President’s Column
By Maureen O’Connor

Happy New Year to all of you! I hope that 2012 brings you all lives filled with justice and joy! I am writing from Washington, D.C., where I am preparing for SPSSI’s mid-winter Council meetings. The agenda for our governance meetings is a full one, and it is thrilling to read through the reports from the multitude of working committees within our organization. Our Awards, Grants, and Honors committees are busy with identifying and selecting the 2012 recipients of SPSSI’s many awards – please check our web site often for award and grant announcements and make sure that you, your students, and your colleagues are submitting and nominating as appropriate. Upcoming deadlines are elsewhere in the newsletter, but a consistent theme that I have heard from my many conversations with members during the fall was that their FIRST encounter with SPSSI was when they received a Grant-in-Aid, or one of our awards, and that has motivated them to become members or become even more active members. Several recent award winners are serving on committees for the first time this year, as we build the next generation of SPSSI leaders. You can also support these programs by making targeted donations to the accounts that support these awards. I’d be happy to talk with anyone about making a targeted contribution in support of this aspect of SPSSI’s important work.

Perhaps the busiest people in governance right now, aside from our tremendous Central Office staff, are the co-chairs of our two upcoming conferences – David Livert and Demis Glasford for the 2012 SPSSI Biennial Convention in Charlotte, NC, on June 22 -24; and Sean Massey and Justin Hackett for the SPSSI/Division 9 program at the 2012 APA Convention in Orlando, FL, August 2-5. Calls for papers for both conferences have gone out and more details are elsewhere in the newsletter, but I encourage all of you to consider attending one or both of these important meetings.

Could there be a more exciting time to be in Charlotte, NC, than this coming summer? The Democratic National Convention will be held there in August, and the city is in full preparation mode. SPSSI’s Biennial will be held in the center of the city, in the beautiful Omni Hotel. I have a brochure that lists 101 things to do in Charlotte (besides attend the SPSSI Conference), and a few that might be of interest to SPSSI members include visits to the Harvey B. Gantt Center for African American Arts and Culture, the Levine Museum of the New South, the Mint Museum’s Craft and Design collection, Mert’s Heart and Soul, or perhaps, the NASCAR Hall of Fame.

The Biennial program, “Learning from and for Research, Social Action, and Policy,” will highlight the best of social justice research and practice. We have a number of special events planned, including the screening of several powerful films linked with academic panels, an Early Career Scholars Workshop and Teaching Workshop the day prior to the conference, special attention to global collective action, and Presidential-themed content on Education, Equity, and the Environment. In support of this environmental programming, we’ve been granted an interdivisional grant from APA which we jointly submitted with Division 34 (Society for Environmental, Population, and Conservation Psychology), to bring environmentally-focused speakers to SPSSI and to encourage SEPCP members to attend as well.

Please get in touch if you are interested in learning more about SPSSI activities or becoming more involved in SPSSI governance. Nominate yourself or your colleagues. See you in Charlotte!!!

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SPSSI FORWARD Summer 2011 1
Message from Outgoing Co-Editors

We have come to the end of our time as co-editors of The Forward. We are thankful and grateful to those who provided us with interesting and engaging ideas over the past three years. Additionally, we are appreciative of the support and assistance offered to us throughout our journey. We have truly enjoyed our time working with the SPSSI Council and the members.

During our three years as editors we experimented with new ideas. Some were suggested by members, and others were developed by us. One idea that received very positive reviews was the Emerging Scholars column. This column was created to highlight individuals who exhibit exceptional academic and leadership potential in advancing our understanding of important social issues and policy implications. We were able to highlight the diversity and creativity of our membership in this column, which was one of our main goals as editors. We hope that we were successful in that endeavor.

As we leave our positions, we are excited to welcome Janice Adelman as the new editor. We leave the newsletter in very capable and enthusiastic hands. We wish her the best!

As always, we have some great columns for you this issue...so enjoy!

Naomi Hall & Jon Iuzzini

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Message from the Incoming Editor

I am delighted to be taking the reins from Naomi Hall and Jon Iuzzini, the Forward’s fearless editors for the past three years. I hope to continue churning out exciting newsletters that represent our society’s interests and work.

You may be wondering what it is that I bring to the SPSSI table. I have been a SPSSI member since year one of my graduate school career (which began in the academic year 2004-05. I confess, this wasn’t all that long ago...). As I began my doctoral studies in social psychology, I was excited to embark on a path that would allow me to scientifically and rigorously study such phenomena as ethnic conflict and political violence. When first exposed to SPSSI, I realized that interest “in the application of research on the psychological aspects of important social issues to public policy solutions” was not just my own. That first year of grad school, I ran for a position on SPSSI’s Graduate Student Committee (GSC). Consequently, at the start of my second year in graduate school, I began my term as Member-at-Large on the GSC. I also assisted Allen Omoto and Shana Levin in their roles as the 2006 Biennial Convention Local Coordinators. In my third year of grad school, I became chair-elect of SPSSI’s GSC, followed by year four as GSC chair. I feel incredibly fortunate to have had the opportunity to begin my SPSSI service so early, gaining first-hand knowledge of the important role the Society plays in our field.

Now, having embarked on the post-graduate phase of my career, I am incredibly excited at this opportunity to continue to serve SPSSI’s mission as the Forward’s incoming editor. My predecessors have done a fantastic job of sharing information through this newsletter – not only about the goings-on in the Central Office, and in Council, but also regarding different members’ work, from academia to the Hill, including early career scholars and experienced sages, both within North America and beyond. SPSSI is an eclectic organization and this newsletter is a window into that dynamism.

My goal for the next three years is to continue showcasing our talents and efforts in the classroom and in society. I encourage you to send me your thoughts on what you’d like to see in your newsletter and on ways to expand our readership. The more people read about what we do, the more we can “bring theory and practice into focus on human problems of the group, the community, and nations, as well as the increasingly important problems that have no national boundaries.”

Janice looks forward to hearing from you. She can be reached at spssinews@gmail.com
I want to take this opportunity to report on the financial health of the organization as well as some of the actions that SPSSI Council has taken over the past year to ensure the continued well-being of the organization. When I last wrote to you, we had experienced a significant downturn in our publication revenue and lost our tenant at the Central Office, which forced us to make some tough budget decisions. We cut the budgets associated with some programs, froze the salaries of Central Office staff, and sought savings by seeking lower cost providers of professional services (e.g., accounting, legal). We suspended our practice of setting aside funds for outside groups who regularly seek SPSSI’s financial support for activities that are related to our mission. Despite these efforts, we had projected a deficit budget for 2011. Council authorized a draw on the principal in our Money Market account to cover this deficit and authorized similar draws for the next several years, hoping that the economy would stabilize during this period of time.

It is my pleasure to write that our financial outlook appears much more rosy at the close of 2011. We received unexpected revenue from the sales of our books, which somewhat offset the decrease in journal revenue. Although journal revenue was still almost $75,000 lower in 2011 than it was in 2010, our projections had predicted a $115,000 decrease that was not fully realized. Our Executive Director Susan Dudley’s diligent search for a new tenant was eventually successful, providing some unexpected rental income in 2011 that is projected to continue for 2012. In addition, our revenue from interest and dividends was three times what was projected. Coupled with our cost-saving measures, the fiscal outlook at the beginning of 2012 is much brighter than it was at the beginning of 2011.

SPSSI ended FY11 with a surplus of about $71,460, with revenue at $788,405 (a $17k decrease from 2010) and expenses at $649,822 (a $90,000 decrease in expenses from 2010). These are estimates as the books are not yet closed on 2011 and have yet to be reviewed by the auditors but it is clear that we will end 2011 with an unexpected surplus. Thus, there was no need to draw funds from our money market account. This was good news indeed.

The outlook for 2012 continues to look good. Wiley projects that our journal revenue will begin to rise again. At its mid-winter meeting, Council approved a budget for 2012 that included a restoration of the funds dedicated to supporting special requests from outside organizations, cost of living adjustments and small merit increases for our outstanding Central Office staff, and the granting of some budget increases that committees had previously requested but had been denied because of last year’s revenue decrease. Even with these additions to the budget, we are predicting that 2012 will end with a small surplus (around $11,000).

There is also good news to report for our financial investments. After market losses in Fiscal Year 2008, SPSSI’s investment portfolio rebounded a bit in 2009, and continued its upward trend in 2010. At the end of November 2011 (we do not yet have the December reports), our investment account had a total market value of $2,043,992 for an 11-month increase of about $94,000. Currently, SPSSI’s investment portfolio is divided as follows: $113,702 in Money Market Accounts (6%), $1,296,167 in Equity (63%), $537,088 in Fixed Income Accounts (26%), and $97,003 in other assets (5%). Our cash account also increased slightly since the start of 2011, gaining $1,349 for a total deposit of $822,845 in this account.

In an effort to align our holdings with SPSSI’s mission, our investment policy prohibits investing in certain sectors of the market (e.g., adult entertainment, defense, alcohol, tobacco). However, a Council member recently questioned whether our holdings in some companies in non-restricted sectors (e.g., Wal-Mart in the retail sector) were socially responsible investments. The Council asked the Audit and Finance Committee to review its investment policies in light of this concern.

In the case of Wal-Mart, our research suggested that many analysts view the company as a neutral investment. Although there are concerns about the company’s employment practices and its potentially negative impact on small communities, the company has very progressive programs to reduce its impact on the environment. Based on its environmental record, many analysts did not recommend divesting in the service of socially responsible investing. In addition, approximately half of our holdings are with companies that appear on lists of recommended companies for socially responsible investing.

The Audit and Finance Committee discussed whether we should alter our policy of charging our investment team with investing in approved sectors to a policy in which the committee members review each individual investment. After discussions with our investment team, the committee was reassured that our investors are also motivated to make socially conscious decisions and that they were better informed to make these decisions on our behalf than the committee members were. Thus, the committee voted to make no changes to our investment policy at this time.

I am now in the final year of my three-year term as your Secretary/Treasurer and I am very confident that the society is on firm financial ground and that we have weathered this economic downturn because we made some difficult decisions to tighten our belts. Although I have been honored to serve SPSSI in this capacity, I have decided that some other activities now need my attention and have asked the Executive Committee to begin searching for my replacement. If you are interested in serving as SPSSI’s Secretary/Treasurer and would like more information about the duties involved, please do not hesitate to contact me. I can be reached at: mkovera@jjay.cuny.edu

SPSSI FORWARD Summer 2011
In presenting “Horizon 2020”, the European Commission’s vision for investing in science, Commissioner Máire Geoghegan-Quinn said that the 80 billion Euro package was a step towards “promising a smarter, more sustainable and more inclusive society”. And in the U.S., the first of the 2012 omnibus spending bills saw the Science Appropriations Act give the National Science Foundation a boost of $155 million over 2011 levels. In the middle of economic recession, these are promising signs. However, there is a further challenge despite these encouraging dollar numbers. This challenge is specifically how scientific research can advance applied knowledge and understanding of human rights and social justice. Issues such as prejudice, discrimination, poverty, and conflict seem to be brought into sharper relief in times of economic uncertainty. In coordinating SPSSI policy over the last few months I have been very excited to learn about all the ways that social psychologists are addressing social issues and bringing research expertise to bear on policy-making in a number of different ways.

On the human rights front, SPSSI held a focus group of social psychologists with the American Association for the Advancement of Science (AAAS) for the United Nations’ review of Article 15 of the United Nations International Covenant on Economic, Social, and Cultural Rights (ICESCR). Article 15 enshrines the right of humans to the advancement of science (AAAS) for the United Nations’ review of Article 15 of the United Nations International Covenant on Economic, Social, and Cultural Rights (ICESCR). Article 15 enshrines the right of humans to the advancement of science and AAAS has partnered with organizations like ours to convene focus groups from a range of scientific disciplines to ensure that the UN’s review is informed by the perspective of academic researchers and teachers. The focus group, which was chaired by SPSSI fellow Paul Kimmel, addressed questions relating to topics such as the current areas of social psychology research that have most application for social justice and human rights, and the ways that government action or inaction gets in the way of the people enjoying the benefits of scientific progress. The UN will report on the review process in 2012.

The human rights of science, academic freedom, and scientific integrity have been high on my list of SPSSI priorities in 2011 which has been reflected in SPSSI’s focused collaboration with coalitions such as AAAS, the Consortium of Social Science Associations (COSSA), and the Coalition to Promote Research (CPR). However, there are a wide range of current social issues which have developed over the last few months and which SPSSI members have been well placed to address with new research data or science-based policy recommendations. To name but a few of the most significant:

- Immigration reform, which in the United States has been a frequent topic of my conversation with policy-makers in the U.S. Congress and experts of inter-group relations and individual bias.
- Lesbian and gay marriage and adoption, which are prohibited by many state jurisdictions in the U.S., and which are based on policies that neglect important psychological evidence about family relationships and child rearing.
- Climate change adaptation, which is slowly becoming a part of international government agendas and which SPSSI members have offered research and communications material about to guide policymakers on promoting environmentally sustainable behavior.
- Unemployment, which is a growing problem in the current global economy and an issue in which social psychologists have an important voice for shaping economic and mental healthcare interventions.

In addition to working on specific social issues, I have taken great interest and enthusiasm in developing the policy tools and capacities of the SPSSI website to help SPSSI members to address social issues. I want to tell you about three notable changes: the online advocacy center, online policy forums, and policy news emails.

Firstly, the SPSSI online advocacy center is an all new feature on the website. It is integrated with the policy pages to provide a comprehensive set of informational resources for psychologists who wish to find guidance for things like writing a letter to the government or speaking with the media. It has guidance, templates, case studies and links to other online resources that might be helpful, and it is hoped that it will become a first-stop for SPSSI members and others to find what they need.

Online policy forums are a second new feature of the website. They are integrated with the SPSSI Member Forum that can be found at www.spssi.org/memberforum. A policy forum is a type of social media platform that allows members to post announcements, resources, and discussions under a specific topic listing. So far there are two forums (an Immigration Policy group and a Washington DC Area group) and I encourage SPSSI members who are interested in starting other forums to get in touch with me to find out if the technology can assist their policy projects.

Thirdly, policy news emails which were launched in the winter are proving to be a big success. Subscriptions now number over 700 SPSSI members. In response to suggestions from readers, a new section specifically for international policy news has been added. If you would like to subscribe to these emails, please email me directly. A listing of previous policy news emails can be found on the Policy Hub at www.spssi.org/policyhub.

We also continue to operate a range of social media sites. Please get in touch if you would like to find out more about these or any of the other projects mentioned above. It would be great to hear from any interested readers on how these projects can be improved in future. I would like to finish with a big THANK YOU! to all the SPSSI members who have helped advance these policy projects by providing expert research information and advice over the last few months. More please!
2011 Award Announcements
Anila Balkissoon
SPSSI Administrative Coordinator

2012 Kurt Lewin Award
Winner Named

The Kurt Lewin Award, SPSSI’s premier career recognition for Distinguished Research on Social Issues is being given this year to long-term member, Dr. Miles Hewstone. Regarded by one of his nominators as “an exceptionally talented social psychologist who has made truly outstanding contributions to the development and integration of psychological research and social action,” Miles is a highly deserving honoree. Dr. Hewstone has also made exceptional contributions to social issues research in the areas of intergroup relations and intergroup contact, and his work embodies the spirit and essence of the SPSSI mission. Congratulations, Miles!

The 2012 Kurt Lewin Award Selection Committee consisted of Drs. Louis Penner, (Chair) Karmanos Cancer Institute, Wayne State University; Marilynne Brewer, University of New South Wales; James Jones, University of Delaware; and Mark Snyder, University of Minnesota.

2011 Distinguished Service to SPSSI Awards

At SPSSI’s 75th Anniversary Gala in June, we were delighted to recognize Dr. Ann Bettencourt and Dr. Allen Omoto with the SPSSI Distinguished Service Award for 2011. As the committee noted, “We recognize both Ann Bettencourt and Allen Omoto with the SPSSI Distinguished Service Award with gratitude, and with deep appreciation for the scope of their service to our organization and its impact to science, and to public policy at the local and national level. We are the fortunate recipients of their energy and commitment to the basic tenets of SPSSI.” Thank you, Ann and Allen!

Members of the 2011 Distinguished Service Award Selection Committee were Drs. Dan Perlman (Chair), University of North Carolina - Greensboro; Elizabeth Cole, University of Michigan; Victoria Esses, University of Western Ontario; and Sally Shumaker, Wake Forest University Medical Center.

The 2011 Louise Kidder Early Career Award

The Society is pleased to announce that Dr. Phillip A. Hammack, Jr. is the winner of the 2011 Louise Kidder Early Career Award.

Professor Phillip Hammack has been pursuing an exciting line of innovative research using qualitative and quantitative methods. In two major lines of research, he investigates the role of intergroup contact in the identity development of Israeli and Palestine youth and the psychological study of sexual identity and sexual minority youth by situating their lives in relation to the shifting historical and political contexts. He systematically studies social issues with scientific rigor and sophisticated understanding of social contexts, culture and the construction identity with a specific attention to the relevance of his research for social policy. His research findings are groundbreaking, making an impact on number of disciplines. Dr. Hammack has made a significant contribution in furthering our understanding of resilience of those who are culturally and politically marginalized (e.g., LGBT youth). His research program is committed to developing transformative knowledge and embodies the spirit of the Louise Kidder Early Career Award. The awards committee unanimously selects Prof. Phillip Hammack to receive the Louise Kidder Early Career Award for 2011 from the Society for the Psychological Study of Social Issues.

The 2011 Selection Committee and co-authors of award citation consisted of Drs. Ram Mahalingam (Chair), University of Michigan; Nicola Curtin, University of Michigan; and Peter Hegarty, University of Surrey.

2011 Gordon Allport Intergroup Relations Prize

This award is given annually to "the best paper or article of the year on intergroup relations" - a field about which Professor Allport cared deeply. The research area of intergroup relations includes such dimensions as age, gender, and socioeconomic status, as well as ethnicity.

The 2011 Gordon Allport Prize was awarded to Drs. Richard Crisp and Rhiannon Turner for their submission entitled, “Cognitive adaptation to the experience of social and cultural diversity. “

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Honorable mention was given to Drs. Kristin Laurin, Grainne M. Fitzsimons, and Aaron C. Kay for their submission entitled; “Social disadvantage and the self-regulatory function of justice beliefs.” We congratulate these scholars.

2011 Social Issues Dissertation Awards

The Social Issues Dissertation Award was established to encourage excellence in socially relevant research. The 2011 Selection Committee consisted of Drs. Lisa Lockhart (Chair), University of the Incarnate Word; Todd Nelson, California State University – Stanislaus; Elizabeth Page-Gould, University of Toronto Scarborough; and Rhonda White, University of South Carolina.

First Prize this year went to Dr. Nicholas Sorenson, at the University of Michigan for his dissertation entitled, “The Road to Empathy: Dialogic Pathways for Engaging Diversity and Improving Intergroup Relations.”

Second prize this year went to Dr. Rachel Farr at the University of Massachusetts-Amherst for her dissertation entitled, “Coparenting among Lesbian, Gay, and Heterosexual Adoptive Couples: Associations with Couple Relationships and Child Outcomes.”

Congratulations to both Nicholas and Rachel.

2011 Clara Mayo Grants Announced

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.

Spring 2011 recipients were:

- Carlos Garrido; “Bystander sexism: The effect of witnessing sexism in creating ego depletion and intergroup emotions”.
- Courtney M. Hooker; “I Feel Your Pain: Vicarious Experiences of Prejudice”
- Sahana Mukherjee; “What does it mean to be a ‘true’ American? National identity and immigration policy”.
- Amy M. Williams; “Closing the pay gap: Effective negotiating strategies for women in organizational settings”.
- Yi Jenny Xiao; “A Perceptual Model of Intergroup Threat: Exploring the mechanism underlying the relationship between intergroup threat and discrimination”.

Fall 2011 recipients were:

- Erica Friedman; “Social Identity Threat in the Workplace
- Kimberly Gorski; Why didn’t I say something? The effects of commitment to challenging sexism and cognitive resource depletion on the relationship between failure to confront sexism and task performance”.
- Toy Lisa Mitchell; “Making Visible the Invisible Cultural Scripts that Inform the Relational Dynamics of African American Women”.

The 2011 Selection Committee consisted of Drs. Phillip Hammack (Chair), University of California at Santa Cruz; Sara McClelland, University of Michigan; David Frost, San Francisco State University; and Kristin Lane, Bard College.

2011 Fall 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. Congratulations to the following scholars, who were awarded funding in 2011:

- Rezarta Bilali; “Improving Media Interventions to Prevent Violence and Promote Non-Violent Conflict Resolution in Ongoing Armed Conflicts: The Case of Eastern DNC Angela Borges; Psychologists’ Experiences Working with Clients in Poverty”.
- Bobby Cheon; “Gene X Environment Interactions on Intergroup Bias: The Modulating Role of Affective Conditioning”.
- Violet Cheung; “Cyber-security: The Policy Implications of Fear, Anger, and Anxiety”.
- Erin Hennes; “Motivated Evaluation, Recall, and Tactile Perception in the Service of the System: The...continued on page 8
Case of Anthropogenic Climate Change”.

- Reiko Hirai; “Longitudinal Study of Adjustment Trajectories of International Students”.

- Rhonda Johnson; “Mental Health among African American Women: Reducing Stigma and Increasing Knowledge Using Community Health Workers”.

- Kristen Jones; “From Baby Bump to Stressful Slump: An Episodic Model of Identity Management Behaviors in Pregnant Employees”.

- Nancy Joseph; “Exploring the factors associated with Black immigrant-descended youths’ psycho-social functioning”.

- David Lick; “Physiological Stress Responses Following Gay-Related Prejudice”.

- Andrea Miller; “Moral Typecasting and the Racial Gap in Punitive Attitudes”.

- Adena Rottenstein; “Theoretical Development and Empirical Exploration of a Multi-dimensional Model of Disability Identity”.

- Yerin Shim; “An Interpretive Phenomenological Analysis on Meaningful Work Among Low Social Status Workers Julie Spencer-Rodgers; Cultural Differences in Stereotyping Processes”.

- Erin Thomas; “Lost in the Categorical Shuffle; Evidence for, Consequences of, and the Amelioration of Black Female Invisibility”.

- Sarah Vidal; “Relationship Quality in Juvenile Probation Joseph Vitriol; Cross-Racial Face Recognition and Implicit Bias”.

The members of the Fall 2011 Selection Committee were Drs. Rachel Annunziato (Chair), Catherine Borshuk, Anthony Marsella, and Michelle Tichy.

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**SPSSI Listserv**

The SPSSI listserv is a great way to receive updates about conferences, calls for papers, and job opportunities. SPSSI members also use their listserv for lively discussions about controversial issues related to social science and public policy.

**To Subscribe**

Send an e-mail to listserv@lists.apa.org with the command subscribe SPSSI Firstname Lastname in the body of the message (leave the subject line blank). You should then receive a message confirming your subscription. When you subscribe, make sure you use the same e-mail account to send the message as the one where you wish to receive listserv messages.

**To Unsubscribe**

If you decide to leave the listserv at some point, then send an e-mail to listserv@lists.apa.org with the command sign off SPSSI in the body of the message (leave the subject line blank). Note that the listserv is open to everyone, whether they belong to SPSSI or not, and that its contents are moderated to ensure high quality and minimize problems.

**To Post Messages**

After you have subscribed, you can post messages for everyone to read on the listserv by sending them to SPSSI@lists.apa.org.

If you have any questions, please contact spssi@spssi.org. Visit the SPSSI Web Site at www.spssi.org

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**Sustaining Membership**

This membership category is available to all current and new members. For a one-time dues payment of $1,500, members will receive all benefits and voting rights and enjoy exemption from paying dues for the duration of their membership.

Sign up now at www.spssi.org to become a sustaining member!
**Publications**

**Update on the Journal of Social Issues**

We have many eye-opening issues recently in print and at the publishers. I hope you had a chance to read the third issue of 2011 (Scaling the Higher Education Pyramid: Research Addressing Academic and Career Success of Minorities and Women in Science and Engineering, Issue Editors: Moin Syed & Martin Chemers) and the fourth issue of 2011 (Towards a Social Psychology of Globalization, Issue Editors: Chi-uye Chiu, Peter Cries, Carlos Torelli, & Shirley Cheng). The first issue of 2012 is Systems of Privilege: Intersections, Awareness, & Applications (Issue Editors, Kim Case & Jon Iuzzini). I am very much looking forward to seeing this issue in print and seeing its impact on future work in this area.

**Issues in Development**

The flow of high-quality submissions to JSI remains high and continues to reflect the wide range of social issues of interest to JSI readers. Below is our upcoming lineup of outstanding issues.

*The Reality of Contemporary Discrimination: The Consequences of Hidden Bias in Legal, Employment, and Health Care Context*

Issue Editors: Jason A. Nier & Samuel L. Gaertner

*The Intersection of Psychology and Globalization*

Issue Editors: Jeannette Diaz-LaPlante & Sabrina Zirkel

*Sustainability in Combining Career and Care*

Issue Editors: Marloes van Engen, Claartje Vinkenburg, & Josje Dickens

*The Aftermath of Genocide: Psychological Perspectives*

Issue Editors: Johanna Vollhardt & Michal Bilewicz

Our international Editorial Board has been hard at work, and I am very thankful for their expert advice. I am pleased to announce that Dominic Abrams (Professor, University of Kent at Canterbury, United Kingdom) has recently joined our Editorial Board. Please view our Editorial Board at http://www.spssi.org/index.cfm?fuseaction=page.viewpage&pageid=687

**Wiley-Blackwell: Online Library**

Wiley continues to improve and expand their services. Recently, Wiley updated the webpages for JSI. Please see: www.wileyonlinelibrary.com/journal/jsi

**Contact JSI**

I hope you will contact me by email (Journal_of_Social_Issues@notes.cc.sunysb.edu) about your ideas for issues for JSI. For Instructions for Submissions to JSI, please see http://www.spssi.org/index.cfm?fuseaction=page.viewpage&pageid=786. I want to thank Susan Dudley for her tremendous assistance with JSI webpages on the SPSSI website.

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**Analyses of Social Issues and Public Policy**

The virtual issue on social psychology and contemporary immigration policy has been published online at http://bit.ly/ASAPImmi-
gration. Volume 11 (2011) has been published in hard copy. It includes papers and commentary on military social influence, as well as additional papers on gender (Brinman) and racial (Vitrup) prejudice in children, the effects of service learning on poverty awareness (Seider), racism and guilt in perceptions of Katrina (Blodorn), college rivalries as simulations of ethnic conflict (Shaykhutdinov), stereotypes and intergroup behavior (Asbrock, Sibley), an analysis of fear and anger inducing rhetoric by Tony Blair and George W. Bush (De Castella), and studies of role contiguity in prejudice toward Hillary Clinton and Sarah Palin (Gervais), protestant work ethic in females in STEM disciplines (Rosenthal), and bystander anti-racism (Nelson). The volume also includes book reviews.

The quality and diversity of these papers is testimony to the health of the Journal and the energy and efforts of the editorial board and our ad-hoc reviewers. This 2011 volume may be found online at http://bit.ly/ASAPWiley; perhaps in your campus or local library, and, if you are a SPSSI member, in your own mailbox as well.

Beginning with the 2012 volume, hard copies of the Journal will no longer be routinely delivered to SPSSI members (hard copies will continue to be sent to library and institutional subscribers). By curtailing hardcopy deliveries, Wiley and SPSSI will save paper and reduce publication costs; these reduced costs will allow the Journal to increase by 30% in length. This should alleviate the editorial backlog the Journal presently faces. (In addition to those papers in the 2011 volume, 12 papers and 16 comments/reviews may presently be found in the Early View section of the ASAP-Wiley website).

There will be six new members of the editorial board for 2012, Joel Nadler (Southern Illinois University), Alexandra Rutherford (York U, Toronto), Fran Cherry (Carleton U, Ottawa), David Livert (Penn State – Lehigh Valley), Keith Brown (St. Joseph’s), and Roberta Iversen (Penn). Nadler will be serving as Book Review Editor, Ruth-
erford will be joining the board in the capacity of Associate Editor – Historical Perspectives, Cherry will assist with the reviewing of papers with significant historical content and Livert will continue to review papers in community psychology and related areas. Brown is a sociologist and Iversen’s background is in social work and social policy, both have published in ASAP and are needed to help with the review of papers from outside of social psychology.

ASAP has been ranked well within the top quartile (48/372) for journal impact in the category Social Science (miscellaneous) in the SCIMAGO bibliometric database compiled by Elsevier. We look forward to publishing your careful scholarship, informed commentary, and thoughtful book reviews.
Sam Gaertner and Rupert Brown are pleased to announce the Table of Contents of their first issue as co-editors of Social Issues and Policy Review issue #6 to appear around March 2012.

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**Early Career Scholars News**

Jessica Salvatore  
Chair, Early Career Scholars Committee

First things first: on behalf of the committee, I would like to congratulate Adam Fingerhut (Loyola Marymount University), winner of this year’s Michele Alexander Early Career Award for Scholarship and Service. This year we had an unusually large and also unusually strong applicant pool for the award. Needless to say, we did not have an easy time choosing between a number of very impressive candidates who all embody excellence in both service and scholarship. Adam has a truly staggering record of accomplishment on both fronts. Congratulations, Adam!

Many of you may recall the one-day workshop that our committee hosted prior to the biennial conference in New Orleans. Those who attended in 2010 gave it very high marks; I feel I can say that because I was not involved with the planning, but the committee of two years ago really did a fantastic job. Well, mark your calendars, because we have decided to hold a very similar workshop in Charlotte! More information, including details about how to apply, will be available later this year.

There have been a number of changes in the makeup of the committee recently. A warm thank-you to outgoing chair Jeannetta Williams and outgoing member Michele Schlehofer, both longtime members who have put a lot of work into the committee over the past several years. We now have six members who are all eager to hear how we can meet your needs as early-career scholars. Please do not hesitate to contact me (jsalvatore@amherst.edu) and I will pass feedback/suggestions on. We would love to hear from you!
Graduate Student’s Committee Report  
Spring 2011  

Jesica Ferndandez  
Chair, Graduate Student Committee

Every year, a new wave of researchers, advocates, practitioners and academics emerges within SPSSI, and with it opportunities to become involved and learn from new experiences. SPSSI’s Graduate Student Committee was established to give voice to the needs and achievements graduate student members. Since 2005, GSC has played a key role in representing graduate students within SPSSI’s leadership by holding office and serving on committees. SPSSI graduate student members believe in and uphold social justice and social change values toward the application and transformation of social action, public policy and psychological process. As the current Chair of SPSSI’s GSC I am committed to representing the community of young scholars by establishing open lines of communication via email and other media sources, encouraging members to get involved with GSC by holding positions of leadership.

Recently elections for the Chair-Elect, Members-at-Large, and Editor were held, and results of the election welcomed six new members into SPSSI’s Graduate Student Committee!

Chair-Elect  
The Chair-Elect serves for one year as a committee member helping the Chair to carry out the activities for the year. This year of guidance helps to prepare the Chair-Elect for her or his following year as Chair of the committee. The Chair-Elect, under the guidance and support of the Chair is responsible for day-to-day and long-term issues including the direction of the Graduate Student Committee, new initiatives, and funding for committee activities at the bi-annual SPSSI conference or (in alternate years) the APA convention. The SPSSI community is happy to welcome Kala J. Melchiori into the Graduate Student Committee as Chair-Elect!

Kala is a third year graduate student in the Applied Social Psychology PhD program at Loyola University of Chicago. Kala’s research interests focus on prejudice and discrimination, particularly in regards to gender, and her current research looks at factors that influence whether or not women choose to confront sexual harassment. We are excited to have Kala onboard and look forward to her terms as Chair-Elect.

Members-at-Large  
SPSSI graduate students selected to serve as Members-at-Large are to provide assistance to the Chair and Chair-Elect for various Student Council tasks. Members-at-Large can expect to be appointed to head a sub-committee, such as the travel awards committee, student grants committee, and can also help coordinate important Student Council functions, such as the biannual SPSSI conference or APA convention panels. Overall, Members-at-Large can gain an extensive experience in collaborative work, leadership, and organizational and planning skills, and we are happy to welcome Manisa, Justine, Sarah and Dawn as Member-at-Large for the SPSSI GSC for the 2011-2012 term!

Manisha Gupta is a third year PhD student at University of Massachusetts, Amherst, pursuing a doctoral degree in Social Psychology with a focus on peace and violence. Manisha has an extensive experience in leadership and applied projects.

Justine E. Calcagno is a third year PhD student in the Social-Personality Psychology program at The Graduate Center, City University of New York. Justine’s interests center on social identity, intergroup power relations, and social change.

Sarah Bailey is a second 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. I am looking forward to the opportunity to serve SPSSI as a Member-At-Large.

Dawn X. Henderson is a fifth year doctoral student in the Community Psychology PhD program at North Carolina State University. Dawn is currently working on her dissertation, A mixed methods study of the Chapel Hill-Carrboro YMCA alternative to suspension Boomerang Program. Her research interests focus on positive youth development, transformative organizations and at-risk youth trajectories and resilience.

Editor  
The newsletter and website Editor solicits content for The Rookie and the Student Website. The Editor has final say on what makes it into the newsletter and is posted on the website. This is an exciting position for a creative SPSSI member, and we are very fortunate to be welcoming Adolfo Cuevas for the second term as the Editor!

Adolfo is a second year doctoral student at Portland State University, pursing a PhD in Applied Social & Community Psychology. Adolfo’s research interests include social psychological aspects of minority health and healthcare disparities, exploring patient perspectives on health and treatment, and cultural health psychology.

We are very happy to have Adolfo serve this second term as Editor of The Rookie, a SPSSI student member newsletter. As Editor, Adolfo has been afforded the opportunity to collaborate with other graduate students, contribute to SPSSI, and become a voice for SPSSI’s mission.

SPSSI is excited to have these new members on board Graduate Student Committee! We look forward to a great year! We encourage all members of SPSSI to send information, comments, announcement to the GSC listserv at gradstudents@spssi.org

SPSSI FORWARD Summer 2011 11
The American Psychological Association (APA) would not be able to carry out its mission without dedicated members who volunteer their time to govern the society. Within the APA governance system, there are numerous Boards and Committees that serve a variety of functions and constituencies. They oversee Ethics, Membership, and Accreditation, as well as Publications, Finance, Scientific Affairs, and Ethnic Minority Affairs, to name a few of the Boards and Committees. Much of the work of Boards and Committees eventually makes its way to the Council of Representatives (COR) where it is subsequently debated and voted on. COR is the body that is responsible for setting the budget and policies for all of the APA. For this column, we have several exciting announcements related to APA governance.

First, and as some readers may be aware, four SPSSI members were recently elected to APA Boards and Committees; they will begin serving their respective terms in 2012. We congratulate the following people who were elected by the APA COR to the following Boards: 1) Anderson J. Franklin on the Board of Professional Affairs (BPA), 2) Martin Y. Iguchi elected to the Board for Scientific Affairs (BSA), and 3) Toni C. Antonucci and Meg A. Bond who were both elected to the Board for the Advancement of Psychology in the Public Interest (BAPPI). Of course, there also are a number of other SPSSI members who currently serve on APA Boards and Committees or who stood for election this year. We thank them all for their efforts and dedication.

In addition, we congratulate Dick Suinn who was recently elected by Division 9 (SPSSI) APA members to represent SPSSI on APA COR. Although Dick is new as SPSSI’s representative, he has a wealth of experience with APA governance, including as the Association’s President, as COR representative for Division 12, and as a former member of numerous Boards and Committees. Dick will replace Allen Omoto who served as one of SPSSI’s representatives to COR for six years. However, Allen won’t be going far: he was recently elected SPSSI President-elect! Wendy Williams is currently completing the second of her first three-year term on COR and is also the current SPSSI representative to the Divisions for Social Justice. So, beginning in 2012, SPSSI will be represented on APA COR by Wendy and Dick.

The next call for nominations for APA Boards and Committees will go out early in 2012. Keep your eyes on the SPSSI listserv because we will be soliciting nominations, including self-nominations, from the SPSSI membership. SPSSI is always looking to involve new people in SPSSI and APA governance. Nominating and electing SPSSI members to APA Boards and Committees is one way that SPSSI can and does influence the APA. We welcome the chance to answer any questions you have about being involved in APA governance or in helping you to find an appropriate governance outlet for your expertise and interests; simply send an email to Wendy Williams at wendy_williams@berea.edu or Allen Omoto at allen.omoto@cgu.edu. As always, we also look forward to answering any questions you have about APA COR business and governance.

Note: At the end of December 2011, Allen Omoto completed his second term on the APA COR as one of SPSSI’s representatives. This position will be filled by Richard Suinn beginning January 2012.
On behalf of the SPSSI Teaching and Mentoring Committee, many thanks to Desdamona Rios for contributing this social issue teaching column. For more information about the teaching committee or if you are interested in writing a teaching column for the newsletter, please feel free to contact the chair, Kim Case, at caseki@uhcl.edu.

Teaching Outside of the Classroom
By Desdamona Rios, Ph.D., Bowdoin College

For those of us who teach about social issues and social justice, the focus is often on engaging students to think about issues faced by groups that do not consider themselves to be group members such as heterosexuals considering the impact of homophobia on members of the LGBTQI community, or whites looking more closely at ambivalent racism in our daily lives. Many of my colleagues do a wonderful job of including social justice issues in their curriculum, and make efforts to diversify their curriculum so that most students can identify with the curriculum to some degree. But even at institutions committed to diversity, some groups of students may experience marginalization despite best efforts to diversify spaces in the academy. As teachers, how do we think about the impact of these lessons on the lives of underrepresented students outside of the classroom, especially after they feel validated or move past denial of personal discrimination in a classroom setting? And how do marginalized group members translate this information to their lives?

One of the foundational theories taught in Women’s Studies courses (including the Psychology of Women) is the concept of intersectionality which posits that all people have multiple social identities (e.g. race, class, gender, sexual orientation, ability status), and that power and privilege are more or less embedded in each of these identities. Depending on the context, a person will experience the intersection of these identities differently such that one identity may be more or less salient. As teachers and mentors we need to be mindful that we don’t contribute to the marginalization of underrepresented students, especially those who hold multiple marginalized identities. What happens when the reality of intersectionality comes into our offices? In other words, the next step to follow teaching in the classroom is through praxis of these lessons outside of the classroom. What I mean by marginalizing students is missing opportunities to rectify situations where students feel that their experiences have been mostly ignored or whose voices remain relatively invisible. At the same time, we cannot assume that all people of color (or women in some contexts such as science) experience feeling out of place in higher education. What I have become increasingly aware of is how the intersection of race, gender, and social class contribute to a working class student’s sense of fit in the academy.

In this essay, I offer three anecdotes about students with whom I have worked outside of the classroom; Tino, a Mexican immigrant queer male; Alex, a Vietnamese heterosexual female; and Clara, an African American heterosexual female. What they have in common (besides being especially bright and motivated) is that they are all first generation college students from working class backgrounds. I flag their working class status because I have found that working class students often struggle with asking for what they need. They are often the first in their families to go to college and have no personal academic or professional role models from their pre-college lives to refer to. Additionally, attending a prestigious college on a scholarship may make them feel less entitled to ask for help compared to their peers whose parents are paying for their college expenses. In many cases, working class students don’t know how to articulate what it is that they need in the first place. Some of the questions these students have asked me may seem obvious to people whose parents attended college, but these topics of inquiry are stressful triggers for students who are the first in their families to navigate the academy. These questions include (but are not limited to): how do I ask my professor for more mentoring? How do I tell my professor that I don’t understand what they are saying when it seems like all the other students understand? How do I communicate to my professor that studying issues of race or gender does not automatically relegate me to Ethnic or Women’s Studies? How do I choose a major that will help me get a job? What do I wear to a conference? As a woman of color from a working class background, I am able to relate to many of their experiences and frustrations. But I want to stress that we need not be a match in terms of social
identities to be allies to our students. I have observed (and learned from) many of my heterosexual/white/middle class/male/able-bodied colleagues offer support to non-heterosexual/of color/working class/female/disabled students in substantive and relevant ways. It is not realistic to expect ourselves to be there for each of our students each step of the way, but we can empower them by teaching them skills to create their own resources and sources of support.

Lesson one: Provide research opportunities that validate a student’s experience or interest. Tino and I first met at an off-campus retreat for first generation students where I served as a faculty advisor and Tino served as a student mentor for incoming freshmen. Soon after this event, Tino came to visit me in my office where we began to discuss his research interests. What I learned about Tino over time is that he is a Mexican immigrant, grew up working class, and identifies as queer at college but is not “out” to his family. It was quite evident to me that he was especially bright yet was struggling with his chosen science major and had a limited understanding of what “science” encompasses. We had many conversations about possible majors, what Tino is interested in, and possible future careers. After explaining the career paths that a social scientist could take, Tino proposed an independent study project that I agreed to supervise. Tino chose a research topic that would serve many purposes including his immersion into a body of scholarly work, learning about research methods in order to choose the most appropriate ones for examining his research questions, and informing him about a more suitable major in college (i.e. switching from chemistry to psychology). In this process, Tino’s own experiences have been validated by reading about the experiences of other men of color who identify as non-heterosexual (e.g. queer, gay, bisexual, etc.), and he grew to perceive himself as having some control of his future, both in terms of personal choices (i.e. whether or not to come out to his family) as well as academically by choosing a major that he is both good at and interested in.

Lesson two: Offer guided readings on topics not typically covered in mainstream courses. I met Clara through a prestigious summer program for talented underrepresented minority students who are interested in going to graduate school. I taught a workshop for the program and it was during this time that she approached me to talk about the field of psychology. She asked me quite frankly: as a woman of color, why did you stay in the field? Over time, she shared her ongoing frustration with the lack of representation of people of color in the core curriculum, feeling invisible as a black woman in the department, and a lack of support for her research interests that focus on race. Clara is an African American woman from a working class background who actually feels entitled to ask her professors for help, yet her cumulative experiences led her to believe that the field does not value issues of race, gender, social class and other social identities.

There are two issues at play here: 1) it is difficult to be an expert in all areas of psychology and 2) how do we avoid giving the impression that our field ignores the person in context (i.e. psychology of race, gender and/or other social identities)? Since I am not an expert in her area of interest, I thought about what I could offer her that would at least set her in a direction toward empowerment. I came up with a list of articles on racial identity development that I was familiar with, along with some qualitative research that addressed some issues that she was alluding to in her developing theoretical framework. From these readings, she made additional connections to her own interests, and has continued to write independently about her future research goals. Additionally, she grew to understand the value of working on research projects for the sake of learning research skills even if the topic of inquiry did not fit her own research interests. As teachers, we don’t have to be experts in all topics, but we can share our resources with our students. What they will do with this information is exponentially unpredictable. Even a few articles will make a difference in your student’s life.

Lesson three: Role-play with your student. Working class students often feel that they are not entitled to ask for additional help or are worried that they will “look dumb.” I first met Alex when she enrolled in my Psychology of Women class. Over the course of the semester, Alex and I met several times to discuss course topics she was struggling with, and particularly her own denial of personal discrimination. From these discussions I learned that Alex was a Vietnamese immigrant, working class, and a talented budding scientist. After the term ended, Alex and I continued to meet to discuss issues that are important to her, including how to ask her science professors for help with summer internship applications. Alex was frustrated because she perceived that other students were able to navigate college better than she could. She shared with me that she had asked her science professor for assistance with the complicated world of summer internship applications, only to be directed to the career resource center where she was given vague information about how to “succeed.” For students who grow up with parents who are professionals, or have family members or friends that have experience with college or internship applications, these vague instructions are meaningful because of the tacit knowledge...continued on page 15
...Rios continued from page 14

held by privileged group members. However, for working class students, the vagueness of these responses can result in feeling dumb or hopeless about moving onto the next step in a process. Alex felt both disempowered and not entitled to ask for additional help from her science professor. I suggested that she and I role play so that she could practice asking questions that were meaningful to her and that would gently press her science professor for more explicit information. I assumed the role of the student, and she assumed the role of her science professor. We practiced until she felt confident. Alex received the help she needed from her science professor and was accepted into a competitive summer internship where she unfortunately experienced gender bias similar to what she learned about in my Psychology of Women course. However, she had knowledge about sexism in the workplace and had developed some communication skills that enabled her to advocate for herself.

As teachers and scholars, we are often stretched in multiple directions and we cannot provide everything for everyone. This is a reality of academia. Therefore, it is important to teach our students how to generate their own resources and support networks. In teaching them how to develop research projects, identify scholarship that is relevant to their research questions, and advocate for themselves, we are providing them with tools that will serve them in many contexts throughout their lives. Ideally, our modeling of such behavior will also teach them to mentor others in a similar way and toward empowering all groups of people. It is possible to offer our students support outside of the classroom that will validate their experiences and may even help us get some of our own work done!

For more about membership, or to subscribe online, check out our website at www.spssi.org. You can also view our new RSS Policy feed at www.spssi.org/policynewsfeed for up to the minute policy news. Another important resource which you may want to explore is www.spssi.org/listserv where you can find out about connecting with current research, positions, and discussion forums. News and other offerings on current social justice issues, psychology, and psychology careers can also be read on our Facebook and Twitter pages.

Have you seen our new online interactive historical timeline? Visit www.spssitimeline.org and explore SPSSI's past!
THEME: Changing Societies: Learning From and For Research, Social Action, and Policy.

DEADLINE FOR SUBMISSION: March 5, 2012

Our gathering includes a broad diversity of psychologists, sociologists, public health researchers, policy makers and social activists who share a common goal: that of generating knowledge to understand and to redress social problems. In light of remarkable societal changes – environmental disasters, migration, economic upheaval, and social movements and revolutions -- what can we learn? How can we contribute?

SUBMISSION TYPES

• Symposia (90 minutes)
  Symposium presentations included 3 to 4 talks on a common topic. Proposals should include a symposium title (10 words maximum), a summary of the symposium theme (300 words maximum), as well as titles (10 words maximum) and summaries (300 words maximum) of the expected contribution of each participant. You will be asked to include the chair’s name, title, affiliation, and contact information, as well as names and affiliations for all other authors.

• Interactive Discussions (1 hour)
  In this new format, two presenters will open a discussion on a topic relevant to the conference theme with brief remarks and facilitate an interactive discussion with the audience. Proposals must include a title (10 words maximum) and summary (300 word maximum). You will be asked to include all author/presenter names, titles, affiliations, and contact information.

• 15-minute Presentations
  Individual proposals, including empirical reports, will be submitted as 15 minute spoken presentations. Proposals must include a title (10 words maximum) and summary (300 words maximum). You will be asked to include all author names, titles, affiliations, and contact information.

• Poster Presentations
  Individual proposals, including empirical reports, will be presented in poster sessions. Proposals must include a title (10 words maximum) and a summary (300 words maximum). You will be asked to include all author names, titles, affiliations, and contact information.

SUBMISSION PROCESS

We are using an online submission process for the conference.

To submit a Symposium, please visit http://www.formstack.com/forms/?1146503-vqTwtUlm20

Form for Symposium Submission

To submit an Interactive Discussion, 15-minute Presentation, or Poster Presentation, please visit: http://www.formstack.com/forms/?1143585-vqTwtUlm20

CONVENTION PROGRAM CO-CHAIRS

If you have specific questions about the conference, please feel free to contact:

David Livert, Ph.D., Penn State University, Lehigh Valley • livert@psu.edu
Demis E. Glasford, Ph.D., John Jay College & Graduate Center, City University of New York • dglasford@jjay.cuny.edu

General questions, please contact spssi@spssi.org.
Position Description
The Society for the Psychological Study of Social Issues (SPSSI) welcomes nominations and applications to fill no less than three (3) vacancies on its team of Non-Governmental Organization (NGO) Representatives to the United Nations in New York City.

The Society’s involvement with the UN and international issues spans several decades. SPSSI has been represented at UN headquarters in New York since 1987 and has held consultative status with the Economic and Social Council of the UN since 1991.

The Society’s UN/NGO Representatives participate in a wide range of activities, primarily focused on broadening the impact of psychological and social science scholarship on the formulation and implementation of UN policies. SPSSI UN/NGO Representatives collaborate with representatives of other NGOs to identify and articulate social issues and draft statements intended to influence responsive formulation and implementation of global policies. They also attempt to create opportunities for meaningful dialogue between psychologists and other social scientists and representatives of UN agencies.

Qualifications
Applicants must hold doctoral degrees OR be candidates for doctoral degrees in psychology or other social sciences and be either members of SPSSI or eligible to be members. Applicants selected must join SPSSI prior to their appointment by SPSSI’s President.

Candidates must provide evidence of interest or involvement in the application of psychological or social science knowledge to social issues at the international, national, or local level. Candidates must also be able to demonstrate effective oral and writing skills as well as the ability to both exercise personal initiative and work collaboratively with others who may hold different viewpoints or interests. Proficiency in a foreign language would be helpful.

Prior knowledge of the inner workings of the UN system is not required. In fact, candidates of a younger age (youth representatives) and with a fresh, un-biased and new outlook on world events are especially encouraged to apply.

New representatives receive assistance in “learning the ropes”. A visit to one of the following web sites may serve as an introduction to the wide ranging activities of Non-Governmental Organization Representatives at the UN: http://www.un.org/partners/civil_society/home.htm; http://www.conferenceofngos.org/ngosubs/; and http://www.spssi.org/un.html.

Requirements
In order to contribute to the SPSSI mission at the UN, persons who volunteer and are selected to serve as representatives are expected to identify and become productively engaged in at least one substantive area or substantive NGO Committee (visit the CONGO website “www.conferenceofngos.org”), beginning in their first year of service.

Each representative is expected to develop a schedule of several visits to UN Headquarters in New York City each month, including attendance at a minimum of one of the weekly Department of Public Information (DPI) briefings, held on Thursday mornings, 10:30 a.m. to 12:00 p.m., and one meeting of the SPSSI UN/NGO team. SPSSI Representatives are also expected to consult with the Main Representative, to whom they submit semi-annual and annual reports to be compiled for regular meetings of SPSSI Council.

This position is not remunerated, except for average administrative expenses, payment of NGO Committee dues and bus, train and subway traveling within the greater New York City area.

The expectation is that chosen applicants are prepared to commit themselves to make at least two year’s of serious and dedicated contributions to this unique opportunity to be engaged in working with such a prestigious world body as the United Nations. The first year will be on a probationary level; once fully instated, the rewards of this work will be substantive and extremely gratifying.

Nomination/Application Process
All applications should be received by the end of March, with interviews in May and June 2012.

Whether nominated by others or self-nominated, persons interested in serving as SPSSI UN/NGO Representatives should submit a letter of application, a curriculum vitae, two references, and two samples of relevant written work to: Joseph A. DeMeyer, PhD, SPSSI Main UN/NGO Representative, 1330 Hamburg Turnpike, Wayne, New Jersey 07470; or PREFERABLY, with reference: SPSSI rep.opening, by e-mail: josephdemeyer@hotmail.com

Three openings: SPSSI Non-Governmental Representatives at The United Nations
FORWARD is published three times a year to provide information and comment of interest to members of the Society for the Psychological Study of Social Issues. It reaches over 3000 SPSSI members and other professionals interested in our programs. Members represent a wide range of academic and nonacademic settings. Unless stated otherwise, the opinions expressed are those of the authors and do not represent the official position of the Society.

We welcome submissions of announcements, articles and letters that are relevant to members of the Society as well as others interested in our programs. For more information, or to submit a copy, contact the co-editors.