From the President

By Dominic Abrams, SPSSI President

It is now a week or two since our mid-Winter Council meeting in Washington DC. These trips are always eventful – usually one or more of the attenders encounter Arctic blizzards, torrential rain, gales and floods, or (for our past president, at least), mild sunstroke en route. This time, however, we shared the excitement of being opposite the George Washington Hospital Emergency department, sufficient to remind us, every few minutes, that there might be some point to Obama-care. These mental digressions aside, it was a very full meeting. We were exceptionally pleased to receive a presentation and detailed notes from Corann Okorodudu, a longstanding member of SPSSI's UN committee, to explain both the structure and functions of the UN and exactly how SPSSI can continue to make an important contribution there. We have posted Corann's supplemental materials from her presentation on the website so that this can be shared. Our policy committee will also be focusing on ways to link up our responses to UN policy documents with our proactive efforts to raise particular issues higher on the national and international policy agenda. To that end we agreed to routinely invite a member of the UN committee to attend each meeting of Council (for more about SPSSI’s activities at the UN, see pp. 9–10).

Our discussions also repeatedly returned to the issue of how to bring SPSSI’s impact on policy to the forefront for members. Following the tremendously successful policy workshop in DC last summer, the Council was enthusiastic about developing more opportunities to encourage and train scholars at all levels to engage with policy and policy makers. Expect to see more of these opportunities through our conference programming and consultative activities with members.
Editor’s Note

By Janice R. Adelman, Forward Editor

Welcome to another edition of SPSSI’s Forward newsletter. This is, of course, the “Spring Issue,” even though it is only February as we put this issue together and much of North America is besieged by cold and snow, while parts of Europe are being rocked by stormy weather. Nevertheless, the “Spring” label seems fitting, as this issue focuses on so many of the organization’s and its members’ activities—some that are germinating (see, for example, the conference programming information starting on p. 29; the call for book series authors on p. 20; the soon-to-be-released updated Methods book announcement on p. 33; or the many SPSSI opportunities listed on pp. 34–39), and some that are already blooming (see the updates from Gabe Twose and Jack Glaser around policy initiatives on pp. 5–7; SPSSI’s journal editors on pp. 18–19; or SPSSI activities in Russia (p. 21) and New York (p. 22), to name just a few).

SPSSI and its members remain an active bunch. We are committed to advancing awareness of social justice issues by relying on sound psychological theory and research. Moreover, we work to apply this empirical evidence to social issues. Which is why it is all the more frustrating to see opinion pieces like the one written by Nicholas Kristof in the NY Times. Granted, Kristof appears to be supportive and encouraging toward scholars (or as he says, “professors,” despite the fact that many in academia are not traditional “professors”) and the useful ways that their work can benefit society. However, he narrows his gaze on political science (his “onetime love”) and completely overlooks the tremendous amount of work being done by scholars across disciplines (and not just within the ivory tower) that directly speaks to policy and social issues. Even worse, there is no mention of organizations like SPSSI, where our very mission is to apply psychological science to the study of social issues to inform policy and decision-makers! I want to make the case (and hope you will find some evidence right here in this newsletter) that SPSSI members—from graduate students (see p. 13) to professors in the classroom (see p. 15) to SPSSI’s journal editors on pp. 18–19; or SPSSI activities in Russia (p. 21) and New York (p. 22), to name just a few).

SPSSI is planning on retreating into the monastery any time soon!”
SPSSI’s mid-winter Council meeting welcomed 4 new Council Members (Adam Fingerhut, Jack Glaser, Naomi Hall-Byers, and Abby Stewart) and President-Elect Alice H. Eagly. Having Alice on SPSSI leadership is of course wonderful, but even more so for me because Alice was my doctoral advisor back in my Purdue University days.

Another very important development, supported by a very careful and well-argued case from the Communications Committee and its co-chairs Keith Maddox and Luis Rivera, is that Council agreed to establish the new position of Communications Director. This role will complement Gabe Twose’s position as Policy Director and will focus on ways of communicating and influencing more dynamically and responsively across all of SPSSI’s activities (see p. 38 for the full job description).

Another general question for Council members was how to develop and increase SPSSI membership. Fortunately, we stumbled across one strategy right away—it might be labelled a ‘growth strategy’ of sorts. Rachel Calogero (the APA program committee co-chair with Jaime Napier) gave birth to a baby boy (Gabriel) just before the meeting. Mischa Thompson (Council and Executive Committee member) gave birth to her son (Zere Senai) immediately after the meeting. I feel that this sets an excellent precedent. Congratulations to both! Perhaps we should encourage all SPSSI activists along similar lines, together with offering a new category of membership (‘emerging’), which of course would be complementary for the first 17 years.

We also heard very encouraging conference planning news both from Rachel and Jamie on the APA program front, and from our Biennial Conference co-chairs Kim Case, Shelly Grabe, and Desi Rios. Both committees reported a very high level of submissions for each meeting and the programs for both promise to be very exciting and interesting. See pp. 29–31 for more details.

Populating our many committees and finding chairs and co-chairs is one of the preoccupations of SPSSI presidents and the Executive committee. We are very grateful to all who so graciously volunteer their time to help sustain the organization. Please check out the directory on the last page of this newsletter for a list of who’s who. And while you’re there, if you find yourself wishing to become more involved, feel free to reach out to any committee chair to ask what you can do to help (tip: each person’s name in the directory is hyperlinked with his/her email address).

Finally, as part of our internationalization efforts we are continuing to find ways to connect with relevant social science organisations and their policy committees across the globe (see p. 35 for a new funding opportunity). We also continue to find ways to express and support SPSSI’s key objectives wherever possible. I was delighted that SPSSI Council wholeheartedly agreed to sign the Anne Frank Declaration, and also that SPN immediately did the same. The declaration states: Because prejudice and hatred harm us all, we declare that: we will stand up for what is right and support those who speak out against what is unfair and wrong; we will try to defend the rights of those who cannot defend themselves; we will strive for a world in which everyone is treated fairly and has an equal chance in life. If you’d like to see the declaration and sign it yourself or encourage others to do so, please visit the Anne Frank Trust’s website.

—Dominic Abrams
D.Abrams@kent.ac.uk

Secretary / Treasurer’s Report

By Blair T. Johnson, Secretary/Treasurer

SPSSI Central Office continues to run quite well, with a healthy rhythm to the activities. Of note, in the past year our policy-focused initiatives have seemed to move up a notch or two. Gabe Twose, in the policy director role for over a year now, helped organize an amazingly successful policy workshop last summer. Far more people applied to attend the workshop than we could accept, which meant we had to decline many qualified individuals. Watch for future offerings of this
popular workshop. Similarly, I am sure you have appreciated Gabe’s regular policy updates on the SPSSI website, the listserv, and in other media.

It is an interesting and potentially dynamic time in SPSSI’s history. Note that contemporary communication standards continue to develop rapidly. SPSSI has a great deal to offer the world, but the world does not necessarily know it, and/or, the world does not know it well enough. SPSSI leaders have recognized that most of the Central Office staffers spend considerable time doing communications work. The upshot is that SPSSI is hiring a communications director, focusing on internal and external communications, and public relations, including press releases, video abstracts, social media and our website (see p. 38 for the job description). We are pitching the position as an excellent opportunity to build a public relations and communications program from the ground up, customized to meet the requirements of SPSSI’s unique niche as a leader in social issues research and a resource for science-based policy makers. It is exciting to think about how SPSSI might increase its impact through the efficiencies that this new role will bring with it!

Another change that may be on the horizon is to offer SPSSI’s conference annually rather than biennially. SPSSI council discussed the concept briefly, but it is a possibility that we will explore in greater depth in the coming months. If you have ideas about it, I would love to hear from you. As your secretary-treasurer, I must evaluate the fiscal ramifications of such a move. SPSSI’s most recent conference, Charlotte 2012, ended in the black. The meeting in Portland takes place in June (see p. 29–31 for programming details), so it is too early to know the financials. By our summer meeting before the conference, it should already be clear how well it is likely to do. I argue that the conferences are valuable for SPSSI even if they lose some money because of the long-term positive emotional returns that they bring. It helps to reaffirm our basic values as a society and to cement the ties of members to the organization.

### SPSSI Revenue and Expenses, 2011–2013

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<th></th>
<th>2011</th>
<th>2012</th>
<th>2013*</th>
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<tbody>
<tr>
<td><strong>REVENUE</strong></td>
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<td>SPSSI Conference</td>
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<td>Dues</td>
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<td>Contributions, Rental Income, Other</td>
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<td>Facilities &amp; Administration</td>
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<td>Operating Expenses</td>
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*Not audited.
Our audit and finance committee has continued to provide active advice on fiscal matters as they have arisen. Our securities are traditional SPSSI investments, stable and trustworthy, and in our committee’s view, they support SPSSI’s values. As far as we can see, and in the balance, they represent a positive influence on society.

The audit and finance committee also examined and discussed the most recent budget projection. Although the budget for 2014 may well end up in deficit because of adding the new position to our full-time central office staff, our opinion is that it is likely a worthwhile investment that will likely improve the bottom line in future years because of a growing membership base, better satisfied members (who are then more likely to keep their memberships), and potentially because of increased revenues related to communications. The table on the previous page gives a snap shot of revenue and expenses over the last 3 years.

I would not be your secretary-treasurer if I did not mention how worthwhile it is to commit basic resources to this organization. Join SPSSI (see what benefits your receive as a regular member), if you are not already a member. If you have the means, think about becoming a sustaining member—it probably means that you would even save money over the long run. Plus, you will have one less membership each year to renew. 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 can use your interests and skills to best effect. These interactions may quickly have you helping to guide SPSSI’s future. These resources sustain scholarly activism at its best. It’s worth it!

Finally, 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.

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

American Association for the Advancement of Science: Science and Human Rights Coalition

By Gabriel Twose, SPSSI Policy Director

The American Association for the Advancement of Science’s Science and Human Rights Coalition is a network of membership organizations that see a role for scientists in protecting human rights. The Coalition is comprised of a broad variety of associations incorporating social sciences, hard sciences, mathematics, and engineering. Psychological representation is provided by both SPSSI and the American Psychological Association, as well as the Capital Area Social Psychological Association. Each discipline contributes its expertise in different ways, but broadly speaking, the Coalition seeks to facilitate communication on human rights between the scientific and human rights communities. Through this increased communication, the Coalition strives to improve human rights practitioners’ access to scientific expertise, and to engage scientists in human rights issues.

The Coalition divides its work into five areas: (1) Welfare of scientists; (2) Ethics and human rights; (3) Service to the STEM community; (4) Service to the human rights community; and (5) Education and information resources while pursuing the human right to “enjoy the benefits of scientific progress and its applications.” SPSSI has contributed to several of these areas. For example, SPSSI member Tiffany Griffin served as an on-call scientist, contributing her expertise to supporting human rights, and SPSSI student representative Ethan Eisen (see Forward, Issue 248, Summer 2013) is currently organizing a lecture by a persecuted scholar at George Washington University. However, for the most part, SPSSI focuses on group 3: Service to the STEM community.

The service to the STEM community working group aims to encourage and aid scientific associations to contribute their discipline’s knowledge and tools to the
SPSSI Policy Committee Update

By Jack Glaser, Policy Committee Chair & Gabriel Twose, SPSSI Policy Director

SPSSI’s policy committee has enjoyed a productive end to 2013, and is excited about plans for the upcoming year. Our activities generally fall into one of two areas: (1) Informing Congress using psychological research; and (2) Educating SPSSI membership about the importance of policy work.

Informing Congress Using Psychological Research

Stand Your Ground Laws Research Summary. Following the tragedy of Trayvon Martin’s killing, Dalmas Taylor Minority Fellow Ryan Lei (see Forward, Issue 248, Summer 2013) drafted a research summary on the effects of Stand Your Ground laws. This document was edited by members of the policy committee and a number of expert reviewers. Partially to support the Congressional testimony of SPSSI member Dr. Philip Atiba Goff, the research summary was submitted to the Senate Subcommittee on the Constitution, Civil Rights, and Human Rights’ hearing on ‘Stand Your Ground’ Laws: Civil Rights and Public Safety Implications of the Expanded Use of Deadly Force. The document was accepted into the Congressional record; you can read it on SPSSI’s website.

award, setting up a human rights volunteer program, or encouraging human rights research.

If you are a member of another scientific association and would like to learn more about getting involved in the Coalition, please do get in touch. Moreover, the Coalition is open to individual affiliates as well as associations. If you are interested in contributing your expertise to the promotion of human rights through the Coalition, or working to increase SPSSI’s human rights capacity as an individual organization, please feel welcome to contact me. The promotion of psychological science to support and promote human rights is a SPSSI priority, and we welcome all who seek to advance this goal.

—Gabriel Twose
gtwose@spssi.org

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 +1-202-675-6956 or contact our Administrative Coordinator, Brad Sickels.
**Racial Profiling Fact Sheet.** In light of the controversy around “stop and frisk” practices, Ryan Lei, policy director Gabe Twose, and policy committee chair Jack Glaser together wrote a fact-sheet on racial profiling. The document was sent to the offices of several congressmen, such as Senator Cardin, who sponsored the End Racial Profiling Act of 2013; you can view it on SPSSI’s website.

**Truth Commission Testimony.** Gabe Twose wrote a summary of the literature on psychological outcomes of truth commissions in post-conflict societies. This summary was accepted into the Congressional record at the Tom Lantos Human Rights Commission hearing on Creating Peace and Finding Justice in Colombia. Moreover, SPSSI was announced at the hearing, with the summary included in the session transcript as a prepared statement, furthering our recognition on the Hill.

**Congressional seminars.** Spearheaded by Marshall fellow Katya Migacheva and Gabe Twose, the policy committee will organize a 2014 series of congressional seminars on psychological constructs that affect topics of legislative importance. Potential topics include prejudice and discrimination, poverty and inequality, and belief rationalization. More details will be posted on the SPSSI Policy website soon.

**Engaging SPSSI Membership**

**Policy workshop.** Following the successful 2013 policy workshop, SPSSI will host a 2014 workshop prior to our June conference in Portland, OR. Topics will include federal advocacy work, congressional fellowships, and hands-on skills-building sessions such as how to incorporate policy work into grant proposals. Keep an eye on the SPSSI website for an official announcement with further details.

**APA symposium.** Members of the policy committee will speak at a panel at the APA Convention in Washington, DC. The session will include case studies of psychologists who have engaged in policy work, providing an overview of methods through which psychologists have effected social and policy change. Through talks and a facilitated discussion, the symposium will provide lessons in how psychologists may maximize their policy impact. We hope to see you there.

**Get Involved**

We really do rely on our membership expertise to further our policy work, so please contact us if you’d like to become more involved. You can email Gabe Twose or call him at 202-675-6956.

—Jack Glaser & Gabriel Twose
jackglaser@berkeley.edu & gtwose@spssi.org

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**SPSSI Outside Academia**

The Defining Challenge of Our Time

By Alexandra Rutherford, SPSSI Historian

“Income inequality is the defining challenge of our time.” So declared President Obama in a speech in early December 2013, reprising a longstanding theme of his presidency. In his State of the Union address on January 28, 2014, he again foregrounded his commitment to raising the minimum wage and further reducing unemployment.

Poverty has been one of the issues central to SPSSI’s mission throughout its history. SPSSI was born at the height of the Great Depression, in 1936, and the dire economic situation - including the unemployment of psychologists - was a catalyst for its very formation. But as Heather Bullock, Bernice Lott, and Shirley Truong argued in their 2011 JSI article “SPSSI and poverty:
Reflections at 75.” SPSSI’s attention to issues of class, income inequality, and poverty, as reflected in its publications and working documents, has been uneven. With the post-war posterity of the 1950s, SPSSI publications were relatively silent on the issue. When President Lyndon Johnson officially declared his “War on Poverty” in 1964, activity increased. In that year, SPSSI’s Subcommittee on Poverty and Changing Patterns of Unemployment became a standing committee devoted to program evaluation, examining the role of attitudes and values in perpetuating poverty, and placing social psychological research in the hands of policy makers.

At the 1964 convention of the American Psychological Association, SPSSI sponsored no fewer than eight symposia addressing economic issues. In 1965, Assistant Secretary of Labor and future United States Senator Daniel Moynihan published his controversial study of Black poverty in “The Negro Family: A Case for National Action.” Although the intent of the report was to establish a structural understanding of the causes of poverty and the breakdown of the nuclear family in African American communities, the report was widely criticized by both white and black progressives as “blaming the victim,” a phrase coined by psychologist William Ryan. SPSSI members did not escape this tendency: “Consistent with the prevailing ‘culture of poverty’ discourse of the time, the [SPSSI Poverty] Committee expressed interest in ‘the strong involvement of motivational difficulties and personality problems in many cases of persistent unemployment’” (Bullock, Lott & Truong, 2011, p. 154).

Nonetheless, the SPSSI Poverty Committee moved beyond this interest to make many significant contributions. In 1971, it established the Social Science Information Service (SSIS), mandated to promote bidirectional communication between policymakers and researchers. The SSIS operated for six years, and expanded its purview beyond poverty to include a wide range of policy issues. In 1970, both the Spring issue and Summer issue of JSI were devoted to poverty. Edited by the chair of the Poverty Committee and future SPSSI president Marcia Guttentag, they represented groundbreaking attention to issues of socioeconomic status.

As this small selection of initiatives indicates, SPSSI members have contributed in diverse ways to our understanding of poverty and how to address it.

Decreasing poverty, however, is only one part of decreasing income inequality. Ensuring more equitable distribution of the nation’s wealth involves changing structures that keep the majority of this wealth in the hands of very few. As SPSSI president Al Pepitone pointed out in his 1974 presidential address, “One has to consider the hard line resistance against creating and enforcing anti-discrimination laws, minimum wage, consumer protection, and public health legislation, to say nothing about the resistance against controlling corporate profits and prices.” Pepitone’s words are as relevant now as they were 40 years ago. What can SPSSI do?

—Alexandra Rutherford alexr@yorku.ca

Recommended Resources


SPSSI Was There interactive timeline.
SPSSI at the United Nations
Connecting with the United Nations
By Pete Walker, SPSSI UN/NGO Affiliate

Dr. Walker has served on the SPSSI UN/NGO team for a number of years and was twice the SPSSI Main Representative at the United Nations.

SPSSI’s presence in several venues of the United Nations—New York and Geneva among them—affords the Society an opportunity to express its values, anchored in evidence-based research. This expression may take place in one or more of the three domains of activity at the UN: the United Nations Secretariat and its agencies (e.g., ILO, UNICEF, WHO); with diplomats and member state missions to the United Nations (e.g., Brazil, Nigeria, Finland); and with the non-governmental organization (NGO) community (e.g., APA, Salvation Army, CARE), their representatives and civil society. The team of SPSSI volunteer UN/NGO Representatives are often most effective when working collaboratively with other NGOs and, when appropriate, with UN staff and occasionally with diplomats from member states. SPSSI is now in its 27th year as an NGO at the UN. Much has changed in those years. SPSSI’s own history at the UN, following WWII and again from 1987 to 2009, is outlined in a JSI article by Frances Cherry et al (2011), “Cautious courage: SPSSI at the United Nations”.

The UN’s efforts to make its activities available via the internet and social media sites dramatically increases its accessibility to all who have an interest. The UN homepage provides a wealth of information through links to various subdirectories. It is common for leading stories on the United Nations to deal with the Security Council and peacekeeping activities. However, the work of SPSSI UN Representatives most often overlaps that of the UN Economic and Social Council (ECOSOC), which provides oversight and administrative support for various Commissions, including Population and Development, Social Development, Status of Women, and Sustainable Development. It is ECOSOC that has granted SPSSI Consultative Status with the UN. This opportunity is established in recognition of the Society’s independent standing as an academic society with international membership. As with all organizations in Consultative Status, activities are governed by ECOSOC Resolution 1996/31.

At UN Headquarters in New York, as well as in Geneva and other venues, SPSSI UN/NGO Representatives engage in ongoing issue-oriented processes. They represent the goals and objectives of the Society and frequently work collaboratively with other NGOs to advance psychosocial well-being. Working collaboratively leverages the power of the initiative. Member state delegates on UN Commissions or in Working Groups are much more responsive to collective presentations of a position than to a single voice. In practice, this means that SPSSI UN/NGO Representatives may call on other NGOs to co-sponsor or support its position, or, in turn, may be asked to endorse a position prepared by non-SPSSI authors.

Within the NGO Community there is a significant Committee Structure, overseen by the Conference of Non-Governmental Organizations (CoNGO). SPSSI’s Representatives have been involved in various of these Committees, including Children’s Rights, Education, Ageing, Mental Health, Status of Women, and Sustainable Development. SPSSI’s Reps have often provided significant leadership and engaged in advocacy, including occupying the chairperson position, subcommittee chairs, organizing programs and participating in the preparation and presentation of position papers.

UN Summits, the MDGs, and now the SDGs

In the 1990s, the United Nations began a series of World Conferences. The first was the Earth Summit in Rio, in 1992. This was followed in 1995 by the World Summit on Social Development, the 1995 Beijing World Conference on Women, and the 2001 World Conference Against Racism. In 2000, the Millennium Summit led to the UN structuring the “Millennium Development Goals”. The ambitious MDGs are to be achieved by 2015. While some goals have seen significant progress, such as reducing child mortality, others, such as ensuring environmental sustainability, have met with less success.
In 2012, recognizing that the deadline for the achievement of the MDGs would soon pass, the UN began a multifaceted, multi-stakeholder process to identify Sustainable Development Goals (SDGs). This is a work in progress and will not be finalized and voted on by member states until the 2015-2016 General Assembly Session. The process includes significant NGO and Civil Society input, including the High-level Panel of Eminent Persons on the Post-2015 Development Agenda (Post-2015 HLP) and UN Sustainable Development Solutions Network (SDSN). These and other inputs are now before the UN General Assembly Open Working Group on Sustainable Development, whose meetings are webcast.

Since 2007, UN/NGO Representatives of Psychological Organizations have come together to present an annual Psychology Day at the UN. On several occasions SPSSI’s UN/NGO Representatives have co-chaired this event. More recently, with leadership provided by SPSSI UN/NGO Representatives, PCUN was formed – the Psychology Coalition at the United Nations. This is a well-structured, advocacy effort for psychosocial well-being, responding to the ongoing activities of UN Commissions and the identification of the SDGs.

The NGO Branch of ECOSOC lists many upcoming events at its website (CSONET), including the 8th Open Working Group on Sustainable Development, the 52nd Commission on Social Development, the 58th Commission on the Status of Women, the 47th Commission on Population and Development, and the 13th Forum on Indigenous Issues. The commission websites provide detailed themes, agendas, and other documents. While SPSSI volunteer Representatives are limited in the topics they may cover, Representatives will follow and/or contribute to the 8th Session of the General Assembly Open Working Group on Sustainable Development, the Commission of Social Development, and the Commission of the Status of Women. PCUN will host two programs, called “side events,” at the forthcoming Commission on the Status of Women.

**SPSSI Members Making the Connection**

How can you participate? The easiest way is to actively familiarize yourself with UN activities that overlap your own interests. You can read and cite materials now available on UN websites in your own research. Those of interest to SPSSI members include the UN Climate Change Gateway; UN Women; UNAIDS; poverty; UN HABITAT; and Sustainable Development. You may also be interested in coming to UN Headquarters in New York to attend a session of a Commission. Working with SPSSI Central Office and the SPSSI Main UN/NGO Representative, these arrangements are possible, although no support funds are available.

For comments on this article, please email me.

—Peter Walker
nucprw@attglobal.net

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**Ethical Research Practices for Applied Social Scientists**

By Janice R. Adelman, CITI Program at the University of Miami

Full disclosure: When I’m not editing the SPSSI Newsletter, I am a researcher with the Collaborative Institutional Training Initiative (CITI Program) at the University of Miami. The CITI Program is a subscriber-based service offering online research training materials on topics ranging from animal care and use to responsible conduct of research. I hereby declare no financial conflicts of interest in writing this piece, and more importantly, the views expressed here are a reflection of my own thoughts, and not necessarily those held by the CITI Program or by SPSSI.

That said, given the increasing buzz around ethical research practices in social psychology (see the Stapel case, the push for replication, and the recently released report from the National Research Council (NRC) of the National Commission for the Protection of Human Subjects in the Biomedical and Behavioral Sciences).

continued next page...
National Academy of Science regarding Proposed Revisions to the Common Rule, highlighted on p. 20), I encourage all of us—SPSSI members, teachers, students, and applied psychology researchers—to take this discussion even further, both with SPSSI and with our respective institutions and departments. For my part as a researcher, I’ve had fairly typical experiences with IRBs and research ethics training. But until I arrived to work at the CITI Program, I never gave it much serious thought. For instance, as a doctoral student in the summer of 2007, I surveyed Israelis and Palestinians in Israel about their support for specific examples of political violence common to both sides of the conflict. And, yes, I provided each potential participant a detailed informed consent form describing the study and his or her voluntary participation that needed to be signed and dated. Why? Because signed informed consent is standard ethical procedure in conducting research with “human subjects.” Never mind that when presented with the consent form, many participants looked at me quizzically, wondering what on earth they were signing away. Or, they were just trying to size me up to make sure I wasn’t with the CIA. I must not have looked very threatening, since most people signed the form without much additional hesitation. In hindsight, I wonder whether such a standard boiler-plate consent form requirement actually protects our “human subjects” in these types of settings. I don’t think I’m the only one that wonders this; though I don’t know for sure as I’ve never had any lengthy discussions with my colleagues about such matters.

Enter the NRC’s Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences. This report suggests that social science research is vastly different from biomedical research. Has the time come for us to start acknowledging that applying a standard biomedical ethics framework may not work for non-biomedical research? From group dynamics research, we know that imposing one group’s norms and values onto a different group is rarely a sustainable solution as it is not in either groups’ best (long-term) interests. This may be an important take-away message for how we define ethical research practices across disciplines. But what, you may ask, are the differences between the way social scientists and biomedical scientists interact with their research participants? Aren’t we all interested in the human condition, regardless of whether the inspection is at a more specific, individual level or a broader, cultural level? Yes. Most of us likely subscribe to the superordinate “researcher” identity. However, differences still abound. The NRC report provides such examples as the language we use when referring to individuals in research studies (human subjects in biomedical research vs participants in social science research). Consider also, the difference between the potential invasiveness of biomedical research procedures, with blood draws, genotyping, and personal, intimate visits with a clinical researcher. In contrast, social science research entails a more distant and general procedure, where the participant may complete an anonymous survey questionnaire or take part in a “computer game.” These are important nuances that represent different disciplines, different research procedures, and different research goals. For example, are we working to cure cancer with a new drug treatment, or are we working to improve awareness of organ donation for the betterment of society and ultimately to save lives?

Conducting research according to the Common Rule is incredibly important if we want to maintain a level of respect, beneficence, and justice for our research participants. Research ethics should not simply be a training we check off in grad school. It is a lifelong endeavor to pursue throughout our research careers. While some things are relevant across disciplines, I am not certain that there is a one-size fits all ethical practice for every research scenario. As applied social scientists, we need to be an integral part of the dialogue, as well as a part of the solution, in defining and upholding ethical research practices in the field. As an academic society that works to promote social justice and awareness of social issues, this is one issue that I feel needs closer examination within SPSSI. There are many ways that we as SPSSI members can take action. First and foremost, let’s start the discussion. We can talk about professional training, discipline-specific guidelines, research on research, or whether or not you agree that the ethical challenges facing biomedical researchers are different from the ethical challenges facing social science researchers. As a SPSSI member for nearly a decade, I know that I am surrounded by some smart people who care deeply about socially relevant issues. I haven’t seen many SPSSI discussions on this topic. This is a small oversight that is easily rectifiable. Let’s talk!

—Janice R. Adelman
j.adelman@miami.edu
Happy New Year! We hope everyone’s 2014 is off to a productive and happy start. The ECS Committee thanks outgoing co-chair, Jessica Salvatore, for all of her hard work on behalf of the committee. Heather Bullock remains our liaison to SPSSI Council and co-chair. Nicola Curtin is pleased to become the new committee co-chair, joining returning committee members, Adam Pearson and Brett Stoudt, and new members Stephanie Brooks Holliday and Stephenie Chaudoir.

We’ve been very busy planning several events for this summer’s SPSSI Convention in Portland—we hope you will attend. First is a series of facilitated roundtables focused on a range of issues relevant to early career scholars. This will be followed by a lunch, allowing participants to continue their conversations and build connections early in the conference. Second is an interactive discussion, “Envisioning SPSSI’s Future: A Community Conversation.” We hope to draw a large audience and spark dynamic discussions across career stages. Additionally, we are working with the Graduate Student Committee to host a social event.

We also want to call your attention to a pre-conference workshop being hosted by the Policy Committee (see info on p. 7) and the ECS. We are thrilled to be working on this with Gabe Twose, SPSSI’s Policy Director. Applications for the workshop will be available soon on SPSSI’s website.

This spring, the committee plans to refocus our attention on building our social media platforms, including the Google Groups “interest clusters.” We will find ways to solicit input from Early Career Scholars during this process, and welcome your feedback. We also hope to build a framework for more continuous interaction between the committee and early career scholars. Please send us your suggestions and ideas!

We close with celebratory news. We are delighted to announce the selection of Dr. María Elena Torre as this year’s recipient of the Michele Alexander Early Career Award for Scholarship and Service (Alexander Award). The Alexander Award recognizes early career excellence in scholarship and service. See p. 24 for Dr. Torre’s accomplishments. We applaud Dr. Torre and all of the nominees for their impressive contributions.

—Nicola Curtin & Heather Bullock
ncurtin@clarku.edu & hbullock@ucsc.edu

Dear SPSSI members,

The Graduate Student Committee (GSC) would like to thank everyone that has contributed to and read the graduate student newsletter The Rookie over the years. The last standalone version of The Rookie newsletter will be published and available on the SPSSI website in February 2014. However, we will continue to provide a space for graduate student voices as we transition the Rookie into a graduate student section of The Forward. We believe this transition to become a regular section of The Forward will benefit all members because it will allow graduate students’ work to reach a broader community of SPSSI members, including faculty and other professionals. We are also working on developing new content for our newsletter, including a regular column which will highlight the work of a selected graduate student member. Graduate students, please keep an eye out for more announcements about The Rookie transition and opportunities to submit your articles over the year!

The GSC is also currently in the process of planning several graduate-student events for the SPSSI Convention in Portland, Oregon in June 2014. We will be announcing more details about the events as the conference approaches, so stay tuned! Please feel free to email me over the course of the year with any other suggestions or feedback you may have for GSC priorities over the course of the year.

—Manisha Gupta
gradstudents@spssi.org
How long have you been a SPSSI member?
I joined fairly recently, after being referred to it by one of my PhD advisors. I was attracted by the applicability of SPSSI’s mission, which provides grounds for social scientists to actually make that practical link between their scientific research and the advancement of individual and community well-being. Coming from a war-torn country, Kosovo, I find this segment to be especially appealing. It is both practically relevant, but also very meaningful to be able to apply research and find ways to promote communities.

Please describe your current PhD research efforts.
My research focuses on ingroup multiple social identification and how this affects intergroup relations in Kosovo. To do this, I use social identity complexity (Roccas & Brewer, 2002) to understand the extent to which the relevant multiple groups on which individuals base their social identity vary in the cognitive representative overlap that they share. So, the more one’s social identities are perceived to include similar and overlapping group members, the simpler one’s social identity complexity representation is. This means that one’s ingroup will consist of more or less the same people and therefore, all others will be considered an outgroup. When this happens, people are more in favor of their ingroup and generally show less tolerance towards outgroups. This ultimate effect on intergroup relations is of particular interest to my research in Kosovo, because of its profound social changes over the past 2 decades. The secession from former Yugoslavia and declaration of independence in 2008 led to the creation of the newest national identity in Europe, the Kosovar identity, as an overarching identity that gathers together various ethnic and religious groups that engaged in armed conflict in the past. The two main ethnic groups, previously in conflict with one another—the Albanian majority and the Serb minority—continue to have limited intergroup relations, if at all. This research enables us to develop new ways for people in this context to perceive the novel national identity as inclusive of all ethnic groups, and thus, less threatening to ethnic identity.

Who are you working with?
I am doing my PhD research at Leiden University, Netherlands, working closely with Professors Belle Derks, Colette Van Laar, and Naomi Ellemers, my main advisor, to whom I am profoundly grateful for their support and guidance throughout this process. I was awarded a fellowship by the Netherlands Fellowship Program, which enables me to continue to lecture and do my research in Kosovo, while coming to Leiden on a regular basis. This gives me the opportunity to pursue my PhD, which is not possible in Kosovo, and at the same time, increase capacity building at the institutions in which I work (University of Prishtina and American University in Kosovo). As there is no PhD program for psychology in Kosovo, this model fulfills both my personal career advancement, and also the advancement of the field of psychology in Kosovo itself. In so doing, I am honored and also fortunate to be working with dedicated people who have already had an impact with their research in intergroup relations.

What are PhD students in Kosovo concerned about?
Kosovo is a rather poor country that is still making its way after the conflict in 1998-99. Despite the fact that the majority of people are young (over 50% of the population is under the age of 25), there are very limited employment and career possibilities. The average wages are typically low and the workload is often high for advanced professionals due to lack of a well-skilled labor force. This is especially evident for psychology, a rather new field in Kosovo that was
established only 13 years ago. The first Master level degree programs at country level have recently commenced, and the policies for the field are still far from being applied. On the one hand, my colleagues and I have the opportunity to initiate many projects and programs that touch upon important issues for individuals and communities, but on the other hand, it is very challenging to start most of these from scratch.

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

The most important social issue for Kosovo is to make it a place where everyone feels free to be true to oneself, regardless of ethnic background, religious belief, gender, or social status. In this vain, the most challenging goal is to give meaning to the Kosovar identity. Currently, this is problematic as members of different ethnic groups do not seem to identify with the national identity. Preference is given to their subgroup identities that are clearly defined, and have clear and consensual prototypes that reduce uncertainty. Furthermore, because there are no clear prototypes for the Kosovar national identity, the Albanian majority group sees their identity as overlapping with Kosovar identity, and projects their own ethnic prototypes onto the national identity, while the Serb minority does not feel that their identity is acknowledged in the Kosovar identity. Therefore, creating consensus between subgroups in what it means to be Kosovar, is a fundamental step that would help improve relations between the ethnic groups and advance the social environment in Kosovo.

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

Doing my research on a real intergroup context is one of the first ways through which I bring SPSSI principles to my country. Rather than examining issues in laboratory experiments and then see if they work in real world settings, I try to do this simultaneously. Furthermore, by studying intergroup relations, I aim to come up with ways to create intervention programs that can make a difference in everyday life, advancing positive interactions between people in Kosovo. In so doing, promoting my research and understanding to the public will also serve towards increasing awareness about the importance of accepting group diversity, and celebrating the differences, rather than making them an obstacle.

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

I believe the best way to advance psychological study of social issues is to continue to build upon the evidence-based component. The more research that is done, the more we are able to understand the underlying processes of social phenomena. It is only with that understanding and background that we can then confidently claim that we have the know-how of social issues at a practical applied level.

What general advice do you have for graduate students interested in SPSSI and its goals?

My advice for interested graduate students would be to consider SPSSI as a great home for their research impact. If they appreciate research on social issues and want to apply it, SPSSI can help in promoting research, networking with other relevant colleagues and funding opportunities to bring projects and dialogue to life.

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

I like to see practical results of my work. Therefore, apart from research, I also teach part-time at two universities: University of Prishtina (Psychology Department) and American University in Kosovo (Social Sciences Unit), where I enjoy the ability to share my knowledge and experience with those who are at an important stage of their life journey—the students. It feels great to be able to have an impact on their knowledge acquisition about themselves, the groups they belong to, and life in general. So far, this has been a very rewarding part of my career. At the same time, and perhaps at an even more practical level, I also serve as an independent trainer on various social and organizational issues for organizations in Kosovo. Last, but by no means the least, I love to spend time with my family, my husband Artor, and our two girls, Ana and Elena.

What is your favorite psychology book?

One of the classics, On Becoming a Person, by Carl Rogers (1961). I had read this book during my student years and it has had a profound impact on the way I understand and explain human nature. I believe in the potential of human beings and their ability to grow in the right context, and this book conveys that idea very well.

What is your favorite non-psychology book?

Paulo Coelho’s novel, The Alchemist. He has a magical method of explaining that when you want something, the universe will unite and respond to it, accordingly.

— Edona Maloku Berdyna
edona.maloku@gmail.com
“No one is born fully-formed: it is through self-experience in the world that we become what we are.” —Paulo Freire

Examples of teaching for social justice are evident throughout history; however, over the past several decades educators have increased their efforts to develop pedagogical frameworks and methodologies to enhance student engagement with social justice issues (Lee, 2011). One classic example is Elliot Aronson’s Jigsaw Classroom, developed in 1971 to improve cooperative learning during a time when the student population was becoming increasingly diverse. Similar to the principles of intergroup contact theory (Allport, 1954), the jigsaw classroom technique provides a model for managing contact between students from diverse backgrounds by encouraging respectful dialogue, equal status, and intergroup cooperation on a shared assignment. The teacher serves as a facilitator to model effective behaviors and to define social norms such as egalitarian attitudes, trust, and respect. Decades of research have revealed that the jigsaw classroom technique is successful for reducing intergroup prejudice in the classroom (Aronson & Osherow, 1980; Aronson & Yates, 1983; Williams, 2004).

Contemporary methods for teaching for social justice are often focused on providing opportunities for perspective-taking via active or experiential learning (Case, 2013). Educators cite experiential learning as a key component for prejudice reduction (Wright & Tolan, 2009) and personal transformation (Birkenmaier, Cric, Wilson, Curley, Burkemper, & Stretch, 2010). Similar to the Paolo Freire-inspired Participatory Action Research (Wadsworth, 1998) and Kurt Lewin’s Action Research model, experiential learning activities and assignments include components of conceptualization, reflection, and action. Experiential learning contexts, such as internships, service-learning, research, and study abroad, provide students with opportunities to intellectually engage with social issues. Research on the outcome of experiential learning has revealed that such experiences enhance civic engagement (Schlehofer & Phillips, 2013), perspective-taking (Smirles, 2011), consciousness-raising (Lechuga, Clerc, & Howell, 2009), personal growth and transformation (Green, McCollum, & Hays, 2008), and critical thinking skills (Archer & Wong, 2010).

Inspired by team-based learning (e.g., jigsaw classroom) and experiential learning techniques, and influenced by Fine and Barrera’s (2004) To Be of Use, I set forth to revise my existing Industrial/Organizational (I/O) psychology class to include a social justice focus. Teaching at a Jesuit college where the pedagogical tradition is rooted in social justice and calls for experience, reflection, and action, it seemed like a fitting challenge to restructure my I/O psychology class around the principles of experiential learning.

As a side note, integrating social issues in introductory psychology, social psychology, and gender psychology classes has been fairly straightforward. Psychological concepts related to social justice, such as attitudes, norms, and prosocial behavior, are often covered generously in the textbooks for these courses. To ensure students understand the application of these concepts to social justice issues requires taking the extra step to provide additional content, such as the information available on SPSSI’s teaching and policy sites. For example, teaching about conformity to social roles or the power of the situation will likely include a discussion of the Stanford Prison Experiment (Haney, Banks, & Zimbardo, 1973). During introductory psychology and social psychology classes we explore the Stanford Prison Experiment...
Experiment’s website, which provides a detailed summary of the experiment, video clips from the Quiet Rage documentary, and links to relevant research, news stories, and advocacy organizations. To link the discussion to experiential learning, I share with students that Craig Haney and Phillip Zimbardo’s current research agenda appears to be affected by the experience of conducting the Stanford Prison Experiment. Students explore Haney and Zimbardo’s research in greater detail by reading biographies and articles that are linked on the course website. For example, I provide students with the link to Haney’s (2001) article on the psychological effects of incarceration, which includes his policy recommendations. Students can learn about Zimbardo’s research on the psychological effects of being in a position of power by accessing his Lucifer Effect website, where they can see the connection between the actions of the student “prison guards” in the Stanford Prison Experiment and the actions of the Army reservist guards at Abu Ghraib. Once students have the opportunity to reflect upon the application of the research and the effects of experiential learning, I share a related SPSSI Policy Statement, The Use of Torture in Interrogations.

In the past I have taken a more straightforward approach to presenting social justice concepts in the I/O class. Social justice concepts such as gender discrimination, equity theory, and adverse impact in I/O psychology were presented during lecture, while the experiential learning assignments were limited to basic I/O content such as hiring, recruiting, and interviewing. This past semester, I sought to make a connection to broader social justice issues within the experiential learning assignments. To do this, I added a service-learning component to the class. My main concern was that students would only have one semester to partner with the service site, so I encouraged students to choose a service site where one of their team members had already volunteered. We are fortunate to have an active service-learning center on our campus. Most students had already engaged in service or service-learning prior to taking the I/O class. Additionally, the coordinator of the center recommended service sites and projects for the students. For example, the Boys and Girls Club of Southern Alabama was in need of a comprehensive volunteer training manual. While I structured my expectations regarding group communication and leadership, I was less structured in my expectations regarding student projects. I instructed the students to meet with the sites to develop a project that would be of use to the site.

The experience of partnering with non-profit organizations seemed to install a sense of responsibility in the teams. Most of the teams went above and beyond what the employees at the sites and I expected. One team, who worked with a non-profit educational site, expressed that they wanted to provide more for their site than the initially agreed upon volunteer training manual, so they created a video to recruit new students to the school. What impressed me is that most of the teams drew upon principles related to the jigsaw classroom, that is, they identified each team member’s strengths and assigned different aspects of the job to that particular “expert.” In this case, one team member had skills creating videos and providing narration, while other team members engaged with students in the video, and others wrote the commentary. This team seemed to gel quickly while others took a bit longer to identify team members’ strengths.

My goal was to serve as a sounding board for students, rather than providing concrete advice. I was pleased with this decision because I would have never suggested some of the projects that the teams created. One of the teams got started on their project later than the others. This could be due to the fact that they had a very diverse group, including students from different majors, backgrounds, and levels of engagement. The team decided to complete several small projects together. During their final presentation, many of the group members expressed personal growth and transformation. They appreciated the difficulty of creating group cohesion and through experience they developed mutual respect. This particular team drew upon each member’s strengths. One member of the team was a communications major, so he developed a video illustrating the site mission. He was aware of a fundraising website, so he posted the video to the web to solicit donations. A few days later he came bursting into my office, excited to tell me that they received continued next page...
a very large donation. Another member of this team explained that her love of shopping helped her with this project. She knew of a website where small business owners sold their goods. She created a virtual store for the service site to post the candles that they make and sell to fundraise. These were just two of the projects that the team created for their site. In addition to gaining the benefits of experiential learning and working within a framework similar to the jigsaw classroom, most students expressed a new or renewed sense of civic engagement. Most of the teams partnered with sites that afforded opportunities for consciousness-raising and perspective-taking. My hope is that this experience will have lasting effects. I was extremely impressed with student engagement and was very pleased to be able to relate some of these examples to the participants of the 2013 National Institute for Teaching of Psychology (NITOP), where I spoke during a SPSSI-sponsored session and to the general public via our campus website.

—Jamie L. Franco-Zamudio
jfrancozamudio@shc.edu

References
As you can see below, we have a good number of issues in preparation with the issue on Social Exclusion of Children coming out in March. In addition, JSI has a new cover. I hope you will find it acceptable. On the cover, you will also see the list of the members of the New Editorial Board. This editorial board has been very active in reviewing submissions during 2013. I am grateful to them for their insightful and expert reviews. I am also thankful for all of the efforts on the part of my Editorial Assistant, Marc Halusic, to help me with the publication process.

**Planned 2014 Issues**

- **Social Exclusion of Children.**  
  **Issue Editors:** Dominic Abrams and Melanie Killen.
- **Ethnic-Racial Stigma and Physical Health Disparities in the United States of America: From Psychological Theory and Evidence to Public Policy Solutions.**  
  **Issue Editors:** Luis M. Rivera and Danielle Beatty.
- **Milgram’s Obedience Studies 50 Years On: Extensions, Explanations, Applications.**  
  **Issue Editors:** Art Miller, Alex Haslam, and Steve Reicher.
- **Confronting and Reducing Sexism: Interventions that Work.**  
  **Issue Editors:** Julia Becker, Matthew Zawadzki, and Stephanie Shields.

**Issues in Development**

- **Media Representations of Race and Ethnicity: Implications for Identity, Intergroup Relations, and Public Policy (Dana Mastro and Riva Tukachinsky)**
- **Making the Community Active: Individual and Contextual Approaches in Understanding Community Involvement (Manyu Li and Irene Hanson Frieze)**
- **21st Century Excellence In Education (Allan Ornstein and Norman Eng)**
- **Resisting and Confronting Disadvantage: From Individual Coping to Societal change (Katherine Stroebe and Soledad de Lemus)**
- **Understanding Activism (Craig McGarty, Anna Kende, and Nicola Curtin)**
- **Proactive Behavior across Group Boundaries: Seeking and Maintaining Positive Interactions with Outgroup Members (Birte Siem, Stefan Stürmer, and Todd Pittinsky)**
- **At the Crossroads of Intergroup Relations and Interpersonal Relations: Interethnic Marriage in the United States (Stanley O. Gaines, Eddie M. Clark, and Stephanie E. Afful)**
- **Sexual and Gender Minority Health Disparities: Translating Stigma and Intergroup Relations Research (Stacey L. Williams, and Abbey Mann)**

I hope that you will consider the possibility of generating a preliminary proposal based on your and your colleagues’ work. Please email me if you would like to meet at the upcoming 2014 SPSSI conference to talk about any ideas you may have or more general about the process of publishing in the JSI. Visit the JSI website for all recent updates, more journal information, and past issues.

—Ann Bettencourt  
Bettencourta@Missouri.edu
We’ve been quite busy at ASAP, with the journal receiving a record number of submissions in 2013! And, of course, we aren’t just talking about quantity – the quality of the manuscripts we are receiving is truly impressive. In 2012, ASAP received an impact factor of 1.64, corresponding to 7 of 39 and 22 of 60 in the “social issues” and “social psychology” categories, respectively. These strong numbers are just one indication of the journal’s development into a premier outlet for timely, applied policy-driven research.

ASAP Volume 13 (2013) is already online, and hopefully in hard copy on your campus or local library. We think the breadth of topics covered and range of methodologies employed in this volume will impress you.


Many of these special collection articles are now available in the Early View section of the ASAP/Wiley website. If you are interested in contributing a commentary to either of these collections, please email Janet Ruscher, Associate Editor for Commentary. Commentary is also invited for several individual papers, including Gleibs’ Turning virtual public spaces into laboratories: Thoughts on conducting online field studies using social network sites. Commentory on the target papers (Mollen; Lobel & DeLuca) included in the special section, The Future of Women’s Reproductive Health: Evidence, Policy, and Politics, will be available soon. We encourage you to check the Early View site frequently as new articles are added often.

If you have ideas for an article or special section, please email Heather. We look forward to working with you!

—Heather Bullock & Kevin Lanning
hbullock@ucsc.edu & lanning@fau.edu

Social Issues and Policy Review
Edited by Sam Gaertner & Rupert Brown

January 2014, Issue 8 now available.

Naturally Green: Harnessing Stone Age Psychological Biases to Foster Environmental Behavior
Mark van Vugt, Vladas Griskevicius, & P. Wesley Schultz

Reintegration Challenges in U.S. Service Members and Veterans Following Combat Deployment
Nina A. Sayer, Kathleen F. Carlson & Patricia A. Frazier

Informal Caregiving: A Reappraisal of Effects on Caregivers
R. Michael Brown & Stephanie L. Brown

How Groups Affect our Health and Well-being: The Path from Theory to Policy
Jolanda Jetten, Catherine Haslam, Alexander Haslam, Genevieve Dingle & Janelle M. Jones

The Social and Educational Consequences of Identity-based Rejection
Bonita London, Sheana Ahlqvist, Angel Gonzalez, Kiana V. Glanton & Gregory A. Thompson

Workplace Diversity: A Social-Ecological Framework and Policy Implications
Meg A. Bond & Michelle C. Haynes

Beyond the glass ceiling: The glass cliff and its lessons for organizational policy
Susanne Bruckmüller, Michelle K. Ryan, Floor Rink, & S. Alexander
SPSSI Contemporary Social Issues Series
Readers, Advocates and Authors Wanted

The SPSSI “Contemporary Social Issues Series” is grounded in basic and applied scientific programs of research. Works in this series focus on areas of psychological inquiry relevant to social issues facing individuals, groups, communities, and/or society at large, with each volume written to speak to scholars, students, practitioners, and policy-makers. The series consists of 1-5 works per year on contemporary topics related to social issues, with each authored work between 70,000-80,000 words (approximately 220 printed and bound pages). Each volume should have a coherent, fresh, yet well-grounded, perspective to offer.

A listing of previous volumes can be found at the Wiley and SPSSI websites. The Series has included books that may be used as core readings in advanced undergraduate or graduate seminar courses (e.g., Bernice Lott’s Multiculturalism and Diversity). The most recent volume is Heather Bullock’s Women and Poverty: Psychology, Public Policy, and Social Justice.

SPSSI invites your support and participation in this book series. SPSSI hopes you will find these volumes valuable for your own reading, for recommending to others who might benefit from their wisdom, and for assigning in whole or in part to students.

Authors are wanted.

The Editor of the Series, Dan Perlman, welcomes hearing from any SPSSI members who would be interested in the feasibility of publishing a volume in the Series. Traditional and evolving SPSSI topics are encouraged. You can contact Dan via email, Google+, phone (+1-336-334-9843), or Skype (Dan.Perlman42). Or you may contact a member of the Series’ Advisory Board: Kim Case, Rudy Mendoza-Denton, Ram Mahalingam, Collette van Laar, Susan Opotow, or Mark Snyder.

—Dan Perlman
d_perlma@uncg.edu

National Academy of Science New Report:
The Common Rule for the Protection of Human Subjects

In July 2011, the U.S. Department of Health and Human Services released an Advance Notice of Proposed Rulemaking (ANPRM) seeking public comment on issues around the Common Rule and IRB regulations. A workshop to discuss perspectives of the ANPRM was sponsored by the Board on Behavioral, Cognitive, and Sensory Science at the National Academies of Science (NAS) and took place in January 2013. Now, the final report entitled Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences is available. If you haven’t downloaded the report (for free), we encourage you to do so.

SPSSI Fellow, past council member, and NAS elected member Susan Fiske, PhD (Princeton University), chaired the committee that authored the 2014 report. Fiske and some of her committee member colleagues were on hand at the public briefing held on January 31 to discuss the report, their recommendations, and to field questions from the community. For more information, see the accompanying press release from NAS.
SPSSI in Russia: Fall 2013

By Alexander Voronov, State Academic University of Humanities

The new SPSSI-Russia group debuted on September 26 at the Russian Academy of Sciences in Moscow, in cooperation with its Director Anatoly Zhuravlev. Its first three activities were detailed in the previous Forward (pp. 8-9), with photos on the SPSSI website. These activities included two symposia on "urban psychology" at the Academy, and the first Moscow student research conference on October 27 that linked by Skype with the 25th SPSSI student research conference in New York (see p. 21 for the SPSSI-NY report).

Following this, SPSSI-Russia hosted six more diverse activities to introduce the SPSSI concept to students in Moscow and other cities.

**Presentations.** (a) On October 30, Harold Takooshian and Alexander Voronov offered a bilingual workshop on "The jigsaw classroom: 40 years later," for teachers at a conference on multi-cultural education at the Peoples’ Friendship University of Russia. (b) On November 21 at the Higher School of Economics (HSE), SPSSI-Russia offered a cross-national dialog on the question, "Should Stanley Milgram have terminated his obedience experiments: 50 years later?" Students dialogued with Peter Schmidt (Germany), Harold Takooshian (USA), and Alexander Voronov (Russia). (c) On November 22, HSE Law School heard a research-based lecture by Harold Takooshian on "Law and psychology: Why the debate?"

**Fieldwork.** (d) SPSSI-Moscow partnered with HSE social psychology Professor Elena Agadullina, whose students must do research as part of their coursework. Many students heard lectures on urban psychology field experiments by Harold Takooshian, and wanted to be involved in this type of social-issues research, so Alex Voronov conducted a popular workshop on field experimental methods, and six teams later presented their findings in Professor Agadullina’s HSE class on December 10 and 17. (e) At the invitation of universities in five other cities, Takooshian and Voronov presented similar SPSSI social-issues lecture/workshops for students in their travels across Russia: in Saint Petersburg (hosted by Professor Raisa Akifyeva), Kolomna (Regina Ershova), Petrozavodsk (Vadim Kolesnikov), Tomsk (Sergey Bogomaz, Ivan Kulikov, Oleg Lukyanov), and Novosibirsk (Maria Mezentseva). In each city, they offered a few lectures on social-issues research, followed by a hands-on lab for students. Some faculty and students joined SPSSI following these sessions. (f) In Moscow, noted science journalist Andrey Konstantinov volunteered to participate in these workshops. Dr. Konstantinov later published a detailed report in the Russia weekly, the Russian Reporter (12 December 2013, pages 52-57).

Looking ahead to spring of 2014, now that SPSSI has more than 25 members in Russia, we anticipate a few more diverse, member-generated activities, including: (a) In Moscow, more hands-on student labs on social-issues psychology. (b) Hosting lectures by overseas SPSSI researchers who pass through Moscow. (c) On March 14, a one-hour Skype bridge between Moscow and the Boston Park Plaza Hotel, during the 2014 meetings of the Eastern Psychological Association. For any questions or suggestions about SPSSI in Moscow, please contact me.

I express enormous gratitude for the help and initiatives to Professor Harold Takooshian (Fordham U, NYC, USA) for all four months (2013, Sept-Dec) of collaboration in Russia.

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**Spssi Forward Issue 250, Spring 2014**
SPSSI in New York: Fall 2013

By Nava Silton, SPSSI-NY Chair

In Fall 2013, our SPSSI-New York group offered two free social issues activities for its 400+ members and their guests in New York. These events were kindly hosted by St. Francis College and by Marymount Manhattan College, respectively.

The first gathering, the 25th Annual Greater New York Behavioral Conference, chaired by Professor Marisa Cohen of Saint Francis College topped over 300 participants on October 27, 2013. This Conference included 53 scientific presentations, a cross-national dialogue, a keynote and talks by three invited speakers. More specifically, The five distinguished Guests of Honor who joined the gala reception for student researchers were keynote speaker Dr. Harry Segal (Cornell University) and invited speakers: Brien Ashdown (Hobart and William Smith Colleges), Emily Horowitz (St. Francis College), and Richard S. Velayo (Pace University and Past-President, APA Division of International Psychology). For one hour, the conference also featured a first-ever Skype bridge with the Higher School of Economics in Russia, and 30 students/faculty at the First Psi Chi Moscow Conference on Behavioral Research, co-chaired by Irina Novikova and Harold Takooshian

Since one aim of this conference is to encourage excellence in behavioral research by students, the conference presented five annual awards to outstanding student researchers: (1) The The Scarpetta Award for Best Undergraduate Research, (2) The Toth Award for Best Graduate Student Research, (3) The Guzewicz Award for Best Cross-cultural/International Research, (4) The Lander Award for Best Behavioral Research related to Jewish Issues, (5) The Award for Best Research on Education, and finally (6) the Award for Best Research Concerning Social Issues.

The second gathering invited Dr. Uwe Gielen and Dr. Dinesh Sharma to Marymount Manhattan College to offer a sneak-peak of their brand-new edited text, The Global Obama: Crossroads of Leadership in the 21st Century (Routledge 2014). Gielen and Sharma offered a fascinating, riveting and information-packed presentation. Dr. Ed Hollander, a contributing author, who was also in attendance, offered some thought-provoking closing remarks at the end of the talk.

All who attended relished the opportunity to hear from two experts in the area. The presenters alluded to Obama’s role as “the first global president and the first to endorse a truly multicultural identity both for himself and his country.” They also described how Obama’s childhood prepared him for a deeper knowledge of global problems and developments and particularly those influenced by continuing economic, political, military and cultural developments in the Asia-Pacific region. The book focuses on Obama’s global leadership and reveals Obama’s efforts in light of the social psychological literature on leadership. Additionally, the book delves into Obama’s “Asian Pivot,” in the context of American Exceptionalism, and specifically, his efforts to shape the relationship between the United States and China in the context of China’s increasing economic and military power.

Please look out for future SPSSI-NY events. For further information about SPSSI-NY events, please email Dr. Harold Takooshian or Dr. Nava Silton of Marymount Manhattan College.

—Nava Silton
nsilton@mmm.edu
SPSSI Sponsored Pre-Conference at SESP:
Honoring the Contributions of Thomas Pettigrew

By Allen M. Omoto, SPSSI Past President

SPSSI at the Society of Experimental Social Psychology (SESP)? It’s true! Although there may be considerable overlap in membership between these august societies, the two have not often engaged in collaborative projects or programming. SPSSI members Rudy Mendoza-Denton and Heather Smith helped change all that when they organized a Groups Preconference at the recent SESP meeting in Berkeley, CA. The special twist that they added to this preconference was to dedicate it to highlighting the work and contributions of SPSSI Fellow and former SPSSI President Thomas Pettigrew. In hatching their plan for the preconference, Drs. Mendoza-Denton and Smith approached SPSSI with a request to provide partial financial support for the event. The SPSSI Executive Committee opted to kick in and committed funds from one of the regular budget lines that SPSSI uses to support the work of other organizations. SPSSI provided funds along with strong encouragement that the preconference be as open and inclusive as possible.

In keeping with this encouragement, the preconference was widely advertised and attended by 70 people—the maximum capacity—including many graduate students and early career scholars. In fact, the funds provided by SPSSI were used to support registration scholarships for 17 students and the conference speakers. All attendees received SPSSI post-it notes and a pen, and print information about SPSSI, its publication outlets, and its 2014 conference in Portland, OR (see p. 29–31 for 2014 conference details). The invited speakers included Dr. Pettigrew and also many active members of SPSSI who discussed their recent work as well as their intellectual and training links to Dr. Pettigrew. As SPSSI President exactly 45 years after Dr. Pettigrew served in the same role, I had the pleasure of presenting some of my research but also of calling attention to Dr. Pettigrew’s important SPSSI scholar-activist contributions. Over the course of his career, Dr. Pettigrew has made significant contributions to theory and research in social psychology, while also engaging in social policy and consultation work in regional, state, national and international contexts, as well as participating in grassroots community organizing and social action. As Dr. Mendoza-Denton noted in his opening remarks, moreover, the year that Dr. Pettigrew was SPSSI President, he was centrally involved in bringing Dr. Martin Luther King as a featured speaker to the annual meeting of the American Psychological Association convention. (Not incidentally, photos of this event can be found on the SPSSI Was There interactive timeline on the SPSSI website.)

Dr. Pettigrew’s life-long concern with understanding and trying to improve intergroup relations led him to contribute on many fronts; in this way, he is a SPSSI leader and legend. The preconference was intellectually stimulating, and a wonderful forum to recognize Dr. Pettigrew’s multiple contributions and to showcase SPSSI values and mission. While honoring one of our own, it also was an opportunity to introduce SPSSI to new audiences and to build additional bridges between SPSSI and SESP. SPSSI was happy to have had the opportunity to support this special event. If you have ideas for symposia, events, or conferences that focus on some aspect of the SPSSI mission or will help raise awareness and membership of SPSSI, please contact Anila Balkissoon in the SPSSI Central Office. In addition to sponsoring its own conferences, SPSSI has a number of mechanisms for supporting member-initiated activities such as joint small group conferences between SPSSI and the European Association of Social Psychology, and new programs to support joint small group conferences between SPSSI and the Society of Australasian Social Psychologists (see p. 35) and also small-scale events that promote awareness of SPSSI and identify and encourage new members for the society (see p. 25 for the inaugural winners).

—Allen M. Omoto
allen.omoto@cgu.edu
SPSSI Award Recognition
By Anila Balkissoon, SPSSI Program Director

2013 Louise Kidder Early Career Award

The program was established to recognize social issues researchers who have made substantial contributions to the field early in their careers, this award is named for a living person—Louise Kidder—in honor of her own early career accomplishments and contributions to SPSSI.

For further details and eligibility requirements, visit the Louise Kidder Award page.

The Louise Kidder Early Career Award went to Dr. Rachel Farr (University of Massachusetts). Dr. Farr is a Research Assistant Professor at UMass Amherst. She received her Ph.D. in Developmental and Community Psychology from the University of Virginia in January 2011. Rachel came to UMass as the Rudd Postdoctoral Research Scholar in February 2011, and has been doing research related to openness in adoption, particularly about how primary tasks of adulthood (e.g., entering long-term romantic partnerships, marriage, establishing a career, having children) are influenced by adoptive and birth family dynamics. In graduate school, Rachel completed a large study about how parental sexual orientation impacts child outcomes, parenting, and family dynamics in adoptive families with young children from across the United States. The results have been informative to policy, practice, and law surrounding ongoing controversy about lesbian and gay parent adoption. The study has received national attention from the New York Times, The Huffington Post, and The Washington Post, interviews with National Public Radio on “Fresh Air” and “Morning Edition,” as well as in the NBC TV Show, “Outlaw.” With support from the American Psychological Foundation’s Placek Grant, Rachel is now conducting a follow up study with these families.

2013 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. 12).

For more details, please visit the Alexander Award page.

Congratulations to Dr. María Elena Torre (City University New York Graduate Center) for receiving the Michele Alexander Early Career Award. Dr. Torre is the Director and co-founder of the Public Science Project and a faculty member in the Critical Social/Personality Psychology Program at CUNY’s Graduate Center. Her work, both in the U.S. and internationally, has focused on sexual violence, racial integration in public schools, and higher education for women in prison. In a recent collaboration, she worked with the Morris Justice Project to examine community consequences of stop and frisk policies. The findings were entered as testimony in the Floyd vs. New York Police Department trial. In short, Dr. Torre exemplifies the commitment to scholarship, service, and social justice that the Alexander Award recognizes.
The SPSSI Social Issues Dissertation Award Program was established to encourage excellence in socially relevant research.

For more details, please visit the Dissertation Award page.

The 2013 Social Issues Dissertation Committee consisted of Drs. Jay Van Bavel (Chair), Susan Clayton, Stephenie Chaudoir, and Laura Wray-Lake.

2013 Small-Scale Events Advancing SPSSI (SEAS) Grant Program

SPSSI SEAS grants are intended to promote awareness of SPSSI, to identify potential new members, and to promote SPSSI membership.

In its premier year, the SEAS committee selected Drs. Nelson Portillo (State University of New York) and Mauricio Gaborit’s (University of Central America) proposal for an event to fund speakers during the 5th Regional Congress of the Interamerican Society of Psychology, and welcoming 600 participants from the Americas to the University of Central America in El Salvador.

2013 SEAS Selection Committee members included Drs. Denise Sekaquaptewa (Chair), Demis Glasford, Janelle Jones, and Winnifred Louis.

Fall 2013 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.

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

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

Congratulations to the Fall 2013 Clara Mayo grant recipients:

Ariana Bell, University of California, Los Angeles
Undecided about Marriage Equality in America: The Aversive Heterosexist?

Rachael Carroll, Mississippi State University
The Tolerant Social Norm Effect: Are Norms of Tolerance More Powerful Than Prejudicial Norms?

Jes Matsick, University of Michigan
When the “Outgroup” Becomes an Ingroup: The Functionality of Stereotypes about White Men

Andrea Vial, Yale University
Attitudes Toward Women’s Sexuality and Anti-Abortion Attitudes

Adrian Villicana, University of Kansas
Using Intersectionality and Shifting Standards Frameworks to Investigate Stereotyping of Gay Latino and White Men

Caitlin Yantis, University of Illinois at Chicago
Person and Space-Focused Stereotypes at the Intersection of Race and Class
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. 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 2013!

**Greg Boese, Simon Fraser University**  
The Relational Nature of Allied Collective Action

**Molly Brown, Yale University**  
The Impact of a Homeless Shelter’s Transition to a Coordinated Access Referral-Based Policy

**Erin Burke, Yale University**  
What About Gay Fathers? Hormones and Fatherhood in Same-Sex Male Couples

**Marianna Carlucci, Loyola University Maryland**  
Perceptions of Defense Strategies

**Colleen Carpinella, University of California, Los Angeles (LA)**  
The Gendered Face of Partisan Politics: Consequences of Intersecting Gender and Partisan Stereotypes for Politician Perception

**Bettina Casad, University of Missouri-St. Louis**  
Role Models & Allies: Buffering Effects of Prejudice on Women Scientists’ Problem Solving Abilities

**James Davis, Chicago State University**  
Precursors to Interpersonal Violence: An Examination of Social Status Differences in Processing Ambiguous Provocations

**Sarah Filone, Drexel University**  
Testimonial Inconsistencies, Adverse Credibility Determinations, and Asylum Adjudication in the United States

**Ingrid Haas, University of Nebraska-Lincoln**  
The Impact of Uncertainty on Support for Political Compromise

**Jasmine Hedge, Clemson University**  
Children of Incarcerated Parents: Perspectives on Contact and Visitation

**Aline Hitti, Tulane University**  
Social Exclusion in Intercultural Contexts: Group Norms, Stereotypes, and Fairness

**Mark Hoffarth, Bruck University**  
Does Church Attendance Promote Resistance to Marriage Equality Through “Love the Sinner, Hate the Sin” Prescriptive Religious Norms?

**Casey LaDuke, Drexel University**  
Can Neuropsychology Inform Violence Risk Assessment? A Prospective Incremental Validity Study in an Incarcerated Sample

**Rashmita Mistry, University of California, LA**  
Social Justice in the Classroom: Teaching Young Children about Poverty and Inequality

**Cynthia Najdowski, University at Albany-SUNY**  
Effects of Citizens’ Stereotype Threat on Police Officers' Perceptions and Decision Making

**Veronica Rabelo & Ramaswami Mahalingam, University of Michigan**  
Invisibility as a Form of Workplace Discrimination: A Mixed-Methods Study of a Diverse Custodial Workforce

**Harmony Reppond, University of California, Santa Cruz**  
Sharing a Home with the State: Mothers’ Experiences in Shelters

**Claudio Rivera, DePaul University**  
A Narrative Approach with Undocumented Latino Students: Academic Risk and Protective Factors

**Rhiana Wegner, Wayne State University**  
The Effects of Acute Alcohol Intoxication, Overperceptions of Sexual Intent, Interpersonal Rejection, and Testosterone on Aggression Toward Women.

**Amanda Williams, University of Hawaii Manoa**  
Can I Say That? Examining Minority Individuals’ Use of Colorblind Strategies During Interracial Interactions

The Grant-in-Aid Award Selection Committee consisted of Drs. Rachel Annunziato and Carey Ryan (Co-Chairs) and committee members Mandeep Dhami, Scott Eidelman, Janice Habarth, Ram Mahalingam, Lindsay Phillips, and Elizabeth Pinel.
In Memoriam

We are deeply saddened by the passing of two valued SPSSI members and activists. Both women contributed much to our field in their short lives. They will be sorely missed.

Professor Nalini Ambady, PhD, known for her seminal work on first impressions, succumbed to leukemia in October 2013 after an extensive bone marrow donor search. You can read more about her life in this NY Times article and this posting on Stanford University’s website.

Professor Adrienne Asch, PhD, a leader in disability studies and a champion for both disabled individuals’ and women’s rights, succumbed to cancer in November 2013. You can read more about her life in this NY Times article and this posting on Yeshiva University’s website.

SPSSI Members in the Media

Congratulations to newly elected American Association for the Advancement of Science (AAAS) Fellows Toni Claudette Antonucci, Ph.D. (University of Michigan) and Eugene Borgida, Ph.D. (University of Minnesota Twin Cities). Dr. Antonucci is a SPSSI Fellow and has served as a SPSSI Council member and NGO Expert Advisor to the UN. Dr. Borgida is a SPSSI Fellow, recently served as SPSSI President and received SPSSI’s 2013 Distinguished Service Award. Congratulations to both for their continued contribution to the advancement of psychological science and social issues!

A study on the prevalence of gun violence in PG-13 movies co-authored by SPSSI member, Brad Bushman, Ph.D. (Ohio State University) is the basis of an article in the Washington Post. The study coded the deliberate violent use of guns between 1950 and 2012 and found that since 2009, PG-13 movies have equal or greater amounts of gun violence compared with R-rated movies. Dr. Bushman and his colleague suggest that the Motion Picture Association of America reevaluate their rating system, noting “I don’t really care what adults see...What I do care about is children exposed to age-inappropriate media.”

continued next page...
SPSSI Member Michele Gelfand, Ph.D. (University of Maryland) and her recent work is the focus of an article in *The Atlantic Cities*. Gelfand’s research on culture, conflict, honor, and justice helped inform a computer simulation model based on evolutionary game theory developed by Gelfand’s computer scientist colleagues at Maryland. Together, they’ve demonstrated how our community ties are connected to the way we react to conflict and wrongdoing around us.

SPSSI Member Phillip Atiba Goff, Ph.D. (UCLA) provided written testimony for the ‘Stand Your Ground’ Laws: Civil Rights and Public Safety Implications of the Expanded Use of Deadly Force of the Senate Judiciary Committee’s Subcommittee on the Constitution, Civil Rights and Human Rights.

A new study on anti-obesity campaigns and stigma by SPSSI Fellow and 2013 Kurt Lewin Award recipient Brenda Major, Ph.D. (University of California at Santa Barbara) and colleagues is the focus of an article in *Pacific Standard*. The article quotes Major’s finding that “social messages targeted at combating obesity may have paradoxical and undesired effects.”

SPSSI member Nasi Moor, Ph.D. (Canterbury Christ Church University, UK) has co-developed The Forgiveness Toolbox with Marina Cantacuzino. Based on his work on forgiveness in political violence contexts, Moor and Cantacuzino provide a set of skills that may help individuals embrace forgiveness in an effort to reach a more peaceful coexistence. To hear more from Dr. Moor, check out his interview with BBC World Service’s Health Check program.

SPSSI Past-President and Fellow, Thomas F. Pettigrew, Ph.D., Research Professor of Social Psychology at the University of California, Santa Cruz, will receive the Cooley-Mead Award for Lifetime Contributions to Sociological Social Psychology from the American Sociological Association in August. It is sociology’s highest award for social psychology. It will be presented to Pettigrew at the Association’s annual meeting in San Francisco.

SPSSI member Chris Stout, Psy.D. has been appointed as a LinkedIn Influencer on healthcare and humanitarian issues. He also received honorary doctorates from the Los Angeles Campus of the Chicago School of Professional Psychology in October and the Purdue University School of Engineering and Technology in May.

SPSSI Fellow Deborah Tolman, Ed.D. (City University of New York) discusses the evidence for the detrimental effect of toys like Barbie on girls’ body image in *Time Magazine’s NewsFeed*. As one of the SPARK Movement co-founders working to fight the sexualization of girls, Tolman notes that “We are having those [mother-daughter] relationships and bringing those girls up in a cultural stew that is filled with these images that are literally, and Barbie is just the pinnacle of this, physically impossible.”

If you or another SPSSI member you know has been in the media, published a great book, or received an award, we want to know! Email us so we can spread the word about SPSSI members’ work!
SPSSI travel grants may be used to cover all conference-related expenses including economy transportation, lodging, food, and conference registration. All travel grants are awarded following the conference only in the form of post-expense reimbursement upon submission of all receipts, and tax and expense form completion.

Applicant Eligibility: You must be a dues-current SPSSI member to apply. Applicants may join SPSSI at the time they submit their travel award application.

Exclusions: Applicants are able to submit to more than one program based on eligibility. However, not more than one type of travel grant will be awarded to an individual.

For Graduate Students Currently Enrolled in a Related Master’s or PhD Program.

Graduate Student Travel Award
For first or sole authors presenting at the 2014 SPSSI Conference. First or sole author on an accepted poster/symposium/roundtable may be given priority. Applicants remain eligible to apply if notification of acceptance is pending.

Application Deadline: March 10, 2014
Click to download the application form.

Crosby-Spendlove Student Travel Award
In Support of Feminist Perspective and Social Justice, awards are made to first or sole authors on an accepted poster/symposium/roundtable. Preference will be given to a student presenting research coming from a feminist and social justice perspective.

Application Deadline: March 10, 2014
Click to download the application form.

For International Members

International Travel Award
For graduate students and members of a college or university faculty in psychology or a related social science discipline who are residents of a country outside of North America.

Application Deadline: March 20, 2014
Click to download the application form.

For Undergraduate Members

Undergraduate Student Conference Registration Fee Scholarship
be currently enrolled (i.e., academic year 2013-2014) in an undergraduate program in psychology or related discipline. be a member of an underrepresented group (these groups are defined as ethnic and racial minorities; first-generation college students; lesbian, gay, bisexual, and transgendered students; and students with a physical disability). It is not required that applicants present research at the convention.

Application Deadline: March 15, 2014
Click to download the application form.
Presidential Address: Dominic Abrams

Dominic Abrams received his PhD from the University of Kent, UK, where he is Professor of Social Psychology and director of the Centre for the Study of Group Processes. A Fellow of SPSSI, SPSP, and the UK Academy of Social Sciences, he is co-founding editor of the journal Group Processes and Intergroup Relations. He has served as Secretary of the BPS Social Psychology Section, the European Association of Experimental Social Psychology. He has published extensively in the areas of social identity theory and intergroup relations, particularly working on the relationship between social inclusion and social identity. His research in both social and developmental psychology spans basic intergroup processes and their applied implications, from childhood to old age. His work ranges from laboratory experiments to national surveys and action research ranging from stereotype threat, to the effects of alcohol on group dynamics, to the impact of music and the arts on young people’s social identity and sense of community. Recently he has been collaborating with the UK Equality and Human Rights Commission to bring social psychological research and theory on prejudice into their policy frameworks.

Stephanie Fryberg

(University of Arizona)

Associate Professor in the Department of Psychology, Affiliate Faculty member in American Indian Studies at the University of Arizona, and Director of Cultural Competency, Learning Improvement, and Tulalip Community Development for the Marysville School District. Fryberg’s primary research interests focus on how social representations of race, culture, and social class influence the development of self, psychological well-being, physical health, and educational attainment. She received the Society for the Psychological Study of Social Issues Louise Kidder Early Career Award, the University of Arizona Five Star Faculty Award, and was recently inducted into the Multicultural Alumni Hall of Fame at Stanford University.

Geoffrey Maruyama

(University of Minnesota)

Professor and Chair of the Department of Educational Psychology, Maruyama is a SPSSI past-president and past secretary/treasurer. He is a former editor of Analyses of Social Issues and Public Policy. He is also a Fellow of the AERA, APA, and APS. His primary research focuses on achievement processes in schools, particularly on social processes and on antecedents of educational success; on research methods for educational and other applied settings; and, recently, on action research approaches in challenged communities and engaged scholarship in urban settings. He has also studied school issues such as school schedules and structures, teaching approaches (e.g., cooperative learning), social influence processes, and student background characteristics (e.g., poverty, language, ability, and race and ethnicity).
Distinguished Keynote Speakers (continued)

Heather Bullock  
(UC Santa Cruz)  
Professor of Psychology. Bullock studies social psychological dimensions of economic injustice, with special attention to poverty among women. One line of her research focuses on identifying the attitudes and beliefs that predict support for anti-poverty policies, and the impact of framing on policy preferences. She also examines interpersonal and institutional classism in the lives of low-income women. She also examines interpersonal and institutional classism in the lives of low-income women. Of particular concern is discrimination that occurs in settings in which low-income women seek assistance (e.g., social services, health care). Before joining the faculty at UCSC, Heather served as an APA Congressional Fellow with the U.S. Senate Committee on Health, Education, Labor, and Pensions – Democratic Office. She worked for Senator Edward M. Kennedy on policies related to poverty, welfare reform, food insecurity, and early childhood education. She is the incoming editor of *Analyses of Social Issues and Public Policy*.

Maritza Montero  
(Central University of Venezuela)  
Venezuelan psychologist Montero serves as Professor Emeritus at Central University of Venezuela. Her research areas include the epistemology of social and liberation psychology, community psychology and political psychology. She has taught both undergraduate and graduate sociology and psychology students in the areas of social psychology, methodology, community psychology, and political psychology. As former Director of Graduate Studies at the Faculty of Humanities and Education, she has promoted PhD Studies in the Psychology program. Montero has published 21 books, 8 as sole author, and 13 co-edited or co-written with colleagues from Venezuela, Latin America, USA, Australia, and Europe. She is also a Senior Associate Editor of the American Journal of Community Psychology, and member of the editorial boards for the *Journal of Community Psychology*, *Journal of Prevention and Intervention in the Community*, *Journal of Political and Social Psychology*, *Psykh*, and *Liberabit*. Montero received the Venezuelan Science Award in 2000.
In addition to the keynote address on Friday, the Division 9 (SPSSI) Programming at APA is chock full of socially relevant and important topics across a number of symposia, paper sessions, and a panel discussion. We look forward to seeing you in DC this summer!

**Symposia**

~ Utilization of Human Security Index to Address Challenges of Vulnerable People in Urban Areas
~ Technology, Identity, and Ethics
~ Same-Sex Couples: Marriage Matters
~ Predictors and Effects of Mental Health Stigma
~ Mental Illness and Violence: Toward Research-Informed Policies and Practices
~ Intersections with Sexual Minority Status: Advances in Research and Intervention

**Paper Sessions**

~ Social and Psychological Implications of Poverty
~ Mental Health: Recovery and Assessment
~ Intersectionality: Current Directions in Research and Training
~ Intergroup Relations
~ Gender Intersections

**Panel Discussion**

~ Absence of Violence is Negative Peace: Psychology Setting the Trend Toward Positive Peace-Justice

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2014 APA Div 9 Program Co-Chairs
Rachel Calogero (University of Kent) and Jaime Napier (Yale University)
Coming soon – Summer ’14
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Eighth Edition
Geoffrey Maruyama & Carey S. Ryan


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About the Authors
Geoffrey Maruyama is Professor and Chair of the Department of Educational psychology at the University of Minnesota. His books include Basics of Structural Equation Modeling (1998) and Research in Educational Settings (with Stanley Deno, 1992). He is a former President and Secretary Treasurer of the Society for the Psychological Study of Social Issues (SPSSI).

Carey S. Ryan is a Professor in the Department of Psychology at the University of Nebraska-Omaha. She is a co-author of Data Analysis: A Model Comparison Approach (2nd ed., 2009) with Charles M. Judd and Gary H. McClelland.
SPSSI-SPONSORED OPPORTUNITIES

2014 Teaching Awards

SPSSI confers annual awards for teaching in areas related to the psychological study of social issues. These awards recognize teaching excellence in a variety of contexts.

Eligibility

Nominees (self-nominations are encouraged) for both awards should be SPSSI members who have made substantial contributions to students in the psychological study of social issues (Outstanding Teaching & Mentoring) or developed innovative pedagogical products that aid in teaching the psychological study of social issues (Innovative Teaching). The awards are open to individuals who have been teaching and/or mentoring any level of college students for at least 5 years full time since the doctoral degree. For Outstanding Teaching & Mentoring, nominees must be teaching for at least 5 years full time since the doctoral degree.

Award

Recipients receive $1000 and a plaque and will be recognized in the Teaching and Learning column in the SPSSI Forward newsletter. Honorable Mention awardees will receive one year of free SPSSI membership.

Apply

Please note that all applications will be considered in the review process for two award cycles following submission. In order to build an online teaching resource center, submitted materials may be included on the SPSSI website for public use.

For general questions about the SPSSI Teaching and Mentoring Committee, please contact Melissa L. Bayne.

Outstanding Teaching & Mentoring

To apply, send the following nomination materials together in one email to Dr. Mary Kite:

1. Nominee’s statement (1-3 pages) of teaching/mentoring philosophy, goals, and accomplishments, especially as related to the psychological study of social issues.
2. Curriculum vitae.
3. Summarized student evaluation data (3 page maximum).
4. 3 letters of support; at least one coming from a current or former student
5. Relevant documentation of teaching excellence pertaining to the instruction of social issues (limited to 7 pages). Nominees do not need to demonstrate excellence in all areas.
6. Relevant documentation of mentoring excellence (limited to 7 pages). Nominees do not need to demonstrate excellence in all areas.

Submission deadline is March 3, 2014.

For additional application details, see Teaching & Mentoring.

Innovative Teaching Award

To apply, send the following nomination materials together in one email to Dr. Carolyn Weisz:

1. Nominee’s statement (1-3 pages) describing an innovative course, an assignment, or a classroom activity that enhances learning about social issues, the theoretical framework guiding the pedagogy, and the goals of the innovative instruction and how it relates to learning about social issues.
2. Pedagogical Materials (depending on which of the three products you are submitting for this award).
3. Evidence of Pedagogical Effectiveness: For example, qualitative and quantitative student evaluations, student feedback and suggestions, student assignment outcomes (assignment products and activity outcomes).

Submission deadline is February 25, 2014.

For additional application details, see Innovative Teaching.
New SPSSI-SASP Small Group Conference Series

Support is now available for a SPSSI-SASP small group meeting as part of a collaboration between SPSSI and SASP, the Society of Australasian Social Psychologists. Modeled after the successful SPSSI-EASP small group conference series, this new effort aims to strengthen links between SPSSI and SASP so that members of each may have opportunities to discuss research questions of mutual interest.

The first meeting will be held in 2014 in either the Eastern Pacific (anywhere in the United States or Canada) or Western Pacific (anywhere in Australia, New Zealand or another East Asian location). The 2015 meeting will then take place in the alternate location. Proposals for the 2015 meeting have the option of planning the small group meeting as a pre-conference event prior to the SASP Annual Meeting in Newcastle, NSW, Australia, but this is not required.

Conference Proposal Guidelines:

• This program supports one meeting a year.
• Conference themes are related to social issues with have international (not intra-national) relevance.
• At least 80% of persons attending the conference will be members of one or both organizations.
• Balanced representation with no more than 2/3 of the speakers being members of one of the organizations.
• Each conference has at least one organizer who is a member of SPSSI and one who is a member of SASP. Preferably one organizer is located in Australasia and the other in North America.
• Conference organizers are encouraged to facilitate publication of material on the conference topic through the Journal of Social Issues or SPSSI’s book series.


Those interested in submitting a proposal are strongly encouraged to send a short email with an Expression of Interest to David Livert and to Stefania Paolini (SPSSI-SASP Small Group conference representatives).

SPSSI Internships for Undergrad and Grad Students

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 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, but are considered to be staff members and are included in virtually all activities.
‣ Intern applicants must have completed at least one year of college.
‣ Usually internships last about 10–12 weeks (i.e., about an academic semester or summer vacation period.)
‣ Internships are part-time; we will work with the ideal intern to secure time commitment and work schedule.

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, send a brief letter of interest, specifying approximate dates of availability, along with a resume. Strong preference is given to students receiving academic credit during their term as SPSSI interns.
SPSSI-Sponsored Opportunities

2014 SPSSI Action Grants for Experienced Scholars (SAGES) Program

The SAGES Program was set up to encourage our retired members to apply their knowledge to helping solve social problems or to assist policy makers to solve social problems. Proposals are invited that use social science research findings to address social problems through direct action projects, consulting with not-for-profit groups, or through preparing reviews of existing social science literature that could be used by policy makers. Funds are not normally provided for travel to conventions, travel or living expenses while conducting research, stipends of principal investigators, costs associated with manuscript preparation, or the indirect costs of institutions.

Eligibility
Retired SPSSI members. Members nearing retirement may be considered.

Award
Funding requests in the range of $1,000 to $10,000 can be submitted for direct costs related to the project. This can be spent over a two-year period. Money can be used for hiring staff (including clerical assistance), computing fees, travel, telephone, or other justifiable expenses. Funding cannot be used as a stipend for the applicant. Funds are not normally provided for travel to conventions, travel or living expenses while conducting research, stipends of principal investigators, costs associated with manuscript preparation, or the indirect costs of institutions. Proposals will be evaluated in terms of how well they build on existing social science research and theory, the feasibility of the project, and the importance of the project.

Apply
Submit your application online with the following materials:
1. A brief review of the relevant literature underlying the project (no more than 5 pages).
2. A timetable.
3. A detailed budget.
4. Your curriculum vita.
5. Your employment status must be clearly specified, along with a statement of SPSSI membership.
6. For projects that involve collaboration with an organization, please include a letter from the sponsoring organization.

Deadline
This is an annual award. Completed applications must be received by April 15th. The recipient will be announced by May 15th.
2014 Dalmas A. Taylor Memorial Summer Minority Policy Fellowship

Please forward this announcement on to anyone who may be interested in the opportunity.

The purpose of this award is to honor the memory of Dalmas A. Taylor, who passed away during his term as President of SPSSI. Dr. Taylor had been involved for many years with SPSSI. In addition, he was instrumental in establishing the Minority Fellowship at the American Psychological Association and in increasing the APAs attention to inclusion of people of color. This fellowship is administered in conjunction with APA and its Minority Fellowship Office. It provides an opportunity for a graduate student of color to work on public policy issues in Washington, DC.

Eligibility

Applicants must be currently enrolled and in good standing in an accredited graduate program in psychology or a related field. In addition they must be members of an ethnic minority group (including, but not limited to, African American, Alaskan Native, American Indian, Asian American, Hispanic, and Pacific Islander) and/or have demonstrated a commitment to a career with a focus on ethnic minority issues. Applicants should not have completed their graduate program by the time they begin the fellowship. All applicants for the Dalmas Taylor Fellowship are strongly encouraged to apply for the APA Minority Fellowship Program Summer Institute as well.

Award

The summer fellowship typically runs 8-12 weeks. Most Fellows work four days at APA and one day at SPSSI's Central Office each week.

The summer stipend is $3,000. In addition, SPSSI will provide up to $1,500 for travel and living expenses to relocate to Washington, DC. However, the fellow will be responsible for making her/his own housing arrangements for the summer.

Apply

To apply online, you will need:

1. A cover page stating your name, institution, address, telephone number, fax number (if applicable), and email address.
2. A 3-page statement with detailed information that includes:
   (a) reason for your interest in this fellowship
   (b) your previous and current research experiences
   (c) indication of your interest in ethnic minority psychological issues
   (d) statement of how this fellowship would contribute to your career goals
3. Two letters of recommendation. Please upload these letters with your materials or have them emailed directly to awards@spssi.org.
4. Current curriculum vitae

At the time you submit your completed application, please also email Central Office with the information from your cover page. Recommendation letters should be included with your uploaded materials if possible. If preferred, please email recommendation letters.

Deadline

This is an annual fellowship. Submission materials must be received by March 15th.

Selection for this fellowship will be made on or about April 15, with an expected start date in early- to mid-June.
SPSSI is seeking an energetic and resourceful PUBLIC RELATIONS & COMMUNICATIONS MANAGER.

This is a new position offering an excellent opportunity to build a public relations and communications program from the ground up, customized to meet the requirements of SPSSI’s unique niche as a leader in social issues research and a resource for science-based policy makers. The Communications Manager must be able to work both independently and collaboratively with staff and volunteer leadership, solve problems creatively, and take responsibility for building efficient networks and processes to communicate effectively with SPSSI’s diverse internal and external audiences, including policy makers in the US and abroad, members, and the general public.

In creating this position, SPSSI aims to streamline its communications, increase the effectiveness of its educational efforts, better promote its programs and activities, and more fully engage existing and potential members. This is not an entry level position.

Anticipated activities of the PR & Communications Manager include:

- Developing and implementing an organizational branding and communications plan.
- Building SPSSI’s website into a go-to resource; managing blogs, forums, listservs, RSS, and other outreach.
- Optimizing social media efforts to more actively engage members and others in SPSSI’s mission.
- Writing press alerts and releases to engage wider interest in the application of scientific data to understanding and effectively addressing social problems; responding to media enquiries and developing relationships with think tanks and science and policy writers potentially interested in SPSSI’s research; providing expert sources and story ideas to journalists.
- Working with authors, editors, and publishers of academic journals to develop ongoing PR activities that will result in sustained increases in journal readership and usage.
- Ensuring effective media campaigns promoting SPSSI conferences, workshops, and other educational activities.
- Recording and uploading meetings, talks, workshops; producing short video content including member interviews and research reports.
- Working with volunteer editors to manage electronic production and enhance readership of SPSSI newsletters.
- Actively collaborating with members, volunteer leadership and staff in development of communications plans, media trainings, press conferences, and/or writing research-based op-eds; advising members on ways to promote their work, including assisting with placement of op-eds and promoting via social media.

Position Qualifications:

- Minimum BA or BS degree with experience in conventional, electronic, and social media
- Outstanding written, verbal, and interpersonal communication skills
- Familiarity with academic communications and facility in translating science for non-science audiences
- Broad experience with media management including news reports, press releases, and other forms of internal and external communications relevant to SPSSI’s audiences
- Maturity, good judgment, analytic and problem-solving skills
- Exceptional creativity, organizational skills, accurate attention to detail, and follow-through
- Ability to work on multiple projects and issues simultaneously and meet frequent deadlines
- Commitment to social justice and the application of scientific data to social problems
- Grounding in social psychology is a strong plus

SPSSI is an equal opportunity employer. We offer a generous benefits package, and our office is Metro accessible.

Apply: Send cover letter, resume, and one-page writing sample to sdudley@spssi.org. No phone calls, please. Applications will be reviewed on a rolling basis, with an anticipated start date in early spring.
The James Marshall Public Policy Fellowship

The next anticipated vacancy in this position will be Fall, 2014. The goals of SPSSI’s James Marshall Fellowship in Public Policy are to train early career scientists to 1) contribute to the effective use of scientific knowledge about social issues in the formation of public policy; 2) educate the scientific community about how research can contribute to the development of public policy; and 3) establish a more effective liaison between social scientists and various policy-making mechanisms.

This position is supported, in part, by an endowment provided to SPSSI by the James Marshall Fund. The Fellowship provides support over a one- or a two-year term for a new doctoral-level fellow to work outside the academic setting at the interface of science and policy in Washington DC. The Fellow should expect to use social-psychological research to inform the public policy making process while working full-time in a Congressional or Executive branch office.

The Marshall Fellow participates in a range of activities involving the application of psychological research to analyze specific social policies and develop science-informed policy. The policy focus of the work varies from year to year depending on the fellow’s Congressional placement. Collaboration with SPSSI’s policy director, Dalmas Taylor summer intern, and members is typical, as is participation in SPSSI’s Council meetings.

Qualifications

The Marshall Fellowship is open to post-doctoral scientists from any discipline relevant to the psychological study of social issues. Applicants must hold a PhD or PsyD before the start of the fellowship and be a member of SPSSI. Candidates must demonstrate interest or involvement in the application of social science to social issues and policies, have a sound scientific background, and demonstrate sensitivity toward policy issues. Candidates should be interested in and knowledgeable about at least one current social issue such as homelessness, violence, adolescent pregnancy, child abuse, etc. Candidates must be able to communicate effectively both orally and in writing. Individual initiative and an ability to work cooperatively with others having diverse viewpoints are critical. Knowledge of policy processes at the national level, along with placement goals is desirable, but not essential.

Award

The James Marshall Public Policy Fellowship with the Society for the Psychological Study of Social Issues (SPSSI) will be available for 2014-2015, with an anticipated start date of September 1, 2014. The current stipend is $55,000 per year plus health and vacation benefits.

Apply

Submit your application online with the following materials:

1. Curriculum vita with current contact information.
2. A 1000 word biographical statement of experience and interest in policy activities and/or social issues, career goals, interest in the position, placement priorities, and objectives desired from the Fellowship. Please indicate preference for either a one- or a two-year Fellowship commitment.
3. A 600 word briefing statement using social science data and related information to inform a legislator about a specific social issue of your choice.
4. Three letters of reference addressing applicant's abilities, experience, and motivation as related to this position. These letters can be uploaded along with the other applications materials, or referees can email them separately to spssi@spssi.org, with the words "Marshall Fellowship Reference Letter for [your name]" in the subject line.

Deadline

All application materials must be received by March 1, 2014. Notification is expected on or around April 15. For more information, please email Dr. Susan Dudley, SPSSI’s Executive Director.
FORWARD is published three times a year to provide information and comment of interest to members of the Society for the Psychological Study of Social Issues. It reaches over 3000 SPSSI members and other professionals interested in our programs. Members represent a wide range of academic and nonacademic settings. Unless stated otherwise, the opinions expressed are those of the authors and do not represent the official position of the Society.

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

Editor-in-Chief
Janice R. Adelman — spssinews@gmail.com

Editorial Assistant
Brad Sickels — bsickels@spssi.org

Membership & Information
Contact SPSSI at:
208 I Street NE Washington, DC 20002-4340
Tel: +1-202-675-6956 | Fax: +1-202-675-6902
spssi@spssi.org | www.spssi.org