

DIALOGUE

Fall, 2009

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**Inside the Current
 Issue:**

| | |
|--|---------------|
| Committee Reports: | |
| Convention | 1, 4 |
| Publication | 1, 31 |
| Graduate Student | 20, 21 |
| Diversity & Climate | 26 |
| Training | 14 |
| Executive | 16, 21 |
| APA | 30, 31 |
| 10,000 Hours Blair Johnson | 2 |
| Travel Section: Brett Pelham Marc Kiviniemi Leaf Van Boven | 6-9 |
| NSF News & Awards | 10, 11, 13 |
| Article Titles Judith Hall | 12 |
| SISP: Faculty & Student Views | 18, 19, 23 |
| Comings & Goings | 22-23 |
| Society Awards | 24-26 |
| Announcements | 27, 32 |
| Dear Me! | 28-29 |
| Abstract Fun | 29 |

Looking Forward to Las Vegas

The 2010 SPSP conference will be held in Las Vegas, Nevada on January 28 – 30, 2010. We'll be housed at the famous Riviera hotel, located right on "The Strip," with easy access to all that Vegas has to offer. This is SPSP's first convention center/casino combination site, but we're hoping for record turnout at the sessions! Expect high temperatures in the 55-65° F range, with evening lows just above freezing.

Similar to previous years, several excellent pre-

conferences will be held during the day on Thursday, January 28. The actual convention activities will begin on Thursday with SPSP Award Presentations, a Presidential symposium, and a welcome reception. On Friday and Saturday, the program will 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 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.

A Re-Cap on the Program Selection Process

In addition to the two co-chairs, the Program Committee consisted of nine members, representing a broad range of expertise in personality and social psychology: David Amodio,

Continued on p. 4

SPSP Publication Committee- Mid-Year Report, 2009

by Randy Larsen

SPSP's publications continue to flourish. The first issue of *Dialogue* under the new editorial team of Hart Blanton and Diane Quinn came out on time and was well-received by members earlier this year. The issue you are holding in your hands right now marks the completion of their first year at the helm of our professional newsletter, and they continue in the tradition of providing us with a FANTASTIC newsletter, filled with timely news and EXTREMELY INTERESTING and INCREDIBLY ENTERTAINING ARTICLES about

our profession. [Diane: I wrote this paragraph saying what a great job we're doing with the newsletter – think Randy will notice? -Hart]

In terms of *Personality and Social Psychology Bulletin* Shinobu Kitayama has now been editor for a full year. Shinobu has two senior associate editors, and nine associate editors. There are 104 consulting editors on the editorial board. *PSPB* set a record in 2008 with 665 new submissions. That high submission rate continues, with 310 new submissions through the first half of 2009. Editorial lag time continues to be impressive (at 8.4 weeks as

of June 30, 2009). The impact factor of *PSPB* has stabilized at a high level (rising to 2.24, in 2008, ranking *PSPB* #7 out of 47 journals in Social Psychology). *PSPB* is on very solid footing and in good hands.

At the SPSP mid-year executive committee meeting, there was some discussion of publishing more papers that draw on broadened participant populations (i.e., studies done on participants other than college students). The impetus for this discussion is the

Continued on p. 31

From Misery to Mastery in 10,000 Hours:

“Calvin, Go Do Something You Hate...Being Miserable Builds Character!”

By Blair T. Johnson, University of Connecticut

In the first frame of one of my favorite instances of Bill Watterman's comic strip, *Calvin and Hobbes*, Calvin's parents are talking: Calvin's dad has lost his glasses and he asks Calvin's mother if she has seen them. In the next frame, Calvin appears, mocking his father, with combed rather than mussed hair, wearing his dad's glasses, he says, “Calvin, go do something you hate... being miserable builds character!” In the last frame, his mother laughs uncontrollably in a chair while his dad looks completely flummoxed.

It's the kind of encouragement we all need sometimes, suggesting that all the misery we've endured “doing something we hate” actually pays off somehow, even if it is not in building character (maybe instead it builds characters?). And maybe the current quest to gain expertise in some valued domain will pay off, if we just do enough work.

Popularized by such works as *Outliers* (Gladwell, 2008), there may just be some truth to it as well: A spate of recent research suggests that if someone wants to be an expert in a domain of any complexity, then he or she had better spend 10,000 hours practicing the domain. It is not just working by rote, but deliberate practice (DP) improving rough spots, focusing on aspects that one hasn't quite yet grasped. Thus, practice doesn't count unless it is focused on problem-solving, progressively better refinement, and ultimately enhancement of internal representations for planning, evaluating and monitoring how one mentally represents the sequences (Chaffin, Imreh, & Crawford, 2002). As my daughter's violin teacher says, “You're not practicing unless you're practicing it right!” No pain, no gain.

Most of these same “meta-experts” (viz., experts about experts) maintain that enjoyment of the activity pretty much means that it is not DP at work, instead it's mere play (e.g.,

Ericsson, Roring, & Nandagopal, 2007). Meta-experts' studies of musical skill acquisition, for example, show that time spent in deliberate practice is a far better predictor of musical skill than time spent playing for enjoyment. The same pattern appears in studies of chess playing. Sorry to say, but it implies that if we are merely enjoying the activity without engaging in DPs, we might be maintaining the skill, but we are not actually improving it, any affect we experience appears to be unrelated to skill increases. Apparently, the enjoyment comes from making gains with our skills, not in gaining the skills themselves. In short, one must challenge or be challenged for quite a long time to develop pure expertise. Looks like we should all expect to endure quite a bit of misery if we truly want mastery. Time to join a monastery, me thinks. (And by the way, if you are enjoying this piece, that's a sure sign that you are learning nothing. Get back to work!)

I once attended a lecture by famed author Kurt Vonnegut. Because his novels reveled in dark humor, I was surprised that the lecture was so inspirational. He encouraged young authors to write novels, even though he was pessimistic about anyone's chances to make a decent living at it. He said that unless they write novels literature would suffer, and who knows? One or two young authors might actually make it. To those who were intimidated by his own “lucky” success, he remarked that they were seeing the end product, not the painful process of drafting and re-drafting that he endured to produce his books. It seems that dark humor had its roots at least in part in Vonnegut's misery, but of course his readers loved the products and they miss him now that Kurt himself is a wisp of undifferentiated nothingness, to use one of his lines.

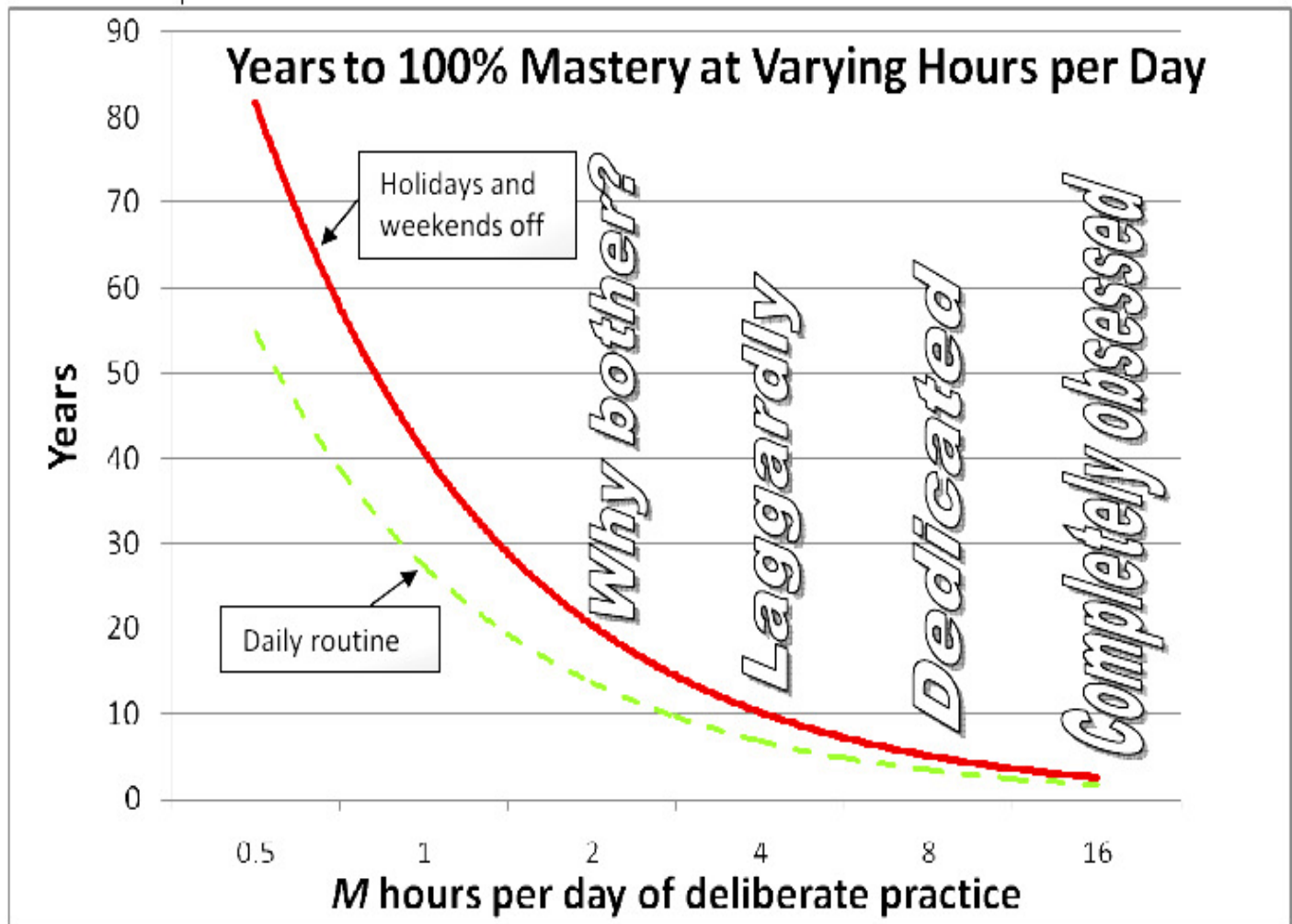
All of us who have engaged the publication process can relate to its miseries. I had taken the “hard” English classes through my high school years and fancied myself a fine writer; I suppose I imagined that the 10k of DPs was already under my belt. Indeed, it seemed

everyone admired my writing through my undergraduate years, and I even published a solo-authored paper before entering graduate school (Johnson, 1983). In retrospect, as Kruger and Dunning's (1999) work implies, praise about a dimension from those who lack expertise on it would seem poor predictors of actual expertise.

When Alice H. Eagly became my major professor reality abruptly changed. We met to discuss the first draft of a manuscript I'd given her and I saw that the margins were filled chock-full with pencil, and (horrors!) most of the remarks were related to grammar and style! I was so shocked that for several minutes I didn't understand what she was telling me. It dawned on me that my writing needed work and what purpose do mentors serve if not to mentor? And what role do mentees have but to concentrate on their DPs? Practice, practice, practice. Over a long enough time, you really do develop expertise and then, in persistently plying your trade with greater fluency, accomplishments accumulate. Anyone can become a good writer or a good scientist with enough practice and persistence. Draft, re-draft, repeat. (I've profited from it again and again, to the point where I am convinced that, with the possible exception of the current essay, I am much smarter in print than in person!) Johann Sebastian Bach is reputed to have once said, “I have done well. Anyone who works equally as hard will do equally as well.” Success = Bach = Beethoven = Brahms \geq 10k hours of DP (plus a lot of work).

The peer-review process is an extension of the writing process with its own miseries. It's no wonder that the first articles are the hardest to write but that with practice they come easier, because reviewers use their considerable mastery (they're experts, aren't they?) to critique the work and as the process repeats, one not only develops the article itself but also develops related skill sets for doing better science and for anticipating critics' reactions. Ideally, a published scientific article represents mastery expressed, perhaps over several domains

Figure 1. Number of years to attain mastery as a function of increasing length of days of deliberate practice (DP), either on a daily, 7-days-a-week routine or with holidays and weekends off, with descriptive labels for cumulative amount of DP.



(knowledge of the domain in question, scientific method, one's discipline *per se*, writing). It makes you wonder how often classic discoveries were made prior to mastery, naively, and then developed into legitimate publications because of review feedback that demanded more DPs. Submit, re-submit, repeat. And keep the faith!

Of course, mastery pursuits are highly hydraulic: There are massive side effects for the completely obsessed mastery seeker, who will have no time for any other mastery pursuit or for other aspects of life. Unrelated skills and domains of life atrophy away. (Can you say, "increasingly one dimensional"? "Increasingly dysfunctional"?) Meta-experts agree that unless skills and knowledge are used and expressed, they begin to die and require some extra DPs to resurrect. As an example, after a long time pursuing research that is increas-

ingly meta-analytic, a few years ago I had the experience of authoring an article based on a survey of a difficult-to-reach population, HIV-positive Romanian adolescents. It was some of the most difficult writing I have yet done, as I had become too used to thinking of study results as study units rather than individual people. I got the job done, but it took more work than it should have, and it was not very pleasurable. As they say: Use or lose it.

Seriously, 10,000 hours of deliberate practice sounded like quite a lot to me, especially given the misery factor, so I gave it some thought. Let's say I wanted to master playing the piano. Let's make Bach's *Goldberg Variations* the mastery goal: I need to play this piece at professional speed with accuracy (and ok, I want to play it with feeling, too!). At 24 hours a day, I'll reach 10k hours in about 417 days, a bit over a year, which is a lot

of Bach.

But wait: Maybe I'll need to eat and sleep a bit, so perhaps 16 hours-a-day of DP would be a bit more manageable, and now 10k works out to be a bit less than 2 years. (See Figure 1's logarithmic learning curve.) Come to think of it, I may need to keep my day job and remain civil to my family, so maybe even 16 hours-a-day is a bit steep, and besides, meta-experts say that spaced learning is ideal, so maybe the 2-year plan is impossible even for the completely obsessed. And then there are physical constraints: My wrists have a tendinitis problem that flares up with repetitive motions... Darn it: Mastering the piano anytime soon appears quite a bit beyond my ken.

Truth told, I do disturb a piano on occasion but, to date, I have only put in about 4,000

Continued on p. 5

Looking Forward to Las Vegas (continued from page 1)

Veronica Benet-Martinez, Lorne Campbell, Melissa Ferguson, Mike Furr, Kate McLean, Stacey Sinclair, Jeanne Tsai, and Iven Van Mechelen.

The submission portal for SPSP 2010 underwent significant improvements this year, thanks to extensive programming by Jeff Wilson of Tara Miller Events. An automated process streamlined submissions and also allowed heavy emphasis on keywords in scheduling the program. We received 195 symposia submissions. This was the highest number of submissions yet (173 were submitted for the 2009 meeting, 124 for the 2007 meeting, and 83 for the 2005 meeting). Each symposium submission was assigned to two different Program Committee members based on keywords and expertise. Each submitter indicated two keywords from a list, and we tried to make sure that at least one reviewer and usually both reviewers were experts in that keyword area. Each committee member received approximately 40-45 submissions to review. We made final decisions based on a number of criteria, such as representing areas broadly, including both senior and junior speakers, avoiding symposia that are very similar to ones in last year's program, and minimizing content overlap in this year's program. As in recent years, we enforced the rule that any individual can only be a speaker in one symposium, the rule of having no discussants, and the rule of having only 3-4 speakers per symposium. Our acceptance rate was approximately the same as last year, around 40%, but this required increasing the number of symposia in each session to 10 instead of 9. Our hope is that SPSP members will be excited by the number and broad range of symposia they can attend,

and agree with us that increasing the number of symposia per session was a better choice than having a lower acceptance rate.

The Program Committee also received 1,947 poster submissions, again a record high. Nineteen post-Masters graduate students from universities across the United States generously served as poster reviewers. Each graduate student reviewed approximately 100 poster submissions, and the program co-chairs reviewed their decisions as well. Additionally, all participants in rejected symposium submissions were invited to submit their talks as posters. The end result is that the conference will include 2026 poster presentations.

Highlights of this Year's Program:

In addition to a diverse set of fascinating symposia and poster presentations, the program features addresses by the winners of the Campbell and Block awards, a Presidential address by Jennifer Crocker entitled "The social self: Egosystem or ecosystem?," and an exciting Presidential symposium entitled "Transcending self-interest: Evolution, brains, and hormones." The Program Committee is also very excited about the Keynote Session: "The Role of Genetics in Personality and Social Psychology." The four invited panelists—Frances Champagne, Steve Cole, Robert Krueger, and Erik Turkheimer—showcase innovative and exciting paradigms for the study of genetics. You may find that your current conceptions about genetics are challenged by the panel's insights. We anticipate the speakers will draw a large crowd and spark a lively discussion.

Finally, keywords played a large role

in planning this year's program. First, we arranged posters by their keywords to allow similar posters to be near each other. To prevent timing conflicts for attendees and for presenters, we provided two or three sessions for the heavily subscribed keywords. That way, attendees won't miss all the posters on a given topic if they happen to be unable to attend a specific poster session. Second, we were able to take advantage of keywords in our scheduling of symposia. In particular, we arranged similar symposia to make attendance as convenient as possible.

The conference will also feature Faculty Mentor lunches on both days of the meeting, as well as a Diversity Lunch on Friday. National Science Foundation and National Cancer Institute will discuss funding opportunities on Friday morning. Look for other receptions and special events in the program at the conference web site.

Register Now

Remember that the conference and hotel registration are now open (go to <http://www.spspmeeting.org/> for further information). We anticipate higher attendance, so make your reservations early. SPSP has an exclusive agreement with the Riviera for this meeting – the hotel is large enough to accommodate everyone, and the \$99 room rate is tough to beat!

We look forward to seeing you in Las Vegas, and welcome your comments about the convention and program.

Monica Biernat, Convention Committee Chair, Serena Chen & Will Fleeson, 2010 Program Co-Chairs



From Misery to Mastery in 10,000 Hours (Continued from p. 3)

hours, which by the 10k rule makes me only 40% expert. (And I have to admit that I enjoy it a bit more than the term DP would dictate: Any “mastery” I exhibit is probably merely Type-I error, an instantiation of the alpha rate! Well, then at least I am alpha at *something*.) At my laggardly pace, I will be lucky to hit mastery before death relieves my misery. Plus, if all I ever play are the Goldbergs, it will only make me a master of Goldberg’s and other music Golbergesque, forget playing anything by Brahms, Prokofiev, or Mellits. Hmmm, maybe it is time to start taking lessons and dispense with the self-training routine?

Work life is another domain where mastery would seem key. If trainees only train during work hours, then it would seem mastery could be rare indeed. In the U.S., factoring out weekends and holidays, a work year is something like 245 days, which at 8 hours per day works out to just under 2000 hours, so it would take a trainee 5 years to gain complete mastery of a position. It would take less to the extent that the trainee already had prior DP. (And, hmmm, it would take more to the extent that the company expected some actual work out of the employee instead of pure training...)

Other countries’ work weeks vary in informative ways. Given their generous vacation allotments and frequent worker strikes, the French work something like 200 days a year (and have only a 35-hour work week), which sounds awfully good, until you consider the implications for mastery, let alone practicing one’s trade. In France, a trainee starting from zero DP, *tabula rasa*, will take a laggardly 7 years to gain complete mastery, 40% longer than in the U.S. In Japan, things are a little bit more obsessed: Work weeks tend to include half-days on Saturday and often stretch 10 hours; workers seldom take vacations, even when incentives are offered for employees to take them. So, applying the 10k rule, a Japanese trainee could gain mastery in about 3.6 years, 29% shorter than in the U.S. and almost twice as fast as the French trainee. International differences in GNP begin to make sense. Maybe these differences are what give

Japan such renowned technical expertise? And maybe it is why France renowned for its rich cultural life rather than its technical expertise?

Graduate training programs often confer Master’s degrees to their students after about 2 to 3 years of work, which roughly matches Figure 1’s “dedicated” zone. Ironically enough, therefore, it would appear that to attain a Master’s degree truly indicates the possession of mastery, 10k of DP. If so, we ought to see that graduate students who are at least “dedicated” emerge as independent scholars during their 3rd year of study, less if they take the “completely obsessed” zone of the Figure or if they commenced graduate school with plenty of DP already under their belts (I pity the fool who really starts at *tabula rasa*!). It’s no wonder graduate record examination scores are such poor predictors of graduate performance: Obsession picks up so much of the variance!

The 10k rule would have more profound implications: If graduate students already attain mastery by the point of a Master’s degree, then why do we continue to push our students toward doctorates? Look at Bill Gates: If a Harvard drop-out can become the richest person in the world, then what good is further education beyond the point of mastery? Seems like mere window dressing. Put all that hard-earned DP to work and publish some articles!

Meta-experts also tell us that there is actually only a razor-thin margin (if that) between recognized experts and novices who also have reached the 10k mark (e.g., Ericsson et al., 2007). It would appear, therefore, that the 10k of DP marks a point of diminishing returns: Fledgling scholars, don’t expect to become significantly more expert once you’ve hit that 10k point. And hmmm, doesn’t this rule also imply that publishing in the best journals isn’t as hard as it is made out to be? Just do your 10k DP duty and the world is your oyster. Just don’t expect to be ever-increasingly expert, just ever-increasingly accomplished.

Most of us have trained as scholars so that we can gain academic jobs and use our cumulative DPs to best effect, inves-

tigating cool things and teaching others about it. Literally, professors are hired not just to generate knowledge, but also to profess what they know as masters of their respective domains. Put more obliquely from a meta-expertise perspective, they are paid to profess under the influence (PUI) of their DPs to relative novices who are on the path of misery to mastery.

Still, note that intelligence and skills are somewhat fluid and can be disrupted by such things as environmental stressors or even the time of day. Even the best experts have moments of extreme ineptitude: Mine routinely trip me up in that stretch after lunch, or, more disruptively, when experiencing jet lag or illness. And of course one can think of acute stressors like alcohol or drug consumption, which might actually equate PUI with DUI: Don’t drink and profess!

To follow Calvin, being miserable (while doing deliberate practice) may build character. And the pursuit of mastery may well make you a character.

Speaking of misery, I have a review to write!

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TRAVEL SECTION

In this month's travel section, we are lucky to have contributions from three psychologists that have traveled outside of psychology departments (and, in one case, back again). The sheer range of potential jobs should give hope to all graduate students (and their families) who have ever wondered whether they will be employed post Ph.D. It is also nice to consider the range of contributions that personality and social psychologists make to broader research and education endeavors.

Life as a Professor and Life as a Pollster

By Brett Pelham, Gallup

Comparing life as a professor of psychology and life as a researcher and writer in a polling and consulting firm is a bit like comparing personality psychology and social psychology. In some ways the two disciplines could not possibly be more different (consider the divergent perspectives personality and social psychologists have about $r = .30$). In other ways, though, the two disciplines could not possibly be more similar (consider our agreement in both camps of psychology about the value of empiricism). The same is true, I think, of a career as a professor in a traditional social-personality training program versus a career as a researcher, writer and data analyst at a research, polling and consulting firm. For me that firm is Gallup, where I have now worked part- or full-time for almost two years (after working for almost 20 years in academia). At a surface level, the two jobs sound very different, but there are many similarities. One big similarity is that both jobs emphasize empiricism as a way of uncovering the nature of reality. Another is that, in both jobs, leaders hope that their employees' work will help make the world a better place. Despite these important similarities, there are some substantial differences. Because the human brain is wired to respond to differences rather than to constants, I will emphasize the differences that first came to mind when I was asked to compare the two.

Self-Determination. University professors have an *enormous* amount of intellectual freedom. For example, at most universities, professors do not have a manager or supervisor of any consequence. Of course, there are provosts,

deans and department chairs, but for the most part what topic you study, and perhaps even what courses you teach are up to you. Further, you may have to work 60 hours per week or more to get tenure, but you can always take Wednesday afternoon off to wait in line at the Department of Motor Vehicles. As a professor I always wrote my own surveys and designed my own experiments, and so I was free to study absolutely anything I wanted. But this academic freedom comes at the great cost, for most professors, of having very limited resources. For example, my laboratory research usually involved small samples of perhaps 50-100 college students. That is, I almost never had access to representative samples of "real" Americans and pursuit of such groups would have required a large time commitment from me (in terms of grant writing to create a specialized data-collecting infrastructure). At Gallup, researchers have now been doing a *nightly*, representative telephone poll of 1,000 Americans since January 2, 2008. In less than two years, this means that Gallup has amassed a giant data set on the physical health, psychological well-being, and personal financial views of more than 600,000 Americans. In any given week Gallup has its finger on the pulse of America. Opportunities to better understand health and well-being using these data abound. For about four years, Gallup has been conducting representative surveys of more than 95% of the earth's population on a yearly basis. This gargantuan World Poll now consists of more than 500,000 respondents who live in 150 countries as different as Iceland and Ecuador. Needless to say, even the best funded professor would never dream of being able to do studies of this magnitude.

Delay of Gratification. As a child I

could never, ever wait for the guy to get back with Mischel's famous second marshmallow. In my defense, I should note that I grew up in extreme poverty. Thus, about as often as not in my early life, the well-meaning guy who promised to deliver the extra marshmallow usually got mugged or thrown in jail before he ever made it back. Of course, my ability to delay gratification has changed a lot since I was four or five years old. Now I am *much* worse at it. For this reason, one of the delightful lessons I've learned by working at Gallup is that research analysts can come up with an idea for an interesting news article one morning, see if the data support it by lunchtime, and publish an article on the topic within a week. Of course, the time lag from idea to publication in academics is on the order of months and/or years rather than days and weeks.

Application. Another difference between being a professor and being a pollster is a close, but distinct, cousin of delay of gratification. In the academic world most researchers hope their work may eventually *change the way the world works*, even if only in a modest way. Those who study stereotypes would probably like to reduce them. Those who study happiness wouldn't mind increasing it. However, even professors with a strong applied bent live with the realization that there is a pretty tenuous link between basic research and immediate application. Further, most are personally comfortable with that tenuous link. In fact, many personality and social psychologists have become frustrated by the extreme emphasis on *translation research* that now seems to be a requirement to procure external funding for any kind of research. In contrast, in the world of enterprise, especially at a place like Gallup, ana-

Continued on p. 9

TRAVEL SECTION

Social/Personality Psychology and Public Health

By Marc T. Kiviniemi,

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Buffalo

Among the many places outside a Psychology Department where one might find a Social/Personality Psychologist lurking is a school or program in Public Health. Many public health faculty include social/personality psychologists and public health is a natural home for those that have interests in health-related areas. What is life like for those of us who have migrated over to the public health world, and how does that life differ from life in traditional psychology departments? My perspective on this is shaped by my own professional experiences: after graduate school, I started my faculty life in a Social/Personality program in a traditional Psychology Department. In July 2007 I started a position in the School of Public Health and Health Professions at the University at Buffalo, SUNY.

What is Public Health? How Does a Social Psychologist Fit In?

Ever tried to explain to someone how (and worse, why!) the various topic areas in social/personality psychology fit together? By comparison to public health, the range of things covered by social/personality psychology seems like a neat, orderly whole. Public health covers everything from understanding how environmental pollution impacts health outcomes to providing preventive care services for low income people to encouraging communities to be more physically active to...you name it -- if it relates to health and health outcomes and can be considered and addressed at a population-level, it is probably of interest to researchers in a public health program.

For many of these topics, social/personality psychologists have important roles to play. Many important areas in public health seem very familiar to social/personality psychologists, including

work addressing how both the social and the physical environment influence health behaviors and health outcomes, social/behavioral science perspectives on understanding people's health behaviors, and research and practice incorporating a lot of social psychological principles (social norms, self-efficacy, attitudes, social support, etc.). In fact, most Masters of Public Health programs (the core practitioner degree in public health) require a core course in the social and behavioral sciences and many Schools of Public Health have a department focusing on social and behavioral science perspectives.

That said, the field is public health, not psychology. Although psychological perspectives can be found in much public health work, the core focus is on health – a traditionally trained psychologist might find that at least some of the research lacks “psychological meat” when compared to what would be emphasized in traditional psychology programs. Whether this is a positive or a negative depends on one's perspective (and, perhaps, on the day of the week). On the one hand, it is intellectually enriching to see the connections between social/personality psychology and a broad other discipline. On the other, one sometimes has to fight to feign interest in work that, although important from a health perspective, might lack the depth and richness of social/personality perspectives that one might prefer.

Research. Arguably, the modal research group in a traditional psychology department is a single professor (or perhaps two professors) working with some combination of postdocs, graduate students, and undergraduates. By contrast, the typical research team in public health is based on a “team science” approach, and although there are still postdocs and graduate students, there are usually faculty researchers from very diverse backgrounds with expertise that is usually non-overlapping. For example, I'm currently part of a research group (studying maternal handwashing behavior) that

includes an epidemiologist, an MD specializing in maternal/child health, and a biostatistician. Although we all have a general interest in handwashing as a preventive health behavior, we have almost no common ground in perspectives and approaches. In many ways this is great fun – you get exposed to topics, disciplinary perspectives, and ways of approaching problems that you simply wouldn't get if all of your collaborators were psychologists. On the other hand, explaining for the umpteenth time what an attitude is and why you really do need to include measures of attitudes, justifying that you actually can validly measure social cognitive constructs, and so on can be a challenge. Related to this, a consequence of the “team science” approach is that you're often part of multiple research teams for multiple projects.

Another key difference is that there is no undergraduate subject pool in most public health programs. Although traditionally trained psychologists often feel confident that they can study “basic process” using convenience samples pulled from their classrooms, researchers in public health programs come from different training and tend to be skeptical on this point. As a result, our research norms tend to emphasize use of diverse, at-risk, “real-world” populations. Most research participants in public health journals are community adults and this one shift dramatically influences the logistics of conducting research. Among other things, researchers typically have to pay participants from targeted populations, convince them to come to campus for in-lab research, and deal with logistics such as parking, public transportation, and child care. This changes the calculus of running studies, as the standard costs of research (in terms of money, time and sheer energy) are considerably higher in a world without a subject pool.

Research Funding. Every psychologist in a research program faces the pressure to publish or perish. On top of that, in public health, there's a strong inclination towards “get funding or perish”. The core expect-

Continued on p. 9

TRAVEL SECTION

The Professor and the Situation: How B-School and Psychology Cultures Shape Research Questions and Practice

By Leaf Van Boven

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A fun thing to do after taking a trip is to read others' reviews of similar trips. Did they see the same sights as you? Did they share some of the same experiences? Or did they see and do different things? It was with such a mindset that I read with interest Kathleen Vohs' comments, "Traveling psychologist: Better Know a Marketing Professor," in the Spring 2009 Dialogue. As a fellow traveler myself, I agreed with many of Kathleen's observations.

Kathleen correctly highlighted a handful of concrete, salient differences between Business Schools and Psychology Departments. On the one hand, "B-school" salaries are higher (sometimes drastically), school-provided research funds are more plentiful (often eliminating the necessity of applying for research grants), and teaching duties are often "stacked" in a single academic term. On the other hand, research space and resources can be more limited in B-schools, there are fewer PhD students, and teaching can be extremely demanding—particularly at the MBA level (although, to be fair, several of my good friends have MBA's, and they are genuinely friendly people). All of this is true enough.

But there's an additional broad difference between B-Schools and Psychology Departments that merits discussion. The difference is cultural. The culture in B-schools stems from the simple reality that they are professional schools that—by design—seek to foster better business practices and to train students to be better businesspeople. In contrast, the culture in Psychology Departments—often, by design—tends to emphasize basic questions about how the mind works and seeks to train students to be better researchers and clinicians. These different emphases pervade daily professional life: from the colleagues one encounters in the mailroom, to the material one covers in the classroom, to the topics incoming PhD students find interesting, to the topics colleagues look for in job candidates. Researchers in B-

schools generally spend much of their time thinking and talking about different topics than people in Psychology Departments. The questions and ideas "in the air" are often distinctly different between the two cultures.

I've found that one needn't spend much time in a B-school before naturally discussing, say, the foundations of consumer financial behavior, leadership qualities that are needed for the new economy, or the potential folly of Microsoft's latest marketing campaign. Nor does one need to spend much time in a Psychology Department before naturally discussing, say, the nature of prejudice, the quality of emotion, or the power of situations over persons. How can these two distinct realities not be so? Academics in both contexts presumably think about the topics they teach, and we as academics in different programs presumably discuss topics of shared interest with our colleagues. When one encounters colleagues in the faculty mailroom who study formal models of dynamic pricing or product positioning, the conversations are bound to be different than when one encounters colleagues who study brain processes of recognition memory or the effectiveness of mindfulness meditation. To be sure, professors in B-schools and Psychology Departments have many shared topics of interest. But there are differences, too, and these differences are real.

A related cultural difference concerns the increasing emulation of Big Science in Psychology Departments. Some of this emulation reflects genuinely evolving interests, as psychologists become more substantively grounded in the biological and neurosciences. Some of this emulation may simply reflect role modeling of more "advanced" hard sciences, or "biologist envy." Either way, Psychology departments' movement toward more traditional science departments bring with it expectations about the size and longevity of research programs, and an increased emphasis on external funding. This is not all good. Writing grants is a headache, and the contortions that psychologists put themselves through to make their research "fundable" can be laughable. Still, they way psychologists think about research is

genuinely affected by the expectation that psychological scientists maintain an active research laboratory—often with multiple PhD students and a cadre of undergraduate research assistants—that pursues multiple, broad questions that extend over the years. I submit that social psychologists in Psychology departments are encouraged—with greater or lesser degrees of subtlety—to establish research programs that lend themselves to multiple investigations, publications, and external funding. This emphasis of programmatic research may explain the differential publication rates among faculty working in Psychology Departments and B-Schools—at least as much as the importance in Marketing, which Kathleen mentioned, of publishing in "A" journals.

The point of these musings is to highlight that the cultural differences between B-Schools and Psychology Departments are greater and more substantial than the salient discrepancies in salary and teaching. A colleague of mine who I respect and whose research I admire once remarked, "I'm a Social Psychologist who just happens to work in a Business School"—the implication being that this person's research interests and practices were stable across situations, and he just happened to earn more money, avoid grant writing, and teach MBA's. But that's not quite right. As Social Psychologists, we should appreciate that the cultures and contexts of B-Schools and Psychology Departments can shape our attitudes, preferences, and behavior. If we want to make informed decisions about where and how we work, we Social Psychologists might be mindful one of our field's central messages and better appreciate the power of the situation.

Note: Leaf Van Boven was trained as a Social Psychologist at Cornell University. After working two years as an Assistant Professor in the Marketing Division of the University of British Columbia's Sauder School of Business, he became an Assistant Professor of Psychology at the University of Colorado. He later worked as an Assistant Professor of Marketing and Behavioral Science for one year in the Johnson School of Management at Cornell University before returning, as an Associate Professor, to the University of Colorado. Quite a lot travelling, indeed—too much, say rest of the Van Boven family!

TRAVEL SECTION

Life as a Professor and Life as a Pollster (cont. from p. 6)

lysts produce articles that are immediately consumed by the public and world leaders alike, and it is always (not sometimes) expected that articles will have immediate, actionable implications. At least some Gallup.com articles do seem to influence policy makers, politicians and business leaders almost immediately. When Obama gave a very well received speech in Egypt in early June of 2009, he seems to have based the speech, to at least some degree, on Gallup survey research showing that the overwhelming majority of Muslims worldwide admire America's freedom and want non-Muslims to respect their religion, including, for example, controversial freedoms such as a Muslim woman's religious right to wear a veil.

Edification. Perhaps the biggest difference between the university and the organization is that there is little or no teaching or committee work for researchers at polling

and consulting firms. So for those (like me) who truly love research, it is possible to be immersed in research almost 100% of the time, at least at a research-focused place such as Gallup. On the other hand for those (like me) who truly love teaching, it is harder -- though not impossible -- to find teaching opportunities within most organizations.

Communication. Another big difference between working in an ivory tower versus a brick office building is that news writing and scientific writing are radically different. To be sure clarity and precision are valued in both worlds, but as Dan Gilbert once put it when advising people about how to talk (or write) about data, "Every study is part of a long story that begins with an idea by Aristotle." I would have to revise this heavily to describe news writing, at least in my experience. I'd say that "Every news article is part of a short story that ends with a recent deci-

sion by Obama." By that, I mean that readers of on-line news articles want the writer to cut *right* to the chase, in a way that still seems foreign to a guy who spent 20 years connecting things to Aristotle. Because it is much easier to learn than to unlearn, my socialization as a journalist is still a work in progress. As Aristotle reputedly said, "Learning is not child's play; we cannot learn without pain." And I thought the marshmallow thing was hard!

To learn more about the Gallup World Poll or the Gallup-Healthways Well-Being Poll, go to:

<http://www.gallup.com/poll/101905/Gallup-Poll.aspx>

or to:

<http://www.well-beingindex.com/>



Social/Personality Psychology and Public Health (cont. from p. 7)

tation is that you will have external funding (especially funding from NIH or CDC) and, in fact, in many programs some or all of your salary is directly tied to external research support. Whereas most faculty working in psychology departments are in hard money lines (i.e., their salary and continued employment is not directly dependent on research funding) there is a more complex mix of salary streams in public health programs. Both within and across programs, some faculty are in hard money positions, some are a mix of hard and soft money, and some are purely on soft money. Moreover, because most public health programs don't have undergraduates, there aren't loads of teaching assistant positions available, so grant funding is directly tied to being able to recruit and fund good graduate students. And finally, because there are no subject pools, it is difficult if not impossible to be a highly research active scholar in public health without obtaining research funding.

Teaching and Students. There are also key differences in teaching. The first is that, although some public health programs include undergraduate degrees, by and large public health is a graduate-degree enterprise. In fact, aside from the occasional guest lecture I don't teach undergraduates at all.

There is also a greater diversity of background and prior knowledge; although by and large the students in one's classes are very bright and highly motivated, the vast majority of them have NO background in the social and behavioral sciences. This leads to a very interesting teaching situation -- there is often a substantial disconnect between the students general ability and their course-specific background and skills. On the other hand, the high level of general ability and motivation and the wide range of student backgrounds and experiences creates a rich, intellectually engaging classroom environment. In addition, teaching loads are often lower in public health programs (e.g., my institution's standard load is 1:1) but that classroom teaching load is balanced by a greater involvement in supervising non-classroom work (e.g., supervising field placements and capstone integrative projects) as well as the greater focus on obtaining grants and research work. Finally, although it seems obvious, a key difference is that the students one works with (both in the classroom and in research activities) are not psychology students -- they are likely to be more interested in the public health issue than in the nuances of the social psychological phenomena you're studying; they may not know what social/personality psychology is, much less the specialized theories involved in your

work; and they have to learn how to think like a social scientist at the same time as they're learning to think like a public health scholar.

The Big Picture. At the end of the day, being in a public health program has broadened rather than fundamentally changed who I am and what I do. I still identify as a social/personality psychologist (although now, depending on context, I may also identify myself as a public health professional, a specialist in methods for decision making research, or a cancer prevention researcher). I'm still interested in core social psychological principles around decision making and self-regulation. The public health world, though, has led me to broaden my scope to include a broader array of research topics, collaborators, and perspectives. The bottom line -- you can still be a social-personality psychologist, can still study the things that attracted you to psychology in the first place, and can expand your horizons to situate your social/personality work in a richer interdisciplinary context addressing a critical set of societal issues. ◆◆◆

News from the National Science Foundation

Social Psychology Program Updates

The Social Psychology program had to bid a fond farewell to fellow program officer, Dr. E. Gil Clary. Gil returned to academia, taking a new post as the Director of the Office of Assessment at Kutztown University. Gil was at NSF as a rotator for the past year and had a significant and valuable impact on the functioning of the social psychology program. At NSF, half of the program officers directing disciplinary and interdisciplinary programs are rotators, coming to NSF for a year or two to learn about NSF, the proposal and review process, the role of science in the federal context, and to take that knowledge and expertise back to their universities. We encourage you to consider applying as a rotator to NSF when an appropriate position is available – it is a remarkable learning experience (and it is a great place to work!). As always, we will post newly announced positions of interest to the SPSP Listserve.

After a flat budget for the social psychology program in FY08, FY09 saw growth in the program's base budget. The Human and Social Dynamics (HSD) priority area ended in FY08, and some of those funds were distributed to the core programs within the Directorate of Social, Behavioral, and Economics Sciences. As a result, the program's budget grew from \$5,927,300 to \$6,378,300. In addition, new funds were made available to allow standing disciplinary programs to support the innovations and goals of the HSD program, particularly in the areas of Complexity Science, Large-Scale Interdisciplinary Research, and Infrastructure (see the Dear Colleague Letter on this topic at http://www.nsf.gov/publications/pub_summ.jsp?ods_key=nsf09019).

And finally, there was the unexpected but totally welcomed influx of American Recovery and Reinvestment Act (ARRA) funds. The Social Psychology program benefitted from \$3,361,313 additional funds. As you may know, NSF did not hold any special competitions for the ARRA funds. Rather, the funds were

used to support the proposals we already had in hand to enhance funding rates.

In the past year, the Social Psychology program received and considered proposals for 122 research projects, including 8 CAREER proposals, and 8 RUI (Research at Undergraduate Institutions) proposals. There were a total of 31 research grants awarded resulting in a funding rate of over 25%. Ten of those 31 research grants were supported by ARRA funds. The additional ARRA and re-distributed HSD funds also allowed the program to make more standard grants (i.e., the total funds for the grants are provided to the PI all at once), reducing our commitments for the next few fiscal years and thereby freeing up more funds down the road.

This fiscal year, the Division of Behavioral and Cognitive Sciences held a "Committee of Visitors" (COV), which provides an external evaluation of the quality and integrity of program operations and management and the degree to which the awards supported advance the progress of science. Each program in the division had a three-person team to evaluate it, and we would like to thank the three individuals who graciously gave their time, energy, and insight to the process for our program – Dr. Keith Maddox (Tufts University), Dr. Irene Blair (University of Colorado – Boulder), and Dr. David Myers (Hope College). If you would like to see their report, go to http://www.nsf.gov/od/oia/activities/cov/sbe/2009/bcs_cov_report.pdf. The Social Psychology report begins on page 161 of the document.

We also wish to recognize the considerable efforts of those members of the Social Psychology community who reviewed proposals in FY09. This includes the members of the review panel who meet twice a year to evaluate the scientific merit and broader impacts of proposals, and several hundred ad hoc reviewers who similarly advise on individual proposals. These anonymous re-

viewers 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 FY2010?

There are a number of broad-based, interdisciplinary opportunities for social psychology across NSF. Be on the look out for future announcements in the following areas.

CI-TEAM

This program has been revised with a fresh emphasis on broadening and diversifying the population of individuals and institutions participating in cyberinfrastructure activities. Research supported by this program, "Cyberinfrastructure Training, Education, Advancement and Mentoring in Our 21st Century Workforce," will leverage the necessary systems, tools, and services (i.e., CI) to enable individuals, groups, and organizations to advance research and education in ways that revolutionize who can participate, what they can do, and how they do it. The call for proposals should be available after November 15, 2009 with a proposal deadline in March 2010. Further information can be found at http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=12782&from=fund

Cyber-enabled Discovery and Innovation

Cyber-Enabled Discovery and Innovation (CDI) is NSF's bold five-year initiative to revolutionize science through 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. Proposals are due in February 2010. For more information, go to <http://www.nsf.gov/crssprgm/cdi/>.

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?pims_id=13681&org=NSF&sel_org=NSF&from=fund.

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. Past competitions have included three emphasis areas: Analytical Tools, Model Building, and Data Development and Augmentation. Proposals are due by September 9, annually. See http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=501084&org=NSF&sel_org=NSF&from=fund for further information.

A Note on Non-traditional Awards

Finally, we'd like to take this opportunity to highlight two new proposal categories that are available to you.

The Early-concept Grant for Exploratory Research (EAGER) is reserved for high-risk/high-payoff research that is revolutionary and radical in nature with a budget up to \$300,000 for 2 years; the Grants for Rapid Response research (RAPID) are intended to provide support for research that has a severe urgency with regard to availability of or access to data. The latter includes quick-response research on natural or anthropogenic disasters and similar unanticipated events with proposal budgets up to \$200,000 for 1 year. Taken together, these non-standard award mechanisms replace the former Small Grants for Exploratory Research (SGERs) program, and both require communication with and approval by program officers.

We recognize the value of both of these mechanisms for support for social psychological research. Both mechanisms rarely involve external reviews, and so can be processed relatively quickly. At the same time, we also see the value in NSF's gold standard for

peer review. In most cases we will recommend that investigators engage the standard application process. However, we are sensitive to the possibility of highly unusual circumstances that lend themselves to important and timely research, and we will remain available to discuss ideas you may have about either of these mechanisms with you.

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.

Your program officers,

Amber and Kelli

Amber Story (astory@nsf.gov, 703-292-7249)

Kellina Craig-Henderson (khenders@nsf.gov), 703-292-7023)

2009 NSF Awards

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/>.

- ❖ Carlos Navarrete (Michigan State University) -- CAREER: Intergroup Bias as a Gendered Phenomenon
- ❖ Melissa Ferguson (Cornell University) -- On Evaluative Readiness for Goal Pursuit: Testing Theoretical and Practical Questions of Breadth, Mechanism, and Causal Impact on Behavior
- ❖ Marlene Sandstrom (Williams College) -- RUI: Pluralistic Ignorance and School Bullying: Do Misperceptions of Classroom Norms Contribute to Peer Harrassment? (joint funds provided by the Developmental and Learning Sciences program)

- ❖ Brandon Schmeichel (Texas A&M University) -- Distinguishing Impulse Strength from Self-control Strength as Causes of Self-control Failure
- ❖ Richard Petty (Ohio State University) -- The Role of Confidence in Social Judgment (joint funds provided by the Decision, Risk, and Management Sciences program)
- ❖ Scott Plous (Wesleyan University) - Using Social Networking to Advance Psychological research and teaching
- ❖ Doug Kenrick (Arizona State University) and Vladas Griskevicius (University of Minnesota – Twin Cities) - Fundamental Goals and Decision Making (joint funds provided by the Decision, Risk, and Management Sciences program)
- ❖ Nilanjana Dasgupta (University of Massachusetts – Amherst) and David DeSteno (Northeastern University) -- Collaborative research: Investigating underlying mechanisms and behavioral consequences of emotion-induced implicit prejudice
- ❖ Hazel Markus (Stanford University) -- Choice as an Engine of Individualism: When and Why is Choice Beneficial or Detrimental in Three Cultural Contexts
- ❖ Arthur Aron (SUNY Stony Brook) – RAPID: Shared novel/challenging activities and relationship quality: Testing key theoretical mechanisms and moderating variables in a large sample of returning combat soldiers
- ❖ Akira Miyake (University of Colorado – Boulder), Joshua Correll (University of Chicago), and Bruce Bartholow (University of Missouri – Columbia) -- Collaborative Research: Individual Differences in Executive Functions and Expressions of Racial Bias
- ❖ Michael Robinson (North Dakota State University – Fargo) – Developing a Cognitive Control Theory of Emotion Regulation Through the Lens of Hostility, Anger, and Aggression
- ❖ Margo Monteith (Purdue University) -- Implicit Stereotyping and Prejudice: Strategies and Processes of Change
- ❖ Lisa Neff (University of Texas – Austin) – Marriage in Context: External Factors and Relationship Maintenance

Continued on p. 13

Article Titles in Social-Personality Journals are Creative and Getting More So: And Like This Title, They Include More Subtitles and Declarative Sentences

By Judith A. Hall

We all have encountered research with catchy, inventive titles (and see Table 1 for some examples). This type of creativity might seem to be of little consequence, but an inventive title might serve an author well. It might suggest that the topic will be relevant and interesting, that the writing style will be lucid and reader-friendly, and that the author is clever and possibly high status within the field (as readers might assume only a high-status author would be comfortable being unconventional). Catchy titles may also serve a dissemination goal both inside and outside of psychology, by drawing attention to the work. In the increasingly competitive marketplace for psychology journalism, an inviting title might determine whether one's work is disseminated through the mass media.

But there may be a downside to being cute. Ever since Senator William Proxmire awarded his "Golden Fleece Awards" to research he considered trivial back in the 1970s, social-personality psychologists have been sensitive about appearing lightweight, a fear that contributed to the so-called "crisis" in social psychology. Our vulnerability in this regard has not gone away; in recent years, politicians and watchdog groups have continued to hold social-personality research up for ridicule, even attempting to rescind federal grants.

There is some evidence of a similar skepticism within our science. Sagi and Yechiam (2008) found that exceptionally amusing titles in the *Psychological Bulletin* and *Psychological Review* received fewer citations than non-amusing titles, even in a subsample of articles in which the same person was an author of both types of titles. Though this finding could have several interpretations, one is that an amusing title undermines credibility, as does the use of humorous illustrations in college textbooks (Bryant, Brown, Silberberg, & Elliott, 1981).

A compensatory goal, therefore, would be for social-personality psychologists to do everything possible to be considered "real," by aligning themselves with the

practices found in the "hard" sciences.

How might we make this identity claim in our titles? One way is to be dry, long, and jargony, thereby being not at all cute.

Another—beautifully simple—way is to compose the title in the form of a *declarative sentence*, as is often done in prestigious general science journals such as *Science*. In such a title, the main result is stated as a firm fact—no vagueness, no hedging or qualifying, no loose ends. An example, from *Science*, is "Use-Dependent Plasticity in Clock Neurons Regulates Sleep Need in *Drosophila*." In a recent issue of *Science* that I picked up, the main research article had such a title, as did six of the 13 research reports. If the declarative sentence is generally believed to be the way "real" scientists do it, and if it conveys definitiveness and inspires confidence in the reader, then surely a psychologist might earn scientific credit by adopting it, in the eyes of journalists and peers alike. And, indeed, it was not difficult to find declarative titles in recent issues of our journals, also shown in Table 1.

A Study on Article Titles

With these musings in mind, I analyzed the titles in four social-personality psychology journals over a period of 25 years. All titles in the years 1983, 1988, 1993, 1998, 2003, and 2008 were coded in the *Journal of Personality and Social Psychology* (JPSP, $n = 1110$), *Journal of Experimental Social Psychology* (JESP, $n = 337$), *Personality and Social Psychology Bulletin* (PSPB, $n = 521$), and *Journal of Personality* (JP, $n = 243$). For comparison purposes, I also examined one general experimental psychology journal, the *Journal of Experimental Psychology: General* (JEP:G, $n = 159$). Three undergraduate coders recorded whether there was a subtitle and whether the main title was a full declarative sentence. They also rated the main title on a single 1-9 scale of inventiveness, operationally defined as *catchy, engaging, easy to read, enjoyable, creative, and clever*. In ANOVAs that included journal and year, I looked specifically at the contrast of the social-personality journals against the general experimental journal and at the

linear trends across time.

The Main Findings

Social-personality titles were more inventive ($M = 3.23$, $SD = 2.04$) than JEP:G ($M = 1.64$, $SD = 1.08$, $p < .001$), and the social-personality journals showed a linear increase in the main title's inventiveness, from a low of 2.93 in 1983 to a high of 3.92 in 2008 ($p < .001$), whereas JEP:G showed no such trend.

Social-personality journals were also more likely to publish articles with subtitles (59%) than JEP:G (49%, $p < .001$), and this tendency in social-personality showed a similar linear increase, from a low of 48% in 1988 to a high of 72% in 2008 ($p < .001$). There was no comparable trend in JEP:G. A plausible interpretation of these twin findings is that the use of subtitles allowed researchers to try to be both informative and creative. Consistent with this interpretation, in social-personality journals more inventive main titles were more likely to have a subtitle, $r = .25$, $p < .001$. Another interpretation is that the cuter the main title is, the more necessary it is to have a subtitle, so that the reader can tell what the article is about.

Though the use of the declarative sentence did not change in JEP:G, this usage increased over time in social-personality journals, from lows of 2% in 1983 and less than 1% in 1988 to a high of 5% in 2008, and with most of this increase happening at JPSP.

If social-personality psychologists want to be either (1) highly appealing and accessible or (2) highly "scientific" in their self-presentation, one would expect that being inventive and using the declarative sentence would be inversely related. But the opposite was true. In the social-personality journals these two practices were *positively* correlated, $r = .16$, $p < .001$, while no such trend appeared in JEP:G. The positive correlation in social-personality journals remained significant after partialing out year, meaning it was not an artifact of parallel temporal trends. Perhaps this effect was observed because authors felt that the apparently competing

goals of being clever and writing a *Science*-like title can be reconciled by doing both at once (e.g., “Everybody Loves Me,” and “I Continue To Feel So Good About Us”).

What to Make of These Trends?

There could be multiple reasons, good and bad, for using declarative sentences and catchy titles. My goal is not to attack or defend either practice but to identify the trends so that we can open a conversation on their possible consequences. I noted earlier that the effects of “cuteness” on scientific impact is not yet fully understood, but ours is an empirical profession and so who better than us to determine the effect of our own professional practices on the impact of our profession? It would be useful to know what attributions and associations readers inside and outside the profession make about our titles. Does a non-inventive title imply a dull author or a competent author? Does a clever title suggest a brilliant author or a ditzy author? Does the declarative-sentence title

shout out, “This is science!” and if so, does it do so even when the sentence is witty but empty of scientific substance? Perhaps a future researcher will find answers to these questions and it will be interesting to see the title of that report.

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- Bryant, J., Brown, D., Silberberg, A., & Elliott, S. (1981). Effects of humorous illustrations in college textbooks. *Human Communication Research, 8*, 43-57.
- Sagi, I., & Yechiam, E. (2008). Amusing titles in scientific journals and article citation. *Journal of Information Science, 34*, 680-687.

Judith A. Hall is a Professor of Psychology at Northeastern University. She thanks Talya Blatt, Tyler Rubin, and Ashley Adabahr for coding these 2,370 titles.

NSF Awards (Continued from p. 9)

- ❖ Daniel Wegner (Harvard University) – Dimensions of Mind Perception
- ❖ William Klein (University of Pittsburgh) – Understanding the Effects of Self-Affirmation
- ❖ Jennifer Richeson (Northwestern University) – Fostering Positive Interracial Interactions
- ❖ Kevin Carlsmith (Colgate University) – RUI: Psychological Motives Underlying Attitudes toward Aggressive Interrogation (joint funds provided by the Law and Social Science program)
- ❖ Eddie Harmon-Jones (Texas A&M University) -- Approach Motivation, Anger, and Positive Affects
- ❖ Gerard Saucier (University of Oregon – Eugene) – Dynamics of Dispositional Change
- ❖ David Sbarra (University of Arizona) – Romantic Breakups in Young Adulthood: Biopsychosocial Mechanisms of Recovery
- ❖ Arie Kruglanski (University of Maryland – College Park) – Multifinality Without Awareness: Implicit Value Maximizing in Dynamic Goal Environments

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:

- ❖ Michael Kaschak (Florida State University) – Social Power and Action (jointly funded with the Perception, Action, and Cognition program)
- ❖ Sandra Graham (University of California – Los Angeles) – Psychosocial Benefits of Ethnic Diversity in Urban Middle Schools (jointly funded with the Developmental and Learning Sciences program)

Table 1

Sample Titles from Recent Social-Personality Journals

Highly inventive:

| | |
|---|------------------------|
| Guess Who Might Be Coming to Dinner? | Mirror and I |
| Moments of Weakness | “Walking on Eggshells” |
| The Simple Life | Not So Black and White |
| A Message in a Bottle | Pearls in the Desert |
| Liking Products by the Head of a Dog | Suckers or Saviors? |
| Why Susie Sells Seashells By the Seashore | Feel the Difference! |
| How Do I Love Thee? Let Me Count the J’s | Look Black in Anger |

Declarative sentence:

| |
|--|
| Interacting with Sexist Men Triggers Social Identity Threat Among Female Engineers |
| Evaluative Conditioning May be Sensitive to Processing Goals |
| Perceived Orientation of Attention Induces Valence Acquisition |
| Sucrose Drinks Reduce Prejudice and Stereotyping |
| Death Reminders Provoke Immediate Derogation of Extrinsic Goals, But Delayed Inflation |

Doubling down with the training committee: Updates and a look forward to Vegas

By Jamie Arndt, University of Missouri &

Marti Hope Gonzales, University of Minnesota

The SPSP Training Committee would like to first express our collective appreciation to Terri Vescio (Pennsylvania State University), who recently completed her term on the Training Committee. Terri led the charge during some challenging transitional years for the Committee, and her vision was inspiring to those of us who had the opportunity to serve with her. At the same time, the Committee is incredibly fortunate to welcome Stacey Sinclair (Princeton University) as the most recent member.

Although Terri has completed her service, she continues to work with the Training Committee to establish an internet-based network of social and personality psychologists working in applied professions. The intent of the network is to foster research, training and communication between graduate students in personality and/or social psychology and professionals working with government agencies, marketing firms, non-profits, research firms, or consulting firms, or other professionals who are self-employed. We will soon begin to recruit professionals to participate in the applied network and will send further information about suggesting contacts via the SPSP listserv. However, if there are names of people who come readily to mind, please also feel free to contact Terri Vescio (vescio@psu.edu) and Joshua Lenex (josh@psu.edu) immediately.

On other fronts, The SPSP Training

Committee is excited to be sponsoring two events at the upcoming conference in Vegas (hence the lame gambling allusion to “doubling down” in the title).

The first is a pre-conference, entitled *Bridge(s) Over Troubled Waters: Traditional and Non-Traditional Careers for Personality and Social Psychologists*, co-sponsored by the SPSP Graduate Student Committee. Dwindling support from state legislatures, shrinking investments and endowments, hiring freezes, and delays in the retirement plans of senior academics—to name but a few consequences of the downturn in the U.S. economy—mean that graduate students may be forced to consider alternatives to traditional career trajectories. This pre-conference is designed to provide attendees with information on both traditional (i.e., postdoctoral positions and tenure-track positions in research universities and four-year colleges) and non-traditional career options for personality and social psychologists, including academic appointments outside psychology departments, appointments in universities outside the U.S., and work in both the public and private sectors. A number of distinguished personality and social psychologists who have pursued both traditional and non-traditional career paths will speak of unique challenges and opportunities, both inside and outside academia. The talks should be valuable for both junior psychologists who face immediate career challenges and for senior psychologists as they train the next generation of personality and social psychologists. For more information, please visit: <http://www.spsptrainingcommittee.org/>

spsppreconference.php

Our second event is a symposium, entitled *Giving them wings to fly: Advice for soon-to-be, new, and established faculty in the training of graduate students*. Armed with a Ph.D. and an academic appointment, personality and social psychologist are confronted with numerous challenges surrounding the mentoring of graduate students. These are important issues, given that our students represent the future of the field, yet we’re often exposed only to the strategies of our own mentors or of others in the departments where we earn our degrees; rarely is the practice of mentoring featured in our own training. The Training Committee is excited to present four distinguished mentors (Jennifer Crocker, David Funder, Thomas Gilovich, Jeff Greenberg) who will offer their views on key aspects of graduate mentoring. The symposium is intended to educate and inform not only soon-to-be and new faculty, but also those who seek ways to improve in the vital task of graduate mentoring. Please look for it in the conference program!

The members of Training Committee are Jamie Arndt (Chair; University of Missouri), Marti Hope Gonzales (University of Minnesota), Michael Robinson (North Dakota State University), and Stacey Sinclair (Princeton University). Please visit <http://www.spsptrainingcommittee.org/index.php> for more information on the Training Committee and contact any of us with questions or suggestions. ❖❖

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REPORT FROM THE EXECUTIVE COMMITTEE

The SPSP Executive Committee (EC) held its bi-annual meeting following the SPSP convention in Toronto, on August 9th and 10th, 2009. The meeting was headed by President Rich Petty and provided an opportunity for officers and committee chairs to report to members. Discussions focused on ways to promote society goals by improving experiences of members and raising society visibility. Most of the discussions focused on committee reports, summarized in this issue of the newsletter. Some additional highlights of the meeting are as follows.

Membership and Treasurer's Report. Membership statistics and financial data show the society continues to thrive. Membership in 2009 at the time of the meeting was approaching 6,000, up by 400 from the previous year (and that barrier has since been broken). As noted in the last issue of *Dialogue*, the finances of the society remain solid in part due to enthusiasm for Society publications and in part because of conservative investment strategies put in place prior to the economic downturn. Perhaps the biggest "news" in light of national economic data is the lack of surprising economic news within the Society.

Publication Committee Report. Details on each Society publication can be found in the Publication Committee Report (starting on p.1). Discussion of *PSPB* focused on a recommendation from earlier EC meetings, that steps be taken to broaden subject pool in *PSPB* to include samples from more diverse samples. This concern will be a focus during Shinobu Kitayama's editorial term, and interested members should watch for his future editorial statements and an article in the next issue of *Dialogue*. Judy Harackiewicz stays on as Senior Associate Editor, charged with supervising the journal's able editorial assistant, Victoria Claas, who continues her work with the journal. Good news on *PSPR* was also reported at the meeting: Under Galen Bodenhausen's editorial leadership, *PSPR* had an impact factor of 8.50 in 2008, making it the highest-ranked journal in social/personality. This puts the journal in a strong position as Mark Leary takes over

the journal as editor, at the start of 2010. The new brief reports journal (a joint venture by *ARP*, *EAESP*, *SESP*, and *SPSP*) has been a wild success. Vincent Yzerbyt and the editorial team at *Social Psychology and Personality Science* (SPPS) are now managing the highest rate of submissions in the first year of any journal launched by Sage!

Convention Committee

After a successful meeting in Tampa, Florida, the committee has Las Vegas 2009 in its sights (see committee report on p. 1). The EC reluctantly approved a slight increase in registration fees over the previous year, based on strong data showing there will be increased production costs for this year's conference. These increases amount to \$10 for grad students and \$35 for full members. Discussion also focused on 2011 and 2012 conferences. The 2011 conference will be in San Antonio, from January 27 – 29, and the committee remains on schedule for scheduling of that event. EC members also gave the convention committee approval to work with Tara Miller to explore and then develop a formal contract to locate the 2012 conference in San Diego.

Training Committee

As outlined in the training committee report (p. 14), the committee has had an active year organizing pre-conferences, symposia, and an internet-based network for psychologists working in applied professions. Matters covered in the EC meeting included a decision to shift the timing of the transition between chairs from summer to Spring to avoid a leadership change when training committee conference-planning activities are well under way. The committee also agreed that the prior committee chair, Terri Vescio, remain on the training committee to work on the applied network but otherwise transition off the committee. Finally, Michael D. Robinson will be transitioning on to the committee.

Diversity & Climate Committee.

The Diversity and Climate Committee (DCC), chaired by Nilanjana Dasgupta, has been busy this year (as shown in the

report on p. 30). Discussions at the EC focused on two primary concerns, posed at earlier EC meetings. One question of concern was the need to determine if women and minorities are underrepresented in key positions in the Society (editorial positions, committee membership, etc.). A related concern was the need to determine the cause of any potential limitations uncovered. As a result, the committee discussed a wide range of methods that could be pursued to gain traction on these issues, including an internal auditing of past recruitment efforts, an online survey to learn more about member experiences and greater outreach by the EC to encourage greater participation by women and minorities. The EC encouraged the DCC in all such efforts. Another concern related to the visibility of GASP (GLBT Alliance in Social and Personality Psychology), its website, listserv and other activities. The EC discussed a range of solutions, including use of links in the main society webpage, use of the society listserv, dissemination of information with conference packets and through conference activities. The EC encouraged all such efforts and approved an increase in funds to promote GASP activities at the annual conference in Las Vegas.

Graduate Student Committee Report. Finally, the EC received the report from the graduate student committee (GSC, see p. 22) from the GSC President Austin Lee Nichols (University of Florida). The report of activities by current and past members and member-at-large (Kathleen Fortune at the University of Manitoba, Marina Milyavskaya at McGill University, Nicole Noll at Temple University, Jennifer Pattershall at University of Arkansas and Helen Lee Lin at University of Houston) showed great involvement of the SPSP graduate students promoting graduate mentoring and social and professional networking. The EC voted to increase their working budget to promote these activities.

In its executive session, the EC discussed several issues of relevance to the Society and discipline. The Society's very conservative investment strategy

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"SISP 2009: They Came, They Saw, They Conquered" (View from the Faculty)

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

Question: What do you call a social animal that reunites in droves at the annual SPSP conference to reminisce effervescently about two weeks of dorm living, lousy food, and relentless course work? Answer: A SISP graduate!

SISP is, of course, our Society's biannual two-week Summer Institute in Social Psychology. The Institute, designed to educate graduate students and to help them develop long-term relationships and collaborations, is the brainchild of Eliot Smith, Chick Judd, and Harry Reis. This trio was sufficiently inspired by the European Association of Social Psychology's own biannual summer institute that they submitted a grant proposal to the National Science Foundation in 2001 to fund a similar institute through SPSP. The SISP steering committee (Sam Gosling, Tiffany Ito, Chick Judd, Carolyn Morf, Harry Reis, and Eliot Smith) selects the host site, the courses, and the instructors. The University of Colorado at Boulder hosted the first SISP in 2003, followed by the University of Michigan in 2005 and the University of Texas at Austin in 2007.

Although neither of us had the good fortune of attending SISP ourselves, we had experienced enough classical conditioning of SISP with words like "magical" and "wonderful" that we knew it was something special. We were delighted to host the 2009 SISP at Northwestern University. For those unacquainted with the territory, Northwestern is situated on a picturesque, lake-front campus located in Evanston, IL (just north of Chicago). SISP 2009 enjoyed generous financial support from the National Science Foundation, the Kellogg School of Management, the Weinberg College of Arts and Sciences,

and the Graduate School at Northwestern. Furthermore, we were fortunate to work with Laura Luchies, one of Northwestern's prized graduate students and project planner extraordinaire.

With financing and goodwill in place, we prepared to make Northwestern the home of 80 students from around

Eli J. Finkel is Associate Professor of Psychology at Northwestern University and Derek D. Rucker is Associate Professor of Marketing at Kellogg School of Management.

the world for two weeks. Each student attended one of five courses: (1) Biological Basis of Social Behavior and Personality (taught by Iris Mauss and Oliver Schultheiss), (2) Conflict and Negotiation (Adam Galinsky and Michael Morris), (3) Emotions in Group and Intergroup Contexts (Ernestine Gordijn and Eliot Smith), (4) Prejudice and Stereotyping (Laurie Rudman and Jack Dovidio), and (5) Relationship Development and Maintenance (Eli Finkel and Jeff Simpson). They also attend one of three day-long workshops: (1) Ambulatory Assessment (Matthias Mehl), (2) Item-Response Theory (Steve Reiss), and (3) Meta-Analysis (Blair Johnson).

Although the courses and workshops marked the intensive academic aspects of SISP, formal academics was not the only function of the Institute. The students enjoyed a broad range of formal and informal social events, fostering additional intellectual engagement and unrestrained revelry. The formal part of the social calendar included a bonfire and s'mores (a delicious novelty for some of our international students) on Lake Michigan, bar nights, a photo scavenger hunt to discover downtown Chicago, and a decadent evening of deep dish ("Chicago-style") pizza. The cap-

stone event was a formal farewell banquet, followed by a live and exclusive performance from one of Chicago's best-known bar musicians. The farewell banquet concluded with a terrific slideshow—courtesy of SISP students Chris Crew, Jennifer Pattershall and Haylie Gomez—that provided ample evidence that SISP students had taken full (and sometimes embarrassing) advantage of their social opportunities. (Don't ask about the karaoke.)

What was the experience like for the instructors? If there's teaching in heaven, it must feel something like this. The students are diverse, sharp, and motivated. They have wide-ranging areas of interest and expertise. They speak up in class. They stretch the instructors in exciting new directions. They continue thinking about the material outside of class, raising fascinating issues over lunch or drinks. Instructors concluded SISP with strong sense that the future of social psychology is in good hands.

On this note, the steering committee might someday invite you to teach a course at SISP (and by "you" we speak to both current and future faculty members). You'll think of a million reasons why you shouldn't do it—too large a commitment during the summer-time, too much time away from the family, etc. All of these are valid. But the rewards of teaching SISP are extraordinary and invaluable. With 51 SISP instructors in the fold since 2003, there appears to be no one who felt she or he could have used the time better doing something else.

In closing, SISP was an extraordinary event. It provided an opportunity for students to broaden their training and to establish relationships that have could well last their entire academic career and beyond. SISP is a priceless tool for nurturing the future of our field. ❖

SISP 2009: Collective Intelligence (View from the Students)

By Margarita Krochik

Imagine the perfect day in academe, full of deep conversation, spontaneous discovery, sharing, learning, and bonding with an inspiring group of peers through the collaborative creation of insight and knowledge. Last summer, this daydream became a reality for 80-something graduate students for two entire weeks, thanks to SISP 2009. As our SISP sweatshirts understate, "We liked it ($p < .01$)," and we wished those two magical weeks in Evanston would never end.

It was hard to know what to expect from the experience in advance. I packed a non-Duchenne smile just in case. Soon I found myself wandering down the hallway of the dorm, my new home. An open door beckoned. Merely two minutes after the start of my SISP experience, an in-depth exchange of ideas between two disoriented graduate students transpired in all its glory. We discussed compassion, information processing, and ideology as if we had collaborated closely for years.

Later that afternoon, I wandered onto the street and immediately stumbled upon two equally disoriented SISP accomplices on their way to Alice Eagly's welcome address. We clung to each other for moral support as we walked, still unsure of what to expect from the next two weeks. At the opening address, tiny tears came to my eyes as Eagly cast an illuminating light on the societal gender gap with grace and honesty. The men in the audience seemed to be as moved as the women, and I smiled in anticipation of what was to come.

After breaking the ice over barbecued

food on the lawn beside Swift Hall, we walked through campus to the lakeside bonfire, the path flanked by lush looming trees. The view ahead was awe-inspiring. As the setting sun painted the sky brilliant shades of yellow, orange, and pink, the waters of Michigan Lake lapped at the shore. We kindled the fire and sparked conversation with our new

Margarita Krochik is a Ph.D. student at NYU, with research interests in epistemic and relational influences on political thought and behavior.

companions. Night set in, and the Chicago skyline winked at us from afar, foreshadowing adventure.

We spent the next two weeks immersed in an organic, flowing stream of stimulating encounters and transformative learning (and bonding) experiences. The propinquity effect worked its magic. We didn't shy away from psychological jargon the way we would with our non-psych friends. Awkward first interactions quickly became relaxed, engaging, absorbing. Relics from undergraduate life, like the "play furniture" in our dorm rooms and the lackluster dining hall "food," added an ironic touch.

In our Conflict and Negotiation class, the discomfort of being surrounded by unfamiliar faces dissolved as we arm-wrestled and stepped out of character to role-play corporate executives and small business owners. "Life is a negotiation," chanted Adam Galinsky and Michael Morris, the witty instructors, and already we were seeing the world through new eyes. Students from the other classes expressed similar sentiments.

Surrounded by curious, open-minded, warm-hearted peers, we effortlessly negotiated work and play. We accepted, relished, and nurtured our inner nerds. We found inspiration in the diversity of extra-curriculars in the group, from ice-climbing to hula-hooping. We cracked nerdy psychology jokes and broke into hysterics on a daily basis. We belonged.

The instructors, too, were refreshingly down to earth. They drew energy from each other in class and pushed us to think not only about the scope of the theories on the table but also the ways in which the processes in question operated within our own minds and in our relationships with others. They took time to talk to us about our research interests and aspirations, socialized with us, and sparkled with wit, silliness, and humor.

Introverts became extraverts in this environment. By the end of the first week, we were ready for a boisterous afternoon of scavenger hunting in Chicago with our randomly assigned subgroups, named affectionately after social psychological theories, of course (e.g., Team Stereotype Threat). This gave us a reason to run wild in Chicago and brought out our competitive sides, but it also brought us closer to the city's sights, sounds, and open-minded inhabitants. We engaged in creative problem-solving and self-disclosed all afternoon before reuniting for pizza. We celebrated with drinks and fireworks overlooking the sparkling lights of the windy city. The next day buzzed with stories from the night before.

At times it seemed like we could take no more stimulation, readings, new ideas, engaging con- Continued on p. 21

Graduate Student Committee Report

By Austin Lee Nichols

It is hard to believe our term as your Graduate Student Committee (GSC) is over halfway complete. Over the past seven months, we have been working hard to create and continue events and services that will be of use to many students. In addition to planning several events for the upcoming SPSP conference, we have committed time to expanding activities outside of the conference.

SPSP Conference Events

GSC Co-sponsored Preconference: *Bridge(s) Over Troubled Waters: Traditional and Non-Traditional Careers for Personality and Social Psychologists*

With the recent decline in funding and, therefore, job opportunities, graduate students have become increasingly interested in employment outside of research-intensive Psychology departments. Therefore, the SPSP Training and Graduate Student Committees have teamed up to recruit leading social psychologists working outside of traditional Psychology departments to speak about their experiences. During the preconference, each speaker will address the similarities and differences between their job and an R1 Psychology position, as well as the pros and cons of each. In addition, an open table lunch discussion and concluding panel discussion will allow ample time for you to ask any questions you have. For more information and to register, go to <http://www.spsptrainingcommittee.org/spsppreconference.php>.

GSC Symposium: *A Graduate Student's Guide to External Funding*

In today's academic environment, seeking funding is no longer optional. However, graduate students often have difficulty figuring out where to look for funding, which opportunities are worthwhile, and how to be successful in obtaining funding. Therefore, this year's GSC symposium focuses on these key issues in an attempt to give graduate students an opportunity to learn the ins and outs of funding before their career depends on it.

GSC Poster: *What Graduate Students Want Faculty to Know*

As graduate students, it is easy to think others have it better than us. The truth is, all graduate students have struggles getting manuscripts published, getting external funding, and getting their advisors to see things the way they do. In this year's poster, we present the results of a survey asking graduate students about their experiences in grad school. We encourage you to attend, as the results may shock you!

GSC Mentor Luncheon

Continuing a recent tradition of the GSC, this year's conference will include two mentoring luncheons, one on Friday and one on Saturday. As in past years, leaders in the field will host tables on topics related to both professional issues and research-related topics. We are excited to announce this year's luncheons will be in a room at the top of the Riviera with outstanding views of the Strip. Although tables have yet to be assigned, preregistration is required, so you should keep an eye out for new information.

GSC Poster Award

For the eighth year in a row, the GSC is hosting awards throughout the conference for the best posters in each session. Three winners in each session will receive a monetary reward, while the author of the top poster will additionally receive Empirisoft hardware and Software. We are doing things a little different this year, so be sure to read the details in the email. The deadline for initial submission is December 1.

Non-conference Events

GSC Outstanding Research Award

Independent of the poster award, the ORA recognizes the best research performed by graduate students regardless of its presentation at the conference. This year, the SPSP Travel Award Committee has agreed to award each winner a \$500 travel award to defray the cost of travel associated with the conference. In addition, winners will have the opportunity to meet with a respected faculty member in the field. Details regarding application were recently

released, and interested students should refer to that email for instructions for applying.

Teaching Resources

On our webpage (<http://www.spsp.org/student/>), the teaching resources have been updated, providing students with information on many aspects of teaching.

Statistical Resources

Many students requested information on statistical techniques and workshops. Therefore, we created a list on our webpage that provides links to details and tips on many statistical procedures. In addition, a portion of the page is devoted to workshops and seminars available for continued statistical education.

Funding Opportunities

We realized funding opportunities are listed in multiple locations and are often difficult to dig through to find ones relevant to personality and social psychology research. We, therefore, created a comprehensive list of all relevant funding opportunities. This list will be updated regularly to ensure the newest opportunities are always available.

Job Listings

In addition to providing links to job websites, we compiled a list of jobs available to personality and social psychologists. This page will also be updated regularly so new jobs are readily available. Any suggestions or additions regarding any of these listings or any other GSC event should be directed to spspgsc@yahoo.com.

GSC Elections

Would you like to work with other graduate students, gain networking opportunities, and make a difference in the SPSP community? Then run for office! The GSC is accepting nominations and campaign statements for the 2010-2011 Graduate Student Committee. If you think you or someone you know should be the next GSC President or Member-At-Large, now is the chance! *Undergraduates who wish to become more involved are also eligible for election.* The election period will start in

November, and the new Graduate Student Committee will take office on March 1, 2010. Please refer any students who might be interested!

Thanks to ...

Finally, the GSC would like to thank two past presidents that have volunteered their time and help to serve the GSC over the past few years. Despite a formal commitment that ended years ago, Darin Challacombe and Camille Johnson have continued to provide their service to the various efforts of the GSC. Until the recent conversion of the SPSP

student listserv, Darin continued to moderate the list, a task he performed for the past 5 years. In addition, Camille, after establishing the GSC newsletter, The FORUM, during her presidency seven year ago, continued to format each issue through our recent Fall FORUM. We are currently converting these responsibilities to the FORUM editors and appreciate her past service and current help through this conversion. Darin and Camille are excellent examples of dedicated stewards of our field, and we thank them for all of their help throughout the years.

GSC Seeks Reviewers

The GSC seeks reviewers for both our Outstanding Research Award and Student Poster Award competitions. Duties range from reviewing abstracts to judging poster presentations, and will be assigned based on reviewer preference.

Please e-mail us at spspgsc@yahoo.com for more details about contributing.

SISP 2009: Collective Intelligence (Continued from p.19)

versations, late night carousing, uninspiring dining hall fare, or sleep deprivation, but somehow we found enough energy to keep it going. One unforgettable evening, we lost our pride, channeled our favorite 80's alter egos, and poured our hearts out to each other in song at a hole-in-the-wall karaoke joint in an inspired bout of deindividuated musical self-expression. They say they can still hear our echoes when they pour out the shots and play Ace of Base.

By the middle of the second week, class frequently dissolved into hysterical, giddy abandon, and our attempts to digest cafeteria food became futile as we escaped to noodles or tapas bars to in-

dulge and recharge. It was hard to turn our attention to anything from our regular lives.

As we gathered on the last night for delectable dinner and celebrated the talent and spark that lived under a single roof for two weeks, the reality of parting became hard to deny. Conversations drifted to SPSP, and we exchanged vows to reunite in Vegas. It was hard to say goodbye. Soon we would find ourselves separated from our partners in crime and turning to Facebook for help. We now log in on a daily basis to catch up life and politics, deck each other's walls with tacky psychology humor, and offer virtual hugs when one of us descends

into the depths of SISP withdrawal.

Our treasured SISP experience challenged, validated, and empowered us. It was an honor to receive such warm, generous treatment from the NSF, Northwestern, the course instructors, and the organizers of SISP, who expertly nudged every brilliant detail into place. We were lucky to have been enriched by the experience, to have reaffirmed the importance of our work through each other, and to have created lasting bonds with the vibrant individuals who promise to define the future of social psychology.



Report from the Executive Committee (Continued from p. 16)

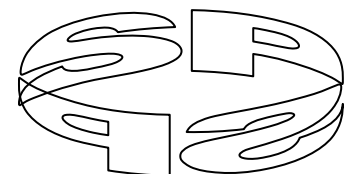
has served it well in the past, particularly over the last year, but the EC recommended looking into placing a small portion of its funds in bond portfolios. A task force will look into this issue.

In addition, a task force headed by Jack Dovidio and Jennifer Eberhardt gave an initial report on press relations and public outreach. The task force is looking into such ideas as inviting reporters to our annual conference, as well as providing awards for exemplary reporting on psychological science. The Society is considering offering training to faculty members in public outreach, such as

writing newspaper op-eds.

In addition, the EC heard a report from a task force headed by Lisa Feldman Barrett on scientific leadership. The EC has discussed the perception that personality/social psychology does not have as much representation as might seem appropriate in scientific organizations, such as the National Academy of Science, that set science priorities and comment on public policy. The task force is exploring ways to enhance the discipline's visibility and potential for leadership inside and outside these societies.

In all, the EC meeting suggested that the state of the society is strong. The next EC meeting is scheduled to occur after the SPSP convention in Las Vegas and members are encouraged to contact EC members with any concerns they wish to bring to the committee. ◆◆



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.

Jonathan M. Adler (2009, Northwestern University) to F.W. Olin College of Engineering.

Evan P. Apfelbaum (2009, Tufts University) to Northwestern University (Kellogg School of Management).

Clarissa J. Arms-Chavez (2009, University of Texas at El Paso) to Auburn University Montgomery.

Jay J. Van Bavel (2008, University of Toronto) from post-doc at The Ohio State University, to New York University.

Craig Blatz (2008; University of Waterloo) from a postdoctoral fellowship at Simon Fraser University to University of Massachusetts, Amherst.

Eliane M. Boucher (2009, Queen's University) to the University of Texas of the Permian Basin.

Kosha D. Bramesfeld (2006, Penn State) from visiting position at Saint Louis University to Maryville University.

Amy L. Brown (2006, Miami University) from post-doc at the University at Buffalo to University of Louisiana at Lafayette.

Christina M. Brown (2009, Miami University) to Saint Louis University.

David A. Butz (2007, Florida State University) from post-doc at University of Massachusetts, Amherst, to Morehead State University.

Tracy L. Caldwell (2005, University of Illinois at Chicago) from North Central College to Dominican University.

Nicole M. Capezza (2009, Purdue University) to post-doc at Brown University.

Stephenie R. Chaudoir (2009, University of Connecticut) to Bradley University.

Robert B. Cialdini (1970, University of North Carolina-Chapel Hill) from Regents' Professor of Psychology at Arizona State University to Regents' Professor Emeritus at Arizona State University.

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

E. Gil Clary from National Science Foundation to Kutztown University.

Alex Czopp (2004, University of Kentucky) from University of Toledo to Western Washington University.

Kristy K. Dean (2006, Northwestern University) from California State University, San Bernardino, to Grand Valley State University.

Natalie Dove (2004, Purdue University) from Illinois Wesleyan University to Eastern Michigan University.

Paul W. Eastwick (2009, Northwestern University) to Texas A&M University.

John E. Edlund (2008, Northern Illinois University) from a visiting position at Hamilton College to the Rochester Institute of Technology.

Jamie Loran Franco-Zamudio (2009, University of California, Santa Cruz) from Doctoral Student at University of California, Santa Cruz to Assistant Professor at Spring Hill College.

Diana Odom Gunn (2001, University of Kansas) from McNeese State University to University of California, Merced.

Sarah M. Greathouse (2009, City University of New York) to Iowa State University.

Jessica Hartnett (2009, Northern Illinois University) to Gannon University.

Meara Habashi (2008, Purdue University), from University of Alabama to Iowa Wesleyan College.

Joshua A. Hicks (2009, University of Missouri) to Texas A&M University.

Ann E. Hoover (2009, Purdue University) to University of South Carolina Upstate.

Thorisdottir, Hulda (2007, New York University) from post-doc at Princeton University to the University of Iceland.

Chris S. Hulleman (2007, University of Wisconsin-Madison) from post-doc at Vanderbilt University to James Madison University.

Iva I. Katzarska-Miller (2009, University of Kansas) to Transylvania University.

Michelle R. Kaufman (2009, University of Connecticut), to RTI International, Research Triangle Park, North Carolina.

Pelin Kesebir (2009, University of Illinois at Urbana-Champaign) to post-doc at the University of Colorado at Colorado Springs.

Zoe Kinias (2007, University of California, Santa Barbara), from post-doc at Northwestern University to INSEAD, Asia Campus.

Megan L. Knowles (2007, Northwestern University) from post-doc at University of Georgia to Franklin & Marshall College.

- Virginia S. Y. Kwan (2002, University of California, Berkeley) from Princeton University to Arizona State University at Tempe.
- Lavonia Smith LeBeau (2007, Penn State University) from post-doc at Harvard University, to Human Services Research Institute Cambridge, MA.
- Michelle Luke (2003, Cardiff University) from a postdoc at University of Southampton (School of Psychology) to University of Southampton (School of Management).
- Amanda L. Mahaffey (2006, University of Colorado) to the Center for Social Research & Intervention, Lisbon, Portugal.
- Bertram F. Malle (2005, Stanford University) from University of Oregon to Brown University
- Denise Marigold (2008, University of Waterloo) to Renison University College at University of Waterloo.
- Kevin P. McIntyre (2007, Saint Louis University) from visiting faculty at Boston College, to Trinity University.
- Jaime L. Napier (2009, New York University) to Yale University.
- Laura P. Naumann (2009, University of California, Berkeley) to Sonoma State University.
- Bernard Nijstad (2000, Utrecht University) from University of Amsterdam to University of Groningen.
- Erik E. Nofle (2007, University of California, Davis) from a post-doc at Wake Forest University to Linfield College.
- Megan A. O'Grady (2009, Colorado State University) to post-doc at the University of Connecticut Health Center.
- Paul A. O'Keefe (2009, Duke University) to New York University and CUNY Graduate Center.
- Christopher Y. Olivola (2009, Princeton University) to post-doc at University College London (UK).
- Christopher Oveis (2009, University of California, Berkeley) to Harvard University.
- Elizabeth Page-Gould (2008, University of California Berkeley) from post-doc at Harvard University to Assistant Professor at the University of Toronto Scarborough.
- Elizabeth Levy Paluck (2007, Yale), to Princeton University.
- Krista W. Ranby (2009, Arizona State University) to post-doc at Duke University.
- Brandon Randolph-Seng (2009, Texas Tech University) to Texas Tech University, Rawls College of Business.
- Kate A. Ranganath (2009, University of Virginia) to Tilburg University, Tilburg, The Netherlands.
- Stephen Reysen (2009, University of Kansas) to Texas A&M-Commerce.
- John P. Ryan (2009, Georgia State University) to post-doc at University of Pittsburgh.
- Alecia M. Santuzzi (2004, Tulane University) from Syracuse University to Northern Illinois University.
- Rebecca J Schlegel (2009, University of Missouri) to Texas A&M University.
- Toni Schmader (1999, UCSB) from University of Arizona to University of British Columbia.
- Simone Schnall (2001, Clark University), from University of Plymouth (UK) to University of Cambridge (UK).
- Richard Slatcher (2007, University of Texas at Austin), from post-doc at UCLA to Wayne State University.
- Pamela K. Smith (2004, New York University) from Radboud University Nijmegen, to Rady School of Management, University of California, San Diego.
- Brandon D. Stewart (2007, Ohio State University) from post-doc at the University of Queensland, Brisbane, AU, to the University of Birmingham, Edgbaston, England.
- Amy Summerville (2008, University of Illinois at Urbana-Champaign) to Miami University.
- Andrew R. Todd (2009, Northwestern University) to University of Cologne.
- Lenny R. Vartanian (2004, University of Toronto) from Syracuse University to University of New South Wales.
- Johanna Ray Vollhardt (2009, University of Massachusetts Amherst) to Clark University.
- Aaron L. Wichman, (2005, The Ohio State University) from post-doc at The Ohio State University to Western Kentucky University.
- Shaun Wiley (2009, City University of New York) to The College of New Jersey.
- Melissa J. Williams (2008, University of California, Berkeley) to post-doc at Stanford University.
- Heike Winterheld (2008, University of Minnesota) to California State University, East Bay.

AWARDS

2009 Donald T. Campbell Award

Susan T. Fiske is this year's recipient of the 2009 Donald T. Campbell Award for her many groundbreaking contributions to social psychology.

Fiske's intellectual contributions to social psychology are many and deep. In early work on impression formation, she contrasted the ways in which people mix information about the specific individual in question with knowledge about the social categories that person belonged to—thus forming one of earliest and most impactful “dual process” approach to social cognition. Her subsequent work on power, and its impact on stereotyping others, broke important new ground in our understanding of prejudice and its real-world operation. In recent work, Fiske has become a pioneer in social neuroscience, showing via brain imaging when people view and treat others as mere, dehumanized objects. Throughout all this research, Fiske has shown a masterful elegance in research methodology, spanning the range of neuroscientific methods to real-world surveys.

Perhaps less well-known is the central place that Fiske has played in maintaining a vigorous infrastructure for the field. She has served as president of both the Society of Personality and Social Psychology and the American Psychological Society. She has twice served on the executive committee of the Society of Experimental Social Psychology. Her text with Shelley Taylor on *Social Cognition* has been the central introduction of many current psychologists to the field. With Gardner Lindzey and Daniel Gilbert, her work on the 1998 and forthcoming editions of the *Handbook of Social Psychology* distilled the crucial wisdom that the field has generated over the past few decades, as well as demonstrated the breadth of its importance and application. Currently, she serves as an editor for *Annual Reviews of Psychology*, extending the breadth of her stewardship.

Fiske has also stepped outside of the academic arena to represent psychological research in the challenging atmosphere of the courtroom, providing central and crucial testimony in cases involving gender discrimination and sexual harassment.

The Campbell Award Selection Committee was Margaret Clark, chair, Carol Dweck, Naomi Ellemers, and John Lydon.

2008 Theoretical Innovation Prize

The winning paper was "Thought speed, mood, and the experience of mental motion" authored by Emily Pronin and Elana Jacobs of Princeton University and published in volume of 3 (pp. 461-485) of *Perspectives in Psychological Science*.

The prize recognizes theoretical articles that are especially likely to generate the discovery of new hypotheses, new phenomena, or new ways of thinking within the discipline of social/personality psychology. Published articles and book chapters from calendar year 2008 were eligible.

The selection committee this year consisted of Randy Larsen (Chair), Richard Crisp, Jeff Greenberg, Cindy Pickett, and Eliot Smith.

2008 Student Publication Award

The recipient of the 2008 award was Modupe Akinola of Harvard University for her article (coauthored with Wendy Berry Mendes), “The Dark Side of Creativity: Biological Vulnerability and Negative Emotions Lead to Greater Artistic Creativity,” published in *Personality and Social Psychology Bulletin*, Vol. 34, pp. 1677-1686.

A total of 34 papers were eligible this year, and the selection was made by an award committee consisting of Randy Larsen, Dwayne T. Wegner, and Wendy Wood (Chair).

AWARDS**2009 Jack Block Award**

Paul T. Costa Jr. is this year's recipient of the Jack Block Award for contributions to personality psychology.

Paul has contributed enormous substance through his research on Big Five. His research focuses on the very nature of the trait concept, the longitudinal consistency of personality, and personality change across the life course. Along with Jeff McCrae, Paul Costa has developed the NEO-five Factor Inventory (NEO-PI-R and NEO-FFI), which are the most popular measures of the big five personality. Taxonomy is always a contentious topic. In the words of one committee member, "whatever you think about the Big Five, it changed personality psychology forever". Paul's work on Big Five provides researchers a tool to classify and describe individual differences in personality. His work has facilitated numerous empirical research linking traits to important life outcomes like occupational preference, success in relationships, malfunctioning, well-being and so on.

Furthermore, Paul is an effective integrator of personality, biology, and culture. In his research, he focuses on the biological and environmental influences on personality development. He's currently a faculty affiliate at the University of Maryland, Duke University Medical Center, Johns Hopkins University School of Medicine, and Georgetown University School of Medicine.

Paul T. Costa Jr. received his Ph.D. from University of Chicago in 1970 and is the Chief of Laboratory of Personality and Cognition at National Institute on Aging. Prior to joining NIH, Paul taught at Harvard University, University of Maryland, and University of Massachusetts at Boston.

The selection committee consisted of Virginia S. Y. Kwan (Chair), David Funder, and Brent Roberts.

2008 Robert B. Cialdini Award for Field Research

The Robert B. Cialdini Award for Field Research was awarded to K. Keizer, S. Lindenberg, L. Steg (2008). The spreading of disorder. *Science*, 12 December 2008: Vol. 322. no. 5908, pp. 1681 – 1685.

The award is designed to honor "the publication that best explicates social psychological phenomena principally through the use of field research methods and settings and that thereby demonstrates the relevance of the discipline to communities outside of academic social psychology."

A generous gift by Robert Cialdini to the Foundation for Personality and Social Psychology allowed for the creation of the award. The Foundation thanks Dr. Cialdini for this generous award and the Society for Personality and Social Psychology (SPSP) for administering the selection of awardees.

The selection committee on the Robert B. Cialdini Award for Field Research was Dolores Albarracín, Joshua Aronson, Phoebe Ellsworth, Miles Hewstone, and David Schroeder (chair).

Citations for Service to the Society of Personality and Social Psychology During the Early Career

The Society for Personality and Social Psychology is pleased to present Keith B. Maddox, of Tufts University, and Theresa K. Vescio, of Pennsylvania State University, each with a newly created Citations for Service to the Society of Personality and Social Psychology During the Early Career.

With this citation, the Society recognizes the active and innovative work each has done as chairs of Society committees. In his role as chair of the Diversity and Climate Committee, Maddox has work creatively to find ways to welcome a more diverse set of students more effectively to the discipline.

As chair of the Training Committee, Vescio has fashioned a programmatic series of workshops, pre-conferences, and events that target crucial professional and intellectual needs of our students. The Society recognizes their work, as well as the valuable contributions made by members of their respective committees.

AWARDS

Awards for Service to the Discipline of Personality/Social Psychology Given to Zanna and Zimbardo

It is a pleasure to report that the Executive Committee of SPSP has voted to extend Awards for Service to the Discipline of Personality/Social Psychology to two individuals, Mark P. Zanna and Phillip G. Zimbardo.

Mark P. Zanna has made numerous contributions to personality and social psychology in many different roles, having crucial impact for decades in the intellectual stewardship of the field. Zanna has edited two central book series chronicling advances in the field for several years, the *Ontario symposium on personality and social psychology*, since 1981, and *Advances in Experimental Social Psychology*, since 1991. With John Darley, he edited both editions of *The compleat academic*, an essential resource for those starting their careers. He was associate editor of the *Journal of Personality and Social Psychology* in 1980-1981, and served on the editorial boards no less than eleven different journals. He has served as president for both the Society for Experimental Social Psychology and the Society for Personality and Social Psychology, as well as his service on the councils of the Society for the Psychological Study of Social Issues and the Canadian Psychological Association, playing crucial roles in the development of each organization. He was instrumental, for example, in the creation of *Personality and Social Psychological Review*.

Phillip G. Zimbardo's contributions to personality and social psychology have been broad and diverse, but they are brought together through the theme of "giving psychology away." Through his *Psychology and Life* textbook, he has introduced thousands to the field. With his *Discovering Psychology* television series on PBS, he expanded that introduction to include high school students and the general public. The theme of giving psychology away was central to his presidency of the American Psychological Association, where Zimbardo was instrumental in the creation of the PsychologyMatters.org website. His service has also included serving as president, and for 15 years the historian, of the Western Psychological Association, as well as the chair of the Council of Scientific Society Presidents, representing 63 associations with 1.5 million members. Currently, he continues his service in the public interest as co-director of the National Center for the Psychology of Terrorism, and with a foundation in his name aimed at promoting education in his ancestral Sicily. In 2005, he was awarded the Vize Prize from the Dagmar and Vaclav Havel Foundation for his research on the human condition.

Report from the Diversity and Climate Committee

The Diversity and Climate Committee (DCC) of SPSP has been busy since the last issue of *Dialogue*. We are launching a new "mentoring lunch" for graduate students, postdocs, and young faculty associated with the Gay Alliance in Social Psychology (GASP). This event will start at the 2010 SPSP conference in Las Vegas. Our goal is to create a space for professional and social networking among social and personality psychologists who identify as GLBT and/or whose research focuses on issues of sexuality. The idea for this mentoring event came about during a brainstorming discussion at a coffee hour co-hosted by the DCC and GASP during last year's conference in Tampa. This lunch is being hosted jointly by the DCC and GASP. Lisa Aspinwall, who is one of the co-founders of GASP is the point-person.

In addition to the GLBT mentoring lunch, the DCC is also organizing a couple of annual events – two travel award competitions that help grad and undergrad students travel to the SPSP conference: namely, the Diversity Travel Award for graduate students and the Undergraduate Diversity Registration Award for undergrad students. Our goal is to recognize stellar students in social and personality psychology who belong to underrepresented groups and who need financial support for their conference travel. The graduate student award application deadline was on October 15 and awards will be announced on November 15. The undergraduate award deadline is on December 31 (rolling deadline) and the award will be announced by January 15. A Diversity Reception will be hosted by the DCC at the conference in Las Vegas to honor the

awardees. All SPSP members are invited to attend this reception on Friday evening during the 2010 conference. Please refer to the conference program for details.

Finally, here's something where we could very much use *your* help: the Diversity and Climate Committee is trying to help expand the pool of social and personality psychologists who play important roles within SPSP by serving on various committees in our society. If you are a full-time faculty member who belongs to an underrepresented demographic group in psychology, and you would like to serve our society in some capacity, please send me an email with your name, contact information, and any particular service/issue in which you are particularly interested.
~Nilanjana (Buju) Dasgupta
Chair, Diversity and Climate Committee of SPSP

ANNOUNCEMENTS

Call for Nominations: Web Editor for SPSP Website

The Society for Personality and Social Psychology is seeking nominations and applications for an individual who will serve as the founding editor of its new online resource, tentatively titled 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 journal/magazine, clearinghouse for resources, and database source for association work.

The position, aimed at someone who has achieved tenure, will require skills associated with a traditional editor, but also knowledge of and experience with Internet technologies. In particular, the person filling the position should be a frequent and innovative user of the Internet, with knowledge of cutting edge functionality that could be of use to the research and teaching community. The person should have a strong grasp of the landscape of personality/social psychology, and be committed to innovation in teaching and communication.

The founding editor will be appointed for a four-year term. During the initial development of PSPC, the editor, working with an advisory/editorial board, will be responsible for planning and initiating the contents and components of PSPC, and will work closely with the professional web design and hosting company that will build and maintain the infrastructure of the site. PSPC will use a content management system that reduces the need for knowledge of programming, but the editor should be familiar with and regularly use Internet tools and resources. Once developed, the editor will work with association members to update regularly the contents of the pages, with features, research materials, blogs, and news releases. The editorship will carry a stipend, and other considerations during the initial development phase.

Review of nominations have begun by the search committee (David Dunning, Don Forsyth, Brian Nosek, Diane Quinn, and Duane Wegener) and continue until an editor is appointed. Self-nominations are welcomed. Application materials should include a vita and cover letter describing relevant experience using Internet technologies, particularly in a research or teaching setting. Nomination materials should be sent to the SPSP Executive Office at spsp@cornell.edu. Questions regarding the position can be addressed to the same address.

Employment Ad

Postdoctoral Fellowship in Alcohol Research at the University of Washington. The fellowship will provide training for individuals who wish to pursue a career in alcohol research, with an emphasis on the etiology and prevention of problem drinking and alcohol dependence. For more information please see our website:

<http://depts.washington.edu/cshrb/newweb/postdoc.html>

Dear Me!

Need some advice? Have you found that your attempts to impress others at parties begin with you uttering phrase like, “That reminds me of a study ...”? Do you think about your research in the shower, whether showering alone or with a loved one? Have you named your family pet after famous psychologists and do you think “Amos Lisrel” would be a great name for your child? Are you finding that only about 5 out of 100 analyses you perform are statistically significant, yet oddly compelling? Do you actually read *Dialogue*?

If any of this applies, you may need help. SPSP is thus happy to announce the launch of its first advice column, *Dear Me!* To use this service, email your questions to advice.spsp@gmail.com. With each issue of *Dialogue*, the editors will choose one or more questions to be answered by someone who has a strong opinion. Realize that all answers are provided for entertainment purposes only. So, if the advice you receive falls flat, take heart in knowing that your problems have entertainment value.

Dear Me!

I am a graduate student and my adviser tells me I should learn to schmooze at conferences by going up and introducing myself to “big names” but this makes me nervous. Isn’t it obvious that I am just trying to kiss up? Surely this type of thing will backfire on me, right? Can’t I just stay in my room enjoying the hotel’s generous cable package?

Your, truly, sincerely,

Schmooze Challenged

Dear Challenged Schmoozer:

What’s that you say? You feel like you’re in a spotlight and everyone is watching you? Oh, get over yourself (Gilovich, Medvec & Savitsky, 2000, JPSP). When I was in graduate school I nearly killed a famous psychologist that I was trying to impress because I got so excited driving him to the airport that I nearly drove my car off an expansion bridge (in a faculty member’s car I had borrowed). I met this same psychologist a year later and he had forgotten my face, my name and he showed no outward signs of panic in my presence. I’ve run into him 3 times since that at conferences and he never remembers who I am.

But maybe you’re more memorable than I am. If so, the situation you face is a

common one; so common that some “big names” in our science gave it considerable thought. In some of the seminal treatments of attribution theory, Edward Jones (1964, *Ingratiation: A social psychological analysis*) and Camille Wortman (Jones & Wortman, 1973, *Ingratiation: An attribution approach*) discussed the dilemma facing low-power individuals who want to be liked by high-power individuals. They called this the ingratiation’s dilemma and it’s a predicament we all face at some point in our careers. Clearly, it is nice to put on a good impression and be liked by those with power, but by approaching them in a friendly manner, low-power individuals might seem to be overly self-promoting or insincere. Seemingly nice comments (e.g., “We read your last JPSP in my class and I found your argument compelling”) can thus backfire and result in an unfavorable impression.

Fortunately for you, however, research suggests that flattery works in these situations -- as long as you are not completely inept at ingratiation (e.g., “your robust approach to moderated mediation completes me”). Quite simply, high-power individuals, like all of us, appreciate attention and compliments regardless of the motivating source. So if you can pull off even a modestly good job of schmoozing, you probably should just go ahead and put yourself out there. Don’t get too carried away, however. If it later seems to you that your attempt at ingratiation worked splendidly, then you probably have overestimated your performance (see van Boven, Kamada &

Gilovich, 1999, JPSP).

So maybe a better strategy is just to be yourself.

~Me!

Dear Me!

I am a social psychologist working in a business school and so I enjoyed reading Kathleen Vohs’ contribution to the travel section. Thanks for including that, but I have a question she did not answer: Do social psychologists who take jobs in business schools have souls? Someone asked me this once. I knew it was an attack and so I got a bit defensive. But then I thought to myself? How would I know? Maybe I need a soul to know that I have a soul!

Thanks,

Possibly Soulless and Vaguely Concerned

Dear Possibly,

If you enjoyed Kathleen’s piece, then you should read Leaf Van Boven’s supplement in this month’s issue of the Travel section (p. 8). It is nice contribution as well, although he did not address the whole issue of souls, and so I will take it on. Research on meta-cognition does indicate that you do need a mind (and so a soul, presumably) for introspection, and so you should not trust

Dear Me!

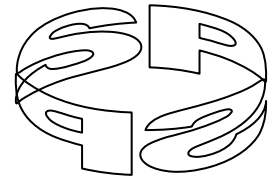
your own instincts on this matter. But I can help.

One lesson from social psychology is that one should be careful to avoid over-stereotyping. Members of large, complex groups typically vary on most complex attribute dimensions, and so let's begin with the assumption that some of the faculty in this group do have souls, at least to some degree (cf., Van Boven; Vohs). However, we still can ask the question of whether there are tendencies for souls to be lacking among the social psychologists who take jobs in business schools.

Realize that business schools typically attract social psychologists from experimental laboratory traditions. This group routinely "manipulates" human beings for the purpose of observation and evaluation. Experimental social psychologists also tend to treat the inner working of humans as "variables" that can be dissected. They take little interest in the "mundane reality" that defines and fills the lives of most humans, and they have been known to discuss JPSP findings in mixed company. Many have better understanding of the trends in their data than the nonverbal signals of the humans living around them. So,

evidence is high that experimental social psychologists are soul-challenged. Is there any reason to think that the B-school environment would put a soul back into an undead body? No, not really -- at least, not unless you can buy a soul.

~Me!



Having trouble writing a catchy abstract? Perhaps you just need to play *Abstract WordLibs!*

{Warning: To be played with other social and personality psychologists only!}

_____ 's theory proposes that _____ have a preference for wearing _____. In order to test
(your last name) (favorite species) (1st type of clothing)

_____ 's theory, we ran a 2 X 2 study where we manipulated both the type of clothing (_____ versus
(your last name) (1st type of clothing)

_____) worn during the study and whether participants were given _____ or radishes to eat. Contrary
(2nd type of clothing) (snack food)

to expectations, _____ s had no preference for _____, but really loved all of the _____.
(favorite species) (1st type of clothing) (snack food)

Sadly, we were not able to perform mediational analyses (Baron & Kenny, 1986), but a trend was noticed such that

participants tended to bite the experimenter when dressed in _____. Implications will be discussed.
(2nd type of clothing)

APA Council of Representative Meeting Report

By Janet Swim and Lynne Cooper

Budget. Much of the discussion at the APA Council meeting continued to revolve around addressing the budget deficit. After a sharp down turn in revenue, due primarily to drops in investment income, current budget information indicated some stabilization or slight improvement in revenues. About \$1.7 million were cut in salary and benefits and \$1.1 million in non-salary related expenses. The former included freezing salaries and terminating or not filling 37 staff positions, the latter included eliminating meetings and discretionary funds. After much debate, Council voted on an additional cut in funds to the University of Akron who maintains APA historical archives. APA has its own archives in Washington DC. However, these were described as not being as extensive as those at the University of Akron. Finally, APA also voted to cut dues by \$5 in recognition of hardships individual members may have in paying dues. Additional dues related votes were postponed until the February meeting.

Torture and Interrogation. APA continued to work on the implications of the membership supported referendum indicating that "... psychologists may not work in settings where persons are held outside of, or in violation of, either International Law (e.g., the UN Convention Against Torture and the Geneva Conventions) or the US Constitution (where appropriate), unless they are working directly for the persons being detained or for an independent third party working to protect human rights." In August, Council voted to direct the APA Ethics committee to resolve a discrepancy between two components of APA ethics code (Ethical standards 1.01 and 1.02; See <http://www.apa.org/releases/ethical-standard.html>). The discrepancy emerges when psychology is being misused by the law. That is, the first standard would direct psychologists to not assist torture, while the second would direct psychologists to follow governing legal authority which could direct them to engage in torture.

Climate Change. The APA report on the interface between psychology and global climate change was received by

Council. A copyedited version of the report, with images and in booklet format, will be available in the fall of 2009. A goal of the report is to engage psychologists in the topic of climate change by illustrating and providing suggestions for ways that psychology is relevant to this topic. It is also hoped that it can be a start to influencing public policy related to climate change. For instance, the report is currently being used to support efforts in the U.S. Congress to allocate money from the Department of Energy for research on social and behavioral science. The report is also being received favorably by the press and climate scientists and those in other areas of social science.

Sexual Orientation Distress and Change Efforts. Council received a task force report on reparative therapy and adopted a resolution stating that "mental health professionals should avoid telling clients that they can change their sexual orientation through therapy or other treatments" (<http://www.apa.org/releases/therapeutic.html?imw=Y>). Parents, guardians, families and youth were also encouraged to avoid treatments that characterize homosexuality as a mental illness or disorder but rather seek more supportive therapy.

Psychology as a STEM Science. One of APA President James Bray's initiatives is to advance psychology as a science. Following this initiative, he formed a task force (chaired by Jack Dovidio) that was charged with articulating the rationale for identifying psychology as a core STEM (Science, Technology, Engineering, and Mathematics) discipline and developing strategies for solidifying psychology as a STEM discipline. This initiative, if successful, should increase psychology's impact in policy and legislative arenas, as well as increase its eligibility for various funding streams now earmarked for STEM disciplines.

Strategic Planning. Continuing the strategic planning process that has been occurring over the last year, council voted to adopt, in principle, the following core values: Diversity/inclusion; Education and Life-long Learning; Ethics and Integrity; Excellence; Human

Welfare; Knowledge Dissemination; Professional Practice; Scholarship; Science; Service; Transparency

In addition Council voted to support the following three goals and associated objectives, the third of which is particularly relevant to social and personality psychologists:

Goal 1: Maximize Organizational Effectiveness

Objectives:

The APA's structures and systems support the organization's strategic direction, growth and success.

- a. Enhance APA programs, services and communications to increase member engagement and value;
- b. Ensure the ongoing financial health of the organization;
- c. Optimize APA's governance structures and function.

Goal 2: Expand Psychology's Role in Advancing Health

Objectives: Key stakeholders realize the unique benefits psychology provides to health and wellness and the discipline becomes more fully incorporated into health research and delivery systems.

- a. Advocate for the inclusion of access to psychological services in health care reform policies
- b. Create innovative tools to allow psychologists to enhance their knowledge of health promotion, disease prevention, and management of chronic disease;
- c. Educate other health professionals and the public about psychology's role in health;
- d. Advocate for funding and policies that support psychology's role in health;
- e. Promote the application of psychological knowledge in diverse health care settings;
- f. Promote psychology's role in decreasing health disparities;
- g. Promote the application of psychological knowledge for improving overall health and wellness at the individual,

Continued on next page

SPSP Publication Committee Report (Continued from p. 1)

observation that people outside of the field frequently dismiss the value of social and personality research because so much of it is based on “college sophomores.” Some of our members have noted that even government officials have derogated our research for being based almost exclusively on college students. To counteract such perceptions, our empirical journal (**PSPB**) may consider novel or expanded populations a unique strength when evaluating papers for publications. Shinobu may include some mention of this or other policy plans to increase participant diversification in upcoming editorial statements.

PSPR Editor Galen Bodenhausen reports that the journal received 62 new submissions during the first half of 2009, including 13 papers targeted for a special issue on religiosity. This is a 20% increase over the first half of 2008. Galen and his associate editors provided authors with timely feedback, averaging an editorial decision lag of 7.3 weeks.

Some remarkable news concerning **PSPR** is that its impact factor increased to 8.50 in 2008. It now ranks as the top-most cited journal in social/personality psychology. This increase appears to be related to several papers and not just produced by one or two “superstar” articles. Galen has already advertised this positive development on the SPSP listserv, and SAGE plans to emphasize this impressive impact factor in its marketing efforts. Congratulations go to

Galen and his editorial team for this outstanding achievement!

Galen’s outstanding four-year term as editor of **PSPR** will come to an end on Dec. 31, 2009, at which time the editorial reins will be put in the capable hands of Mark Leary. Mark already has his editorial team lined up and the journal should undergo a smooth transition to his competent leadership. We are all looking forward to continued high-quality publications in **PSPR**. The one concern that plagued Galen, and will likely be nerve-wracking for Mark as well, is the extremely short backlog of accepted papers at **PSPR**. With a small backlog, the editor is just able to fill journals as they come due for delivery to SAGE. This problem can be solved by an increase in high-quality manuscript submissions (so if you have a good theoretical paper you’ve been working on, finish it up and submit it to **PSPR**). Another approach is to consider special issue proposals, which Mark is open to. However, while special issues can temporarily relieve the short backlog problem, they need to be timely and innovative and pass review by the editor, the publication committee, and the executive committee of SPSP. So if you have an innovative idea for a timely special issue, start by contacting Mark Leary.

The new brief-reports journal **Social Psychology and Personality Science (SPPS)**, is now in full operation. This new journal is a joint venture among

four societies: the Association for Research in Personality, the European Association for Experimental Social Psychology, the Society of Experimental Social Psychology, and SPSP. The publisher is SAGE, and SPSP owns a 32% stake in the journal. **SPPS** has been receiving manuscripts since May 1 of 2009. As of mid-year the editorial office of Vincent Yzerbyt had processed 147 manuscript submissions. SAGE tells us that this fantastic start has far outpaced any other new journal launch that they have done. This new journal appears to be a real hit. The first issue should appear between January and March of 2010. All members of SPSP will receive a free hard copy of that issue, and subsequent issues will be available electronically.

Finally, my term as chair of the SPSP Publication Committee comes to an end on Dec. 31, 2009. The new chair of this committee for 2010 will be Wendy Wood, who will be assisted by Duane Wegener and Dan Cervone as members of the committee. I’ve enjoyed serving on this committee and learning about, and struggling with, various publication issues concerning our journals. Wendy has been serving on the committee for the past two years, so I know the committee will be in good hands as she takes over as chair for 2010.



APA Council of Representative Meeting Report (cont. from p. 30)

organizational, and community levels.

Goal 3: Increase recognition of psychology as a science

Objectives: The APA’s central role in positioning psychology as the science of behavior leads to increased public awareness of the benefits psychology brings to daily living.

a. Enhance psychology’s prominence as a core STEM (Science, Technology, Engineering, and Mathematics) disci-

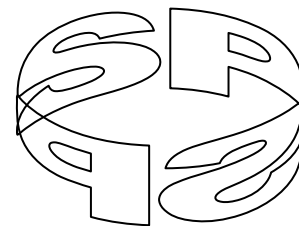
pline;

b. Improve public understanding of the scientific basis for psychology;

c. Expand the translation of psychological science to evidence-based practice;

d. Promote the applications of psychological science to daily living;

e. Expand educational resources and opportunities in psychological science.



The Official
Newsletter of the
Society for
Personality and
Social Psychology

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, inform and occasionally entertain. *Dialogue* publishes summaries about meetings of the Society's executive committee and sub-committees, as well as announcements, opinion pieces, letters to the editor, humor, and other articles of general interest to personality and social psychologists. The Editors seek to publish all relevant and appropriate contributions, although the Editors reserve the right to determine publishability. Content may be solicited by the Editors or offered, unsolicited, by members. News of the Society and Committee Reports are reviewed for accuracy and content by officers or committee chairs of SPSP. All other content is reviewed at the discretion of the Editors.

Contact us at
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SPSP Officers and Committee Members, 2009

| | |
|-----------------------|--|
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| President-Elect | Jennifer Crocker |
| Past President | John F. Dovidio |
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New Executive Officer Named for SPSP

Jack Dovidio has been named as the new Executive Officer of SPSP, beginning mid-year 2010, for a five-year term. In an expansion of the office, Linda Dovidio will join the office as Deputy Executive Officer. Current Executive Officer David Dunning will be stepping down, but will remain as Associate Executive Officer, charged with providing supervision of Christie Marvin, who will remain as Executive Assistant of the Society.

