In 2004, then-SPSSI President Kay Deaux asked Professor Meg Bond (U-Mass Lowell) and me to Co-Chair a Task Force that would help SPSSI think more strategically about POLICY – how to better integrate it into day-to-day activities, how to take better advantage of the then-recent relocation of the Central Office to Washington, D.C., and how to support member involvement in policy activities. As she has done repeatedly in her amazing scholarship, Kay had identified an important gap in our knowledge and practice that needed to be addressed.

The Task Force examined SPSSI’s mission and history, considered existing and needed resources, and produced a strategic plan with a set of goals, objectives, and action steps to move SPSSI FORWARD in its policy engagement. That plan called for a number of key actions that were readily approved by SPSSI Council. These included the establishment of a permanent Policy Committee as a standing committee in SPSSI governance, the freeing up of space at Central Office to allow policy work to be conducted in the office, the relocation from APA of the work of SPSSI’s Marshall Scholar and Dalmas Taylor Fellow to SPSSI Central Office, and the development of a full-time staff position dedicated to policy work.

A few years later, under President Dan Perlman’s leadership, SPSSI undertook an overall strategic planning process to help set the course for the organization heading into 2010 and beyond. Through that process, SPSSI reiterated its long-continued next page...
What an exciting time for me to put out my first SPSSI Forward as Editor. Here in the U.S., it is nearly summer and SPSSI’s Biennial Convention #9 is right around the corner. SPSSI’s convention always showcases exciting new research as well as new ways to become more engaged in studying social issues. Be sure to check out programming highlights on pages 16-17, including special international events and early career scholar events. And, just in case one SPSSI conference isn’t enough, we also have details on the fantastic programming planned under the SPSSI banner at APA’s summer convention in Orlando (p. 19).

With this issue, I’m thrilled to report that—in the spirit of SPSSI’s environmental stance—we’re recycling some focus areas in the Forward. We are continuing to highlight SPSSI in academia with a column devoted to how members apply the SPSSI mission in the classroom with their students. This time we feature Tracie Stewart’s journey toward a mindful approach to teaching (pp. 13-15). We’re also putting a spotlight back on our international (i.e., non-North American) SPSSI members. We’ve designed a “brief” open-ended survey in which international members can share a little bit about their work and themselves. This issue kicks off with Anja Eller, whose work truly has a global reach—from the UK to Mexico (pp. 6-7).

Finally, we want to keep you apprised of SPSSI’s work both behind the scenes and around the town. Be sure to catch up with reports from SPSSI’s central office (pp. 3-4), journal editors (pp. 4-5), UN representative (pp. 8-11), and NY affiliate group (pp. 12-13).

If there’s anything else you’d like to see (including your own contribution) in future issues, I would love to hear from you.

-Janice R. Adelman
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standing mission – “To generate, disseminate, and apply social science knowledge to address the problems of society” – and articulated a number of values and activities that flow from that mission specifically oriented toward policy, including:

- That SPSSI is distinct from other social scientific associations in its commitment to translating science into action and distinct from other social advocacy organizations in its commitment to basing action on science;

- That science should guide policy and practice;

- That SPSSI should work to increase understanding by policy makers and the public of key social issues in order to change attitudes, behaviors, and social systems; and,

- That SPSSI should bring social science theory and evidence to bear to improve public policy across a wide range of social issues from the local to the global level in accordance with SPSSI’s guiding values.

These exercises have helped SPSSI stay focused on and expand its policy work. The Policy Committee, which this year is co-chaired by Dr. Jack Glaser and Dr. Stephanie Fryberg, has helped SPSSI develop needed policy statements, e.g., on psychologists’ involvement in interrogation and on climate change. Alex Ingrams, our full-time Policy Coordinator, tracks and calls attention to many opportunities for SPSSI to become involved in important policy discussions in D.C. and around the country, by working with members on specific topics and by keeping us all informed with his monthly Policy blasts. He works in coalition with other organizations, e.g., with the American Association for the Advancement of Science (AAAS) on advocating for science as a human right, and responds quickly to breaking issues, such as helping to pull together materials in response to the recent legislative initiative in North Carolina challenging marriage equality and strategizing about how best to address this issue proactively at the Charlotte conference (see p. 18). He recently hosted a Webinar on the Science of Policy Communication which brought SPSSI member expertise to a wide audience, in a highly informative and accessible format. Alex works closely with our current Marshal Scholar, Angel Colón Rivera, who has worked with the United States Commission on Security and Cooperation in Europe and on Capitol Hill, bringing his SPSSI credibility to important international issues, particularly human trafficking. Also, as an NGO, SPSSI stays engaged in international social justice and policy work through our UN Committee and representatives in New York and in Geneva, where SPSSI’s voice is heard and valued (see report by Corann Okorodudu, pp. 8-11).

All of these activities and more will be highlighted in a number of sessions at SPSSI’s two summer conferences – our 2012 Biennial Convention, June 22–24, in Charlotte, NC (see pp. 16-17), and the Division 9 programming at APA in Orlando, August 2–5 (see p. 19). In Charlotte, the convention program is full to the brim with incredible social justice and policy sessions. Linda Tropp is leading a workshop,
Report from SPSSI’s Central Office

By Susan Dudley, SPSSI Executive Director

Special Thanks to Two Special SPSSI Central Office Vendors

The SPSSI Central Office maintains business relationships – some long-term and some quite short in duration – with a large number of vendors ranging from accountants and auditors to publishers to hotels to HVAC contractors, all of whom provide goods and services that enable us to do what we do. I wanted to let our members know about two of these behind-the-scenes vendors who deserve a special thanks for extraordinary assistance to SPSSI over the last few months.

TerpSys: The SPSSI Central Office staff and interns (and by extension, our members) are enjoying the benefits of a generous donation of IT equipment that was made to SPSSI late in 2011 by one of our long-term vendors, TerpSys, of Rockville, Maryland. Thanks to TerpSys, our aging desktop computers and office server have been replaced with updated and greatly upgraded replacements made available to us with this donation. The hardware, valued at $10,500, has been installed for us at no charge (adding a few thousand dollars more value to the gift) and it extends the expected life of our IT infrastructure by several years.

When we first met with TerpSys representatives back in 2006 to discuss development of the new website for SPSSI – now familiar to all of us – they told us that their company goals are to “delight our customers, challenge ourselves, and serve our communities”. I’m sure I smiled, probably thought something like “Yeah, sure. Cute”, and went on with the business at hand. But today, two websites and scores of IT support calls later, my cynicism about those goals is long gone. I’m one of TerpSys’s biggest fans and I’m happy to take this opportunity to let them know on behalf of all of us at SPSSI that they have certainly succeeded in delighting us!

Lincoln Financial: Lincoln Financial is the provider of SPSSI’s employee retirement plan. Late last fall, however, I discovered the existence of an old SPSSI employee retirement account that had been opened with a different company years before the move from Michigan to Washington DC and unknown to anyone now on staff here. We were alarmed, to say the least, to discover this orphaned account, the existence of which had potential implications for several past federal tax filings and more. We called our Lincoln Financial representatives James Gibney and Sarah Burton – also long-term vendors for SPSSI – to discuss the situation. What we got from them was quick and helpful advice and no-nonsense service that allowed us to get to the bottom of the problem, file the necessary amended federal reports, and take all the necessary actions to get into compliance with ERISA regulations and ensure that there will be no liabilities resulting from this accruing to SPSSI in the future. Jim and Sarah even put us in touch with a private ERISA attorney who reviewed the whole matter for us pro bono! I want to take this opportunity to recognize and thank them both (and the attorney!), as well as the staff at Lincoln who came to our assistance, for making what had initially threatened to be a tangled and costly problem into a small bump in the road!

And thanks to our many other vendors who help us keep SPSSI functioning smoothly year after year!

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“Becoming an Engaged Scholar: A Workshop on Public Engagement”, which will be followed by several sessions focused on policy, including a session targeting scientists’ interactions with media. The keynote speakers, including Policy Committee Co-Chair, Jack Glaser, will feature the best of the science/policy interface. The three Presidential E-Streams will address science and advocacy around the environment, education, and equity and ethics. And, in Orlando, SPSSI’s programming revolves around policy, and features a keynote address by science writer and journalist, Chris Mooney, who will address science communication and policy issues.

It is impossible to catalogue all of the work going on at SPSSI Central Office and by SPSSI members focused on policy, but I hope this brief review will help to remind you of how important this work is for SPSSI, and might inspire you to look for ways to becoming more involved. If you want to learn more, or talk policy – I’m eager to hear from you.

-Susan Dudley
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SPSSI Policy Coordinator Report

By Alex Ingrams, Policy Coordinator

The first quarter of 2012 has been an exciting one for me in my role as SPSSI Policy Coordinator. The office engines have been given a boost by a couple of talented researchers majoring in psychology, Jaclyn Escudero (George Washington University), and Cody McNamara (UCLA). More interns seeking to apply their psychology knowledge to hands on policy work will join later in the summer. The core part of my efforts has been spent developing the capacity of Central Office, SPSSI members, and other scientists to apply their knowledge and research to social policy issues in a timely and effective way.

The Policy Development Form for SPSSI grant and award winners – launched at the end of 2011 – is now in full throttle. Since then I have spoken with fifteen different award recipients about their research and the goals that they have to build and hone the policy impact of their work. Several have delivered drafts or plans for research briefs, fact sheets, and press releases that can be used in the future to inform policy makers and the public about the results of their research. The Form has also enabled me to achieve two other objectives: (1) educating myself about what social psychologists are discovering so that I can become a better advocate; and (2) offering opportunities for researchers, and particularly students, who want to find out more about participating in SPSSI’s efforts.

A chief focus of my science communication work has been the continuing distribution and discussion of the Special Projects Initiative research. This initiative includes the work of Meg Bond (University of Massachusetts Lowell) on best practices in recruitment and ethnic diversity of community health center employees; Marta Elliot (University of Nevada Reno) on the experiences of recently returned veterans in higher education; and Rebecca Stotzer (University of Hawaii) on LGBT hate crime incidence and legislation. The initiative’s goal of reaching policy makers in key government, legislative, and non-profit organizations is nearly coming to full fruition. We have received a great deal of interest in the findings and have created and released a number of research reports. One noteworthy piece of feedback I frequently receive is not just how important these findings are but how pioneering the research is. Policy makers not only recognize the limited data currently available in these focus areas, but also recognize the need for more so that the desired level of policy change can be achieved.

A final component of my science communication work took place in April when I hosted a webinar series, The Science of Policy Communication, featuring many notable researchers including SPSSI members, Linda Demaine (Arizona State University) and Peter Ditto (University of California Irvine). The series addressed challenges and opportunities for policy makers who seek to bring findings from psychology into their work. In addition, the series offered some ideas for how to become more effective in communicating to colleagues as well as the general public when discussing social science research findings. The webinar recordings can be watched on the SPSSI website here: http://bit.ly/IFs2e6.

-Alex Ingrams
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SPSSI Journal of Social Issues Report

By Sheri Levy, JSI Editor

My term as Editor of JSI is starting to come to a close. On June 1, it will be four years since I began as Editor-Elect. I am grateful for the tremendous opportunity to be an Editor of JSI and to collaborate with a magnificent team of Issues Editors, contributors, and the JSI Editorial Board team including Dominic Abrams, Manuela Barreto, Allan B.I. Bernardo, Jacquelynne Eccles, Dariusz Galasinski, Jennifer E. Graham, Carolin Hagelskamp, Nick Haslam, Ying-yi Hong, Dawn Howerton, Dina Karafantis, Melanie Killen, Shana Levin, Rodolfo Mendoza-Denton, Allen M. Omoto, Jason Plaks, Luisa Ramirez, Jennifer Richeson, Adam Rutland, Isis Settles, Beth Shinn, Colleen Varga, Maykel Verkuyten, and Johanna Vollhardt. I am also grateful for the sage advice that I have received over the years from Susan Dudley, Irene Frieze, Barbara Gutek, Rick Hoyle, Susan Opotow, and Dan Perlman. Thank you! Thank you, SPSSI! At Wiley-Blackwell Publishers, I would especially like to thank Senior Production Editor, Johnny Siever, who is always helpful and patient.

Congratulations to Ann Bettencourt, who as of June 1, 2012, is Editor-Elect! As Editor-Elect, Ann is receiving all new proposals and is overseeing all issues in progress that

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will appear in print starting in 2014. It is a great pleasure to work with Ann during our transition period.

The following 2012 issues are in print, at the publisher, or close to being in route to the publisher.

**Issue 1:** *Systems of Privilege: Intersections, Awareness, & Applications* (Issue Editors, Kim Case & Jon Iuzzini)


**Issue 3:** *The Intersection of Psychology and Globalization* (Issue Editors: Jeannette Diaz-LaPlante & Sabrina Zirkel)

**Issue 4:** *Sustainability in Combining Career and Care* (Issue Editors: Marloes van Engen, Claartje Vinkenburg, & Josje Dikkers)

Also nearing the final stage of development is Issue 1 of 2013, which is *The Aftermath of Genocide: Psychological Perspectives* (Issue Editors: Johanna Vollhardt & Michal Bilewicz). The last three issues of my term (Issues 2, 3, and 4 of 2013) are also well-underway. Please keep an eye out for announcements at https://www.spssi.org/index.cfm?fuseaction=page.viewpage&pageid=950.

-Sheri Levy
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**Analyses of Social Issues and Public Policy Report**

**By Kevin Lanning, ASAP Editor**

Janet Ruscher (Ruscher@tulane.edu) is now serving ASAP as our Associate Editor for Commentary. She is overseeing the collection of responses to a new paper by Terri Conley of the University of Michigan titled "The Fewer the Merrier? Assessing Stigma Surrounding Non-normative Romantic Relationships". We also are continuing to welcome commentary on Clark McCauley’s "Testing Theories of Radicalization in Polls of US Muslims". Both papers are available on request (please e-mail me or Editor Ruscher); in addition, the McCauley paper may be found in the Early View section of the Wiley – ASAP website (http://bit.ly/ASAPnewestarticles). The deadline for receipt of comments on each of these papers is September 30.

Other recently published papers available on the website include papers on perceptions of expert testimony in the courtroom (Dover, Matthews, Krauss & Levin), on implicit beliefs in "birtherism" (Crawford & Bhatia), and on the relationship between warmth, competence, and the perceived legitimacy of status (Oldmeadow & Fiske). The website also includes a number of published comments on conservation psychology and helping. These will be "rebundled" together with the original articles and authors' rebuttals in a new special issue that is expected to appear in the Fall. Finally, the Early View Section also includes a new book review on underemployment (Reppond). Authors interested in reviewing books for ASAP should contact our Book Reviews Editor, Joel Nadler, at jnadler@siue.edu.

Over the last eight years, ASAP has established something of a tradition with special issues on the Social Psychology of both the 2004 and 2008 US Presidential Elections. I anticipate, pending approval of the Editorial Board, that this tradition will carry forward for the 2012 Election. Please watch the SPSSI and SPSP listservs for our forthcoming Call for Papers – The Social Psychology of the 2012 US Presidential Election.

ASAP will be ranked for scholarly impact by ISI/Thomson Reuters beginning with the 2012 volume. Until that rating is published, the best available index of quality for the Journal is the SCIMAGO bibliometric database compiled by Elsevier. There, ASAP is ranked well within the top quartile (48/372) in the category Social Science - miscellaneous. We continue to look forward to publishing your careful scholarship, informed commentary, and thoughtful book reviews.

- Kevin Lanning
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How long have you been a SPSSI member?

I’m not quite sure about the dates, but it must be at least a decade.

What was the research for which you won your SPSSI award?

I won the dissertation award for my PhD thesis. My research examined Pettigrew’s reformulated model of Allport’s intergroup contact hypothesis, Gaertner and Dovidio’s Common Ingroup Identity Model (CIIM) and the extended contact model developed by Wright and others. Most of the six studies were field-based and longitudinal, using an Anglo-French intergroup context in the UK, a Mexican-US context in Mexico and California, and an interschool-class context in German high schools. Taken together, the results largely confirmed Pettigrew’s model, particularly the roles of friendship potential and affective processes in general. We also demonstrated the impact of extended contact. For the CIIM, the cross-sectional analyses show that interpersonal and superordinate levels of categorization are most important, but longitudinally the dual identity level affected intergroup attitudes most.

Are you currently continuing to pursue this line of research?

Yes, I have continued to work on intergroup contact. During my British Academy Postdoctoral Fellowship I collaborated with the British Council, Dominic Abrams and Anja Zimmermann to examine the “knock-on effects” of international students’ experiences in the UK on their friends and family in their home countries. In two consecutive 4-wave longitudinal studies, spanning over a year each, we surveyed several hundred participants coming from 30+ countries worldwide. We found that inter-nation contact, as experienced by the international students during their sojourn in the UK, indeed ameliorated intergroup attitudes towards the British in people that had very little or no direct contact whatsoever.

Apart from this research I have been investigating public-police contact within a racial context in the UK (with Dominic Abrams, Tendayi Viki, Michelle Culmer, Dionne Imara, and Shafick Peerbux), intergroup contact and attitudes within a public-private school context in the UK (with Rupert Brown, Sarah Leeds, and Kim Stace), intergenerational contact and stereotype threat (with Abrams and Jacqui Bryant), the interplay between intergroup contact and relative deprivation (with Abrams and Steve Wright), the interactive effects of direct and extended contact (with Abrams and Angel Gomez), and verification of ingroup identity as a mediator between contact and attitudes (with Gomez and Alexandra Vazquez). In 2011 I also edited a Special Issue of Group Processes and Intergroup Relations on Extended Contact, together with Jack Dovidio and Miles Hewstone.

More recently, I have begun to study the emotion of embarrassment in an intergroup context. I just completed a three-year project funded by the Leverhulme Trust to study these issues in the UK. I am about to start a new project on group effects on embarrassment in Mexico.

What are some of the social issues that are important in your country/region of the world?

After living in the UK for many years I recently took up an Associate Professorship at the National Autonomous University of Mexico (UNAM). It seems to me that there are four major issues that dominate the national conversation in Mexico at this time. I mention them in a sequence that doesn’t necessarily denote a hierarchy. One is the ill-conceived “war against drugs” to tackle a very real drug-related violence. Its consequences have been a collective fear and distrust with the current leadership of the country, whether political, economic, or judicial. On the positive side, the drug-related violence has also
generated a sense of collective solidarity—a willingness to do something among the people. A second issue is poverty, in particular how it affects children and how it has been affected by the economic downturn in the US (money sent back to Mexico from Mexican immigrants to the US is usually among the top revenues of Mexico but in 2009 there were reports of the money stream in the opposite direction). Third, education is a particularly sore point. Students attending state-funded schools are often getting an under-par education that will not allow them to compete in the new economy. This will go on feeding the exodus of Mexicans to the US and other developed countries to take up poorly paid jobs which don’t require much formal training. This is compounded by the veto power held by the powerful (and reportedly corrupt) teachers’ union. It sees any kind of performance-based evaluation or even regular retraining as an unacceptable government intervention in its internal affairs. The fourth and final social issue in Mexico is intergroup relations: ethnic group membership, skin color, and socio-economic class are often confounded in Mexican society to the extent that in the public’s mind they are perceived to be somewhat interchangeable. There is, or at least my impression is, that there is a clear hierarchy where the non-indigenous, fair-skinned guero or guera—who also tends to be a person who is better-off (economically)—stands above the majority of indigenous or mestizo darker-skinned—who tend to be worse-off. This unwritten hierarchy is accompanied by all the typical phenomena of intergroup relations: stereotypes, prejudice, discrimination, power relations, resentment, etc.

How do you bring SPSSI’s principles and mission to your work/country?

“SPSSI seeks to bring theory and practice into focus on human problems of the group, the community, and nations, as well as the increasingly important problems that have no national boundaries”. My work is in the area of intergroup relations, based on national, ethnic, language, school-class divisions, and other criteria. I investigate how intergroup bias manifests itself in these naturally occurring groups and how intergroup relations can be improved through, for example, intergroup contact. I often do basic research but it usually has clear potential for application in the real world.

What do you feel is the best way to advance the psychological study of social issues?

Keep your eyes open and observe your surroundings (be it on a community, national, or international level) to identify the most pressing social issues. Then design high-quality studies to investigate these issues, conduct the studies, report the findings, and potentially design interventions based on the results in order to improve or change the relevant social issues.

What do you like to do when you are not working to advance the psychological study of social issues?

I love to travel. Many times this is actually connected to psychology conferences, but our particular family composition makes traveling inevitable too: we live in Mexico but our families are in Europe and South America. Together with my family and friends, I enjoy everything Mexico has to offer: culture (from pre-Hispanic to Colonial to modern), cuisine (local and international), and nature (from coniferous forests with millions of monarch butterflies to ancient pyramids on tropical beaches).

What is your favorite psychology book?

The two books that have influenced me most are Social Identifications (Mike Hogg and Dominic Abrams) and The Nature of Prejudice (Gordon Allport). I read Social Identifications one summer while on an ERASMUS exchange in Italy. I had studied psychology for two years and the book cemented my decision to pursue social psychology (as opposed to clinical psychology). Abrams, co-author of Social Identifications, went on to become my MSc, PhD, and Post-Doc supervisor.

During my PhD I read The Nature of Prejudice cover to cover. This is partly because it was highly relevant to my PhD research on intergroup contact, but also because I was amazed to find that so much of what he said in that book functioned like intellectual stem cells for numerous modern-day theories in the area of intergroup relations. Allport’s ideas were so incredibly rich and insightful that they still inspire us today – and some of his predictions remain unexplored thus far.

What is your favorite non-psychology book?

I guess I find it hard to limit my favorite to one book. If I had to

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The eradication of poverty has remained the overarching objective of national and international agendas since the 1995 United Nations World Summit for Social Development. Worldwide, 1.4 billion people live on less than $1.25 a day, and a majority of these individuals are women and children. To accelerate efforts toward the objective of eradicating poverty, the United Nations Millennium Declaration (2000) prioritized the goal of halving the proportion of the world’s population living on less than $1 a day by 2015. Current indications suggest that, in spite of setbacks from the ongoing global economic crisis, this goal is expected to be met at the global level. Nevertheless, it is also expected that some regions will probably fall short. Considerable progress in eradicating extreme poverty has occurred in East Asia, especially in China; while a number of countries in Sub-Saharan Africa and Latin America have not been as successful.

There are serious challenges from persistent inequalities between and within countries of the world, even those expected to reach the poverty eradication Millennium Development Goal by 2015. Between 1990 and 2005, the income gap between the wealthiest and poorest 10 per cent of income earners increased in 70 per cent of countries for which data were available. According to the Secretary-General’s report on Poverty Eradication (2011), “the richest 1 per cent of the world’s population receives 14 per cent of global income, while the poorest 20 percent receives just over 1 per cent”. Poverty rates among indigenous peoples, racial/ethnic populations, and persons with disabilities are significantly higher due in large part to the uneven distribution of the benefits of globalization and marginalization resulting from social injustices and inequalities perpetuated by existing institutional frameworks. The purpose of this article is to share the recent advocacy of psychologists at the UN in New York City on poverty eradication.

Psychological Contributions to Poverty Eradication

During the Spring of 2012, the Commission for Social Development, the Commission on the Status of Women, the Negotiations for the Rio+20 Summit on Sustainable Development, and the Commission for Population and Development addressed the eradication of poverty. Their aim was to adopt more forward-looking policies that would lead to inclusive, equitable and sustainable development. For the first time in their history, the following eight psychology organizations accredited at the United Nations collaborated in their advocacy at these meetings: The Society for the Psychological Study of Social Issues, American Psychological Association, Association for Trauma Outreach and Prevention, International Association of Applied Psychology, International Council of Psychologists, International Society for Traumatic Stress Studies, International Union of Psychological Science, and the Society for Industrial/Organizational Psychology. I had the pleasure of coordinating the advocacy team of professionals and student interns in developing and distributing statements at each commission meeting as well as arranging meetings with the delegates of more than 20 governments.

The Secretary-General’s Report on Poverty Eradication acknowledges that poverty is multidimensional. Nevertheless, programming efforts to reduce poverty and increase sustainable development by governments, UN agencies, and the international community still generally focus on economic policies and indicators, especially the Gross Domestic Product (GDP). While we do not deny the importance of economic policies and measures, the purpose of our advocacy was to urge all

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stakeholders to address psychosocial factors as significant, complementary dimensions that are associated with—and necessary for—sustainable development. Our recommendations focused on promoting psychosocial well-being, psychosocial empowerment, mental health, and human rights and social justice.

**Psychosocial well-being.** There is a considerable body of psychological theory and research which suggests positive relationships among psychological well-being, social well-being, optimal functioning, and positive human development (Ryan & Deci, 2001). On April 2, the mission of the Royal Government of Bhutan hosted a high-level conference at the United Nations in New York. The conference highlighted the usefulness of well-being with its “Gross National Happiness” (GNH) Index (http://www.un.int/wcm/content/site/bhutan/pid/4106) and with other indices such as the Happy Planet Index. Nobel Laureate economists, international experts, and UN member states like France, Great Britain, and Japan have initiated efforts to complement the GDP as the measure of national wealth with a measure that quantifies well-being alongside economic strength. The recently released *World Happiness Report* (Helliwell, Layard, & Sachs, 2012) provides further support for the viability of including such measures. The World Health Organization (WHO) defines mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community” (World Health Organization, 2007).

Therefore, we urged governments to call for indicators of “psychosocial well-being” in their Final Outcome Documents on poverty eradication and sustainable development. We also recommended that governments support Bhutan’s Gross National Happiness Index, indices of psychosocial well-being included in the 2010 UNDP Human Development Report, and related indices being explored by governments such as France, Great Britain, and Japan as measures of sustainable development.

**Psychosocial empowerment.** In community psychology, the term “empowerment” has come to mean “an intentional, ongoing process, centered in the local community, involving mutual respect, critical reflection [i.e., evaluation], caring, and group participation, through which people lacking an equal share of resources gain greater access to and control over those resources” (see Zimmerman, 2000, p. 43). Applying a community psychology perspective (Zimmerman 1990; 2000), psychosocial empowerment of persons living in poverty might be achieved through the following three steps: First, psychological distress needs to be reduced and participation in economic and social activities encouraged. Second, a sense of belonging should be increased through building or enhancing existing community networks. Third, persons living in poverty should be engaged in social and economic decision-making at all levels, or they may come to view their lives as too externally controlled (Spreitzer, 2005; Hur, 2006).

Our recommendations to promote psychosocial empowerment called on governments to provide access to productive employment, decent work and training about entrepreneurship and income generating activities, which develop a sense of ownership, optimism, and personal efficacy. We also urged governments to provide access to quality primary, secondary, and higher education as an important pathway to psychosocial empowerment.

**Mental health & social protection services.** The international community is slowly coming to the realization “that mental health is one of the most neglected yet essential development issues in achieving the Millennium Development Goals”, including poverty eradication (World Health Organization, 2010). Poor mental health is both a cause and a consequence of poverty. According to the *World Happiness Report* (Helliwell, Layard, & Sachs, 2012), mental health is the biggest single factor affecting happiness in any country. Yet only a quarter of mentally ill people get treatment for their condition in advanced countries and even fewer do so in poorer countries. Research provided by WHO indicates that the majority of persons with mental and psychosocial disabilities, especially in low-income countries, are not able to access essential income-generating opportunities, education, health, mental health care and other social services. Psychological research has shown that there is a strong relation between poverty and depression (Simmons et al., 2008). Multiple stressors including isolation, unemployment, lack of education and economic opportunities and resources interact to cause anxiety and depression, which have a deleterious impact on the ability to cope, resulting in

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the persistence of poverty (Mazure, et al., 2002; Smalley, et al., 2010; Beeson et al., 1998; Beck, et al., 1996; Mulder & Shellenberger, 1999).

The UN has launched an important Social Protection Floor Initiative to build a global coalition committed to supporting countries in building national social protection floors for their citizens, under the joint coordination of the WHO and the International Labour Organization (ILO). The Social Protection Floor Initiative aims for countries to provide universal access to essential services (such as health, education, housing, water and sanitation and other services as nationally defined); and Social Transfers in cash or kind to guarantee income security, food security, adequate nutrition and access to essential services. The Secretary-General’s Report on Poverty Eradication (2011) states that “Countries that have developed comprehensive, universal social protection policies covering the majority of the population have successfully reduced poverty and improved social conditions on a broad scale” (paragraph 51).

Therefore, we urged governments and the international community to implement the Social Protection Floor Initiative within a lifespan, human rights framework, including access to mental health care within primary health care, to take care of basic human needs of all vulnerable groups. We proposed that an effective Social Protection Floor would provide for basic needs of vulnerable sectors of society, which would then be enabled and empowered to strive for psychological and psychosocial well-being. We recommended accessible multidisciplinary social service centers or mobile vans to provide one-stop services, such as health, mental health, literacy, continuing education, and entrepreneurial training, especially in rural areas. We also recommended that governments provide psychologists and mental health counselors, well versed in culturally relevant methodology, to train and work with local community peer coaches to recognize mental health problems and to provide services and referrals in an informed, nondiscriminatory manner.

**Human Rights & Social Justice**

Disparities affecting individuals, groups, and communities are violations of their human rights to survival, protection, development and social participation, and are key factors predisposing them to poverty. Psychological and social science research demonstrates that social inequalities prevent people from developing their capacities and contributing as productive members of society. Based on this, we urged governments to: (1) put human rights at the center of their framework for sustainable national development and to review and replace those laws, policies, programs and practices at all levels that discriminate against individuals on the basis of their gender, age, race, ethnicity, color, religion, nationality, sexual orientation, disability, rural/urban/suburban residence and other categories of social identity; (2) eliminate educational, social, economic and health/mental health disparities that have multigenerational and intergenerational psychosocial consequences that contribute to the persistence of poverty in families and communities; and (3) provide ongoing human rights learning for all members of society, especially individuals and groups living in poverty, to foster their vitality, resilience and activism to alleviate poverty conditions as social injustices, and to advocate for positive social and economic changes in their own lives and the lives of others, thus moving more successfully toward sustainable development.

**References**


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**Teaching & Mentoring Awards**

By Kim Case, Teaching & Mentoring Committee Chair

I’m pleased to announce the 2012 teaching and mentoring award winners. As always, the contributions that SPSSI members are making in academia are inspiring - we applaud all of our nominee’s efforts!

Congratualtions to the 2012 SPSSI Outstanding Teaching and Mentoring Awardee, Amanda Clinton from the University of Puerto Rico! Honorable Mentions for outstanding teaching and mentoring go to Winnifred Louis (University of Queensland, Australia) and Moshe Landsman (Kaye Teachers College, Israel).

Congratulations also go out to the 2012 SPSSI Instructional Innovation Awardee, Shantal Marshall from University of California Los Angeles! Honorable Mentions for instructional innovation go to Alicia Nordstrom (Misericordia University) and Stefanie Sinno (Muhlenberg College). Thank you all for your wonderful work!

On behalf of the SPSSI Teaching and Mentoring Committee, many thanks to Tracie Stewart for contributing her social issues teaching column (see pp. 13-15). For more information about the Teaching and Mentoring Committee, or if you are interested in writing a teaching column for the newsletter, please feel free to contact me.

- Kim Case
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**Two-Tiered Academic Labor**

By Gretchen Reevy, Academic Labor Task Force Co-Chair

A number of national organizations concern themselves with improving the working conditions, professional statuses, and professional opportunities of contingent/adjunct faculty in higher education. The mission of the New Faculty Majority (NFM), according to its website (www.newfacultymajority.info), is to “improv(e) the quality of higher education by advancing professional equity and securing academic freedom for all adjunct and contingent faculty”. Anyone interested in this mission may join the NFM. The NFM is devoted to creating equity (to tenure-line faculty) for adjuncts in seven areas: compensation, job security, academic freedom, faculty governance, professional advancement, benefits, and unemployment insurance. A current initiative of the NFM is the “Program for Change: 2010-2030”, which identifies a succession of specific goals related to these seven areas. The Program for Change may serve as a guide to contingent faculty activists as they pursue their work.

The Coalition on the Academic Workforce (CAW), which I discussed in a newsletter article in November of 2010, conducted a large-scale survey (over 20,000 participants) of the salaries, benefits, and general working conditions of all categories of continued next page...
instructional faculty who are working in higher education off the tenure track. According to the website (www.academicworkforce.org), results of the survey will be available this spring. The website additionally provides policy statements endorsed by various organizations, statistics on contingent faculty, and other information.

The American Association of University Professors (AAUP; www.aaup.org), the organization best known for defending the academic freedom of faculty, has published several policies or reports on contingent faculty. For instance, “Contingent Appointments and the Academic Profession” (2003) discusses the importance of all faculty work, including teaching, of keeping faculty work properly “bundled”, (i.e., teaching, research, and service together), and of acknowledging the contributions of all colleagues, including those who are employed off the tenure track. “Tenure and Teaching-Intensive Appointments” (2010) argues for tenure, after a “probationary” period, for higher education faculty whose appointments primarily involve teaching. The report discusses models for “stabilization” of contingent/adjunct faculty that already exist at various U.S. and Canadian universities. Both reports are available at http://www.aaup.org/AAUP/comm/rep/teachertenure.htm.

The National Education Association (NEA) posts resources for contingent faculty at http://www.nea.org/home/36136.htm. The resources include reports, policy statements, and data on contingent faculty.

Contingent faculty issues have been receiving more press as of late. I believe this has occurred (at least partly) because of the effect that shrinking financial support for the public sector has had on students—students are paying higher tuition, are amassing exorbitant student loan debt, and may be turned away from universities as universities are limiting enrollments. The spotlight that has been shining on higher education has created an opportunity to illuminate one of higher education’s (dirty little) secrets—sub-standard treatment of the numeric majority of higher education faculty—contingent faculty.

My fellow task force member, Grace Deason, and I are excited about the new opportunities that exist for improving working conditions and professional statuses of contingent faculty. If you would like to discuss any issues regarding contingent faculty, please feel free to contact me.

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SPSSI in New York: Spring 2012

By Harold Takooshian, SPSSI-NY Chair

Once again over the spring season of 2012, many of New York SPSSI’s (SPSSI-NY) 400 members participated in nine free fellowship activities, arranged in concert with other groups, and kindly hosted by several local institutions. Many scenes from these activities appear at www.spssi.org/ny, or www.picasaweb.com/takoosh.

February 2012

Psychology and Law: Behind the Scenes at the Bronx Supreme Court. Officer Tina Perez led five students and faculty on a two-hour law-psychology tour “behind the scenes” of the Bronx court – from central booking through sentencing.

Urban Forum at Fordham University. Forty-five people joined an urban forum on “Healthy cities in the 21st Century”, featuring Noema Chaplin (Servas), Harold Takooshian (Fordham), Peter R. Walker (SPSSI), Arline L. Bronzaft (GrowNY), Bryan C. Ardouny (Armenian Assembly), Rev. Moses Williams (New Brunswick NJ), and Ivana Petrovic (Belgrade).

New Directions in Forensic Psychology. The third annual forum on “New Directions in Forensic Psychology” welcomed 80 attendees, including experts Robert Emmons (Fordham), Thomas A. Caffrey (NYSPA Forensic Division), Gabrielle Stutman (NYSPA Forensic Division), Nancy Erickson (Consulting attorney), Rafael Art Javier (Saint John’s University), Nicholas Tolchin (Central New York Psychiatric Center), Chriscelyn Tussey (Bellevue), and Lauren E. Kois (AP-LS).

Student Workshop at Fordham University. “Publishing student research: Why & how?” presented an opportunity for twelve students to participate in this

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workshop with John C. Houtz, Joseph C. Giardino, and Harold Takooshian (Fordham).

**March 2012**

*Psychology in Russia Forum at Fordham University.* Russian faculty Irina Novikova, Alexey Novikov, and Elena Cherbotareva (People’s Friendship University of Russia) led a forum on “Psychology in Russia: New trends” with 40 attendees.

**April 2012**

40th Annual Hunter College Psychology Convention. Over 400 students and faculty attended this year’s event (www.HunterPsych.com). SPSSI-NY offered panels on the history of psychology in New York City, and on promoting student excellence. These featured 10 research-based presentations by 17 experts: Samvel Jeshmaridian (TCI); Kerri Chladnicek, Hali G. Wood, & Jennifer M. Doran (New School University); Ivana Petrovic (University of Belgrade); Jason R. Young (Hunter); Sally T. Capanzano, Florence L. Denmark, & Mercedes A. McCormick (Pace); Joseph C. Giardino, Jason Reynolds, Harold Takooshian, Mark Mattson, Alex Lupo, & Mark E. Mattson (Fordham); Beverley Zabriskie (Jungian Psychoanalytic Association); and John D. Hogan (St. Johns).

International Conference at Saint Francis College. Over 100 people participated in the 2-day international conference on “Towards a Global Psychology”, led by a team headed by Uwe P. Gielen and Jennifer Lancaster.

Over 400 people joined the 40th Hunter Psychology Convention, where the day ended with a thumbs-up as SPSSI presented its birthday cake to students.

**May 2012**

20th Pace University Psychology Conference. On May 5, over 100 joined the 20th Pace University Psychology Conference (www.pacepsycon.com).

**Fall 2012**

Looking ahead to the Fall of 2012, SPSSI-NY plans more historical and other activities, in concert with other local groups.

The SPSSI-NY Planning Committee for Spring 2012 is: Florence Denmark (Pace), Joseph Giardino (Fordham), Uwe Gielen (St Francis), Samvel Jeshmaridian (TCI), Mark Mattson (Fordham), Mercedes McCormick (Pace), Ivana Petrovic (Belgrade), Richard Velayo (Pace), Jason R. Young (Hunter). Please direct any questions or comments to me, the SPSSI-NY Chairperson.

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takoosh@aol.com

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**SPSSI in the Classroom:**

*A “Mindful” Approach to Teaching Social Issues*

By Tracie L. Stewart, *University of Mississippi*

My interest in a “mindful” approach to teaching the psychology of social issues began with a conversation with students in a university van on the way to an undergraduate research conference in upstate New York. It expanded a few years later over lunch with students in the campus union at a university in the eastern Netherlands. And I suspect it is soon to evolve further at an upcoming research meeting/picnic we’re having in the historic Ole Miss Grove. Both undergraduate and graduate psychology students have been centrally involved at every stage of my lab’s research on mindful teaching strategies and are, accordingly, co-authors on all of the articles

continued next page...
that have stemmed from this research. Consequently, writing this column reminds me to be ever, well, “mindful” of the innovative and important contributions to psychological research that students are willing and able to provide when given the opportunity to take on leadership roles in research. I will elaborate on our operational definition of mindfulness below, but first let’s return to the discussion with students en route to the student conference.

The conversation among students and faculty during the drive turned at one point to a discussion of the variable terms of address that students used for professors at the college, ranging from formal addresses beginning with “Dr.” to informal use of the instructors’ first names. Some of the students pondered whether gender might play a role in students’ use of formal versus informal terms of address for their professors. We then considered ways that question might be tested empirically. Two of the students – Hilary Takiff and Diana Sanchez – took up the charge to review the relevant literature and then to conduct two ambitious studies to address this very question and to examine the implications of students’ terms of address for faculty on evaluations of the faculty members’ status and accessibility. Two years later, these students earned second place at an undergraduate research conference for their presentation of this research and were first and second authors on a peer-reviewed publication (Takiff, Sanchez, & Stewart, 2001). Their research showed quite clearly that female professors were significantly more likely than male professors to be addressed by first name and that this difference was most pronounced for older faculty members (I believe our cut-off for “older” professors was 40, which, from my current vantage point, seems preposterously young). In fact, whereas older male professors were significantly more likely than younger male professors to be addressed formally, the opposite was found for female professors, with older female professors proving to be the most likely to be addressed by first name among all four groups. In the article, possible reasons for this interaction of age and gender (e.g., “academic momism”; Bernard, 1964) are considered.

Also reported in the article was the finding that students perceived both male and female professors addressed by title to be more knowledgeable and higher in status than professors addressed by first name. In addition, students appeared to be more comfortable with male professors when they were afforded this higher status term of address, rating them more accessible than male professors addressed by first name. In contrast, female professors had a choice to make. Although afforded higher status if addressed by title, female professors were perceived to be more accessible if addressed by first name. Given that perceptions of both status and accessibility play a role in students’ faculty evaluations and, consequently have implications for faculty members’ career success, female professors faced a double-bind. When presenting this work initially, I didn’t have an answer to questions about ways out of this dilemma for female faculty. Fortunately answers were forthcoming when I had the opportunity to pursue a research fellowship at Radboud University Nijmegen the following year.

Over a lunch planned to discuss a class research project, Nijmegen students Mathilde Berkvens, Werny Engels, and Jessica Pass expressed their interest in the concept of “mindfulness”. At the time, I knew of Ellen Langer’s work on mindfulness but little else on this topic. Today I am likely to draw on work by Kelly Wilson (2008) to define mindfulness as “a collection of attitudes, sensitivities, and practices, the goal of which is to increase conscious attention to the present moment…” (p. xii). Wilson has primarily examined the utility of mindfulness in clinical settings but has more recently turned his attention to potential benefits of mindfulness approaches in the classroom.

My Nijmegen students’ interest in mindfulness and my own nagging concern about the troubling “term of address” findings led to a published research study showing that a mindful approach to teaching could provide a way out of female professors’ double-bind (Stewart, Berkvens, Engels, & Pass, 2003). Slight changes in the presentation of course information, modified based on mindfulness research and theory, led to female professors obtaining higher status through being addressed by title without an accompanying backlash of lower accessibility ratings. The study ruled out alternative explanations for this finding such as mindful professors simply being perceived as more feminine.

I suspect that a mindful pedagogical approach has evolved naturally for
many psychology faculty who teach courses concerning multicultural issues. And I am interested in examining empirically whether such an approach is, in fact, particularly useful for teaching about topics such as diversity and group privilege, helping to shield these faculty from the more negative course evaluations that can accompany presentation of material that some students find uncomfortable to process (Case, 2007). My lab group plans to pursue this question in future work. However, to date, our research can speak to its benefits in courses such as “Introduction to Cognitive Science”. But what are these mindful teaching strategies, exactly? Let me outline here a few of the strategies discussed in greater detail in the article (Stewart et al., 2003).

In our study, students read a fictional transcript of a class session in which a male or female professor was addressed by title or first name and communicated with the class using either “mindful” or “mindless” terminology, operationalized based on Langer’s (1989) conceptualization of mindfulness. The mindful instructors displayed openness to novelty, alertness to distinction, sensitivity to context, awareness of multiple perspectives, and orientation in the present. For example, they stated “I think this is a very interesting course, so I’m happy to be here. It’s nice to see that so many of you are here, in spite of the rain”. The mindless instructors’ phrasing was identical, except for the omission of the final sentence. The mention of the ongoing rain was designed to orient students in the present moment, as well as place the class in a broader context. A recommendation I have sometimes asked graduate instructor mentees to consider is to sometimes “talk about the weather” at the start of class. It communicates to the class that you are engaged with them in the present moment, within a partially shared broader context.

Communicating awareness of multiple perspectives was achieved in this study by beginning a mindful instructor’s statement with “Many researchers believe that the best way...”, as opposed to the mindless instructor’s statement which began “The best way...” and neglected any form of qualification of the statement. Similarly, mindful instructors stated that “According to several researchers whose work we’ll study in this course, a common feature of research in this area is...”, rather than posing the statement as an absolute by beginning simply with “A common feature is...” It’s a small change, but our research suggests it can make a big difference in student perceptions. Other examples of our mindful/mindless instructor manipulation are provided in the paper (Stewart et al., 2003). In the mindful instructor conditions of our study, both male and female instructors addressed by title were perceived to be high in accessibility, as well as status. A mindful teaching approach seemed to free female professors from the status versus accessibility double-bind, which continued to be illustrated in findings for the mindless instructors.

In closing, I can state with confidence that I have never failed to benefit from the exciting process of discussing research questions with individuals at diverse points in their academic studies – from beginning undergraduate students to graduate students to fellow faculty members. I find an incredible amount of innovation to be possible from free discussion among such groups. And few things are more enjoyable than talking with an engaged group about a mindful approach to the psychology of social issues on a spring afternoon in the Grove.

References


-Tracie L. Stewart stewart@gsu.edu
SPSSI Biennial Convention 2012

SPSSI’s 9th convention is just weeks away! We look forward to seeing you in Charlotte, North Carolina for this year’s convention on Changing Societies. Registration is now open here: http://bit.ly/IHKMbu.

For further information, contact the conference program co-chairs, David Livert (livert@psu.edu) and Demis Glasford (dglasford@jjay.cuny.edu).

Keynote Addresses Include:

• Miles Hewstone
  Oxford University
• Nilanjana Dasagupta
  University of Massachusetts
• Jack Glaser
  University of California, Berkeley
• Stephen Reicher
  University of St. Andrews
• Linda Tropp
  University of Massachusetts

Talks & Presentations from leading scholars including:

• Fran Cherry
  Carleton University
• Michelle Fine
  City University of New York
• Geoff Maruyama
  University of Minnesota
• Allen Omoto
  Claremont Graduate University
• Abigail Stewart
  University of Michigan

Honoring SPSSI

Come mingle with colleagues and friends to help celebrate SPSSI’s 75 years at a special gala reception on Saturday 23 June at the UNCC Downtown Center.

You can also experience and honor the SPSSI tradition by volunteering in the city of Charlotte. Two opportunities are available: a history of Charlotte and tour of immigrant neighborhoods on Thursday afternoon (21 June); and a community service morning on Sunday (24 June). Sign up when you register for the conference.

Becoming an Engaged Scholar Workshop: A Workshop on Public Engagement

To be held on Friday morning (22 June, 8:30am - 9:40am)

This workshop, led by Linda Tropp, is designed to help social scientists consider ways in which they can translate and disseminate their academic work to non-academic settings. Participants will be encouraged to identify social issues in which they might get involved, the kinds of impacts they wish to have, audiences with whom they wish to engage, and strategies through which their work may be used to inform public debates and relevant policy. Participants will explore these and related topics through a combination of presentations, interactive activities, and group discussion. The workshop is especially likely to be useful to those who have limited or no prior experience with public engagement. Up to 24 participants may register for this workshop.
International Film Screening & Discussion

Film Screening: *One Fine Day*

A biographical perspective on the ways in which one small individual action can trigger significant, non-violent collective action. Attendees will view a screening of the film “One Fine Day”, by Dutch documentary director Klaas Bense. The film follows six extraordinary ordinary people from various cultures and religions, including an American athlete, a Chilean student, a Christian Fuhrer, a Chinese youngster, a young Iraqi woman, and a Burmese monk. After the screening, Kovida, one of the six featured individuals in the film will be present for an interactive audience discussion. Kovida is a 28 year old Buddhist monk who helped initiate the popular uprising in Burma at the end of 2007.

Featured Symposium on Collective Action Around the Globe

In addition to the film, Roberto Gonzales and David Livert from the Internationalization Committee have assembled an incredible array of international panelists to discuss theoretical developments and empirical evidence related to social change. Presentations include work on system justification, presented by Dominic Abrams (UK) and colleagues; a social identity-relative deprivation-efficacy model of social change, presented by Peter R. Grant (Canada) and colleagues; injustice and collective action, presented by Colin Leach (USA); and attitudes and emotions in the Arab uprisings and quest for Palestinian statehood, presented by Felicia Pratto (USA) and her widely international team representing Switzerland, Spain, Northern Ireland, South Africa, Italy, Brussels, China, New Zealand, Ireland, Serbia, UK, and Greece.

Early Career Scholar Programming

Policy Workshop

This one-day workshop will focus on mentorship and professional development and feature "mini-panels" on each of the 2012 SPSSI conference three "E" themes: equity, education, and the environment. Time for discussion with panelists and other mentors will be built into each session. Lunch with SPSSI Council and a post-workshop happy hour will provide opportunities for further informal mentoring.

Faculty Forum: The Seven Habits of Highly Successful Junior Faculty

As an early scholar, you won’t want to miss this one. Previous SPSSI early career award recipients Adam Fingerhut, Eden King, and Diana Sanchez will participate in a panel talking about the strategies they have developed for balancing teaching, scholarship, service, and a life.
In light of the upcoming convention in Charlotte, we wish to inform our members regarding the recent NC ballot measure that challenges marriage equality. SPSSI strongly opposes this bill and its passing by voters. Below is further information with links for SPSSI members to get involved.

**The North Carolina Defense of Marriage Bill, SB 514**

**What is SB 514?**
The May 2012 primary election in North Carolina will include a ballot amendment that has become known as "Amendment One". It will state that "Marriage between one man and one woman is the only domestic legal union that shall be valid or recognized in this State”. The text of the N.C. General Assembly record can be read online at their website.

**What does psychological research say about same-sex marriage?**
The North Carolina Psychological Association has four main points that summarize the key findings in the scientific literature:

1. There *is no empirical evidence* that supports the denial of marriage rights to people in same-sex relationships.
2. There *is empirical evidence* that denial of marriage rights to people in same-sex relationships is damaging to their psychological health.
3. There *is empirical evidence* that opposing denial of marriage rights initiatives has beneficial psychological effects.
4. Psychologists have colleagues and we have clients for whom this issue is relevant and important, and who appreciate representation. From a social justice perspective, significant benefits accrue to all of us when diverse families are legally and socially sanctioned.

In 2011 the APA Council reaffirmed its support for marriage equality for same-sex couples, including citing new scientific findings to support this position. The resolution *Marriage Equality for Same-Sex Couples* calls for further action on the part of the APA, all behavioral scientists and other professional experts to oppose all forms of discriminatory policies that deny same-sex couples the right to marry, to educate the public about the negative effects of stigma, and to work with other organizations to promote quality research and interventions.

Reducing stigmatization of LGBT people is a concern that has policy implications beyond the legislative debates on marriage equality. The APA resolution on *Opposing Discriminatory Legislation: Initiatives Aimed at Lesbian, Gay, and Bisexual Persons* (2007) states the need for greater tolerance, increased public education, and an end to all policy and legislative efforts that discriminate against citizens on the basis of sexual orientation.

More information on the effects of stigma and the established psychological findings that counter many of the claims of opponents of full marriage and other civil rights for the LGBT population can be found in the SPSSI fact sheet on *Same-Sex Couples and U.S. Marriage Legislation*.

A range of summaries on research and policies can be found at [www.spssi.org/policyhub](http://www.spssi.org/policyhub).

**Find out what other advocates are doing about Amendment One:**
- The North Carolina Psychological Association
- The Coalition to Protect All NC Families
  - [www.facebook.com/ProtectNCFamilies](http://www.facebook.com/ProtectNCFamilies)
  - [www.twitter.com/protectnc](http://www.twitter.com/protectnc)
- ACLU North Carolina
  - for more information, contact Alex Ingrams, SPSSI Policy Coordinator
  - aingrams@spssi.org
We are excited about Division 9’s Program at APA this year! The theme of the program, Research and Policymaking: Making the Most of our Efforts, addresses one of SPSSI’s core goals: To bring empirically sound research findings to bear on public policy.

The relationship between research and public policy to be highlighted at the APA convention was conceptualized across three thematic questions: (1) How can research be designed to maximize its effect on public policy? (2) How can researchers increase the usefulness of—and better communicate—their findings to address social issues at the local and national governmental level? (3) What tools can researchers use to improve their communication of science findings with the public in general? We received many excellent proposals this year. As a result, we put together a program filled with symposia, paper and poster sessions, conversation and social hours, as well as two keynote speakers. All told, we have an interesting and informative schedule set for you.

A number of symposia address a diverse range of issues, including a neighborhood research and intervention project in upstate New York; psychology’s role in promoting social change; experiences of infertility among racial and ethnic minorities; relational and sexual development across the life span; LGBT parenting activism in psychology; policymakers and justice; and the ecologies of knowing. Don’t miss the four paper sessions on the schedule. Here you can hear about the latest research covering issues of homelessness, housing services for veterans, a review of mental health policies, bullying legislation, bullying amongst Pakistani college students, and the role of emotional intelligence in managing stress.

For more research presentations, check out the SPSSI-sponsored poster session.

Along with listening to these exciting research programs and presentations, be sure to join in on at least one of the four conversation hours planned. These conversations hours will focus on interdisciplinary approaches to sustainability, a biennial recap, policymaking, and a senior scholar roundtable discussing what does and does not work when trying to influence public policy. More informal discussions are waiting to be had at the joint social hour with Division 8 (SPSP).

Our two excellent keynote speakers are Dr. Susan Saegert (Vanderbilt) and Chris Mooney (The Center of American Progress). Dr. Saegert will discuss her work on housing issues, while Mr. Mooney will speak about the importance of psychological research for society.

Finally, we are pleased that SPSSI will also participate in the Divisions of Social Justice symposium, Psychology and Human Rights: Issues and Future Directions. Talks will address who cares about human rights, human rights in an international perspective, professional ethics and human rights, and the APA Central Office Human Rights Initiatives.

This is going to be a great conference. We hope to see you in Orlando!

- Justin D. Hackett & Sean Massey
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The 2012 APA Convention will take place on 2-5 August at the Orange County Convention Center in Orlando, Florida. For more information on SPSSI programming, see the program summary sheet here: http://bit.ly/JLAgvk. For more details and to register for the APA Convention, check the APA convention website here: http://www.apa.org/convention/index.aspx.
CALL FOR SUBMISSIONS

Joint SPSSI-EASP Small Group Conference

Proactive Behavior across Group Boundaries: Seeking and Maintaining Positive Interactions with Outgroup Members

November 30th – December 2nd 2012, Stony Brook University, Stony Brook, NY

We have come to understand a lot more about the angry segregationist than we do about the traveler who cannot wait to immerse herself in a foreign way of life. Negative intergroup processes (prejudice, discrimination, intergroup conflict) have been a traditional focus of social psychological research. This is not surprising, given the widespread conception of groups as inherently competitive and “tribal” and the specific historical and political influences that shaped modern social psychology. However, we are left with only rather indirect and limited answers to the questions of when and why people develop curiosity about other groups, proactively engage in cross-group exploration, or show forms of prosocial behavior across group boundaries. Positive intergroup attitudes and behaviors cannot simply be extrapolated from low levels of prejudice or hostility.

Our conference objective is to inspire and advance research to help fill this gap. It will enhance our understanding of positive intergroup processes by bringing together researchers who investigate them from a variety of emerging perspectives. What leads people to seek and maintain positive interactions with outgroup members? What are the contributions to positive intergroup relations from different levels of analysis? What features of the ingroup, the outgroup, and the intergroup relationship foster or hinder positive intergroup interactions? We will pay special attention to the interplay of individual-level and group-level factors.

The meeting will take place November 30th to December 2nd 2012 at Stony Brook University. We will include up to 30 participants. About half will be from Europe and about half will be junior faculty or postgraduates. Participation fees will be offset by funding.

We anticipate publishing a special journal issue on the conference themes.

If you are interested in attending this meeting, please send an abstract (between 200-250 words) to the conference conveners: Todd Pittinsky (Todd.Pittinsky@stonybrook.edu), Birte Siem (Birte.Siem@Fernuni-Hagen.de), and Stefan Stürmer (Stefan.Stuermer@Fernuni-Hagen.de) by the deadline of May 25th, 2012. Please indicate in your application whether you are a member of SPSSI/EASP or not.
FORWARD is published three times a year to provide information and comment of interest to members of the Society for the Psychological Study of Social Issues. It reaches over 3000 SPSSI members and other professionals interested in our programs. Members represent a wide range of academic and nonacademic settings. Unless stated otherwise, the opinions expressed are those of the authors and do not represent the official position of the Society.

We welcome submissions of announcements, articles, and letters that are relevant to members of the Society as space permits. For more information, or to make a submission, contact the editor.

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