Parting Shots: Thank You & Get Involved!

By Allen M. Omoto, SPSSI President

My term as SPSSI President is drawing to a close. It has been a whirlwind year and it truly has been my great honor to serve this Society that I value so highly. Owing to events in my personal life, I have relied on my SPSSI family at many points this year; I am thankful for the good wishes and support that I have received.

Coming into my presidential year early last fall, we welcomed Blair Johnson as our new Secretary/Treasurer, and shortly thereafter also welcomed Gabe Twose as the new SPSSI Policy Director. Blair and Gabe have both done outstanding work. They are “quick studies” who hit the ground running in making contributions to SPSSI. Likewise, last year’s newly elected members of SPSSI Council—Heather Bullock, Chris Crandall, Brian Smedley, and Mischa Thompson—came to our face-to-face meetings prepared and ready to work, while also thoughtfully and generously giving of their time and energy through assignments on SPSSI committees. I have been so impressed with how all of these “newbies” jumped into their roles with SPSSI and I want to express my admiration and thanks to them.

At the same time, I want to note the substantive work of the other SPSSI Council members (Kim Case, Fran Cherry, David Livert, Denise Sekaquaptewa, Buju Dasgupta, Stephanie Fryberg, Keith Maddox, and Scott Plous), Past President Maureen O’Connor, President Elect Dominic Abrams, Graduate Student Chair Kala Melchiori, and SPSSI’s representatives to APA Council of Representatives Richard
Editor’s Note

By Janice R. Adelman, Forward Editor

As we go to press with the summer issue, the July days are rolling out and August days are rolling in. In the U.S. where SPSSI is based, that means that many academics (faculty, staff, and students alike) are prepping for the new academic year to start while folks on Capitol Hill in DC are breaking for their summer recess. While others may be experiencing winter right now, or may be focused on other issues (royal baby? see the news on p. 33 for our own connection to royal baby fever...!), we are excited to bring you this issue full of hot topic news, reports, and commentary on the psychological study of social issues.

SPSSI has certainly had an exciting and eventful summer, even without our biennial conference taking place (see p. 33 for next year’s save-the-date reminder for Portland!). The main thread of this issue of the Forward seems to be on policy. From our wildly successful first policy workshop held June 30-July 1 (see p. 4), to the policy agenda from the policy committee (see p. 7), to shaping policy-conscious and community-engaged psychologists in the classroom (see p. 14), to tackling the important issue of organ/tissue donation (see p. 10), it’s all in here!

Don’t miss the other important goings-on that SPSSI members partake in. For starters, the Graduate Student Committee hosted a half-day professional development workshop (see p. 20), and the Early Career Scholars Committee has been hard at work building connective networks for young academics to flourish in this competitive—yet rewarding!—field (see p. 21). We also have SPSSI members stepping into roles as the Dalmas Taylor Summer Fellow (read about Ryan Lei on p. 25), and the Student Representative to the AAAS Science & Human Rights Coalition (see Ethan Eisen’s column on p. 25). More SPSSI members highlights and accolades can be found beginning on p. 26.

Finally, we are incredibly excited about the new format for the Forward. Communicating with SPSSI members and supporters is of the utmost importance to us; we want to be sure that news and information is easily accessible and enjoyable to read. You can find a PDF copy of this newsletter archived at the SPSSI website, as well as our new magazine-style format available to read on your desktop or any one of your mobile devices. As always, we welcome (and encourage) feedback from you! Let us know what you think of this issue, of the new format, or just about the issues and topics we’ve covered (or should cover). In the meantime, enjoy the rest of your summer!

—Janice R. Adelman
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Suinn and Wendy Williams. It has been my pleasure to have worked with all of these people over the past few years. Their dedication, good judgment, and hard work have strengthened SPSSI and positioned the Society for even greater accomplishment in the coming years. Finally, but certainly not least of all, I thank and acknowledge the work of the staff in SPSSI Central Office. Susan Dudley, Anila Balkissoon, Gabe Twose, and Brad Sickels keep the trains running on time, to be sure, but they do much, much more and with good cheer and obvious commitment to SPSSI and its mission. All of these people and many others have made my year as SPSSI President, dare I say, easy and enjoyable. For that, I am grateful. People often ask me if it is a lot of work being President of SPSSI. My reply is yes, but it is work that I feel lucky to have had the opportunity to do.

Another enjoyable part of this year has been to interact with many SPSSI members, including through making committee assignments and appointments to SPSSI positions. One big responsibility for the new president is to appoint committee members for all of SPSSI’s 30-plus committees! Although SPSSI Council has had discussions and adopted proposals that move us toward having specific terms of service for committees, it is still the case that committee memberships are determined anew each year. My goal in making appointments this year was to try to retain some experience on committees through reappointment of a few members, to increase the perspectives and size of many of our committees with new appointments, and also to try to involve early career and international scholars on committees. The SPSSI Central Office issued a call for volunteers early in the fall last year, and I did my best to find a role for each person who put their name forward. It was through my correspondence with members around committee assignments that I found out first-hand how committed and energetic members are, as well as how much value they place on SPSSI. It was truly gratifying to learn that so many people wanted to do work for the Society! Nearly all SPSSI programs are implemented through committees, and it is a juggling act to fill the committees with appropriate expertise and experience while also attending to the preferences of volunteers. I very much appreciate all of you who offered up your services and time to SPSSI. I also want to encourage any of you who would like to get more involved in SPSSI to put your name forward now; you can do so by sending a note to Anila Balkissoon, the SPSSI Program Director.

In reaching out to members, I also learned that some people think that SPSSI is a closed system, that getting on a committee involves political maneuvering and aspirations, or that SPSSI’s work is done by our excellent professional staff so that there is no place for SPSSI members. As I transition out of my presidential role, I want to debunk these myths. SPSSI leadership actively encourages member involvement and is consciously attending to how to develop its pipeline, including with new and diverse professionals and international scholars. My parting hope is that any member who has even toyed with the idea of increasing his or her involvement in SPSSI will do just that. SPSSI provides many benefits for members, from grant monies to career and teaching awards to publication outlets to our outstanding biennial convention (looking forward to seeing you in Portland in 2014!). Beyond that, though, SPSSI can and does provide an outlet for members to have a say in the work of the Society. Now, as so many professional associations and disciplinary societies become “professionalized,” there seems to be a smaller space for member involvement. Not so with SPSSI. SPSSI always has stuck “close to the ground” in its program planning and implementation. Member involvement is the best way to ensure that SPSSI programs are calibrated to member needs. And, it is also an excellent way for individuals to develop professional and social networks and skills.

Picking up on the theme of skills, the last thank you I want to extend relates to the highly successful Policy Workshop that SPSSI sponsored earlier this summer (see the Workshop webpage for additional information, including some of the resource material from the workshop). As I communicated nearly a year ago (see Looking Forward to the Year Ahead, The Forward, Fall 2012), one of my Presidential initiatives was “to devise and implement new programs aimed at providing SPSSI members at all career stages with skills and experiences to assist them in engaging in policy work and social advocacy.” My plan was to explore “ways to help SPSSI members to take action, to fill in skill sets where necessary, and also to provide exposure to a range of social policy contexts and activities, including different career options that incorporate policy involvement.” Of course, member engagement in policy work has been a broad SPSSI interest for some time. To this end, and with financial assistance from a competitively obtained interdivisional grant from the APA, SPSSI started down the path of realizing some of these goals this summer. I thank all of the people who

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worked on organizing the workshop (ably led by Gabe Twose) and who took part as speakers and participants. This was a community effort, and one that I think we can all be proud (see box below for a brief recap of the workshop).

To conclude, thank you for a remarkable year and for the opportunity to stand at the helm of our SPSSI ship. SPSSI has a sound financial foundation, highly capable staff and leadership, many opportunities for engaging members, and is taking on new and exciting initiatives like the recent Policy Workshop. If ever the time was right, now is the time to get involved! In the words of a now-famous ad slogan, I hope that you will “just do it!”

—Allen M. Omoto
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SPSSI Policy Workshop Review

SPSSI’s first Policy Workshop spanned two days (30 June–1 July) and was held in Washington, DC. To implement the workshop, SPSSI partnered with the APA and several APA divisions—specifically, divisions 8 (Society for Personality and Social Psychology), 27 (Society for Community Research & Action), 34 (Society for Environmental, Population, & Conservation Psychology), and 41 (American Psychology-Law Society). Members of the partner divisions presented at the workshop and also assisted with advertising and selecting participants. These divisions also provided financial support in the form of travel scholarships for select members of their divisions to participate. A total of 42 participants took part. They had diverse backgrounds, specializations, and policy interests and were at all stages of career; owing to room size, 42 was our maximum capacity and they were selected from over 200 applications! The first day of the workshop focused on communicating psychology and psychological science to different audiences, including the general public and media, legislators and policy makers, and in legal settings. The second day focused on applying psychology to policy and offered information on policy-related fellowships, working in communities and in government settings, and how to pursue different policy-related careers. Be sure to check out the Policy Workshop webpage for the agenda, pictures, and links to select workshop presentations.

We are currently working on our formal evaluation of the workshop, but so far the results look extremely promising. The participants expressed great enthusiasm for what they learned and strongly encouraged SPSSI to repeat the workshop in the future. Many of the participants were graduate students or early career professionals, and it seems clear that the workshop exposed them to policy work and careers that they had not previously envisioned.

I am excited by the workshop and the positive responses to it. I had not anticipated such a strong “demand” for it. From talking to participants, I am convinced that this type of activity is exactly what members want SPSSI and other professional organizations to do. Many SPSSI members want to be more directly involved in policy formulation, implementation, and evaluation, and this is especially true of graduate students and early career professionals. They have had a difficult time finding appropriate training for this work, and by and large, have not been exposed to many successful models of this engagement in their graduate courses and training. I cannot guarantee that SPSSI will continue to coordinate this type of workshop in the future, but I hope that we will, even if it embodies different formats, or with greater or lesser emphasis on one or more of the workshop components. To the extent that SPSSI can assist its members with bringing sound psychological science and sensibility to bear on public policies, we will all benefit.

—Allen M. Omoto

SPSSI Policy Workshop Review

Ken Maton, PhD (University of Maryland) discussing a community psychology perspective to influencing social policy.
I’ve now participated in two SPSSI Council meetings and have been impressed with how seriously and thoroughly Council members consider vital issues connected with SPSSI, aided by a capable and motivated Central Office staff. The most recent meeting (in June 2013) highlighted SPSSI’s success influencing congressional actions related to violence against women. Similarly, it was already clear that SPSSI’s Summer Policy Workshop would be quite successful—it had about four times more applicants than there were openings. (The workshop indeed went quite well, as you likely read about on p. 4.) Our finances continue distinctly in the black, with projections for the rest of the year suggesting a comfortable surplus. The Nominations & Elections Committee reported on its efforts to recruit yet another strong slate of candidates for Council and for SPSSI president. Essentially, we recruited such strong candidates that it would not matter for SPSSI’s future who would be elected. (Candidates who did not win election on this cycle, take note: The preceding sentence was a compliment in disguise!) And I’m sure the other columns in this issue of the Forward help to complete the picture of SPSSI’s accomplishments. After our last Council meeting, one senior member remarked, “[It was a] productive meeting and one that illustrates the open dialogues so valuable to foster.” Another member, David Livert, likened us to a symphony:

We have rotating conductors and performers but continually finish the score, often with unexpected grace notes. All of us are at times soloists and perhaps perform a cadenza here and there during Council. Nonetheless the ensemble remains intact.

As a musician myself, you can see how fitting I found this particular metaphor to be. One can very reasonably label SPSSI a very well-oiled machine, indeed.

Yet the recent elections have left me wondering if there is a fly in the ointment, if you’ll forgive yet another metaphor. Members’ participation in the most recent election was its lowest in 14 years of results, at only 15% of current dues-paid members. Indeed, turnout in our elections is correlated .66 with year. The 2013 turnout figure is 42% less than the number voting in 2000, for example. At the rate turnout is declining, by the year 2028, it is possible that we will see no one voting in SPSSI elections at all!

I am certain no SPSSI member wants to see this trend continue, even if it does parallel voting trends in other organizations (I do not have temporal trends, but a webinar that SPSSI staff members Brad Sickels and Gabe Twose attended indicated that just like in SPSSI, only about 15% of members vote in other organizations). Obviously, democratic organizations function best when their members participate in the process. SPSSI values themselves are squarely behind voting. Moreover, electronic voting—with the clickable links to show detailed information about the candidates—is easier than ever. It took me all of 5 minutes to vote when I went online. (Of course, as secretary/treasurer, I had added motivation: I was double-checking that everything worked as designed.) Informal feedback from SPSSI members revealed that the email system was sending updates, reminding members to vote.

**So why not vote?**

One possibility is that SPSSI members’ faith in SPSSI leadership has left them a bit complacent, feeling no need to vote. Even a brief perusal of responses in SPSSI’s membership survey, completed just as the elections took place, suggests that perception is not the root reason why the membership did not vote. First, the poll probed support for SPSSI values and found high support for them. A strong majority of those polled (77%) listed SPSSI values as their first reason to remain a member of SPSSI and found high support for them. A strong majority of those polled (77%) listed SPSSI values as their first reason to remain a member of SPSSI (and a majority listed SPSSI’s activities as their second reason to remain a member. Those polled routinely listed SPSSI
in their top three professional organizations. One question asked, “What is the most important way in which SPSSI has met or exceeded your expectations as a professional organization?” Although word clouds have their limits, here are the most observed words, and they offer some inspiration.

More pointedly to understand possible reasons for the decline in voting are the poll responses to the question, “What, if anything, inhibits you from being more involved in SPSSI?” Here the replies revolved around two interrelated issues: (a) having insufficient time available to be more involved; and (b) having too many conflicting commitments. It’s true that the typical SPSSI member is a professional with many duties that may well detract from spending a great deal of time in direct pursuit of SPSSI matters. But that shouldn’t keep us from voting, should it?

A related issue is maintaining one’s “dues-paid” status as a member in SPSSI. In my previous column (SPSSI Finance and Outlook, The Forward, Spring 2013), I suggested that those of you with means may find it a good value to become sustaining members (a.k.a., a life member). I did so and it means that I will never face another dues statement. Asked about lapsed membership, some poll responders listed lack of money. Please do not let this reason let your membership lapse! SPSSI has voluntary dues: Whatever amount is possible for you to pay is just fine with us. As the Secretary/Treasurer, I can attest that dues currently have little impact on our income because we garner quite a good sum of royalties. Thus, I am not plugging membership just to help the bottom-line on our balance spreadsheet.

Instead, I am advocating active membership. Even if your resources are limited, continuing as a member keeps you apace of important SPSSI matters. And it gives you a voice in SPSSI proceedings and in SPSSI’s future directions. As a member of Council, I can assure you that your representatives think long and hard about these matters, and they are interested in hearing what you have to say. On the membership survey, when asked “What is the most important way in which SPSSI has fallen short of your expectations as a professional organization?” respondents gave an array of responses. Some wanted to see less emphasis on social psychology and more inclusion of other divisions of psychology and of other social sciences. On Council, as well, you hear words to this effect. Indeed, I just attended the 2013 European Health Psychology Society meeting in Bordeaux, France, and found its leadership open to the idea of joint meetings.

Others who replied to the survey want to see more emphasis on increasing developmental themes, such as children’s issues or aging. Some want to see better communication between SPSSI leadership and the membership. (If you are reading this column, take it as evidence that we are making the effort!) On Council, we have been concerned with the same issues. Others listed concerns about geography: Some SPSSI members live outside the U.S. and therefore see SPSSI’s ability to contribute as more limited. SPSSI already will be encouraging meetings that bring together SPSSI members with members of organizations in the Australasian/Pacific Region (watch the SPSSI listserv for details). Others want to see SPSSI do more in outreach to younger members. I agree: For most professionals, the early career period is an intense time with many competing demands and it makes them vulnerable in many ways, not the least of which is active involvement in SPSSI (see pp. 20–21 for activities and initiatives by both the Graduate Student and the Early Career Scholars Committees).

Interpreting the membership survey in relation to declines in voting is difficult because it is likely that the same people who voted are more or less the same people who participated in the poll. We do not have a direct gauge of the opinions and other reactions of people who did not vote. Nonetheless, we have continued next page...
SPSSI’s Policy Committee (Meg Bond, Stephanie Fryberg, Jack Glaser, Linda Tropp, Krystal Perkins, Brian Smedley, Astrid Stuckelberger, Marshall Postdoctoral Fellow Katya Migacheva, and Policy Director Gabe Twose) has worked with Council to identify priority areas for policy work over the next five years. The committee is also working to develop effective, practical, and replicable practices for bringing psychological research to bear on public policy, including information aggregation and dissemination, legislative and administrative briefings, and matching experts with policy makers. Another major goal is to develop the capacity to respond nimbly to openings in policy windows. We have had multiple opportunities to begin testing this capacity.

In recent months, several social issues with important psychological components have been prominent in the public eye: immigration reform, marriage equality, and interpersonal violence. The committee has been creating and disseminating resources summarizing the available psychological research and connecting psychological experts with policy makers. Here is a snapshot of the committee’s work.

**Immigration Reform**

Recently, a great deal of legislative momentum has pushed immigration reform to prominence. With a 68-32 margin, the U.S. Senate passed a landmark bill that would heighten border security, implement a system for employers to verify the legal status of their employees, and encourage more high-skilled workers to enter the U.S. Most notably, it would create a path to citizenship for many of the estimated 11 million undocumented immigrants currently residing in the U.S. The bill will now be considered in the House of Representatives, where its fate remains uncertain.

The SPSSI Policy Committee has been working with experts to summarize immigration-relevant research, creating simple fact-sheets based on key, robust findings with policy applicability. The current immigration enforcement system, with its heavy emphasis on border security, detentions, and deportations, has largely negative effects on individuals, families, and communities. Undocumented immigrants live in a persistent state of fear and isolation, which is associated with a host of negative psychological outcomes such as...

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poorer emotional well-being, deteriorating family relationships, poorer academic performance, and increased feelings of hostility. Undocumented immigrant families are at perpetual risk of suddenly being separated, which can cause emotional trauma in children, sometimes persisting well into adulthood. These families are marginalized from mainstream American society, leaving them economically vulnerable, politically disenfranchised, and afraid to contact social institutions that deliver services such as education and healthcare, perpetuating and exacerbating health problems.

A pathway to citizenship, while having many economic benefits, may also reduce stigma and health disparities, and enhance community cohesion. Federal and local government can draw on psychological literature (e.g., the contact hypothesis, the common ingroup identity model) to encourage programs that foster American communities’ receptivity to immigrants through engaged leaders, increased integration, and prosocial media campaigns. In line with extensive research on the benefits of integration, these kinds of initiatives provide opportunities for US-born and immigrant Americans to interact as equals in ways that would strengthen their communities as a whole, such as working on joint initiatives in places of worship, as parents of schoolchildren, or in neighborhood development programs.

Marriage Equality

On June 26, the U.S. Supreme Court issued a landmark 5-4 ruling that declared a section of the Defense of Marriage Act, which denied federal benefits to same-sex partners, unconstitutional. In a separate case, the court held that plaintiffs did not have standing to challenge a California Supreme Court ruling overturning Proposition 8, which had banned same-sex marriage in that state. This left that ruling in place and effectively legalized same-sex marriage in the most populous state in the U.S. The debate, however, is far from over as many state laws still discriminate against same-sex couples, prohibiting gay marriage and not recognizing its associated legal benefits.

The SPSSI policy committee has worked with a number of experts to summarize and disseminate relevant research on the topic of marriage equality. Again, psychological research has much to contribute to this debate. Stigma and discrimination, heightened by anti-equality statutes, can cause physical and psychological harm to LGBT people. For example, approximately 20% of LGBT individuals have been the victims of violence or property crime, and approximately 50% have experienced verbal abuse, due to their sexual orientation. Moreover, children of same-sex parents face additional stress as a result of the stigma against their parents’ relationship, societal heterosexism, and homophobic encounters. These effects are heightened by anti-gay campaigns that can make sexual minorities feel judged and disliked. Living in a state that has outlawed same-sex marriage through public ballot campaigns is directly related to negative psychological outcomes, such as increased stress, among same-sex couples. Stigma and discrimination resulting from anti-equality marriage laws generate a hostile and stressful environment that leads to mental health problems, including mood disorders, generalized anxiety disorders, and alcohol use disorders.

A prominent argument against same-sex marriage has been that children of same-sex couples suffer decreased psychological and psychosocial outcomes. However, decades of research shows that this is not the case. Children of same-sex parents do not differ from children of opposite-sex parents in psychological adjustment (e.g., depression, anxiety, self-esteem), school functioning, cognitive and physical abilities, or emotional well-being. Substance abuse and delinquency are no more common among children of same-sex parents than among children of opposite-sex parents. Moreover, children with same-sex parents perceive the quality and closeness of their relationship with parents similarly to children of opposite-sex parents, and some research indicates that children with lesbian parents are in fact less likely than children of opposite-sex parents to experience physical or sexual abuse by a parent or caregiver.

Interpersonal Violence

Violence Against Women Act (VAWA). In the period leading up to the congressional votes on VAWA, SPSSI convened a congressional briefing, bringing psychological experts to Capitol Hill to inform legislators. VAWA passed shortly after that, thanks to the tireless efforts of many organizations and individuals.
**From an Electron to Foreign Policy**

By Katya Migacheva, 
*SPSSI Marshall Scholar*

It has been just over seven months since I started my work as a senior fellow on the Tom Lantos Human Rights Commission. Time has really flown by, mostly because my work environment is incredibly fast-paced and ever-changing. I have enjoyed this experience tremendously thus far, and despite some of the inevitable frustrations of working in a political setting, I feel very fortunate to have this amazing opportunity. I often think of it as living in a new country—learning the new culture, language, etc.

Before I continue, I have to offer a disclaimer that my experience working on the Commission specifically, and outside of academia in general, is constantly evolving, so it is quite possible that some of my opinions may change as my time in Congress continues. Meanwhile, I invite you to share some of my analysis and experiences as they unfold.

As the lead democratic fellow on the Commission, I have a diverse variety of tasks. Almost daily, I meet with representatives from human rights organizations and activists from all over the world, who bring to us their concerns about human rights situations in their countries. The Commission, in a way, is a liaison between these groups and individuals and the U.S. Congress, and it is our task to identify what actions by the Congress could be most beneficial for their cause.

This may mean educating Members and staff about the issue (e.g., through congressional briefings), holding hearings, communication with representatives of the U.S. and international governments, writing letters, speeches, etc. Further, as the leader of the Commission’s democratic staff, I serve as the principal policy advisor to the Commission’s Democratic Co-Chair on the issues of global human rights.

Meeting with human rights groups and human rights activists has so far been the most fascinating, enriching, and inspiring part of my work. These human rights defenders often knowingly risk their lives, but continue doing their work nevertheless. Some activists have been through imprisonment and torture, have had their family members jailed for speaking against the existing regimes, but they relentlessly continue their work. Their courage matches their conviction, and their passion fuels their determination. Every time we meet, I feel incredibly humbled in their presence—they live the reality we discuss over coffee; they fight real battles and make real sacrifices; they stand tall in the face of danger, because for them shying away from it is simply not an option. Similarly, I feel incredibly fortunate to work closely with many human rights researchers and practitioners, whose job calls them to some of the most volatile areas of the world. Their professionalism, commitment, compassion, and willingness to risk their lives to help someone they have never met, on the other side of the world, are truly inspiring.

As I mentioned in the previous issue (Meet SPSSI’s New James Marshall Public Policy Scholar, The Forward, *Spring 2013*), I came into this experience with the overall
goal of finding ways in which we can bridge social psychology and the policy world. While I expect that as my time with the Commission progresses I will have a clearer idea of how to accomplish this goal, in these first months of my placement I have been mostly noticing the challenges that make connecting the two worlds difficult.

One of the important reasons, I think, is that while both social psychologists and policy makers often grapple with the same general issues, by the nature of the two areas, we draw our questions from different sources. Regardless of how important it is for scholars that their research is relevant to social issues, our research questions—and how we address them—are often dictated by the gaps in the previous literature, and not the urgent societal matters. Furthermore, as loyal followers of the scientific method and worshipers of causal relationships, we have to further break down our research questions into small, manageable, testable, falsifiable, and, importantly, publishable, pieces. Meanwhile, the policy makers are faced with very broad-scale issues, and our minute understanding of the related processes gets lost in the immensity of their imminent task. It is like inviting an expert on the movement of electrons to fix a broken TV. The expert’s knowledge would probably be relevant to the task at hand, however is far from sufficient for its successful accomplishment.

Of course, abandoning scientific rigor will not make us any more relevant or useful to the policy makers. In fact, I think policy and political decision-making would benefit tremendously from the kind of attention to detail and depth that social psychology has to offer. Maybe—and I am just brainstorming here—what we need to effectively bring social psychology into practice and policy is not social psychologists per se, but, rather, scholars of social psychology, who follow its developments, and are capable of putting many different pieces of research, by many different researchers, together in order to be able to give comprehensive, savvy, empirically supported policy recommendations.

In my work on the Commission, I use my knowledge of social psychology every day. For example, the literature on persuasion helps me to navigate a very partisan environment in Congress, as well as to communicate effectively even with most hostile local and foreign counterparts; my understanding of a variety of intergroup processes allows me to give thoughtful foreign policy recommendations; the habit of thinking simultaneously at the macro-, meso-, and micro-levels helps me construct a more comprehensive picture of problems brought to my attention. And thus, while I now see with more clarity the challenge of connecting social psychological research with policy, I am more convinced that social psychological contributions are very important. For me, the question is no longer whether we can or should connect these two worlds, but only how.

—Katya Migacheva
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Research and Action Editorial

Bone Marrow Donation and Non-Living Organ Donation: Thoughts Inspired by Dr. Ambady’s Search for a Bone Marrow Donor

By Jason T. Siegel & Eusebio M. Alvaro, Claremont Graduate University

When we were first invited to write about Dr. Nalini Ambady and the plight of people in need of donors, we were hesitant. Much has already been written about Dr. Ambady, including her vast contribution to the field of social psychology and her need for a bone marrow donor. Further, while we have spent 15 years studying organ donation, bone marrow donation has not been our focus. However, a scan of the bone marrow literature revealed striking parallels between bone marrow donation and organ donation—particularly non-living organ donation. Both bone marrow donation and non-living organ donation rely, in part, on people signing up on donor registries, and both are in need of more donors. Moreover, bone marrow registries and organ donor registries face some similar challenges. One common challenge is that people are often under-educated about how to sign up and what occurs when one...
becomes a part of the registry. Another common challenge is that perceived cultural or religious objections, sometimes
fueled by misinformation, prevent people from signing up, or may lead them to remove themselves from the registry.
Both registries are also challenged by the fact that many people are willing to sign up, but have yet to find the time or
motivation to do so. Life’s demands often push a sincere intent to register out of the minds of many potential donors.
Realizing the similarities across these donor domains, we became more comfortable offering insight into how people
motivated by Dr. Ambady’s story can take action to help others facing similar hardships.

Dr. Ambady’s plight. Dr. Nalini Ambady, a social psychologist at Stanford University, as well as a mother with two
teens, was diagnosed with Acute Myelogenous Leukemia (AML)—a cancer of the blood—in 2004. Various
sources—a dedicated site (helpnalininow.org), a Stanford site (ambadylab.stanford.edu/helpnalininow), a Facebook
page (Facebook.com/helpnalininow), and numerous articles and blogs (e.g. cnn.com/2013/05/16/health/nalini-
leukemia/index.html) provide a detailed and moving account of her story. From these, we learn that following her
initial diagnosis, Dr. Ambady went into remission for eight years; however, in 2012 the cancer returned and it was
determined that a life-saving bone marrow transplant would be necessary. A successful academic and enthusiastic
mentor, she now found herself in need of a donor. For a bone marrow transplant to be successful, a genetic match is
necessary. Unfortunately, none of her family members provided such a match, necessitating a donor from outside the
family. There are a number of bone marrow registries in the USA and worldwide; however, the number of registered
South Asians is very low (less than 2% of the US National Marrow Donor Program). This is noteworthy in that
individuals from the same ethnic group are more likely to share the same genetics, and thus provide affirmative bone
marrow matches.

Given the low number of registered South Asians, Dr. Ambady’s family and colleagues quickly initiated efforts to
publicize her plight and encourage others—especially those of South Asian descent—to join the national registry. A
growing number of local, national, and international news stories and articles soon joined extant websites, a Facebook
page, blogs, and email blasts encouraging information dissemination and registration. Resources were even made
available to help interested parties set up local bone marrow registration drives. Over 150 drives were held in
businesses, schools, and community centers worldwide. As a result, thousands of people signed up on various
registries. As often happens in these situations, at least six registrants were found to be potential matches for someone
else in need. Worldwide, a dozen individuals were potential matches for Dr. Ambady, even one from India.
Unfortunately, none resulted in a transplant. Of these dozen, half refused to follow up and the remaining six were
ruled out as transplant candidates. The outreach efforts continued, and after many months, a potential donor was
identified, followed up, and was found medically suitable. Dr. Ambady now has a transplant scheduled for the end of
the summer.

Dr. Ambady’s difficult search situation is unfortunately all too common. Thousands of others are still where Dr.
Ambady started, namely, waiting and searching for a donor. A quick Google search will introduce readers to Amit
Gupta, a South Asian who is also in dire need due to leukemia; a mixed race, 4 year old Chinese-American boy in
need of a donor as a result of aplastic anemia; Colin Flynn, a young boy diagnosed with acute lymphocytic leukemia;
and, Leslie Harris who was diagnosed with leukemia while 9-months pregnant. Last year, ABC Nightline featured
nine people desperately waiting for an organ transplant. Among them was 30-year old Jessica Danielson, who was
diagnosed with restrictive cardiomyopathy at age 19. This led to congestive heart failure. Dr. Maria Garza was waiting
for a liver transplant; Penny Pearson’s idiopathic pulmonary fibrosis caused her to be in need of a lung. There are
many like them across the US and around the world.

Needs and barriers. According to the U.S. Department of Health and Human Services, approximately 20,000 people
a year are in need of a life-saving bone marrow or umbilical cord blood transplant. This need is particularly high
among ethnic minorities. The likelihood of a White adult finding a matching bone marrow donor is 93%. The
likelihood of African-Americans (66%), American Indians or Alaska Natives (82%), Asians or Pacific Islanders (73%),
or Hispanics or Latinos (72%) finding a medically qualified donor is disproportionately low (NMDP Bioinformatics,
2010). Given the influence of genetic heritage on the likelihood of finding an acceptable HLA-match (Switzer, 2013),
etnic minority patients have a more restricted range of potential donors. Indeed, bone marrow donors of diverse
ethnicities are needed.
Many barriers to bone marrow donation exist, particularly barriers that prevent people from staying on the bone marrow registry. These include high levels of ambivalence (Switzer, 2013), lack of knowledge of the role ethnicity plays in HLA-matching (Yancy, Coppo, Kawanisji, 1997), general lack of information (Yancy et al., 1997), religious and cultural beliefs (Switzer et al., 1999; Yancy et al., 1997), fear of unfair distribution of marrow (Yancy et al., 1997), concerns of the impact on the health and work capabilities of the donor (Switzer, 2004), and fears of being discouraged from donation (Navarro, Switzer, & Pulsipher, 2013). Compounding, and likely causing, the low proportion of ethnic minorities on the registry, many of these issues are more influential at discouraging ethnic minorities in comparison to Whites (Navarro et al., 2013; Switzer et al., 1999).

Further, 7,000 Americans die every year awaiting an organ transplant (U.S. Government Information on Organ and Tissue Donation and Transplantation, 2012). Akin to the disproportionate need for bone marrow donors among ethnic minorities, and while the organ donor waiting list includes individuals across all ethnic backgrounds, ethnic minorities constitute a disproportionate proportion of the people in need. Whites comprise 43% of candidates, while Blacks account for 30%, Hispanics for 18%, and Asians for 7%, with the remaining 2% distributed among other ethnicities. Although advances in anti-rejection medications have made ethnic similarities between organ donors and recipients less important, genetic matches are still preferable.

Like bone marrow donor registration, numerous barriers curtail donor registration, including religious barriers (Radecki & Jaccard, 1997), attitude ambivalence (Paris & Katz, 1986; Siegel, Alvaro, & Hohman, 2010), as well as concerns over inequities in the system, and mistrust of the medical establishment (Sanner, 1994). The latter are especially prominent among minorities (Alvaro & Siegel, 2010; Marwick, 1991). As will be discussed shortly, a critical barrier is the deficit of knowledge (Alvaro, Jones, Robles, & Siegel, 2005; Horton & Horton, 1990; McNamara et al., 1999; Siegel et al., 2010). Other barriers include concerns over inequities in the system, and mistrust of the medical establishment (Sanner, 1994), which are especially prominent among minorities (Alvaro & Siegel, 2010; Marwick, 1991).

Making social change. Dr. Ambady’s struggle will hopefully motivate readers to take steps to help others in similar situations. There is no magic solution to these problems, but there are additional steps that can be taken. First and foremost, readers can register to be a bone marrow donor (BeTheMatch.org) or a non-living organ donor (organdonor.gov). Even though the National Marrow Donor Program registry boasts over 10 million members, there is a desperate need for more donors—particularly among ethnic-minorities. Likewise, even though millions are registered as organ donors, 18 people die each day as a result of the shortage of transplantable organs.

For readers willing to talk to others about registering to be donors, two significant barriers to both bone marrow and organ donor registration are lack of information and inaccurate perceptions, both of which derail the actions of even well intentioned individuals. For example, even though HLA-matching is critical in finding a qualified bone marrow donor, some people are unaware of how ethnicity influences the donor-recipient matching process (Yancy et al., 1997). While anyone can register to be a non-living organ donor, people often falsely believe they are too sick or too old to sign up (Siegel et al., 2010). Also, nearly all religions support bone and organ donation, but a disproportionate number of people perceive their religion as being against donation (e.g., Navarro et al., 2013). The lack of information that permeates bone marrow and organ donation curtails the number of people willing to donate, to register to donate, and to support donation. A number of potential donors for Dr. Ambady ultimately decided not to go through with the process. Perhaps cultural beliefs held by family and friends played a role; if these beliefs were inaccurate, having accurate beliefs could have made a substantial difference.

If readers are touched by Dr. Ambady’s struggle, hopefully they will educate themselves about donation. Ideally, they will learn about non-living donation, living donation, bone marrow donation, and all other forms of donation (e.g., blood donation). Even the act of informing people as to how they can be part of the bone marrow or organ donor registries can make an impact (see Alvaro et al., 2005; Horton & Horton, 1990; McNamara et al., 1999; Siegel et al., 2010). The readers of this newsletter are teachers, scholars, and practitioners. There is an advanced desire to learn and convey information among this readership. Learning about donation and passing that knowledge on to family and friends can have a positive influence on the number of available donors.
We also hope that people moved by Dr. Ambady’s unfortunate situation will act now. Our research has identified a general lack of awareness as a suppressor of organ donor registration (Siegel, Alvaro, & Hohman, 2010). Indeed, for most of the general public, organ donation is a low salience issue. There are many more pressing health issues and the decision to be an organ donor can be put off indefinitely—even leaving it to family members following one’s death. We suspect that the situation is not much different when it comes to bone marrow donation. Unless a loved one is in need, there is no strong motivation to register immediately. In both cases, a well-informed public with pro-donation beliefs can easily fail to register given the passage of time. In other words, whether motivated to register as a non-living donor, to register on the bone marrow registry, or to learn and convey information about donation, the motivation to do so will typically be short-lived. This is not due to apathy, but rather to the issue not remaining salient. People who do not register as organ donors often speak of life getting in the way of the desire to do good. As such, if a reader is thinking about registering on the bone marrow or organ donor registry, hopefully they will do it now. If the lives of readers of this newsletter are as chaotic as most people’s, the issue will not remain top of mind for long; life does always seem to get in the way. If registration, or self-education, is going to occur, now is the time.

—Jason T. Siegel & Eusabio M. Alvaro

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References
When Kim Case asked us to write on our theory of mentoring in the Critical Social/Personality Psychology program at the Graduate Center of the City of New York (CUNY) we turned to a reliably unreliable source—Wikipedia—for a foundational definition of mentoring and learned that:

The roots of the practice are lost in antiquity. The word itself was inspired by the character of Mentor in Homer's Odyssey. Though the actual Mentor in the story is a somewhat ineffective old man, the goddess Athena takes on his appearance in order to guide young Telemachus in his time of difficulty. Historically significant systems of mentorship include traditional Greek pederasty, the guru-disciple tradition practiced in Hinduism and Buddhism, Elders, the discipleship system practiced by Rabbinical Judaism and the Christian church, and apprenticing under the medieval guild system.

We have no ineffective old men, goddesses, or gurus. Instead, our story of mentoring involves the building of a community of scholars, teachers, and engaged, critical, public social scientists. Our Critical Social/Personality Psychology program turns on the Lewinian construct of the work group. Both of us—Susan (former President of SPSSI and director of our program) and Michelle (former member of SPSSI council)—are students of Mort Deutsch, who was a student of Kurt Lewin. One piece of our intellectual inheritance is the practice of engaging groups of students, faculty, and community members in thinking together, in faculty–student and cross-cohort work groups, about social research and significant questions of historic and contemporary import. Our model is deeply grounded in historic, contemporary and critical social psychology and personality theory, and is committed to interdisciplinarity.

We thought it might be useful to sketch out eight key mentoring commitments of our program:

1. **A community dedicated to scholarship, teaching, and engagement in social justice.**
   Our students join a community, not a single lab. We do not enforce an apprenticeship, discipline, or single lab model. Students are selected into the program because they bring serious intellectual questions. They are encouraged to work with multiple faculty members, collaborate with peers, work across cohort groups, seek out interdisciplinary faculty/colleagues, and work with community activists/advocates.

2. **A commitment to historic, contemporary, and critical theory in social psychology and the study of lives, multiple methods, and engagement with the world.**
   A primary emphasis of the Critical Social/Personality Psychology doctoral program has been the dedicated mentoring of students by our faculty within an intellectual community committed to diversity (of theory, methodology, projects and racial/ethnic/sexuality/nationality-based diversity) and globalization. Students study, write and take exams on the history of psychology; classic, contemporary, and critical social psychology and personality theory; quantitative and qualitative methods; critical race/feminist/queer/post-colonial and indigenous theory; and are engaged in projects that address questions of social justice.

With required courses in the history and foundation of social psychology, social theory, research methods, statistics, and advanced qualitative and quantitative methods, our curriculum is also deeply and explicitly multicultural. In the Fall 2012 semester we offered a course on “Group Relations, Race, and Researcher Subjectivity” (Professor Tamara Buckley) and a course on “Liberation Psychology” (Professor Rod Watts). During the Spring 2013 semester, we (Opotow and Fine) co-taught a course on “Theories and Methods of Studying Social (In)justice.” In the Summer 2013 session, Professor Luis Barrios is taking a group of undergraduate and graduate students to study...
dynamics of inequality, culture, and resistance in the Dominican Republic.

During their graduate education, many students are involved in critical participatory action research projects in collaboration with community partners. Students apprentice on participatory action research projects through The Public Science Project at the Graduate Center, directed by Dr. Maria Elena Torre (alumni, and now on the faculty), where they may be involved in policy and community-based research on stop and frisk, educational (in)justice, youth organizing, undocumented women’s access to domestic violence resources, formerly incarcerated students’ experiences in college, the desires of children of incarcerated adults, immigrant students’ community commitments, and other projects.

Our Colloquium series, which dovetails with and supports our curriculum, has featured outstanding scholars from the USA as well as from Australia, Spain, South Africa, Germany, Japan, England, Ireland, Austria, Switzerland, and New Zealand in the 2012-2013 academic year alone.

3. Retaining the / that connects social and personality studies.

We are committed to working the membrane that separates and connects history, power, context, and lives. Thus we retain the “/” that links social/personality psychology. At that / gathers history, connections, epistemological arguments, and a never-resolved but always exciting set of conversations about the study of lives, social movements, and representations and institutions in context, power inequities, and global relations.

4. Building and sustaining an academic community of wide and vibrant diversity.

Currently, in 2013, our program enjoys a faculty that is 43% faculty of color, a student body that is 48% students of color, and a substantial community of international students, alumni, dissertation committee members, and visiting scholars who continue to contribute intellectually and professionally to our program, networks, and post-graduate placement for our graduates. In 2010, our program was ranked third in the National Research Council rankings of doctoral programs, and in the top psychology programs for diversity as reported in the December 2010 Monitor on Psychology (also see the National Academies Press).

5. Students as colleagues and engaged professionals in our program and in the field.

Our students are our full colleagues at the Graduate Center and they participate in professional and community based organizations, including union politics and activist organizing. Students engage in program governance and collaborative and independent research. They are part of a diverse community of researchers, teachers, and activists and reflect a commitment to diversity of ideas, forms of practice, nation, method, race/ethnicity, gender, sexuality, (dis)ability.

Our students critically engage in the profession as global intellectuals who regularly attend and present papers at professional meetings including the APA Multicultural Summit, the Cross-Cultural Roundtable at Teachers College, the APA Annual Convention, and SPSSI meetings in the USA. They also attend and present their work at a variety of international psychology conferences. Recent examples include the Tenth International Conference on Social Representations in Tunisia (2010), the International Society of Political Psychology in Dublin (2011), International Congress of Psychology in South Africa (2012), the International Conference of Critical Social Psychology in Barcelona (2013), and the forthcoming meeting of the International Society of Theoretical Psychology in Santiago, Chile (2013) where a group of more than 15 students, faculty and alumni will be presenting work in collaboration with colleagues from Brazil, Jamaica, South Africa, and Chile.

6. A program with an obligation to the public, to the intellectual and ethical life of the university, and to social issues.

A public university has a debt to the “public” and to building the “commons.” We therefore view the Graduate Center as a space for holding difficult dialogues about social issues, intellectual projects, and ethical tangles; sponsoring seminars with academic and/or community based colleagues where we may speak the unspeakable, build alliances, and conceptualize the relationship of scholarship to protest, action, policy, theatre, and public education.

7. A program with an obligation to the financial, developmental, and human needs of our students.

Ensuring an infrastructure of economic, social, intellectual, and ethical support for our graduate

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students is crucial. Therefore, the faculty, with the guidance of our Executive Officer Maureen O’Connor and our President Bill Kelly, work hard to ensure that students are well-funded for at least five years, gather teaching experience without being exploited contingent labor (really a struggle these days), receive regular feedback (at least annual assessments, built into conversations, and formal letters), enjoy health insurance, and are members of our CUNY union! While CUNY is, relative to private institutions, relatively resource-poor, we are extremely wealthy in terms of human relationships, commitment to student success, and dedication to racial justice. Our administration has been fully dedicated to maximizing student support, including support for graduate students of color. As of September 2013, all doctoral students will be funded at least at the level of Fully Funded Tuition, and many will enjoy teaching fellowships that pay $21,000, tuition, and insurance. The Office of Diversity subsidizes U.S. citizens who qualify as African American, Latino, or Native with supplemental support.

Our students’ research has been funded by the City University, private grants, and consulting opportunities outside the University (although this funding opportunity is, by law, limited for international students). The Office of Diversity and Ford Foundation have provided additional support. Two of our international students, one from New Zealand and one from South Africa, have been awarded Fulbright Fellowships.

8. Post-graduate mentoring.
As with good parenting and sustained friendships, our commitment to wo/mentoring does not cease at graduation. It continues well beyond graduation day through shared publications, negotiations for tenure or positions in applied fields, reviews of manuscripts with such quandaries as: what to do with colleagues who are narrow in their constructions of what constitutes psychology or students who don’t do all the reading, or administrators who promise time off for research and then withdraw the offer, or should I publish a chapter or a journal, or how can I continue my community-based research when everyone else is placing a survey online on SurveyMonkey and Mechanical Turk, as I try to negotiate deliberate, reciprocal, ethical and bumpy relations with a local family planning center, youth organization....etc?

Wo/mentoring during this post-graduate phase helps our early career scholars settle in to the field as they remain part of the Social Psychology community that nurtured them as graduate students. We delight in their contributions to the field and their wo/mentoring of their own students.

Conclusion
So that’s our praxis of wo/mentoring—a community of engaged scholars, immersed in history, theory, and multiple methods (experimental, ethnographic, archival, historic, survey, secondary analyses of big data, focus groups, mapping, interviews, life stories…)—collaborating with communities of all sorts within a public institution that reflects, and resists, the neoliberal impulses that saturate higher education in the early part of the 21st century. We also laugh, travel, eat together, collaborate, swim, worry about the world, publish, perform, testify in courts, protest, work closely with the administration, challenge moves toward surveillance/censoring of dissent, delight in the courage of our President, Executive Officer, the PSC union, our faculty and students, and try to attend with care to the complex human lives we all try to live beyond the academy.

—Michelle Fine & Susan Opotow
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SPSSI Around the World

Spotlight on Wan-chi Wong, Ph.D.

Our spotlight shines in this issue on Dr. Wan-chi Wong at the Chinese University of Hong Kong. Dr. Wong was the 2007 recipient of the Otto Klineberg award for her paper, Understanding Dialectical Thinking from a Cultural-Historical Perspective. We are pleased to have her partake in this issue’s international spotlight interview, in which she provides a breath-taking perspective from the Pavilion of Harmony, “where man and nature meet” in Hong Kong (see photo).

How long have you been a SPSSI member?

I have been a full member since 2010.

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

My article, entitled “Understanding dialectical thinking from a cultural-historical perspective,” was the recipient of the 2007 Otto Klineberg Intercultural and International Relations Award. This piece of research originated from a project regarding modes of reflection upon history, with the Chinese mode as the focus of concern and the Jewish and German modes as contrast and comparison. My deliberation on the nature of reflective thinking and its psychological processes soon led me to a dialogue with the different forms of dialectic in Occidental and Oriental cultures. It may have been my dissatisfaction with some current practice in the research area of “culture and cognition” that gave me the final momentum to put my ideas down into words. In the end, I produced an article that discussed various forms of dialectic including Greek dialectic, Hegelian dialectic, contemporary German negative dialectic, Chinese dialectic, and Indian negative dialectic. They were further articulated as ideal types that could serve as constellations to facilitate empirical studies on dialectical thinking. New research questions were also gained by adhering to the Scribnerian multilevel scheme that reconstructs Vygotsky’s thesis, and by returning to the core ideas of Vygotsky himself.

In the city where I live, the polarization in valuation, argumentation, and action has become more intensified in recent years. I remain convinced of the relevance of understanding and cultivating dialectical thinking to the betterment of social life. It has always been my belief that meaningful research projects can hardly be accomplished by a single person within a short time. Thus, I like to share research ideas in the hope that some of them can be actualized while others might give rise to further flashes of inspiration. Seven years have passed since the publication of this article; I still vividly remember that my state of consciousness was very different when immersed in the Occidental and Oriental dialectics during the reading process. Colleagues from different cultural backgrounds are cordially invited to try this interesting experience.

Are you currently continuing to pursue this line of research?

Viewing the cultural-historical perspective in a broad sense, I have continued to pursue this line of research. An accidental encounter with the comprehensive catalogue of Wilhelm Wundt’s works, compiled by his daughter Eleonore Wundt, gave me the impetus to attempt a thorough study of the primary and secondary sources on Wundt, which culminated in the writing of a long essay. This piece of work, entitled “Retracing the footsteps of Wilhelm Wundt: Explorations in the disciplinary frontier of psychology and in Völkerpsychologie,” was published in History of Psychology in 2009. The title of the essay reveals the two areas of Wundt’s works that I consider to be grossly misunderstood by contemporary psychologists. In recognizing the limitations of individual psychology, Wundt proposed Völkerpsychologie as a complementary, essential field in the study of human consciousness. A closer examination of the Wundtian Völkerpsychologie reveals that it may be regarded as a variant of cultural-historical psychology.

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In recent years I started a project entitled “A genealogy of fundamental psychological concepts in Chinese culture.” Considering the dialectical relations between experiences and concepts, a genealogical analysis of fundamental psychological concepts is perceived as a significant key to unlocking a better cultural-historical understanding of human experiences. The first piece of monographic essay on a genealogy of self in Chinese culture will appear in the 2014 edition of Monumenta Serica. This genealogical study comprises three interrelated phases, namely etymological and semantic analysis, identification and analysis of notable, corresponding cultural signs, and discourse analysis. The second and third phases have adopted the methodological elements of Benjamin and Foucault, respectively.

Adopting the cultural-historical approach in psychological studies might appear to be distant from the present-day social reality at first glance. Upon second thought, such an approach could help us to understand better our constraints and possibilities in human life, and to build a more sound foundation for research endeavors.

Interestingly, I also place value on the approach of microdevelopmental research, which is clearly different from the macro approach of cultural-historical studies. In recent years, I have worked with research students to examine children’s conceptual changes along the implicit-explicit dimension through the lens of the representational redescription model. Themes examined include conceptual changes in physics and probability, as well as in distributive and procedural justice. The first piece of research produced using this approach appeared in Child Development (Cheung & Wong, 2011). In a small-scale, qualitative study, I tried to link up the cultural-historical perspective and the microdevelopmental approach in examining the cultivation of the dialogical self.

It is worth noting another line of recent research that addresses social issues more directly. Having been introduced to the Lewinian field theory in my doctoral seminar, Tom Chan, a doctoral student of mine, has developed a thesis by applying this theory to study the acculturation of young new arrivals in Hong Kong. The use of topological diagrams in representing life space, accompanied by in-depth interviews, systemic observations, and refined analyses, are regarded by us as promising for future studies of varied acculturation issues in mainland China and Hong Kong. A refinement in the construction and reconstruction of the Lewinian topological diagrams might be developed into a valuable tool for counseling and self-reflection.

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

In mainland China, I think that important social issues include (1) the injustice caused by the increasing gap between the resources of privileged and underprivileged people; (2) potential social unrest threatened by the corruption of officials and by the oppression of appeals for human rights and democracy; (3) acculturation and developmental issues caused by massive migration of people from rural to urban areas; and (4) the collapse of moral norms as reflected by the large-scale contamination of food and widespread asocial behaviors in public space.

In Hong Kong, the city where I live, we are still undergoing the social experiment of “One Country, Two Systems.” In recent years, we have experienced more social conflicts and witnessed a greater polarization of standpoints and actions; struggles over values and identity formation have become issues of concern. During the anniversary of the June 4 incident and of the handover, it is not unusual to see a large number of citizens rallying around their principles and voicing their discontent. The protest against nationalistic education that grew to become a massive social movement last year reveals the dynamics of social action. To make possible the actualization of universal suffrage, a multi-stage discourse that may culminate in an act of civil disobedience in “occupying Central by 10,000” has been initiated and is now gaining ground.

Indeed, my country and my city could serve as a natural laboratory for meaningful studies in social sciences. It is also my belief that psychological research can serve to address emerging social issues and to contribute fresh perspectives.

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

I have a deep appreciation of the principles and mission of SPSSI, and I will continue to share them through my future research work as well as my teaching and everyday conversation.
What do you feel is the best way to advance the psychological study of social issues?

It seems to me that there are multiple ways to advance the psychological study of social issues. With the perceptive identification of important social issues as a prerequisite, I think that both imagination and rigor are essential in applying the concepts and methods of different research paradigms in psychology. An interdisciplinary approach is also desirable in the investigation of important social issues.

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

I enjoy reading and listening to music. Enjoyable moments in life naturally include being with family and friends, playing with children, and conversing with people from different walks of life. I also cherish the experiences of traveling and photography, and the contemplation that accompanies these activities.

What is your favorite psychology book?

A very difficult question indeed. I asked myself what would constitute the criteria of a favorite psychology book. Three came to me as a first response:

(1) This book has been revisited quite frequently;
(2) Whenever I revisit this book, fresh insights are gained;
(3) I have been enthusiastic in recommending this book to friends and students.

With these criteria, I could name the collected works of Vygotsky and Lewin as my favorite psychology books, even though I still have great difficulty in restraining myself from naming other books for whose valuable stimulations I am thankful.

What is your favorite non-psychology book?

This is an even more difficult question. By applying the three criteria that I mentioned in the previous question, my favorite books outside the domain of psychology certainly include the following:

(1) The classical works of Laozi and Zhuangzi;
(2) The philosophical works of Bergson, Wittgenstein, and Gadamer;
(3) Poetry from different ages and varied cultural areas.

While I have failed the task of simply naming one favorite non-psychology book, I would like to end my sharing with a simple but profound verse:

I slept and dreamt
That life was joy.
I awoke and saw
That life was service.
I acted and behold,
Service was joy.

—Rabindranath Tagore

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SPSSI Membership Survey 2013

By Denise Sekaquaptewa, Membership Committee Co-Chair

The Membership Committee launched the 2013 SPSSI Membership Survey online on April 1, 2013. The survey was sent to all SPSSI members in order to gather information on members’ experiences with SPSSI, and what they think about and hope for SPSSI’s future. The survey closed on May 12, 2013, with 260 SPSSI members responding. Some findings are reported in the Secretary/Treasurer’s report (see p. 5). SPSSI leadership and Central Office staff are pouring over the data and are learning a great deal about what our members think about our organization.

All respondents were entered into a lottery for a free one-year extension of their SPSSI membership. Five respondents were selected and notified of their “prize” on May 20, 2013. Many thanks to all who responded!

Membership committee: Janelle Jones, Denise Sekaquaptewa (co-chairs), Laurence French, Justin Hackett, Dahlia Moore, and Michelle Tichy, and Mischa Thompson.

—Denise Sekaquaptewa
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June was a busy month for the SPSSI Graduate Student Committee. After the Winter Council meeting in February 2013, the GSC began planning the first SPSSI Graduate Student Professional Development Conference, which was held on Saturday, June 29, in the APA building in Washington, DC.

When the call for applications went out in early May, we received 30 applications from graduate students across the country. We invited 25 to join us in DC, and 20 students accepted. In their applications, our participants stated how they wanted to become more involved with SPSSI, and valued an opportunity to meet the Council and grow as scholar activists.

The event kicked off with a Speed Mentoring Lunch that coincided with the end of our summer Council meeting. The participants ate lunch with 14 council members, including Past SPSSI President Maureen O'Connor, current President Allen Omoto, and President-Elect Dominic Abrams.

We then hosted three professional development panels. Our first panel, led by Maureen O'Connor and Forward newsletter editor Janice Adelman, showed participants how to use SPSSI to network, gain research funds, and develop leadership skills. Next, council members Heather Bullock and David Livert talked about factors that should be considered when conducting evaluation work and building partnerships between the research lab and the community. Finally, Allen Omoto and SPSSI Early Career Scholars Committee Chair Jessica Salvatore discussed how to navigate both the applied and academic job markets.

After the conclusion of the last panel, all graduate students were invited to attend a happy hour that was hosted in conjunction with the SPSSI Summer Policy Workshop that took place in D.C. from June 30-July 1. Graduate students had the opportunity to mingle and network with other graduate students, SPSSI Council members, and applied psychologists who have vast experience in a variety of academic and policy settings. Overall, our conference was well received by our participants. The graduate students reported that they particularly valued the opportunity to network with SPSSI council members and other graduate students who shared SPSSI values. In addition, participants found the panels to be informative and relevant to their graduate school experiences and career goals. Overall, participants reported leaving the conference with a better understanding of how SPSSI can be a useful resource to them throughout their careers, and showed a strong desire to see the GSC organize similar events for graduate students in the future. The GSC would like to thank all SPSSI Council members, workshop speakers, SPSSI Central Office, and graduate student participants for making our first Graduate Student Professional Development Conference a success.

Brainstorming for graduate student events to be held in conjunction with the 2014 SPSSI Convention in Portland, Oregon, is already underway. Calls for nominations for the 2013-2014 Graduate Student Committee are now out (check your email inbox and see p. 34 for the announcement in this issue). We strongly encourage all graduate students to consider nominating themselves if they would like to be more involved in planning graduate student events for the upcoming year.

—Kala J. Melchiori & Manisha Gupta
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SPSSI Early Career Scholars (ECS) Committee Report

By Jessica Salvatore, ECS Co-Chair, & Heather Bullock, ECS Co-Chair

Over the past few months, our committee has continued its strategic planning work, focusing on putting a platform in place for SPSSI’s early career members to share information, network, and collaborate. We are planning to launch “interest clusters” via Google Groups that will allow early career scholars to meet each other, connect socially and professionally, partner together to plan symposia, propose special journal issues, and share ideas. Ideally, we hope that many interest clusters will be launched with a face-to-face meeting. At the end of June, two pilot groups involving early career scholars were started: the first is for graduate students who had participated in a recent professional development workshop organized by the Graduate Student Committee (see the GSC report on p. 20 for details); and the second is for scholars who participated in a recent two-day policy workshop in Washington, DC (see p. 4 for details). Building on these initial groups, we expect further interest clusters to be initiated at SPSSI’s biennial conference in Portland next summer. If you have ideas for an interest cluster or would like to join either the professional development or policy interest group, please let us know!

We have also been working to improve the Early Career section of SPSSI’s website, with an eye to making it more user-friendly and informative. The website now has up-to-date information about members of the committee, the recent columns from the Forward, and a list of resources of special interest to early career scholars, including (but not limited to) information about SPSSI-sponsored grants.

We are excited that SPSSI will be providing funding for small regional meetings and that the organization is eager for early career scholars to be involved. Look for the call via e-mail from the SPSSI central office! As always, please keep us informed about your needs as early career scholars. We wish you a productive and enjoyable August and beyond!

—Jessica Salvatore & Heather Bullock
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Publications as the Public Face and Financial Backbone of SPSSI

By Chris Crandall & Buju Dasgupta, Publications Committee Co-Chairs

SPSSI publications are at the very heart of what SPSSI does. The publications provide an opportunity to share our work with colleagues and the greater public, to implicate policy and make recommendations, to build careers, to build the society, and to provide a reliable income for SPSSI operations. As Co-Chairs of the Publications Committee, we are serving at an important point in SPSSI’s history.

Journals

This is a heady responsibility, and much of this work and duty falls on the editors of the SPSSI journals and book series. At the Journal of Social Issues (JSI), Sheri Levy is stepping down as Editor after a long and successful term (with our gratitude), and we are excited about the Editor-Elect, Ann Bettencourt. JSI is our oldest journal with deep penetration into libraries around the world; the focus on thematic issues will continue. Ann will build and innovate upon a very solid foundation (for more on JSI, see Ann’s column on p. 23).

More recently, at Analyses of Social Issues and Public Policy (ASAP), SPSSI’s outlet for social science scholarship with direct implications for social action and policy, the current Editor Kevin Lanning will be turning over the reins to Editor-Elect Heather Bullock (see p. 24 for Kevin’s farewell column). When
Kevin assumed the editorship, the journal had been through a solid start. He took this start-up journal into its teenage years; ASAP’s impact factor has reached 1.64—a fine showing for a relatively new journal. ASAP has developed into a journal ideal for time-sensitive applied/policy-driven research, with immediate online publication and subsequent bound copies. If your do time-sensitive policy-driven research and are looking for a peer-reviewed journal with a quick turnaround publication time, consider ASAP as a potential outlet for your work. Contact incoming editor, Heather Bullock, with any questions.

Social Issues and Policy Review (SIPR) is our annual journal providing theoretical and empirical reviews that are directly relevant to social issues and public policy. We are very pleased that Samuel Gaertner and Rupert Brown will be the editors of SIPR for years to come.

Book Series

In collaboration with Wiley/Blackwell, SPSSI has sponsored authored and edited volumes, now collectively known as the Contemporary Social Issues series. Mark Snyder served generously for many years as the book series editor. We are pleased to announce that long-time SPSSI maven Dan Perlman is the incoming SPSSI books editor. Potential authors interested in publishing in the series should contact Dan for a preliminary discussion (see p. 35 for further details).

Research Methods Textbook

For many decades, SPSSI has published a successful research methods textbook, Research Methods in Social Relations. The last (7th) edition by Rick Hoyle, Monica Harris, and Chick Judd came out in 2002. Coming out next year—in time for fall adoption—will be the new 8th Edition, updated and revamped by Geoff Maruyama and Carey Ryan. The table of contents is modern and the early draft looks fantastic. We strongly encourage people to consider adopting this textbook for appropriate methods courses.

If you are interested in contributing to the Instructor’s Guide and other supplemental materials for Research Methods in Social Relations (e.g., creating instructional materials, test items, etc.), please contact Geoff Maruyama and Carey Ryan. The authors are particularly interested in input from colleges that specialize in smaller classes and intensive undergraduate instruction. We will send out another email call about this issue soon.

Research and Publication Ethics

Nearly everyone in psychology is aware of the recent spate of publication scandals, concerns about replication and verification, questionable statistical practices, and other pressing ethical issues. Many societies and associations are in the process of developing ethical statements to identify appropriate practice and to establish standards for editors, authors, and other scholars and scientists. Early this year, the U.S. government also began the process of updating its guidelines about data access and publication for federally funded research.

The Publications Committee has taken on the task of outlining appropriate guidelines for our journals. Our position will be influenced by the fact that the research focus of many SPSSI members and contributors includes data from protected groups, people potentially at-risk, whose privacy must be especially protected. For example, open access to data from enrolled members of Native American tribal nations, sex workers, or incarcerated youth, could make these groups reluctant to participate in research. Thus, SPSSI must generate standards that meet multiple goals—research transparency and open access to data as well as providing appropriate protection and privacy to our participants. We will be working toward this goal in the coming months and welcome your thoughts and input on this matter.

—Chris Crandall & Buju Dasgupta

crandall@ku.edu, & dasgupta@psych.umass.edu,
I am pleased to be the Incoming Editor of JSI. The outgoing Editor, Sheri Levi, has done an excellent job of maintaining the journal’s high quality and of ensuring the theoretical and empirical importance of JSI. The impact factor of the journal and its ranking continue to be outstanding. I am grateful to Sheri for the sage advice she has provided during my transition into the editorial role.

During this summer, we have received four full submissions, and two full proposals, along with a handful of preliminary proposals. Luckily, these submissions have had much breadth in topical social issues and have been of impressive quality. It has been my pleasure to review these submissions. I am grateful to the JSI Editorial Board members for their thoughtful and timely reviews.

Please note that I was at the 2013 APA conference, ready to talk to SPSSI members about their ideas for JSI issues. If you missed me there and would like to talk with me about your ideas for submissions or about the journal, more generally, please send me an email; I will be pleased to be in touch with you.

Below you will find a list of our upcoming JSI issues in various stages of development:

**Planned 2014 Issues**

- Milgram’s Obedience Studies 50 Years On: Extensions, Explanations, Applications; Issue Editors: Art Miller, Alex Haslam, and Steve Reicher.

**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

I hope you will contact me by email about your ideas for issues for JSI. Also, visit the JSI website for recent updates.

——B. Ann Bettencourt
Bettencourta@Missouri.edu
An impact factor score for ASAP has, at long last, been announced. In the 2012 ISI Journal citation report, ASAP received a score of 1.641, corresponding to seventh of 39 journals in the Social Issues category and 22 of 60 in the Social Psychology category. These numbers are quite high for a first-time entry into the ISI ratings, and reflect the solid and consequential nature of scholarship in the journal. Yet, for at least three reasons, the score should rise still further in the years to come. One reason is that the initial rating serves as an imprimatur of sorts that should lead even more outstanding scholars to submit their work to the journal; it is potentially the beginning of a positive feedback loop. Another is that the quality and quantity of work now in the pipeline are both noteworthy. And still another is the talent, wisdom, and energy of the incoming editor of the journal, Heather Bullock of UC Santa Cruz.

Even in advance of the ISI announcement, the number of articles submitted to the journal has seen a substantial increase. In the first six months of 2013, there were 67 submissions, more than any similar period in my editorial tenure and, I believe, more than any six-month period in the history of the journal. These include ten papers that are in the pipeline for a special collection on the Social Psychology of the 2012 US Presidential Election, and five papers addressing one or more aspects of the Great Recession.

Two virtual issues, each consisting of a target paper together with commentary, are now complete and should appear on the ASAP/Wiley website shortly. The first of these, Testing Theories of Radicalization in Polls of U.S. Muslims, now includes McCauley’s response to three comments as well as a video abstract. The second includes seven comments and a reply to Conley et al’s The Fewer the Merrier? Assessing Stigma Surrounding Non-normative Romantic Relationships. Other recently published articles include a paper on attitudes towards tasers (Mandel), sociopolitical attitudes (Perry and Sibley), beliefs about climate (Sibley and Kurz), prisoner disenfranchisement (Dhami and Cruise), and a slew of book reviews curated by ASAP’s capable and nurturing Book Review editor Joel Nadler. You can see all of these and more in early view online.

We are now inviting commentary on Beth White’s "How Do Teachers Talk About Economic Inequality? The Complexity of Teaching at a Socioeconomically Integrated Elementary School;” the deadline for commentary is October 15. Please email me, or Associate Editor for Commentary Janet Ruscher if you aren’t successful in finding the paper online or have questions. Beginning August 15, we will also be inviting commentary for papers in our upcoming collection The Future of Women’s Reproductive Health: Evidence, Policy, and Politics. Inquiries may be addressed to issue editors Heather Bullock or Joel Nadler.

Finally, I need to thank the editorial board members and ad hoc reviewers for the thousands of hours they have collectively volunteered, and the authors who have courageously (as SPSSI member and Loyalty Oath Hero Edward Chace Tolman once said of his own writing) “torn out [their] vitals and exposed them to the world.” Editing is easier than writing, but I still have had a little Tolmanian ego-involvement in ASAP and every article in it. Despite this, I leave the editorship without any concerns, for I could not be leaving the journal in better hands.

—Kevin Lanning
lanning@fau.edu
I have long been interested in the questions that we tackle in psychology. More often than not, this interest resulted in a corresponding frustration that psychological research was, at best, having a negligible effect on policy that could really impact people. So, when I heard of the Dalmas A. Taylor Fellowship that served to bridge the research and policy worlds, I knew that this would be a fantastic opportunity. Indeed, I have already had the chance translate research into policy recommendations and attend coalition meetings about how to move relevant pieces of legislation forward. Looking forward, I am excited about attending Congressional hearings on bills such as the Employment Non-Discrimination Act, and engaging in personal advocacy on behalf of the scientific community.

The Dalmas A. Taylor Fellowship also challenges me to engage my own scholarship in new and creative ways. While there are issues that have direct pertinence, I find myself also spurred to read outside my area, from topics such as mental health in Native American populations, to the recent Supreme Court decisions on the Voting Rights Act and the Defense of Marriage Act. Pulling from such disparate topics and fields will afford me a larger perspective to make connections across concepts and disciplines when I return to my graduate research at Northwestern.

—Ryan Lei
ryanlei@u.northwestern.edu

My name is Ethan Eisen, and I am the new student representative of SPSSI to the AAAS Science and Human Rights Coalition. I am currently a 5th year PhD candidate in George Washington University’s clinical psychology program, and am excited to be involved with this valuable coalition. While human rights issues have always been important to me, my formal involvement began two years ago, as I began a practicum at an agency providing services to asylum seekers who fled following torture experienced in their native countries. My encounter with this group of people led to my current dissertation research, examining post-migration factors that contribute to PTSD and depression among asylum seekers. Working with the SHRC is an opportunity for me to broaden my perspective on human rights issues, as well as to use some of my skills and experiences to support the goals of the coalition and its members.

My first activity was to attend SHRC’s bi-annual meeting, this time focusing on a human right adopted by the UN: the right to benefit from scientific progress and its applications. The meeting afforded its participants the opportunity to hear from an array of world-class scientists, lawyers, activists, political figures and other professionals on a diverse set of topics related to this right. The various presentations opened my eyes about the ways in which advancements in science and technology interface with issues of human rights. In addition, the forum provided great food for thought about how to confront some of the most pressing issues.

Over the course of the year, I will be looking for ways to engage fellow students to be active supporters of the SHRC’s goals. If you are interested in being involved or would like to share your ideas about how we can work together, please contact me!

—Ethan Eisen
eeisen@gwmail.gwu.edu
SPSSI Award Recognition

By Anila Balkissoon, SPSSI-Program Director

2013 Distinguished Service Awards

Eugene Borgida, PhD
Professor of Psychology and Law
University of Minnesota

“Eugene Borgida epitomizes the elegant scientist scholar who is actively engaged in social and legal policy work. For most of his outstanding career, Eugene has been an active member and leader of SPSSI for over 40 years. His outstanding scholarship, advocacy, and intellectual leadership in SPSSI and in social psychology and law, make him a most deserving recipient of the 2013 Distinguished Service to SPSSI Award.

We are pleased to present Eugene Borgida the 2013 Distinguished Service to SPSSI Award for his inspired and successful leadership and the application of his scientific contributions to important social issues in our world today.”

Tora Bikson, PhD
Senior Behavioral Scientist
RAND Corporation

“Tora Bikson was a longtime active participant in a variety of SPSSI activities until she died suddenly in 2013. This posthumous Distinguished Service to SPSSI award recognizes her important and effective work on behalf of social and behavioral ethics in information and communication technology. Tora’s colleague Susan Strauss, paid tribute to Tora: “With the sudden death of Tora K. Bikson on February 1, 2013, the RAND Corporation has lost a superb researcher and a wonderful colleague, while the world has lost a pioneer in research on information and communication technology adoption and one of its foremost experts on social and behavioral research ethics.”

In her professional life, her contributions embodied SPSSI’s longstanding interest in human welfare, and critical research relevant to social policy, and service to organizational activities to further these goals. Tora’s life and her work offer a public testimony to service to SPSSI and to her role in making this a better world.”

The 2013 Distinguished Service Award Selection Committee consisted of Drs. James Jones (Chair), Frances Cherry, Barbara Gutek, and Bernice Lott.

2013 Teaching & Mentoring Award

Linda R. Tropp, PhD
Professor of Psychology & Director of the Psychology of Peace & Violence Program
University of Massachusetts Amherst

Dr. Tropp’s research concerns how members of different groups approach and experience contact with each other, and how group differences in status affect cross-group relations. She has worked with national organizations to present social science evidence in U.S. Supreme Court cases on racial integration, on state and national initiatives to improve interracial relations in schools, and with non-governmental and international organizations to evaluate applied programs designed to reduce racial and ethnic conflict. She is co-author of When Groups Meet: The Dynamics of Intergroup Contact (2011, Psychology Press), editor of the Oxford Handbook of Intergroup Conflict (2012, Oxford University Press), and co-editor of Moving Beyond Prejudice Reduction: Pathways to Positive Intergroup Relations (2011, American Psychological Association Books) and Improving Intergroup Relations (2008, Wiley-Blackwell).
2013 Innovative Teaching Award

Kim A. Case, PhD
Associate Professor of Psychology & Women’s Studies, Director of the Teaching-Learning Enhancement Center, & Women’s Studies Program Director
University of Houston-Clear Lake

Dr. Case also directs the Applied Social Issues sub-plan within the UHCL Psychology Master’s program. Her pedagogical research addresses diversity-course effectiveness, inclusive classroom practices, and teaching for social justice. Her research also examines ally behavior and strategies for raising awareness of various forms of social identity privilege in educational and community settings. Her 2013 book, *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom*, focuses on pedagogical strategies for teaching about privilege in college classrooms. Her research on prejudice confrontation and ally behavior investigates dominant group responses to prejudice in social contexts. In 2012, she was awarded the UHCL Distinguished Faculty Teaching Award, Faculty Research Fellowship, Alumni Association Outstanding Professor Award, and Alumni Association Faculty Fellowship. Her SPSSI leadership roles, earning her the 2009 Michelle Alexander Early Career Scholarship and Service Award, have included: Council Member, Executive Council Member, Journal of Social Issues Editorial Board member, Teaching and Mentoring Committee Chair, Early Career Scholars Committee Chair, 2008 Convention Program Chair, Nominations and Elections Committee, and Diversity Committee. In service to the Society for the Psychology of Women, she is President-Elect of Lesbian, Bisexual, and Transgender Concerns (Section 4). She serves on the APA Division 44 Committee for Transgender and Gender Variance Issues and founded and chaired (2009-2012) the Houston chapter of the national Gay Lesbian and Straight Education Network (GLSEN).

Honorable mentions for the 2013 Innovative Teaching Award go to Lindsay A. Phillips, PsyD (Assistant Professor of Psychology, Albright College) and Jessica Good, PhD (Assistant Professor of Psychology, Davidson College). Congratulations to all of these innovative teachers!

2013 SPSSI Speaker at the National Institute for Teaching of Psychology

Jamie Franco-Zamudio, PhD
Associate Professor of Psychology, Spring Hill College

Dr. Franco-Zamudio is currently an Assistant Professor of Psychology at Spring Hill College, a Jesuit College in Mobile, Alabama. Her primary areas of interest and research are in social justice, intergroup relations, and identity. Her current research focuses two related areas: intersections of identity, specifically subjective experiences of oppression or discrimination based on race/ethnicity, gender, social class, and sexual orientation and perceptions of person-environment fit and responses to perceptions of lack of fit in academia and organizations. More specifically, her research with the Assessing Science Inquiry and Leadership Skills team at UCSC examines the intersections of role-based identities (e.g., scientist) and social identities (e.g., gender, ethnicity) on perceptions of fit within academia and other institutions. Dr. Franco-Zamudio teaches Psychology of Gender, Social Psychology of Social Justice, Personality Theories, General Psychology, Research Experience, Industrial/Organizational Psychology, and Social Psychology. She also has served on the Board of Directors of local nonprofit organizations serving LGBT youth, survivors of domestic violence, and inner city youth. She has received awards for her teaching and service at Spring Hill College. Dr. Franco-Zamudio is a first-generation college student and former Ford Minority Pre-doctoral Fellow. She has been a member of SPSSI since her first year in graduate school and served as the Chair of the Graduate Student Committee of SPSSI. She is currently a member of the SPSSI Diversity Committee. Dr. Franco-Zamudio earned her BA from The Ohio State University and her doctorate from the University of California at Santa Cruz (UCSC).
2013 Otto Klineberg Intercultural and International Relations Award

This award commemorates Otto Klineberg (1899-1992), a founding member of SPSSI and a life-long advocate of psychological science in the service of international peace and human justice. For example, SPSSI, Dr. Klineberg, and psychological evidence were all active in the 1954 US Supreme Court case Brown vs. Board of Education ending racially segregated schools. An award of $1000 is given to "the best paper or article of the year on intercultural or international relations"—a field about which Professor Klineberg cared deeply from his social psychological commitment. For more details including eligibility and criteria, please visit the Otto Klineberg Award page.

After careful review, the committee selected as its winner,

Drs. Igor Grossmann, Mayumi Karasawa, Shinobu Kitayama, Satoko Izumi, Jinkyung Na, Michael E. W. Varnum, and Richard E. Nisbett

for their submission entitled, Aging and Wisdom: Culture Matters

Honorable mentions were given to Drs. Birte Siem and Stefan Stürmer for their submission entitled On the Rampage: The Emotional Logic of Participation in Intergroup Violence; and Drs. Lisa Rosenthal and Sheri R. Levy for their submission entitled, The Relation Between Polyculturalism and Intergroup Attitudes Among Racially and Ethnically Diverse Adults.

The 2013 Otto Klineberg Award Selection Committee consisted of Drs. Stacey Williams (Chair), Hector Betancourt, PJ Henry, and Margaret Shih.

Spring 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 Spring 2013 Clara Mayo Grants selection committee consisted of Drs. Kristin Lane (Co-Chair), Lauren Duncan (Co-Chair), and Brian Christens.

Congratulations to the Spring 2013 Clara Mayo grant recipients:

Levi Adelman, UMass Amherst
In the Eyes of the Beholder: Majority and minority group attitudes toward illegal immigrants.

Nicholas Alt, The College of William and Mary
Feeling Empowered – Embodied Power Primes and Confronting Sexist Comments.

Jennifer Chau, Georgia Southern University
Afraid to be a Nerd: Effects of Nerd Stereotypes on Women’s Math Performance.

Mona El-Hout, University of Michigan, Dearborn
Effects of Negative Media Exposure on Muslim American Health.

Jin Xun Goh, Northeastern University
Verbal and Nonverbal Cues of Sexism.

Jean McMahon, Portland State University
Benevolent Racism? : The Impact of Target Race on Benevolent Sexism.

The Spring 2013 Clara Mayo Grants selection committee consisted of Drs. Kristin Lane (Co-Chair), Lauren Duncan (Co-Chair), and Brian Christens.
SPRING 2013 GRANTS-IN-AID

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

Congratulations to the following scholars who were awarded funding in the Spring round of 2013!

Maureen Craig, Northwestern University
The Influence of the Subtlety of Similarity Priming on Intra-minority Intergroup Relations.

Krista Craven, Vanderbilt University
The Mobilization of Immigrant Communities in Tennessee within the Contemporary Context of Comprehensive Immigration Reform.

Emma Espel, University of Denver
Effects of Mindfulness on Interpersonal Violence for Delinquent Girls.

Brian Feinstein, Stony Brook University

Patricia Gilbert, Tulane University
The Impact of Role Model Identification: Does Reflecting on How One Identifies With a STEM Role Model Improve Women’s STEM Outcomes?

Lorraine Gutierrez, University of Michigan

Sue Hobbs, University of California, Davis
Children’s Memory and Suggestibility when Interviewed and Evaluated by their Mothers.

Jessica Harrison, Old Dominion University
A Model of Minority Stress, Mental Health Outcomes, and IPV: Examining the Role of Fusion.

Melissa-Sue John, Worcester Polytechnic Institute
Framing Immigration Reform.

Daniel Jones, University of Texas, El Paso
Honor through Psychopathic Eyes: A Synergistic Explanation of Extreme Family Violence.

Andreana Kenrick, Princeton University
Social Tuning and Shared Reality: Downstream Consequences in Intergroup Attitudes and Relations.

Katherine Kuvalanka, Miami University
The TransKids Project (Wave 2): A Longitudinal Study of Families with Transgender and Gender Nonconforming Children.

Chloe Mura, The New School
Explanatory Models of Posttraumatic Distress in a Sample of West African Torture Survivors.

Nadine Nakamura, University of La Verne
Love Exiles: Same-Sex Binational Couples Living Outside of the United States.

Dara Naphan, University of Nevada, Reno
Experiencing Stereotype Threat and Gender Stereotype Endorsement Among Women in Wath.

Rosaura Orengo-Aguayo, University of Iowa
Testing the Effectiveness of an ACT Skills Group for High-Risk Domestic Violence Offenders.

Jonathan Snavely, Claremont Graduate University
From Victim to Volunteer: Narrative Accounts of Transforming Interpersonal Violence into Prosocial Action.

Rachel Steele, UMass Amherst
The Meaning of Intergroup Reconciliation for Different Groups in Chile.

Nhan Truong, Brown University
MSM Identity Categories and HIV Sexual Risk Behaviors in African American Men Who Have Sex With Men Living in Jackson, Mississippi.

Jennifer Wang, University of Wisconsin—La Crosse
Why and When Do Racial Microaggressions Hurt.

The Spring 2013 Grant-in-Aid Award Selection Committee consisted of Drs. Rachel Annunziato and Carey Ryan (Co-Chairs) and committee members Mandeep Dhani, Scott Eidelman, Janice HabARTH, Ram Mahalingam, Lindsay Phillips, and Elizabeth Pinel.
SPSSI’S NEWEST FELLOWS

The Fellows Committee is pleased to announce the election of this year’s Fellows, all of whom have demonstrated “outstanding and unusual” contributions to the psychological study of social issues.

Kim Case (University of Houston-Clear Lake) and Todd Morrison (University of Saskatchewan) are new Fellows of SPSSI. Dr. Case was honored for her work on privilege awareness; LBGTQ inclusive practices; ally behavior; confrontation of bias; and how to teach students about privilege, oppression, and social identity. She has served on SPSSI Council, edited an issue of JSI, and chaired SPSSI’s Committees on Early Career Psychologists and on Teaching and Mentoring. Dr. Morrison was honored for his work on homonegativity (i.e., subtle forms of bias akin to modern sexism and modern racism, such as that LGBTQ people already have equal rights and that they place too much emphasis on their sexual orientation, thus contributing to their own social marginality). Dr. Morrison is Editor of the Canadian Journal of Behavioural Science, and he has chaired the Canadian Psychological Association’s Section on Sexual Orientation and Gender Identity.

The following current APA Fellows have been elected Fellows of Division 9: Nancy L. Baker (Fielding University, expertise: sexual harassment, employment discrimination, homophobia and heterosexism), Melanie Killen (University of Maryland, expertise: intergroup attitudes, prejudice, social exclusion), Jeffrey Mio (Cal Poly Pomona, expertise: prejudice, discrimination, teaching multicultural psychology), Stephanie Shields (Penn State, expertise: the politics of emotion, gender equity, intersectionality and social identity), Margaret Signorella (Penn State, expertise: development and consequences of gender stereotypes, teaching about social issues), and Susan Krauss Whitbourne (UMass Amherst, expertise: psychology of aging, ageism).

Congratulations to all of our new Fellows!

The Members of the 2012-1013 Fellows Committee were Joan C. Chrisler (Chair), Elizabeth Cole, Monroe Friedman, and Shana Levin.

2013 SAGES

(SPSSI GRANTS FOR EXPERIENCED SCHOLARS)

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. For more details, please visit the SAGES Program page.

Congratulations to the 2013 SAGES recipients:

Rosemary Hays-Thompson
University of West Florida
Social and Policy Issues of Workforce Diversity and Inclusion.

Cristina Herencia,
The Latin American Scholarship Program of American Universities
KONTISUYU - Center for Study and Support of Native Andean Communities and Identity Processes in Arequipa, PERU.

The 2013 SAGES Selection Committee consisted of Drs. Ian Lubek, Sam MacFarland, and Michelle Wittig.
2013 Applied Social Issues Internship Funding

The program encourages and funds research that is conducted in cooperation with a community or government organization, public interest group or other not-for-profit entity that will benefit directly from the project. For more details, please visit the Applied Social Issues Internship page.

Congratulations to the following young scholars who received funding in 2013:

**Stephanie Child, University of South Carolina**
**Partner Organization: LiveWell Greenville**
Effects of Neighborhood Physical and Social Environments on Residents’ Perceived Stress and Well-Being.

**Amanda Clayton, University of Washington, Seattle**
**Partner Organization: Lesotho Branch of Gender Links**
Bridging the Perceptions Gap: Does Increased Exposure to Female Leaders Reduce Anti-Woman Bias in the Political Sphere?

**Maeve O’Donnell, Colorado State University**
**Partner Organization: Rocky Mountain Prevention Research Center**
The Intangibles of Adolescent Obesity: An Exploratory Study of Meaning in Life and Physical Health Behaviors in the San Luis Valley of Colorado.

**Stephanie Peak, Washington University in St. Louis**
**Partner Organization: Project Harmony Israel**
Peace Through Shared Experience: Jewish and Arab Children and the Effect of Exposure on Emerging Attitudes Toward the Self and Others.

The 2013 Applied Social Issues Internship Award selection committee consisted of Drs. Aisling O’Donnell (Chair), Ximena Arriaga, Jennifer Ma, Amy Sickel, and Arthur Stukas.

CONSIDER A SPSSI INTERNSHIP!

Keep in mind that 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, including opportunities to work on a range of communications or administrative projects. Interns are given substantive assignments at least 50% of their time at SPSSI, but they must also willingly help with clerical work—answering phones, mailings, copying documents, etc.

**Internship Information and Application Guidelines**

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

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

**Applicants should send** a brief letter of interest, specifying approximate dates of availability, with a resume.

Read comments from past SPSSI interns!
SPSSI Members in the Media

New SPSSI Fellow Kim Case, Ph.D., Professor at University of Houston-Clear Lake has published a new book! The “edited collection explores best practices for effective teaching and learning about various forms of systemic group privilege such as that based on race, gender, sexuality, religion, and class. ... [It] is an essential book for any educator who wants to address what privilege really means in the classroom.” Order your copy directly from the Routledge website to receive a 20% discount with the flyer code IRK69.


SPSSI fellow and council member, Scott Plous, Ph.D., is rolling out a free MOOC (Massive Open Online Course) on Social Psychology via Wesleyan University and Coursera. You can join over 170,000 other registered students as Professor Plous guides students through the world of social psychology. Good luck to Dr. Plous!

SPSSI member and Professor of Law and Psychology at University of Illinois, Jennifer Robbennolt, Ph.D., appeared on NPR’s Talk of the Nation to discuss the empirical evidence to suggest that apologies in legal situations will often lead to more positive outcomes. You can listen to the full story, or read the transcript, on Tact, Tone And Timing: The Power of Apology.

SPSSI Fellow and Professor at the University of California Irvine, Roxanne Cohen Silver, Ph.D., was featured in The Atlantic Wire after the Boston Marathon Bombings. The article refers to her study on the effects of viewing disturbing images following tragic events.

Current JSI issue co-editor Joan C. Williams appeared in NPR’s feature story, 50 Years After the Equal Pay Act. See how Professor Williams points to research studies on motherhood and the pay gap, then check out the current issue of JSI on the flexibility stigma!

SPSSI member and Research Associate Professor at Notre Dame, Alexandra F. Corning, Ph.D., was highlighted in a NY Times Well blog article. The article highlights Dr. Corning’s research on body image and body confidence among women. Dr. Corning advises how to break the automatic cycle of engaging in “fat talk”.

SPSSI Fellow and newly elected President-Elect, Alice Eagly, Ph.D., was found in the debate room of the NY Times discussing psychological research on heroism.

SPSSI Fellow and newly-elected council member, Jack Glaser, Ph.D., was featured in a number of recent news programs on racial profiling (see also his column in the Spring 2013 issue). Glaser appeared in the War Room on Current TV to discuss racial profiling in the aftermath of the Boston Marathon bombings (see also the discussion on the digital manhunt). Professor Glaser also appears in the CPTV Documentary on juvenile justice; watch The Color of Justice online.

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We hope you enjoyed the SPSSI Programming at the 121st Annual APA Convention in Hawaii this year! Now get ready for our spectacular stand-alone convention to be held June 2014 in Portland, Oregon. We will keep you posted on details as they emerge! In the meantime, don’t forget to “save the date”...!

The current *JSI (June 2013, Vol 69, Issue 2)* is garnering quite a lot of press these days!

Check out what journalists are saying from:
- the *NY Times*,
- the *LA Times*,
- the *Washington Post Blog*, and even on
- *Yahoo! Canada* (referencing Prince William’s paternity leave).

The *JSI* issue introduces the idea of the *workplace flexibility program stigma*, and includes field research on both women and men dealing with the issue of working schedule flexibility
* as *professional-managerial women*,
* as *low-wage mothers*, and
* as *fathers*.

Additional studies in this issue touch on work flexibility for men as a *masculine dilemma* or a *femininity stigma*.

Finally, the issue offers empirical evidence of how men and women are *mistreated based on gender and parenthood*: how *men and women are not equally granted flexible working schedules*; and addresses the *legal and policy implications* of the workplace flexibility stigma.

**Congratulations** to issue editors Joan C. Williams, Jennifer Glass, Shelley Correll, Jennifer L. Berdahl for bringing such a relevant and important topic into the limelight!
Graduate Student Committee (GSC) Call For Nominations

The SPSSI Graduate Student Committee is looking for new members! The GSC gives a voice to the students of SPSSI. This committee can give students a forum to address a wide range of topics, such as the future goals of SPSSI and addressing current social issues.

To nominate yourself for one of the open positions (see descriptions below), please email your name, university affiliation, and platform statement (not to exceed 200 words) no later than Friday, August 23, 2013. Don’t be shy, nominate yourself! If you have any questions, please contact Kala Melchiori, the current GSC Chair.

Open Officer Positions:

Chair-Elect (Two-year term, one open position)

The Chair-Elect serves for one year helping the Chair to carry out the activities for the year. This year of guidance helps to prepare the Chair-Elect for her or his following year as Chair of the committee. As Chair, you are responsible for day-to-day and long-term issues including the direction of the GSC, new initiatives, and funding for committee activities at the biennial SPSSI conference or (in alternate years) the APA convention. The Chair attends SPSSI Council Meetings and reports on the functioning of the Committee to the Council. The Chair acts as a liaison between the GSC and SPSSI Council and has the opportunity to work closely with Council Members.

Editor (One-year term, one open position)

The newsletter/web Editor solicits content for The Rookie (the GSC student newsletter), consults with SPSSI staff on graduate student information on the SPSSI website, and manages the SPSSI Facebook page.

Member-at-Large (One-year term, three open positions)

The Member-at-Large position was created to provide more assistance to the Chair for various Graduate Student Council tasks. Members-at-Large can expect to be appointed to head a sub-committee (e.g. travel awards), and to coordinate important GSC functions (e.g. APA convention panels).

The SPSSI GSC is a great opportunity to expand your social network, get involved with social issues, and pursue a career within the community. We hope that you will put your name on the ballot for next year by emailing your nomination to us today!

The American Psychological Association’s (APA) Office on Socioeconomic Status (OSES) is pleased to provide you a copy of its newest resource, Examining the Structural Determinants of Poverty, an Annotated Bibliography. This resource is the first installment, in a series, dedicated to exploring the complex multivariates of poverty.

In the context of a rapidly changing demographic reality and the growing global marketplace, the field of psychology has invaluable contributions to the understanding of SES and the lives and well-being of the poor. Visit the OSES website for future releases that will examine health disparities and urban violence through the lens of poverty.
Since its founding, SPSSI has been an association of academics and others fostering both the generation and the utilization of social science knowledge. A key aspect of SPSSI’s mission has been, and remains, to promote human well-being. A goal for SPSSI members has been to offer psychologically-led—but often multidisciplinary—analysis as a foundation for solving problems, formulating better policies, and helping people individually and collectively live better lives. SPSSI members have addressed a broad range of substantive issues of local, national and international importance.

Central to their efforts, however, has been the Lewinian social psychological tradition, in which psychological theories and methods guide research and action to address psychosocial problems at various levels (i.e., from those faced by individuals to those faced internationally).

Reflecting SPSSI traditions and values, the SPSSI “Contemporary Social Issues” series consists of authored and edited books addressing a diverse array of social concerns that are amenable to psychological analysis. Grounded in its author’s or editor’s expertise, each volume in this series focuses on an area of psychological inquiry relevant to social issues facing individuals, groups, communities, and/or society at large. SPSSI’s goal is to sponsor 1-5 books per year, with some bias toward authored volumes. The expected audience will include scholars, students, practitioners, and policy-makers. Each authored volume should be written in a way that can be easily comprehended by virtually anyone interested in an insightful, rigorously-based social science analysis of the topic. The target length for each authored work is between 70,000-80,000 words (approximately 220 printed and bound pages). Edited volumes may vary more in length. In line with SPSSI’s desire to disseminate knowledge within and beyond academic circles, edited volumes should also keep a general readership in mind. They should provide a suitably broad treatment of issues but in a manner where the coherence of the chapters—the way they come together to form a whole—is paramount. Each edited volume should have a fresh, yet well-grounded, perspective to offer. It is also important that Contemporary Social Issues edited volumes have a unique space identifiably different than other SPSSI publications, particularly the Journal of Social Issues.

A listing of previous volumes are available at the Wiley Publisher’s website as well as at SPSSI’s website. The Series has included books designed as textbooks (e.g., Bernice Lott’s Multiculturalism and Diversity). Other volumes have included reports of the author’s own analysis of data but in a less technical manner as part of the overall narrative of the volume. The next volume, to be released in October 2013 is Heather Bullock’s Women and Poverty: Psychology, Public Policy, and Social Justice.

SPSSI invites your support and participation in this 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 and volume editors are wanted. Current 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. You may contact Dan via email (or Google+) at d_perlma@uncg.edu, phone (+1-336-334-9843) or Skype (Dan.Perlman1942).
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We welcome submissions of announcements, articles, and letters that are relevant to members of the Society as space permits. For more information, or to make a submission, contact the editor.