The Three Hs of SPSSI Past and Future

By Allen M. Omoto, SPSSI President

Not so long ago, I had the privilege of presiding over the midwinter meeting of SPSSI’s governing Council. I decided to expand our usual brief self-introductions at the beginning of the meeting, and asked each attendee to reflect on why they are involved in SPSSI, what SPSSI has meant to them, what is important about SPSSI, and/or what they appreciate about SPSSI. Before reading further, I encourage you to do the same.

Think for a moment about your membership in SPSSI – why did you join SPSSI and what holds you as a SPSSI member?

I had several goals for this introductory exercise. First, I was genuinely interested in what people would describe as their interests and commitment to SPSSI, and I was especially curious about the extent to which there was any shared vision about the Society among its elected leaders. In addition, I thought this might be a good way to find out where people were coming from as they approached their SPSSI work – to get the lay of the land, as it were -- and more pragmatically, I hoped that these comments would set a positive and productive tone for the meeting. Furthermore, a good deal of my social issues-focused research is on volunteerism and civic engagement, including attempting to document and understand different motivations for volunteer work and personal and social determinants of those motivations. I am acutely aware of the time and resources that SPSSI members devote to the Society and its programs, and especially the Council members who...
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Editor’s Note

By Janice R. Adelman, Forward Editor

Welcome to another issue of the Forward. By the time this goes to print, spring should be bounding in. The academic year will soon be wrapping up, and we will all be wondering where we are going and what we are doing this summer—may I suggest SPSSI’s summer policy workshop (p. 35), the grad student 1/2-day conference (p. 19), or enjoying SPSSI programming at APA (p. 33)? The SPSSI Communications Committee wants to be sure that you have access to SPSSI news and updates, and that you actually want to read them. Tell us—are we hitting all the right spots? Do you get SPSSI updates in your Facebook newsfeed? Do you follow SPSSI on Twitter? What information do you want to see more or less of in the Forward and elsewhere? Send me an email and tell me!

As always, there are many social issues that continue to fill our time as psychologists, scholars, and researchers. For instance, the Boston marathon bombings and aftermath, the United States Supreme Court case on gay marriage; the election of the first Pope to hail from Latin America; economic meltdowns around the world; and more. For SPSSI, these issues around intergroup conflict and prejudice, equality, diversity, and stability compel us to continue disseminating our research with the goal of empowering those around us with sound science. SPSSI members are an exceptional bunch, and it is a pleasure to highlight folks like Sabina Cehajic-Clancy, SPSSI’s 2008 dissertation awardee (p. 9), Corann Okorodudu, SPSSI’s NGO representative to the UN (p. 11), Jack Glaser, keynote speaker at last year’s biennial convention (p. 15), and Shantal Marshall, SPSSI’s 2012 Innovative Instruction Awardee (p. 18).

Those who support SPSSI behind the scenes are equally exceptional. This issue provides the chance to learn about how SPSSI runs as a society (see Blair Johnson’s column on p. 4; entries by Gabe Twose and Katya Migacheva on pp. 6–7; and Wendy Williams and Allen Omoto’s Council of Representatives column, p. 21). Furthermore, where would we be without our incredible members around the world (see the accolades section beginning on p. 29)? As time marches on, however, it is with sadness and respect that we remember those ardent and valued SPSSI supporters who have passed away. In this issue, we pay tribute to three members and the contributions they made not only to SPSSI, but to the world around us. With heartfelt thanks to Tora K. Bikson (p. 26), Beatrice Rasof (p. 27), and Raymond R. Shrader (p. 28) for all they were able to accomplish in their lifetimes.

—Janice R. Adelman
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give up precious weekend days (in the dead of winter in Washington, DC no less) to spend time on SPSSI business. From another perspective, therefore, I was interested in why the meeting attendees were giving their time and energy to SPSSI and how these reasons might map onto findings and models in the literature on volunteerism, philanthropic work, and organizational and professional engagement. Is there a set of predominant motivations or goals that bring SPSSI Council members to volunteer in the Society, and if so, what are they?

I was blown away by the responses to my simple query. People spoke honestly and openly about their involvement and connections to SPSSI. Interestingly, the vast majority of speakers focused on SPSSI and what it means and represents to them rather than on their personal and professional motivations and needs. Of course, the phrasing of the questions may have had something to do with that as well as straightforward social desirability concerns or sampling bias. Nonetheless, these responses helped crystallize for me what this professional society provides its members. In recent years, the membership rolls of professional associations and organizations have dropped (a fact made famous by Putnam’s work on “bowling alone”), and attendance at many annual meetings is on the decline. Economic pressures surely have something to do with these trends, but a number of other factors doubtless play important roles. In terms of membership in any specific society, programming and publications (e.g., journals, awards) are often identified as keys to member recruitment and retention; members need to feel that they receive benefits of value in order to get and stay involved in an organization. What I heard from attendees at our meeting, though, was that there are a number of other, less tangible, but apparently no less important, benefits of SPSSI membership. (The SPSSI Membership Committee, in fact, is in the process of collecting information from members; if you haven’t already done so, please complete their survey so that we can learn about the interests, involvement, and goals of SPSSI members.)

For many meeting attendees, SPSSI was their first professional home with their membership beginning when they were in graduate school. In fact, many people reported being recruited by active SPSSI members who were their mentors or having received their first grant from SPSSI. SPSSI was identified as an early and enduring professional home. Other meeting attendees spoke about the pull of basic (and laboratory-based) psychology and how they had focused on conducting this type of work in building a tenure-able career. At the same time, they confessed that this work had taken them away from their initial interests in social issues and applied psychology. For them, SPSSI had become especially important post-tenure or later in their careers. Many attendees stressed the uniqueness of SPSSI’s dual focus on research and data along with the determination to do something with that research as what they most valued about SPSSI and its professional niche. That is, they saw SPSSI as a rare professional space in which both research and social justice are respected and integral. Finally, some attendees pointed to SPSSI programs and activities as the basis for their investment; in fact, SPSSI’s stand-alone conference was identified as a big draw for many, and something that kept them connected to SPSSI and its members. (FYI, mark your calendars now for the next SPSSI stand-alone conference in Portland, OR on June 27-29, 2014!)

Going around the table and hearing people’s stories of involvement and investment, a few themes began to emerge. Although SPSSI has long been noted for its work around the “three Ps” (i.e., prejudice, peace, and poverty; see the March 2011 Journal of Social Issues), it appeared that “three Hs” may better characterize the reasons for involvement of leaders in the Society, with these Hs standing for Heart, Humanity, and Hugs. Specifically, SPSSI Council members mentioned the interpersonal Heart of SPSSI and its members. They noted the commitment of SPSSI members past and current to mentoring others, and especially to members early in their careers. More than many other professional organizations, SPSSI members have helped to create and support many divergent pathways for career success (rather than just one), although common to all of them is an abiding commitment to the promotion of social justice. The second H, Humanity, reflects how SPSSI members see themselves as citizens of the world. They look outward, and are in touch with and care about social issues that affect people across the globe. Their foci are broader than smaller regional, disciplinary, provincial, or careerist concerns. The knowledge base and research backgrounds that SPSSI members bring to addressing social issues also was noted by many people; SPSSI members rely on data-based tools and research practices in actively working to make the world better. Finally, regarding Hugs, SPSSI meetings and members were characterized as warm, welcoming, and supportive. It is not uncommon for SPSSI members to greet
SPSSI Finances and Outlook
By Blair Johnson, Secretary/Treasurer

As SPSSI’s newly appointed secretary-treasurer, allow me a personal moment, first, before I report on SPSSI’s financial matters.

Ever since my graduate student days at Purdue University, I’ve held SPSSI in high regard. I appreciated its pro-social values and how strongly it embraces psychological science as a means to improve social reality. I also appreciated SPSSI’s long-standing spunk in creating and maintaining safe spaces for scholarly activism in the service of important social issues. In the intervening time, I have increasingly embraced scholarly activism as essential to securing our collective future, broadly considered.

Scholars face professional and personal choices about where to invest resources. I have increasingly put mine into those pursuits that can do the most social good. With this pretext, you can imagine the great pleasure I took last summer at being selected to serve as SPSSI’s secretary-treasurer. I get to help run this wonderful organization! It is an honor and a privilege.

In the interim, I have taken quite a bit of time to get to know SPSSI leadership, council, and staff members. Of course, I already knew most of the mid- to late-career folks, but many of the early-career folks are brand new acquaintances. It is heartening to see such warm embrace of SPSSI values across all generations of SPSSI members. SPSSI staff members as well, have their hearts in the right places, and do all they can for SPSSI. Last summer they shuttled the conference programs to Charlotte in their own automobiles to help save money. They put in personal time around the Washington DC office and the building itself to keep it looking first rate. They are in the office early and (often) late, working on key SPSSI matters. And they truly appreciate and network with the SPSSI membership. You can see that these interactions with SPSSI staffers and SPSSI leadership have only re-affirmed my basic beliefs about SPSSI’s values.

It is a good thing, indeed, to commit basic resources to this organization. Join SPSSI if you are not already a member. If you have the means, think about becoming a sustaining member—it actually would save you money over the long run to be a lifetime member. Many of SPSSI’s past presidents and officers have already taken that step, including me. If you are a member, keep your membership profile current so that SPSSI staff use your interests and skills to their best effect. These interactions may quickly have you helping to guide SPSSI’s future. It’s worth it!

My job is made all the easier by the fine job that my predecessor, Margaret Bull-Kovera, has done in the preceding three years. Margaret has been very helpful to me in the transition, and for her own scholarly activism, I am truly grateful. Thanks in part to Margaret’s efforts (and those of her audit and finance committee), SPSSI’s investment portfolio remains strong.

As another case example of SPSSI activism, I had several wonderfully qualified members who asked to serve on the audit and finance committee and have been appointed to serve. Two are past SPSSI secretary-treasurers, and most have extensive and successful investment histories; one even served as an auditor in a state lottery! Several have served on this committee in the past. I thank Geoff Maruyama, Chuck Nichols, Dan Perlman, Miriam Vega, and Peter Walker for the excellent advice they have already given on SPSSI financial matters.

This committee reviews any matter of fiscal import to SPSSI. We considered at length a proposal from our investment group, Hightower Associates, to re-invest a considerable amount of fluid capital into longer-term investments that are more likely to benefit SPSSI, and in the end we supported it. These securities are stable and trustworthy investments, and, in our committee’s view, they support SPSSI’s values (e.g., none of them are in firearms). In the balance, and as far as we can see, they represent a positive influence on society.

Our committee also reviewed the most recent audit, completed this fall, and concluded that there are no problems of note with SPSSI’s finances. This audit helps to highlight the strong job that Margaret did in the last three years, and of course it also affirms executive director Susan Dudley’s fine work. Although my title is secretary-treasurer, it is Susan who makes financial

continued next page...
transactions in the day-to-day life of the central office. Moreover, Susan and executive committee members have been quite instructive about the important details of running SPSSI. Thank you all!

The table below gives a big picture about SPSSI’s revenue and expenses: As you can see, revenues exceeded expenses in 2012 once again. Our publication revenue for 2012 was up about 5% over 2011. Dues contributions were up 2% for 2012 compared to 2011. Expenses were up for the year (and 2010) due primarily to our stand-alone conference in Charlotte (and in 2010, New Orleans), but income from registration fees more than offset these: Our 2012 conference actually made money! Our investment portfolio has been outperforming inflation, increasing at about 5.6% annually. In short, SPSSI’s revenue streams remain stable and our financial situation secure, meaning it will remain a strong advocate for the best in scholarly activism.

—Blair Johnson
blair.t.johnson@uconn.edu

SPSSI Revenue and Expenses, 2010–2012

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<th>2010 Actual</th>
<th>2011 Actual</th>
<th>2012 Actual*</th>
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<tr>
<td><strong>REVENUE</strong></td>
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<tr>
<td>Dues</td>
<td>$77,457</td>
<td>$67,364</td>
<td>$68,829</td>
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<td>Publications</td>
<td>639,337</td>
<td>658,583</td>
<td>691,449</td>
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<td>Interest &amp; Dividends</td>
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<td>SPSSI Biennial Conference</td>
<td>73,988</td>
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<td>95,817</td>
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<td>Other Revenue (including contributions)</td>
<td>18,503</td>
<td>25,654</td>
<td>1,611</td>
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<td><strong>TOTAL REVENUE</strong></td>
<td><strong>$862,285</strong></td>
<td><strong>$826,527</strong></td>
<td><strong>$932,163</strong></td>
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| **EXPENSES**   |             |             |              |
| CO Personnel Salaries/Benefits (also includes Marshall Scholar and internships) | $377,197 | $369,503 | $379,115 |
| Total Grants & Awards (Grants-in-aid program and others) | 75,395 | 60,903 | 70,334 |
| Contract Services (Accounting, legal, editorial, other) | 61,064 | 60,147 | 64,315 |
| Travel & Meeting Expenses (Council meetings, SPSSI conferences, APA Division 9, etc.) | 157,112 | 47,204 | 158,159 |
| 75th Anniversary Activities | — | 36,180 | — |
| Other Expenses (investment and bank fees, insurance, outside program support, supplies, etc.) | 70,123 | 41,639 | 88,354 |
| **TOTAL EXPENSES** | **$740,891** | **$615,576** | **$760,277** |

**BUDGET SURPLUS**

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<td>$121,394</td>
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*Not yet audited.
Meet SPSSI’s New Policy Director

By Gabriel Twose, SPSSI Policy Director

In December 2012, I joined the SPSSI Central Office as Policy Director. It’s been an exciting few months since then, and I’d like to use this column to highlight a few of our activities in the Central Office, to explain what we hope to accomplish in the coming months, and to invite your participation in our efforts.

What We’ve Done

Congressional activities. In response to the stalled reauthorization of the Violence Against Women Act, James Marshall Public Policy Fellow Katya Migacheva wrote a fact-sheet summarizing the psychological evidence supporting specific provisions of the Senate version of the Bill, namely, special protections for LGBT, Native American, and immigrant women. Central office staff met with several Congressional staff, who enthusiastically received the fact-sheet, and talks are ongoing to plan a Congressional briefing on the topic.

In response to the Sandy Hook, Newtown tragedy, we put out a call for experts on gun violence and other forms of violence. This call led to a number of responses from SPSSI members, identifying themselves or others as experts in the area, or sending relevant resources. Based on these correspondences and subsequent literature reviews, we have a storehouse of information which we are currently utilizing to write a response statement which we will use to promote SPSSI’s expertise on Capitol Hill.

If you have any Congressional contacts involved in these or other areas that you think it would be useful for me to meet with, please get in touch.

Summer workshop. Conceived and initiated by SPSSI President Dr. Allen Omoto, the Policy and Science Communication Summer Workshop will train 40 psychological researchers to become more involved in policy work and consultation. The workshop will take place in Washington, D.C., and is co-sponsored by SPSSI; the Society for Personality and Social Psychology; the Society for Community Research and Action; the Society for Environmental, Population, and Conservation Psychology; and the American Psychology-Law Society. Plans for the June 30-July 1 workshop are well underway. See p. 35 for further details about this exciting venture.

AAAS Science and Human Rights Coalition. We’ve continued our work with the American Association for the Advancement of Science’s Science and Human Rights Coalition, a network of scientific and engineering membership organizations that recognize a role for scientists and engineers in human rights. In addition to previous work on the welfare of scientists, we are now also pursuing strategies through which we may effectively engage the STEM community in human rights work. If you’d like to get involved in this coalition yourself, please don’t hesitate to contact me.

What We’ll Do

In addition to continuing the work already underway, SPSSI Council preliminarily approved the Policy Committee’s five policy priorities for the coming years. These issues include:

(1) Violence
(2) Marriage Equality
(3) Immigration Reform
(4) Human Rights
(5) Climate Change

These five policy priorities will shape SPSSI’s policy work in the coming years, and we’re excited to use the SPSSI membership’s (i.e., your) expertise to ensure that public policy is informed by science. If your work is relevant to these areas, and particularly if you’d like to become more involved in policy initiatives, please let me know.

Get Involved

I have outlined several initiatives above around which I would love your participation. Additionally, as I’ve explained in previous emails, one way that I can bring the vast expertise of our members to bear in policy forums is to work from our membership database to identify members who have particular psychological expertise on specific social issues. I use this information to enlist member participation in activities such as responding to reporters’ inquiries; writing op-eds, research summaries, or position papers; participating in panels or workshops; or presenting testimony at

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Congressional hearings or briefings. For example, I was recently contacted by a reporter from NPR who was seeking a psychologist in Baltimore with expertise in the psychology of unemployment; by utilizing our membership database, I was able to connect her with one of our members (see SPSSI Members in the Media, p. 30–33).

But to ensure that I’m reaching out to the right people when these opportunities arise, I need your assistance. I can only find you if you fill out your membership profile, indicating your primary areas of expertise. By expertise, I mean that you have published in this area and have significant in-depth knowledge of the literature and its implications. Accordingly, to help SPSSI carry out its public policy work, please take just a few minutes to update your member profile:

1. Log into your SPSSI profile.
2. Select “Manage Your Profile” on the left side of the page.
3. We would of course appreciate all of the information that is requested, but especially ask that you check your two or three most important “areas of expertise.” You’ll find this section about three quarters of the way down the page.

I do hope that you’ll choose to get involved in our important policy work. We can’t make any progress without you, so your help is vital. Please contact me with any questions or ideas, and I look forward to working with you in the months ahead.

—Gabriel Twose
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Meet SPSSI’s New James Marshall Public Policy Scholar
By Katya Migacheva,
SPSSI Marshall Scholar

I started my tenure as the new James Marshall Public Policy Scholar with SPSSI on October 1, 2012. The past 4 months have revolved around learning about policy and politics, seeking and securing a placement, and shaping an understanding of what my contribution as a James Marshall Scholar might be.

Due to the presidential elections of 2012 and post-election transitions on Capitol Hill, until recently I was spending the majority of my time at the SPSSI Central Office. This allowed for a smooth transition from familiar academic settings to the world of policy. I have learned a great deal from working closely with SPSSI’s former policy coordinator Alex Ingrams. Together with the policy committee we drafted SPSSI’s policy priorities for the next several years; initiated and designed a congressional briefing on the Violence Against Women Act; and collected materials on several other issues. Immersed in the vibrant political life of Washington, D.C., I also had time to learn more about the work of different branches of the U.S. government, its political intricacies, and came to appreciate even more the challenge that SPSSI faces in its role as a bridge between social science and policy. I am incredibly grateful to the staff of the Central Office, as well as to the former James Marshall Scholar, Angel Colón Rivera, for their mentorship and guidance, support, and friendship.

This transition time also allowed me to research various placement options for the rest of my fellowship. Like many other recently graduated Ph.D.s, I found myself wondering what value I can offer to the world outside of the academy’s familiar walls. Indeed, as my degrees advanced, the focus of my work has narrowed. Over the years of graduate work, the big conundrum of intergroup relations I wanted to solve—how can we all get along—was broken down into a billion little pieces, and my task was to attempt to find answers only to one or two of them. So, it only makes sense that when I found myself again in the world of a “bigger picture,” I was not quite sure how I would fit in.

Having gone on multiple interviews, I now understand that, in fact, Ph.D. graduates possess a myriad of qualities that are professionally very attractive for jobs outside academia. Years of mastering scientific method make us excellent at organizing and testing ideas; having to constantly justify and defend these ideas to our colleagues and peers enables us to support our positions with logic and argumentation. The infinite literature reviews hone our ability to integrate information from multiple sources; experience of being in charge of multiple research projects makes us great project managers; and, our teaching skills make us good at conceptualizing and explaining. These are, of course, continued next page...
just a few examples of the many professional assets that would make many employers outside (and inside!) academia happy.

And so, after examining many options, I accepted an offer to become the Lead Democratic Fellow at the Tom Lantos Human Rights Commission at the U.S. House of Representatives. I am delighted to have this opportunity: I get to work on the issues about which I feel truly passionate, while being fully embedded in the work of the Congress, and getting the inside view of the U.S. political process. In leading the commission, my task is to bring human rights violations across the globe to the attention of the U.S. Congress. As the James Marshall Scholar, my goal is to seek ways to bring social psychological knowledge into conversations on the Hill. I have been given an amazing opportunity to “walk the talk” and will have to transform my aspirations to merge social science and policy into tangible actions. I am excited to see what this challenge entails, and I look forward to sharing my experiences with you in future issues of Forward. Stay tuned!

—Katya Migacheva
kmigacheva@spssi.org

Internationalization Committee Report

Looking Outwards:
Accomplishments in 2012 and a Vision for 2013

By David Livert & Stefania Paolini,
Internationalization Committee Co-Chairs

Past-President Kay Deaux charged the Internationalization Committee in 2007 to broaden SPSSI’s international visibility, participation, and membership beyond the borders of the U.S. and the shores of North America. The internationalization committee includes both non-U.S. and U.S. members of SPSSI; currently: Glenn Adams (U.S.), Rezata Bilali (U.S.), Kris Clarke (U.S.), David Livert (U.S.), Agostino Mazziotta (Germany), Hiroshi Ota (Japan), Stefania Paolini (Australia), Samuel Pherson (Northern Ireland), and Marilyn Safir (Israel).

We are very proud of our accomplishments in 2012. Highlights include travel awards to support international scholars and organized symposia on international perspectives at the biennial convention.

We awarded five travel grants to international scholars to present at the SPSSI Biennial: Hermann Swart from South Africa, Agostino Mazziotta from Germany, Chuma Owuamalam from Malaysia, Alison Baker from Australia, and Mariya Chayinska from Italy (see Forward Issue No 246, Fall 2012).

One of the awardees summarized the positive experience from attending the conference this way:

Learning about “significant” new current research on many different social issues. Broadening my methodological thinking. Learning about “best-practices” in teaching social issues (it was just a fantastic session). Networking with colleagues.

Reflecting upon the far-reaching impact of attending the conference, another awardee wrote:

This [is] what later helped me to promote my current research to the teaching board at my university and, even more, in October I succeeded with a grant for my PhD project from the government. So I may say, the grant I won from SPSSI shed a very good light on my work in general and I am grateful for that chance to travel overseas and to participate in the convention.

The Internationalization Committee organized two invited symposia devoted to international perspectives on collective action (the Biennial convention’s theme was “Changing Societies”).

Over 50 attendees watched a screening of Klaas Bense’s documentary “One Fine Day,” profiling six individuals who led others to collective action in Chile, Burma, China and elsewhere. The Internationalization Committee was also able to sponsor one of these six extraordinary individuals to attend the conference. Kovida is the Burmese monk responsible for organizing a public protest by Buddhist monks in 2007, which led...
to large scale protests in the country. After the documentary screening, Kovida shared his story and answered questions from the audience.

An invited symposium on new research and theory on the initiation and maintenance of collective action, entitled “International Perspectives on Social Change,” immediately followed the documentary session. The Internationalization Committee contributed to sponsor participation in the symposium by Felicia Pratto, Colin Leach, and Peter Grant.

As we move forward this year, we note that Roberto Gonzalez (Chile) has completed his term as Chair of the Committee while Stefania Paolini (Australia) steps in to begin her term as Chair. Thank you, Roberto! Because of your yeoman service, the Committee has a well-developed strategic plan and process towards the future. In addition, we have several new Committee members that will keep our momentum. For example, the Internationalization Committee is exploring several new initiatives in 2013. Highlights are possible changes to membership fees and new international links with the Pacific Rim.

Membership fees. To facilitate membership from a greater diversity of countries—some with academic salaries 1/10 of those in North America/Western Europe, we are exploring options for country-level sliding scale for membership fees. We see such an accommodation as pivotal to further internationalize both SPSSI’s membership and its perspectives beyond the shores of North America.

Pacific Rim. We are also exploring the viability of using the successful format of the SPSSI-EASP small group conference series to forge new international links between the Society and colleagues in the Pacific Rim. This outreach can further expand the Society’s focus to regions of significant ferment and social change.

Please feel free to contact us with suggestions regarding new internationalization initiatives and if you want to connect with international colleagues for collaboration, resident scholarship, and similar.

—David Livert & Stefania Paolini
del11@psu.edu & Stefania.Paolini@newcastle.edu.au

SPSSI Around the World

Spotlight on Sabina Cehajic-Clancy, Ph.D.

This issue we are delighted to shine our spotlight on Dr. Sabina Cehajic-Clancy at the Sarajevo School of Science and Technology. Dr. Cehajic-Clancy won the SPSSI Dissertation award in 2008 for her work, Responsibility and Denial: Antecedents of Group-Based Emotional Responses to Atrocities Committed by the Ingroup. Here, she talks about her life as a social psychologist, and her continued interest in research related to the psychological study of social issues.

How long have you been a SPSSI member?

I have been a SPSSI member for five years now—just before obtaining my PhD at the University of Sussex (2007-2008). My professor and mentor, professor Rupert Brown, recommended becoming a SPSSI member.

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

On a general level, my research addressed the question of how people come to terms with their past marked by collective and gross human rights violations (e.g., mass killings, genocide, torture, etc.) with the goal of identifying socio-psychological processes and conditions which would, in turn, facilitate sustainable intergroup reconciliation. On a more specific level, I have examined antecedents and consequences of two processes important in any post-conflict setting: the process of acknowledgment of responsibility of one’s group crimes, and collective emotions of guilt and shame (which might rise as a consequence of knowing and acknowledging that one’s group has committed grave...
harm towards others). I have investigated these questions mainly but not exclusively in a post-conflict environment in Bosnia and Herzegovina where intergroup relations have not only been damaged by the recent war but are characterized by lack of meaningful contact and high levels of mistrust.

**Are you currently continuing to pursue this line of research?**

Yes, I am. My previous research has mainly addressed the perspective of the perpetrator group. As stated above, I specifically addressed the question of socio-psychological processes which might facilitate an increase in acknowledging ingroup responsibility as an important pillar of sustainable intergroup reconciliation. My current research has shifted to the victim group perspective. In that regard, I am examining victim group responses to different reactions by the perpetrator group such as denial, acknowledgment, emotions of guilt and shame, reparation and/or apology offers etc. Examining this question is important as socio-psychological research still needs to determine (or at least understand) not only which reaction (as offered by the perpetrator group) will eventually lead to a change in perceptions, emotions and behavior by the victim group, but also how and why this is so. This is the question that Professor Rupert Brown and I are currently examining.

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

My country, Bosnia and Herzegovina, faces incredible challenges while at the same time tries to deal with the burden and legacy of the past. In my view, one of the greatest challenges that we are currently facing is how to re-build intergroup trust which would then lead to more cooperative and common-goal oriented behavior. This question of intergroup trust is important in any multi-ethnic state and it becomes even more prominent in post-conflict contexts.

Unfortunately, Bosnia and Herzegovina is currently a very segregated and deeply saddened society. Together with its peoples and citizens it underwent a horrific war where most of the harm was inflicted against innocent civilians, children, and the elderly. Those who have not been killed or tortured in some way have been forced to leave their home. However, and despite these tragic and unjust events, Bosnia and Herzegovina remains home to different ethnic groups. The question of how to efficiently restore the country together with its economic, social and moral system, by and through its politically constituent ethnic groups still remains to be addressed by all facets and levels of the society.

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

SPSSI is an organization which has always focused on important social problems of the human kind. It has sought to influence public policy initiatives while relying on theory and scientific empirical evidence. I have always admired organizations which efficiently combine the world of science with the social and political arena. In my work, which goes beyond research, I try to implement the exact same agenda through:

- Creating socially and politically relevant education programs. In that regard, together with my colleagues from the Sarajevo School of Science and Technology I have developed the first interdisciplinary masters program in conflict analysis and reconciliation in this country that will address issues and questions ranging from the causes of various intergroup conflicts, possible resolution strategies, post-conflict and reconciliation processes. This program is aimed not only at students interested in these issues academically but also at people working in various local or international governmental or non-governmental (relevant) institutions and organizations.

- Working with media. I remain a strong advocate that researchers should translate their research findings, as much as it is possible, into language that will be understandable and applicable to a non-academic community through an active engagement with various modes of media.

- Consulting to relevant local and international organizations dealing with issues of transitional justice and reconciliation. Such types of consulting work refer to provision of sound methodological evaluations of (their) applied work, which, in turn, increases the chances of further funding as well as advising in terms of what factors ought to be considered when developing and implementing projects on the ground.

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

Through publicly promoting its importance and implications for the world and human kind by using all available publication means while relying on successful examples from continued next page...
the past. In addition to this, professors and researchers ought to incorporate this field of study into their existing curricula.

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

I find my rest, my peace, and my joy in spending as much time as possible with my son, Noah Clancy. I have also been practicing yoga for the last twelve years and try to do it on a daily basis. In general spending time with family and friends (preferably outdoors) is something I like to do when I am not working.

**What is your favorite psychology book?**

This might sound as a cliché but one book I always keep coming back to is *The Nature of Prejudice* by Gordon Allport.

**What is your favorite non-psychology book?**

There are plenty but at this particular moment books that pop to my mind are *Orientalism* by Edward Said, *My Life* by Bill Clinton, *On Photography* by Susan Sontag, *Dervish and the Death* by Mesa Selimovic; and when I was young I loved *Sophie’s World* by Jostein Gaarder.

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**SPSSI at the United Nations**

**Toxic Stress Levels as Barriers to Fulfilling Children’s Rights to Health**

By Corann Okorodudu, *SPSSI NGO Representative at the United Nations*

In Resolution 19/37 adopted on March 23, 2012, the Human Rights Council decided to focus its next full-day meeting in 2013 on the right of children to enjoy the highest attainable standards of health and invited the Office of the High Commissioner for Human Rights (OHCHR) to prepare a report on this issue. OHCHR requested various stakeholders, including governments, UN agencies, and civil society organizations to provide input for the report, focusing on children’s main health challenges, barriers to the implementation of children’s right to health, and examples of good practice. This column is based on a paper that I developed and submitted on October 1, 2012 to OHCHR on behalf of the NGO Committee on Children’s Rights and the Psychology Coalition at UN Headquarters in New York City.

Today across the world children are being exposed to high levels of stress from various (and frequently multiple) debilitating conditions including: poverty resulting in chronic hunger, malnutrition, and preventable diseases; disparities in their access to physical and mental health care; disparities in their access to and attainment of primary and secondary levels of formal education; abuse and exploitation, including trafficking and sexual exploitation; violence against children in the family, the community, and in armed conflict; hazardous and injurious child labor; harmful traditional practices like early marriages and genital cutting of girls; loss of parental or family care due to death of parents during war, natural disasters, diseases like HIV/AIDS, and separation during migration.

While certain levels of stress are necessary for survival, according to the Academy of American Pediatrics, children experience toxic levels of stress from “strong, frequent or prolonged activation of the body’s stress response systems in the absence of the buffering of a supportive, adult relationship (Shonkoff & Garner, 2012).” Children experience stressors as traumatic and toxic depending on their developmental stage; their previous life experiences and developmental capacities; the intensity, duration, and number of stressors to which they are exposed at the same time; and their access to family or other caring adults who have the capacities and resources to respond effectively to children’s needs (Gunnar, Herrera, & Hostinar, 2009).

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Effects of Toxic Levels of Stress. The adverse relationship between stress and children’s development has long been established by psychological research (Garmezy & Rutter, 1983; McLoyd, 1990), but the physiological mechanisms underlying this relationship have only recently begun to be uncovered by scientific studies. When stressors like persistent hunger and poverty threaten a child, hormones are released and distributed throughout the child’s body. Severe and persistent exposure to stress hormones can disrupt the connection of brain circuits and result in the development of a smaller brain. Brain circuits are particularly vulnerable when they are developing during infancy and early childhood, causing children to develop a low threshold for stress, thereby becoming overly reactive emotionally to stressors in later childhood (Gunnar, Herrere & Hostinar, 2009; Shonkoff & Garner, 2012; Teicher, Anderson & Polcan, 2012). Research has demonstrated further that high levels of stress hormones, including cortisol, result in suppression of the immune response, leaving the child vulnerable to infections and chronic health problems (Shonkoff & Garner, 2012). Persistently high cortisol levels can damage the hippocampus (14), a brain area responsible for learning and memory, resulting in childhood cognitive deficits (American Psychological Association, 2012).

Scientific findings also suggest that, in the absence of sensitive, attentive and resourceful adult support, there are long-term consequences of exposure to toxic stress and that adverse childhood experiences may have mental and physical health consequences that last into adulthood (Middlebrooks & Audage, 2008; Shonkoff & Garner, 2012; Szalavitz, 2012). These include: increased risk of cardiovascular disease, depression, anxiety, suicide attempts, substance abuse, and post-traumatic stress disorder (Gunnar, Herrere & Hostinar, 2009). It is therefore imperative that, as a world community, we advocate with governments for the prevention and amelioration of toxic stress by establishing healthy and safe environmental conditions for children, families, and their communities.

Children’s Rights to Physical and Mental Health and Well Being. The Convention on the Rights of the Child (CRC) is the most widely accepted human rights standard, having been ratified by most nations of the world, except the United States, Somalia, and South Sudan. The CRC provides for the protection and fulfillment of the broad range of economic, civil, political, and cultural rights, including children’s rights to survival, security, development and participation (Convention on the Rights of the Child, 1989). It calls for governments that have ratified it to “recognize the right of every child to benefit from social security (Article 26)” and “a standard of living adequate for the child’s physical, mental, spiritual, moral and social development (Article 27).” These rights apply to all children without discrimination of any kind, regardless of the child or the child’s “parents or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status (Article 2).” The preamble to the Convention recognizes that “in all countries in the world, there are children living in exceptionally difficult (stressful) conditions and that such children need special consideration. For example, special articles cover refugees and migrants (Article 22), children who are physically and mentally challenged (Article 23), children living under traditional practices injurious to their health (Article 24), under trafficking (Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography, 2002), and under armed conflict (Optional Protocol to the CRC on the Involvement of Children in Armed Conflict, 2002).

Consistent with psychological theory (Bronfenbrenner, 1986), the preamble and other articles of the CRC recognize that the family is the natural environment for the growth and well-being of its members, particularly children. As such the family is to be given the necessary protection and assistance to assume its responsibilities, so that the child may grow up in an atmosphere of “happiness, love, and understanding” (Convention on the Rights of the Child, 1989).

Barriers in Implementing Children’s Rights to Health. Although the CRC is the most widely ratified human rights treaty, governments in all regions of the world have not carried out their commitments to implementing its principles by investing in childhood, particularly early childhood, as the foundation for healthy human development. A recent study of child well-being in 28 countries in the Organization for Economic Cooperation and Development found that only 24% of childhood expenditures were allocated to the period from birth to age 5, while 36% was spent on children age 6-11, and 41% from age 12 to 17 years. While the investment in early childhood is comparatively low in these countries, it is significantly continued next page...
lower in sub-Saharan Africa, which also has the highest poverty rate for children in the world (Shonkoff, Richter, van der Gaag & Bhutta, 2012).

In most countries of the world, including the developed regions, many children and their families continue to live in poverty reflected in stark disparities in employment in decent jobs, education, physical health, mental health, and access to quality health care and social services. Especially in developing countries, transportation to the nearest medical facility is often at a distance. There is an even greater scarcity of quality and affordable mental health care, therefore children often do not receive care. Families are often not literate in the language of health care facilities further reducing the accessibility of healthcare and adherence to treatments. Many communities do not have access to trained medical and mental health staff. Moreover, staff that may be available lack multicultural competencies and sensitivity, making it difficult for providers to work with the range of diverse families in the best interest of their children.

**Recommendations Offered to OHCHR to Promote, Protect, and Fulfill Children’s Right to Quality Physical Health, Mental Health and Psychosocial Well-being**

- The CRC calls on governments to establish social programs to provide necessary support for children and those who care for them. We urged governments and the international community to implement the Social Protection Floor Initiative, including access to physical and mental health care, to take care of basic human needs of all vulnerable groups.

- Since research has established that the architecture of the brain (which is the foundation for all aspects of health) begins before birth and continues throughout the early years into later childhood, we urged governments to wisely invest significantly more resources, and especially to front-load science-based investments in support of infant and early childhood physical and mental health development, in order to increase the survival of children born under adverse conditions and to improve the life outcomes of those children who survive infancy (The Urban Child Institute, 2012).

- Physical and mental health and cognitive, emotional, and social aspects of children’s development are all interrelated. Therefore, physical and mental health should be integrated to support child development and lifelong holistic health. Governments should provide resources and trained staff to offer mental health care within primary health care. They should make effective use of available resources by providing accessible multidisciplinary social service centers (mobile vans in some areas) to provide one-stop services, including physical and mental health care, especially in rural areas, with literacy, continuing education, and entrepreneurial training for parents and families in these centers.

- We urged governments to provide trained psychologists and mental health counselors, well versed in culturally-specific methodology and techniques, to train and work with local community health workers, especially in rural areas, to recognize mental health problems of children and to provide services and referrals in an informed, nondiscriminatory manner.

- A promising practice is the training of Community Health Workers to provide care for children and families within the context of homes in local communities. Community Health Workers come from the community and can better understand the needs of their members. They share the culture and language and can be trained by medical and mental health staff to provide care for children and families, in cases where it would be inconvenient or impossible for care to be provided through a local clinic or hospital (Nabudere, Asimwe & Mijumbi, 2012; Valen, Naravan & Wedeking, 2012). While the ideal situation is for children and families to have access to high quality integrated medical and mental healthcare, effectively trained and monitored community health workers can fill the gap when such care is not immediately available.

- Since sensitive, responsive caregiving can buffer and protect children from the long-term physical and mental health consequences of toxic stress, governments should provide parents and early childhood caregivers with
expert assistance and education on how to manage severe stresses and skills to help children who exhibit symptoms of abnormal responses to stress before these produce pathology.

• The long-term negative effects of toxic stress may be reversed to the degree that timely economic, educational, and psychological support is provided for children and their families. We urged government to provide specialized interventions and adequate and appropriate services for girls and boys who have been trafficked and involved in armed conflict, hazardous labor, or sexual exploitation, in order to address their physical, psychological, social, and educational needs, including reintegration into their families, schools, and communities.

• As children grow into adolescents and adults, they will face both predictable and unpredictable stressors. Therefore, it is important for governments to provide stress inoculation or stress management training for children to enhance their capacities to cope effectively with stress, by lowering the reactivity of their stress responsive neurobiological and neuroendocrine systems to stress they may experience in their later years. This training can be integrated into physical and mental health components of the formal educational curriculum of schools.

• Governments need to increase the availability of assessment and treatment for children with serious stress-induced physical and mental health problems.

• Governments should promote ongoing human rights learning for all members of society, including children and families living in poverty and other adverse conditions, to foster their physical and mental vitality, resilience and activism to alleviate toxic stressors and to advocate for positive physical and mental health changes in their own lives and the lives of others.

References
Racial profiling is the use of race or ethnicity by law enforcement officials in making judgments of suspicion (specifically, deciding which cars or pedestrians to stop and search). It’s basically stereotype-based policing. Social psychologists have been studying stereotyping for almost a century, so we must have a lot to say about racial profiling, particularly given the profound implications it has for civil liberties. Yet, if you search for articles, chapters, or books with some form of “racial profiling” (race profiling, ethnic profiling, racial profile, etc.) in the title, you get only a handful. Search for some form of the term “racial stereotyping” in the title and you get thousands.

Applying what we know about stereotyping to policing is a significant opportunity, and responsibility, for psychology. We can start with a simple thesis: stereotyping reflects normal human cognitive processing; police are normal human beings; therefore police decisions are influenced by stereotypes. The association between racial and ethnic minority status and crime is a strong and widespread stereotype in the U.S., and it has been shown directly (by Jennifer Eberhardt, Phil Goff, Josh Correll, Ashby Plant, and their respective colleagues) that police officers also possess this stereotype and that it, like all stereotypes, can reside outside of conscious awareness and influence their judgments automatically. This helps explain why police tend to stop and search minorities in numbers that are disproportionate to their presence in the population. (It also probably helps explain why, in cases where off-duty or plainclothes officers are mistakenly shot by other officers, the victims are almost always Black.)

The psychological study of profiling affords at least two significant opportunities: For law enforcement to better understand the causes of racial disparities in policing outcomes; and for psychology to investigate stereotyping in a realm with direct, immediate, tangible, and profound effects. Law enforcement needs our help. Since the onset of the “War on Drugs” in the early 1970s, the incarceration rates of Blacks and Whites in America have gone from near parity to a six-fold difference—about half a percent of White men in the U.S. are currently in jail or prison; for Black men, the rate is about three percent. Worse still, the Bureau of Justice Statistics projected in 2003 that if prevailing trends continued, 32% of Black men born that year would be incarcerated at some point in their lives. For Latino and White men the rates were 17% and six percent, respectively. With nearly a third of Black men getting incarcerated, it’s hard to imagine that many Black children won’t have a family member spend some time behind bars.

The collateral effects of these dramatic incarceration rates for minorities are disturbing. Incarceration obviously leads to direct loss of wages, but, as Devah Pager has shown, it also causes lasting barriers to employment. It can have criminogenic effects, turning minor drug law violators into hardened criminals. Convicted felons lose the right to vote, and this right is extremely difficult to regain in most U.S. states. As a consequence, minority
communities lose substantial electoral representation. My public policy colleagues, Rucker Johnson and Steve Raphael, have provided compelling evidence that incarceration of Black men causes HIV infections for unincarcerated Black women.

No reasonable law enforcement agent is happy with this state of affairs, but they have difficulty grasping their role in the problem or any solution. First and foremost, psychology can help law enforcement understand that stereotypes often operate outside of conscious awareness and control, and therefore even officers with strong egalitarian motives may be profiling, however unintentionally. We can also help them understand that stereotypes can be inaccurate because they can be formed through illusory correlation and they tend to be exaggerated by outgroup homogeneity effects. The inaccuracy of the stereotypes at play in racial profiling appears to be borne out by the very low “hit” rates (arrests resulting from finds of contraband and/or weapons) among those who are stopped and searched. A police department with a 10% hit rate is doing comparatively well. New York City’s aggressive stop and frisk program, which results in over half a million pedestrian stops per year (most often based on the highly subjective basis of “furtive glances”), about half of which are Black men, has a hit rate around six percent. But the rate is substantially higher for Whites than it is for Blacks and Latinos, indicating that minorities require a lower threshold of suspicion to be stopped. This pattern holds across police beats, so cannot be explained by heavier patrolling in higher crime neighborhoods. Econometric analyses of these hit rate “outcomes tests” indicate a similar pattern in multiple jurisdictions.

Psychology can benefit from law enforcement, too. Racial profiling is a domain of stereotyping where the consequences of the stereotype-based judgments are immediate and tangible. People get arrested and punished, and often the paths of their lives are dramatically altered (even those who don’t get arrested are subjected to a potentially humiliating and alienating experience). Stereotype-based discrimination in education and employment has similarly immediate and tangible effects, but in those domains, the result is typically the withholding of a benefit, rather than the imposition of a penalty. And subsequent to the discriminatory event, the target has opportunities for future success that could rather quickly reverse the effects of the discrimination. Not so for people who get arrested. This is not meant to trivialize discrimination in education, employment, and other domains. It is just that in criminal justice the effects are more palpable, destructive, and irreversible. From a methodological perspective, racial profiling, and the carceral effects thereof, provides a domain in which we can directly track the effects of stereotyping, and test the benefits of interventions.

My research on racial profiling began in 1999 when I read an article by a prominent legal scholar arguing that profiling is unconstitutional even if it is efficient and rational. I was struck by the law professor’s readiness to stipulate that profiling is rational, and I proceeded to try to find ways to test that empirically. I quickly ran into the “benchmark problem”—we don’t have the data to determine the actual base rates of drug crime offending or profiling to test its effects. Experimental manipulations of profiling seemed unfeasible. I pivoted to mathematical simulations and found that, with some conservative assumptions, racial profiling tends to have only very modest positive effects on criminal capture rates, and that it will create criminal justice disparities even when there are no differences in offending rates, and exaggerate any real offending differences (see Glaser, 2006, J. of Policy Analysis & Management).

Some proponents of profiling argue that it is its deterrent effect that is most desirable—if one group is responsible for most crime, policing them more aggressively will reduce offending. When I added deterrence to my mathematical model, allowing that an increase in the probability of capture would result in a decrease in offending, I discovered that the effectiveness of profiling was even more doubtful. Because it is typically a minority group that is profiled (try to imagine a socio-political system, other than Apartheid South Africa, that would accommodate harsher policing of the majority), and because profiling involves not an overall increase in policing but a differential distribution of policing, the net deterrent effect can be an increase in crime. If Blacks who are considering offending (a.k.a., “marginal offenders”) can detect an increase in the “cost” of crime (probability of capture times penalty), then surely marginal White offenders can detect a decrease. Unless the offending is overwhelmingly concentrated in the minority group, the boosting effect of profiling on the majority group’s marginal offenders, who feel they can offend with relative impunity, could cause a net increase in crime. My colleague, Amy Hackney, and I call this “reverse deterrence.”

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Racial profiling causes racial disparities in the criminal justice system. It has modest incapacitative effects, at best. It can lead to a net increase in crime. It violates the U.S. Constitutional protections of due process and equal protection. It alienates, disenfranchises, and causes collateral harms to minority communities. Surely, it is intolerable. And yet, the U.S. Supreme Court tolerates it, demurring from honoring it as a defense in criminal trials, expressing indifference to the actual motives of officers, as long as they have a valid pretext for a stop. Policy responses to date have been inadequate. Congress has been unable to pass national legislation. State and departmental bans abound, but they lack meaningful enforcement mechanisms.

The most common policy response is data collection requirements, resulting sometimes from legislation and often from civil action. Lamentably, data police collect on pedestrian and traffic stops are inconsistent, and are rarely analyzed with any rigor. To that end, the Consortium for Police Leadership in Equity, led by Phil Goff, is working with major city police departments to establish national standards for data collection and analysis. Importantly, we are combining this with measures of attitudes (implicit and explicit), departmental culture, and beat demographics to begin triangulating on the causes of racially biased policing, and the indicators of problems in a given department. We have also begun developing interventions to reduce the impact of implicit biases on police decisions about whom to stop and search.

My view is that the vast majority of police officers do not want to discriminate. I know for a fact that their supervisors feel the same way, many very strongly. Insights from psychology, particularly about the automaticity of stereotyping, will help those who enforce our laws to bring their behaviors into line with our constitutional principles.

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WANT TO BE A SPSSI INTERN?

Have the articles in this newsletter made you want to go out and apply your psychology knowledge to policy efforts? SPSSI has year round opportunities for both graduate and undergraduate students to intern at the SPSSI Central Office in Washington DC!

Interns assist SPSSI staff on various projects. Interns may work with us on a range of communications or administrative projects. Interns can count on being given substantive assignments at least 50% of their time at SPSSI, but they must also willingly help with clerical work—answering phones, mailings, copying documents, etc.

Internship Information and Application Guidelines

› SPSSI internships are normally unpaid positions.
› Intern applicants must have completed at least one year of college.
› The usual internship is for about 10 to 12 weeks (i.e., about an academic semester or summer vacation period.)
› The internship is considered part-time and we will work with the ideal intern to secure time commitment and work schedule.
› We consider interns to be members of SPSSI’s staff while they are here, and we include them in virtually all our activities.

SPSSI is located on Capitol Hill, just east of Union Station, in walking distance from the U.S. Capitol, the Library of Congress, and the Supreme Court.

To apply, applicants should send a brief letter of interest, specifying approximate dates of availability, along with a resume.

Read comments from past SPSSI interns!
Even as instructors who are responsible for teaching important social issues, our use of popular culture in lessons on social issues does not need to be confined to lead-ins to, or examples of, important concepts. Popular culture can be the concept that students learn. I decided to create a course on the psychology of race and gender in popular culture—including television, movies, music, comedy, and ads—because popular culture is highly accessible and familiar to college students. However, most are not aware that what may seem to be only uninformative entertainment is in fact exposing them to representations of race and gender every day.

Students in my course learn where their beliefs about race and gender might originate, then we transition to topics that can be more complex and controversial. Once students understand how we learn what it means to be a man, woman, Black, White, etc., I am able to introduce topics such as inequality, stereotyping, and discrimination. I want my students to learn how stereotypes are created and maintained through social representations present in popular culture. Additionally, because the course is on a subject matter that students engage with daily, the course can be student-centered, allowing them to learn as much from their own observations and discussions with one another as they do from course materials and lectures. Overwhelmingly positive student evaluations of the course demonstrate that the students enjoy learning about stereotypes, prejudice, and inequality, topics that can often be difficult or uncomfortable to teach and to learn.

Including popular culture within any course that focuses on social issues can be a powerful teaching tool. What makes my course successful is that I allow students to choose their own media for their major assignments. Students analyze and propose experimental research on popular culture ranging from Disney movies to comic books to athletic apparel commercials. When students analyze something they are so familiar with, it allows them to see quite clearly all of the information they have previously missed. Moreover, it can be especially effective for students who feel far removed from issues related to issues such as stereotyping, inequality, and discrimination. Even one lecture or assignment that takes advantage of the practically endless amount of popular culture that is at students’ fingertips will likely serve as a very personal connection to the lesson.

One assignment that my students particularly enjoy is creating their own print advertisement that offers new ways of representing race and gender. Although I give them the products to be advertised, they are able to use the knowledge they have gained from the course to create alternative representations of race or gender in new ads. Students in any course investigating race or gender could easily look up the print ads associated with a product they themselves use and attempt to create an ad that uses different representations than found in typical print marketing campaigns. The students especially appreciate the opportunity to use their creativity, all the while learning the skills necessary to analyze the ways that race and gender are treated in mass media.

Another option is to have all of the students analyze one piece of popular culture together as a group. Homework in my course includes watching, reading, or listening to an assignment, then coming to class ready to discuss the concepts of the course that they were able to find evidence for (or against) in the assignment. Sometimes, the analysis happens in the classroom. For example, in one of my classes, the students listed the stereotypes of rap music, and then as a class, they read and interpreted the lyrics to a current and popular rap song. As the students uncovered themes that went against the stereotypes they had previously listed, the group’s discussion became the lesson on how stereotypes may be perpetuated even in direct evidence to the contrary.

Almost any type of popular culture—music, television, commercials, movies, etc.—can be turned into an assignment for a course on social issues, but what is important is that the popular culture connects to the students. After all, it is these assignments that allow them to see the world they already live in with new eyes. Just be prepared for them to be very excited to talk about topics like stereotyping, prejudice, and discrimination.

—Shantal R. Marshall
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SPSSI Graduate Student Committee (GSC) Report
By Kala J. Melchiori, GSC Chair

Greetings SPSSI members! I am honored to serve such an engaged, social-justice oriented community as the 2013 Graduate Student Committee (GSC) Chair.

In 2005 the GSC was granted voting rights as a member of SPSSI’s council, thereby playing a greater role in representing graduate students in SPSSI governance. As Chair, I have organized graduate student social events at SPSSI’s 2012 conference, voiced graduate student concerns at SPSSI’s bi-annual Council meetings, and helped organize mentoring opportunities for graduate students at the 2013 APA convention. I am also working with SPSSI to develop opportunities for graduate students outside of conferences.

To better communicate our work on behalf of graduate students and connect directly with our constituents, the GSC has a new Facebook page. Check out “SPSSI Graduate Students” and if you are a Facebook member, click “Like”.

We recently elected new committee members to serve on the GSC for the 2012–2013 term. Please meet your new GSC:

Manisha Gupta (Chair-Elect) is currently a fourth year Ph.D. student and a NSF graduate fellow in the Peace and Violence concentration in the Social Psychology program at UMass Amherst. Manisha’s research interests include coalition building between ethnic minority groups, cross-cultural exchange, and reconciliation efforts between indigenous and nonindigenous populations.

Amir Francois (Member-at-Large) is a third year graduate student at the University of Virginia’s Curry School of Education pursuing a Ph.D. in Applied Developmental Science and Educational Psychology. Amir is interested in social-cognitive development and race relations in educational settings, including youth intercultural competence, environmental influences on intergroup relations, and teacher and peer attitudes effects on social development.

Margaret Lisuzzo (Member-at-Large) is currently a third year Criminology Ph.D. student at the University of Florida. Maggie is interested in research on the contributors to wrongful conviction, specifically eyewitnesses, law enforcement decision-making, and juror’s perceptions of evidence.

Justine E. Calcagno (Member-at-Large) is a fourth year Ph.D. student at City University of New York. She received a BS in Psychology and Philosophy from the University of Oregon. She researches issues involving social change, intergroup relations, and social identity. Justine also works at CUNY’s Center for Latin American, Caribbean, & Latino Studies, where she writes reports on Latinos’ shifting cultural demography in NYC.

Stephanie Brooks Holliday (Member-at-Large) is a graduate student at Drexel University studying clinical psychology with a forensic concentration. Her research interests include forensic mental health assessment, risk assessment, risk reduction interventions, and offender perceptions of their own risk factors. Stephanie’s clinical internship is at the Washington, DC, VA Medical Center.

Sarah Bailey (Newsletter and Website Editor) is a third year Masters student in Industrial-Organizational Psychology at Southern Illinois University Edwardsville. Sarah’s research interests include bias in selection decision-making, gender stereotype differences, and leadership.

For more information about SPSSI GSC, please check out Winter 2012 edition of our newsletter, The Rookie. If you would like to contact Kala or the other members of the GSC, please send us a message on the SPSSI Graduate Students Facebook page.

We look forward to a great year!

—Kala J. Melchiori
gradstudents@spssi.org

Announcing SPSSI’s Graduate Student Professional Development Conference
Saturday, June 29th, 12-6:00pm in Washington, DC.

Events to include:
• Speed mentoring lunch
• Getting the most of your SPSSI membership
• Evaluation work
• Building community research partnerships

$15 registration! Applications will be available soon.

FMI: gradstudents@spssi.org
SPSSI Early Career Scholars (ECS) Committee Report
By Jessica Salvatore, ECS Co-Chair, Heather Bullock, ECS Co-Chair, & Nicola Curtin

Greetings, early career members of SPSSI! There are many of us out there, and we know that there is great interest in ways to connect with each other. As Kim Case noted in this column a few years ago, nearly half of SPSSI’s membership can be classified as early in their careers (i.e., up to 7 years post-doctorate). We hope you will be excited about the big plans we are working on to develop an online infrastructure for fostering fruitful, productive connections.

First, some celebratory news! Members of the ECS Committee are (independently) charged with awarding the annual Michele Alexander Early Career Award for Scholarship and Service. The Alexander award recognizes those who excel in pairing active, outward-focused service with excellence in more traditional academic tasks. Each year it is incredibly difficult to decide between many worthy nominees. This year, for the first time in the award’s history, the award committee chose two winners: Dr. Brian Christens and Dr. Brett Stoudt.

Brian Christens is an Assistant Professor of Human Ecology at the University of Wisconsin, Madison whose research focuses on participation and empowerment in community and organizational settings. He has been involved with emerging local community organizing initiatives (particularly those focused on youth) and has also collaborated on a CDC-funded project to "Transform Wisconsin."

Brett Stoudt is an Assistant Professor in Psychology and the Gender Studies Program at John Jay College of Criminal Justice and the Graduate Center (City University of New York). His research, using both quantitative and qualitative methods, has focused on emotions and masculinity, violence, and health outcomes. He is a founding member of the Public Science Project (PSP), a research center dedicated to supporting and conducting research with communities for the public good. He also teaches community research teams and youth (high school) researchers in workshops he calls “Stats for the People.” Congratulations to both!

Since SPSSI is not sponsoring a biennial (stand-alone) conference this year, our work is primarily focused on strategic planning. In Charlotte last summer we hosted a well-attended panel on the “secrets of success” from past winners of SPSSI’s early career awards. Using the energy from that discussion as a springboard, the committee has been discussing ways to develop new and improved modes of communication among early career scholars. We plan to enhance the functionality of the Early Career section of the SPSSI website. We are currently moving some of the content from the committee’s now-defunct blog (all of the posts remain highly relevant!) and exploring ways to create online networks/forums that would allow early career scholars in small “interest clusters” to meet each other, connect socially and professionally, and partner with writing buddies and/or small accountability groups.

We also want to focus more on small regional meet-ups or mini-conferences that would have both a “serious” academic component and a more laid-back social component. If you would like to be involved in organizing or hosting such an event, or think your region is a good candidate, please do be in touch! As always, we are eager to hear suggestions about how else we can meet your needs as early career scholars. Please do not hesitate to get in touch either the old-fashioned way—our contact information is available on the Early Career section of the SPSSI website—or simply by “liking” the Early Career page on Facebook, which will keep you updated on a more regular basis.

Lastly, we had several changes to the membership of our committee this fall. SPSSI Council member Heather Bullock (UC Santa Cruz) signed on as co-chair, while Nicola Curtin (Clark University) and Adam Pearson (Pomona College) are filling in for outgoing members Landon Reid, Dani Blaylock, and Devin Wallace. Thank you to our outgoing members for their service to SPSSI and a big welcome to our new members.

—Jessica Salvatore, Heather Bullock, & Nicola Curtin jsalvatore@amherst.edu, hbullock@ucsc.edu, ncurtin@clarku.edu
Financial Health. Despite national and international economic woes, APA is in good financial health. APA has assets of approximately $234 million (of which $32 million are net assets once liabilities are extracted). COR was initially presented with a 2013 operational budget of $108 million and with expected revenue of approximately the same—for an expected balanced budget for the year. However, as a result of several COR actions that added to expenditures, COR approved a small deficit budget (with costs exceeding revenue by approximately $76,000). The major new expenditure was an extensively debated proposal, eventually approved, to provide $500 additional funding to each COR member not already fully funded by APA to attend the summer meeting in Hawaii.

Presidential Initiatives. Donald Bersoff is beginning his term as APA President, and he presented his Presidential Initiatives—all of which may be of interest to SPSSI members. His initiatives are: (1) to ensure psychologists are at the forefront of providing services to military personnel, veterans and their families, as well as to military members who have been sexually harassed in the service, (2) to stimulate diversity by identifying innovative doctoral programs that have admitted, retained, and graduated students from diverse ethnic cultures and specific regions of the world, and (3) to advance the creation, communication, and application of psychological knowledge to benefit society and improve people’s lives by attracting and retaining academicians and scientists as APA members. During the meeting, President Bersoff also awarded a posthumous citation to Mary Shelach, MA, the school psychologist who died in the Sandy Hook shootings. Her daughters accepted the award on her behalf.

CEO’s Report. Norman Anderson reported on two main activities of APA staff in the last six months. First, he reported on the creation of the APA Center for Psychology and Health (directed by Dr. Anderson) which will coordinate central office activities intended to ensure psychology’s position in the emerging team-focused health-care marketplace. Second, he reported on APA’s recent and ongoing activities on gun control and violence prevention including outreach to Congress, the executive branch, other organizations (e.g., Police Foundation, American Academy of Pediatrics), APA members, and the public. In addition, the staff is working to create APA-governance-related initiatives. We expect to continue to hear more on these initiatives throughout the year.

Violence Initiatives (Responding to Sandy Hook). Related to the CEO update, the APA Board of Directors proposed (and COR endorsed and funded) two separate task forces to address topics related to violence, including the mass shootings at Sandy Hook: one that focuses on firearm safety and youth and one that focuses on violent video and media. Both task forces will include experts in the field and are charged with insuring that any products (Resolutions, reports, etc.) account for the most up-to-date empirical research.

Investment in APA. Two years ago, COR approved $13.5 million over 5 years with the goal of updating and creating new products mostly through the use of emerging technologies. As a return on that investment, staff expect to reap a 30% increase in revenue yearly after 5 years. Staff reviewed the publications, databases, and technologies have been developed so far, including the two most recent additions (1) an App for searching all APA journals and (2) two new databases (PsychTESTS and PsychTHERAPY) have more than 280 institutional contracts.

Caucus Reports. Wendy and Allen attended a number of Caucus meetings, including the Women’s Caucus; the Public Interest Caucus; the Coalition of Academic, Scientific and Applied-Research in Psychology; the Lesbian, Gay, Bisexual, and Transgender Concerns Caucus; and the Ethnic Minority Caucus. At these meetings both the Science Directorate and the Public Interest Directorate reported on their increased web...
presence. Click the [Science](#) and [PI Directorate](#) links to learn more, and to sign up for their updates.

**Good Governance Project.** COR spent considerable time discussing proposals for reshaping COR as proposed by the Good Governance Project team. In contrast to the last meeting, there was considerable critical analysis of the “clean slate” change option (that would essentially do away with COR in its current form) as well as of specific proposals related to streamlining COR and its functions. Significant concern was expressed about how the different change options had been fleshed out since the last meeting and also about the apparent slowness and direction of the project. These issues were not resolved, but the Good Governance Project team is to take the feedback from the meeting and further develop proposals for discussion and potential vote at the summer meeting in Hawaii.

**Changes to Convention.** The Chair of the Board of Convention Affairs updated COR on changes to the convention. The charge was to take the 225 convention hours and use 125 on interdivisional/“cross-cutting” hours and 100 on divisional hours; in short, divisions will lose many of their dedicated convention hours. Starting with 2014, interdivisional program proposals must be sponsored by at least 2 divisions. The 2013 Divisional Leadership conference (which included presidents-elect and APA program chairs from APA divisions) came up with proposed themes for 2014. These themes will be further refined, but currently they include: (1) psychology and the public good, 2) violence, (3) how technology is changing psychology, (4) mechanisms and principle of change in linking and integrating research and practice, (5) reducing mental health stigma in mental health populations, (6) access to healthcare/healthcare disparities, (7) integrating STEM and psychology, (8) multiple systems approaches, (9) cultural competencies, and (10) addictions.

**Connections with Regional Associations.** Although Divisions and States/Provinces/Territories have representation on COR, none of the regional psychological associations do. COR approved a request to allow each of the seven regional psychological associations to send an observer to future COR meetings. These observers will not be able to vote on COR business nor will any of their travel be funded by COR or APA.

As always, if you have questions about the work of APA COR, or have suggestions for initiatives that you would like SPSSI to take on in conjunction with the APA, please contact either of your COR representatives, [Wendy Williams](mailto:Wendy_Williams@berea.edu) or [Richard Suinn](mailto:allen.omoto@cgu.edu).

—Wendy Williams & Allen Omoto

Wendy_Williams@berea.edu & allen.omoto@cgu.edu

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**Report on the Task Force on Two-Tiered Academic Labor**

*By Gretchen Reevy, Task Force Chair*

In my newsletter article from November 2011, I wrote about a large-scale survey of contingent faculty conducted by the Coalition on the Academic Workforce (CAW), a coalition of higher education organizations, faculty organizations, and disciplinary organizations devoted to reporting on the effects that the decline of faculty working conditions has on students, faculty, and society in general. The survey, involving close to 30,000 participants, began in fall of 2010. I am pleased to report that the CAW has analyzed much of the data and issued a report in June 2012.

About 75% of individuals teaching in higher education are “contingent,” which means (in short) that they are employed off the tenure track. Contingent instructors are full-time or part-time adjunct or non-tenure track faculty or graduate students employed as teaching assistants. “Higher education” includes degree-granting two-year and four-year institutions, and institutions that grant graduate degrees. The CAW report focuses primarily on contingent part-time faculty teaching in the United States. Part-time contingent faculty are 70% of people in contingent positions in higher education and are almost half of all faculty teaching in higher education.

*continued next page...*
The key findings included in the CAW report, for part-time faculty, are as follows:

- The median pay per 3 unit course was $2700 in Fall 2010.
- Part-time faculty believed that there was little relationship between their credentials and their pay. Their pay was lower than the pay of others with similar credentials in other lines of work. There was little opportunity for increased pay over time.
- Part-time faculty received very little support for work outside of the classroom and were generally not involved in academic decision-making in their institutions.
- For many, their part-time position was not temporary, and many would prefer a full-time position. More than 80% reported teaching part-time for more than three years and more than 50% reported teaching part-time for more than six years. More than 75% said that they had sought, are seeking, or intend to seek a full-time, tenure-track position and nearly 75% said they would definitely or probably accept a full-time, tenure-track position at the institution where they currently teach.

As the report states, these data shed some light on the working conditions and experiences of this group of (often invisible) faculty. The CAW emphasizes that these data are only a beginning. They encourage interested researchers to continue to study the working conditions of contingent faculty. Some of the survey data remain unanalyzed and the CAW may make the dataset available to qualified researchers. If interested, you may email the CAW.

Fellow task force member Grace Deason and I have conducted a study on stress and coping among contingent faculty. We are beginning to analyze the data and hope to report some of the results in the next newsletter article.

Please contact me if you would like to discuss any issue regarding contingent faculty.

—Gretchen Reevy
gretchen.reevy@csueastbay.edu
contact me with your ideas for improving the social policy relevance and impact of the issues of JSI.

As I mentioned in my previous newsletter article (see Forward Issue No 246, Fall 2012), I strongly encourage you to develop a proposal for a JSI issue. The following are a few suggestions that I hope you will consider. First, feel free to send me a brief email about any “half-baked” idea you may have for an issue of JSI. Also, I will be attending the APA meeting this summer in Hawaii; I would be happy to meet you there to discuss your ideas. In general, it can help to have an initial discussion prior to developing a preliminary proposal. Also, it would be very beneficial if you closely scrutinized the “Journal Instructions for Submissions to Journal of Social Issues.”

It is important to do so, because the steps of submission are quite unique to JSI and also they have been modified over time. Finally, it is important that proposed issue Editors and proposed issue authors understand that JSI reviewers and the JSI Editor may choose to reject a given proposed article. In other words, it is not uncommon that a proposed paper is recommended for exclusion from a proposed issue. This recommendation may be due to lack of fit, lack of rigor, too much overlap, and so on. Although JSI is uniquely thematic, it remains similar to other peer-review journals in that the Editor and Reviewers make recommendations for rejection, revision, or acceptance.

—B. Ann Bettencourt
Bettencourta@Missouri.edu

Analyses of Social Issues and Public Policy
By Kevin Lanning, ASAP Editor

A paper by Sibley, Houkamau, and Hoverd (2011) on the implications of the names (e.g., Pakehā, Kiwi) used to describe New Zealanders of European history received extensive press coverage in New Zealand during their recent Waitangi (national holiday) celebrations.

The 2012 volume was the largest ever by a significant margin, including 437 pages.

For the 2013 volume I have been inviting authors to submit video abstracts. Links to at least three of these are now be available on the Wiley/ASAP website:

Meagan Patterson, University of Kansas, "Witnesses to history: Children’s views of race and the 2008 Presidential Election."

Matthew Diemer, Michigan State University, "Best practices in conceptualizing & measuring social class in psychological research." This paper has also been made freely available at the Wiley website.

Carol Kulik, University of South Australia, "I feel your pain: The moderating effect of care recipient health on the relationship between work hours and care recipient and caregiver psychological outcomes."

And more. We have recently begun inviting commentary for the Diemer / social class paper described above; the topic is one that is or should be of interest to many SPSSI members, and your contribution is encouraged.

—Kevin Lanning
ASAP.Editor@gmail.com

Connect with SPSSI online!

SPSSI has an active online presence. Be sure and check out what you’re missing in any of these places:

Facebook  Twitter  LinkedIn  SPSSI’s Members-Only Forum
Social Issues & Policy Review

Sam Gaertner and Rupert Brown are pleased to announce the Table of Contents for their second issue as co-editors of Social Issues and Policy Review (Issue # 7) published in January 2013.

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SPSSI in New York: Spring 2013
By Harold Takooshian, SPSSI-NY Chair

In fall of 2012, our SPSSI-New York group offered four free social issues activities for its 400+ members and their guests in New York, described at www.spssi.org/ny. The largest of these was our 24th SPSSI-NY Greater New York Conference on Behavioral Research held on Oct 21, 2012 at Fordham University, where many of the 140 participants focused on the 2012 theme of “Promoting Social Justice Around the World.”

Spring 2013

This Spring 2013, SPSSI-NY is planning more local activities with area schools, including: (1) On March 2, a gala international psychology reception at Fordham University. (2) On March 8, a forum on global psychology at St. Francis College. (3) On April 21, SPSSI panels on social issues at the 41st Hunter College Psychology Convention. (4) On May 4, a SPSSI panel on social issues at Pace University.

The SPSSI-NY Planning Committee for Fall 2012 was Sharon Brennan (NYSPA), Andrea S. Castillo (Fordham), Elaine P. Congress (Fordham), Uwe Gielen (St. Francis), Samvel Jeshmaridian (TCI), Mark Mattson (Fordham), Mercedes McCormick (Pace), Artemis Pipinelli (Technical Careers Institute), Richard Velayo (Pace), Direct any questions or comments to SPSSI-NY Chairperson Harold Takooshian

—Harold Takooshian
takoosh@aol.com

On October 21, 2012, 140 students and professionals gathered for the 24th SPSSI-NY Conference on Behavioral Research, hosted by Fordham University.
A Tribute to Tora K. Bikson, Ph.D.

By Susan G. Straus, RAND Corporation

With the sudden death of Tora K. Bikson on February 1, 2013, the RAND Corporation has lost a superb researcher and a wonderful colleague, while the world has lost a pioneer in research on information and communication technology adoption and one of its foremost experts on social and behavioral research ethics.

A senior behavioral scientist at RAND since 1974, Tora was a stellar researcher with an enormous body of published work. Since 1980, Tora’s research focused on properties of advancing information technologies and organizational change in varied user contexts, addressing topics such as the successful incorporation of innovative tools into ongoing activities, how new work media influence group structures, interaction processes, tasks, user satisfaction, and social outcomes, and how policy helps promote the full utilization of innovation in organizations. She pursued these questions as Principal Investigator for projects funded by the National Science Foundation, the National Research Council, the United Nations, the Congressional Office of Technology Assessment, The Markle Foundation, the Organization for Economic Cooperation and Development, and other institutions. “Tora was a pioneer in sensitizing the research community, and the world, for that matter, to the impact of technology on different groups in society. Her early work on the digital divide changed the way we thought about the Internet and its promise. She continually hit on important problems of technology in society—citizen communications, privacy, global connectivity, technology for retired people, and computer-mediated work,” said Sara Kiesler, Hillman Professor of Computer Science and Human-Computer Interaction at Carnegie Mellon University. Tora also served on task forces, panels, planning committees, and boards concerned with information technology for the National Academy of Engineering, National Academy of Sciences, National Academy of Public Administration, National Archives and Records Administration, National Science Foundation, Social Science Research Council, and UN Information Systems Coordinating Committee, among others.

Tora chaired the Human Subjects Protection Committee (HSPC), RAND’s institutional review board for more than 25 years, and she was a leading national figure on ethical issues involving human participants in social science research. While much of the discussion in the United States about human subjects protection involves biomedical research, Tora was among a group of advocates who work to highlight the unique ethical issues over how to protect individuals who take part in social and behavioral science research. “Tora Bikson was an advocate for the highest ethical standards in social and behavioral science research, and she worked tirelessly to assure that the rights of people involved in research were respected,” Michael D. Rich, said president and CEO of RAND. Tora served on a panel organized by the National Research Council that produced an influential report in 2003 that recommended ways to strengthen protections for human subjects in social science research. “She was highly regarded and admired in this area of inquiry,” said Felice J. Levine, executive director of the American Educational Research Association. “One of her special qualities was how well she was grounded in both the complex issues of human subjects protection and the needs of scientific researchers.”

Among Tora’s other groundbreaking endeavors was helping to organize a 2007 workshop that examined ethical principles in socio-behavioral research on terrorism. Tora’s forward-thinking efforts, combined with her expertise and skill in leading the HSPC, enabled RAND to do trailblazing studies involving such vulnerable populations as children, the homeless, victims of crimes, the financially disadvantaged, prostitutes, prisoners, drug dealers, and terrorists, and on such intimate and sensitive issues as abuse, marriage, illicit substance use, criminal violence, depression, financial decisionmaking, and sexual behavior.

continued next page...
Tora’s colleagues describe her as brilliant, a remarkable scholar who thought expansively and deeply about important issues and expressed her ideas eloquently and with stunning clarity. As one of her colleagues, Joy Moini remarked, “She had such an amazing ability to turn a problem or question inside out, shift it all around, reorganize it and ask a much better set of questions.” In addition to the respect her research earned her among her colleagues, Tora was known as a mentor and friend who enriched the lives of many, both professionally and personally. She was generous with her time and ideas and was extraordinarily supportive of other researchers, particular junior colleagues and women. “Know that it is upon her shoulders that countless women have stood to get their heads through the glass ceilings that existed before she led the way,” said Bill Mautner, a bio-physicist and long-time associate of Tora’s.

Tora received a doctorate in philosophy from the University of Missouri (Columbia) and a doctorate in psychology from UCLA. She taught at the Pardee RAND Graduate School, Institute Theseus in southern France, the University of Missouri, the University of California, Los Angeles (UCLA), and the New York University Stern School of Business.

Tora had numerous professional affiliations and honors. She was a fellow of SPSSI and served on the SPSSI Council in 1981 as well as on many other committees, and she was included in the SPSSI Arc of Elders in 2011 in recognition of her service.

Tora is survived by a daughter, Karra Bikson of Venice, Calif.; a sister, Alesandra Lanto, of New York, NY; her partner, Fred Ruf of Venice, Calif.; and her former husband, Thomas Bikson of Culver City, Calif.

A Tribute to Beatrice Rasof, Ph.D.

By Henry Rasof

Lifetime SPSSI member, Beatrice Leplin Rasof was born in San Francisco on December 10, 1918. She graduated from Roosevelt High School, in Los Angeles, in 1935, and attended UCLA, where she received a B.A. in chemistry in 1940 and a teaching credential in 1941. She then worked as a scientific aide at Moffett Field, taught high school in Mt Shasta, and worked as a mathematician for Douglas Aircraft, all in California.

She married in 1946 and gave birth to a son, Henry Rasof, later that year. In the 1950s she returned to school and earned an M.A. in psychology from UCLA in 1959. She then worked at the Psychology Clinic School, the Department of Pediatric Cardiology, the Marion Davies Children’s Clinic, and the Brain Research Institute, all at UCLA. While at the Department of Pediatric Cardiology she was part of a team investigating the effects of surgery on cyanotic [blue] babies and was joint author on several papers dealing with the findings of this project.

In 1964 she returned to school again and earned a Ph.D. in psychology from UCLA, at a time when "older" women (or perhaps any older adults) were not especially welcome in doctoral programs. Her dissertation was entitled "Sensory Preference and Intersensory Functioning in Children.” Her research involved use of a mainframe computer at UCLA, and stacks of IBM punch cards were always lying around.

After doing her supervised training, she went to work as a child psychologist at Harbor-UCLA Medical Center, where she helped guide the Pre-school Primary Child Abuse Prevention Program.
After her retirement from Harbor-UCLA in 1986, she continued to lead an active life, volunteering in an Audubon education program and with Foundation for a Global Community, followed by guiding conflict resolution programs at public schools in Carson, Calif. The children and adults involved in these programs were called Peacemakers.

During her time developing and implementing conflict-resolution programs, she was honored with two individual SPSSI SAGES awards for A School Based Program in Peaceful Conflict Resolution (1994) and Early Violence Prevention Program for Pre-School (1997). In 1996, Dr. Rasof was awarded the first Dispute Resolution Center Mediator of the Year Award by the Negotiation and Conflict Management Alumni Association.

Most of her professional and volunteer experience revolved around children, and she was passionate about her work with them, in whatever capacity.

She also was passionate about folk dancing, birdwatching, hiking, and traveling. In her 80s she became a docent at the Palos Verdes Interpretive Center, in Rancho Palos Verdes.

She continued all of her 'extracurricular' activities up to just a few days before she had a major stroke at age 92 that left her mostly paralyzed, unable to speak, and connected to a feeding tube. In spite of these handicaps, she continued attending folk dance events, visiting the South Coast Botanic Gardens, and attending concerts.

Beatrice Rasof died peacefully on December 23, 2012. She is survived by her son, Henry Rasof, a former book publishing editor and university instructor.

A Tribute to Raymond R. Shrader, Ph.D.

Lifetime SPSSI member and APA Fellow, Raymond “Ray” R. Shrader passed away at the age of 92 on October 16, 2012 at his home in Knoxville, TN. Ray was born July 21, 1920 in Freeland, PA. Before he joined the ranks of psychologists committed to advancing social issues, he served in the United States Army Air Corps during World War II and was stationed in the South Pacific. Afterwards, he earned his bachelor’s degree from Louisiana State University with his soon-to-be-wife, Elizabeth. Ray went on to earn his Ph.D. in psychology from the University of Tennessee (UT), Knoxville in 1953. He then became a professor of psychology at UT, and for a time was head of the department. He also served as APA council representative for the Tennessee Psychological Association and as Secretary-Treasurer for the Southeastern Psychological Association. Ray joined SPSSI in 1964 and true to SPSSI ideals, he founded the Smoky Mountain Children’s International Summer Villages (CISV) USA chapter in 1965—a charitable, independent, non-political, volunteer organization dedicated to promoting cultural diversity through educational programs that promote peace through friendship. Throughout his life, he served terms as CISV’s local president, national president, and international president. Ray is survived by his loving wife of 67 years, Elizabeth; daughters, Kathy Huie and Suzanne Tigert; son, Will; grandchildren Rob Huie, Heather Larsen, Scott Huie, Justin Moore, Betsy Watts, and Matt Shrader; great grandchildren, Carley and Maggie Larsen and Mason Huie; and numerous nieces and nephews. For more on Ray’s extraordinary life, please read his obituary online.
SPSSI Award Recognition

By Anila Balkissoon, SPSSI-Program Director

FALL 2012 GRANTS-IN-AID

SPSSI’s competitive Grants-In-Aid program supports scientific research in social problem areas related to the basic interests and goals of SPSSI and particularly those that are not likely to receive support from traditional sources.

The Fall 2012 GIA selection committee consisted of Drs. Rachel Annunziation (Co-Chair), Carey Ryan (Co-Chair), Mandeep Dhani, Scott Eidelman, Janice Habarth, Ram Mahalingam, Lindsay Phillips, and Elizabeth Pinel.

For further details and eligibility requirements, visit the Grants-in-Aid Program page.

Congratulations to the following scholars who were awarded funding in the Fall round of 2012!

Andrew Case, University of Illinois at Urbana-Champaign
More than Meets the Eye: Exploring a Black Cultural Center as a Counterspace for African American College Students.

Sara Douglass, Fordham University
Capacity and Perspective in Racial/Ethnic Teasing: A Daily Diary Study Examining Personal and Interpersonal Experiences among Adolescents and Emerging Adults.

David Doyle, Tulane University

Justina Grayman, New York University
Communication Strategies that Promote Collective Action.

Mary Joyce Juan, University of Minnesota

Bernhard Leidner, University of Massachusetts Amherst
Understanding and Alleviating Competitive Victimhood.

Shantal Marshall, University of California at Los Angeles
They Can Multiply Like Rats: Vermin Metaphors of Illegal Immigrants Effects on Policy and Identity.

David Mendelsohn, Claremont Graduate University
Applying the Stereotype Content Model to Discriminatory Hiring Practices Involving Gay Male Applicants.

Amy Moors, University of Michigan
Stigma, Stress, and Social Support as Prenatal Predictors of Postpartum Physical and Mental Health Outcomes among Lesbian Parents.

Rebecca Neel, Arizona State University
“Expert in the Language of Fear”: Stigmatized Targets' Perception of Prejudice-Relevant Emotions.

Angela Pirlott, University of Wisconsin-Eau Claire
Understanding Gay/Lesbian and Bisexual Men and Women’s Sexual Prejudices.

Lisa Rosenthal, Yale University
Using Intersectionality to Understand Racial Disparities in Adverse Birth Outcomes.

Caitlin Smith, University of Southern California
Motivational Interviewing in a Program for Unemployed Young Adults without High School Diplomas: Exploring Client Language as a Mechanism of Change.

Jacqueline Smith, Yale University
Outgroup Emotion and the Boundaries of Appropriate Expression.

Kristie Thomas, Simmons College
Fall 2012 Clara Mayo Grants

The Clara Mayo Grant Program was set up to support master’s theses or pre-dissertation research on aspects of sexism, racism, or prejudice, with preference given to students enrolled in a terminal master’s program. Studies of the application of theory or the design of interventions or treatments to address these problems are welcomed.

The Fall Clara Mayo Grants selection committee consisted of Drs. Kristin Lane (Co-Chair), Lauren Duncan (Co-Chair), and Brian Christens.

For more details, please visit the Clara Mayo Grants page.

Congratulations to the Fall 2012 Clara Mayo grant recipients:

Mason Burns, Purdue University
Prejudice Reduction Strategies and Their Effect on Interracial Interactions.

Eden Hennessey, Wilfrid Laurier University

Sheri LaDuke, East Tennessee State University
Stigma and Self-Compassion among Sexual Minorities.

David Miller, Northwestern University
How Does Removing Stereotype Threat Maximize Women’s Spatial Skills?

2012 Michele Alexander Early Career Award

The Michele Alexander Early Career Award was established in 2005 to recognize early career excellence in scholarship as well as in service in honor of Dr. Michele Alexander. The Early Career Scholars Committee is tasked with selecting the recipient (see p. 20). For more details, please visit the Alexander Award page.

Congratulations to our first-ever co-award winners, Dr. Brian Christens (University of Wisconsin–Madison) and Dr. Brett Stoudt (John Jay College of Criminal Justice). Please read about their accomplishments in the Early Career Scholars column on p. 20.

SPSSI Members in the Media

SPSSI Fellow Daniel Bar-Tal, Ph.D., Professor Tel Aviv University, has two new books out!

You can pre-order the book and enter the discount code DANIELLBTL13 at checkout.

You can order this book with a 20% discount with the promo code 31056 via Oxford University Press, or call 800-451-7556.

In addition, Dr. Bar-Tal was featured in the New York Times article, Academic Study Weakens Israeli Claim That Palestinian School Texts Teach Hate discussing his co-authored study on Israeli and Palestinian textbooks.

SPSSI Fellows, Mahzarin Banaji, Ph.D., and Anthony Greenwald, Ph.D. have a new book called, Blindspot: Hidden Biases of Good People. You can watch an interview with Dr. Greenwald on PBS’s Tavis Smiley, or read an interview with Dr. Banaji in the Harvard Gazette, or read a review of the book on The Washington Post.

The work of SPSSI member Brad Bushman, Ph.D. on kids with low self-esteem was not only published in the Journal of Experimental Psychology, but was featured in Wired Magazine. In addition, his study on violent video games and violent behavior, published in Psychological Science was featured in the Los Angeles Times.

SPSSI Fellow and former council member Jacquelynne Eccles, Ph.D. received the Award for Distinguished Service to Psychological Science from the APA. As the award citation notes, Dr. Eccles’ “service and research has helped to bring the best of psychological science to bear on education policy and practice.” Congratulations on your award, Dr. Eccles!

SPSSI Fellow Michelle Fine, Ph.D. received an award from the APA Board for Advancement of Psychology in the Public Interest for Distinguished Contributions to Research in Public Policy. Based on her research on educational inequalities, the impact of prison experiences, and violence against women, Dr. Fine has provided testimony with the legal system, and has also worked closely with an enormous number of community organizations and institutions. Congratulations on your award, Dr. Fine!

SPSSI Fellow, former council member, and featured member, Susan Fiske, Ph.D., was among a number of scholars in a consortium of social scientists advising President Barak Obama’s re-election campaign. A feature story published just after the November election in the New York Times, highlighted Fiske and her work on perceiving candidates as warm and competent. The NY Times reporter, Benedict Carey, noted that none of the consortium members were formally notified whether or how their research was used in the campaign. “But sometimes they got hints. Dr. Fiske, the Princeton psychologist, said she received a generic, mass-market e-mail from the Obama campaign before the election. “It said, ‘People do things when they make plans to do them; what’s your plan?’ … How about that?”

SPSSI Fellow and former council member, Peter Glick, Ph.D., participated in a debate on CBCRadio’s Q with Jian Ghomeshi that asked the question, “should chivalry be revived?” Glick’s research focuses on gender stereotypes and benevolent sexism. Along with Susan Fiske, Glick won the 1995 Gordon W. Allport Prize for their research on ambivalent sexism. Glick argued that chivalry should not be revived, equating chivalry with benevolent sexism and citing the vast amount of data that highlights the problems associated with such ideologies. Instead, Glick said, we should use common sense and promote civility around the world, regardless of gender. You can listen to the debate online by clicking on the Listen link on the Q page.

SPSSI member MarYam Hamedani, PhD., was featured in NPR’s social science segment with Steve Insekip and Shankar Vedantam. You can read the transcript online or listen to her speak about supporting policies for the greater good in American culture.

SPSSI Fellows, Phyllis Katz, Ph.D. and Dr. Nancy Russo, Ph.D., have been awarded The Elizabeth Hurlock Beckman Award for inspiring their former students to make a significant contribution to society. Beckman Award trust advisory committee member and past APA president, Melba Vasquez, Ph.D., ABPP, stated in the press release, “The Beckman Award is unique in that award recipients are honored for the special ways that they have motivated their students to make a lasting impact on the world. The award recognizes current or former

continued next page...
teachers, professors or instructors who have inspired their former students to create an organization or establish a concept, procedure, or movement which has demonstrably conferred a benefit on the community at large.” For more information on this unique award, the accompanying press release, and award ceremony program, please visit the Beckman Trust. Congratulations to Drs. Katz and Russo!

Longtime SPSSI member and Fellow, Herbert C. Kelman, Ph.D., the Richard Clarke Cabot Professor of Social Ethics, Emeritus, at Harvard University, received the Gold Medal of Honor from the Federal Capital of Vienna, “in recognition of his significant achievements.” The medal was presented to him at a ceremony in Vienna’s City Hall on December 12, 2012. Professor Kelman was born in Vienna in 1927, escaped Nazi persecution with his family in 1939, and settled in the United States in 1940. Congratulations Dr. Kelman!

SPSSI member, Brian Nosek, Ph.D., is leading the charge with his graduate student, Jeffrey Spies, to make psychological research more transparent via the Center for Open Science. You can read about the details in Science Magazine’s ScienceInsider.

SPSSI Fellow and Distinguished Research Professor at UCLA, Letitia Anne Peplau, Ph.D., was featured in the Atlantic for a study with her student, Justin Lavner, on whether gay and lesbian parents can promote healthy development in high-risk foster children.

With the tragedy of the Newtown shootings in December, gun control and gun laws have been a prominent topic in the news, on the Hill, and among policy researchers. SPSSI member Barry Rosenfeld, Ph.D., spoke to NPR on the limitations of mental health gun laws. Rosenfeld noted that laws in which mental health professionals are required to report potentially violent patients “cast a very large net that will probably restrict a lot of people’s behavior unnecessarily…. But there are other ways that would be more productive.” Rosenfeld then offers alternatives such as “reducing the total number of guns and improving access to mental health care.” You can listen to the full story or read the article on NPR’s health blog.

SPSSI’s Steven Shapiro, Ph.D., spoke to Maryland’s NPR station, WYPR, on the psychological effects of poverty and unemployment. You can listen to the full story or read the article on WYPR’s Maryland Morning podcast page.

Longstanding SPSSI member and Fellow, Ervin Staub, Ph.D., Professor Emeritus UMass Amherst, is the 2013 recipient of Division 52’s Ursula Gielen Global Psychology Book Award, for his book Overcoming Evil: Genocide, Violent Conflict, and Terrorism. This book provides a broad overview of Dr. Staub’s seminal life-work on the origins and prevention of genocide and violent conflict, and how to promote peace. Congratulations Dr. Staub!

In addition to his previous book award, Dr. Staub has a new book in progress on moral courage and heroism, entitled, The Roots of Goodness. Dr. Staub was cited in an ABC News report, Too Many Doctors Can Hurt a Patient in ‘Bystander Effect’ where he discussed findings on the bystander effect and the influence people have on others.

SPSSI member, doctoral student, and Scientific American guest blogger, Melanie Tannenbaum, M.A., discussed the research on powerful men and sex scandals in a post on Scientific American. Tannenbaum highlighted the fallacy in the perceived link between power, masculinity, and infidelity by citing a plethora of empirical evidence, showing that some of the the best arguments are those backed by science.

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SPSSI member Linda Tropp, Ph.D., was interviewed on NPR’s Talk of the Nation in November to discuss the media and race, and the challenges of discussing race. Dr. Tropp is the Director of the Psychology of Peace and Violence program at UMass Amherst. Listen to the conversation online!

SPSSI member Susan Krauss Whitbourne, Ph.D., describes the characteristics of psychopaths in her article about our ability to predict who becomes a murderer in Psychology Today.

Joan Williams, co-editor of an upcoming volume of The Journal of Social Issues, penned an article in the Washington Post entitled, The daddy dilemma: Why men face a ‘flexibility stigma’ at work. In the piece, Williams discusses the long-standing research on the problem of fathers who work long hours and references the upcoming JSI issue.

SPSSI Announcements

SPSSI at APA 2013
Diversity, Disparity, and Disadvantage: Implications for Research, Public Policy, and Social Justice

The next conference opportunity with SPSSI will be at APA’s 121st Annual Convention in Honolulu, Hawaii. Come meet old and new friends, hear about SPSSI business and research, and soak up the sun and surf this summer! Questions? Contact the SPSSI APA Convention co-chairs, Luis M. Rivera and Bettina Casad.

SPSSI’s 10th Biennial Conference
June 27–29, 2014

WHAT
SPSSI's biennial conventions provide a forum for the exchange of scholarly information related to an array of important social issues.

WHERE
The Benson Hotel
309 Southwest Broadway
Portland, OR 97205

Start planning now for SPSSI’s next biennial convention to be held in June 2014 in Portland, Oregon!

Linda Tropp, Ph.D.

Joan Williams, Ph.D.
each other with hugs rather than handshakes. People suggested that some organizations and professional societies have a clearly defined hierarchy and that it can be difficult to break into leadership or to find a place at the table. SPSSI was perceived as having a relatively more flattened hierarchy and as nurturing broad participation by many members at all career stages. Moreover, SPSSI members seem to genuinely care about each other as individuals and not simply as star academics or scholars.

I don’t know that everyone would agree with this characterization of SPSSI and its members, or even if the “three H” moniker will find traction. However, I found it remarkable and refreshing that people could clearly articulate the specialness of SPSSI and its role in their professional lives, and that the major themes could be succinctly summarized in terms of these three Hs. It made me all the prouder to serve as an elected leader in SPSSI, but also impressed on me the sobering challenge of continuing this SPSSI legacy and finding ways to contribute to this “unofficial” mission. There is no doubt that SPSSI and its members will continue to tackle the three Ps as well as a myriad of social issues that confront society. However, the health, well-being, and meaning of SPSSI as a professional society to which people want to join and continue as members, and also to which they want to recruit new members, it seems to me, may hinge in large part on these three Hs and how they are embodied in the years ahead.

To conclude, SPSSI offers a range of member benefits, certainly on par with or exceeding those offered by other professional societies. SPSSI provides diverse and high impact publication outlets, an intellectually engaging conference, awards recognizing a wide range of professional talents and accomplishments, fellowship and internship opportunities, and funding to support research and related activities. As an organization, it works on behalf of members and finds broader audiences for their work through educational efforts directed at policy makers at multiple levels and performed by professional staff, fellows, and volunteers. A new initiative – this summer’s Policy Workshop – will expand these policy activities to include helping to increase the capacity of scholars to directly engage in policy work in different contexts regardless of career stage (see accompanying article on p. 36). However, what makes SPSSI special, and where there appears to be more value-added, is that it does all of these things while maintaining its Heart, Humanity, and yes, Hugs. Of course, professional and career goals are furthered through SPSSI’s programs and activities. At the same time, however, SPSSI members are mentored and supported by other members, effectively contributing to solving social problems on both narrow and broad scales; find appreciative audiences that encourage social issues research and engagement; and develop positive personal relationships with other “SPSSI-types.” The three Hs are what has made SPSSI a home for so many in the past and helped to distinguish it from other professional societies. Looking to the future, they may be keys to SPSSI’s continuing success and serve as an antidote for tendencies to disengage from professional societies. I hope that we can and will deliberately attend to continuing and fostering the Heart, Humanity, and Hugs of SPSSI into the future.

—Allen M. Omoto
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GIVE THE GIFT OF SPSSI MEMBERSHIP!

SPSSI is a member-driven organization. If you are not yet a member, please join us today! Visit the SPSSI membership page to learn about how you can join for as little as $25 (for student members) or $40 (for first-year members). Gift memberships start at $10. SPSSI members receive access to SPSSI’s journals (JSI, ASAP, and SIPR) and newsletters (the Forward and the Rookie), as well as discounts on SPSSI conference registration and books published by Wiley! What is more, as a dues-paying SPSSI member, you meet the first eligibility requirement of all SPSSI awards (see pp. 22-25 for award details and current award recipients). Complete the online form as either a new or renewing member (by using your login details). Providing gift memberships is also as easy as 1, 2, 3.

If you prefer to pay your dues “offline,” you may download the printable form and send a check for payment to SPSSI, 208 I (“Eye”) Street, NE, Washington DC 20002-4340. Checks must be made payable to SPSSI and be in US dollars. We cannot accept international checks.

Questions about membership? Call 202-675-6956 or contact our Administrative Coordinator, Anila Balkissoon.
SPSSI’s Summer Policy Workshop
June 30-July 1, 2013 in Washington, DC

See the online flyer for more details about this amazing opportunity and instructions on how to apply! The deadline to apply is Tuesday, April 30, 2013. This exceptional training opportunity will offer diverse content that is applicable to psychologists at all career stages, although several sessions are targeted primarily at early career psychologists and graduate students. Participants will learn how to bring empirical research findings to bear on public policy and will also learn about policy-related career opportunities. The workshop will feature panel presentations and interactive sessions on:

- Communicating scientific research to the general public, to policy makers, and in legal settings
- Policy-related careers
  - In the executive and legislative branches of government
  - In non-governmental organizations
  - In think tanks and advocacy organizations
- Policy-related fellowship opportunities
- Grass roots policy and advocacy work
- In the executive and legislative branches of government
- In non-governmental organizations
- In think tanks and advocacy organizations

Speakers include renowned journalists, congressional staffers, American Psychological Association government relations staff, legal experts, community psychologists, policy analysts, and many other psychologists who have had a career-long policy focus. Check out more details, regarding fees, lodging, and travel scholarships, then fill out the application form and submit your application today.

Don’t Miss This Workshop Opportunity!

By this time, I hope that you have seen notices about (and applied for) the Policy Workshop that SPSSI is sponsoring this summer in conjunction with the American Psychological Association and several other psychological divisions and societies (see the Workshop Announcement box above and apply on the SPSSI website). As a reminder, one of my main initiatives for my SPSSI Presidential year is “to devise and implement new programs aimed at providing SPSSI members at all career stages with skills and experiences to assist them in engaging in policy work and social advocacy” (see Forward column, Fall 2012). Many SPSSI members want to help create social change or to see SPSSI’s special brand in terms of the generation, dissemination, and application of social science knowledge to addressing social issues and problems. This workshop is an attempt to introduce SPSSI members and like-minded others to the skills and contexts necessary for effective policy work. In other words, its purposes are to help participants figure out ways of linking their desire for policy involvement to actual policy impact.

So far, interest in this workshop has far exceeded expectations, with the lion’s share of interest coming from graduate students and early career professionals. Thus, it appears that there is considerable unmet need or thirst for this type of policy exposure and training, and particularly among individuals relatively early in their careers. In planning this workshop, we aimed small – the goal is to have 40 participants – but it seems that we could have set our sights much higher. Looking to the future, this type of activity may be one piece in a puzzle of how to strengthen SPSSI, expand its membership base, and still remain true to its three P and three H history (see my column beginning on p. 1 of this issue). SPSSI Council has fully supported the development of this workshop and staff members and volunteers have been hard at work to help insure its success. We will critically evaluate the workshop after it is over and decide if it is a program that warrants being repeated in the future. Regardless of that decision, however, I am interested in hearing your ideas for activities and initiatives that can assist SPSSI and its members to increase their effectiveness and reach in policy and advocacy contexts. Providing this type of exposure and training is a niche that I believe SPSSI is uniquely positioned to fill, and is also a perfect complement to the policy work in which SPSSI and its staff members are already engaged. In the meantime, I look forward to seeing you at the workshop!

—Allen M. Omoto, SPSSI President
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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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