

RELATIONSHIP RESEARCH NEWS

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PRESIDENT'S COLUMN

Greetings from the President

by Frank Fincham

*E*ver find yourself relearning things you thought you already knew (with each “relearning” adding an additional depth of understanding)? This is what happened for me in Providence.

I learned yet again that IARR is only possible because of the incredible dedication and good will of its members who unselfishly give of their time, energy, and talent. As incoming President, I was witness to Herculean behind-the-scene efforts to make the meeting the extraordinary success it was. How lucky we are to have members like Wendy Samter and Lisa Diamond who with the help of many other members made this a successful and memorable meeting. And I was privileged to be privy to the hard work of a dedicated Board that keeps the organization functioning smoothly. Yes, IARR has many unsung heroes who make so much possible.

I learned again that IARR is populated not only with good scholars but with wonderful people. People with whom you want to spend time. And that time is not just to discuss work. People who you may only see once in a while but each time is a joy and it is as if you are stepping into a comfortable, familiar piece of clothing that feels like part of you. And there are always the new folks who in the context of the genial and family like atmosphere that is IARR soon become more than a newly met acquaintance – they become part of the IARR family.

And all this relearning reinforces my commitment to making IARR maximally responsive to member needs. As a result, I have already acted on two

member concerns expressed in Providence. Each speaks to a central feature of our organization.

We are an *international* organization and it behooves us to be chronically mindful of the question, “How can we best serve the needs of members outside of the North American subcontinent in which so many of us are located?” I have appointed a Task Force, led by João Moreira, to address this question. Other members include Chung Ya Tang, Maria Kazmierczak, Rodrigo Carcedo, Silvier Macher, Sophia Jowett and Lesley Verhofstadt. If you have ideas to share, I am confident that you will get a receptive hearing from any one of the members of the Task Force.

We are an organization that is *interdisciplinary*, and given the centripetal forces of the disciplinary infrastructures in which most of us spend our professional lives, substantial effort is needed to optimize this valued feature of the organization. Accordingly, I have appointed a second Task Force, led by Denise Solomon, to identify ways in which the Association can more fully realize its interdisciplinary character. Other members of the Task force are Rebecca Adams, Stanley Gaines, Cathy Surra and Brian Ogolsky. Again please feel free to provide input to Task force members.

Both Task Forces have been asked to make a set of actionable recommendations by January 1, 2009. This will allow me to then take recommendations to the Board for consideration and possible implementation before my term as President ends.

Best wishes as your academic year draws to an end (Southern Hemisphere members) and all the best for a successful new academic year (Northern Hemisphere members).

Great Conference – and a Lingering Agenda Item: Helping Young Bilingual Scholars Get Their Work Published in IARR Journals

by Phil Shaver
Past President

The success of our meeting in Providence is still resounding. Attendance was excellent ($N = 435$) – and about as large as the dining room could accommodate. The sessions I visited were well subscribed and enlivened by enthusiastic speakers and engaged audience members. Poor Wendy Samter, the local organizer (St. Wendy, in my mind), looked frazzled yet pleased most of the time. I hope she recovered and can appreciate the glory of her huge two-year effort. The boat ride and awards ceremony were fun and emotionally moving. It was great to see deserving people receive recognition, admiration, and thanks for their contributions to IARR and to the relationships field more generally.

We have a new President, Frank Fincham, and Vice President, Jacki Fitzpatrick, as well as new committee chairs and board members, so the organization's leadership is in good hands. We have a historic, sunny location for our 2010 meeting – Herzliya, Israel – and a location for our 2009 mini-conference, the University of Kansas. We have two excellent journals edited by dedicated scholars, as well as an impressive book series. The leadership of *Personal Relationships* is being turned over by Rebecca Adams to Lorne Campbell, and the leadership of the *Journal of Social and Personal Relationships* will be turned over by Paul Mongeau to a new editor before our 2010 meeting. We owe our editors and reviewers boundless thanks: Editing IARR's journals is especially difficult, because one has to keep different disciplinary standards and values, as well as different countries' scholarly styles, in mind.

I want to single out Sandra Petronio, the Immediate Past President of IARR, and Michael Cunningham, the Secretary-Treasurer, for their crucial help during

my year as president. I also want to thank Lisa Diamond for masterminding the 2008 convention program. She packed an amazing amount of scholarship and pleasure into a few-day program. Thanks to her and Wendy, most of us were able to satchet from one rewarding experience to another without realizing what made it possible.

One of my goals at the conference was to explore how IARR might help members from non-English-speaking countries get their work published in our journals. It's important for relationship research to be international in scope; it makes us more aware of the range of phenomena needing illumination, and it contributes to international understanding and collaboration. I sometimes think international scholarly collaboration is as important as the topics we study, because it contributes, in the long run, to world peace. Cross-cultural research was once conducted mainly by members of colonialist cultures whose leaders were interested – not merely for intellectual reasons – in what the “natives” were up to. Today, cross-cultural research is based on collaboration among equals, with gains to both scientific accuracy and social justice. Nevertheless, problems arise when reviewers and editors of English-language journals evaluate manuscripts that, despite being interesting and important, are not written in professional English or APA style.

Our field has struggled with this issue for a long time, but the difficulties are increasing as the number of scholars from non-English-speaking countries increases. Generous reviewers sometimes go out of their way to help authors with English or APA style, but the help is often insufficient. I chaired a session on this topic in Providence and would like to convey some of the suggestions made by the session co-organizers, Itzi Alonso-Arbiol and Audrey Brassard, and members of the audience.

1. Encourage and help to arrange collaborations between experienced English-language relationship researchers and their colleagues in other countries. The mentors could host the mentees at their labs for a few months at a time, and could meet for intensive work sessions at international conferences.

2. Include an occasional translated article in our journals, one that has been published in a non-English-language journal. At present, “republication”

is discouraged because it is considered redundant, but in cases where an interesting, important article appears in a language other than English, it would benefit English speakers in the field to know about it and be able to study it in English.

3. Assemble a list of English-language writers who are willing to serve as “super-reviewers” and work with people on their manuscripts. This group could be officially designated and recognized (e.g., on a journal’s editorial board page or on the IARR website).

4. Encourage reviewers who are so inclined to use Track Changes when reviewing a manuscript – both to correct writing errors and to make substantive comments in highlighted insertions or using the “comments” feature in Track Changes.

5. Encourage reviewers to list or provide copies of a few articles that might serve as models during the revision process.

6. Hold writing workshops at IARR conferences (similar to the statistical and other kinds of workshops we have held on the first day of some previous conferences).

7. Put a check-box on our reviewer forms where a reviewer can indicate willingness to help an author with revisions. (This would require the reviewer to disclose his or her identity, so it raises issues that need to be considered.)

8. Publicize a “Call for Mentors and Writing Consultants” and post the resulting list of mentor-consultants, perhaps including their special interests and areas of expertise, in this newsletter or on the IARR website.

9. Use some of IARR’s resources for scholarships to cover some of the costs of a mentoring, consulting relationship. This would not include salaries, but it could help with airfare and lodging for trips by a young scholar to meet with a senior, English-fluent mentor in another country.

10. See if there are any good linguistic editing services already available for pay. Some young scholars get university or EU support for this kind of

thing, but participants in our session said their local editing services are not very effective.

A final comment: It was mentioned by several young scholars that they would be happy to share authorship with English-language mentors. When this happens, as it has in most of my collaborations with young authors in Israel, the Basque region of Spain, French Canada, and Indonesia, it provides an additional incentive for mentors, because the resulting publications more than “pay” for the time invested. Thanks to everyone who attended our session and provided these useful suggestions!

**Submission deadline for
Spring 2009 issue of RRN**

April 1, 2009

**Submit all materials
to Lesley Verhofstadt**

!!! new e-mail address!!!

lesley.verhofstadt@uclouvain.be

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Relationship Research News is published twice a year. Contributions are very welcome and will be published as space permits. Announcements, letters to the editors, cartoons/humor, teaching tips, and other information relevant to IARR members are all appropriate. If you would like to contribute a feature article or personal commentary, please submit a brief (one paragraph) description to the editors first (please do not send manuscripts). Submit all materials to Lesley Verhofstadt, Université Catholique de Louvain, Louvain-la-Neuve, BELGIUM; lesley.verhofstadt@uclouvain.be. The deadline for final copy is September 1 for the Fall issue and April 1 for the Spring issue. Inquiries regarding Feature Articles are welcome at any time.

FROM THE EDITOR'S DESK

by Lesley Verhofstadt
Université Catholique de Louvain
Belgium

My editorial team and I are pleased to bring you the Fall 2008 issue of our newsletter. This issue of RRN starts with columns by IARR's current president, Frank Fincham, and IARR's past-president, Phil Shaver. Both reflect on the importance of international scholarly collaboration within IARR, and on specific actions that have been or could be undertaken to foster this central feature of our organization.

João Moreira and Justin Lehmillier bring us a Feature Articles section on conducting online relationships research. How to set up an online survey? How to advertise your Internet surveys effectively? Are there additional points relationships researchers wish to consider when conducting Internet research? All these and other questions are carefully addressed in this special feature section. Special thanks to Justin for his generosity in sharing his knowledge and experience with us.

On the lighter side of things, Dan Canary offers us Trialectical Theory as an alternative to our dialectical tensions. Thanks to Pat Noller for sharing with those of us not yet retired some of her personal thoughts about 'good retirement'.

Also in this issue, Ben Le makes a call to our membership to send him comments, suggestions, and wishes about the current website of IARR and prospects of a new site. Moving to our New Professionals Column, this issue Andrea Lambert brings you some do's and don'ts for making course and departmental curriculum changes as a junior faculty member.

You will find a book review in this issue of RRN as well, in which Elaine Sharfe discusses a recent book authored by Valerie Whiffen. If you have a book you would like to see reviewed in a

future edition of the newsletter, please let us know. At this point, I would like to thank Kris Beals, the outgoing book review editor, for her careful handling of book reviews for the past issues. We're also happy to welcome Peta Wellstead (Curtin University, Perth Western Australia) as the incoming book review editor of RRN.

In our Conference Section Wendy Samter and Lisa Diamond bring us a retrospective on the IARRC 2008 in Providence. Denise Solomon, chair of the Awards Committee, brings us a report on the recipients of the various 2008 IARR Awards. You also don't want to miss Mario Miculincer's announcement for the 2010 conference to be held in Herzliya, Israel.

Paul Mongeau and Rebecca Adams both offer reports on IARR's journals. You will also find a call for nominations for *Journal of Social and Personal Relationships* editor and *Relationship Research News* editor.

Thanks to all those who contributed to this issue of RRN –especially those who submit columns every issue. Special thanks to the members of my editorial team as well!

FEATURE ARTICLES

edited by
João M. Moreira
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Editor's introduction

*I*n this issue of RRN, the Feature Articles section takes on a different format from previous issues. The entire section is filled by Justin Lehmiller's article on conducting online relationships studies. This is a most timely and useful piece, and I think we should all thank Justin for his generosity in sharing his knowledge and experience with us. After the Spring 2007 feature on the impact of electronic publishing and communication technologies on scholarly literature, one on Internet-based research seemed just like the natural way to go. I myself have no doubt that online studies will in a very short time make up a significant proportion of published research, given their advantages in reducing time, labor, and other economic and environmental cost (for both researchers and, importantly, participants), their potential in accessing harder-to-reach, diverse populations, and the ever growing capabilities technology offers in terms of stimulus presentation, response collection and measurement, etc.

Even if most relationship researchers cannot yet profit from the most advanced of such capabilities, I see the promotion of online studies as a wise strategic move for the relationships field. Not only will we develop collective expertise in a methodological resource that will become more and more essential for the future, we will also help establish, through discussion going on in journals' editorial processes, the ground rules for methodological acceptability in this kind of research. I believe initiatives such as Lehmiller's piece are a significant contribution in helping to place the relationship scholars'

community as close as possible to the forefront of current research trends.

Conducting Relationships Research Online: A Primer on Getting Started and Making the Most of Your Resources

by **Justin J. Lehmiller**
Colorado State University, USA

*O*nline research has grown substantially over the last few years across many different academic disciplines, including those that emphasize the study of interpersonal relationships. As a result, the number of different data collection tools and outlets available for advertising such studies have grown and changed dramatically, and for researchers new to this medium, getting started may seem like a daunting task. For this reason, I thought it might be useful to write a brief how-to guide when it comes to conducting relationships research over the Internet. As someone who has conducted several such studies in recent years, I am happy to share my advice and experiences with the hope that newcomers to this area might save some time and frustration in their quest to obtain participants and to ensure good quality results.

I should note that the focus of this article will not be on the general benefits and drawbacks of online research, because those points have been well-summarized elsewhere (for an excellent review, see Gosling, Vazire, Srivastava, & John, 2004). Instead, this article will cover the following topic areas: 1) setting up an online survey, 2) advertising Internet surveys effectively, and 3) special considerations for online research on relationships.

I will begin by discussing set-up. Before doing so, I should mention that in the following sections, I mention several specific resources that might be of use to you in creating an online

survey. Please note that I do not work for or stand to profit in any way from any book, company, or website mentioned in this article, nor does IARR. In the spirit of full disclosure, I have used some of the survey companies and advertising methods discussed below in my own research. My reasoning for mentioning specific companies was simply to ensure that I provided some concrete example of the resources out there. This is not meant to be a comprehensive review, but rather a good starting point.

How to Create an Internet Survey

There are two basic options when it comes to creating and posting a survey online: do-it-yourself or get help from a professional survey company. Creating a survey on your own will put you in control and will likely end up costing you less money in the long run, but it requires knowing or being willing to learn a bit about computer programming. In contrast, hiring a professional company to assist you with your research is quite simple and will provide you with most of the same capabilities, but you must have the necessary funding, be willing to give up certain features, and accept less ability to customize the final product. A brief review of the relative advantages, disadvantages, and approximate cost of each method is presented below.

Do-It-Yourself

For the technologically savvy, creating your own survey is an excellent option. There are a number of benefits you can derive from learning to do this on your own. First and foremost, you will have complete control and an ability to meticulously tailor your surveys to your own specifications. No other option will allow you to have more control over the actual appearance of your survey. In addition, you can add virtually any features you desire, such as random assignment to conditions (thus allowing you to conduct true experiments), measurement of response times, random stimulus ordering, question branching patterns, automatic storage of responses in a database, and customized feedback for participants (some online researchers offer this as an incentive to

participate, in lieu of or in addition to monetary payment). Another positive aspect is that creating your own surveys is relatively inexpensive, because you do not need to worry about paying an external company to maintain your account. You may, however, need to purchase hosting time on a server if you do not already have free access to one through your university, or do not want to publish your survey through a service that places advertisements on your page in exchange for free hosting. Moreover, once you learn how to program a survey, you should find creating future surveys to be relatively fast and easy.

The obvious drawback to this option, of course, is that you need to invest the time up front in learning programming skills and have some degree of comfort with technology. In particular, for researchers who will only be conducting very limited research online (i.e., maybe just one or two studies) and/or persons who require only very basic surveys with few advanced features, the time expenditure may not be worth it. Thus, although more can be accomplished with self-programmed surveys than any other method, this is not necessarily the right option for everyone.

To learn more about creating Internet surveys on your own, I recommend Fraley's (2004) beginner's guide to online research written for social scientists (list price: \$32.00; available at many online retailers). A variety of helpful resources for do-it-yourself survey creation are also available on Fraley's companion website for the book (<http://www.web-research-design.net/>).

Professional Survey Companies

For researchers who do not have the time or patience to invest in learning programming skills, hiring a professional survey company can be an excellent alternative. These companies offer a wide variety of features, are easy to use (many offer step-by-step instruction guides, but most users will probably find that they do not even need them), and offer you the ability to contact customer support when, if ever, you get stumped. The only thing to keep in mind is that you will be paying some type of monthly or yearly subscription fee for such services.

Fortunately, there are companies available that cater to every budget, but remember that you will only get what you pay for.

Basic features, lower cost. One of the most popular online survey companies is SurveyMonkey (www.surveymonkey.com), likely because it is one of the most affordable (currently \$19.95/month or \$200/year for a license that allows you to create unlimited surveys). Among the benefits to this particular provider are that they offer several different types of questions and response options, question skipping/branching is possible, responses can be automatically downloaded into a spreadsheet, there are several different survey themes to choose from in order to customize how pages appear to participants, and customer support is available over e-mail.

The only downside to this and other similar lower-cost providers, however, is that the features are pretty basic (e.g., it is not currently possible to do random assignment to conditions or random question ordering within a survey, responses are not automatically saved in the file format you might want, etc.). There are ways around some of these limitations (e.g., to achieve random assignment, you can create a homepage that will randomly link participants to different surveys you have created for each experimental condition), but it may require some degree of creativity. Thus, although the price is difficult to beat, the options provided will not meet the needs of every researcher.

Advanced features, higher cost. One example of a company that provides more advanced online services is PsychData (www.psychdata.com). You will pay a slightly higher price for the extra features and individualized attention, though (an unlimited individual user license is currently \$695/year, or approximately \$58/month; pay as you go services are also available). This cost can be brought down, however, if you can get enough people in your department to go in on a contract (the cost goes down to \$175/person per year for a 10 user license, and \$26/person per year for a 100 user license). In addition to covering the basic features of SurveyMonkey, PsychData also offers more question/response options, random assignment capabilities (for

conducting experiments), ability to directly save your data as an SPSS file, and fast customer support via e-mail or over the phone. PsychData also provides an entire section of their website devoted to tips that can help you create an appropriate application to submit to your Institutional Review Board (IRB) or ethics committee. This is definitely worth looking at if you are writing your first IRB protocol for online data collection, regardless of whether you actually hire this company.

Providers of advanced services such as this will likely cover the needs of most researchers. It should be noted, however, that compared to building your own survey, using any professional survey company will require some degree of sacrifice in terms of customizability, and certain features (e.g., recording response times) are not currently provided by any company of which I am aware.

Other online survey companies. Certainly, SurveyMonkey and PsychData are not the only Internet survey companies, but they are representative of the strengths, limitations, and costs associated with a basic and a more advanced provider. Other companies that social scientists might consider using include Qualtrics (www.qualtrics.com), QuestionPro (www.questionpro.com), and Surveyz (www.surveyz.com), but a quick Internet search will undoubtedly yield other possibilities. Regardless of which company you select, though, it is wise to thoroughly research the company first to ensure that you will be getting all of the features that you require. Many of the companies offer free trial periods, which are well worth looking into to get a better feel for relative ease of use and a sneak peek at what the final product will look like. It is also worth checking in with other colleagues who may have used one or more of these companies before to see if they were satisfied and if they experienced any problems.

Survey consultants. Another alternative, assuming that you have a reasonable amount of funding, is to hire an individual survey or research consultant. Consultants have the ability to create a more unique or personalized product than most online survey companies, thus giving

you all of the advantages of the do-it-yourself method, but without you having to do any of the programming. Professional consultants may also be able to assist you in advertising your study and obtaining the kind of sample that you need. Of course, pricing varies considerably depending upon who you hire and what services you ask them to perform. Some of the above-mentioned survey companies offer consulting services and will give free price quotes. You can also ask your colleagues or someone in your college or university's computer department if they have any recommendations. Alternatively, you could consider hiring a talented graduate student, especially if you are on a limited budget. Regardless of who you select, be sure to clarify with the consultant exactly what capabilities they have and get a written copy of the contract up front.

How to Advertise an Internet Survey

Once you have decided on a method of survey administration and have the final product online and active, you are ready to begin participant recruitment. Unfortunately, this has become somewhat harder and more expensive as the popularity of online studies has soared. The Internet is quickly becoming saturated with requests for research participation, thus it is important to know where and how to begin advertising, especially if you need to collect your data quickly. It is wise to start thinking about advertising options as early as possible because finding effective and cost-efficient places to advertise can consume considerable time. Moreover, if you are paying a monthly subscription fee to have your survey online, you will want to figure out your advertising plan up front, so that you can begin collecting data as soon as the survey is ready, to ensure efficient use of your funding.

Finding a Place to Advertise

Online research advertisements can be free, or they can cost you dearly. The best option for you depends upon how many participants you need, how much money you have available, and what your timeline is for completion of data collection. If your goal is to get large numbers of

participants very quickly, it would be helpful to have some funds at your disposal. If time is not an object and/or you do not have much money to spend, you can still achieve high participation rates, but you must be patient and prepared for responses to trickle in over time.

Free advertising options. Performing Internet searches for message boards, forums, and classified ads that might appeal to your target population can help you to quickly identify a large number of potential websites. Be warned, however, that not every message board you come across is welcoming to calls for research participation. When posting to online boards or forums, be sure to follow the guidelines presented in the section below on Free Advertising Etiquette.

In addition, aside from the websites that Google and Yahoo! might help you to uncover, there are other free places to post links to your studies. For instance, you can consider advertising your study on your own personal or professional website, if you have one. Your success with this method, of course, may depend on your level of popularity. Alternatively, you may be able to place a link on your departmental homepage. There are also some websites that explicitly advertise online experiments for free if researchers send in a request. Such websites include the Social Psychology Network (www.socialpsychology.org), In-Mind Magazine (www.in-mind.org), as well as Craigslist (<http://www.craigslist.org/about/sites.html>). In particular, Craigslist can be quite useful because you can post advertisements targeting specific geographic areas throughout the world.

I should note, however, that in my personal experience, I have found that free websites such as these were a gold mine about four or five years ago. As more and more researchers have jumped on the Internet bandwagon, though, participation rates through these means have declined somewhat. You can certainly still obtain participants this way, but you should not expect to obtain massive participation numbers overnight. The numbers will accumulate over time, but you need to be patient and willing to repost your advertisement on a regular basis, especially if your survey is particularly lengthy

or addresses a topic that may not be of inherent interest to the average Internet user.

Another free means of participant recruitment includes advertising over relevant e-mail listservs. In the Free Advertising Etiquette section below, I caution against sending calls for participation over your professional membership listservs. If you can identify an alternative listserv aimed at your target population and get permission to post your solicitation from the owner, however, the results can be quite good.

Pay as you go advertising options. There are quickly becoming a near infinite number of websites that will gladly advertise your study for you, if you are willing to pay their price. Search engines and other websites, such as AOL, Google, MSN, and Yahoo! offer advertising capabilities, as do social networking websites such as Facebook and MySpace. A number of other possibilities exist, and you should select the one(s) that will be most likely to target the group(s) you are going after.

Prices for online advertisements vary substantially. It depends in part on the pricing structure to which you agree. For example, you can pay for each person who actually clicks on your advertisement, or you can pay for the total number of times your advertisement is shown. If you are attempting to recruit from a specialty population, pay-per-click is probably preferable because it would not cost you anything when your advertisement is shown to persons who are not part of your very limited target group. In contrast, if your study is open to virtually anyone, it may be more worthwhile to pay for the number of times your ad is displayed.

In short, if you have funds for advertising, there are a multitude of options available to you. Before shelling out all of your money, however, it is well worth your time to shop around at various websites and compare not only how much you are being charged, but also the different rate structures offered.

Free Advertising Etiquette

A couple of points merit mention here, and following these advertising etiquette guidelines can help to both enhance participation rates as

well as to prevent Internet users from developing a negative opinion of all online researchers.

First, if you decide to post a solicitation notice to a free online message board or forum, it is worth reading the board's rules and regulations first. Many message boards explicitly prohibit advertisements or solicitations of any nature, including calls for research participation. If this is the case, just move right along to the next website. Even if the rules are unclear or do not make specific mention of research, you should still contact the moderator or owner of the website to ask permission before posting your solicitation. Failure to do so can result in automatic removal of your posting and even permanent disbarment from the site itself (something, I am not proud to say, that happened to me more than once in my early days of Internet research). Also, and even more importantly, repeated rule violations make it more difficult for future researchers to post on the same websites because it creates hostility toward us among that particular online community.

Second, a common temptation when researchers are searching for participants is to inundate every professional listserv they belong to with requests for participation. Having done this once or twice myself in the past and also being a current member of multiple listservs, I have come to the realization that this is not the most effective or appropriate means of participant recruitment. For one thing, listservs these days are overrun with calls for participation by both faculty members and students, which can be a minor annoyance to members wading through their daily mass of e-mails. Moreover, a large group of psychologists or other highly trained academicians who are already familiar with the phenomena you are studying is probably not the most representative group from which to draw your sample. If the goal is to ask colleagues to make their own students or other potentially interested parties aware of your survey, perhaps a better approach would be to individually e-mail requests to colleagues with whom you have a personal relationship.

Maximizing Online Participation

A few simple tactics can help you to maximize participation rates, and minimize attrition over the course of your survey. First, minimizing the length of your survey is probably the simplest thing you can do to increase the number of people who actually complete your study. Only ask the questions you truly need and keep it as simple as possible. Survey fatigue sets in very quickly, especially if there is no incentive to finish beyond pure altruism. If your survey needs to be relatively lengthy, however, offering customized feedback (e.g., a personality profile) is a relatively common means of helping to bring in participants and get them to the finish line.

Second, when advertising your study, provide an honest assessment as to how long it will take to complete the survey up front. If your survey is longer than 25-30 minutes, I am sorry to say that you will likely turn many potential participants off. If you are honest about the length from the very beginning, though, participants who actually begin the survey will be more likely to finish. By all means, however, do NOT advertise your survey as being shorter than it really is. This creates participant hostility and can have unintended consequences. For instance, you may end up with open-ended responses that turn into profane ramblings and rants about “the never-ending survey”—trust me, these are very hard to code.

Special Considerations for Internet Research on Interpersonal Relationships

The final section of this article addresses a few additional points relationships researchers might wish to consider when conducting their studies online.

Avoiding Potentially Non-Independent Data

One potential problem with online relationships studies is that even though you may only intend to sample one partner from each couple, both of the couple members might participate (e.g., they may complete the survey sequentially in their home, one partner may forward the survey link to the other, etc.). Of course, this is a potential

problem in college undergraduate samples as well, and very few researchers make the effort to determine whether any of the students who have participated in a given study are dating each other. Nevertheless, this is a common criticism I have encountered when submitting papers based on Internet data for peer review. As a result, it is an issue that you might want to address in your own work, especially given that there are some very simple screening tools that can be applied.

One possibility is to record and check Internet Protocol (IP) addresses (for a more detailed explanation of this, see Gosling et al., 2004). IP addresses are unique, identifying numbers associated with particular computers at particular points in time. Many online survey companies automatically record, or at least give you the option to record, an IP address associated with each line of data. When data collection is complete, you can simply sort your data file by IP address and scan for duplicates. When duplicates appear, this may be an indicator that a couple completed the survey from the same computer. Checking whether the demographic information is complementary can help you to determine whether this is indeed the case. If so, you may wish to randomly delete one of the couple members from the dataset.

Duplicate IP addresses can also mean other things, however. For example, participants oftentimes begin a survey but then lose their Internet connection or experience some other type of malfunction before completing it. If the same participant comes back later to complete the survey, they may duplicate a portion of their data if they have to start over from the beginning. In this case, it is likely best to just retain the most complete line of data, assuming any questions answered more than once were answered consistently. Multiple copies of an IP address could also be indicative of fraudulent responding. In my experience, this usually appears as multiple complete lines of data from the same IP address submitted in rapid succession (about 1-3% of all survey responses). It is usually justifiable to delete such data, especially given that these responses are typically haphazard or inconsistent across similar items.

In case your IRB or ethics committee hassles you about IP addresses constituting personally identifying information, another possibility is to ask participants for information that would uniquely identify both themselves and their partners without sacrificing participant anonymity (e.g., birthdate, middle name, etc.) and create a unique, couple identifying code based upon it. When code matches (or very near matches) appear, this is another potential indicator that you may have some non-independent data. This method assumes that couple members have some specific knowledge about each other, though, and amount of knowledge might covary with relationship duration and other variables. Thus, depending upon your research question, this may or may not be an appropriate assumption to make.

It may be useful to employ both of these methods if possible, given that checking IP addresses has the added benefit of allowing you to determine potentially fraudulent responses, while the partner codes offers an ability to identify potentially non-independent data when couple members have completed the survey from computers associated with different IP addresses.

Capitalizing on Personal and Relational Diversity

Not surprisingly, participant recruitment over the Internet typically yields much more diversity than could be obtained through a traditional college student sample (Gosling et al., 2004). Online samples tend to have more variability in terms of participant race, age, sexual orientation, and numerous other individual-level demographic variables. Such samples also offer diversity in many relational-level variables as well (e.g., relationship type, duration, cohabitation status, etc.). Relationships researchers who turn to the Internet should capitalize on this as much as possible because, as a field, we have not conducted as much work as should that involves or speaks to minority groups and non-traditional couples.

Thus, when conducting an online relationships study, it is well worth including and reporting

the results of questions that assess both personal and relational diversity because you are likely to get enhanced variability, regardless of whether you are advertising for participants from a specific understudied group or not. By capitalizing on the inherent diversity offered through this medium, we as relationships researchers have a unique opportunity to increase the generalizability of our work, uncover important moderators of our findings, and to more generally advance the field.

Conclusions

Internet surveys are an exciting and relatively new data collection tool available for relationships researchers. Setting up a good quality online survey, though, can present a challenge for newcomers and may require a significant expenditure in the way of both time and money.

I hope you have found this brief guide to be a useful primer on how to go about putting an Internet study together and making the most of limited resources. I also hope that it has given you a few things to think about in terms of how the quality of your advertising and data collected can be improved. Again, this article was not meant to be comprehensive, but it should be enough to get you started. You will doubtlessly uncover additional resources and come across other important considerations. I wish you the best of luck with your online pursuits, and can only hope that the Internet treats you as well as it did me.

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THE LIGHTER SIDE OF RELATIONSHIPS

Trialectical Theory: An Alternative to Dialectical Tensions

by Daniel J. Canary
IARR Correspondent to Tibet

Origins of the Specious

For many years, I have wrestled with dialectical theory. As many of you know, dialectical theory concerns how people experience *tensions* that come from contradictory but mutually necessary existential poles. The most common dialectical *tension* concerns autonomy-interdependence, where people want their individual identities while also enjoying connection to their partners. Several other dialectical *tensions* exist. And scholars have noted various methods that people use to respond to their dialectical *tensions* (e.g., Sahlstein & Baxter, 2001).

One part of me accepts dialectical theory with all of its *tensions*. The other part of me wants to relax and let dialectical *tensions* fight between themselves, much as Edward Norton and Brad Pitt do in *The Fight Club*.

The problem is that dialectical claims attract attention because they are both complex and simple—a dialectical invitation that if not identified beckons the weary scholar into thinking dialectically. And experiencing dialectics leads to T-E-N-S-I-O-N.

We know that *tension* leads to stress, which causes hair loss, heart disease, blindness in rats, and whiskers on kittens. And stress never looks good on a date.

To solve the paradox of reasoning about dialectics dialectically, and stopping all this

bloody *tension*, I asked the Monks in Tibet for help. Surely, the Monks would know how to break free from reasoning about dialectics dialectically, and release me from academically made-up *tension*!

And they could show me how to see the true nature of relationships:
Of the yin in yang,
Of the woman in the man,
and why a monkey in a suit is so funny.

Mostly, I wanted not to be so *tense*.

Happily, the Monks agreed that I could visit, but I would remain silent during my stay and only observe them. So, I remained silent and opened my mind to their way of life—known as their “Way of Life.”

In truth, I was amazed at how the Monks lived, which is very much like other people live. They eat pizza, drink Diet Coke, play videogames until 3 AM, and drive their SUVs all over the highway without watching out for the other guy or signs of global warming. Ah, life can be so simple!

During the third hour of my visit, one of the Monks finally broke the silence by turning off his TV. I think it was Eddie Monk. Eddie is six.

He asked, “Uncle Danny, why do you hate diuretics?”

“I don’t hate diuretics, Eddie, I simply don’t like dialectics.” I replied, “I don’t like dialectical theory because it simultaneously rings of truth and falsehood—a dialectical issue. You see, Eddie, dialectical reasoning can be a watershed of great ideas.”

Eddie asked “Do diuretics make your watershed, Uncle Danny?”

“No Eddie, in fact, just the opposite. Now if only I could get past number two!” I cried in anguish.

“That’s easy!” Eddie exclaimed, “The number after 2 is 3!”

Then it hit me like a paternity suit:

THE ANSWER LIES IN THE NUMBER 3. IT ALWAYS HAS AND IT ALWAYS WILL!!!

Indeed, in many faiths, God is a threesome. There is power in numbers. The Monks knew this, but I had to learn it for myself. (Someone remind me to write Art and Leslie Monk,¹ for giving life to Eddie and not taking it back several times they wanted to when I was there.)

So thus was born my incredible new theory--
Trialectical Theory!

Trialectical Theory: What It Is and What Ain't It?

Proposition 1: Agency

Trialectical theory relies on logonumeric analysis of alternating causes and effects. More precisely, Trialectical theory notes that dialectical reasoning is a human endeavor. However, dialectical theorists act as if people have no agency whatsoever.

Instead, dialectical theorists argue that these opposing poles of existence stand firm and immutable in every relationship. All that people can do is bounce between these opposing poles like babies in a bad settlement agreement.

But I refuse to be treated like a baby! People have agency, or they have agents. In either case, we have the ability to remove ourselves from the *tensions* that dialectical theory creates.

And that is Proposition 1: "Even babies have agents."

Proposition 2: Superiority of Tri over Di

Think for a minute: "di" rhymes with "die," and "tri" rhymes with "try." Logonumeric reasoning implies that "if you remain loyal to dialectical theory, you will die" (personal communication with self, September 2008).

As noted above, as well, $3 > 2$. Some people might scoff that such an obvious fact provides little insight into why trialectical theory trumps dialectical theory. I don't.

In a recent poll, people would rather eat three meals a day than two. In a separate, independent poll, three times as many people prefer to be happy. The average American household has three TV sets, three pets, and three parental figures. The number three reflects the three hallmarks of the Bush Doctrine "Life, liberty, and pursuit of hoppines" (Sarah Palin, September, 2008).

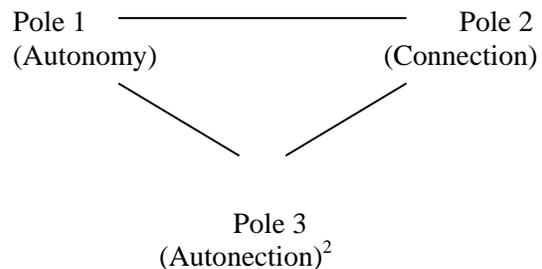
Finally, the THREE W's are who, what, and when. I could go on, but why? And this leads to the third and final proposition, regarding the emergence of a third pole.

Proposition 3: Logonumeric Emergence of a Third Pole

Logonumeric reasoning also shows that IF you place yourself outside the dialectical poles as an agent, then you can create a new term that destroys the *tension* the poles cause.

For the autonomy-connectedness dialectical *tension*, draw a line from Pole 1 (autonomy) to Pole 2 (connection). Now draw lines from Pole 1 and Pole 2 to YOUR POSITION AS A READER, or Pole 3.

Logonumeric analysis suggests that a TRIangle would be created, looking like this:



Likewise, logonumeric analysis indicates that the third pole of the expression-privacy dialectical tension would be “expressivacy;” the third pole of the novelty-predictability dialectical tension would be “noveldictability.”

Critically, if you feel yourself becoming tense, simply say these terms three times each three times a day. Longitudinal research shows that people become less tense as the years pass.

Logonumeric analysis also clearly shows that the new term that derives the third vantage point of agency is simply the logo-combination of the two original poles. Remembering that $3 > 2$, Pole 3 is more than Pole 1 OR Pole 2 (a mathematician colleague explained an odds-ratio here would be 3-to-1 or 3-to-2, a clear statistical oddity). This point should have been made in the earlier section, but I am in a hurry.

Conclusion: Tensions Suck but You Don't Have to!

The real point here is that you have the power to take back your life from dialectical *tensions*, which shatter relationships and kill innocent people. Too many friends of mine have left perfectly good theories, such as equity theory, to adopt dialectical ways of thinking. This is an unnecessary tragedy, and *the primary cause of tension between nations*.

By way of concluding, logonumeric analysis suggests that the first three steps from the 12-step playbook can be quite instructive:

Step 1: Too many relationship scholars have become caught in deadly dialectical *tensions*, and the field has become unmanageable.

Step 2: Many relationship scholars need to believe in something besides dialectical theory, which is where logonumeric reasoning can help.

Step 3: ALL relationship scholars need to turn their theories over to something greater—namely, something than begins with “tri” instead of “di.”

Once these simple three steps are taken, then we all can be free of these horrible, dialectical terrorists who we thought were our friends and who harbor evil *tensions*.

Author Notes

¹The Monks live on 23193-A West Hubble Way Northeast, Tibet, Indiana, USA.

²Some people might refer to this instead as “conneconomy.” But that logologically connotes “Against Money,” which I am not.

RETIRED PROFESSIONALS COLUMN

Retirement: Some Personal Thoughts

by Pat Noller

I remember reading somewhere that those who retire best are writers, professors and doctors, because they don't. I'm not sure that I quite fit into the category of those who don't, although my grandchildren claim that “the only thing Nana has ever failed is retirement” (Not quite true, of course.). I was a bit surprised, however, when one of my colleagues recently described me as still ‘a hyperactive academic’.

I have continued to make the long trips to overseas conferences, although I'm not sure how much longer I will continue to do that. When Ruth Sharabany came rushing up to me in Providence to tell me that I was coming to Israel in 2010, I wasn't sure how to respond. I am sure, however, that if I make the effort to go to any more overseas conferences, the IARR conference will be at the top of my list.

From my own point of view I think of myself as having a more balanced life than I did when I

was working full-time, even though I am still working. And I really am still working. By the end of this year, I will have graduated seven Ph.Ds since I retired in 2003 and will have another being examined, with just one left to finish. At the moment, I am working on a book on adolescents in the family (It was supposed to be a revision of our 1991 publication but is looking more like a new book.), and also on an edited book on couple and family relationships. I am also trying to encourage past students to publish their work so that it becomes part of the literature, but that is one of the tasks I am least successful at.

Apart from writing and supervision, there is also reviewing for journals, although I am doing less of that. Soon I will be off all editorial boards for the first time in about 20 years. From time to time, I examine a Ph.D thesis or review a book for a publisher with a view to writing a comment on the back, or help decide whether a book should be published.

One of the attractions of still being involved in the academic scene is seeing friends. When you work at a place for more than 20 years, you develop a lot of friendships with colleagues and students. On the days that I spend at the university, I love to see my friends and have lunch or a coffee with them, if possible. One problem if I stop travelling to conferences is that I will stop seeing a lot of my friends. I can hardly bear to think about that and what it would mean. Of course, there are always emails, but that's not quite the same. Emails can't hug!

But there are lots of other activities that I can be involved in because I am retired. I can go and see my grandchildren participate in various performances like singing in the school choir, singing in a musical or the children's chorus at the opera. I can watch them play sport. I can travel interstate to be at their birthday parties. These were all things I couldn't really do when I was so busy.

I am also able to be more involved in my church. I now lead a weekly daytime Bible study. And sometimes even write the studies. I have even had a set of three studies published. I also

organize a book club, which is really fun. We have read a wide range of books and have very spirited discussions about them. I was also involved as a leader at KID GAMES this year, a holiday program for children. It was pretty hectic, especially for a 70-year old but lots of fun.

I also have been able to find a little time for hobbies. I have made a patchwork wall-hanging and some patchwork cushion covers. I have also done some scrapbooking. I have made one of our early lives, our marriage and our children and another one of our eight grandchildren, with each having several pages of photos of their lives so far. They are aged between 20 years and 17 months, so their stories so far vary tremendously. I also aim to do a scrapbook about my career although that will probably have to wait until I'm more retired than I am now.

And then, of course, there has to be time for all the medical appointments. A friend told me that older people have to retire so that they can fit in all the medical appointments. As we age, there seem to be so many more of them, perhaps especially for women. Regular mammograms, pap smears, bone-density tests, colonoscopies, heart and blood pressure check-ups, skin cancer examinations and eye and hearing tests all have to be carried out - and then I have to have an annual check-up following my thyroid cancer 12 years ago. These are some of the least interesting activities, but they have to happen.

So what is a good retirement? For me, neither continuing full-time work nor stopping working altogether would be my idea of a good retirement, at least not at this stage. I'm sure the time will come when I'll be ready to stop working, but that time is not yet. I would like, however, to be able to keep my activities under control so that I don't feel rushed and hassled all the time. To achieve that, I have to learn to say that little word "No" more often, and I'm getting better at it. On the other hand, I want to be able to make a worthwhile contribution in the work area as well as in other aspects of my life.

Please submit to Relationship Research News. We are putting together the next issue and would like to receive any member news or updates:

Have you received an award or other professional honor? (specify)

Have you found a new job, received tenure or been promoted? (specify)

Do you have any other announcements to share with IARR members? For example, do you know of an upcoming conference, funding opportunity, special issue of a journal, or new world wide web source? Or, perhaps you have some personal news.

Please submit your news via email to lesley.verhofstadt@uclouvain.be

NET NEWS

by Ben Le
Haverford College

As I've mentioned in the past, IARR is developing a strategy to overhaul the organization's website. The project is going slowly which allows time to involve IARR members in the process. I'd love to get your feedback on the following questions.

1. What does the current site do well? What content from the current version of the website do you think is essential to carry over to the new

site? What current content areas should be expanded? Is there anything on the current site that is not useful and that should not be included on the new site?

2. What does the current site *not* do well? What new features are absolutely essential? What new features would be desirable, if possible?

3. What are your thoughts/comments on the general organization and/or appearance of the current page?

4. Any other comments, suggestions, or wishes about the current site and prospects of a new site? If so, let me know.

As always, if you have any announcements you'd like posted on the website, edits to specific pages, or other suggestions or comments regarding the website, please direct them to me at (ble@haverford.edu).

NEW PROFESSIONALS COLUMN

Teaching the Course of Your Dreams: Navigating Curriculum Changes as a Junior Faculty Member

by Andrea N. Lambert
New Professional Representative

You have just accepted your first tenure track job. During the interview process you were promised that you could eventually teach a class related to your specific interests and research. This is the personal relationships class that you have been dying to teach, the class that made

you want this gig in the first place, the class that you know will change your students' lives forever. You develop your reading list, your syllabus, your assignments, and you present the information to your colleagues for consideration. Much to your surprise their reaction is less than enthusiastic and they retort "we don't do that here," "you can't use that book," or "I don't see how the class fits into the curriculum." Or perhaps your colleagues are accepting of your class as a one time special topic course but you would like the course added to the core curriculum in order to make the department more up to date. What follows are some do's and don'ts for suggesting and making course and departmental curriculum changes.

1. Know your place

As you are probably often reminded, do not forget that you are a junior faculty member. Even though you just finished graduate school and have your finger on the pulse of the field, likely you have not been able to gauge the pulse of the department yet. Each department has its own sense of history and timing. Some departments pride themselves on being cutting edge and teaching courses long before peer institutions, while others are late adopters and prefer to only offer tried and true courses. Knowing the departmental identity is essential for deciding whether or not your course or suggested curriculum changes will be accepted.

2. Uncover psychological heirlooms

Some classes are on the books or are core requirements because they have always been that way. Some classes are required because one person refuses to let it go. Still other courses are left alone because of the ensuing chaos that may occur if the subject is broached with the individual who advocated for the course. Uncovering the treasure trove of emotional triggers in your department can seem like navigating a field of land mines. You may see yourself as asking innocuous questions about why a certain class is required and why your relational class is not part of the core curriculum, only to find resistance and resentment. Sometimes individuals are not even sure about the nature of the curricular turf war as it predates their time at the university. It is always best to

do a little reconnaissance work before attempting to change departmental curriculum.

3. Politics of book choices and assignments

Remember that we all want to believe that our way of doing things is innovative and we appreciate when others appreciate us. We all want to feel important and valued. If a senior colleague is known in your field, be sure to schedule a meeting with him/her to get teaching and assignment ideas. If your colleague has written or coauthored a textbook that relates to your class, seriously consider using it. If you do not think it is appropriate for the class, find a way to broach the subject with your colleague.

4. Placate interdisciplinary tensions

It is always best to include all interested parties in your decision. The advantage and disadvantage of our field is its interdisciplinary nature. Unfortunately when attempting to change curriculum some departments will be a bit annoyed that you did not consult them on a relational class that is closely related to a course already offered within their academic silo. As IARR members we are well aware that our field is encompassed by many fields including psychology, sociology, communication, family studies, etc., and we, unlike many of our colleagues, realize the importance of interdisciplinary collegiality. Perhaps when you propose your course or curriculum changes for your department you can use this as an opportunity to inform rival departments of your existence and discuss the possibility of cross listing the course. You can extend your olive branch even further by offering to co-teach the course with another department.

5. Tread lightly

Reminding people that they are no longer on the cutting edge of the field is never a way to get them to accept your changes. Although it should be a given, try not to insult your colleagues by pointing out their ignorance. Never say things like, "we have had this course for 10 years at my old institution, I can't believe you are so behind." You can also make your suggestions more palatable by offering to fulfill a departmental need rather than what can be seen as your own selfish agenda. You can offer to

teach the class in an alternative format that will service a scheduling need for your department. Perhaps you can offer the class as a night class, or if your university is pushing online classes, you can offer the class online. Regardless, be willing to let the changes happen more slowly than you prefer. Remember that patience is essential. I think it was best said by Leonardo DaVinci, "Patience serves as a protection against wrongs as clothes do against cold. For if you put on more clothes as the cold increases, it will have no power to hurt you. So in like manner you must grow in patience when you meet with great wrongs, and they will then be powerless to vex your mind."

Although curriculum changes can be quite vexing, as relationship scholars we know that academic decisions are often less academic and more relational. If you follow these five guidelines for suggesting/making your relational classes happen there is a good chance that you, your colleagues, and your students will thrive.

BOOK REVIEWS

A Secret Sadness: The Hidden Relationship Patterns That Make Women Depressed

**by Valerie E. Whiffen (2006). Oakland,
CA: New Harbinger Publications, 196 pp.**

**reviewed by Elaine Scharfe
Department of Psychology
Trent University**

Anyone who has taught a course in gender, psychopathology, or intimate relationships has had the question from an inquiring mind "why are women twice as likely as men to experience

depression." The answer includes a list of possible theories, some with growing support to the contrary. Dr. Whiffen begins her book with that well-known statistic and sets out to present a theory to explain this fact. Although, the book is targeted to the layperson, current research from the fields of developmental – primarily attachment – and clinical psychology, provide evidence for a compelling explanation. In short, women are twice as likely to experience depression because we value our relationships – when our relationships are good, they protect us from depression; conversely, difficult relationships increase the risk of depression. Each of 10 chapters presents theory and research, uses the stories of clients to illustrate the scientific facts, and concludes with a list of questions to direct the readers' reflections on the chapter topics. Readers struggling with depression can use this as a workbook to help to gain insight about their own relationship experiences. Relationship scientists will find a compelling and well-supported theory.

In Chapter 1, the "black dog" of depression is described. This section, as in the rest of the book, describes depression with a respectful, optimistic tone. In this chapter, the concept of blind spots – unacknowledged truths about our important relationships – are introduced. In the last ½ of the chapter, the stories of three women begin with their first therapy session. Throughout the book, Whiffen weaves together the very different stories of these three women with the theory and research to help illustrate the similar and profound influence of relationships on the experience of depression. In chapter 2, (which the reader is warned not to skip), the biological processes associated with depression are skillfully described. First, the myth that reproductive hormones cause depression is debunked – yes, even the raging hormones of pregnancy and childbirth do not *cause* depression. The research outlining the familial or genetic risk for depression (explaining about 1/3 of the risk for depression) is summarized concluding with an explanation of how individuals' biological disposition to react to stress influence development of depression. The importance of stress and the effects of loss, chronic stress, and transitions on the

development of depression are highlighted in the third chapter. In particular, the importance of the ways that women tend to cope with stress and how that may or may not help to buffer us from the negative effects of stress. The importance of a confidante and the importance of turning toward others as a buffer are highlighted and compared to the strategy of turning away from others. Specifically, the insight that turning away from others may increase levels of depression over time by creating more interpersonal stress is elaborated.

In the next few chapters, research on roles and family are presented. In chapter 4, the question of how gender roles may contribute to depression is discussed. In particular, the importance of and stress associated with mothering are highlighted as a contributing factor to interpersonal stress leading to depression. As a consequence of this stress – the transition to parenthood and the presumed gender roles that go along with the parenting role – women are more likely to experience childbearing depression. Next, the family of origin is explored. In chapter 5, we are reminded of the unique family stories that many clients tell. This discussion, of the stories of women with depression tell, emphasizes many of the principals of attachment theory. Among others, the author highlights Bowlby's assertion that attachment relationships are important from "cradle to grave" as well as the importance of our secure base and safe haven. In this chapter, she introduces the importance of turning up (anxious attachment) or turning down (avoidant attachment) the volume of relationship problems. Next, Whiffen expands from the unhappy, and perhaps controlling family, to deal specifically with women who experienced neglect and physical abuse (chapter 6) and childhood sexual abuse (chapter 7). In chapter 9, the profound effects of maternal depression on child development and later outcomes are presented including some strategies to help children with depressed mothers.

Two chapters focus on solutions. In chapter 8, the classic cause and effect dilemma is presented – the importance of considering which came first: relationship problems or depression. The

concepts of turning the volume up or down are further explored and integrated with well-known relationship conflict strategies. The final chapter summarizes several treatment options, briefly discusses stages of change, the necessity of supportive others, and the importance of a supportive, accepting therapist.

Dr. Whiffen defines her audience as "the women who experience depression and for the people who love and want to help them" (p. 3). She guides the reader through the process of recognizing the relationship patterns that may contribute to depression with a respectful, supportive, accepting, and optimistic tone. The book is very well written and easy to read. The research and theory provided to explain interpersonal context of depression is thorough, up to date, and well integrated. Relationship researchers who are interested in the interpersonal contribution to mental health problems – and their students – will find the book informative. It would also be ideal for upper-year and graduate relationship and/or psychopathology courses and of course, a fabulous tool when working with women with depression.

JOURNALS UPDATE

Editor's Report on the *Journal of Social and Personal Relationships*

by Paul A. Mongeau,
Arizona State University, USA

I have several important bits of news concerning JSPR for this column. The first has to do with my term of service as editor, two have to do with changes in the journal's production (i.e., frequency of publication and early online

publication), and then there are the inevitable changes in the editorial team.

After discussions with Sue Sprecher (incoming chair of the Publications Committee) and the staff at Sage, I have decided to step down as editor (but not for a while). Our current plan is to continue receiving manuscripts through 2009 and facilitate production of the journal (i.e., remain 'masthead editor') through 2010. The new editor will, ideally, begin receiving manuscripts in 2010 and will work with Sage on producing issues starting with the 2011 publication year. We would like to have the new editor appointed by midyear next year to allow him or her plenty of time to develop an editorial team and get trained on Manuscript Central before receiving manuscripts. My understanding is that there is a call for nominations for editor of JSPR in this newsletter. It will certainly be repeated several times between now and the deadline of 1 March 2009.

My decision to step down (eventually) as editor is a function of the competing desires for continuity in the editor's position, and the ability of this position to rotate among qualified scholars, and my own desire to devote more time to my students and my scholarship. If the transition plan actually works, I will have served as masthead editor for five years and received manuscripts for another year as Mark Fine completed his term. Six years as editor is long enough for most any mortal. As the transition process ensues over the next year or two, my personal commitment is to make the transition between editors as smooth as possible for everyone involved (i.e., IARR and its membership, Sage, authors, reviewers, and the entire editorial team).

My other news focuses on two issues relating to journal production. First, and most important, beginning with 2009 (Volume 27), JSPR will appear 8 times per year (an increase from the present 6). Each issue will be slightly smaller (in terms of the number of pages) than in the previous few volumes, however, the overall page allotment will increase by approximately 15% increase (from 1008 to 1152 pages per volume). The increase in the page allotment will allow us

to publish a number of new and unique elements in the journal, including special sections or issues on particular theories and/or areas of research; methodological pieces, reviews of the literature, and pieces penned by winners of IARR's various research awards. These new additions will, we hope, increase the journal's impact rating while not taking pages from peer-reviewed works. The increased page allotment will allow these new additions while leaving the same number of journal pages for empirical research reports.

The other bit of exciting journal production news (as exciting as journal production issues get, I guess) is that we are moving from an issue-based workflow to an article-based one. What this means is that rather than waiting to have enough manuscripts to fill an entire issue and then sending them all to Sage together on a prearranged date, I will submit each manuscript as it is accepted and processed. This is a rather esoteric difference in procedure that will have one important implication. As soon as it is feasible (probably in the spring of 2009), Sage will begin posting manuscripts online as soon as they complete the production process *and before the paper issues arrive in your mailbox*. This will make scholarship available to readers earlier than the current, paper-based, system. I am hoping that this system will allow JSPR articles to be viewed and cited earlier and more frequently.

Finally, there are a number of changes in the editorial team. Most important, Beth Babin Gallagher is stepping down from her editorial assistant position to concentrate on her dissertation, finding a job, and other academic issues. If anyone has experienced a problem with Manuscript Central over the past two years, you know how important Beth has been to the efficient functioning of the journal. I will miss her presence greatly, but look forward with great anticipation to working with Monica Gracyalny who will take over Beth's position in 2009.

There have also been changes among the Associate Editors. Robin Goodwin has stepped down after three years of service. I can't thank Robin enough for his efforts, particularly in the

area of international scholarship. We are currently looking for a replacement for Robin, particularly among Social Psychologists with international interests. Tammy and Walid Afifi, Kelly Bost, and Jacki Fitzpatrick have all come on board in the past few months and appear to be transitioning well.

So it's an exciting time in the palatial JSPR suite of editorial offices. The Cappacino machine has been on the fritz, but the Foosball tournaments are a big hit. The Arizona desert days have not exactly cooled off, but the early mornings are approaching the sublime. Having a cut-off date for my editorial duties is a refreshing experience. I can see the light at the end of the tunnel. I just hope it is not a train.

Report from the Masthead Editor of *Personal Relationships*

by Rebecca G. Adams,
University of North Carolina
at Greensboro, USA

As you know, my editorial team and I are no longer accepting new submissions, but we will continue to put together issues and to serve as the masthead editorial team through the end of 2009 (Volume 16, Issue 4). We will continue to accept papers as they are recommended for publication by our reviewers until we have filled all of our issues, probably sometime early next summer, but possibly sooner. **This makes it extremely important for any author who has received an invitation to revise and resubmit a paper to do so in a timely way.** We are continuing to rely on our editorial board, ad hoc reviewers, and new scholar reviewers to review revised and resubmitted papers that they have reviewed previously. In cases where an additional evaluation is needed, we are occasionally asking one of them to complete a review of a revised and resubmitted manuscript he or she has not previously reviewed. The

editorial teams of Lorne Campbell, the new Editor of *Personal Relationships (PR)*, and Paul Mongeau, Editor of *Journal of Social and Personal Relationships*, are drawing reviewers from overlapping pools, so reviewers should not be surprised if they are asked to do more than one review during a short period of time.

Encouraging International and Interdisciplinary Scholarship

Two sessions included on the July 2008 IARR program were particularly relevant to our *PR* mission. One was a discussion organized by the former President of IARR Phil Shaver on International Cooperation in Relationship Research. The second was a session on Writing and Reviewing for an Interdisciplinary journal organized by my editorial team. These two sessions both addressed issues critical to the development of our field and the future of *PR*. At least partially as a result of these sessions, IARR President Frank Fincham appointed two committees to develop ideas for how to further the international and interdisciplinary missions of IARR and to support the increased submission and publication of international and interdisciplinary scholarship.

Joao Moreira is chairing the International Task Force. At the same time, Pearl Dykstra has volunteered to explore the possibility of *PR* reprinting a selection of articles previously published in languages other than English. If this initiative is implemented, these articles will either be published as a special issue before the end of my team's term or one at a time in the volumes Lorne Campbell puts together. Please contact Pearl (dykstra@nidi.org) or me (PersonalRelationships@uncg.edu) if you know of a high-quality article published in a language other than English that would interest *Personal Relationships* readers. In addition, I am hoping that the International Task Force recommends the establishment of a group of "super-reviewers" or willing senior co-authors who will work with scholars from under-represented countries to prepare their papers for submission.

Denise Solomon, one of my team's associate editors, is chairing the Interdisciplinary Task Force; one charge to this group is to develop guidelines that will facilitate the crafting of articles more fully reflective of the interdisciplinary goal of relationship research. Denise has already given thought to this topic in preparation for her presentation in the panel my team organized and also as she wrote the preface for *PR*, Volume 15, Issue 2, titled "Reaching Interdisciplinary Audiences."

The *PR* Masthead Editorial Team

Eighty-one scholars, who represent twelve countries (USA, Canada, The Netherlands, England, Mexico, Australia, New Zealand, Israel, Brazil, Greece, Austria, and Portugal) and eight disciplines (Communication Studies, Sociology, Psychology, Gerontology, Management Information Systems, Family Studies, Philosophy, and Women's Studies), serve as members of the Editorial Board. The representatives from Psychology include Social, Developmental, Applied, and Counseling Psychologists.

In addition to the members of the Editorial Board, 187 established scholars and 71 new scholars each reviewed one or more of the 171 manuscripts which were submitted to *PR* between June 1, 2007 and May 31, 2008 (note these reviewers' names and affiliations will be listed in *Personal Relationships*, Volume 15, Number 4, December 2008). Together the 416 ad hoc reviewers and the 126 new scholar reviewers who have expressed an interest in reviewing for *PR* add considerable diversity to our editorial team, including scholars from Belgium, France, Germany, Hungary, Italy, Japan, Slovenia, Spain, Switzerland, Turkey, and Vietnam and scholars representing the disciplines of Nursing, Marriage and Family Therapy, Psychiatry, Education, Neuroscience, Geriatrics, Public Health, Psycho-oncology. My editorial team and I try to have each manuscript reviewed by three scholars from two countries and two disciplines, including at least one member of the Editorial Board and sometimes including a fourth reviewer who is a new scholar.

Press Releases

At my request, beginning in 2008, Wiley-Blackwell increased the number of press releases they prepare for articles published in *PR* from two to three per year. Articles with well-developed discussions of the practical implications of findings are most likely to be selected. Thus far in 2008, they have prepared a release for Jaye L. Derrick and Shira Gabriel's article, "Parasocial Relationships and Self-Discrepancies: Faux Relationships Have Benefits for Low Self-Esteem Individuals" (*PR*, Volume 15, Number 2) and for Denise H. Solomon and Jennifer A. Theiss's article, "A Longitudinal Test of the Relational Turbulence Model of Romantic Relationship Development" (*PR*, Volume 15, Number 3). I receive a lot of email from researchers who have found out about the journal from reading the newspaper articles that have resulted from these press releases. It is important that authors write about the practical implications of their research so that these press releases can be written and written accurately.

Submission Statistics

The Editorial Office calculates statistics for each half year period. Please note that these statistics are not static; they change as manuscripts are processed. Note also that the statistics for Lorne Campbell's term could be quite different because he has moved to web-based submissions. I anticipate that the overall acceptance rate for my term will be approximately 18 or 19%, which is a bit lower than during Susan Sprecher's term. The average number of days from submission to first decision is approximately 16 weeks. Authors take quite a long time to revise and resubmit (a range of 3-6 months). There is therefore a wide variation across submissions in the time from submission to acceptance, but on average it takes approximately 14-18 months from submission to acceptance and a bit over 4 months more until publication. In practice this means that as soon as a manuscript is accepted it is submitted as part of the next issue.

The first authors of this year's (June 1, 2007-May 31, 2008) 171 submissions represent 27 countries. In addition to the United States, the Netherlands, Canada and Israel, which are the origins of most of our submissions, first authors were residents of Portugal, China, France, Canada, Germany, Turkey, England, Australia, Italy, Belgium, Austria, Norway, South Africa, Thailand, Lithuania, Taiwan, India, Vietnam, New Zealand, Spain, Germany, Poland, and Scotland. They represent many disciplines including: Psychology, Communication Studies, Family Studies/HDFS/Family Life/Family and Child Sciences, Sociology, Human Ecology, Social Work, Applied Social Science, Education, Preventative Medicine, Educational Science, Business Administration, Gerontology, Nursing, and Public Health. Approximately a quarter of the first authors are graduate students (25.1%).

In addition to publishing refereed articles, *PR* publishes prefaces and, in each March issue, an article by a distinguished scholar. Although I have written most of the prefaces during our term, Mario Mikulincer, Denise Solomon, and Susan Boon have each contributed one. Susan's appeared most recently in Volume 15, Number 2, June 2008, and was titled "Communicating Personal Relationships Research Findings." My editorial team's first distinguished scholar was Harry Reis (2007) and our second was Graham Allan (2008). Our third distinguished scholar article will appear in Volume 16, Issue 1, March, 2009.

It has been a delight to work with former IARR President Phil Shaver, the IARR Board, Treasurer Michael Cunningham, former Publications Chair Dan Perlman, the Editorial Board, the reviewers, and the authors. I look forward to working with IARR President Frank Fincham and Publications Chair Susan Sprecher (who has already been continuing to support *PR*'s efforts in her role as Past-Editor). I would also like to give special thanks to the Associate Editors and the two Editorial Assistants for their hard work. The Associate Editors, Editorial Assistant Sarah Hosman, and I look forward to the remainder of our term.

Tentative Contents of Upcoming Journals

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Relationship Resources for Coping with Unfulfilled Standards in Dating Relationships: Commitment, Satisfaction, and Closeness

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Dating in the Fast Lane: How Communication Predicts Speed-Dating Success

KAREN L. BLAIR AND DIANE HOLMBERG
Perceived Social Network Support and Well-being in Same-Sex versus Mixed-Sex Romantic Relationships

COLIN HESSE AND KORY FLOYD

Affectionate Experience Mediates the Effects of Alexithymia on Mental Health and Interpersonal Relationships

ASHLEY S. HOLLAND AND GLENN I. ROISMAN

Big Five Personality Traits and Relationship Quality: Self-Reported, Observational, and Physiological Evidence

KELI RYAN STEUBER AND DENISE HAUNANI SOLOMON

Relational Uncertainty, Partner Interference, and Infertility: A Qualitative Study of Discourse within Online Forums

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Striving for Comfort: "Positive" Construction of Dating Cultures Among Second-Generation Chinese American Youths

R. MATTHEW MONTOYA, ROBERT S. HORTON, AND JEFFREY KIRCHNER

Is Actual Similarity Necessary for Attraction?: A Meta-analysis of Actual and Perceived Similarity

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Intimacy in Young Adulthood as a Predictor of Divorce in Midlife*REVIEWER ACKNOWLEDGEMENTS***IARR CONFERENCES****A Retrospective on
IARRC 2008**

by Wendy Samter and Lisa Diamond

Over 430 attendees from around the world were greeted by “hot” weather, but “cool” programming at the 2008 IARR conference held this past July in Providence, Rhode Island, U.S. This year’s program was one of our best and

most diverse ever. We received 337 submissions in all, 99 of which were for posters, 33 for symposia or workshops, and 205 for individual papers. Topics included sexual jealousy; relationship initiation; attachment style; violence and aggression; personality traits in relationships; same-sex relationships; psychobiological aspects of close relationship functioning; sexual satisfaction; parent-child dynamics; conflict resolution; longitudinal patterns of relationships; marriage and courtship; new methodological approaches to relationship research; marital counseling, and much, much more! Countries represented by presenters include the United States, Israel, Australia, the United Kingdom, Spain, Mexico, Canada, New Zealand, Belgium, the Netherlands, Poland, Panama, Taiwan, Italy, Germany, Portugal, Brazil, Japan, Turkey, Greece, Austria, Finland, and Iran. Special thanks go to a veritable army of peer reviewers, who carefully read and evaluated all the submissions: Tamara Afifi, Gurit Birnbaum, Rosemary Bliezner, Rebecca Cobb, Eli Finkel, Wind Goodfriend, Donna Henson, Michael Johnson, Katherine Kerns, Jennifer La Guardia, Tim Loving, Debra Mashek, Ofra Mayseless, Lisa Neff, Heather Patrick, Stephanie Rollie, Brian Spitzberg, Elizabeth Suter, and Ty Tashiro.

Highlights of the conference included the invited addresses by Steven Marks, Ruthellen Josselson, Andrew Collins, Beverly Fehr, Sandra Petronio, and Denise Solomon. We also had a number of new sessions devoted to professional development, including a series of mentorship breakfasts which provided opportunities for junior and senior scholars to meet and speak informally each day of the conference, as well as special sessions geared toward fostering international collaborations, mentorship of international scholars, and tips for international scholars who want to publish in US journals. We hope to include similar such programming in future conferences. The program also included a “new scholar mixer” on the first night of the conference (another great idea initiated by one of our members) and a lunch session for LGBT scholars. We plan to include these, too, as regular features of future conferences.

On the social end of things, conference goers were invited to participate in a variety of activities including a beach party with the fabulous BaHa Brothers Band who brought a little bit of Jimmy Buffet to Providence, as well as excursions to Newport, Rhode Island (considered by many to be a shining gem in the coastal crown of New England), and Martha's Vineyard (an island off of Cape Cod, famous for its beautiful beaches, unspoiled landscapes and variety of architectural styles). Much to our delight, the city of Providence surprised us by putting on an unexpected Water Fire – where gondoliers, accompanied by music and dancing from around the world, light and tend to over 100 fires on Providence's three rivers. The brain child of sculptor Barnaby Evans, Water Fire has been praised as a "powerful work of art" and a "moving symbol of Providence's renaissance." The conference culminated with dinner cruise aboard the Vista Jubilee which featured the Awards Ceremony as well as a three-hour tour of the beautiful north end of Narragansett Bay. Months of planning went into each of these events. None of them would have been possible without the help of the Local Arrangements Committee including: Kimberly Keyes, Roger Acosta, Cynthia Torppa, Kevin Pearce, Christopher R. Morse, Richard West, Shawna Haggerty, and Christopher Bennett.

We had a wonderful time planning and hosting this year's conference. We look forward to seeing everyone in Herzliya, the site of the 2010 conference. We wish our program planning and local arrangements colleagues all the best and hope they have as much fun working together as we did. See you in Israel!

Awards Report

by Denise Solomon
Penn State University
Chair of the Awards Committee

IARR members, friends, and family gathered aboard ship to dine, enjoy the views, and

celebrate the achievements of 14 scholars. The award recipients were chosen from a competitive field of nominees forwarded to the committee by members of IARR. Serving on the committee were John Caughlin, Mario Mikulincer, and Cathy Surra – the membership owes them a debt of gratitude for their thorough and conscientious work on behalf of IARR. In total, 9 awards were conferred.

The **Steve Duck New Scholar Award for Predoctoral Scholarship** went to Mie Kito, a doctoral student in the Department of Psychology at the University of Manitoba. The award provides \$400 to support Mie's research on lay person prototypes of relationship satisfaction. The Steve Duck New Scholar Award for Postdoctoral Scholarship was not awarded this year, because the committee did not receive any nominations in this category.

The recipient of the **Dissertation Award** was Edward Lemay, who received his Ph.D. from Yale University under the direction of Margaret Clark. Ed's dissertation, which has contributed to three publications in the *Journal of Personality and Social Psychology*, examined the extent to which people project perceptions of their own responsiveness onto a relationship partner. The results of the project indicated that a person's self-perceptions are a better predictor of his or her assessment of a partner than either the partner's self-reports or third party evaluations.

To identify the recipient of the **Article Award**, members of the Awards Committee perused all the articles published in *Personal Relationships* and the *Journal of Social and Personal Relationships* in 2005 and 2006. A first list of more than 25 articles was eventually reduced to 5 contenders. These finalists were evaluated for theoretical significance, methodological rigor, and the importance of the implications that were supported by the study's findings. Based on these criteria, the committee unanimously selected *Approach and avoidance sexual motives: Implications for personal and interpersonal well-being* by Emily Impett, Anne Peplau, and Shelly Gable. The award-winning

piece was published in *Personal Relationships* in 2005.

The **Book Award** was presented to Alan Sroufe, Byron Egeland, Elizabeth Carlson, and Andy Collins for *The Development of the Person*. This research monograph details a longitudinal study – from conception, through implementation, and to its ground-breaking findings – focused on how early relationship experiences shape the development of the person over the first 30 years of life. In doing so, the volume provides the discipline with both important scientific insights and an exemplar of the scholarly research process.

Andy Collins, who collected plaques for his co-authors on the award-winning book, had one more plaque to take home from Providence. Andy was also the recipient of the **Mentoring Award**, in recognition of many gifts he has bestowed on his students and colleagues throughout his career. As was clear from the letters of support to the Awards Committee, Andy provides outstanding training to his students, promotes their professional development and success, and continues to advise and support them throughout their careers. Through these efforts, he has strengthened the community of personal relationships scholars in ways that benefit us all.

The **Teaching Award** is another honor that recognizes excellence in promoting the discipline through the development of new scholars. Oftentimes, the teaching skills and accomplishments of our fellow IARR members is invisible outside their classrooms and away from their home campuses. Not so in the case of Rowland Miller, who received the Teaching Award both for his excellence in the classroom and his broader impact on the pedagogy of personal relationships. Through his textbook, *Intimate Relationships*, Rody has shaped how the scholarship of personal relationships is taught to students in not just on his campus, but on many, many others as well.

Our evening aboard ship culminated in the presentation of the three career achievement awards. John Caughlin introduced the recipient

of the **Gerald R. Miller Award for Early Career Achievement**, Leanne Knobloch. In presenting the award, John noted Leanne's theoretically significant and methodologically sophisticated research on the phenomenon of relational uncertainty. This was an especially competitive award this year, which is a bode well for the future of personal relationships scholarship.

The **Berscheid-Hatfield Award for Distinguished Mid-Career Achievement** was awarded to Anita Vangelisti. Although Anita could not be present to accept the award, the occasion provided an opportunity to reflect on her considerable contributions to the field. In particular, Anita's work served a ground-breaking function for what are now sustained programs of research on hurtful messages, family secrets, and emotional experiences within families. Anita also exemplifies the interdisciplinary values of IARR, having collaborated with scholars from a variety of disciplines and contributed as editor to several important handbooks. For these reasons, Anita was especially deserving of this prestigious award.

As a capstone to the evening, Harry Reis presented the **Distinguished Career Award** to Caryl Rusbult. As noted by Harry, Caryl's contributions to the study of personal relationships include an extensive list of concepts, such as *investment*, *accommodation*, and *the Michaelangelo effect*, which she nurtured from infancy to theoretical centrality within our discipline. In accepting her award, Caryl reflected on her personal relationships within the field and remarked on the contributions her students and collaborators as they worked together to push the frontiers of personal relationships research.

While we bask in the afterglow of this celebration, start to look ahead to IARRC 2010. The process begins anew when the Awards Committee calls for nominations in the fall of 2009. Until then, keep your eye out for those IARR members whose research, teaching, or mentorship inspires your own work. As we learned on the waters surrounding Providence,

there is much to celebrate in the accomplishments of our membership.

promises to be a rich, provocative, and enjoyable conference.

Announcement of the IARRC 2010

**by Mario Mikulincer
Gurit Birnbaum
Yair Amichai Hamburger**

Local Organization Committee

We want to announce the 2010 Conference of the International Association for Relationship Research to be held at the Campus of the Interdisciplinary Center (IDC) Herzliya, Israel in July 22-25, 2010. Mario Mikulincer, Professor of Psychology and Dean of the New School of Psychology, IDC Herzliya will act as the head of the local organization committee. Ruth Sharabany, Associate Professor at the Department of Psychology, University of Haifa, will act as the head of the conference scientific committee.

Herzliya is one of Israel's most special cities. It is located 10 miles north of Tel-Aviv. Established in 1924 and named for the founder of modern political Zionism, Theodore Herzl, the city is a microcosm of 21st century Israel. It is renowned for its affluent homes, exclusive beach resort, flourishing high-tech industrial and commercial zones, shopping malls, leisure and entertainment center. Whatever the interests of participants, they should be able to have a very enjoyable and exciting time while here. There are many places to visit in Israel beyond Herzliya. People might want to visit Jerusalem, Tel-Aviv, the Dead Sea, Eilat and the desert, The Galilee Sea, Nazareth, and other cities and places.

We look forward to welcoming you to the IDC campus, Herzliya in July 2010 for a highly stimulating intellectual exchange and what

ANNOUNCEMENTS

Message from the Chair of the Publication Committee

by Susan Sprecher

I am very pleased to serve IARR as the Chair of the Publication Committee (2008-2010) and that I will be able to share this work with the following great people, who have agreed to serve on the committee: Walid Afifi, Leah Bryant, Rodrigo Carcedo, Eli Finkel, Pearl Dykstra, Robert Milardo, and Daniel Perlman. Our work has begun! Paul Mongeau's term as Editor of the *Journal of Social and Personal Relationships* is nearing the end, and we are seeking the next editor. We are hopeful that we can find an editor as dedicated and hard-working as Paul (as well as the prior JSPR editors, Mark Fine and Steve Duck). We encourage everyone to begin to think about who might be ready to step into this important editorship role. We also are seeking the next editor for *Relationship Research News*. Lesley Verhofstadt, who is doing an excellent job editing *RRN*, will publish her last issue in the fall of 2009. We would like the new editor in place by August 1, 2009 so that he or she can be mentored by Lesley as she produces her last issue. The announcements for these positions are below. I encourage you to write me (sprecher@ilstu.edu), the current editors, or any member of the publication committee (email addresses in announcements below), if you have any question about the positions or the process of preparing your nomination materials. In addition, if you have any concerns or suggestions about publication issues, do not hesitate to contact me.

In the last issue of *RNN*, Dan Perlman reported the selection of Lorne Campbell as the incoming Editor of *Personal Relationships*. Lorne and his team of Associate Editors are hard at work, and I'm confident that the journal is in good hands. Rebecca Adams remains as the masthead editor of *PR* through 2009. One cannot thank Editors enough for their hard work. Although Rebecca is not done with her work for *PR*, I want to provide my sincere thank you, on behalf of IARR, for her work over the past 3+ years. Because we had many opportunities to communicate as we made the transition from my editorship of *PR* to hers, I'm aware of the skills and dedication she brought to the journal. We were very fortunate to have her as our Editor for *PR*.

IARR Publications Committee and SAGE Seek Nominations for *JSPR* Editor

The IARR Publications Committee and SAGE publishers are soliciting nominations for the Editorship of the *Journal of Social and Personal Relationships (JSPR)*. *JSPR* is published by SAGE in association with IARR. The journal, currently edited by Paul Mongeau, is committed to publishing high quality research on social and personal relationships, from multiple perspectives and disciplines. Following an initial period of preparation from July through December 2009, the incoming editor will begin processing new submissions on January 1, 2010; and be the masthead editor beginning with the first issue of 2011. The expectation is that the length of the term will be 5 years. The job of the Editor along with his or her Associate Editors involves overseeing the review and publication process and exercising the full range of editorial skills, as well as soliciting manuscripts. Once selected, the Editor will choose his or her Associate Editors and editorial board.

Self-nominations for this important and rewarding role are welcomed. A completed nomination package should include the

candidate's vita, the names of at least three references who can address the candidate's qualifications as an editor, and a letter from the candidate that describes his or her views on editing the journal. The letter could address issues such as editing philosophy, goals for the journal, description of how he/she would run the journal, and any initiatives to further enhance the journal. *JSPR* receives over 200 submissions a year and operates with a web-based submission and review process (Manuscript Central). The journal benefits from financial support from SAGE but a nomination package should also address additional institutional support available for the Editorship.

A brief email note of intent to apply should be sent by February 1, 2009 and all nomination materials should be sent by March 1, 2009. The note of intent and the actual nominations should be sent (electronically) to Susan Sprecher, at sprecher@ilstu.edu. (Applicants who fail to receive an email receipt response within a few days, should contact Sprecher at 1+309-438-8357). Queries may be directed to the current editor, Paul Mongeau, at paul.mongeau@asu.edu, or any member of the Publication Committee: Walid Afifi (w-afifi@comm.ucsb.edu), Leah Bryant (lbryant2@depaul.edu), Rodrigo Carcedo (rcarcedo@usal.es), Eli Finkel (finkel@northwestern.edu), Pearl Dykstra (dykstra@nidi.nl), Robert Milardo (rhd360@maine.edu), Daniel Perlman (D_perlma@uncg.edu), or Susan Sprecher (sprecher@ilstu.edu). In addition, Kerry Barner, Senior Publication Editor for Social Sciences, at SAGE, is willing to address any questions potential applicants may have about the publication process (Kerry.barner@sagepub.co.uk).

**IARR Publications Committee
Seeks Nominations for Editor
of
Relationship Research News,
2010 - 2012**

The IARR Publications Committee is soliciting nominations for editor of the *Relationship Research News* (RRN) to succeed Lesley Verhofstadt, whose editorial term ends with the fall issue of 2009. Ideally, the new Editor will be selected by July of 2009 and shadow Dr. Verhofstadt's production of the fall 2009 issue. The IARR Handbook indicates that the newsletter editor shall normally serve for a three-year period. The Editor, with the assistance of Associate Editors recruited by the Editor, shall prepare editions of the newsletter for regular distribution to IARR members and other subscribers. Currently IARR is publishing two printed issues of RRN per year (in the spring and fall), each of approximately 30-40 pages. The newsletter is also available on the IARR website shortly after its production. The incoming editorial team's first issue will be published in April 2010, and the last issue will be the fall of 2012. IARR has arrangements with Blackwell-Wiley for the printing and mailing of the newsletter.

Self-nominations for this important and rewarding role are welcomed. A completed nomination packet should include a vita, the names of at least two references, and a letter addressing such issues as goals for the newsletter and a description of how the candidate would run the newsletter.

A brief email note of intent to apply should be sent by April 1, 2009. All nominations should be sent by April 20, 2009. The note of intent and the nomination materials should be sent (electronically) to Susan Sprecher, at sprecher@ilstu.edu. (Applicants who fail to receive an email receipt response within a few days, should contact Sprecher at 1+309-438-8357). Questions may be directed to Lesley

Verhofstadt (lesley.verhofstadt@uclouvain.be), the current Editor, or any member of the Publication Committee: Walid Afifi (w-afifi@comm.ucsb.edu), Leah Bryant (lbryant2@depaul.edu), Rodrigo Carcedo (rcarcedo@usal.es), Eli Finkel (finkel@northwestern.edu), Pearl Dykstra (dykstra@nidi.nl), Robert Milardo (rhd360@maine.edu), Daniel Perlman (D_perlma@uncg.edu), or Susan Sprecher (sprecher@ilstu.edu).

**CALL FOR PAPERS
Special Issue Journal of
Applied Communication
Research**

by Laura Stafford

JACR will publish a special issue focused on questions related to **communication and distance**. Studies may address the communication of any relational type (e.g., dating, marriage, family, work, friendship, or community). Manuscripts could consider populations separated for any variety of reasons such as, but not limited to, educational choices, military deployment, incarceration, or employment preferences or demands. Authors may focus on the issues a particular group faces, community support (or lack thereof), social and cultural norms of a particular population. Studies may also examine policies, practices, or other factors that impact dynamics or outcomes of communicating at a distance. A wide range of theories, contexts, and methodologies is sought. Most importantly, manuscripts must have communication as core. Manuscripts must include a specific section titled "Practical applications" wherein the importance of the research findings in relationship to future practices and policies is articulated.

This special issue will be edited by Erin Sahlstein, University of Nevada-Las Vegas with my assistance as co-editor. Deadline for submission is March 1, 2009 with an expected publication date of November 2009. Though

JACR's policy is generally a 30 page maximum, I am requesting that the body of the manuscript not exceed 25 pages (excluding references and tables) for this special issue. Papers should be submitted by visiting <http://mc.manuscriptcentral.com/RJAC>. At the site you will need to create an account (if you have not already done so). Select "create new account" in the upper right hand corner of your screen. If you need help, follow the "help" links on the website or email question to the JACR staff at JACR@UKY.EDU. If you have questions concerning this special issue please either email the JACR staff or Erin Sahlstein at erin.sahlstein@unlv.edu. Papers should be clearly marked JACR Special Issue on Communication and Distance.

nurturance) from the point of view of each of the theoretical orientations, using published empirical examples.

*I*ARR member **Javette Hayes** has received tenure and promotion to Associate Professor in the Department of Human Communication Studies at California State University, Fullerton.

MEMBER NEWS & UPDATES

*I*ARR member **David Bell** (Indiana University Purdue University, Indianapolis) had a book coming out: "Constructing Social Theory". The book discusses the nature of social theory and theoretical orientations. Organized by forty-three theoretical orientations in seven domains--exchange, power, adaptation/reinforcement, social bond, altruism, functionalism, and identity--the text includes a tutorial on how to identify an appropriate theoretical orientation and create a theory given a particular research question. In this book, the author separates the theoretical orientation of causal logic from theory itself, illuminating the mechanisms of scientific revolutions where new theoretical orientations are created, and the procedures of normal science, in which theories are developed using the logic of existing theoretical orientations.

Its primary function is as a textbook on theory construction. One feature of particular interest to fellow relationship researchers is that most of the theoretical orientations are explicitly or implicitly dyadic. In addition, the author looks at a single research question (parental

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