to many winners here
30. Handicapped not horses, but self; inferred correspondently
31. ___ and *Otis*, animal movie, also grain sorghum
32. Mentor to 3-D & 5-D, based a lifetime's theorizing on discrepancies
33. *The Psychology of Interpersonal Relations* (1958)
34. Adaptation level theory
36. No inference needed, if you prefer
39. *Communication and Persuasion* (1953), 1st author
40. Carried out genuinely disgusting research
41. *Personality and Assessment* (1968)
45. "To perceive is to categorize" *Value and need as organizing factors in perception* (1947)
47. Attitudes, twice, in *Handbook of Social Psychology; Yin and yang of progress*
49. Home to academic/athletic conference with 2nd most DSC winners, or twice personality factors
50. From engaging Bobo dolls to moral disengagement
51. Like another man of ____ (e), he confronted threats in the air
52. Competently valued achievement, power, and drink
54. Attitude "bible" co-author; plied social roles
55. Followed Adam, Eve, & Sarah; his name may be on the tip of one's tongue
56. With 21-A, matricized relations, and cubed causal clarifications

Down

1. It can be dimpled, pregnant, swinging or hanging
2. Reduces, reuses, _____
3. Experimented dissonantly, initiated severely
5. Mentor to Dr. Zilstein and 14-D, administered epinephrine emotionally
6. Awards the DSC
8. Self-ish: Possible, cultural, schematic
10. Planning, conjunction, naturalistic and gambler's are examples of this
13. Academic/athletic conference gave most Ph.D.s to DSC winners (n=19)
14. Told us more than one can know about honor and geography
15. Né Isidor Krechevsky, *Theory and Problems of Social Psychology* with Crutchfield (1948)
17. Stopped young boys from fighting with broken truck and water pipes
19. Floyd or Gordon, brothers
20. Analyzed Bay of Pigs, Watergate, Challenger shuttle crash
22. Co-father of the restaurant script, made principled arguments about statistics
24. This climate could give rise to dust bowl empiricism
25. The graduate program for 23-A, 47-A, 52-A, 39-A and 27-D.
27. Good—Bad, Strong—Weak, Active—Passive; measured meaning
28. Attractive ingredients in close relationships: Love, lust, and Minnesota
31. This graduate program boasts "most DSC's produced"
33. This graduate program generated two brothers with DSC's
35. The structure of intellect? It has 120—no—150—no—180 different intelligences
37. For whom $T_s = (M_s \times P_s \times I_s) + (M_{af} \times P_f \times I_f)$ was quite an achievement
38. Preferred small schools to big schools for ecological reasons; studied *One Boy's Day*.
42. Angus or Donald, not brothers
43. Unmasked emotions in the human face
44. Explored personality with TAT, needed self-abnegation
46. Trusted both internal and external loci of control
48. Biased toward the ingroup; is *the same and different at the same time*
52. Defined the psychology of sex differences
53. Squirted cold virus up people's noses in measuring effects of stress

■

SPSP Membership: State-by-State and National Electoral Preferences

By Owen Cox

Where do SPSP members live? And do they reflect a particular segment of the population? In this state-by-state analysis of the membership, I looked at the rate of SPSP membership, and the extent to which that state voted for President-elect Barack Obama. I began with a list of U.S. members and their mailing address state. In the table below, I have listed all of the states and the District of Columbia, the number of SPSP members, and the ratio of SPSP members-to-people in the state. In the rightmost column, I have added the percentage of popular vote that went to Barack Obama in the 2008 Presidential election. The table is in descending order of

SPSP member frequency in a population.

The correlation between the rate of SPSP members and Obama vote is $r=.69$. By comparison, percent of registered Democrats predicted Obama vote with $r=.71$ (N=31 states with available information). It turns out that these are non-overlapping predictors; in a standardized regression. I found that Percentage Obama vote = $.52(\text{Registered Democrats}) + .49(\text{SPSP Members})$, with Multiple- $R=.85$. No self-respecting pundit can undervalue SPSP membership as an independent predictor of future presidential elections (providing one can find a self-respecting pundit). *For international representation of SPSP members, see p. 17.* ■

State	SPSP Members	One Member for Every ... people	Obama Vote %	State	SPSP Members	One Member for Every ... people	Obama Vote %
DC	21	26,828	93	OR	37	96,205	57
ND	15	42,256	45	CO	44	103,425	53
MA	135	47,655	62	UT	21	111,975	34
CT	64	54,428	60	TX	191	115,804	44
DL	15	54,499	61	NJ	71	121,668	57
IA	51	57,727	54	WA	50	122,629	58
KS	46	59,207	41	MD	44	125,202	61
NY	311	61,705	62	MT	7	131,089	47
VT	10	61,911	67	WI	40	136,807	56
ME	21	62,178	58	KY	30	137,261	41
IL	183	69,145	62	NV	15	149,410	55
NH	18	71,538	54	AR	18	151,429	39
WY	7	71,606	33	OK	23	152,675	34
NM	26	72,101	57	TN	37	157,885	42
MN	66	76,657	54	FL	94	181,054	51
IN	76	81,522	50	GA	44	197,380	47
RI	13	82,782	63	AL	22	204,580	39
NE	21	82,823	41	MS	13	221,637	43
AZ	65	85,859	45	SD	3	254,770	45
CA	413	85,919	61	SC	16	259,197	45
NC	96	87,576	50	HI	4	314,402	72
MO	65	87,761	49	ID	4	341,583	36
VA	84	87,933	52	LA	13	345,872	40
OH	130	87,968	51	AK	1	648,818	36
PA	138	89,605	55	WV	2	905,177	43
MI	108	93,333	57				

Passings

Carl W. Backman
February 2008

Carl Backman earned a Ph.D. in sociology at Indiana University in 1951. After a brief stint at the University of Arkansas, he spent the rest of his lengthy career—with two years at the National Science Foundation—at the University of Nevada, Reno.

Backman was an interdisciplinary social psychologist, helping to found the Interdisciplinary Ph.D. Program in Social

Psychology at UNR, and earning fellow status in American Psychological Association and the American Sociological Association. He was President of the Pacific Sociological Association.

Backman developed a social psychological approach to personality, where the self was seen as an emergent part of personality that comes out of the development of relationships with others, found in "The self: A dialectical approach" (1988, *Advances in Experimental Social Psychology*).

Backman was a long-time collaborator with Paul Secord, publishing widely on personality, attraction, and self-concept.

Backman's work took seriously the connections between a sociological social psychology and a psychological social psychology. This was perhaps best demonstrated in his book *Social Psychology* (1974) with Secord, and also in his integrative "Toward an interdisciplinary social psychology" (1983, *Advances in Experimental Social Psychology*).

An International Snapshot of SPSP

By Owen Cox

Because SPSP is a large and international organization, and because it seeks to expand its reach both within the USA and internationally, it seemed to be time for a study of the membership by nationality. To do this, I looked at a country-by-country analysis of SPSP membership. I began with a list of all members and their mailing address country. In the table below, I have listed all of the countries that boast SPSP members and the number of member within that country. In the rightmost column, I have calculated how large a group of that country's population one must assemble to expect to find one SPSP member (larger numbers mean fewer members per population). The table is in descending order of SPSP frequency in a population.

Country	SPSP Membership	One member for every ... people	Country	SPSP Membership	One member for every ... people
United States	3046	95,473	Greece	7	1,602,143
Canada	318	105,164	Finland	3	1,774,687
Netherlands	115	143,185	Croatia	2	2,217,700
Israel	34	215,794	Italy	22	2,709,968
Australia	80	268,500	Jamaica	1	2,714,000
Switzerland	26	294,139	Poland	14	2,722,569
New Zealand	12	357,008	Denmark	2	2,744,511
Singapore	12	403,283	Spain	16	2,878,969
United Kingdom	133	460,045	Taiwan	6	3,834,501
Belgium	21	507,946	South Korea	10	4,822,400
Germany	127	647,000	Chile	2	8,411,000
Sweden	14	659,586	Czech Republic	1	10,424,926
Norway	6	798,542	Turkey	6	11,764,376
Qatar	1	841,000	Guatemala	1	13,354,000
Japan	114	1,120,088	Romania	1	21,528,600
France	57	1,131,108	Philippines	3	30,152,400
Latvia	2	1,134,000	Ukraine	1	46,030,720
Portugal	8	1,327,200	Egypt	1	75,508,000
Estonia	1	1,340,600	India	2	57,000,000
Austria	6	1,390,154	China	12	111,000,000
Ireland	3	1,474,033	Nigeria	1	148,000,000

Tampa in 2009, Continued

(Continued from page 1)

continue with a host of excellent symposia, poster sessions, invited addresses, publisher exhibits, and special events. As in past years, the cost of lunches is once again included in the conference registration fee. This distinctive feature of our meeting is intended to allow everyone to view the posters and have a casual lunch with friends and colleagues on the floor of the spacious exhibition halls.

The program committee was amazed by both the breadth and quality of symposia submissions this year, and with a 34% increase from last year, was also impressed with the sheer quantity of symposia submissions. A total of 175 symposia (up from 131 last year) were submitted, so the committee had the enormously challenging task of narrowing that number down to the ones we could accept; we are exceedingly grateful for all of their hard work. To respond to the significant increase in demand for symposium space, we were fortunately able to add a ninth room, which has the upside of being able to accept and offer more symposia per session, and the downside of increasing the approach-approach conflict all of us feel when trying to make decisions about which interesting session to attend at any one time.

Each symposium submission was reviewed by two members of the program committee (which contained individuals with varied interests and expertise in social and personality psychology). We then calculated averages and first selected for inclusion the symposia with the highest overall scores. The final decisions, however, were also based on a number of other criteria, including representing areas broadly and attempting to limit content and speaker overlap. We also considered whether a very similar symposium had been presented at last year's conference, and several

submissions were excluded for this reason. Finally, a few symposia had to be rejected, despite high ratings, because of overlap of their speakers with other symposia (SPSP allows an individual to speak in only one symposium). In the end, after sourcing the new room and making some gut-wrenchingly painful decisions, we were still able to accept only 72 of the symposia. Even with the additional space, we were forced to reject a dismayingly large number of strong sessions. Perhaps we need a longer conference!

If one views SPSP submissions as a barometer of our field, then in terms of quality, the field is clearly doing amazingly well—there is so much interesting, innovative, and high-caliber work being conducted! In terms of content, there were many submissions related to classic areas such as stereotyping and prejudice, close relationships, cultural differences, emotion, motivation, and social judgment. You will see good coverage of these topics in the program, as well as some exciting newer directions and methodologies (e.g., moral psychology; “magical” beliefs; cultural neuroscience; attachment to possessions; and how social and personality psychology might be used to save the environment, just to name a few).

The posters also span a broad range of topics and are of very high quality. A total of 1578 were accepted, up from 1335 last year (an 18% increase). Additionally, this year the poster sessions will be organized thematically. We may have made some errors when sorting some of the posters, and some of you whose research is relevant to multiple areas may have preferred to be placed into a different thematic session. Our apologies in advance if this occurred (did we mention that there were 1578 posters to sort?). We hope that, in the coming years, individuals will be able to place their

own poster into the most appropriate thematic session by simply selecting a keyword at initial submission.

In addition to the wealth of interesting symposia and poster sessions, some highlights of this year's conference include:

The Presidential Address: Richard Petty will give the presidential address this year on Friday afternoon. It will be titled “Certainty vs. Doubt: What Causes it and Why Does it Matter?”

Addresses by both of this year's major award winners: Carol Dweck, the winner of the Donald T. Campbell Award, will speak on Friday evening and David Funder, the winner of this year's Jack Block Award, will speak on Saturday afternoon.

Addresses by winners of the SPSP Graduate Student Committee Outstanding Research Awards will be delivered on Friday morning.

Keynote Discussion: This year, we are trying something a little different. Instead of having two excellent but topically unrelated keynote addresses, this year we are holding a session on the theme “Consciousness and Free Will,” which will be addressed (with equal excellence but differing perspectives) by our two keynote speakers, John Bargh and Roy Baumeister. This session will be held on Saturday, and it promises to be an engaging keynote session!

Invited symposium: “Venturing out of the Ivory Tower: Communicating to Broader Audiences about Social and Personality Psychology,” featuring Benedict Carey (Science and medical writer for *The New York Times*) and James Pennebaker on Saturday.

The SPSP Training Committee symposium will be held on Friday, and the *SPSP Diversity and Climate Committee sponsored symposium* will be presented on Saturday.

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PRESIDENT'S COLUMN

Paying it Forward: SPSP and Mentorship

By Jack Dovidio

Progression through our profession appears to occur in a stepwise, well-demarcated fashion: in the most favorable scenario, BA, MA, Ph.D., job, assistant professor, associate professor, and full professor. However, actual professional development does not happen in such a discrete way; we are all someplace on the continuous "learning curve." Although we all understand this point at some level from personal experience, the emphasis of the profession's modes of evaluation on specific hurdles often distracts us from the true continuity of professional development.

In this article, I offer some observations about one pivotal step in the professional progression, the experience of being an assistant professor. Skeptics might note that it has been a long time since I have been an assistant professor, but I also draw on my experiences of a decade on university promotion and tenure committees and as a faculty member at three different universities. Nevertheless, because of the great variability in personal circumstance, you will all recognize some inaccuracies in my generalizations. The experiences of assistant professors vary greatly on the different immediate demands on their time (e.g., teaching loads) and resources (e.g., start-up funds, access to graduate students) at their current institution. New professors' experiences also differ substantially because their preparation in graduate school can diverge in important ways (e.g., opportunities to gain teaching experience). Thus, the formal stepwise transition from graduate student to Ph.D. in a new position often obscures the great range of preparation and experience of those actually taking that step.

Although institutions try to provide

individualized support for junior faculty members, legal pressures for uniformity in policy and action often limit the extent to which faculty members' particular needs are fully met through formal mechanisms. Recognizing this, departments, institutions, and faculty members respond with a less formal supplement—mentoring. It provides an excellent source of institutional knowledge. Local mentoring can also be very useful for helping junior faculty tailor their research for the particular circumstances of the institution (e.g., limited subject pools, availability of equipment). In this article, however, I suggest that intra-departmental or intra-institutional mentoring is not sufficient and that senior faculty need to recognize more fully their responsibility for mentoring junior faculty generally—beyond their department, beyond their university, and beyond their "inner circle" of collaborators.

It is important to find ways to promote mentorship, informally and formally, within scholarly communities outside of a junior faculty member's department and institution.

General mentoring is so important because of the limitations and potential problems of local mentoring, many of which are difficult to circumvent. One of the problems with intra-departmental programs of support is that for

mentoring to be most effective the person being mentored needs to be willing to seek assistance in the areas in which he or she is weakest. Because departmental mentors are commonly perceived as evaluators (which they, in fact, usually become), junior faculty are often reluctant to expose their greatest weaknesses and vulnerabilities to them. Thus, junior faculty members often do not receive the assistance in the areas where they need it the most. In addition, many of the problems that junior faculty encounter involve dynamics *within* the department. Relationships within a department have long histories, and junior faculty are often guarded, and reasonably so, about bringing these problems up to a department member. Also, a problem with informal mentoring in a department is that it is often disaffected, marginalized faculty members, who are anxious to secure an ally, who are quickest to offer mentorship to a junior faculty member. Although there are indeed injustices within a department, marginalized status is sometimes earned. And, although senior mentors within a department can provide very valuable general scholarly guidance, they may not be able to offer the insights that come from deep experience with the specific topic of a junior faculty member's research interests. Moreover, when senior and junior members share common scholarly interests, collaborations are sometimes discouraged so that the independent accomplishments of the junior faculty member will be clearer for the tenure decision.

For all of these reasons, it is important to find ways to promote mentorship, informally and formally, within scholarly communities outside of a junior faculty member's department and institution. The importance of this enterprise is reflected in the

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President, Cont.

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encouragement we often give to junior faculty members to go to conferences and “network. Unfortunately, no one really explained to me how to network. I have very vivid, and obviously enduring, images of my early experiences at conferences. I would identify a group of senior people whose work I admired. They were typically in conversation. I would approach them politely and respectfully, trying to nudge my way into the circle of conversation. And just as I would get in position, the group would disperse and people would move on to other conversations. I now understand that people are often seeing old friends, and even senior people have their networking to do. But for years I considered brushing up against a luminary in the field among my most successful networking activities.

I still believe that conferences offer some of the best opportunities to develop new mentoring relationships outside of one’s department. Given the little time that people have at conferences and how many things they typically have to do, the challenge is in creating more chances for “intellectual collisions” between junior and senior scholars to occur. But rather than making the junior scholar responsible for taking the initiative, I believe that SPSP should consider new ways to make this a recognized, valuable, and effective mechanism for initiating mentoring relationships that can be sustained over time. Although “mentor lunches” and professional development workshops are valuable activities, here I focus on ways to foster new mentoring and collaborative relationships between junior and senior faculty members through *research-focused, face-to-face interaction*. Scholarship is central to the lives of both junior and senior researchers, and it provides opportunities for the give-and-take that fosters enduring relationships.

Given the little time that people have at conferences and how many things they typically have to do, the challenge is in creating more chances for “intellectual collisions” between junior and senior scholars to occur.

Here are five concrete suggestions, representing initiatives that can be implemented with little or only modest expense. Let me be quick to note that I can take credit for none of these ideas—others have suggested these, but I can recognize a good idea when I hear one.

- To enhance recognition of the importance of mentoring within SPSP, establish an annual award for inspirational mentorship. Many other organizations already have such awards.
- To increase opportunities for more intellectual exchange, have poster sessions that are organized spatially by topic and include posters by leading researchers in each area. Poster sessions permit more interaction than do formal presentations, and there is more opportunity for sharing ideas. Having leading researchers participate directly in poster sessions will also raise the prestige of poster sessions generally.
- To facilitate interactions, create a “match-maker” mechanism that will connect junior and senior faculty and reserve small meeting areas for

“coffee hour” breaks throughout the convention.

- To sustain mentor relationships, create a speakers bureau for senior faculty to speak at colleges that do not have a regular colloquium series. SPSP might possibly fund such talks to a limited extent. Thus, junior faculty at institutions without a graduate program or with limited resources can have more opportunity to meet with senior faculty around issues of common interest.
- To support collaborations across institutions, establish a small seed-grant program that will support modest travel expenses for junior and senior faculty from different colleges to work together. Although much work can now be done through virtual meetings, face-to-face interaction is important at certain critical stages of research projects.

Realistically, none of these points by themselves are transformative ideas. However, increasing opportunities to create new mentoring relationships for even a small portion of those who desire them can have important positive effects on people’s careers. Junior faculty can learn a significant amount about the profession at a critical time in their career when time is of the essence. They can also expand their research activities and increase their achievements in significant ways. And, I can say unequivocally from my own experience, these relationships are valuable for senior faculty. I have learned so much from my collaborative relationships, and they have benefited me greatly in my own scholarly productivity. But even more importantly, seeing these collaborators succeed, love the profession as much as I do, and mentor new generations of junior scholars helps me feel that I am paying back the great debt I owe to those who mentored me and who helped me so much personally as well as professionally. ■

NSF News: 2008 Awards and More

*By Amber Story,
Kellina Craig-Henderson,
& E. Gil Clary*

We would like to take this opportunity to recognize the distinguished achievements of our colleagues who received grants from the Social Psychology program at the National Science Foundation in the past fiscal year. As you can see by this list, the portfolio of scientific investments made by the Social Psychology program is broad, inclusive, and diverse. Abstracts for these and other proposals funded by NSF can be found through the Awards Database at <http://www.nsf.gov/awardsearch/>.

Awards

Emily Pronin of Princeton University—The Introspection Illusion and Problems of Free Will, Actor-Observer Differences, and Bias Correction

Bertram Malle of University of Oregon, Eugene—Is there a hierarchy of social inference? Intentionality, mind and morality

John Glaser of University of California, Berkeley—CAREER: Implicit Motivation to control prejudice and discrimination: Psychological causes, interventions, and policy implications (co-funded by Law and Social Sciences)

Glenn Adams of University of Kansas Center for Research—SGER—Collective Forgetting of Historical Violence

Cheryl Kaiser of University of Washington—Group identity and prejudice: Implications for diversity

Chris Federico of University of Minnesota—Ability, motivation, and the use of ideology (co-funded by

Political Science)

Lisa Libby of Ohio State University Research Foundation—Visual perspective in mental imagery: Testing an integrative model of its effects on judgment, emotion, goal-pursuit, and self-insight (co-funded by Decision, Risk and Management Science)

Chi-Yue Chiu of University of Illinois, Urbana-Champaign—Psychological reactions to foreign cultures: Effects of simultaneous activation of cultures

Susanne Abele of Miami University—Coordination in Small groups: Matching and mismatching (co-funded by Decision, Risk and Management Science)

Martin Bourgeois of Florida Gulf Coast University and Kristin Sommer of CUNY Baruch College—Collaborative Research: The Functions of Social Influence

Daphne Bugental of University of California, Santa Barbara—Benevolent and Hostile Ageism: Predictors, Mediators and Outcomes

Aaron Schmidt of University of Akron—When and why does self-efficacy impair performance

Monica Biernat of University of Kansas Center for Research—Shifting standards in language communication and interpretation

William Cunningham of Ohio State University Research Foundation—Social Cognitive Neuroscience of Social Groups (co-funded by Cognitive Neuroscience)

Felicia Pratto of University of Connecticut—Experimental tests of how power dynamics cause and can reduce gender inequality

Lora Park of SUNY at Buffalo—Effects of goal pursuit on women's performance and persistence in Science, Technology, Engineering and Math (STEM) (co-funded by Research and Evaluation on Education in Science and Engineering)

Stephanie Brown of University of Michigan, Ann Arbor—Physiological effects of helping others

David Dunning of Cornell University—Motivated reasoning without awareness

Lowell Gaertner of University of Tennessee, Knoxville—A bio-social model of positive ingroup regard

Nicole Josette Shelton of Princeton University—Interracial interactions over time: problems and solutions

Jeff Sherman of University of California, Davis—Automatic and controlled components of implicit prejudice

Scott Tindale of Loyola University, Chicago—The role of shared mental models and cognitive load on group memory (co-funded by Decision, Risk and Management Science)

Nicki Crick of University of Minnesota—Autonomic nervous system activity and relational aggression (co-funded by Developmental and Learning Sciences)

Robert Bornstein of Adelphi University—Mental images and the mere exposure effect

Jeffrey Lucas of University of Maryland, College Park and Jo Phelan of Columbia University—Collaborative Research: A multi-method approach to stigma and status processes (co-funded by Sociology)

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Yuichi Shoda of University of Washington—SGER—The effect of the 2008 U. S. Presidential election on implicit race categorization: A short-term longitudinal study (co-funded by Political Science)

Kentaro Fujita of Ohio State University Research Foundation—Construal levels and the social-cognitive processes of self-control

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

William Kelley of Dartmouth College—Individual Differences in the Neural Basis of Self (jointly funded with the Cognitive Neuroscience program)

William Hirst of New School University—Conversationally induced forgetting: Reshaping individual and collective pasts (jointly funded with the Perception, Action and Cognition program)

Penny Visser of University of Chicago and Jeremy Freese of Northwestern University—Collaborative Research: Time-sharing experiments for the social sciences (TESS): Proposal for renewed support (jointly funded with the Political Science program, among others)

Jennifer Lerner of Harvard University—Leadership decision making (jointly funded with the Decision, Risk, and Management Sciences program)

Social Psychology Program Updates

The Social Psychology program has expanded its ranks at least for the time being. Amber Story and Kellina Craig-Henderson are still serving as program officers, but they have each taken on

additional responsibilities. E. Gil Clary of the College of St. Catherine has joined the program as an additional program officer on a temporary basis and has already proven himself a productive and collegial team member.

In the past year, the Social Psychology program received and considered proposals for 134 research projects, including 13 CAREER proposals, 6 RUI (Research at Undergraduate Institutions) proposals, and 2 Small Grants for Exploratory Research (SGER) proposal. There was a total of 27 research grants funded resulting in a funding rate of over 20%. Although this is not as impressively high as last year's funding rate of 25.7%, it should be noted that the program's budget was flat in FY08.

We wish to recognize the considerable efforts of those members of the Social Psychology community who reviewed proposals in FY08. This includes the members of the review panel who meet twice a year to advise on the scientific merit and broader impacts of proposals, and several hundred ad hoc reviewers who similarly advise on individual proposals. These anonymous reviewers perform a valuable service to the social psychology community and we wish to publicly thank them for their work.

What's on the Horizon for FY2009?

There are a number of broad-based, interdisciplinary opportunities for social psychology across NSF. Don't limit yourself to the social psychology program, as social psychologists are funded through a number of different programs.

Be on the look out for future announcements in these areas.

Cyber-enabled Discovery and Innovation

Cyber-Enabled Discovery and Innovation (CDI) is NSF's bold five-year initiative to create *revolutionary* science and engineering research outcomes made possible by innovations

and advances in computational thinking. There are three thematic areas: From Data to Knowledge, Understanding Complexity in Natural, Built, and Social Systems, and Building Virtual Organizations. Preliminary proposals are due by December 8 or 9, 2008. This solicitation has recently been posted at <http://www.nsf.gov/pubs/2008/nsf08604/nsf08604.htm>.

Dynamics of Coupled Natural and Human Systems

This cross-cutting program promotes quantitative, interdisciplinary study of complex interactions among human and natural systems at diverse spatial, temporal, and organizational scales. Proposal deadline is the third Tuesday in November, annually. For further information, see http://www.nsf.gov/funding/pgm_summ.jsp?pins_id=13681&org=NSF&sel_org=NSF&from=fund. Be on the lookout for other programs involving the environment and the human elements of climate change.

Science of Science and Innovation Policy

The Science of Science and Innovation Policy solicitation, or SciSIP, promotes the development of an evidence-based platform from which policymakers and researchers can understand and improve the dynamics of the nation's scientific and engineering enterprise. The FY 2009 competition includes three emphasis areas: Analytical Tools, Model Building, and Data Development and Augmentation. In addition to these three emphasis areas, the FY 2009 competition particularly encourages the submission of proposals that demonstrate the viability of collecting and analyzing data on knowledge generation and innovation in organizations. Proposals are due by December 16th, annually. See http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf08586 for further information.

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Notes from an Undergraduate

By Emily Nusbaum

To all of the professors out there reading this newsletter, let me be the first to inform you of some breaking educational news: undergraduates are educated adults, too. Don't be frightened when you finish reading this article and have an "I see undergraduates" experience a la *The Sixth Sense*. Like those dead people, we aren't out to get you; we just want to show you we're here for a reason—besides binge drinking at the fraternity house, that is. I can't guarantee we won't turn into flesh-eating zombies the next time you assign us a journal article summary—busy work does tend to make undergraduates a little crazy—but if you treat us like we're capable of understanding your "complicated psychological terminology" I can assure you we'll snack on the World Regional Geography teacher instead.

When you accepted your job offer at an institution of higher learning, you probably thought that the undergrads were actually there to learn—then you spoke with the jaded professors in the psychology department. They complain that their students are serial social loafers who can't open a textbook to save their life. So we undergrads occasionally skip to the chapter summary in the back of the book and call that "reading"—at least we know how to BS our way to sounding like we studied. We've been given so much busy work over the years of our education that we've become BS superheroes. It's almost a formula: quote this, paraphrase that, and always agree with the original thesis. After your first year teaching undergrad psychology, you've read so many papers manufactured with the BS formula you can use SPSS to predict which studies will be cited on a particular topic.

Imagine for a moment your classroom full of backward hat-wearing, Maslow-quoting undergrads with their iPods

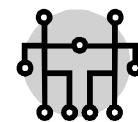
and their MacBooks. You look around in disdain at the girls wearing sheepskin boots in the middle of the summer and the guys checking their facebook accounts during your lecture, and you are thankful that most of these students are in there to fulfill a requirement to graduate; the rest are only there because they got lost on the way to English 101. You'll never have to see these students again—or so you think.

Next semester you see some familiar iPod covers. You start to panic, but you act cool—surely these are the same students who were lost last semester. They're lost again, looking for their new English 101 classroom, because the literary analysis of symbolism in Intro to Psychology they handed you at the end of the semester—as creative as it was—didn't earn credit for another class in which they never attended once an entire semester. But when you realize they aren't lost at all and are in your class again on purpose, you try to scare them off by making them read Freud's *Interpretation of Dreams*—in German. You've prepared for the stalking students next semester—you posted your syllabus early on Blackboard and made sure to highlight the 25 page paper due in place of a final exam. Alas, you find that you can't thwart these persistent students with copious writing and pointless, complicated reading—what do you do now? The slackers you taught Intro to Psychology to as a T.A. are the opposite of the students stalking you now. There is no need to zip into a biohazard suit around these undergrads—when we come to see you in your office it's not a plot to infect you with our toxic lack of psychological vocabulary. We just want you to teach us what you can, and leave the BS-ing to us.

Professors—though they may not see it themselves—are tragic in their own way. There is a whole floor in our psychology building that prohibits

unaccompanied undergrads. The reason for this—or so they claim—is so that we don't frighten clients leaving the clinical offices. I think what really goes on there are not client meetings, but support groups where professors wallow in the shame of their failed classroom humor. If we had only opened the textbook you told us to read, we would have laughed at your joke about the cobbler who made social loafers. All is not lost, though; we grew up with *The Cosby Show*—we know how to pretend a bad joke never existed.

I know that it may be trying to deal with us undergrads—we are the minions of Steve Jobs, we pretend we don't know how to open a textbook, and our fashion mistakes are so blinding that they sometimes make it difficult to lecture. Just teach us what you can and try not to laugh at our gross lack of knowledge. One day we will wield the "reject" stamp for peer-reviewed journals—and if we learn nothing from you, professor, be forewarned that Homer Simpson has taught us how to hold a grudge. ■



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News from APA Council

By Janet Swim and Lynne Cooper

APA Task force reports

APA council of representatives approved several task force reports of interest to social psychologists. Reports that consist of research reviews will appear on the APA website. Three of these research reviews are noted below, but others can be found on the APA website.

IRB reviews. Council approved receiving a task force report on Institutional Review Boards and Psychological Science. Thomas Eissenberg, chaired the committee whose other members were Monica Biernat, Peter Finn, Daniel Ilgen, Barbara Stanley, and Scyatta Wallace. Additionally, this was facilitated by Sharon Brehm when she was APA President. The task force recommends establishing a continuing committee on ethical conduct in research with human participants, establishing training opportunities to facilitate work with IRBs, APA take an active role in facilitating communication between researchers and IRBs, and APA improving its advocacy efforts with funding agencies with research aimed at developing and evaluating improvement IRB policy and procedures. Look for more on this in articles in the *American Psychologist*. The full report can be found at http://www.apa.org/science/rrr/IRB_Report2007.pdf

Abortion and Mental Health.

Council approved receiving a task force report on Abortion and Mental Health. Brenda Major chaired the task force whose other members were Mark Appelbaum, Linda Beckman, Mary Ann Dutton, Nancy Felipe, and Carolyn West. The report represents an update from a 1990 report. Concerns that were raised about composition of committee were addressed by noting

that the task members were scientists first and foremost scientist, that objective reviews of the research were obtained, and, when a task force members research was cited, the process included having other committee members review their reports.

The final report clearly discusses methodological issues to consider when evaluating research and limitations of the current state of the literature. While keeping these issues in mind, the report notes that Abortion has been associated with negative outcomes but the outcomes are not more harmful than those associated with unplanned pregnancies that come to term. The full report can be found at: <http://www.apa.org/releases/abortion-report.pdf>

Transgender identity. Council approved receiving a task force report on transgender identity. Margaret Schneider chaired the task force whose other members were Walter Bockting, Randall Ehrbar, Anne A. Lawrence, Katherine Rachlin, and Kenneth Zucker. Included in this report is a review of related terminology, treatment of adults and children for *Gender Identity Disorder*, and reports of discrimination faced by transgendered individuals. Consistent with recommendations from this report, council also endorsed a resolution against discrimination against transgendered individuals. *The full report can be found at: http://www.apa.org/pi/lgbct/transgender/2008TaskForceReport.pdf*

Conference news

APA awards and guest speaker.

Senator Edward M. Kennedy received an APA presidential citation for his work on Mental Health Parity in congress. Kennedy's son, Rep. Patrick Kennedy, D-RI, also a champion of mental health parity, received the award on his behalf. Also at the opening ceremonies, Malcom Gladwell gave an engaging and thought

provoking keynote address on what makes certain people excel outside of the norm, which is the basis of his book, *Outliers*.

Upcoming conferences. President-Elect James Bray is working on revisions to the upcoming council to put more effort into cross-cutting themes at the next APA council meeting. This includes requesting divisions to donate hours to the convention to facilitate this effort.

Council received a task force report on improving APA conventions to appeal to scientists. Recommendations included 1) provide guidance for professional development such as presenting best practices for working with Institutional Review Boards, providing instruction on specialized statistical analysis, giving recommendations for strategies for multidisciplinary work; 2) implement innovative programming such as increasing means for dialogue among researchers and increase the status of posters such as by having posters from distinguished scientists or publishing posters in proceedings; 3) Organize programming around integrative topics; 4) remove barriers to collaborative programming that are present in the current system.

Other news

APA website has been updated to be more user friendly and functional. The APA received a national award for its *PsycNet* platform that allows simultaneous searching through all of it APA databases.

Science Education. President-Elect James Bray is working on developing a science education program, which will include development of training programs to assist scientists with multi-disciplinary work.

APA strategic planning is well underway. Council discussed, but did not agree upon, a new mission and

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The Top 25 Most Cited Articles in *Personality and Social Psychology Review*

By Angela Nierman

Dialogue recently featured an article listing highly-cited articles from *Personality and Social Psychology Review*. This listing was based on Thomson Scientific's *Web of Science (WoS)* which misses some citations, and does not cover all of *PSPR*'s publication history. The difference between this count and other counts made available to the Editors prompted an updated, more complete accounting. For these tables, the number of citations for all *PSPR* articles was obtained from two citation index databases, *Web of Science* and *Google Scholar*. Due to missing data in *WoS* for articles published before 2000, some citation counts for *WoS* were estimated by regressing *WoS* citations on *Google Scholar* citations. The top 25 most cited *PSPR* articles according to *Google Scholar* are listed with their corresponding *WoS* ranks and the total citations the article received in each database. A second ranking lists the top 25 most cited articles controlling for number of years since publication. Using only the numbers from *Google Scholar*, the total number of citations was divided by the number of years since publication. ■

Google Rank	Web of Science Rank	Authors and Article Titles	Total Citations (Google Scholar)	Total Citations (Web of Science)
1	4	McKenna & Bargh (2000) . Plan 9 From Cyberspace: The Implications of the Internet for Personality and Social Psychology	280	144
2	2	Cacioppo, Gardner, & Berntson (1997) . Beyond Bipolar Conceptualizations and Measures: The Case of Attitudes and Evaluative Space.	249	155§
3	1	Smith & DeCoster (2000) . Dual-Process Models in Social and Cognitive Psychology: Conceptual Integration and Links to Underlying Memory Systems	244	164
4	3	Strack & Deutsch (2004) . Reflective and Impulsive Determinants of Social Behavior	215	152
5	7	Bandura (1999) . Moral Disengagement in the Perpetration of Inhumanities	182	114§
6	6	Blair (2002) . The Malleability of Automatic Stereotypes and Prejudice	172	131
7	5	Rozin & Royzman (2001) . Negativity Bias, Negativity Dominance, and Contagion	170	137
8	8	Sellers, Smith, Shelton, Rowley, & Chavous (1998) . Multidimensional Model of Racial Identity: A Reconceptualization of African American Racial Identity	164	102§
9	10	Hogg (2001) . A Social Identity Theory of Leadership	148	92
10	9	Ajzen (2002) . Residual Effects of Past on Later Behavior: Habituation and Reasoned Action Perspectives	144	100
11	11	Rubin & Hewstone (1998) . Social Identity Theory's Self-Esteem Hypothesis: A Review and Some Suggestions for Clarification	142	89§
12	18	Niedenthal, Barsalous, Winkielman, Krauth-Gruber, & Ric (2005) . Embodiment in Attitudes, Social Perception, and Emotion	133	70
—	19	Tesser (2000) . On the Confluence of Self-Esteem Maintenance Mechanisms	88	69
13	22	Baumeister, Catanese, & Vohs (2001) . Is There a Gender Difference in Strength of Sex Drive? Theoretical Views, Conceptual Distinctions, and a Review of Relevant Evidence	132	65
—	23	Fraley (2002) . Attachment Stability From Infancy to Adulthood: Meta-Analysis and Dynamic Modeling of Developmental Mechanisms	77	63
14	27	Helweg-Larsen, & Shepperd (2001) . Do Moderators of the Optimistic Bias Affect Personal or Target Risk Estimates? A Review of the Literature	129	59
15	13	Caporael (1997) . The Evolution of Truly Social Cognition: The Core Configurations Model	124	78§

Editor Search, *Personality and Social Psychology Review*

The Publications Committee and the Executive Committee of the Society for Personality and Social Psychology, Inc., has opened nominations for the editorship of *Personality and Social Psychology Review*. The editor's term will be for 4 years, which will begin January 1, 2010. The editor's stature in the field should be commensurate with *PSPR*'s high quality and strong impact; the editor typically holds the rank of professor. Nominations, which may include self-nominations, should be in the form of a statement of one page or less. All inquiries or nominations should be submitted to Randy Larsen, Chair of the Publication Committee, via e-mail rlarsen@wustl.edu or regular mail:

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 Washington University in St. Louis
 One Brookings Drive
 St. Louis, MO 63130

Review of nominations by the publication committee (Randy Larsen, Wendy Wood, Duane Wegener) will begin as nominations are received, with initial deliberations for recommendations to the Executive Committee beginning in February, 2009. ■

16	14.	Schwarz (1998) . Accessible Content and Accessibility Experiences: The Interplay of Declarative and Experiential Information in Judgment	121	76§
17	15.	Mummendey & Wenzel (1999) . Social Discrimination and Tolerance in Intergroup Relations: Reactions to Intergroup Difference	120	75§
—	16.	Leyens, Paladino, Rodriquez-Torres, Vaes, Demouline, Rodriguez-Perez, & Gaunt (2000) . The Emotional Side of Prejudice: The Attribution of Secondary Emotions to Ingroups and Outgroups	61	72
18	12.	Hornsey & Hogg (2000) . Assimilation and Diversity: An Integrative Model of Subgroup Relations	118	82
19	17.	Tyler (1997) . The Psychology of Legitimacy: A Relational Perspective on Voluntary Deference to Authorities	113	71§
20	29.	Carver (2001) . Affect and the Functional Bases of Behavior: On the Dimensional Structure of Affective Experience	107	54
21	20.	Rohan (2000) . A Rose by Any Name? The Values Construct	105	68
—	21.	Tamres, Janicki, & Helgeson (2002) . Sex Differences in Coping Behavior: A Meta-Analytic Review and an Examination of Relative Coping	80	66
22	24.	Gollwitzer, & Schaal (1998) . Metacognition in Action: The Importance of Implementation Intentions	99	62§
23	25.	Malle (1999) . How People Explain Behavior: A New Theoretical Framework	95	60§
24	26.	Feist (1998) . A Meta-Analysis of Personality in Scientific and Artistic Creativity	95	60§
25	28.	Tyler & Blader (2003) . The Group Engagement Model: Procedural Justice, Social Identity, and Cooperative Behavior	90	54

§ Citation has been imputed via regression due to missing data in the Web of Science database for articles published before the year 2000.

(For Table controlling for years since publication, see p. 30) ■

Announcements

*5th European Spring Conference
on Social Psychology
in St. Moritz (Champfèr), Switzerland
March 14-21, 2009*

Next year's European Spring Conference on Social Psychology will again be held in St. Moritz, Switzerland. The location is the Hotel Europa (www.hotel-europa.ch) in Champfèr that in the past has offered excellent service and inexpensive rates. The conference will be organized by Fritz Strack (strack@psychologie.uni-wuerzburg.de), Arie Kruglanski (arie@psyc.umd.edu) and Wolfgang Stroebe (W.Stroebe@fss.uu.nl) who can be contacted for further information.

Meeting on Self-Regulation Approaches to Group Processes

The integration of self-regulation theories to group processes is a relatively young and growing field of research, and it is the aim with this Small Group Meeting to document the state of the research and to further its impact. In particular, we seek to instigate an exchange of: (a) researchers that are working on self-regulation in other domains of social psychology that can impact on the inter- and intragroup self regulation perspective, (b) scholars with a background in group research that are interested in applying self-regulation approaches and (c) finally, those who have already conducted self-regulation research on both group phenomena.

We are planning to host the meeting from the 21st of June (arrival in the evening) to the 24th of June (departure in the morning) at a cozy conference location close to Tübingen, Germany. If you are interested in participating, please send an email including the title, an abstract (max. 250 words) and your contact details to Karin Kaldewey (k.kaldewey@iwm-kmrc.de) before 15th of February 2009. For further information please contact Kai J. Jonas (k.j.jonas@uva.nl).

Books

Ed Diener & Robert Biswas-Diener (2008). Happiness: Unlocking the Mysteries of Psychological Wealth. Malden, MA: Blackwell.

Ed Diener and son Biswas-Diener share the results of three decades of research on happiness. Some key points: 1) Psychological wealth is more than money. It is also your attitudes, goals and engaging activities at work; 2) Happiness not only feels good, but is beneficial to relationships, work and health; 3) It is helpful to set realistic expectations about happiness. No one is intensely happy all of the time; 4) Thinking is an important aspect to happiness. Our theory of Attention, Interpretation, and Memory (AIM) helps readers increase their psychological wealth.

Joachim Krueger (Ed.), (2008). Rationality and Social Responsibility. New York: Psychology Press.

This volume of essays celebrates the remarkable and diverse contributions of Robyn Dawes, who asked investigators to take seriously the question of how individuals can reconcile self-interest (rationality) with the collective good (social responsibility). Many fine chapters cover decision making, statistics, rationality, trust and cooperation, and group dynamics.

Andrew J. Elliot (Ed.), (2008). Handbook of approach and avoidance motivation. New York: Taylor & Francis.

Of the many conceptual distinctions in psychology, the approach-avoidance distinction stands out as one of, if not the, most fundamental and basic. This volume highlights the importance of this distinction for theory and research across a diversity of disciplines, and represents a one-stop resource for scholars interested in motivation. The book contains thirty-seven chapters

written by the most highly regarded investigators in their area of expertise. Kent Berridge writes of the volume: "Elliot's Handbook is the A to Z of approach and avoidance. The list of authors reads like a 'who's who' of the very best leaders in psychology and neuroscience today. The topics include brain mechanisms of fear and desire, basic elements of emotion and personality, evaluation and self-regulation, and social and achievement motivation. Everything one could want in an up-to-date analysis of motivation and emotion is here."

Richard Gonzalez (2008). Data Analysis for Experimental Design. New York: Guilford

This is a textbook that arose out a discussion between Profs. Gonzalez and Edwards, whose "Blue Book" was the field's standard introduction to experimental design. Allen Edwards died before a new version of "Experimental Design in Psychological Research" could come out of their collaboration. This text is an updating of the Edwards text, with very specific instruction in both design and statistics and data analysis. The book is replete with practical information as well as theoretical information, and any reader of Edwards' original text will be delighted to see the return of the "farmer from Whidbey Island" to introduce probability theory and the design of experiments. It is designed for advanced undergraduates of beginning graduate students.

Michael E. McCullough (2008). Beyond Revenge: The Evolution of the Forgiveness Instinct. San Francisco: Jossey-Bass

This book makes that argument that revenge is not a disease, but rather both revenge and forgiveness are adaptive

(Continued on page 29)

Send announcements to the
Incoming Editors, Hart
Blanton and Diane Quinn.

Training Committee News and Activities

By Theresa K. Vescio

The SPSP Training Committee seeks to provide emerging, developing and evolving scholars and professionals with training on cutting edge topics and methods to maximize the impact of research in personality and social psychology as a basis for supporting and improving health, education, and human welfare. Toward that end, the Training Committee sponsors activities that provide training opportunities on cutting edge theories, research, and data analytic tools. The Training Committee also sponsors activities that facilitate networking among those who work on related topics from different theoretical and methodological perspectives, and among personality and social psychologists working within and beyond the walls of the academy.

The members of the training committee have planned three activities at the upcoming annual meeting of the Society for Personality and Social Psychology in Tampa, Florida.

First, under the guidance of James Shepperd and in collaboration with the National Cancer Institute, the members of the training committee are pleased to announce a preconference for the upcoming SPSP 2009 conference in Tampa entitled, "Health Research in Social and Personality Psychology." The preconference is designed to facilitate an understanding that the health context offers a fertile platform to test classic social and personality theory. Toward that end, the preconference will feature talks by an exciting panel of established researchers and will cover areas related to scholarly and practical concerns. For instance, talks will cover issues of how to apply classic and novel social and personality theory to understanding

health issues and how to use health problems to inform and direct social and personality theory. Talks will also cover issues of how to juggle the demands of managing a health research career in the academic world and provide guidance for seeking extramural funding for research at the intersection of health and social/personality psychology. James Shepperd and Jamie Arndt are co-chairing the preconference and speakers will include Alex Rothman, Judy Hall, Paul Han, Jamie Goldenberg, Michael Scheier, Rick Gibbons, Joel Cooper, Marie Helweg-Larsen, and Sarah Kobrin.

The training committee has also planned two events that are intended to provide emerging and developing scholars with guidance. The training committee will be sponsoring a symposium session entitled, "Research Ideas: Where they come from and how they are refined and tested." Second, the National Cancer Institute and the Training Committee will be sponsoring a post conference grant writing workshop with particular focus on how to write an R03.

As always, the members of the Training Committee welcome feedback and suggestions. Nominations for additions to the committee are also welcome. Please send the names of people who are both stellar researchers and dedicated teachers who you would like to nominate for membership on the Training Committee to Terri Vescio (vescio@psu.edu) by January 30, 2009.

Members of the Training Committee include Jamie Arndt (Chair, Arndtj@missouri.edu), Marti Hope Gonzales (gonzad001@umn.edu), and Terri Vescio (outgoing Chair, vescio@psu.edu).

■

Announcements, Cont.

for our species. Written in an accessible style, covering game theory and studies of both human and animal behavior, McCullough traces out a wide range of foundational mechanisms of choice, from the neurological to the psychological, to the cultural and religious mechanisms. What leads to forgiveness? Is it possible to create conditions that lead to forgiveness on the societal, or even the global level? Cycles of revenge seem self-perpetuating, but McCullough argues there is a human collective will to break the cycle. New approaches are reviewed, including truth and reconciliation commissions and restorative justice. Such approaches may be capable of instigating a human—and hardwired—impulse to forgive.

Kathleen D. Vohs and Eli J. Finkel (Eds.) (2007). Self and Relationships: Connecting Intrapersonal and Interpersonal Processes. New York: Guilford Press

This volume provides a comprehensive overview of the research on self and relationships. Articulating the mutual nature of this association, the authors provide different accounts for the processes governing it, using various perspectives such as self-regulation, personal and social motivations, and attachment theory. Authors present research in an understandable manner while maintaining a level of analysis which stimulates ideas for future directions of research. Overall the volume is well planned and wide-ranging making it suited both for scholars in the field and for students. ■

SPSP at Tampa on Facebook

SPSP is sponsoring a Facebook Group in advance of the SPSP Annual Meeting in Tampa. Join SPSP Annual Meeting, Tampa 2009, for a chance to share information and begin social networking in advance of the meeting.

Total Citations in PSPR Controlling for Years since Publication (see p. 26 for top 25 overall)

Rank	Authors and Article Titles	Citations per Year (Google Scholar)
1	Strack & Deutsch (2004) . Reflective and Impulsive Determinants of Social Behavior	54
2	Niedenthal, Barsalous, Winkielman, Krauth-Gruber, & Ric (2005) . Embodiment in Attitudes, Social Perception, and Emotion	44
3	McKenna & Bargh (2000) . Plan 9 From Cyberspace: The Implications of the Internet for Personality and Social Psychology	35
4	Heine & Hamamura (2007) . In Search of East Asian Self-Enhancement	34
5	Haselton & Nettle (2006) . The Paranoid Optimist: An Integrative Evolutionary Model of Cognitive Biases	31
6	Smith & DeCoster (2000) . Dual-Process Models in Social and Cognitive Psychology: Conceptual Integration and Links to Underlying Memory Systems	31
7	Blair (2002) . The Malleability of Automatic Stereotypes and Prejudice	29
8	Rozin & Royzman (2001) . Negativity Bias, Negativity Dominance, and Contagion	24
9	Ajzen (2002) . Residual Effects of Past on Later Behavior: Habituation and Reasoned Action Perspectives	24
10	Leaper & Ayres (2007) . A Meta-Analytic Review of Gender Variations in Adults' Language Use: Talkativeness, Affiliative Speech, and Assertive Speech	23
11	Cacioppo, Gardner, & Berntson (1997) . Beyond bipolar conceptualizations and measures: The case of attitudes and evaluative space.	23
12	Epstude & Roese (2008) . The Functional Theory of Counterfactual Thinking	22
13	Hogg (2001) . A Social Identity Theory of Leadership	21
14	Bandura (1999) . Moral Disengagement in the Perpetration of Inhumanities	20
15	Barrett (2006) . Solving the Emotion Paradox: Categorization and the Experience of Emotion	20
16	Baumeister, Catanese, & Vohs (2001) . Is There a Gender Difference in Strength of Sex Drive? Theoretical Views, Conceptual Distinctions, and a Review of Relevant Evidence	19
17	Helweg-Larsen, & Shepperd (2001) . Do Moderators of the Optimistic Bias Affect Personal or Target Risk Estimates? A Review of the Literature	18
18	Tyler & Blader (2003) . The Group Engagement Model: Procedural Justice, Social Identity, and Cooperative Behavior	18
19	Bond & DePaulo (2006) . Accuracy of Deception Judgments	18
20	Archer & Coyne (2005) . An Integrated Review of Indirect, Relational, and Social Aggression	18
21	Sellers, Smith, Shelton, Rowley, & Chavous (1998) . Multidimensional Model of Racial Identity: A Reconceptualization of African American Racial Identity	16
22	Carver (2001) . Affect and the Functional Bases of Behavior: On the Dimensional Structure of Affective Experience	15
23	Hornsey & Hogg (2000) . Assimilation and Diversity: An Integrative Model of Subgroup Relations	15
24	Rubin & Hewstone (1998) . Social Identity Theory's Self-Esteem Hypothesis: A Review and Some Suggestions for Clarification	14
25	McLean, Pasupathi, & Pals (2007) . Selves Creating Stories Creating Selves: A Process Model of Self-Development	14

New Cross-Society Journal is in the Works

An exciting new short reports journal is in the works as a joint venture of the Association for Research in Personality (ARP), the European Association of Social Psychology (EASP), the Society of Experimental Social Psychology (SESP), and the Society for Personality and Social Psychology (SPSP).

This new journal will publish relatively short reports (under 5000 words excluding references) that have theoretical and practical significance, and that represent an advance to social psychological and/or personality science. Articles are expected to be of broad interest both within and outside of social and personality psychology, and should be written to be intelligible to a wide range of readers including the popular science press. Following the model provided by *Science*, *Nature*, and *Psychological Science*, the journal will use a fast-track review process. The plan is to formally launch early in 2010, and to begin receiving manuscripts in spring 2009, with Sage

as the publisher.

Every member of a consortium society will receive a free electronic subscription to the journal, and will have the option to individually subscribe to get a discounted print copy of the journal. The journal will reach a combined membership of over 6,000 scholars. An open call is made for nominations for editor and for suggestions for a journal title.

Editor nominations: Self and other nominations will be accepted. Nominees must have experience as an editor or associate editor of a journal in social or personality psychology, or a closely related area. Nominations should be submitted by e-mail to at least one member of the Consortium Committee, and should include a cover letter specifying the candidate's area of expertise and previous editorial experience by November 26, 2008. We anticipate appointing the editor by January 1, 2009.

Journal title contest: A priority is that

the journal title is clearly inclusive of social and personality psychology, but is hopefully distinctive and relatively short. Please feel free to submit multiple suggestions. Nominations of journal names should be submitted by e-mail to at least one member of the Consortium Committee. The winner of the journal contest will receive a free one-year print subscription to the journal.

For more information, or to submit editor nominations or journal title suggestions, please contact one or more of the following members of the Consortium Committee:

Carsten de Dreu, EASP,
(C.K.W.deDreu@uva.nl)

Richard Petty, SPSP,
(petty.1@osu.edu)

Brent Roberts, ARP,
(broberts@cyrus.psych.uiuc.edu)

Linda Skitka, SESP, (lskitka@uic.edu)

■

Publications, Continued

(Continued from page 7)

journal. They have done an exceptional job and are to be commended.

PSPR Editor Galen Bodenhausen reports that the journal received 41 new submissions for the first six months of 2008 which is an increase of 46% over previous years. Galen and his associate editors provided authors with timely feedback averaging an editorial decision lag of 9.2 weeks. Accepted papers were published with a very short 5.4 month publication lag. As was the case with *PSPB*, *PSPR* continues to publish high quality, widely cited work. Its 2007 impact rating of 4.46 places it first among the forty journals included in the index (excluding *Advances in Experimental Social Psychology*).

Kathleen Kennedy of Princeton University received the SPSP Student Publication Award for her article (co-authored with Emily Pronin), "When disagreement gets ugly: Perceptions of bias and the escalation of conflict," which appeared in *Personality and Social Psychology Bulletin*, 34, 849-861. In addition, honorable mentions went to Jane Risen of Cornell University for her article (co-authored with Thomas Gilovich and David Dunning), "One-shot illusory correlations and stereotype formation," *Personality and Social Psychology Bulletin*, vol. 33, pp. 1492-1502, and Tessa West of the University of Connecticut for her paper (co-authored with Danielle Popp and David Kenny), "A guide for the estimation of gender and sexual orientation effects in dyadic data: An actor-partner interdependent model approach," *Personality and Social Psychology Bulletin*, vol. 34, pp.

321-336. Randy Larsen chaired the Student Publication Award committee, which reviewed 36 papers eligible for the award (32 from *PSPB* and 4 from *PSPR*).

Finally, this edition of *Dialogue* bids farewell to editors Monica Biernat and Chris Crandall whose term ends on December 31, 2008. Monica and Chris have served as *Dialogue* editors for eight years and during their tenure they have elevated *Dialogue* to the professional, informative, and entertaining newsletter it is today. We look forward to the new editors Hart Blanton (now at Texas A&M University, but on his way to the University of Connecticut in Fall 2009) and Diane Quinn (University of Connecticut) taking over in January, 2009. ■

Society Awards, 2007

Awards for Distinguished Service on Behalf of Social-Personality Psychology

John T. Cacioppo & Robert B. Cialdini

Robert B. Cialdini has made various contributions to the field of personality/social psychology, most notably in his role as an influential ambassador of our field to other disciplines as well as the public at large. He is a brilliant speaker, who easily conveys the importance of social psychological research. He has written two widely-read books that have introduced others to the worth of personality/social psychology.

Cialdini has been an influential ambassador of our field to other disciplines as well as the public at large He is a brilliant speaker.

He has taken his expertise and applied it to substantive community projects taking place in Phoenix, Arizona. With the local Blood Services Organization, he has worked to increase donations. With the local parks and recreation department, he has worked to reduce littering in public areas. With *Chicanos por la causa*, he has educated local inner city residents to avoid undue pressure from salesman, merchandisers, and fundraisers.

He has served also as the president of SPSP, as well as an associate editor of the *Journal of Personality and Social Psychology*. He recently funded the annual Robert B. Cialdini Award in

field research, to go to the best empirical research paper applying social psychological theories and methods in field settings.

John Cacioppo's contributions to personality/social psychology are numerous and far-ranging. He has served on innumerable advisories boards for national institutes and funding agencies, such as the National Institutes of Health, National Institute on Aging, National Science Foundation, and the National Academy of Sciences, as well as centers at specific universities integrating behavioral with neuroscience research (e.g., UCLA, University of Rochester, Beckman Institute).

In addition, he has served on the board of the Association for Psychological Science and as President of the Society for Psychophysiological Research, APA Division 23 (Consumer Psychology), and the Society for Personality and Social Psychology, where he played a crucial role in the creation of *Personality and Social Psychology Review*.

Cacioppo's contributions to personality/social psychology are numerous and far-ranging including playing a crucial role in the creation of the Personality and Social Psychology Review.

Theoretical Innovation Prize

Of the 46 excellent papers submitted for the *TIP*, the committee felt that two of them best met the award criteria.

The Theoretical Innovation Prize went to "On Seeing Human: A Three-Factor Theory of Anthropomorphism" authored by Nicholas Epley, Adam Waytz, and John Cacioppo, published in October's Psychological Review.

The winning paper was "On Seeing Human: A Three-Factor Theory of Anthropomorphism" authored by Nicholas Epley, Adam Waytz, and John Cacioppo and published in October's *Psychological Review*.

Honorable mention goes to "How Emotion Shapes Behavior: Feedback, Anticipation, and Reflection, Rather Than Direct Causation" authored by Roy Baumeister, Kathleen Vohs, Nathan DeWall, and Liqing Zhang and published in May's *Personality and Social Psychology Review*.

The prize recognizes theoretical articles that are especially likely to generate the discovery of new hypotheses, new phenomena, or new ways of thinking about the discipline of social/personality psychology.

The committee consisted of Todd Heatherton (Chair), Randy Larsen, Sandra Murray, Steven Heine, Mark Leary, and Mahzarin Banaji

■



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Fall 2008 Graduate Student Committee Report

By Helen Lee Lin

The new Graduate Student Committee has been working tirelessly to prepare conference events for the graduate student community. Here is an overview of what you can expect at the 2009 meeting in Tampa!

2009 Outstanding Research Award Symposium

This summer, ORA coordinators Megan O'Grady and Jennifer Pattershall received over 40 outstanding applications for this award competition. Our student reviewers deliberated for several weeks this summer before declaring four winners: M. Janelle Cambron (University of Houston), Michael W. Kraus (University of California, Berkeley), Steven J. Stanton (Duke University), and Adam Waytz (University of Chicago). Our winners will present their exceptional research in a special symposium on Friday morning, February 6th. All members of the SPSP community are welcome to attend, and we urge you to show your support for these promising new researchers.

We would like to recognize the 33 graduate students who volunteered to serve as peer reviewers for the 2009 ORA. We could not have assembled such a great program without your help. Thanks to Darshon L. Anderson,

Nathan Arbuckle, Melanie Canterberry, Jason A. Cantone, Wendy de Waal-Andrews, Megan Donahue, David Frederick, Jim Fryer, Zebbedia Gibb, Jessica Gonzalez, Amy Hillard, Melisa A. Holovics, Gina M. Hoover, Pelin Kesebir, Selin Kesebir, Judith Kucsera, Valerie Laws, Sadie Leder, Karyn L. Lewis, Elizabeth A. Majka, Marina Milyavskaya, Amanda Leigh Morin, Erin Myers, Jennifer Passey, Julie Pozzebon, Brandon Randolph-Seng, Pamela Sawyer, Jordan Troisi, Heather Barnes Truelove, Ashley Waggoner, Dana Weiser, Ellen Yeung, and Mingming Zhou, for your enthusiastic support of this GSC event!

Meet & Greet at the 2009 GSC Social Hour

The GSC welcomes all graduate students to attend the GSC social hour on Friday evening, February 6th. Take this opportunity to relax after a long day of conference programming—meet your current and new GSC representatives, chat with fellow graduate students, and win some fun prizes! We'll also provide some light refreshments, so don't be late. We look forward to seeing all the students we've corresponded with this year, as well as meeting new graduate students!

2009 Mentor Lunch is Growing

Luncheon coordinators Sonia Kang and Greg Preuss are expanding the ever-

popular mentoring event. In the past, this GSC event featured approximately 20 mentors and topics, serving 50 to 150 students. To accommodate the growing interest in this event, for the first time, the GSC is pleased to double this lunchtime opportunity to chat with faculty members and professionals on a variety of topics (such as non-academic jobs, publications, and professional development) by offering it on both Friday AND Saturday. If you are interested in participating, keep an eye on the SPSP announcement listserv for updates. Spots fill up quickly!

GSC Poster on Job Applicant Characteristics

We asked, and you responded. Almost 300 current students and recent graduates responded to our survey on SPSP job applicant characteristics, answering questions about publications, teaching experience, and the job market process. Our poster will be on display during the final poster session Saturday evening, February 7th. Be sure to stop by and see the highlights of our study!

Want to Get Involved?

Would you like to work with other graduate students, gain networking opportunities, and make a difference in

(Continued on page 35)

SPSP: Tampa 2009, Cont.

(Continued from page 18)

Finally, several agencies will be offering helpful presentations dealing with current funding opportunities, including the National Science Foundation on Friday morning, and a workshop by the National Cancer Institute on Sunday morning.

Remember that the conference hotels are now open for registration (go to

<http://www.spspmeeting.org/> for further information). We anticipate that the 2009 conference will be the most well attended one we have ever had because of the desirable location and the very high quality and diversity of symposia and posters. The hotels, therefore, will fill up very quickly, so make your reservations early. Please try to make your reservations at one of the hotels listed on the conference website. SPSP has negotiated special rates with each of these hotels.

All of this, sunny weather, and the pirates of Gasparilla too. We look forward to seeing you in Tampa this February, and trust that everyone will enjoy the very best that Tampa and the conference will have to offer.

2009 Convention Committee: Jeff Simpson (Chair), Wendi Gardner and Sam Gosling (Program Committee Chairs), Monica Biernat, and Bill Graziano. ■

Describing Personality, Cont.

(Continued from page 9)

we need to understand more clearly why this has occurred. Specifically, it is now time to understand more deeply the reasons why the varimax-rotated factors in EFA analyses are located differentially in the analyses of different personality lexicons. For future studies in the lexical tradition, it is necessary to open the cover of the EFA box, peer into each lexicon to learn what is there, and thereby be able to predict what the varimax factors should look like in empirical studies of that language, without actually having to conduct such analyses.

Why is this now so necessary? The first reason is theoretical and substantive: There must be *some* characteristics of the lexicon that determine those factor positions, and it is time that we understand the nature of the links between the lexical inputs and the factor outputs. To abdicate a deeper analysis of the lexical hypothesis by merely describing the content of each varimax factor hides any true scientific understanding of the nature of those factors, and the reasons for any cross-cultural similarities and differences among them.

To abdicate a deeper analysis of the lexical hypothesis by merely describing the content of each varimax factor hides any true scientific understanding of the nature of those factors, and the reasons for any cross-cultural similarities and differences among them.

A second reason is more practical: It

News from the GSC, Continued

(Continued from page 34)

the SPSP community? Then run for office? The GSC is accepting nominations and campaign statements for the 2009-2010 Graduate Student Committee. If you think you or someone you know should be the next GSC President or Member-At-Large, now's the chance. *Undergraduates who wish to become more involved are also eligible for election.* The election period will start in November 2008, and the new Graduate Student Committee will take office on March 1, 2009. Please help us assemble a new amazing group of leaders by referring students who might be interested!

Our Appreciation Goes To...

Finally, the GSC would like to acknowledge the efforts of certain individuals who have contributed greatly to our functioning.

In particular, we give special thanks to past officers whose devotion to the GSC mission is truly unwavering. They generously continue to volunteer their time in support of our endeavors.

Dr. Darin Challacombe (GSC President '05-'06) of Fort Hays State

will never be possible to carry out empirical studies in all of the languages of the world, and so any search for lexical universals must rest on analyses of their personality lexicons alone. Indeed, one might argue that some of the most interesting comparisons among sets of personality factors might stem from languages of the past (e.g., classical Greek, Chinese, or Hebrew) and from languages used by tribes of non-literate and/or highly isolated speakers where empirical lexical studies are not feasible.

Why are the varimax factors here, rather than there?

One possible determinant of the size and location of a varimax factor may be the relative frequency of terms related to a particular kind of content, and

University became the moderator of the GSC student listserv during his presidency and continues to offer his services to this conduit for student-to-student exchanges.

Dr. Camille Johnson (GSC President '02-'03) of San Jose State University established our quarterly e-newsletter, The FORUM, during her presidency and has formatted each issue ever since. The FORUM covers topics relevant and useful to graduate students, and both past and current issues can be found online at www.spsp.org/student.

SPSP Webmaster Dr. Yoel Inbar of the Kennedy School at Harvard recently re-vamped the FORUM archives on the SPSP website. Past issues with particularly pertinent articles are featured under Editor's Picks, and all issues are now listed with descriptor keywords so that readers can quickly locate the article they are seeking.

If you have questions about the GSC news or events, don't hesitate to contact us at spspsgs@yahoo.com. The GSC President, Helen Lee Lin, can be reached at hlin@ub.edu. We love to hear from you! ■

therefore our first goal must be to figure out ways to characterize personality lexicons by content categories. Any systematic attempt to accomplish this task, such as the Abridged Big-5-dimensional Circumplex (AB5C) model of Hofstee, de Raad, and Goldberg (1992) must be scrutinized carefully to find its liabilities, and it must be expanded to include individual differences that are not typically viewed as personality traits (e.g., social effects, highly evaluative terms).

After we have found some way to classify and organize content categories, we can then apply this classification system to the sets of terms that have been used in past

(Continued on page 39)

SISP at Northwestern University, Summer 2009

By *Eli J. Finkel and
Derek D. Rucker*

We are delighted to announce that Northwestern University is hosting the fourth Summer Institute in Social Psychology (SISP) in 2009.

Promising second-to-fifth-year graduate students will descend on Northwestern's gorgeous, lake-front campus in Evanston, IL, on Sunday, July 12, and they will remain there until Saturday, July 25. While in Evanston, students will attend one of five intensive courses. Each course will have two instructors and approximately 16 students.

The five courses are:

- *Conflict and Negotiation* (instructors: Adam Galinsky and Michael Morris)
- *Emotions in Group and Intergroup Contexts* (instructors: Ernestine Gordijn and Eliot Smith)
- *Biological Basis of Social Behavior and Personality* (instructors: Iris Mauss and Oliver Schultheiss)
- *Prejudice and Stereotyping* (instructors: Jack Dovidio and Laurie Rudman)
- *Relationship Development and Maintenance* (instructors: Eli Finkel and Jeff Simpson).

In addition to these five classes, students will have the opportunity to attend one of three day-long workshops focusing on methodological and statistical issues: (1) Item Response Theory (instructor: Steve Reise), (2) Meta-Analysis (instructor: Blair Johnson), and (3) Ambulatory Assessment (instructor: Matthias Mehl). For information about these scholars, see box on p. 37.

The SPSP steering committee—Harry Reis (Chair), Sam Gosling, Tiffany Ito, Chick Judd, Carolyn Morf, and Eliot Smith—selected the course topics and instructors. As the local coordinating committee, our jobs are to serve as the SISP admissions committee and to make sure everything runs smoothly for the instructors and the students.

*The five courses are
Conflict and Negotiation,
Emotions in Group and
Intergroup Contexts,
Biological Basis of
Social Behavior and
Personality, Prejudice
and Stereotyping, and
Relationship
Development and
Maintenance*

SISP is sponsored by SPSP and the National Science Foundation. The 2009 Institute has received additional funding from three Northwestern University entities: (1) the Kellogg Graduate School of Management, (2) the Weinberg College of Arts and Sciences, and (3) the Graduate School. These generous sponsorships allow us to cover most student expenses, although students must provide their own travel to the Institute and pay a \$200 enrollment fee. Five slots are reserved for European students, who should immediately contact Sibylle Classen (sibylle@eaesp.org) for application information. (By rule, students who have already attended the European Association of Social Psychology's summer school are not eligible for SISP.) We especially encourage

applications from underrepresented minority populations and from international students outside of Europe. We are optimistic that limited additional funding will be available to assist students in financial need.

The first three SISPs were hosted by the University of Colorado at Boulder (2003), the University of Michigan (2005), and the University of Texas at Austin (2007). All were resounding successes, providing stimulating intellectual and social experiences for the students and the instructors. Given the 2009 course lineup and the loveliness of Evanston (and nearby Chicago) in July, we are confident that the forthcoming SISP will continue to meet the lofty expectations of all involved.

Students interested in applying to the 2009 SISP should submit *in a single package*:

- The Online Application Questionnaire (downloadable from www.sisp.northwestern.edu).
- An up-to-date CV.
- A one-page (maximum) single-space statement of research interests (in 12-point font).
- One letter of recommendation in an envelope signed across the seal by the recommender.

Send this package to: Eli Finkel, Department of Psychology, Swift Hall #102, Evanston, IL, 60208. To ensure full consideration, all application materials must arrive by **Friday, January 30, 2009**. (The deadline for European students to contact Sybille Classen is December 31, 2008.)

Applicants will be notified of acceptance decisions by the end of February. ■

SISP Summer 2009 Course Instructor Information

Jack Dovidio, Yale University. Dr. Dovidio explores issues related to both conscious and unconscious influences on how people think about, feel about, and behave toward others based on group membership.

Eli Finkel, Northwestern University. Dr. Finkel specializes in relationships and examines topics such as forgiveness, partner violence, romantic attraction, and self-regulation in relationships.

Adam Galinsky, Northwestern University. Dr. Galinsky's research focuses on topics such as leadership, negotiations, power, decision-making, and the development of organizational values and culture.

Ernestine Gordijn, University of Groningen. Dr. Gordijn research examines meta-stereotypes on individuals' emotions and cognitions, emotions in intergroup processes, and charismatic leadership.

Iris Mauss, University of Denver. Dr. Mauss focuses on understanding emotion and emotion regulation via a convergence of approaches such as behavior coding, autonomic physiological responses, and brain imaging.

Michael Morris, Columbia University. Dr. Morris' research interests include understanding cross-cultural differences in social judgment as well as better understanding negotiations.

Laurie Rudman, Rutgers University. Dr. Rudman's research focuses on understanding the sources of implicit attitudes, the relationship between implicit and explicit measures, and the factors that alter implicit attitudes and beliefs.

Oliver Schultheiss, University of Michigan. Dr. Schultheiss' research emphasizes understanding issues related to topics such as the psychophysiological indicators of emotion and the brain substrates of implicit motives.

Jeffrey Simpson, Minnesota University. Dr. Simpson is known for his work in the areas of attachment processes, human mating, empathic accuracy, idealization in relationships, and social influence in relationships.

Eliot Smith, Indiana University. Dr. Smith's research focuses on topics such as the role of intergroup emotions in prejudice and intergroup relations and connectionist or neural network models in social psychology.

SISP Summer 2009 Workshop Instructor Information

Blair Johnson, University of Connecticut. Dr. Johnson is known for his work on the structure and change of attitudes and stereotypes as well as his contributions to the theory and practice of research synthesis in the form of meta-analysis.

Matthias Mehl, University of Arizona. Dr. Mehl's work focused on topics of naturalistic person-environment interactions; social interactions, coping, and health; and alternative psychological assessment methods.

Steve Reise, University of California, Los Angeles. Dr. Reise's research interests in psychometrics have led him to make advances in areas such as the application of IRT measurement models to personality assessment data.

APA Council, Cont.

(Continued from page 25)

vision statement. After these are approved, council will identify strategic issues, goals and objectives, strategic initiatives, measures and Targets. Efforts to attend to science issues in this process are ongoing.

International Classification of Disease (ICD). Council approved APA's financial contribution to the

World Health organization's upcoming efforts to revise the International Classification of Disease, a system widely used in other countries. This money supports a psychologist who will work within the WHO in these revisions. This classification system is an alternative to the DSM-4,5,6 widely used in other countries. This is not just of importance for clinical psychologists. The ICD has a greater behavioral focus in diagnoses than the DSM representing a greater connection to research for validation.

Budget. The budget typically projects expenses close to the income that makes it sensitive to turns in the market. While there was a surplus in the 2007 budget, consistent with downturn in markets, APA projected a deficit for 2008. Last February, council approved a budget for 2009 with a surplus. However, currently with the recent decline in the market, APA is projecting a deficit and is looking for ways to cut spending. ■

Congressional Testimony, Cont.

(Continued from page 12)

emotion is now the topic of heated debate and furious research, and the history of science teaches us that key scientific discoveries are made during such times. Paradigm shifts may not be comfortable, or cheap, but they are absolutely necessary for scientific progress. Ironically, federal funding agencies tend to invest their money in normal science.

Second, science is like a food chain, with basic research at the base. Without a healthy base, the entire ecosystem becomes weak and cannot survive. Basic research is being starved in America. I pointed out that while I myself am fortunate that my laboratory is well supported by federal funding agencies at the moment, this funding success is a bit misleading. The majority of it pays for the neuroimaging side of my research on emotion. Like many labs around the country, my lab is also struggling to move our social and behavioral research forward. Without this basic research of today, there will be no critical health solutions for tomorrow.

Third, it takes time for basic science to feed applied solutions, often several decades. Scientific discovery is like slowly peeling an onion—while exploring one question, other, more nuanced questions are revealed beneath. In genetics or pharmacology, the lifecycle of discovery is usually several decades. In the social & behavioral sciences, a basic finding about emotion was translated after only 15 years—a relatively quick outcome for science, but one that serves both public health and the public treasury.

Fourth, science is about exploration, risk, and discovery. This means that *you cannot run scientific discovery with a business model, where you set a tangible goal and try to meet it on a*

strict (and short) time-line. A seemingly trivial, everyday occurrence or a very abstract idea can, upon closer inspection, open up a new scientific vista. The neuroscientist who discovered that canary brains grow new cells after birth wasn't *trying* to solve the puzzle of human mental illness. The physicists who discovered quantum mechanics weren't *trying* to build a better computer. Social scientists who studied the evils of conformity after World War II weren't *trying* to keep people from using drugs. And my own research on emotion wasn't *originally* targeted at helping children and retirees, but in the end, this is where it has led. Scientists who focus on basic research questions have different goals from those who focus on applied solutions. Regardless of the goals that motivate basic research in the first place, it is a simple fact that such research is necessary to achieve the critical, and often surprising, results that help people live healthier and more productive lives.

For the full potential of basic-applied collaborations to be realized the federal government is going to have to reshape the institutional structure of how social and behavioral science is conducted in the USA.

Fifth, no single perspective—be it genes or chemistry—will solve any health problem. Interdisciplinary approaches are necessary and must include social and behavioral science. The are important contributions to be made from fostering more collaboration between basic research scientists and applied scientists at the outset. Real people in real life struggle with real problems, and this provides a very fruitful context for discovering the

social and behavioral phenomena that spurs basic research and leads to applied health solutions. For the full potential of basic-applied collaborations to be realized, however, the federal government is going to have to do more than provide research money to fund individual labs or monolithic centers that focus on one question from one perspective. Instead, it is going to have to reshape the institutional structure of how social and behavioral science is conducted in the US.

Finally, for science to realize its full potential in the service of the country's needs, we need several things to succeed: a well-trained scientific workforce of sufficient expertise and diversity (and who are paid well enough that it is worth their while to make a career in science), advanced technology that is suited to the scientific questions we want to ask (whether or not they have an applied value that is immediately obvious), an adequate level of research funds to see our best (and perhaps riskiest) ideas forward, and open minds that are not mired in the habits or agendas of the past. I also talked about the need for basic science education for the public so that they understand the need for investments in science.

Conclusion

I believe that Congressman Baird deserves our deepest thanks for encouraging federal funding agencies to support social and behavioral sciences. He is one of our greatest allies on The Hill.

I also believe that every single one of us should take the opportunity to talk to members of Congress when we can about the value of basic social and behavioral research. It is time consuming to prepare for such discussions, and challenging to execute them. But they are exhilarating. And our livelihood may depend on them.

■

Describing Personality, Cont.

(Continued from page 35)

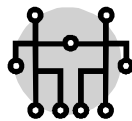
lexical studies, so as to be able to relate the relative frequencies of various content categories to the factors that have emerged from each study. In addition, we can use simulation techniques to add additional data with particular content of various kinds, and to omit terms relating to certain kinds of content categories, and then to re-factor the data and ascertain the locations of the resulting new factors. This should be an exciting enterprise: Can we pull out of one empirical lexicon enough terms of the right kind so as to transform the resulting factor solution from its original structure to the structure that was found in another language? For example, using the data from an English study can we add or delete data-points so as to come up with factors that now look like those from a Croatian analysis, and vice versa? When we can transform any lexicon to that of all others, we will know that we understand the causes of factor locations, and we will no longer have to rely on blind EFA analyses to understand the nature of personality factors.

Simulating different kinds of subject samples

The samples of subjects that have been used in past lexical studies have doubtless differed in characteristics that might affect the size and location of the factors that have been found in those studies. As just one of many possible examples, let us assume that past samples have differed in the percentage of their subjects who responded carelessly or in some kind of quasi-random fashion. What is the effect of such differences on the nature of the resulting factors? One can simulate such differences by starting with carefully selected subject samples, then adding subsamples of quasi-random responders, and refactoring the resulting data after each addition to the simulated subject pool. One might add such simulated subjects

one at a time until one finds a difference in the resulting factor structure.

One obvious application of such sampling simulations would be to understand more fully the nature of the “Negative Valence” and “Positive Valence” factors that have supposedly been discovered in some previous seven-factor structures. It is possible that those factors may turn out to be an artifact of data based on samples that mix many content-appropriate subjects with a small subsample of quasi-random responders. Subject simulation studies should help provide the answer to this question. ■



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GSC SEEKS PRIZE DONATIONS

The Graduate Student Committee seeks prize donations for the graduate student social hour in Tampa. Anyone can donate items of interest to budding social/personality psychologists. We suggest recently published psychology books (no textbooks, please), gift cards, software, SPSP memberships, or even just \$5 toward one of our prizes. Please e-mail us at spspgsc@yahoo.com for more details about contributing!

DSC Crossword

Answers (puzzle on p. 14)

- | | |
|---------------|----------------|
| 53. Cohen | 56. Kelley |
| 52. Macoby | 55. Brown |
| 48. Brewer | 54. Eagly |
| 46. Rotter | 52. McClelland |
| 44. Murray | 51. Steele |
| 43. Ekman | 50. Bandura |
| 42. Campbell | 49. Big Ten |
| 38. Barker | 47. McGuire |
| 37. Atkinson | 45. Bruner |
| 35. Guilford | 41. Mischel |
| 33. Harvard | 40. Rozin |
| 31. Michigan | 39. Hovland |
| 28. Berscheid | 36. Zajonc |
| 27. Osgood | 34. Helson |
| 25. Yale | 33. Heider |
| 24. Arid | 32. Festinger |
| 22. Abelson | 31. Milio |
| 20. Janis | 30. Jones |
| 19. Allport | 29. Rap |
| 17. Sherif | 26. Newcomb |
| 15. Krech | 23. Taylor |
| 14. Nisbett | 21. Thibaut |
| 13. Ivy | 18. Cronbach |
| 10. Fallacy | 16. Lazarus |
| 8. Markus | 12. Seligman |
| 6. APA | 11. Asch |
| 5. Schachter | 9. Deutsch |
| 3. Aronson | 7. Cacioppo |
| 2. Recycles | 4. Higgins |
| 1. Chad | |

Down

Across

Special Passings Section

Robert B. Zajonc, December, 2008

Robert Zajonc received a Ph.D. from the University of Michigan in 1955. Born in Łódź, Poland in 1923, following World War II, Zajonc attended the University of Paris/La Sorbonne, and arrived at the University of Michigan in 1948 as an undergraduate.

Zajonc's admission to the University of Michigan was probationary, but, as Zajonc later claimed, "they decided that I was OK and let me stay." While at the University of Michigan, he earned a B.A. (1950), an M.A. (1952) and a Ph.D. (1955).

The lion's portion of Zajonc's career was spent at the University of Michigan. He joined the Research Center for Group Dynamics at the Institute for Social Research in 1954 as a Research Associate, became an assistant professor in Psychology in 1956, an associate professor in 1961, and professor in 1965. He was named the Charles Horton Cooley Distinguished Professor of the Social Sciences in 1983, and became the Director of the Institute for Social Research in 1989. Zajonc retired in 1994, and moved to Stanford University where he was an active participant in the life of the Department of Psychology.

As a graduate student at Michigan—at first in Sociology—Zajonc was employed by Leon Festinger to work on an early cognitive dissonance experiment that became Hal Gerard's dissertation (Gerard, 1954).

Zajonc's first major contribution to social psychology was his dissertation "Cognitive Structure and Cognitive Tuning" supervised by Dorwin "Doc" Cartwright and Daniel Katz (Zajonc, 1960). In this study, Zajonc showed that participants organized social information differently when expecting

Editor's Note. Robert Zajonc was a special friend of Dialogue during the current Editors' tenure, providing thoughtful and controversial articles (Zajonc, 2003, 2004) and we did not want to fail to take notice of his career and impact in these pages.

to convey information (transmitters) than when expecting to receive information (receivers); transmitters used more differentiated, complex, unified, and organized mental structures. He also found a "tendency to reject material inconsistent with the person's own opinion."

"Cognitive Structure and Cognitive Tuning" (Zajonc, 1960) was one of the early critical papers that shaped a genuinely social and interpersonal take on cognition and mental structures, and thus it was an early publication in the area that come to be social cognition.

This paper was one of the early critical papers that shaped a genuinely social and interpersonal take on cognition and mental structures, and thus it was an early publication in the area that come to be called *social cognition*. Around the same time, Zajonc wrote a review paper for *Public Opinion Quarterly* (Zajonc, 1960) comparing psychological balance, cognitive congruity, and cognitive dissonance, which highlighted the similarities and differences of the then-popular theories of cognitive consistency.

Zajonc carried out a range of social-cognitive research in 1950's and 1960's.

With his Ph.D. student Eugene Burnstein, Zajonc carried out some of the earliest experimental studies in cognitive balance, an idea that came from both Fritz Heider's work on naïve social cognition (Heider, 1958) and Ted Newcomb's work on acquaintance and attraction (Newcomb, 1961). The goal was to study how liking, power, and other social relationships were mentally represented, with memory and learning errors as a dependent variable (e.g., Zajonc & Burnstein, 1965).

Several findings of positivity bias—that people learned and retained positive relations better than negative ones—led Zajonc to study word frequencies. He stumbled upon the correlation between word frequencies and positive evaluation—common words are more positive. This correlational finding led him to experiments, which led to the discovery of the power and generality of "mere exposure" on evaluation: The more one is exposed to a stimulus, the more one feels positively toward it. A lengthy and remarkable monograph on many of the vicissitudes of mere exposure appeared in the *Journal of Personality and Social Psychology* as a special supplement, with no self-citations. This phenomenon has spawned nearly 300 articles in PSYCInfo with "mere exposure" as keywords, and the original paper has been cited more than 1,300 times by early December, 2008, according to Google Scholar. Simple exposure to a stimulus has increased liking for faces, music, abstract shapes, "Chinese ideograms," nonsense words, smell, artificial grammars, and taste

(Continued on page 41)

R.B. Zajonc, *Continued*

(Continued from page 40)

stimuli, among many other sensory and cognitive domains. The effect is robust across species and cultures.

“Attitudinal Effects of Mere Exposure” (Zajonc, 1968) has spawned nearly 300 articles, and the original paper has been cited more than 1,300 times

Around the same time as his mere exposure monograph, Zajonc's (1968) chapter on "Cognitive Theories in Social Psychology" appeared in first volume of the Lindzey and Aronson *Handbook of Social Psychology*, sandwiched between Hall and Lindzey's chapter on Freudian theory and Deutsch's chapter on field theory. Social cognition has fared significantly better than the other two theories in social psychology, and this is in no small part due to Zajonc's efforts. The 1985 *Handbook of Social Psychology*, contained an equally important chapter with Hazel Markus (Markus and Zajonc, 1985), that helped determine the course of social cognition research for years to come.

Psychology faculty at Michigan in the 60s put together a series of short volumes to serve as a modular psychology text (e.g., Kelly, 1967; Manis, 1966). Zajonc (1966) wrote the volume on social psychology, and reviewed the conflicting literature in social facilitation—sometimes the presence of others improved performance, and sometimes it worsened performance. Zajonc found order in the chaos, and showed that the presence of conspecifics increased performance when tasks were easy or well-learned, but the presence of others

decreased performance when tasks were difficult or poorly-learned. A review of this formulation appeared in *Science* (Zajonc, 1965). Zajonc later connected social facilitation work to Hull-Spence drive theory (e.g., Spence, 1958), arguing that arousal/drive increased the probability of all behaviors, but that it increased the probability of well-learned/high probability behaviors at a faster rate, thus increasing the relative probability of well-learned behaviors being performed. This formulation was followed by years of controversy, primarily as a scientific competition between the Hull-Spence-Zajonc arousal account, and an alternative the emphasized learned motives, primarily anxiety about social evaluation. This work led to the only article in the history of the *Journal of Personality and Social Psychology* (so far) to use cockroaches as participants¹ (Zajonc, Heingartner, Herman, 1969).

This work led to the only article in the history of the Journal of Personality and Social Psychology to use cockroaches as participants.

Zajonc and colleague Greg Markus (Zajonc & Markus, 1975) developed a theory of how family configuration (birth order and family size) could affect intelligence of children. Zajonc and Markus showed that the higher intelligence of early children in multi-children families, and the higher intelligence of smaller families as compared to larger families (with a special cost of being an only child), could be explained by describing the average intelligence of the family into which a child is born. First children are born into an all-adult environment, but subsequent children are born into families with less-developed intellects, and so do not receive as much

stimulation. There was also a demonstrable effect for teaching younger children—last children (and only children) suffer a slight decrement. Although these effects are quite small as individual differences, at the population level they could be quite important. The effects were important in showing the powerful effects of the environment on intelligence, and at the population level of analysis, the theory has proven quite effective at describing and predicting population shifts in IQ scores. This theory was highly controversial, and methodological and empirical exchanges still populate the scientific literature.

It was the work on mere exposure that led to Zajonc's foray into subliminal processes. In a set of studies, Zajonc and colleagues (Moreland & Zajonc, 1977; Kunst-Wilson & Zajonc, 1980) showed that the effects of mere exposure operated in the absence of recognition, perceptual fluency, or even familiarity. Mere exposure was one clear area that led to effects on affect that were apparently completely independent of any cognitive system. This work had significant implications for non-conscious cognition, as well as implicit social cognition.

But it had a more immediate effect. In 1978, Zajonc received APA's Distinguished Scientific Contribution Award, and one of the benefits of that award was the opportunity to publish a

Feeling and thinking: Preference need no inferences (Zajonc, 1980) appeared and was an immediate sensation; it helped usher back emotions, mood, and affect as central concerns in social psychology.

(Continued on page 42)

R.B. Zajonc, *Continued*

(Continued from page 41)

lightly edited and gently reviewed article in *American Psychologist*. Zajonc's article—Feeling and Thinking: Preference Need No Inferences appeared and was an immediate sensation, with more than 2,500 citations by 2008. Zajonc (1980) argued that affect and cognition were two relatively independent psychological systems, and that they could proceed separately. Affect was described as more powerful, faster, and longer-lasting than cognition. This claim was controversial, and elicited counter-arguments (e.g., Lazarus, 1982) and rejoinders (Zajonc, 1984). This paper, and the controversy that followed it, helped usher back emotions, mood, and affect as central concerns in social psychology, a place of honor they retain today.

In recent times, Zajonc was studying the social psychology of genocide, taught a course at Stanford on the topic, and was developing a book on the subject.

Zajonc received the American Psychological Association's Distinguished Scientific Contribution Award, and the Society for Experimental Social Psychology's Distinguished Scientist Award. He was President of the Society for Experimental Social Psychology, President of APA's Division 1, General Psychology, and was on APA's Board of Scientific Affairs. He was a Fellow of the American Academy of Arts and Science.

Zajonc was deeply involved in making connections between the USA and Europe. He was an instructor at EAESP's inaugural Summer Institute, a member of the Polish Academy of Sciences, and received honorary doctorates from the University of Louvain, Belgium and from University of Warsaw, Poland, and was a founder of the Institute for Social Studies at the University of Warsaw.

In her tribute to Zajonc, delivered in Hungary, Mahzarin Banaji (2003) said:

When one comes face to face with a genius like Bob Zajonc, it is important to recognize the leagues that separate him from the rest. It has also been important to me, to find connections because to do so makes it possible to find meaning in my work, to steadfastly pursue discoveries even in the face of rejection. For me, Bob is what I aspire to, in the type of work, in the manner or work, and in the spirit of the work.

For me, Bob is what I aspire to, in the type of work, in the manner or work, and in the spirit of the work.

There are few social psychologists in the history of our field who have had as wide and as deep an effect on how we think about our phenomena, and how we think about ourselves, as Robert Zajonc (1923-2008).

Footnote

¹ One other paper explicitly uses cockroaches, although as a stimulus, not as participants (Rozin, Millman & Nemeroff, 1986).

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The Idea of Bouncebackability

By *Constantine Sedikides*

On certain mornings, one feels in a somewhat naughty, tongue-in-cheek (and perhaps not terribly original) mood. This is one of those mornings for me, as I am scrabbling for my coffee.

Why then not propose this new and (undoubtedly) trendy construct, in hopes of fulfilling my dream to contribute a word to the dictionary? This word is *bouncebackability*.

Bouncebackability of the self-system, that is. It has to do with the extraordinary property of the self-system to bounceback immediately from soft or hard knocks.

The construct differs subtly from seemingly synonymous constructs such

as resilience or hardiness. Resilience and hardiness refer to long-term adaptation, and are about endurance or relatively passive robustness.

Bouncebackability is more active. It involves the in-the-moment, nitty-gritty, or microscopics of human responding to negative feedback of personal relevance, and it draws connections with social cognition and neuroscience wisdoms.

What are the properties of bouncebackability? Is bouncebackability an invariant characteristic of the self-system, or does it admit of degree? What cognitive and neurocognitive mechanisms underpin bouncebackability?

Does it vary as a function of feedback type (achievement vs. relational)? Are

there parts of the self-system that are more bouncebackable than others? Do all organisms with a rudimentary sense of self (e.g., chimpanzees, bonobos, dolphins) exhibit bouncebackability, and, if so, in what ways? What are bouncebackability's limits or boundaries, its personality correlates, and its implications for psychological health?

As an added bonus, the construct is surprisingly engaging. I have mentioned it to a few colleagues, and they immediately started arguing against it, gleefully pointing to its unoriginality. Might, though, still be there something to explore?

But it's time to put an end to all this, as my coffee is ready. Back to the grind.

■

R.B. Zajonc, Continued

(Continued from page 42)

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News of the Society Since 1986

NSF News, Cont.

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Social and Behavioral Dimensions of National Security, Conflict, and Cooperation

The National Science Foundation and the Department of Defense are collaborating in this program designed to enhance the understanding of social and behavioral dimensions of national security issues. The deadline for the FY08 competition has already passed, unfortunately. However, there is reason to believe that this program may extend up to four additional years, so check http://www.nsf.gov/funding/pgm_summ.jsp?piims_id=503294&org=SES&from=home for updates.

Contact Us

As always, we will strive to keep you up-to-date on new developments at NSF, in particular new funding opportunities, through postings on the SPSP Listserve. Feel free to email or call us with your questions, concerns, and ideas. We will be at SPSP, hosting the "Conversation Hour" during lunch, so feel free to stop by our table to chat.

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Dialogue Mission Statement

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