I am delighted to be writing my first column as SPSSI President. One of the major issues that I have been addressing so far during my presidency is the reorganization of our Central Office. On the advice of an external consultant, who was asked to evaluate our Central Office functions, SPSSI Council decided that we needed to hire a new Administrative Director to handle the day-to-day management and direction of the Central Office. After an extensive search, we are delighted that we have found a wonderful person for this position, Susan Dudley. Meanwhile, our previous Executive Director, Shari Miles, took early maternity leave, and has now decided to accept a position at the American Psychological Association. We also lost our excellent technical staff member, Sougata Roy. Fortunately, Anila Balkissoon, our Administrative Coordinator, is still with us. We have all been relying on Anila as our institutional memory in Central Office.

These transitions have meant that we have had very limited staffing in our Central Office for some time. Susan and Anila have been struggling to get things organized, but it will take a while before Susan is able to learn all she needs to about all the many SPSSI projects and awards. We are working hard to bring our Central Office back to the point where we can respond readily to the concerns of our members. For now, my student assistant, Sean Rankin, is functioning as our SPSSI Web Manager, so contact us, at frieze@pitt.edu, if you have ideas about changes to the SPSSI webpages. Central Office and the Executive Committee will be working on a major reorganization of the SPSSI website once we have time to do this. We also need people for our SPSSI Web Oversight Committee. Let me know if you would like to serve on this committee.

We have done a formal audit of our computer systems in an attempt to upgrade them to better serve our members. This ultimately should result in a better design of our webpages and in the additional use of the website for membership renewals and other functions. One of the first changes you will notice is the new web-based dues system we are now finalizing. Hopefully, you will have had a chance to pay your 2007 dues using this new system before this newsletter comes out online.

These Central Office changes and improvements should also allow us to once again build on the research and policy work of all of our members. Doing more to make sure that research findings are publicized in ways that influence policy decisions in Washington, DC has been a priority of SPSSI members for some time. It was for this purpose that we decided to move to Washington. The recently completed survey of our members also indicated that many of us believe that SPSSI needs to be more active in influencing policy at the national and international levels. So working in this area is a high priority that I hope we can return to soon.

One of our most active SPSSI committees is our United Nations group. SPSSI has had NGO status at the United Nations since 1991, something we are very proud of. In October, I went to visit our UN Committee in New York and was able to participate in a conference that SPSSI co-sponsored on “International Perspectives on Ageing.” While I was there, I met Astrid Stückelberger, our SPSSI representative at the United Nations in Geneva, who has been doing important work for us. For more information on our UN Committee, see http://www.spssi.org/un.html. One of my goals for my year as President is to expand some of our international activities and to reach out more to psychologists in other countries. Our UN Committee is one method of doing this. While in New York, I also was able to meet with the New York regional group chaired by Harold Takooshian. You may contact him at takoosh@aol.com for more information about the group.

Another one of my initiatives as President is the establishment of a joint task force with Division 35 on Teaching Resources for Including Social Class in...
This edition of Forward looks over some major changes in the organization, the most important of which is the addition of Susan Dudley as the new Administrative Director of SPSSI. During the coming months, she will be leading the SPSSI Central Office staff on some key administrative projects designed to reinforce the existing organizational infrastructure. We are excited to have Susan leading the Central Office and pleased to have her comments in our current newsletter.

The newsletter contains the regular features (SPSSI officer columns, the Rookie, and society announcements), as well as a feature article on “Child Abuse and Neglect Litigation, Research, and Social Policy” (Shirley A. Dobbin, Ph.D. and Sophia I. Gatowski, Ph.D.) and a description of policy training and research at the University of Texas at El Paso (Roy Malpass, Ph.D.). It also includes some interesting articles and pictures covering SPSSI members’ hands-on work in a number of interesting venues.

I hope that you enjoy the newsletter and take notice of the calls for papers and participation for upcoming conferences. Please send any comments or suggestions that you have to either Rich Wiener (rwiener2@unl.edu) or my graduate assistant for the newsletter, Erin Richter (erichte1@bigred.unl.edu).
The future looks very bright for JSI, with seven issues in various stages of development. In addition, we expect to receive three formal proposals and seven preliminary proposals for review within the next three months. The first issue of 2007 will be submitted to the publisher by early November, and the second is not far behind. Several issues are nearing completion and will vie for publication as the third and fourth issues of the 2007 volume. The range of topics reflects the broad interests of SPSSI members and the array of social issues about which SPSSI wishes to influence policy and practice.

I want to take this opportunity to thank outgoing board members Deborah Winter and Geoffrey Maruyama. Although their names appeared on the journal masthead only for the 2006 volume, they joined the board in the fall of 2004, working behind the scenes with me as Irene Frieze and her board completed their term. Joining the board in 2007 are Susan Clayton, on the faculty in Psychology at the College of Wooster, and Stephanie Rowley, on the faculty in Psychology at the University of Michigan. They will be joined by a new graduate student board member, to be selected in the coming months.

**Status of JSI Issues**

**ISSUES SCHEDULED FOR PUBLICATION IN 2007**

- Vol. 1: Human Behavior and Environmental Sustainability
  Charles Vlek & Linda Steg
- Vol. 2: Emotional Climates, Human Security, and Cultures of Peace
  Joseph de Rivera & Darío Paez

**ISSUES IN DEVELOPMENT**

- Intergenerational Relations: Theory, Research, and Policy
  Toni C. Antonucci, James S. Jackson, & Simon Biggs
- New Perspectives on Human-Animal Interactions: Theory, Policy, and Research
  Sarah Knight & Harold A. Herzog
- International Perspectives on Political Socialization and Gender
  Hans Peter Kuhn, Angela Ittel, Connie Flanagan, & Lonnie Sherrod
- Unexpected Pathways through Education
  Stephen C. Peck, Leon Feinstein, & Jacqueline S. Eccles
- Young People’s Perspectives on the Rights of the Child: Implications for Theory, Research, and Practice
  Martin D. Ruck & Stacey S. Horn
- International Perspectives on Homelessness
  Paul A. Toro
- Ethnic Prejudice and Discrimination in Europe
  Andreas Zick, Thomas F. Pettigrew, & Ulrich Wagner

Consider editing or co-editing an issue of JSI yourself. Detailed information about proposing an issue can be found at [www.spssi.org/jsi_guide.html](http://www.spSSI.org/jsi_guide.html). Please feel free to contact me by e-mail (rhoule@duke.edu) regarding ideas for issues of JSI that you or someone else might edit.

**ASAP Report**

By Geoffrey Maruyama
ASAP Editor

As I finish a year as editor, I’m happy to say that we have a product, ASAP has a book editor (Peggy Stockdale from Southern Illinois University in Carbondale) who is looking for reviewers, and I’ve learned a lot about the pacing of editorial work. In this brief article, I’d like to do two things:

First, I want to encourage you to look at this year’s volume of ASAP, which I think is an interesting one. Katrina articles comprise 12 of the 14 regular articles, not counting the introductory and postscript Katrina articles. I hope that readers find these and other articles, including the book reviews, of interest.

Second, I want to reflect on our relationships with diverse communities. Janet Ruscher, my co-editor for the special issue, and I elaborate on this subject in the postscript that we put together. We found that unresolved and even unaddressed issues are still abundant. Many involve looking at groups other than African Americans and addressing language, human rights, and criminal justice issues, as well as patients’ rights and health concerns. So why are so many issues still not addressed? It seems to me, in looking at the papers submitted and the issues still awaiting study, that we social scientists are way too reactive. We do not have enough contacts within diverse communities that can guide our work and get us in touch with key stakeholders, and we do not have relationships in those communities. Kurt Lewin, in his action research writings, discussed the importance of partnerships between “experts in theory” and “experts in practice.” If we want to work effectively in communities and shape policies and practices, we need to establish relationships, for most communities are skeptical of university types who show up and say “Hi, I’m from the university, and I’m here to help.” Absent present and established relationships, we will be outsiders, perhaps opportunistic ones, and our efforts, however well-intentioned, may not be interpreted as we hope.

My university is building an urban presence. It begins by defining the relationship with the community to which we are committing and continues with a visible, sustained presence there. Our goal is to be partners, not outsiders. I believe SPSSI needs to do similar things. First, more needs to be done to anticipate and address needs, particularly those of highly vulnerable populations. We need to reexamine our capacity to, and appetite for, bringing our theories and methods to bear quickly on social events and the consequences of those events. As a community of scholars, we need to examine our involvement in events like hurricanes and to hold conversations about our level of commitment to addressing problems to see if it is what we believe it should be. If our commitment is short of our aspirations, we need to build systemic relationships that will facilitate work and involvement. I hope we have those conversations soon.
Message from SPSSI’s New Administrative Director

Susan Dudley, Ph.D
SPSSI Administrative Director

When I left graduate school at the University of Massachusetts in Amherst, with my Ph.D. in Physiological Psychology, I would never have predicted the unusual but happy career path that would lead me, beginning last October, to the position of Administrative Director of SPSSI.

In the intervening years, I’ve been lucky enough to have had the opportunity to live and teach psychology in Europe, Asia, and the Middle East, and to follow my evolving professional interests, which have included the inescapable lure of ever deeper involvement in social and political issues. A long-time reproductive rights activist, I ultimately left academia to spend nine years with the National Abortion Federation – the professional association of abortion providers – and I later worked in women’s health advocacy in senior positions with the National Breast Cancer Coalition, the Ovarian Cancer National Alliance, and the National Research Center for Women & Families. The experience in both grassroots activism and non-profit association management that I’ve gained in these organizations will provide a strong basis for the work before me at SPSSI.

I’m so pleased now to have the chance to lead the SPSSI Central Office staff as we embark on some important administrative initiatives that will build a stronger infrastructure and result in increased efficiency and capacity to serve the SPSSI membership in a variety of ways. Some of these initiatives, like the introduction of new on-line dues-payment options, will already be in place by the time this newsletter goes to press. This system allows SPSSI members to access their personal data so that they can keep us apprised of changes of address and ensure that our other information is up to date. It will also provide us with better ways to communicate with our members. Other initiatives – including high-visibility changes, such as website enhancements, and less visible, but no less important ones, such as new processes to keep our many projects on track – will be implemented throughout 2007 and beyond.

I look forward to working with all of you, and I’m excited to be able to play a part in the wonderful work that SPSSI does. We at the SPSSI Central Office welcome your feedback on whatever is on your mind. The best way to contact us is at spssi@spssi.org, and messages can also be sent directly to me at sdudley@spssi.org.

SPSSI Listserv

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

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

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

If you have any questions, please contact spssi@spssi.org.

Visit the SPSSI Web site at www.spssi.org
Along with Bernice Lott, I represent SPSSI/Division 9 on the APA Council of Representatives. At its August meeting, the APA COR handled several business items of potential interest to SPSSI members, a subset of which are summarized below.

First, there was considerable discussion of the ethics of psychologists’ involvement in national security interrogations as part of the continuing response to the adoption of the PENS Report by the APA Board of Directors. Two individuals made presentations to COR: Lt. General Kevin C. Kiley, Surgeon General of the U.S. Army, and Dr. Steven Reisner of Columbia University’s International Trauma Studies Program. General Kiley emphasized his belief that military psychologists should adhere to APA ethical guidelines while working in places like Guantanamo Bay; Dr. Reisner presented reasons why he believes psychologists should not be present in any capacity at such places.

Second, COR adopted a resolution affirming APA’s opposition to all forms of torture and abuse, and the centrality of United Nations human rights documents and conventions to APA policy. The resolution makes clear psychologists’ duty to intervene to attempt to stop torture and abuse, and their obligation to report instances of torture or other forms of cruel, inhuman, or degrading treatment. (For the APA press release, see http://www.apa.org/releases/notorture.html; for the resolution, see http://www.apa.org/pi/resolution_against_torture_and_other_cruel.pdf.)

In another matter of interest to SPSSI members, COR followed the APA Board of Directors’ recommendation in adopting the report of the APA Task Force on Socioeconomic Status (SES). This report reviewed scholarly research on SES and called for the establishment of a new standing Committee on Socioeconomic Status. The committee will look at the effects of SES on psychological development and well being and help ensure that issues related to SES are integrated throughout APA’s work.

COR also adopted the report from the APA Zero Tolerance Task Force that reviewed research on zero tolerance policies in schools, concluding that these policies did not reduce violence and disruption, but actually increased disruptive behavior and drop-out rates in some instances (see http://www.apa.org/releases/zerotolerance.html). In addition, COR adopted Guidelines for the Undergraduate Psychology Majors, which describes a set of learning goals and outcomes suitable for students. The guidelines also address the development of competencies for students seeking entrance to graduate or professional schools and for those entering the work force (see www.apa.org/ed/resources.html).

In addition, COR passed APA’s 2007 budget, which included a reauthorization and funding increase for APA’s public education campaign and a $10 increase (to $55) in the credit members receive toward print journals. New professionals will be interested in the modified, eight-year dues ramp-up schedule that was adopted for bringing early career members up to full membership dues. The final approved budget also included a small dues increase based on the consumer price index. Overall, the 2006 budget year is projected to end with a surplus of roughly $140,000. (By comparison, the 2005 budget surplus approached $5 million.)

Finally, COR approved a list of new APA Fellows, although none were from SPSSI/Division 9. We urge qualified candidates to contact Sam Gaertner (gaertner@udel.edu) or the SPSSI Central Office for information on applying for Fellow status. Also, each year APA members receive an apportionment ballot that is used to determine seats on COR. Please consider allocating all 10 of your votes to SPSSI/Division 9. This is the surest way to preserve and even strengthen SPSSI’s voice within APA.
I am pleased to write this column as the new SPSSI/Division 19 representative to the Divisions for Social Justice. I take over from Susan Clayton, who has done an outstanding job representing SPSSI on this consortium of 11 different APA divisions that have a vested interest and commitment to issues related to social justice. Because a good deal of DSJ business is currently conducted at APA Council of Representative meetings, SPSSI Council recently decided to make its representative a member of APA COR; I am proud to serve in this role.

The DSJ have played a leadership role within APA and on the APA COR in encouraging the association to adopt a clear stand against cruel, inhuman, and degrading treatment of detainees and prisoners. Significantly, at its August meeting, the APA COR passed a resolution affirming the centrality to APA policies of United Nations human rights documents and conventions and stating that the APA opposes all forms of torture and abuse. (Please see my report on the August COR meeting elsewhere in this newsletter.) Credit for the development of this resolution, and much of the success for its adoption, goes to the DSJ and its representatives.

The DSJ have developed a multi-pronged approach for continuing their work on issues related to ethics and interrogation. For example, DSJ representatives recently submitted two new business items at COR, and they are making their way through the APA governance structure, so it is unclear what will ultimately happen to them. One item instructs the APA to call for a moratorium on all psychologist involvement, either direct or indirect, in any interrogations at U.S. detention centers for foreign detainees. The second item proposes the establishment of an APA task force to examine the psychosocial effects of war/armed conflict on children and families.

In related actions, the DSJ continue their dialogue with the APA Ethics Committee on the commentary/casebook the committee is developing that will address psychologists’ roles in national security investigations. This casebook is a follow-up to the PENS Report that the APA Board of Directors adopted. The DSJ also asked the Ethics Committee to revisit portions of the APA Ethics Code to bring greater internal consistency to the code and to position human rights as the highest governing authority for the actions of psychologists, rather than a local “governing legal authority.” Through their activities, the DSJ continue to play their watchdog role within APA and to heighten awareness of and commitment to social justice through specific legislative items and reforms.

Finally, APA’s newest division, Division 56, Trauma Psychology, applied for and was accepted as a member of DSJ. There are now 11 “official” DSJ divisions: 9, 17, 27, 35, 39, 43, 44, 45, 48, 51, and 56. A subset of these divisions will donate program time at the 2007 APA Convention in San Francisco, so be sure to look for DSJ programming at that event.

This year, SPSSI’s theme is “ISMS.” In addition to focusing on racism, sexism, classism, etc., we invited symposia and panels on patriotism, nationalism, and fundamentalism. Although we were still reviewing proposals at the time the newsletter went to press, some exciting programs will help you consider anew the relationship between psychological research and social activism.

Kay Deaux will be exemplifying our theme in her Lewin Award address, in which she will discuss issues of immigration and identity as they relate to nationalism, patriotism, and transnational loyalties. Kay is also chairing a symposium that will be part of the APA convention programming. This one-hour audience involvement session is tentatively titled “Addressing Immigration: Psychological Research and Social Engagement.” Besides Kay, members of the panel include Ying-Yi Hong, Melody Chao, and Linda Silka (all members of SPSSI).

The Program Committee is also working on an integrating symposium featuring past presidents of SPSSI. The past presidents will discuss how various “isms” collude, collide, and collaborate in today’s world and will involve the audience in a theoretical and political discussion of how our work matters. We will also sponsor symposia on the real costs of multicultural incompetence, factors affecting under-represented students’ educational engagement, lessons learned while giving psychology away, and current political issues abroad and at home.

Finally, I am pleased to announce that APA has awarded Marilyn Brewer a 2007 Distinguished Scientific Contribution Award (despite the fact that she is not an APA member). Marilyn will give her Lewin Award address, in which she will discuss issues of immigration and identity as they relate to nationalism, patriotism, and fundamentalism. Although APA is large and sometimes difficult to traverse, you will have an opportunity to meet and talk with SPSSI members at our sessions and social hour. I look forward to seeing you in San Francisco.
New York SPSSI Activities, Fall 2006

By Harold Takooshian
SPSSI-New York Committee Chair

The SPSSI-New York regional group, formed in 1984, followed its own precedent and again offered seven activities in Fall 2006 for its 400 local members, their students, and guests.

1. On September 5.
About 15 psychologists working with the United Nations were among the 60 at Fordham University who participated in six symposia during the third annual gathering on “Psychology and Social Issues at the United Nations.”

2. On October 6.
SPSSI-NY organizers shared lunch near the United Nations with SPSSI President Irene Frieze, visiting from Pittsburgh.

The 18th Greater New York Conference on Behavioral Research was hosted by St. Francis College in Brooklyn Heights. The day’s events consisted of presentations, symposia, and a reception with three guests of honor: Joseph R. Ferrari (DePaul), Senel Poyrazli (Penn State), and Panayiotes Stavrinides (Cypress). The conference was chaired by Jennifer Lancaster, gnyc18@hotmail.com.

The New York City preview of www.redlightchildren.com screened excerpts of a powerful three-film series to be released to theatres in 2007. The series deals with the global epidemic of child sexploitation. Discussants included Guy Jacobson (producer of the films), Elaine Congress (social work expert), and Anne-Katrin Titze (film scholar).

5. On November 14.
As part of International Education Week, a forum on “Green Cities of the Future?” was held with the UN Committee on Human Settlements, chaired by architect Sandra McKee.

A public forum on “Anne Anastasi’s International Legacy: Teacher, researcher, author, mentor” featured Thomas Cloonan and Howard Everson of Fordham’s Psychometrics Program.

The 6th annual Holiday Healing Circle, chaired by Anie Kalayjian, was a joyous interfaith gathering designed to provide a bit of relaxation during the hectic holidays.

Plans are forming for Spring 2007, including two annual psychology conferences:

• One at Hunter College on a Saturday in April. For details, contact jason.young@hunter.cuny.edu.
• One at Pace University on a Saturday in May. For details, see http://webpage.pace.edu/velayo/paceconference2006/cfp.htm.

For any suggestions or questions, contact SPSSI-NY Committee Chair Harold Takooshian at 212-636-6393 or takoosh@aol.com.
SPSSI Activities in Southeast Asia

By Yvonne Rafferty
SPSSI United Nations/NGO Committee Representative

My initiation into SPSSI at the United Nations began in September 2005. I represent SPSSI on three committees: Children's Rights, Social Development, and the Committee on UNICEF Working Group on Girls. Since SPSSI has special consultative status at the UN, my aim is to link social science research with UN policies pertaining to children in high-risk settings (www.spssi.org/un.html). As part of my sabbatical leave during the spring semester, I visited Southeast Asia and explored the issues confronting children in Cambodia, Laos, Myanmar (Burma), Thailand, and Vietnam. I report on my findings in this article.

Child Trafficking
The crime of child trafficking has emerged as a multibillion-dollar business, whereby children are routinely bought, sold, and transported from their homes. Because child trafficking is a crime, obtaining accurate data on the number of victims is difficult; but we do know that children are trafficked into a range of exploitative situations, including sexual abuse, domestic labor, and factory work. In Bangkok, one organization, called End Child Prostitution, Child Pornography and Trafficking (ECPAT), which includes representatives from 70 countries, focuses on advocacy, policy, and direct service involving the sexual exploitation of children (www.ecpat.com).

I met with members of the United Nations Inter-Agency Project on Human Trafficking in the Greater Mekong Sub-region (UNIAP) (www.no-trafficking.org) and learned how UNIAP provides a platform for action by facilitating effective working relationships among others. UNIAP Cambodia, for example, coordinates quarterly meetings that bring together people working against trafficking in Cambodia. The Stakeholder Group on Human Trafficking was set up to exchange information on the scope and nature of human trafficking and the initiatives, projects, activities, and policies undertaken by national and international stakeholders to stop this crime. Working with its partners, UNIAP also identifies gaps and key priorities, develops appropriate interventions, and acts as a clearinghouse for information about human trafficking and migration.

Children Living on the Streets
To help children living on the streets, one French-based NGO, Friends International Street Children Network (www.friends-international.org), has set up innovative programs for street children, their families, and their communities in Cambodia, Thailand, and Laos. Friends International also works with organizations in Myanmar and Pakistan to meet the immediate needs of children who live on the streets, to protect and implement their rights, and to fight against factors facilitating the spread of child sexual abuse in the tourist industry.

Programs for Children with HIV/AIDS
The Population and Community Development Association (PDA) is one of Thailand’s most well-established and diverse NGOs, and was one of the first organizations to sound the alarm about the rapid spread of HIV and AIDS in Thailand (www.pda.or.th/eng). Through vocational training and educational projects, PDA has helped give villagers economic alternatives to the commercial sex industry, especially young girls, whom recruiters often target.

Children in Foster Care
I visited several facilities for children without parents, and sadly found the quality of the care they receive in foster care seriously compromised by insufficient funding. The situation for children with disabilities is particularly bleak. However, there are some model programs, such as SOS Children’s Villages, an international NGO that offers family-based care for children in need, including an impressive array of programs and services (www.sos-childrensvillages.org).

Education and Schooling
I visited many schools, met with children, teachers, principals, and representatives from a number of government ministries, and learned that many children do not attend school, and that many of those who do attend receive only part-time instruction. Further, inadequate curricula and school facilities, poor teacher training programs, and insufficient funding compromise the children’s education. Some innovative programs do exist, like the mobile school in Laos funded by UNICEF (www.unicef.org) and Friends International which brings education to children from the hill tribes living in rural areas.

Implications for SPSSI
SPSSI has special consultative status to the United Nations and the ability to influence UN policies in a number of ways (www.spssi.org/un.html). The issues addressed in this newsletter article are particularly relevant to the UN Convention on the Rights of the Child (http://cyberschoolbus.un.org/treaties/child.asp) and the Millennium Development Goals (http://millenniumindicators.un.org/unsd/mdg). Thus, I aim to bring attention to these issues at every UN meeting that I attend. As a member of the Children’s Rights Committee, for example, I worked with colleagues to plan a conference on the Convention on the Rights of the Child as a Policy Framework for Protecting Children against Violence. In September, I presented a report on my findings at the third annual Conference on Psychology and Social Issues at the United Nations, held at Fordham University. I am currently working with colleagues from the Committee on UNICEF Working Group on Girls to prepare for the 2007 Commission on the Status of Women, which will focus on “ending discrimination and violence against the girl child.”

SPSSI is updating our website and would like to include some course outlines from colleagues who are teaching Social Psychology or Applied Social Psychology. Please send your outlines to YRafferty@Pace.edu.
Bridging the Gap:  
Child Abuse and Neglect Litigation, Research, and Social Policy

By Shirley A. Dobbin, Ph.D. and Sophia I. Gatowski, Ph.D.

Every day, judges, advocates, child welfare professionals, service providers, and mental health and medical professionals, among others, make decisions that impact the well-being of children, adolescents, and families involved in child abuse and neglect litigation in courts across this country. There is increasing attention — nationally and locally — on the need to focus on the well-being of children, youth, and families involved in child abuse and neglect litigation. Significant efforts are underway across the nation to improve how courts respond to child abuse and neglect cases — procedural changes, policy changes, and changes in the philosophy and culture of the court. Child welfare agencies also have been involved in significant reform efforts that are changing how they assess family risk and resilience factors and service needs, service delivery, and how children and families are supported, whether diverted from court or involved in litigation. Legal advocates have developed new standards of conduct for the representation of children and parents in abuse and neglect litigation, and are part of an evolving model of lawyering that encompasses advocacy and the best interests of children. Change is happening at every level and across a myriad of social institutions.

Reform is difficult. Child abuse and neglect is a complex social problem impacted by a confluence of individual, familial, social, economic, and cultural variables. The effects of poverty and race are seen in the over-representation of poor, minority families and children in the foster care system. The field continues to struggle with a lack of training, a lack of highly skilled system professionals and a stable workforce, and a lack of coordination between and across multiple complex systems and agencies. U.S. society ascribes little value to juvenile and family courts and the child welfare system generally. While we know that reform is best when informed by research, years of relevant scientific research has had little influence on actual program and policy development. Program and policy evaluation in this arena often lacks methodological rigor, and results are not made accessible to judges and policy makers.

A Vehicle for Change: The National Council of Juvenile and Family Court Judges

The National Council of Juvenile and Family Court Judges (National Council), founded in 1937, is dedicated to improving court and systems practice and social policy. Central to the successful achievement of this mission is the need to infuse emerging knowledge and research findings into practice improvements and policy development. The National Council continually strives to strengthen the connections between research, practice, and social policy. Today, National Council initiatives involve a wide range of activities, including training and technical assistance at the local, regional, and national levels; applied research and evaluation; and policy development.

Since its inception more than 25 years ago, the Permanency Planning for Children Department (PPCD) has played an essential role in helping jurisdictions around the country initiate and sustain court and systems reform to ensure that child abuse and neglect cases are handled as safely and expeditiously as possible.

The National Council initiated efforts to improve judicial oversight of child abuse and neglect cases in the 1970s with the establishment of its Children in Placement Project funded by the Edna McConnell Clark Foundation, which first brought national attention to the problem of abused or neglected children lingering in state foster care systems, or “foster care drift.” Early National Council judicial leaders recommended the use of volunteer advocates for abused and neglected children in court, a concept that later gained recognition as Court Appointed Special Advocates (CASA) programs.

In 1984, with funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) of the U.S. Department of Justice, the National Council’s Permanency Planning for Children Project put in place a national framework for improving practice in child abuse and neglect cases. Permanency Planning Task Forces, established in all 50 states and the District of Columbia, laid the groundwork for the national Court Improvement Project funded by the U.S. Department of Health and Human Services Children’s Bureau.

In 1992, with OJJDP support, the PPCD began development of “best practice” guidelines for court handling of child abuse and neglect cases. The resulting document, RESOURCE GUIDELINES: Improving Court Practice in Child Abuse & Neglect Cases (1995), was published with endorsement from the American Bar Association and the Conference of Chief Justices. The National Council’s Child Victims Act Model Courts Project (Model Courts Project) began implementation of the principles and best practices of the RESOURCE GUIDELINES in everyday court practice. The Model Courts use the RESOURCE GUIDELINES as a menu of options to prompt and guide continuing improvements in court practice and systems innovations. The Model Courts Project and the PPCD have continued to grow and expand from one “demonstration court” in Cincinnati, Ohio, in 1993 to Model Courts in 31 jurisdictions in 24 states and the District of Columbia (as of 2006).

The PPCD has multiple initiatives underway, each characterized by a core set of key principles, best practices, practice and policy recommendations, and educational and training tools. Through combined private-public partnerships and funding, the PPCD has expanded its focus to the entire continuum of care – from “front-end” diversion of children and families into alternative, community-based programs, to improvements in traditional court processes, termination of parental rights proceedings, adoption, and other permanent placement options.

RESOURCE GUIDELINES: Improving Court Practice in Child Abuse & Neglect Cases (1995), was published with endorsement from the American Bar Association and the Conference of Chief Justices. The National Council’s Child Victims Act Model Courts Project (Model Courts Project) began implementation of the principles and best practices of the RESOURCE GUIDELINES in everyday court practice. The Model Courts use the RESOURCE GUIDELINES as a menu of options to prompt and guide continuing improvements in court practice and systems innovations. The Model Courts Project and the PPCD have continued to grow and expand from one “demonstration court” in Cincinnati, Ohio, in 1993 to Model Courts in 31 jurisdictions in 24 states and the District of Columbia (as of 2006).
Legal Psychology at the University of Texas at El Paso

By Roy Malpass
Professor of Psychology and Criminal Justice
University of Texas at El Paso

The UTEP Legal Psychology Ph.D. Program (http://legalpsych.utep.edu) includes clinical, cognitive, developmental, and social psychologists who conduct basic research with an emphasis on application to the legal system. Students in our program are trained in both basic and applied experimental methodologies, and those completing the program have been successfully employed in academic, research, government, and private sector positions. Faculty in the program maintain a variety of basic and applied research interests, including deception detection, eyewitness evidence, interviewing of children and adults, interrogation of suspects and perceptions of their alibis, juror decision-making, and related aspects of suggestibility and memory processes. Both faculty and graduate students in the program have a consistent record of publication and grant-funding that stem from their research. The Legal Psychology Program offers students research experience from a first-year project to the dissertation. Research placements in national, regional, and local agencies and organizations provide extra-university experience in students’ professional training. Students typically work with more than one faculty member during their time at UTEP.

The faculty members of the Legal Psychology Program are active researchers and scholars in their respective specialties, as described below. All faculty currently hold or have received extramural support for their research.

Stephen L. Crites, Jr. (Ph.D., Ohio State University) is Director of the Social Neuroscience Laboratory. Research in the laboratory uses electrical brain responses to help elucidate how the brain makes decisions and guides behavior and to make inferences about a person’s cognitive states (attitudes, knowledge, beliefs, etc.). Research is currently exploring whether it is possible to use brain responses to assess attitudes (e.g., hatred of the United States) and knowledge (e.g., knowledge of terrorist techniques) that people are unwilling or unable to report (i.e., lie detection).

Harmon M. Hosch (Ph.D., The New School for Social Research) is Director of the Center for Law and Human Behavior. Faculty and students associated with the Center conduct research focusing on juror and jury decision-making. Among other specific foci are projects assessing the impact of interpreted (Spanish to English) testimony, the degree and type of relationship between an alibi witness and a defendant, and the impact of pleading Fifth Amendment protection on jurors’ decisions. The Center is also conducting evaluations of the effect of the El Paso County Public Defender’s Mental Health Unit on the outcomes of cases for indigent defendants who suffer from a serious mental illness.

G. William Lucker (Ph.D., University of Texas at Austin) is an applied social psychologist with a current focus on cross-border drinking and driving. He has conducted evaluations of a pre-trial diversion program for first-time DWI offenders and the diagnostic utility of blood alcohol content as a measure of alcohol abuse and dependence. Current research is measuring attitudes about drinking, especially cross-border drinking, among a phone sample of 16- to 19-year-old border residents.

Roy S. Malpass (Ph.D., Syracuse University) is Director of the Eyewitness Identification Research Laboratory (http://eyewitness.utep.edu). Faculty and students associated with the Laboratory conduct research on many aspects of eyewitness identification and memory with a focus on developing techniques and procedures that contribute to the effectiveness of law enforcement investigation. Among these are indicators of the fairness/bias of eyewitness identification procedures, procedures for constructing fair and effective lineups, interview techniques to improve information-gathering from witnesses, and the development of expertise among law enforcement officers. The Laboratory provides research training for graduate and undergraduate students and offers consultation for courts, attorneys, and law-related organizations.

Christian A. Meissner (Ph.D., Florida State University) is Director of the Investigative Interviewing Research Laboratory (http://iilab.utep.edu). Faculty and students in the laboratory conduct research examining the social and cognitive psychological processes that underlie the interviewing of individuals in forensic settings, including: (1) factors that influence eyewitness memory and lineup identification; (2) the detection of deception in forensic interviews; and (3) techniques employed in the interrogation of suspects and other non-cooperative individuals that lead to confessions. Our primary focus has been to illuminate procedures that might improve the diagnostic value of information obtained by forensic interviewers. Research at the Lab has been funded by the National Science Foundation and the Department of Homeland Security, and training opportunities are afforded to both graduate and undergraduate students enrolled at UTEP.

Matthew H. Scullin (Ph.D., Cornell University) is Director of the Developmental Psychology of Eyewitness Memory and Suggestibility Laboratory. Faculty and students associated with the Laboratory conduct research on developmental issues related to eyewitness memory. A current focus of research is developmental changes in children’s eyewitness abilities during the elementary school years. Dr. Scullin is also involved in research on issues related to IQ testing, the Flynn effect, and the death penalty.

James M. Wood (Ph.D., University of Arizona) and the students in his laboratory study the interrogative suggestibility of children and adults, with a special focus on the role that reinforcement and subjective expected utilities play in inducing suggestibility. Recently, they have been studying how children and adolescents can be induced to incriminate themselves through suggestive interviewing. Dr. Wood and his collaborators also have published a series of critiques regarding use of the Rorschach and other projective techniques in forensic and non-forensic settings.

Colleagues in other departmental programs provide support through graduate-level instruction in quantitative methods, program evaluation, meta-analysis, and many other areas of psychology (e.g., social, cognitive, and neuroscience).

The Legal Psychology Program website (http://legalpsych.utep.edu/) provides information about our students and faculty and their recent research and publications, as well as about our laboratory facilities, the Legal Psych curriculum, and the graduate student application process. Information about the Department of Psychology, UTEP, and the El Paso area also is included.
FAREWELL TO CYNTHIA CHATAWAY

By Frances Cherry, Carleton University and Rhoda Unger, Brandeis University

Cynthia Joy Chataway (1963-2006), a SPSSI member since 1995, died on June 21st in the Palliative Care Unit of the Saanich Peninsula Hospital, British Columbia, after a courageous battle against cancer. Cynthia completed her B.A. in Psychology and her B.Ed. at Queen’s University before heading to Harvard to complete her Ph.D. with Herb Kelman in 1994. She returned to Canada that same year as a new assistant professor of social psychology at York University in Toronto.

Both of us knew Cynthia personally as well as professionally. One of us (Rhoda Unger) met her at an ISPP conference in Jerusalem when she was still a graduate student. We kept in contact afterwards and, remarkably, Cynthia was able to organize several colloquia at Harvard on themes that were not covered in its psychology curriculum. She invited me to give a talk on the psychology of women and, to my chagrin, I discovered that Cynthia was the only person in the audience who knew something about the issues involved.

One of us (France Cherry) was thrilled to have such a remarkable younger colleague return to Canada and bring her expertise in conflict analysis and resolution to bear on some of the social issues we face in this country. (I knew she was remarkable after reading about her and her work in the SPSSI newsletter and contacted her immediately.) As I came to know her over the period of a decade, it became much clearer how truly global a soul she was. Her work on participatory action research, particularly in indigenous communities, was finding an audience well beyond Canada’s borders. Her professional commitments to problem-solving and peace were intended to serve an international community.

The breadth of her methodology and commitment to social justice is evident in her self-introduction on the York University Psychology Department website. “I am interested in the theory and practice of conflict resolution and Indigenous self-determination. My current research pertains to (1) the process and maintenance of systemic strength in Indigenous communities, (2) the clash of cultures that occurs when alternative dispute resolution methods are introduced, and (3) the impact of two practices: Interactive Problem-solving Workshops and Participatory Action Research.”

During her short career, Cynthia left a number of important papers. In so many discussions of her premature death, we have been told repeatedly about several articles and chapters that SPSSI members use in their courses. The ones most often mentioned are:


For SPSSI, Cynthia co-chaired the 2002 Conference Program, served on the Otto Klineberg Award Committee, and edited our newsletter from 1999 to 2001. She was equally dedicated to the International Society for Political Psychology, and both of these organizations were the beneficiaries of her commitment to social justice research and action.

When Cynthia died, she was the principal investigator for a large grant from the Canadian Government on “Understanding the Strengths of Indigenous Communities.” This groundbreaking work illustrated Cynthia’s commitment to the idea that knowledge flows in nonhierarchical ways and that scholars had as much to learn from the five First Nations that participated in this research as the groups did from each other. Others, including some of Cynthia’s doctoral students at York, are continuing this work.

Cynthia was an optimist about relationships and the capacity for people to resolve conflicts, and in her most recent projects in indigenous communities, she continuously championed the strengths and best practices of the communities she investigated. While she conducted participatory action research, she also wrote some of the most insightful papers reflecting on the difficulties of collaboration in deeply divided communities.

We will remember Cynthia as someone unstoppable in her enthusiasm for life in general, and for social justice in particular. The two were so completely intertwined in her being that it is impossible to separate the personal from the professional. During a family and a university memorial held in Toronto recently, this theme constantly reappeared. As she was fighting for her own survival, she took the time to teach and comfort others. During that time, she sent many of us her lyrical poetry that was epitomized by her use of her middle name “Joy.” It was a comfort to all that her last years were spent in the woods of British Columbia – among the trees and waters that she loved. She had a rare gift for passion and playfulness, and her passing saddens those of us who knew her for too short a time.
Wiley to Acquire Blackwell Publishing (Holdings) Ltd.

Hoboken, N.J., and Oxford, U.K., November 17, 2006 – John Wiley & Sons, Inc. (NYSE:JWa) (NYSE:JWb) announced today that it has entered into a definitive agreement to acquire the outstanding shares of Blackwell Publishing (Holdings) Ltd., one of the world’s foremost academic and professional publishers. The purchase price of £572 million will be financed with a combination of debt and cash. Wiley has received irrevocable commitments from the principal Blackwell shareholders to sell their shares to Wiley. Additional details will be provided after the closing of the transaction, which is anticipated early in 2007.

Based in Oxford, Blackwell Publishing’s revenue in 2005 was approximately £210 million, or $380 million, which is about the same as Wiley’s global Scientific, Technical and Medical (STM) business. Blackwell’s publishing programs include journals, books and online content in the sciences, technology, medicine, the social sciences and humanities. Blackwell Ltd., the book library service and retailing business, is a separate entity and is not part of the acquisition.

“The combination of Blackwell Publishing and Wiley, two of the world’s most respected global publishers, is a rare opportunity with highly favorable, long-term strategic implications,” said William J. Pesce, Wiley’s President & Chief Executive Officer. “We look forward, with genuine enthusiasm, to collaborating with our new colleagues at Blackwell Publishing. Together, we will deliver even greater value than we could as separate entities to all stakeholders - our customers, authors, society partners and shareholders. The combined business will publish approximately 1,250 scholarly peer-reviewed journals and an extensive collection of books with global appeal. This deep reservoir of must-have content will be delivered to customers in print and electronically, advancing our goal of providing more access to more content to more people than ever before in the history of the two companies.”

Rene Olivieri, CEO of Blackwell Publishing (Holdings) Ltd., added, “Combining Blackwell and Wiley, with our complementary strengths, presents a unique opportunity to create a global publishing business with deep strength in every major academic and professional field. Furthermore, there is outstanding cultural compatibility between our two firms that will not only smooth a successful transition to a single business, but also provide a platform for enhanced capabilities for the publishing partners and customers of the combined companies.”

Nigel Blackwell, Chairman of Blackwell Publishing (Holdings) Ltd., said, “Wiley and Blackwell are two great firms sharing the same cultural values, and in particular, a common publishing ethic. Marrying them together makes perfect sense both commercially and for the benefit of the global academic and professional community.”

About Blackwell Publishing
Considered by many people in the industry as among the very best at building and maintaining strong relationships with professional and scholarly societies, Blackwell Publishing is the publisher of approximately 825 journals, nearly evenly distributed between STM and the social sciences and humanities, as well as about 600 books a year and a backlist of 6,000 titles. About 1,000 people are employed worldwide, with operations in Europe, the U.S., Australia and Asia. Blackwell Publishing was formed in 2000 as a result of the merger of Blackwell Science (founded in 1939) and Blackwell Publishers (founded in 1922).

Blackwell Publishing was advised by JPMorgan Cazenove in relation to this transaction.

About Wiley
Founded in 1807, John Wiley & Sons, Inc. provides must-have content and services to customers worldwide. Wiley’s core businesses include scientific, technical and medical journals, encyclopedias, books and online products and services; professional and consumer books and subscription services; and educational materials for undergraduate and graduate students and lifelong learners. Wiley has publishing, marketing and distribution centers in the U.S., Canada, Europe, Asia and Australia. Wiley’s European operations are based in Chichester, U.K. The Company is listed on the New York Stock Exchange under the symbols JWa and JWb. Wiley’s Internet site can be accessed at http://www.wiley.com.
William James, he of pragmatism and compassion and a broad and functional psychology, would have found it suitable that the 2006 Convention of the American Psychological Association took place in and nurtured the neediest of American cities. It has been estimated that convention delegates and their families spent as much as $17 million, some of which found its way into the hands of cab drivers and hotel and restaurant workers facing skyrocketing rents and the day-to-day challenges of living in or near what continues to be a disaster zone.

In addition to these financial contributions, 17 SPSSI members volunteered in the Lower Ninth Ward with Common Ground Relief. Most of us worked gutting homes that had been ravaged by the flooding and subsequent neglect. The volunteer effort was taxing. Physically, the work took place in the heat of a New Orleans August, in closed spaces without electricity and the light and coolness it could afford, and in full hazmat suits and respirators that insulated us from the toxic muck. Emotionally, we were both dispirited by the scope of the devastation and inspired by the Common Ground volunteers, who seemed more than a little reminiscent of the freedom riders of a generation or two ago.
AWARDS

Fall 2006 Grants-In-Aid Program

The Grants-in-Aid Program supports research projects in social problem areas related to the basic interests and goals of SPSSI. Award amounts are up to $1,000 for graduate students and $2,000 for SPSSI members who have already obtained their Ph.D. We were able to fund several impressive proposals this year. The Fall 2006 awardees are:

**FALL AWARD RECIPIENTS**

Susan Choi (Harvard University)
*The Effects of Power and Self-Construal on Prosocial Behavior*

Alexandra Corning (University of Notre Dame)
*Making Arrest Decisions Based on Probable Cause vs. Race: Can Racial Profiling Practices Be Curbed?*

Stacy Direso (University of Delaware)
*Commitment in Interracial and Intraracial Romantic Relationships: An Integration of the Investment Model and Common In-group Identity Model*

Patricia Frazier (University of Minnesota)
*A Prospective Study of the Effects of Traumatic Life Events*

Crystal Hoyt (University of Richmond)
*Stereotypes Activation and Women Leaders: Examining the Role of Leadership Efficacy and Counterstereotypic Exemplars*

Megan Kozak (Roosevelt University)
*Mind Attributions as a Function of Perceived Threat*

Lisa Leslie (University of Maryland, College Park)
*Putting Differences in Context: The Role of the Status and Cooperation in Team Ethnic Diversity Research*

Kathryn Modecki (University of New Hampshire)
*Perceived Consequences of Antisocial Decisions*

Laurie O’Brien (Tulane University)
*Understanding Racism: Understanding Group and Individual Differences in the Perception of Racism*

Edward Orehek (University of Maryland, College Park)
*The Effects of Group Membership and Need for Closure on Support for Intergroup Violence: An Experimental Investigation Using a Lebanese-American Sample*

Joan Ostrove (Macalester College)
*Understanding Intergroup Friendships and Alliances Between Deaf and Hearing People*

Susan Faye Ritz (University of Rhode Island)
*Coping with Everyday Classism: Experiences of Low-Income People in a Southeastern Rural Community*

Teresa Robbins (Claremont Graduate University)
*Experiences and Attitudes about School: The Interaction of Classroom Interracial Climate and Ethnic Identity Development on Student Outcomes*

Molly Tschopp (Ball State University)
*Employment Barriers and Strategies for Individuals with Psychiatric Disabilities and Criminal Histories: Consumer Perspectives*

Cristy Watkins (University of Michigan, Ann Arbor)
*Natural Resource Use in Rural Uganda: Perception, Behavior, and the Link in Between*

Cherie Werhun (University of Winnipeg)
*Self-Presentation and Regulatory Consequences of Anticipated Threat for Individuals with Conceivable Stigma*

Congratulations to each of these recipients.

The Fall 2006 Grants-In-Aid selection committee was chaired by Toni Schmader (Arizona State University) and included Cindy Frantz (Oberlin College), Stephanie Fryberg (Arizona State University), Mikki Hebl (Rice University), and Elizabeth Mullen (Stanford University).
2006 Gordon Allport Intergroup Relations Prize

A n award of $1000 is given to “the best paper or article of the year on intergroup relations” – a field about which Professor Gordon Allport (a founder and Past-President of SPSSI) cared deeply. The research area of intergroup relations includes such dimensions as age, gender, and socioeconomic status, as well as ethnicity.

SPSSI is pleased to announce the winners of the prize:

2006 Gordon Allport Intergroup Relations Prize
John Jost (New York University)
The End of the End of Ideology

Honorable Mentions were also awarded to:
Jacquie Vorauer (University of Manitoba)
An Information Search Model of Evaluative Concerns in Intergroup Interaction
Richard Crisp (University of Birmingham) and Miles Hewstone (University of Oxford)
Multiple Social Categorization

Congratulations to each of these recipients.

The 2006 Gordon Allport Intergroup Relations Prize Committee was chaired by Walter Stephan (New Mexico State University) and included Kerry Kawakami (York University) and Carey Ryan (University of Nebraska at Omaha).

Clara Mayo Fall 2006 Awards for the Study of Sexism, Racism, or Prejudice

The Society for the Psychological Study of Social Issues announces two new recipients of Clara Mayo Grants in support of Master’s thesis and pre-dissertation research on sexism, racism, or prejudice. These awards were for $1,000 each. The fund is made possible by a bequest and gifts from the family and friends of Professor Clara Mayo, a Past-President of SPSSI.

The awardees are:

J. Allegra Smith (University of Colorado)
Emotional Barriers to Relinquishing White Privilege in the Face of Threat

Agata Gluszek (Yale University)
Coping with Threatening Environments: Structure as Intervention to Lift Identity Threats

Congratulations to these graduate students.

The 2006 Clara Mayo Grant Committee was chaired by Angela B. Ginorio (University of Washington) and included Ashby Plant (Florida State University) and Alyssa Zucker (The George Washington University).

Principles for Promoting Social Change
by Neil Wollman, Margaret Lobenstine, Maria Foderaro, & Stephen Stose

Reminder
SPSSI’s booklet is available on the Web at:
www.spssi.org/ppsc.html

Those who do not have access to the Internet may request a copy from SPSSI at 202/ 675-6956. Booklets are $2.00 each. Allow 2 weeks for delivery.
SPSSI Begins Campaign for Long-Range Financial Development

By Stuart Oskamp
SPSSI Development Committee Chair

To ensure its fiscal stability in the future, SPSSI has formed a financial development committee to advise on long-range financial goals and desirable strategies. According to Past President Beth Shinn, the aim is to diversify SPSSI’s sources of revenue, which are now heavily dependent on income from its journals. SPSSI is not in any immediate financial trouble, but additional sources of funds will be vital in sustaining its mission and helping it to grow so that it can carry out new worthy projects.

The recently formed Development Committee is considering a wide variety of methods for augmenting SPSSI’s funds. Several related campaigns will be initiated in the future. Some will seek new forms of support from SPSSI members and leaders, including long-range planned-giving programs. Others will be pointed toward individuals who are non-members but who share SPSSI’s goals of serving the public interest through research and action on important social issues. Financial support will also be sought from foundations and/or government agencies, both for ongoing programs and for additional specific projects.

This article focuses primarily on novel forms of support that SPSSI members can contribute. As examples, several notable members have agreed to allow descriptions of their past or planned future contributions.

Examples of Member Support
General Funds. Some years ago, Brewster Smith made a major contribution and wrote as follows:

“I want to donate $______ to help endow SPSSI’s financial stability. I was immensely impressed by the Spring Newsletter. … As an old-timer … I had been a skeptic about earlier proposals to move SPSSI’s Central Office to Washington. The action by Council seems to me well timed and just right. … This is a very important time for us to have a D.C. base, and the opportunity to put our principles into better practice. I am delighted to be able to help SPSSI at this juncture. I’m also enthusiastic about the new issues sketched in the Newsletter.”

Support for a Specific Activity or Project. Another form of contribution is illustrated by David Myers’ gift to help endow SPSSI’s Gordon Allport Intergroup Relations Prize. He wrote:

“SPSSI embodies the compassionate psychology that I celebrate, and Gordon Allport’s faith, values, and humane and lucid writings helped inspire my own pilgrimage into psychology. (I still vividly recall from my student days a gentle and helpful letter that Allport wrote me from his summer cabin, in response to my draft manuscript reviewing religion-prejudice research.) It therefore seemed fitting to give something back to psychology by supporting SPSSI, honoring Allport, and celebrating those whose work exemplifies what he represented.”

A Future Bequest or Trust Fund. Like some other SPSSI leaders, current President-Elect Daniel Perlman has written a bequest to SPSSI into his will. He explained:

“SPSSI was the first professional organization I joined as a graduate student. Being a “SPSSI person” has been a part of my identity throughout my career and it has been my privilege to participate in a wide range of SPSSI activities. Times change and SPSSI evolves, but its core values are as dear to me today as they were when I joined. If I can contribute in some small way to the perpetuation of those values and activities, I am happy to do so both now and in the future.”

In addition to bequests, which will come to SPSSI when the donor dies, there are other forms of contribution that may have more immediate benefits to SPSSI and can produce major current tax benefits for the donor. Some of these include gifts of appreciated stocks or bonds, or of life insurance policies, charitable gift annuities, charitable remainder trusts, and charitable lead trusts. Also, during 2007, a new law passed by Congress allows people over age 70 to contribute up to $100,000 from their IRA to a public charity such as SPSSI.

For more information on how such contributions can be structured to benefit both you and SPSSI, please write to the SPSSI Central Office at 208 I Street, NE, Washington, DC 20002 or spssi@spssi.org.

The committee that is developing plans for funding SPSSI’s future programs is eager to hear member reactions or suggestions. It is chaired by Stuart Oskamp, and its members are Sally Shumaker (ex officio as Secretary/Treasurer), Martin Chemers, Faye Crosby, Sam Gaertner, Al Goethals, and Pamela Reid.
In response to the gaps between research, policy, and practice, the PPCD also provides research and evaluation technical assistance for juvenile and family court jurisdictions across the nation. Over the last several years, research staff have conducted process-and-outcome evaluations in a number of court reform and permanency planning areas. These research efforts have involved a multi-method approach, quasi and experimental designs, and multiple project sites.

**A Call to Action: The Need for Research**

The need for well-designed research that has practical import is growing, and the demand far exceeds the capacity of the National Council alone to provide it. As a result, the National Council seeks to build new partnerships with researchers and institutions that can share their expertise, integrate theory with practice and policy, and work collaboratively to address the complex social issue of child abuse and neglect.

On behalf of the National Council, we would like to strongly encourage the membership of the Society for the Psychological Study of Social Issues to partner with us to help the nation’s juvenile and family courts and child welfare systems across the country to better meet the needs of, and improve outcomes for, abused and neglected children and their families.

For more information about the National Council of Juvenile and Family Court Judges and the Permanency Planning for Children Department, please visit www.ncjfcj.org.

**Authors:**

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Sophia I. Gatowski, Ph.D. (sgatowski@ncjfcj.org)
Assistant Directors
Permanency Planning for Children Department
National Council of Juvenile and Family Court Judges
SPSSI Members

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**Bridging the Gap:**

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**Invitation to Join the Institute for Action Against Hate and Call for Papers**

By Jim Mohr
Assistant Director, Gonzaga University, Institute for Action against Hate

The Institute for Action Against Hate at Gonzaga University is the only academic organization dedicated to the establishment of the interdisciplinary field of Hate Studies. Hate Studies is broadly defined as "inquiries into the human capacity to define and then dehumanize or demonize an ‘other,’ and the processes which inform and give expression to, or can curtail, control or combat that capacity." The Institute publishes the *Journal of Hate Studies* and maintains a database of syllabi, sources, and other resources for those interested in the field (including information about faculty mentoring).

For more information about IAAH, to become more involved in Hate Studies, or to submit to the *Journal of Hate Studies*, please go to the Institute’s webpage at: http://www.gonzaga.edu/againsthate/ or email againsthate@gonzaga.edu.

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**MISSION STATEMENT**

**Society for the Psychological Study of Social Issues**

This Society shall be a non-profit body, no part of the net earnings of which shall inure to the benefit of any private shareholder or individual. It shall be organized and operated exclusively for educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954. The Society’s scientific research shall be carried on in and to serve the public interests. In furtherance of the Society’s purposes it shall engage in activities to instruct the public on subjects useful to the individual and beneficial to the community (1) by obtaining, and disseminating to the public factual data regarding social change and other social processes through the promotion and encouragement of psychological research on significant theoretical and practical questions of social life and (2) by promoting and encouraging the application of the findings of such psychological research to the problems of society.
CALL FOR NOMINATIONS
2007 APA SUINN MINORITY ACHIEVEMENT AWARDS
GRADUATE PROGRAMS IN PSYCHOLOGY
WITH DEMONSTRATED
EXCELLENCE IN THE RECRUITMENT & RETENTION
OF ETHNIC MINORITY STUDENTS

The Commission on Ethnic Minority Recruitment, Retention and Training (CEMRRAT2) Task Force is requesting that ethnic minority students nominate their doctoral programs in scientific (e.g., developmental, experimental, cognitive, social, psychobiology, etc.) or professional (e.g., clinical, counseling, school, etc.) psychology. The nominated programs should have demonstrated excellence in the recruitment, retention, and graduation of ethnic minority students. Three Suinn Achievement Awards will be presented at the 115th Annual Convention of the American Psychological Association in San Francisco, August 17-20, 2007.

The program and/or department chairperson should provide the following information regarding the specific nominated program/department:

1. Institution: ____________________________________________________________

2. Nominated program or department: __________________________________________

3. Number and percentage of ethnic minority students currently enrolled: # __________ % ______

4. Number and percentage of students enrolled full-time in the past five years by race/ethnicity:

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<td>American Indian/Alaska Native</td>
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<td>Foreign Students w/ F1 &amp; J1</td>
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Please briefly describe the various aspects of the nominated program that reflect an overall commitment to cultural diversity. This would include activities and efforts related to (a) funding of minority students, (b) integration of ethnic minority issues in the curriculum, (c) faculty and student collaboration related to ethnic minority concerns and research issues, (d) recruitment and retention programs and strategies, (e) mentoring and modeling, and (f) other similar activities.

**Funding**

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

**Curriculum**

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____________________________________________________________________________________________
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**Faculty/Student Collaborations**

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Recruitment and Retention

Mentoring and Modeling

Other

Nomination Submission Checklist:

☐ The names of the institution and the specific nominated program in psychology;

☐ The number and percentage of ethnic minority students currently enrolled in program/department;

☐ The number and percentage of students who have enrolled or earned a doctoral degree during the past five years;

☐ A brief description of the nominated program/department with regard to funding, curriculum, faculty/student collaborations, recruitment and retention, mentoring and modeling, and other related aspects or activities.

Please direct all inquiries and submit your nomination to Shannon Watts, via e-mail, fax, or mail using the information below. (Nominations by e-mail are strongly encouraged.)

Shannon Watts
Special Projects Manager
Office of Ethnic Minority Affairs
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Voice: 202/ 336-6029    Fax: 202/ 336-6040    Email: swatts@apa.org
The American Psychological Association’s Public Interest Directorate has been allocated $100,000 in Fiscal Year (FY) 2007 to continue implementation of the CEMRRAT Plan as recommended by the APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT). As in previous years, these funds will be used primarily to fund small grants. Eligible applicants for these grants are state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals. These small grants are intended to serve as “seed funds” to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention, and training in psychology.

Emphasis will be placed on the funding of innovative start-up initiatives rather than the maintenance of ongoing projects. It is anticipated that approximately two to four proposals will be funded under each of the five priority areas identified below. Applicants must be APA members at the time funds are awarded. So long as proposals are determined to be consistent with the identified funding priorities and the CEMRRAT Plan, they will be funded on a first-come, first-served basis.

It is hoped that those activities that receive funding will serve as demonstration models. Consequently, progress reports will be expected to be submitted annually by December 1, and a final report must be submitted within 60 days of completion of the funded activity.

The established funding priorities for FY2007 are:

**Training/Professional Development - Linguistic Minorities**
For activities that promote development of training programs (and associated professional development of faculty) that improve services to linguistic minorities. Examples of such activities include:
- a) collecting, publishing, and disseminating model programs that focus on training for services with linguistic minority populations;
- b) designing, documenting, and evaluating mental health services, research, and professional psychology training programs focused on linguistic minorities, and (c) establishing practicum or mental health services research training in settings serving linguistic minorities. (Approximately $5,000 is available.)

**Thematic: Preparing Future Psychology Faculty for a Diverse World**
For activities that serve to increase the number of prospective and early career ethnic minority faculty who are committed to issues of diversity in research and scientific inquiry, and who will contribute to scientific educational experiences and role modeling in academic settings. We recognize that efforts to launch such activities may exceed available funding; therefore, highest consideration will be given to proposals that present a monetary match as part of the funding request. Please note: This funding category is not designed to support research projects or faculty salary supplements or to supplement post-doctoral fellowships or dissertation research. (Approximately $10,000 is available.)

**Faculty/Professional Development**
For activities that serve to promote increased levels of multicultural competence in teaching, practice, and research among a program’s/department’s psychology faculty. Individual professional development will be considered only if applicant presents evidence of limited institutional support or resources for such activities. (Approximately $20,000 is available.)

**Student Undergraduate/Graduate: Grants to Departments for Innovative Programs**
For activities for undergraduate and graduate departments and professional schools related to developing innovative strategies for recruitment, retention, and graduation of ethnic minority students in psychology. Applications that bear upon undergraduates and their matriculation to graduate programs in psychology are especially welcome. (Approximately $20,000 is available.)

**Ethnic Minority Leadership Development**
For activities that promote leadership skills and opportunities among ethnic minority psychologists. These funds are targeted to APA governance groups, divisions and their respective sections, and other organized entities of psychology that wish to undertake such leadership training and development activities. Applicants will be expected to provide matching funds equal to the amount requested. (Approximately $5,000 is available.)

There is no standard application form. The application (no more than five pages) should describe: (a) problem to be addressed and what is to be done (goals and activities), (b) how these goals are to be accomplished (procedures), (c) expected outcomes or findings, (d) a justified budget for the funding amount requested, and (e) rationales as to how the proposed effort is consistent with the CEMRRAT funding priorities and the provisions of the CEMRRAT Plan. [NOTE: In general, CEMRRAT funds may not be used to support travel, unless such travel is strongly justified and integral to project objectives.] Applications will not be accepted prior to January 1, 2007.

Questions should be directed to:
Shannon Watts
Special Projects Manager
Office of Ethnic Minority Affairs
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Voice: 202/336-6029  Fax: 202/336-6040
**SPSSI Membership Application**

**Demographic Information**

Gender:  □ Female  □ Male

Race/Ethnicity (check all that apply):

□ American Indian or Alaskan Native  □ Asian or Pacific Islander  □ Black or African American  □ Hispanic or Latino  □ White  □ Other

Date of Birth:  ______/______/______

APA Member:  □ Yes  □ No

APS Member:  □ Yes  □ No

**Membership Categories**

**Affiliate Member:** This status is available to those who do not hold a postgraduate degree related to the interests of the Society or are not enrolled in such a degree program. Affiliate members do not have voting rights in the Society’s elections.

**Undergraduate Student Member:** This status is available to those who are enrolled in an undergraduate degree program in a field related to the interests of the Society. Undergraduate student members have voting rights.

**Graduate Student Member:** This status is available to those who are enrolled in a postgraduate degree program in a field related to the interests of the Society. Graduate student members have voting rights.

**Full Member:** This status is available to those who hold a postgraduate degree or have attained competence in a field related to the central interests of the Society. Full members do not have voting rights.

**Sustaining Member:** This status is available to those who hold a postgraduate degree or have attained competence in a field related to the central interests of the Society. A one-time fee of $1,500 provides exemption from member dues for the duration of membership. Lifetime members have voting rights.

**Membership Benefits**

Members of SPSSI receive a subscription to the Journal of Social Issues, SPSSI’s electronic journal Analyses of Social Issues and Public Policy (ASAP), Forward, and other mailings.

**Gift Memberships**

Gift memberships are a great way to bring in new members. If you know people who would be interested in SPSSI, give them gift memberships. Once they are introduced to SPSSI, they may continue and become active members. This is a great investment in SPSSI’s future.

Students and qualified, interested people in other countries (particularly developing countries, and countries where the exchange rate makes subscriptions prohibitive) especially appreciate gift memberships. Each gift membership is $10. Five or more memberships given at one time are $5 each.

Applications are also available on the Web: www.spssi.org

Please complete and return this form with your check or credit card payment information to: SPSSI, 208 1 Street, NE Washington, DC 20002-4340

**Payment options**

□ Enclosed is my check, made payable to SPSSI

□ Please charge my account:  □ MasterCard  □ Visa

Expiration Date:  □ CVV#

Account Number

Signature:

*The card verification value is a three-digit number printed on the signature panel on the back of your credit card immediately following your credit card account number.

Fax to: 202/675-6902 or

Send application to:  SPSSI

Attn.: Membership

208 1 Street, NE

Washington DC 20002-4340
SAVE THE DATE:

June 21-22, 2007

Meeting of the European Association of Experimental Social Psychology

in Oud-Poelgeest Castle, The Netherlands