# RELATIONSHIP RESEARCH NEWS

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## PRESIDENT'S COLUMN

## Greetings from the President

## by Anita Vangelisti

At our recent conference in Herzliya, I noticed something: IARR is no longer the sleepy little organization that it used to be. While people still meet after panels to talk about their latest ideas, they are meeting in the lobbies of high rise hotels instead of college dorms. They have become accustomed to a conference program that includes a wide array of topics and a broad range of intellectual and social opportunities. They are discussing ways to increase the visibility of their research and to archive the many accomplishments of the Association. In short, IARR has matured a great deal over the past few years.

As incoming President I had the opportunity to see this more mature organization at work. I saw evidence of the hours and hours of effort that members of the Local Arrangements Committee and their Chair, Mario Mikulincer, spent to make the conference successful. Their tasks ranged from organizing a tour of Jerusalem for several bus loads of people to making sure that coffee and pastries were available throughout the conference. On several occasions I saw Mario stopping to give people directions to their next panel or making recommendations for restaurants -- and all of this was done with a smile. The members of the Program Committee and their two Co-Chairs, Ashley Duggan and Ruth Sharabany devoted an extraordinary amount

of time and effort to making the conference work. I know it is not possible for two people to be in a dozen places at the same time, but at almost every panel I attended I saw either Ruth or Ashley there greeting people, thanking the presenters, or responding to questions. Our Past President, Jacki Fitzpatrick, also was omnipresent. She ran a smooth Board Meeting, provided our membership with important information, and kept scrupulous records for our incoming officers. Jacki, like Mario, Ashley, and Ruth, took the time to visit with individual members and let them know that their experiences and their opinions are important to the Association.

In addition to the work that was so visible at the conference, I had the chance to witness some of the behind-the-scenes efforts that many of our members devote to IARR. Our Secretary-Treasurer, Brooke Feeney, and our Past Secretary-Treasurer, Michael Cunningham, are the brains behind the day-to-day (and, in fact, the year-to-year) operations of the Association. Brooke noted in her annual report that she handled "gazillions of issues" during the past year. I have no doubt that this is a conservative estimate. Sue Sprecher, Chair of the Publications Committee, put together a stellar committee and worked with them to select new editors for the *Journal of Social and Personal Relationships* and *Relationship Research News*. She also worked with subcommittees to carefully negotiate new contracts for *Personal Relationships* and for our book series, *Advances in Personal Relationships*. The effort required to coordinate these projects was monumental.

In fact, the people who chair of all of IARR's various committees dedicate much more time and effort to the Association than most of us are aware of. Omri Gillath, Chair of the Future Conferences Committee, solicited and helped members to develop proposals for our upcoming 2011 mini-conferences in Gdansk,

Poland and Tucson, Arizona as well as our main conference that will be held in Chicago, Illinois in 2012. Leah Bryant actually wore two professional hats for IARR during the past year: She chaired the Mentorship Committee and served as Director for the 2009 New Scholar Workshop. Michael Roloff, Chair of the Awards Committee, put together a group of experienced scholars and worked with them to carefully evaluate nominations for each of the awards that were given this year. The Media Relations and Website Committees were led by Terri Orbuch and Ben Le, respectively. Both Terri and Ben worked to redesign our website and to further develop our connections with various media outlets. Stanley Gaines, Joao Moreira, and Denise Solomon addressed issues affecting the composition of the Association and the research that we do. Stan and Joao chaired the Membership and International Committees, respectively, and did a great deal to support the international members of IARR. Denise worked with members of the Task Force on Interdisciplinary Scholarship to develop recommendations for enhancing the interdisciplinary nature of the Association.

Clearly, the work that all of these individuals have done over the past year demonstrates the maturity of IARR. Younger, less mature organizations do not have the need or the resources to deal with intense contract negotiations, media relations, or membership diversity. We do. Having these resources offers us great opportunities. It gives us access to two excellent journals, chances to meet and work with researchers across the globe, and numerous ways to reach out to people who would not otherwise encounter our scholarship.

It is important to remember, though, that the resources we have and the opportunities they give us come with challenges and responsibilities. For instance, we have a responsibility to disseminate the excellent research that is being published in our journals to broader audiences. Both of our journal editors – Lorne Campbell and Mario Mikuliner – are working hard to make this happen. Our new Media Relations and Website Committees also will play increasingly important roles in this process. Another responsibility we face involves establishing new connections with researchers from a variety of countries and from a variety of disciplines. As our former President Frank Fincham noted in an earlier

edition of *Relationship Research News*, we are an international, interdisciplinary organization. It is easy for members of mature organizations to get lazy and simply enjoy the benefits of one another's company. We need to continue to forge new international and interdisciplinary connections to keep the Association vibrant and diverse. The recommendations made by the Membership and International Committees as well as the Task Force on Interdisciplinary Scholarship will help us do this. As mundane as it sounds, we also have a responsibility to keep records of our past and current activities. In Herzliya, the Board of Directors agreed to establish an archive of IARR committee and task force reports. As the Association has matured, its officers and members of its various committees have learned valuable lessons. These lessons, when documented, will serve as a resource for future generations of relationship scholars.

It has been a privilege for me to watch IARR grow and mature. I am looking forward to working with our members in the coming year to take advantage of both our challenges and our opportunities.

## INSIDE THIS ISSUE OF RELATIONSHIP RESEARCH NEWS

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# FROM THE EDITOR'S DESK

### by Marian Morry
### Department of Psychology
### University of Manitoba, Canada

*W*elcome to Fall 2010 issue of *Relationship Research News.* As you know, we have a new President, Anita Vangelisti, so this edition contains her first RRN article and highlights some of her impressions of the people and work involved in the 2010 conference in Herzliya, Israel.

In this edition of IARR's newsletter, we focus on mentoring both students and junior faculty. Colleen Sinclair's piece begins the special feature by providing numerous tips and references for interested readers. Leah Bryant's feature focuses on IARR members' thoughts, and experiences, related to mentoring. Finally, in the spirit of mentoring junior faculty, Susan Sprecher provides sage advice amassed from IARR members for transitioning from pre-tenure to post-tenure. The last two features would not be possible without the willingness of the IARR members to share their experiences as mentors or mentees: Thank you. Regardless of whether you are a mentor or mentee, we hope you will find the information in these articles to be relevant to your working relaitonships.

Moving to our book reviews, we provide reviews of *Final Conversations: Helping the Living and the Dying Talk to Each Other* (Keeley & Yingling, 2007) and *Intimate Relationships (*Bradbury & Karney, 2010). We would like to thank the reviewers, Hoda Badr and Christine Lomore, for all their hard work. If you have a book you would like to see reviewed in a future edition of the newsletter, please contact Stacey MacKinnon at smackinnon@upei.ca.

In our regular columns, Dave Kenny reflects on a day in his life. This is both humorous and disturbingly familiar. As you may know, Ben Le has stepped down and will be replaced by Bill Dragon as the Chair of the Website Committee. We have a brief write-up from both Ben and Bill under Net News. Thanks Ben for all you have done to update our website. Finally, Lorne Campbell and Paul Mongeau both offer reports on IARR's journals. This is Paul's last report as Editor of *JSPR*. His hard work and dedication to ensuring that *JSPR* was a success is greatly appreciated. Thanks Paul! In the future, we will look forward to Mario Mikulincer's updates on *JSPR*.

Don't forget to read our announcements! Here you will see Jacki Fitzpatrick's (Outgoing President) summary of the 2009-2010 IARR Election Results. In addition, we are announcing the 2012 Conference to be held in Chicago, Illinois. We have no "Member News & Updates" to give you this time, but if you have anything you would like us to include, please email myself, Marian Morry, at Marian_Morry@UManitoba.ca and I'll ensure it gets into our next edition.

Finally, I would like to give a special thanks to my editorial team for all their help in the production of this issue of the newsletter. We hope you will find much to enjoy in this issue of *RRN*.

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### Submission deadline for the Spring 2011 issue of RRN

### April 1, 2011

### Submit all materials to Marian Morry

### Marian_Morry@umanitoba.ca

# FEATURE ARTICLES

## Meant to Mentor: Practical Advice and Personal Experiences About Mentoring for Relationship Researchers

### Leah E. Bryant, DePaul University
### H. Colleen Sinclair, Mississippi State University

As part of the theme of paying it forward, both authors have come to realize the importance of mentorship in their own lives. It is important to pay homage to those past mentors. This can be done by highlighting the lessons learned so that others may continue this positive practice of good mentoring. This article consists of two parts. First, *Tips and Best Practices for Current and Future Mentors* is a compilation of mentoring that is drawn from multiple sources including personal experiences, mentoring manuals, and interview feedback. This is not meant to be a comprehensive list of everything one needs to know about mentorship, but it is a push in the right direction. The second half of the article, *Paying it Forward*, draws upon IARR members' experiences as both mentor and mentee. IARR members reflect upon their own mentorship experiences and share their challenges and suggestions. As will be evident, a theme in the responses of IARR scholars echoed the experiences of both authors; all felt a debt of gratitude was owed to past mentors and mentees. They are why we are all here today.

### A Push in the Right Direction: Tips and Best Practices for Current and Future Mentors
### H. Colleen Sinclair, Mississippi State University

*"Mentoring is a brain to pick, an ear to listen, and a push in the right direction." – John Crosby*

Below is a collection of "best practices" drawn from multiple sources. Although the sources primarily focused on the mentoring of graduate students, we believe that many of the practices below can be extended, with maybe a little modification, to mentorship at all levels (undergraduate students through junior faculty).

- **Develop you own vision of good mentoring:** Reflect on your experiences as a mentee and frankly consider what you found helpful or unhelpful in your career. Also consider what types of mentoring you did not receive but would have appreciated. Build on the desirable practices and determine how to eschew or improve poor practices.

- **Open communication:** Whether it is a simple "hello" in the hallway or a shared meal during a holiday, let your mentee know you are available to talk. At minimum, you can anticipate that these conversations will most likely revolve around research, coursework and teaching, examining the multiple roles of a scholar, and exploring opportunities (e.g., funding, job). The context – hallway, café, dinner table, office, all of the above – is up to you.

- **Develop explicit agreements:** When initiating a mentoring relationship, it benefits both the mentor and the mentee to have clear guidelines about what is expected of them. These expectations may be put into a letter signed by both parties after an initial set of meetings and could include:
  o When and how often you will meet?
  o What are your norms for communicating with each other including acceptable means (do you want calls on a Sunday holiday evening on your personal cell phone about how to do a citation) and expectations regarding what constitutes timely responses.
  o What are your expectations related to work deliverables? Ideally, the agreement should include expectations regarding quality (e.g. define what you mean by "draft") and firm timetables for completing work for both the mentor and mentee (e.g., "I will only review three drafts" or "Within the week of receipt I will devote an hour to your paper, and then send you back the comments"). What are the consequences for failing to meet these expectations?

o How will any changes to the agreement be negotiated or implemented? For instance, it may be necessary to construct a new agreement each semester or year with regard to certain aspects (e.g., timetables, meeting times).

- **Construct a comprehensive mentoring plan:** Although explicit agreements might be like the syllabus of your mentoring relationship, a mentoring plan is more long-term and addresses larger goals and issues such as:
  o What are long-term career goals of the mentee? It may help to develop an Individualized Career Development plan that includes long-term career goals and "sub-goal" steps to attainment. This plan can be revisited annually to monitor progress. Further, It is common for emerging scholars' career plans to shift as they become further acculturated into academia, thus the plan may need to be adjusted.
  o What is the mentee's current skill set and what skills would s/he like to acquire? At the start of the mentoring relationship, consider conducting a skills inventory with your mentee. The assessment should include their current skills (including both technical and "soft" skills such as collaboration and conflict resolution), strengths, gaps, areas for growth, and means for growth.
  o What are the expectations regarding authorship and perceptions of contributions to/ownership of research projects?
  o What are additional responsibilities the mentee might hold (e.g., training or managing other assistants, participation in meetings or seminars, working on X project or all projects, present at conferences)?

- **Explain yourself:** In addition to determining when a task should be completed, for any task you assign to your mentee, be clear about what you want to have done, how you want it done, and why you want it done a particular way. Do not assume that without explanation your mentee inherently knows any of these things. Further realize that in some cases explanation may take hours, not minutes.

- **Protect mentoring time:** Set weekly meetings, weekly goals, and meeting agendas to ensure that each week progress is made on short and long-term goals. Protect this time as you would teaching time so that it sends a clear message that the mentorship relationship is a priority.

- **Consider group mentoring appointments:** There may be information from which all of your mentees could benefit. Rather than repeat yourself over and over or potentially forget which mentee you told what, set bi-weekly or weekly group meeting times.

- **Acknowledge differences:** Although you may think certain mentees are "mini-future-me's" (and some mentees may aspire to be so), they are their own person. Recognize they won't do things exactly as you would or assume that because you accomplished (or failed) at something that they will do the same.
  o In particular, it is important to acknowledge additional challenges that may arise when mentoring across groups (cross-race, culture, sexual orientation, gender). It may be helpful to seek additional resources. For example, you might seek out additional ingroup mentors for the mentee or to give you guidance. Otherwise, you might seek information to enhance your "cultural competency" (e.g., Stanley & Lincoln's 2005 article on *Cross-race Faculty Mentoring*) and raise your own awareness of the extra challenges certain individuals face in the workplace.

- **Be prepared for potential conflicts:** Although being a mentor can be extremely rewarding, so can it be challenging. There are going to be times a mentee lets you down, that you let a mentee down, that peers (e.g., two graduate students) may not get along, or you and a mentee may simply not mesh. Whether the conflicts arise from minor issues, such as a missed meeting, or broader problems, such as mismatched expectations, they can hamper the quality and productivity of the relationship. However, so can they be opportunities to improve the relationship, learn from mistakes, or try out new strategies. Here are some suggestions for conflict management:

o **Anticipate potential conflicts** – Many of the recommendations thus far regarding explicit agreements and explanations are intended to reduce the likelihood of potential conflicts. However, most serious conflicts reveal themselves in minor ways before they become full-blown problems. Attending to such cues and taking the time to think through and talk about a concern before it escalates will help preserve a productive working relationship. Mentors and mentees who have experienced challenges can often identify missed opportunities to broach the issue which could have led to a quicker or more productive resolution.

o **Return to the basics** – Mentors and mentees that experience conflict might first return to basics: Have we been following our agreements? Do we share the same expectations? What have we done to deepen our understanding of each other's working and communication styles? While revisiting these basics may not get at the entirety of problem, it has helped reset several relationships that hit a difficult patch or may also help to troubleshoot a strained relationship.

o **Examine yourself first** – Assume that, like yourself, your mentee has the best intentions, but that certain things need to happen differently to see those intentions realized. Consider what role you may have played to contribute to the problem, and thus how you might play a role to see things improve.

o **Confront with safety** – Make the interaction as safe as possible by starting with facts rather than opinions, describing the gap between what was expected and what was observed. Then ask a genuine question about the mentee's viewpoint and actually listen to the response rather than assuming you know what they will say or what they are "really" saying. Keep in mind that you are the one in the position of power, though, so there are likely things they are not willing to say.

o **Identify solutions** – Once you have identified the problem, you and your mentee must work together on solutions. Working together requires tackling the issues directly and increasing understanding and communication on both sides. You may go

into the discussion with some idea of what needs to change, but be open to an exchange about additional changes needed or the means to attain those changes.

o **Agree on a plan and follow-up** – Outline an explicit plan for who does what by when, and follow-up. Try to anticipate barriers that may arise. Be prepared to revisit and edit the plan as needed, thus, to the extent possible, indicate how changes to the plan will be implemented.

o **Seek outside help and support -** If you find yourself in a difficult patch in your mentoring relationship, it may be helpful to reach out to others (outside of the mentoring dyad) for support and advice, and for your mentee to do the same. If the conflict is very contentious, you may need to enlist another faculty member to help connect the mentee to resources that can appropriately assist them in resolving the issue.

● **Realize you wear many hats:** "Each of the roles described below is just one component in a process that promotes career development. Overall, the process is based on an apprenticeship model, in which the student/trainee works closely with the teacher to learn the science and art of his/her chosen career. The goal is for the mentee to eventually become an independent scientist and future leader and mentor in his/her profession." (NIDA, 2009, pg. 18-19)

o **Collaborator** – Collaborative work between mentors and mentees can take on many forms, from developing a new project to writing or presenting the data. Prior to collaborating on a project, mentor and mentee should discuss the parameters of the collaboration, including division of labor, opportunities for growth and new skills acquisition for both parties, and ways to maximize the learning experience for the mentee.

o **Future Colleague** – Over time, your support should help your mentee assume the eventual relationship they will have with you — that of a peer. Although initial collaborations might equate to you as the leader and they the follower, gradually enhance the responsibilities affiliated with a research project. Allow the mentee to decide the next

step in the research program, decide which portion of a project to present, develop a training protocol, etc. Relinquish the reins on one of your responsibilities one-by-one so that they learn how to be an independent scholar.

o **Champion** – A champion is both a cheerleader and a defender.

- **Supporter** – In the feedback we received from IARR scholars there was a common theme in that many felt that being a good mentor meant being invested in another's future. There will be times you may feel you are more invested than your mentee in their future. There will be times you may have to believe in them more than they believe in themselves. For example, encourage them to apply for awards, jobs, grants, etc. They might not consider themselves worthy, and so might need someone else to remind them of their worth.

- **Defender** – With junior colleagues or with graduate students, there may be times that you need to protect them from being assigned too many responsibilities. Whether it is advising a junior colleague how to say "no" to taking on a new service commitment or teaching a summer class, or protecting a graduate student from an overly-demanding teaching assistantship in their first year (e.g., leading a lab instead of being a grader), you may need to be the one to look out for their best interests. As junior scholars many are going to feel obliged to say "yes" to whatever comes their way. They may need someone to say "no" for them and teach them how to say "no" themselves.

o **Coach** – You are the supervisor, but are also responsible for challenging the mentee to develop their skills. It is important to figure out when the mentee needs a hand and when they need to figure something out on their own, even if that means they make some mistakes. If your mentee is struggling with constructing his or her own to-do list or developing independent project ideas, it may be a sign that they need more experience developing their own skills. Yes, it may be

more efficient for you to simply tell them what to do and how to do it, but they also need to learn these things on their own. Thus, to balance opportunities with efficiency, you might wish to set limitations on how many attempts (three strikes?) they get before they are taken off the mound, and sent back for some more training.

o **Confidante** – Chances are the mentee will need to come to you to discuss problems in their professional life, if not their personal life. It is good to let them know you have an ear to listen, but boundaries are wise. Beyond setting the norms of communication (re: means and availability), discussion of content might be needed as you will have to determine what constitutes too much information (TMI) in your mentoring relationship. Some prefer to keep it professional, others hear about everything from romantic relationship turmoil to movie reviews. Determine how inter*personal* you want these interactions to be early on, but also realize that your mentee may have different ideas so a clarification of boundaries doesn't hurt. (Note, you will also have to decide how much you want to share about your own life, not just how much you want to hear about another's.)

o **Career Counselor** – This may be one of the more obvious hats, but can involve more concrete aspects that simply focusing on making the mentee a good scholar. Obviously, if s/he turns out to be a great scholar people should want to hire him or her. However, s/he may not know how to find jobs, assemble a vita, put together a cover letter, write a teaching/research statement, give a job talk, interview, network, etc. Further, once your mentee has found his/her fantastic new job (or graduate program), your role will probably not end there. Advice about how to navigate that new job, especially if conflict arises, will likely be needed.

o **Agent** – Talk-up your mentees to your colleagues. Seek out and share opportunities for your mentees. Even if they never apply for any of the grants or jobs you forward onto them they will at least be aware that such opportunities exist.

- o **Critic –** With all the paper drafts and project ideas you are likely to see from any level of scholar, every mentorship should come with a gold-plated (dreaded) red pen (or printer ink cartridge) for all the editing you are going to have to do. It should go without saying that the feedback provided, even if harsh, should be constructive. Important critiques should come with explanations of "why" something is a problem and/or recommendations for how to improve. And as some former mentees have recommended: it wouldn't be so bad if you chose a color other than red and found the good along with the "needs improvement."

- o **Role Model –** This may come as a surprise. You may be so accustomed to looking to others as role models, that you never thought people would look to you in the same regard. But this means that your mentees will draw guidance from more than those things you specifically designate as "advice" or practices you demonstrate as a scholar. Rather, your implicit or explicit approval, whether you practice what you preach, things you believe and display about politics, family, career, colleagues, prioritizing, work-life balance, all become potentially influential. It is all that much more important to strive for best practices in all domains and remain optimistic about one's own life, as your optimism affects theirs.

- **Develop a tolerance for frustration and disappointment:** Likely, you wouldn't have gotten as far as you have in your own career without recognizing this point. What are described above are ideals for which we should strive. Unfortunately, things do not always work out so smoothly. Your collaborations don't pan out. A star mentee may have clay feet. Another mentee loses an entire semester's data. Your best co-authored journal article is rejected. You lose the ability to fund an assistant. Be prepared for disappointments and do not give up readily. And, of special importance at such times, it helps to have a good sense of humor.

- **Continue your own growth:** "Moments of frustration are often good catalysts for growth as a mentor. Seek out supports similar to those you have encouraged for your mentee. Just as your mentee has likely developed a career plan and discussed their goals with you, try to articulate your own goals and motivations as a mentor and get regular feedback. Asking your mentees to discuss how well you provide resources, opportunities, advice, and protection can be invaluable in terms of honing your skills. Faculty peers can also provide valuable feedback and support as you continue to grow as a mentor. One of the best ways to build your mentoring skills is to continue to seek out competent mentors of your own." (Wilson-Ahlstrom et al., 2010, pg. 20)

One last thing to mention is something that should come naturally to relationships researchers; remember ***mentorship is a relationship***. This means that it is characterized by interdependence and interaction. As each mentee will be different, so will your interaction with him or her. Some mentees will be independent, needing little guidance – or at least thinking they need little guidance. Others will be the complete opposite. Many will fall in-between. There will be some who are too shy to speak up because they don't think they know the "right" answer and those who think they have all the answers. Some you will have lifelong relationships with and others you may wish to never see again. However, keep in mind that you both have a common goal: to create the best scholarship possible, and thus, along the way, the best scholars, including both the mentee and the mentor.

**Sources and additional references:**
Portions of the article drawn largely from Wilson-Ahlstrom et al.'s manual on *Paying it Forward: Guidance for Mentoring Junior Scholars* produced by the William T. Grant Foundation as well as input provided by junior faculty (and spouses) in the Mississippi State University psychology department, Dr. Spitzberg and other IARR scholars. Additional sources cited below.

National Institute on Drug Abuse (2009). *Mentoring: A guide for drug abuse researchers.* Downloadable from:
http://www.nida.nih.gov/mentoringguide/Mentoring Guide.pdf

University of California – Los Angeles. (2008). Toolkit for postdoctoral scholars and faculty mentors. http://www.gdnet.ucla.edu/gss/postdoc/pdtoolkit.pdf

University of Michigan (2009). *How to mentor graduate students: A guide for faculty.* Downloadable from: http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf

University of Washington (2005). *How to mentor graduate students: A guide for faculty at a diverse university.* Downloadable from: http://www.grad.washington.edu/mentoring/GradFacultyMentor.pdf

Wilson-Ahlstrom, A., Ravindranath, R., Yohalem, N., & Tseng, V. (2010, June). *Pay It Forward: Guidance for Mentoring Junior Scholars.* Washington, DC: The Forum for Youth Investment.

## Paying it Forward: IARR Members' Thoughts, and Experiences, about Mentoring
### Leah E. Bryant, DePaul University

The first half of this article highlighted tips and best practices for mentors collected from a variety of sources, manuals, and tips.  These skills are applicable across disciplines and offer practical advice about how to create a successful mentoring relationships.  But what do IARR members suggest to create a rewarding mentoring experience? What does mentoring-in-action within relationships research look like?  Who were their mentors, and how did their experience being mentored shape how they mentor now?  These were just a few of the questions that were asked, which is the focus of the remainder of this article.

Originally, the vision for this part of the article was to survey IARR members about their experiences mentoring different populations (e.g., undergraduates, M.A. students, Ph.D. students, and junior faculty) and to provide an outline of helpful tips about how to work with each group.  However, as the responses came in, it was clear that while the knowledge base may vary, the skills and styles that were used to mentor were strikingly similar.  One thing that all IARR mentors have in common is a vested interest in the success of those who they mentor.

**IARR Members' Mentors**
Everyone learned valuable lessons from their mentors.  Mentors served as role models, whose behavior provided guidance for those who they mentored.  Mallory Greer said that what she learns from her mentor, Dr. Francesca Adler-Baeder, comes from watching her interactions with others.  Similarly, Catrin Finkenauer said that she tried to learn from Caryl Rusbult, "by basically becoming a sponge and trying to soak up everything she did or said."  Sue Sprecher benefited, "from the generosity of Elaine Hatfield."  Sue explained:

> She was generous to her students and others in several ways, including in publication opportunities. I am 100% sure that without her mentoring and the direct and indirect ways in which she served as a role model in being an accomplished scholar in the close relationships field, I would not be in this field... I loved what she was doing (teaching/writing about relationships) and it quickly became my passion to emulate it.

By borrowing from others, our own IARR members have created their own style of mentoring. Often it is the graduate advisor who is perceived as receiving all the glory as mentor.  This may be true for some, but for many, mentors are found in a variety of places. Brian Spitzberg was mentored by his undergraduate debate coach who not only helped him learn how to be a better writer, but also encouraged him to go to graduate school where he met another one of his mentors, Bill Cupach, who helped him learn the benefits of collaboration (for which we are all grateful, guys).  Ashley Duggan and Sandra Metts both have acquired mentors from outside of the universities they attended, at academic conferences. Sandra explained:

> Edna Rogers Millar… [and] I met at an ICA convention…when she became president of ICA, she invited me to serve on several committees. These opportunities allowed me to understand the discipline better…Her confidence in my ability encouraged me to risk running for other professional positions and eventually to become the president of CSCA. She taught me what it means to be active in the discipline.

In addition to her academic mentors, Jacki Fitzpatrick has learned valuable lessons, indirectly, from others

outside of academia. She explained how she learned from Fred Astaire and Ginger Rogers (dancers), Jayne Torvill and Christopher Dean (ice dancers):

> While making one of their films, Astaire and Rogers did a dance routine 160 times until they were satisfied with the performance. Only one version of the dance appeared in the film. Torvill & Dean spent three days refining part of an ice dance routine that would last only two seconds. Lessons learned: (1) good work is in the details. The fact that a student wrote the third, fourth or fifth draft of a document (e.g., thesis proposal) is not sufficient reason to accept the document as complete. (2) The fact that other people might not notice some details or might judge something as "good enough" is not a sufficient standard. Any Master's student work product (e.g., conference poster, thesis proposal) should meet a high standard of excellence.

There are mentoring skills that can be learned from role models outside of the discipline that are translatable to work of relationship scholars.

## A Model Mentor
In response to the question, "[w]ho were your role models for mentoring," no one was mentioned more than Caryl Rusbult. Thus, we felt it was important to diverge momentarily to acknowledge a model mentor in relationships science. Catrin Finkenauer described Caryl by explaining that:

> Caryl loved her students and colleagues. She reveled in their accomplishments and she hurt with their sorrows. Caryl unconditionally accepted everyone. She accepted people's weaknesses and strengths, oddities, and curiosities and brought out the best in them. I believe that she brought out the best in us because she tried to be the best for us.

Chris Agnew and Eli Finkel also mentioned how Caryl's mentorship shaped them as scholars. Eli described Caryl Rusbult (in addition to Peggy Clark and Galen Bodenhausen) as extraordinary mentors who, "were nurturing and supportive, brilliant and insightful. They sharpened my thinking and fostered my independence. They scrubbed and polished my ideas and made it seems like I'd done the polishing

myself." The profound and indelible impact that Caryl Rusbult had on the field of close relationships is undeniable; but, more important is the impact she had on the individuals.

## Variations in Mentoring
To better understand mentorship experiences and expectations, a question was asked about techniques that may differ across disciplines, types of university, and/or countries. Many people addressed the, "differing expectations for productivity and type of research across disciplines and universities" according to Chris Agnew. Sue Sprecher stated that, "Some universities are more research-focused, and the mentoring is likely to be focused on issues of publishing, grant-writing, surviving the pressures of the research demands" which relates to Sandra Metts' response about new faculty whose "experience as a student consisted of being a member of a research team working on the faculty member's project" so that is what they know.

Some insight was gained into different cultural variations in mentorship. Frank Fincham explained that:

> In the UK I never heard the word mentor either as a student or more recently when I taught at a British university. That doesn't mean there was no mentoring, just that it happened without much discussion about the topic…In the US, I have experienced much, much more self consciousness (both good and bad) about mentoring. The ideal probably lies somewhere in the middle of the Atlantic Ocean.

This was also echoed in Brian Spitzberg's analysis that many cultures have a tutorial system where students work rather independently and meet with mentors as needed; whereas in the U.S. "students have general seminar access and then differential access to seminar professors during office hours as needed, and then distribute their mentoring needs based on their thesis." Catrin Finkenauer stated that, "the Dutch tend to be quite direct, not only the mentors but also the students." But she also went on to say, "the similarities are greater than the differences." This was similar to Phil Shaver's assessment that differences probably exists more so among individuals than within any of the categories

(types of universities, countries, etc.). Which is why Anita Barbee's and Chris Agnew's advice about knowing the norms and expectations of the individuals and location are important, while also maintaining flexibility.

## Challenges

Mentoring, in many ways, is a selfless task. There are multiple challenges associated with effective mentoring. When asked what challenges are associated with effective mentoring, the main responses were time, "there is never enough of it" according to Chris Agnew, helping students and scholars find their own voice, having enough patience to not impose one's own voice, and finding ways to motivate different types of mentees. Sandra Metts explained that, "the most difficult challenge for me is to help the student find his or her own voice rather than to impose my own...I work hard to lead and teach rather than to give up and take over."

Phil Shaver describes the difficulty associated with being a mentor for graduate students. He explained that:

> [it] means you have to be ready for people to change advisors, get married, get divorced, change their sexual orientation, take vacations, and maybe even drop out of the field. And whether they stick with your program or drop out, they are destined to leave (maybe even compete with you) when they graduate…As soon as you accept that unpredictability and focus on the gains rather than the losses, the entire process becomes much more enjoyable.

Another aspect of the mentoring process that is another "major challenge is seeing the students leave just about the time they are "getting it" and becoming capable of being good working peers" according to Brian Spitzberg. This was also echoed by Phil Shaver, "One of the biggest surprises for young faculty members is seeing their successful students say "Bye, bye" and move on just when they have learned enough to become fully functioning partners." A successful mentorship relationships occurs when both can grow, and often that means outgrowing the current situation (e.g., graduating to the next level of school or career) which can most certainly create a bittersweet situation.

## Rewards of Mentoring

Mentoring, while time-consuming, can be a rewarding task. Perhaps because of the excellent mentoring that IARR scholars have received, members recognize its importance. Mallory Greer describes mentoring as a philosophy and eloquently stated that, "mentoring is not just what happens TO you while you are in school." She understands that, "mentoring is more of a philosophy about paying it forward." This was evidenced in the responses of IARR members who mentioned the joy of celebrating the accomplishments of their students and colleagues. Many of our IARR members identified the reward that comes from inspiring students to learn, research, and/or pursue an advanced degree in the field of personal relationships. More specifically, the mentoring process is reciprocal, as what the mentors receive in return is the reward. Omri Gillath and Eli Finkel both described how their minds, and research, have expanded as a result of learning from those who they mentor. Phil Shaver disclosed that he, "wouldn't produce much if it weren't for students, who need to conduct research, complete theses and dissertations, and amass publications…I contribute a lot to shaping ideas and writing finished products, but the students and collaborators do most of the work."
Both Sandra Metts and Brian Spitzberg work primarily with M.A. students and explained the unique rewards associated with this level of student. Brian explained that:

> Masters students come in to graduate school as relative tabula rasa in terms of ideology, theory, and method, so they are generally open to significant influence. Masters students learn very quickly. Their interests are very diverse…consequently, I become an expert on whatever they want to become experts on.

Sandra Metts explained how rewarding it is to observe "the growth in their professional maturity— learning to think through arguments and write at the level required for publication." Sandra further mentioned that her students gave her a gold ring made of four bands with a card that said, "You have shaped our lives and we are intertwined forever." She still wears the ring.

**IARR Members' Tips for Mentoring**
The tips that IARR members provided for effective mentoring varied greatly. Most all indicated the importance of honest feedback to help foster growth. Another response that was shared by many members was the importance of modeling professional conduct. This was explained by Brian Spitzberg as having:

> bookshelves filled with the classics of the field and journals; proudly show bound copies of theses on the shelves; attend conferences and introduce advisees to other scholars in the field; avoid griping, sniping, and deriding about the profession or department; show up on time to classes; make very challenging assignments but grade fairly and transparently; etc.

Mallory Greer's explanation expands on Brian's and speaks to the relationship of the mentor as a role model. She explained that mentors should, "practice what they preach because others are observing interactions with students and colleagues."

Chris Agnew, Catrin Finkenauer, and Brian Spitzberg describe the importance of being available. Brian stated that, "having an open door and being around" leads to, "compliments I receive from students is that I was 'there,' or 'available' for them to talk to, drop in on, or just feel welcome to come consult with about something….in a way for which email does not compensate." And while being there, serve to guide rather than control. Availability outside of one's office was also mentioned, as Brian stated, "some of the best education I got was in Julie's Trojan Barrel across from campus when seminars would sometimes adjourn there and both faculty and students would show up."

Mentorship does not come in one form. While there are some prescriptive ways to be a good mentor, compatibility is important. Frank Fincham and Sue Sprecher stress the importance of there being a, "good match between the mentor and the junior faculty member," according to Sue. It is important to understand that individuals have different needs, and those needs may change over time. Catrin Finkenauer explained that it is, "not just one type of arrangement. It can be a formal or informal; it can be short-term or long-term [and] may 'look' different in different settings, but it is about empowering and

educating others." Sue Sprecher echoed Catrin's sentiment, "mentoring is often context-specific. I could be a good mentor for someone in one context or for one type of task, but not for another."

In thinking about mentoring, the mentor's role may change over time. This was eloquently captured by Phil Shaver when he described his mentoring process over time as not changing much, "although it has probably moved from feeling like a graduate student's peer, to feeling like a parent, to feeling like a grandparent…It's both invigorating and demoralizing, but all things considered, being a grandparent (with tenure) is not so bad."

In sum, to quote Frank Fincham: "It [mentoring] is what makes being a professor worthwhile! What else is there to say?"

*The IARR members who were selected either participated in the New Scholars Workshop at the IARR mini-conference in Lawrence, Kansas, participated in the New Scholars Luncheon at the IARR conference in Herzliya, Israel, won a Mentorship Award from IARR, are members of the Mentorship Committee, and/or were recommended as extraordinary mentors. We would like to thank the following IARR members for taking time to write such thoughtful responses, so that this article could be tailored to the needs of those who study relationships. Chris Agnew, Anita Barbee, Ashley Duggan, Frank Fincham, Eli Finkel, Catrin Finkenauer, Jacki Fitzpatrick, Omri Gillath, Mallory Greer, Sandra Metts, Phil Shaver, Sue Sprecher, and Brian Spitzberg. We received over 36 pages of responses, it was a difficult task to synthesize into the article and we did our best to stay true to the message of all who responded.*

This is dedicated to our own mentors. You know who you are.

# ADVICE FOR TRANSITIONING FROM PRE-TENURE TO POST-TENURE

## Susan Sprecher, Illinois State University

*Preface:*   In preparation for the IARR new scholar workshop at the University of Kansas in November of 2009 and a workshop at my university (Illinois State University) in the same semester, I invited several senior colleagues in IARR to share their advice to those about to transition from pre-tenure to post-tenure.

My message to our colleagues was:

Based on your years of experience as well as watching others make the transition from pre-tenure to post-tenure, what would be one piece of advice you would give to those who have just received tenure?  For example, do you have any advice about any of the following topics:  taking a scholarly agenda to the next level; consolidating and advancing one's impact on a discipline; becoming an academic leader; developing high risk/high payoff projects; finding a new blend of research, teaching, and service?

Because the advice was so valuable, it was decided to create an article in *RRN*.  Enjoy!

Susan Sprecher (Illinois State University)

### Rebecca Adams, University of North Carolina at Greensboro
My only advice is first to think about your strengths and weaknesses, what you enjoyed and didn't enjoy before the tenure decision, what you have already accomplished, and what you would like your legacy to be and then to develop a plan for how you might build on your strengths, position yourself to do more of what you enjoy, and follow a path that makes it likely to ensure your desired legacy.  To develop a guide for the path, I always sketch out a plan with semesters across the top and role domains down the side (e.g., mother, wife, editor, researcher, teacher,

gardener).  Of course, life happens and then I revise the plan.  I think the main point is not to let yourself get to my age before you realize you haven't done what you needed to do to accomplish what you would have liked to accomplish.  For example, I decided many years ago that I enjoyed shaping the field through editorial work, essays that synthesized literature, etc., more than I enjoyed contributing through empirical research.   So, I reviewed a lot, edited some books, became an editor, wrote lots of handbook and encyclopedia chapters, etc.  I also set a goal to encourage what we now call public sociology and so wrote for the popular press, did lots of interviews with the media, became Southern Sociological Society president so that could be my theme, served as American Sociological Association Council liaison to the Public Sociology Task Force, etc.

### Ellen Berscheid, University of Minnesota
I have no idea how to answer those questions, especially because they make assumptions I would not make.  For someone who just received tenure, I guess would say "Keep your nose to the grindstone doing what you enjoy doing for it got you tenure in the first place so you must be doing something right."

### Susan Boon, University of Calgary
Maybe my words of wisdom would be to look out for the really great people who make this life worthwhile--people  I've met at IARR (it really is an AMAZING  organization)--and try to learn from them. And when you remember to, to say thanks to those people. So THANKS!!

### Scott Christopher, Arizona State University
Great question!  I think one of the things folks can do is to make their efforts efficient by finding a small cadre of fellow scholars with whom they can work on a given topic.  Identify the direction each will take (or what piece of the pie on a larger project) with the promise of joint authorship on papers. Sometimes it might be helpful to add a senior scholar(s) (who has been productive) to the team.  You help each other increase your productivity in terms of number of publications this way.

I also think it is important to think in terms of publication whenever possible.  For instance, if you're doing a poster for a conference, just don't submit anything but make it a goal to have a paper

based on the conference presentation submitted by the time you get to the conference.

### William Cupach, Illinois State University
I thought about the post-tenure issue and I don't know that I have any pearls of wisdom. Here are a few nuggets:
(1) Pursue quality rather than quantity
(2) Continue to set goals, and reassess them every 2-4 years
(3) Follow your ideal academic identity; pursue your passion rather than be dragged into too many things that distract and derail you).

### Keith Davis, University of South Carolina
How to keep one's momentum after acquiring tenure (& promotion)—
(1) Think about the big picture in your specialty or subspecialty. Is there a project or type of project that you really wanted to do but feared doing as it would be too time-consuming, too risky, or too off the wall? Give yourself the freedom to take some risks now that you have security.
(2) Consider collaborative work in areas outside of your primary expertise, but which have funding potential or just plain intrinsic interest.
(3) Volunteer for an editorial/grant reviewing position within your field. These are time-consuming but both keep one in touch with new developments and new methods and usually will inspire some of your best work.
(4) Do NOT ever turn down a sabbatical if one comes to you shortly after earning tenure. Even if you cannot afford to spend a full semester or year away because of family considerations, make yourself available for colloquium invitations, travel to interesting laboratories (We love to share our work with each other), take in an extra scholarly meeting. Invite others to your campus and use it for braining storming sessions about future research.
(5) Even if you are a very good teacher, take the time to learn from your colleagues at your own and other universities about such topics as critical thinking and how to facilitate it, the power of service learning projects as integral parts of regular courses, co-teaching with an interesting colleague who has different skills and experiences from yours.

The academic live has become more and more rewarding for me as the years have gone along and even in retirement, I have 3 major projects on-going and would love to die at my computer rather than in a nursing home.

### Steve Duck, University of Iowa
The one thing that I'd hope- that all IARR members at this level do is continue the good fight to have the field recognized as meaningful and valuable in all institutions. A relational approach to most concepts is now possible [Duck & McMahan 2009, 2010] with redefinition of more or less everything from group decision making to social networking to use of media by looking for its underlying relational base. I think the need to convince people is somewhat less strong than it was 30 years ago but still needs to be pressed forward. Once people have tenure they have nothing to lose and lots to gain by making a relational analysis central to a university's way of thinking, whether it be academically or at the level of student retention, where relational issues are the reason given by 58% of first years who leave.

### Pearl Dykstra, Erasmus University, Rotterdam
One word of wisdom: create your own group, i.e. coach promising students, interest them in an academic career, collaborate with them (i.e. first help them get published, and later they will provide you with input). That way your ideas will be consolidated, spread, and gain better recognition.

### Beverley Fehr, University of Winnipeg
My one piece of advice to someone who has just received tenure would be aim for high-profile publications, even if it takes more time and effort than publishing smaller pieces in less competitive journals. (You can take the extra time to try to achieve this if you have just received tenure!) There are a few reasons for this advice. One is an article in the American Psychologist that Dan Perlman showed me many years ago. As I remember it, it was a graph showing impact on the field as a function of quantity and quality of publications. What I recall from the graph was that a few publications in top journals did a lot more for your impact on the field than a larger quantity of articles in lesser-ranked journals. If you had a few top-tier publications, then having a few lower-tier publications, too, had a further beneficial effect on your impact, but there was an upper limit. Put another way, lower-tier publications were an asset if you were coupling them with at least a few high profile papers. My other reason for recommending aiming for at least a few top notch

publications is based on a conversation I had with Jeff Simpson a few years ago. We noticed that when we talked about the "big name" people in the field, what came to mind were one or two papers in major journals. We knew that many of these people also had numerous publications in other journals, but when it came down to it, what we remembered was a bigtime paper or two. We also discussed that some of the huge names in the relationships field didn't actually publish a huge number of papers, but the papers they had published had an enormous impact. I guess the moral of the story is that now that you have tenure, it's a good time to focus on quality, rather than quantity.

### Mark Fine, University of Missouri

(1) Stick even more closely to a programmatic line of research. It is much better to publish 15 great articles in 1 area than 50 so-so articles in 25 areas.
(2) Get involved in reviewing for professional journals. Get on Editorial Boards. There is a lot of learning that takes place from doing so.
(3) Network, network, network. Lots of publishing, and even grant, opportunities come from meeting and getting to be friendly with "movers and shakers" in the discipline.

### William Graziano, Purdue University

The advice I would give may not work for all people, but here are a few thoughts.
(1) Work on issues and ideas that actually interest you. Play becomes work when you are not interested. Too much work can lead to burn out.
(2) Programmatic research is best, if you can avoid making it work (vs. play). Why? Because once a researcher gains experience with measures, operations and procedures, she experiences few unpleasant surprises. Orderly programs of research help create the bundled sets that our top-tier journals now want to publish.
(3) Find good collaborators who share your interests but not your exact skill set. Walster had her Berscheid, Kelley had his Thibaut. The shared interest will motivate the work, and the non-overlapping skill set will help the work get completed.
(4) Read widely, including books. Too much journal reading will harm your creativity.
(5) Generativity. Recruit good students to work with you, and help them develop. This leaves a

contribution to the field well after our last published papers have become obsolete.

### John Harvey, University of Iowa

One point to make that isn't totally related to next career steps concerns TIAA-CREF. The advice is to set up a supplemental retirement fund now and put the maximum you can afford in it each month. It can also be taken out without strings when retirement occurs. This pays off amazingly even in downturn economy at retirement (e.g. 3% interest & guaranteed); I wish that much earlier, I had had more sense about the financial part of the job and that senior types had confided about the same. Important to take advantage of the time to save and to become an active manager of retirement money--learn about the accounts and don't assume they're just moving along swimmingly.

Now to the work inputs: A lot of what I'd say is in your question. Time to consolidate, take risks in creation... Build networks & develop creative ideas for grant applications, as outside funding is the name of the game if they haven't learned by now. Outside funding frees you to do your best work and not be swayed by the tides of politics to such a degree as is common in the academy (and something might be said about perseverance for what you believe in despite the risks in the politics of departments--you know what to say along these lines! ). Lots to be said for folks who form groups for funding approaches. I don't think enough can be said about the value of mentoring. It usually integrates research and teaching and can have enormous impacts on people's lives (beyond the professional). And use your experience re publishing books to encourage same, especially to integrate scholarship and& again you might praise the value of linking to colleagues as we've learned so well). You may have senior types who put book publishing down, but it can be done in a complementary way with journal publishing and brings lots of publicity to self & collective.

### Elaine Hatfield, University of Hawaii

I guess I'd give three bits of advice:
(1) You should speculate about topics you love . . . regardless of whether or not your peers think that type of research is valuable. You may well represent the new generation of researchers, with new priorities, so you should trust your own judgment.
(2) Reviewers always say cruel things about your

research. Fix the things that seem sensible and ignore malicious or dumb comments. Try another journal and another and another.
(3) Dogged is does it. (Charles Dickens.).

### Susan Hendrick, Texas Tech University

Give yourself the year after tenure to "coast" if you need it and don't waste time on guilt. Many of us experience a letdown and need time to recover.
Don't say yes to too much service unless your institution rewards/requires service. If you want to do lots of service, "grow" in the role from dept. to college to university level. Become a leader in that venue.

Try to work strongly in two of the three identified areas for academics (research, teaching, and service) and be acceptable in the third area. Trying to be excellent in all three is terribly strenuous.

Do what you love, and the rest will follow. You will inevitably impact others.

It is ideal if at least one course per year that you teach is in your research area. This can often work but not always.

Seek balance – body, mind, and spirit.

Take one day at a time.

### Ted Huston, University of Texas

I was told by one of my mentors to "be in a hurry, but don't be hurried." This advice was elaborated: "Pick a topic that interests you and is worthy of your time; visualize how you might develop your ideas; and then go to work. But take the time to work your ideas out fully; and make your career a series of partially overlapping and expanding contributions, all of which hold and sustain your interest." This advice was offered to me at the outset of my career, without reference specifically to matters of academic tenure, but I think it has relevance, both to those seeking tenure and those who have recently been tenured.
Hurried products and research are often compromised. Such compromised products, when they cumulate over the course of a career, come at both a personal cost (in the form of cynicism about science) and at a cost to the profession (in the form of research clutter). The social scientists I have known who were productive late into their careers

appreciated that innovative, well-grounded theories take time to develop; that useful reviews are not crafted on a tight timeline; and that much aforethought and sustained effort goes into developing an empirical research program that advances the field.

Another piece of advice I heard early on was that "scientists do science" -- and doing science requires publishing on a regular basis. The idea that publishing is integral to being an academic may seem obvious, but I think many careers are stalled because people simply do not spend the time necessary to put their ideas on paper, or when they do, they do not invest the time to produce their best work. A final adage I was offered early on reinforces the ideas outlined above: Try to produce one piece of solid work for every year you are in the field. I believe having such a goal is a worthy aspiration, as difficult as it is to achieve, because it helps one stay focused on both trying for quality and consistency (rather than high publication numbers), as well as encourages one to keep plugging away on the more challenging projects. These difficult-to-conquer papers are likely to be the most gratifying when completed – and, unfortunately, the most disappointing when the reach is beyond ones grasp.

### George Levinger, University of Massachusetts

I'm flattered that you would ask me about this. My first reaction to your question is to remember that the first thing I did after receiving tenure was to CELEBRATE. For several mornings in a row, I'd wake up and dance by myself to a record from a favorite brass band in those days. (I'm also reminded by a beautiful recent book (*The last lecture)* by the computer science professor, Randy Pausch, where he told of taking all his graduate research team to Disney World in thanks for helping him achieve tenure.)

I did, in other words, feel more relaxed about my job security at that point. My other feeling was that I could now pursue longer-term projects and become more creative in structuring my work. (I don't think we can self-consciously plan to become an "academic leader" any more than we can plan to become "happy" in our lives. I think those are byproducts of just doing our work.)

*Robert Milardo, University of Maine*
I wish I had a bit of time to pen something longer but generally I would suggest to mid-career folks the utility of being clear about professional goals. Academic environments are completely over stimulating. There are always heaps of opportunities to teach new classes, revise existing classes, advise students and student groups, to serve on committees both on campus and off, to review articles for journals, collaborate on research projects, write grants, write book chapters and more recently encyclopedia entries. The list goes on. Certainly service is important and there are times when it is entirely appropriate to volunteer to serve on committees or otherwise provide a community service. It's equally important to be a bit selective in just what activities you agree to. And the same principles apply to research activities. Being clear about where you really want to take your research efforts and the kinds of contributions you would like to make are important. Personal goals should figure into the mix of decisions about future research projects and future writing projects. Of course sometimes an opportunity to work in a new area previously unanticipated comes along that is just too good to pass up. On the other hand not every opportunity is of that sort; most aren't.

If writing is an important element of your personal goals or a requirement of your position, establish a clear routine or writing time and compromise that special time only when necessary. I would no more miss a scheduled class than miss a scheduled time for scholarship. (That's not exactly true, but do try and keep the bar high in protecting time for scholarship. It won't be easy, but you will keep to your goals and get the work done.) Parents with young children often have a more difficult time establishing a routine time for scholarship, and understandably so, but the need to develop scheduled time for scholarship remains important.

I guess there is one more issues I'd raise and it has to do with professional goals. I think publishing in key journals is important. Publishing the kind of journals that get read and that goes along with writing the kind of articles that are going to have an impact.

I think my advice for those transitioning from pre-tenure to post-tenure, is to say that FINALLY - you can follow your passions, regarding research, I think

*Paul Mongeau, Arizona State University*
Boy, Sue, this is a great question. I don't think that there is 'an' answer or even a set of answers. It depends so much on the individual circumstances. With that being said, here's my try…for what it's worth

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My advice to the faculty member who has just received tenure would be to find what it is that makes them happy and begin (or continue) working in that/those directions. It might be working in administration, working on grant projects and applications; balancing teaching, research, service, and life; making a 'name' for oneself' or whatever. What interests and excites one person might be dreadfully boring to the next, so one can't worry how others will respond. (Hey, you just got tenured, what are they going to do…fire you?) Whichever direction that the individual chooses, I think that the person should consider how to make their part of the world (department, college, university, discipline, city, region, country, planet) a better place. And, perhaps most important, find time and space for him/herself. There is life outside a faculty office. Find ways of sharing your interests and your expertise with people both on and off campus. Again, try to make your part of the world a better place.

*Pat Noller, University of Queensland*
I guess that what I would want to say is that it is important to remember that getting tenure is one, admittedly very important, step in a career path that is likely to go on for several decades. First, it's not a time to rest on your laurels but rather to think seriously about what you want to achieve over those next decades. Post-tenure also allows a person to be more creative because they no longer have to be so careful about creating a good impression.

I would also suggest that they team up with senior researchers in their area who are good at getting grants and at getting invitations to be involved in publications. I think that a number of my students have benefitted from this kind of help. After a while they then have a good enough reputation and CV to lead teams of their own.

*Terri Orbuch, Oakland University*
I think my advice for those transitioning from pre-tenure to post-tenure, is to say that FINALLY - you can follow your passions,

regarding research, teaching and service. Now is the time where you can breathe, and begin to focus on those topics, methods, service invites and classes that took you into the field to begin with. Before tenure - you always need to look over your shoulder, make sure you dot your i's and cross your t's. Sometimes, you need to tow the departmental or party line, so that you publish in the right places, teach the right courses (or those that are needed or required), and do the right "amount" of service. You're always being evaluated pre-tenure. Then - when tenure happens, you're free to publish where you think your work is most valuable or read, teach the courses you really want to teach, and accept service involvement where you think you want to do the most work or investment. You can go with your passions, not feel as if you're being judged (as much!), and even publish with different scholars (and not be so concerned with being "first author" or publishing in the right journals). Calm, following one's passions, and more time for self and family as well!!!

*Pamela Regan, California State University*
(1) Never neglect your teaching - it may make more of an impact on people's lives (including your own) than your research does.
A lot of faculty, it seems to me, divide the academic world into "teaching" activities and "research" activities, and tend to emphasize research as "more important" than teaching, at least at four-year institutions. That is too simplistic and misleading a perspective- our teaching and what we do in the classroom, and the interactions we have with and the questions we receive from our students, inform who we are as researchers, and what we do as researchers can help inform what we talk about in the classroom. I've found that the very best "scholars" are often the very best "teachers," and vice versa (of course, there are exceptions!). Strive to become the best teacher-scholar you can be.

(2) Pursue collaborative activities, within and outside of your own institution.
When I started out (and mostly due to the fact that I had a well-known and respected mentor in grad school), I had the great good fortune to be offered collaborative work with some of the finest scholars in

my own research area - and I took those opportunities whenever they presented themselves. A lot of senior scholars are more than willing to work with junior people - say yes whenever possible.

(3) Be proud of your discipline and what you've chosen to study.
As a psychologist (a social psychologist who studies relationships, at that), I've often been faced by colleagues in the natural sciences who have a hard time understanding the value of my field and what I've chosen to study. This is probably because psychology doesn't fit in with the traditional definition of "science" (a definition based on the classic Newtonian-Descartesian-Baconian model). Psychologists deal in human nature, and this means we deal in probabilities, not absolutes. And human behavior - particularly social or interpersonal behavior - is complex, and multiply determined, and takes place in a complicated social context. It simply cannot be reduced to a simple cause-and-effect formula. What we do is incredibly difficult, and we should be proud of the fact that our research contributes anything at all to basic knowledge of human behavior, and that the classes we teach provide students with a way of making sense of the social world they see unfolding around them.

*Harry Reis, University of Rochester*
HAVE FUN. Seriously, now that you have reached the holy grail, the point is to make a contribution in any and all of the ways that you describe. Try to make a difference, to science and to people's lives. Remember that tenure is not just a lifetime job, it is an opportunity to do something that will really make a difference to the world. The only way to do that is to be passionately involved at whatever one does.

*Jeff Simpson, University of Minnesota*
I think it's important to take a sabbatical and read more broadly (outside one's area even) around the fringes of one's core research interests. Not only can this give one good new ideas; it can also help young scholars understand what makes their work unique and important.

*Anita Vangelisti, University of Texas*
I'd suggest that people use the tenure process and the period immediately following it as a time to assess several things: what they've done well; what they would like to change or improve; what they haven't

done, but wish they had; and what they haven't done, and want to continue not doing.

After they evaluate these things, they'll be in a good position to ask themselves where they'd like to be, as a scholar, in 5 or 10 years -- and then they can set goals that can help them get there.

# HUMOR COLUMN

## Honey, what did you do at work today?

### by David A. Kenny
### University of Connecticut

When I got home yesterday, my wife asked me this question and I thought I would share with you my answer.

I got to work at 8:30 in the morning and I had plans to finish the paper I was working on with Tessa West. It should only take about one hour to finish it and I thought I would be able to get that paper done and sneak away at 3PM and play nine holes of golf before dinner. Walking into my building, I ran into one of my students, Randi Garcia, who reminded me that I had a deadline that day to finish a letter of recommendation for an undergraduate who had worked in my lab. I said, "Sure, I can do that." When I got into my office, I finished that letter. I noticed I had a voicemail and it was from the IRB office (the ethics office) and they told me that my authorization for a study that I was conducting would expire in the next week and I had not asked for a renewal. They told me I had gotten emails, and I did indeed find those emails buried in my spam folder. I revised the IRB form and it was now 9:30AM. I then

remembered I had galleys from a European publisher that was overdue. I realized that it was 4PM now in Europe and I proofed the paper and sent it off at 10:00AM.

I went to the bathroom and there I met with my department head Skip Lowe and we talked about how Terry Francona, the manager of the baseball team the Red Sox, should have put Papelbon into last night's game in the bottom of the eight. I returned to my office and I noticed that I had 5 unread emails, one interesting one from a Nigerian banker, but I did not have time to read that one. I did notice that there was one email from my dean asking faculty to provide him, as soon as possible, a list of our most important publications in the last five years and a 100 word description of each. This was needed for a website that was being designed and the deadline was right way. So I did that. I also noticed that there was an email from a student saying that he was having his dissertation defense later today. He said he met Steps 2 and 3 of Baron & Kenny, but not 1 and 4 and did he have mediation? If he did not have mediation he would fail his defense. I wrote and told him he had mediation and he would get his PhD. I then saw that Linda Acitelli had told me on Facebook about a Youtube video I had to watch. I checked it out, and for five minutes watched a spider on drugs.

I noticed now it was 10:45 and I had class in 15 minutes and I had yet to print out the homework assignment. I got that done and literally ran to my class. I lectured until 11:50, and then a student in my class said that he absolutely had to talk to me and could I spare 5 minutes. I said "Sure." Forty-five minutes later, after hearing about trips to the vet with his pet dog and problems with his car's transmission, he finally came to the point and asked for a two-week extension on a paper that was due next week. I said, "Sure you can have the extension."

Feeling the onset of a headache I went to the front office to get a cup of coffee and saw my secretary Steve Arnold, who took 10 minutes to explain the latest change in foreign travel rules. After that, my department secretary Judy had me sign some "time and effort reports" and I heard about what her children were doing. I then had to tell her about my children and show her a picture of my granddaughter. In the hallway, I ran into another of my undergraduate advisees, and she asked me if I could

sign a form, and I said "Sure." On my way to my office I ran into Garvin Boudle our IT specialist. He told me something about the latest news about Macs. I hate Macs but I know Garvin loves them and I pretend to be interested and keep saying "Sure."

It was 1:00PM when I returned to my office. I heard my cell phone beep and I noticed I had a text message. It was from my cell phone (mobile) provider who told me that they were offering me a great deal. I erased the message. Just then a publisher's representative knocked on my door and asked me if I had any book projects. She pretended to be interested as I described in great deal a masterpiece summary of my life's work that I planned to write. Then she asked me if I had seen the marvelous new social psychology textbook that her company had provided. I realized that I had gotten the book last week but I had sold it already to a book dealer. I said, "Sure, I got the book and I am considering adopting it."

Realizing now that it was 2PM and I had not had lunch, I hit the vending machine for a Diet Coke and package of Cheetos. I go back to my office ready to work on Tessa's paper and I see that Windows is in the middle of installing 14 updates. I wait 10 minutes and then have to reboot my computer. Just then, my nextdoor colleague, Crystal Park, came in and asked if I had time to answer a quick question about mediation. She assured me it would take only 5 minutes. I said "Sure, I can," and 45 minutes later, she left fully informed about the bootstrapping of indirect effects using the Hayes and Preacher macro.

My work phone then rang and it was the Police Benevolent Society asking me if I wanted to donate to their charity. I told them to send me something in the mail. Needing a sugar boost I went and bought a Snickers candy bar. It was now 3PM and I realized that I would not be able to play golf today, but I would have plenty of time to finish Tessa's paper. Just then Jim Green knocked on my door and told me there was a crisis in the Quantitative Certificate program. Someone had taken several quantitative classes but not at the University of Connecticut. He wanted to know if they were still eligible for the certificate. I said, "Sure," but somehow it took me a half hour to say "Sure," as we had to discuss the implications of the serious precedent that we were establishing. Just as Jim was leaving, my phone rang

and it was my son who lives in Hawaii. He told me he had a friend who had just written an MA thesis on the teaching of martial arts in the schools and my son asked, as a favor to him, could I read it and give his friend feedback. I said, "Sure."

It was now 4PM and I remembered that I had promised my wife I would get her a birthday card for her sister's birthday. I ran over to the bookstore and got what I thought was a funny card. I realized I had no cash, so I ran over to the ATM of the bank next door and got some money to pay for the card. I spent about 5 minutes trying to remember my PIN.

I got back to my office, and at my door is my ex-student Kathy LaFontana, who was on campus today to visit a friend of hers. I invited Kathy into my office and we caught up on each other's lives. Kathy left at 4:45, and I finally went to open Tessa's paper to work on it. However, I realized that I had three different versions of her paper, TessaLatest.doc, TessaFinal.doc, and TessaCurrent.doc. I saw that TessaLatest was the newest version and I started to edit that paper. However, after doing this for five minutes, I saw that I had the wrong version. The right version was TessaFinal. I closed TessaCurrent and started to edit TessaFinal.

At 5:30, I was just finishing up my editing, somehow getting an hour's work done in one-half an hour, and I got a phone call from my wife reminding me that we were expected for dinner that night with the Smiths' at 6:30. As I was talking to her, I absentmindedly closed TessaFinal, and when I was prompted if I wanted to save the changes, I mistakenly checked "no." I lost all of my changes. I packed up my things to go home, only to see email from Tessa West with the heading: WHERE THE BLEEP IS THE PAPER YOU PROMISED ME TODAY?!!?

So what did I tell my wife about what I did at work today? I told her the honest truth: "Honey, I SURE got nothing done today."

# NET NEWS

## by Ben Le
## Haverford College

I'm pleased to announce that Bill Dragon has agreed to serve as the next IARR webmaster. I'll be stepping down this fall and I know that the organization and website will be in good hands with Bill. Given that he was previously the webmaster for INPR, I'm sure that the transition will be smooth and that he will bring tremendous energy, many new ideas, and great dedication to the organization. In addition, I have been working with a professional designer on a totally revamped IARR website, which will hopefully be launched concurrently with Bill taking over the site.

I am grateful for the opportunity to contribute to IARR and work with so many of you over the past five years, and look forward to continue serving the organization in the future.

Ben

## by Bill Dragon
## Cornell College

Greetings! I just wanted to briefly introduce myself (or reintroduce myself to some) in this month's newsletter. I have had the pleasure of working with a number of current members on committees over the years but many of you may remember me as Secretary and Treasurer of INPR through the merger with ISSPR and then during the transition to IARR. As part of those early roles I created and ran the websites for INPR and JSPR so I am excited about revisiting this role as the new Chair of the Website Committee for IARR. The website has evolved into a sophisticated and useful portal for the organization and its members since the time I was cobbling together html statements for the original websites. I look forward to working closely with Ben Le and others through this transition period to complete the

initiatives they have started and to formulate ideas on new directions to take the website. To this end, please email me any suggestions you might have or issues you might experience with the website at: wdragon@cornellcollege.edu. I look forward to hearing from you.

Sincerely,

Bill

# BOOK REVIEWS

## Final Conversations: Helping the Living and the Dying Talk to Each Other

## By Maureen P. Keeley and Julie M. Yingling
## VanderWyk & Burnham, 2007, 256 pp.

## Reviewed by Hoda Badr
## Department of Oncological Sciences
## Mount Sinai School of Medicine, New York

Someone very close to you is dying. You experience a sense of urgency and there are so many things you want to say. Still, you find yourself at a loss for words, searching for the "right" thing to say…

Facing death is difficult, and the prospect of talking with a dying loved one can generate a great deal of fear and anguish. It can also prompt a wide array of questions surrounding the timing, nature, and content of such discussions. Keeley and Yingling's book, "Final Conversations: Helping the Living and the Dying Talk to Each Other," explores the benefits of communication at the end of life and provides guidance about how the living can best approach and improve the quality of their final conversations, referred to as "FC-talk," with their dying loved ones.

Whereas most books about death deal with grief, this book aims to help people with the grieving process before death occurs so that interactions with the dying person are meaningful and the living person is left with few regrets. Because it was written as a self-help guide for the general public, methodological details are de-emphasized; however, the authors do provide some details regarding their non-probability sample of 82 people who had engaged in FC-talk before their loved ones had died. Participants were primarily White (89%) and relatively well-educated (87% reported completing at least some college). Most were interviewed within five years of their loved one's death, though the actual time that had passed ranged from 3 months to 27 years. The interviews produced over 1,300 pages of transcripts and a thematic analysis was conducted.

Across the interviews, the authors found that messages of love, identity, and spirituality abounded; however, everyday talk and routine interactions were acknowledged in about half of the final conversations. Such discussions included chatting about other members of the family and television shows as well as engaging in routine activities such as sharing meals or playing cards and games. The sharing of such interactions indirectly conveyed to both the living and dying the importance of their relationship and provided both with a means of maintaining a sense of normalcy during a period of great stress and flux. The importance of non-verbal communication such as eye glances, touch, and smiles was also discussed.

One of the interesting issues highlighted is the different ways that people deal with the death of a loved one based on their own developmental stage and relation to the dying person (i.e., whether they are a middle-aged spouse, teenager, or child of a dying parent or grandparent). The book also discusses how FC-talk can be used to heal broken relationships. Several examples were provided of how the living and dying can come to forgive and acknowledge each other. In almost all cases, however, the authors' emphasized the positive that came from such discussions and did not address how to deal with situations where one or both persons is unable to engage in FC-talk or how to deal with negative FC-talk. Another limitation of the book is that it does not address cultural norms that may make it more difficult for individuals to engage in FC-talk.

Finally, it is important to acknowledge that no dying people were interviewed about their experiences and perspectives on FC-talk. Much could be gained from hearing from the dying about what they want and need from the living as well as from taking a more "dyadic" perspective on FC-talk.

As a relationships researcher, I found my curiosity piqued by reading this book. Several questions came to mind. How do the living and dying negotiate the uncertainty brought about by the dying process? How is the nature and quality of FC-talk influenced by one or both person's distress? Are there circumstances under which FC-talk could be harmful? How do people effectively overcome perceived social constraints and the desire to engage in protective buffering in order to initiate and participate in effective FC-talk? Is FC-talk more/less likely to be effective under certain circumstances or benefit certain people? Finally, what outcome variables should we use to determine the true benefit of engaging in FC-talk? Indeed, outcomes that are routinely used in the health field, such as depression and quality of life may be less appropriate in the context of end-of-life, whereas outcomes such as intimacy, distress about dying or anticipatory grief about the death of a loved one may be more appropriate.

Although many of the questions that came to my mind are beyond the scope of "Final Conversations," the true strength of the book lies in the narratives themselves, which are often deeply touching and emotionally charged. A particularly useful feature is that each chapter is structured so that it begins with an overview, proceeds to the narratives, and then ends with a section entitled, "Advice from the Living." This final section provides a bulleted summary of themes that emerged from the narratives and provides a practical guide that readers can follow for improving the quality of their own FC-talk. Thus, even the most practical-minded readers can still benefit without reading all the narratives, which can be sometimes be emotionally difficult to read and process chapter after chapter.

In short, this book addresses an important and often neglected topic and is a wonderful addition to the self-help literature on communication at the end of life. Both communication and relationship scholars can benefit greatly from reading it because it highlights a number of potentially fruitful areas for

future research. Given the enormity and complexity of the topic, no book can be expected to address every major issue. Keeley and Yingling should be congratulated for taking the lead and opening the door for future researchers to follow.

# Intimate Relationships

## By Thomas N. Bradbury and Benjamin R. Karney
## W.W. Norton & Co., 2010, 598 pp.

## Reviewed by Christine Lomore
## Department of Psychology
## St. Francis Xavier University

Like many members of IARR, I have been teaching a course on interpersonal relationships for several years. I suspect many will agree that courses on relationships draw undergraduates like flies. However, I often find that young students arrive in my course with intuitive and simplistic views of what makes a successful relationship and what their own relationships will be like. They begin the course with lots of enthusiasm and uniformly describe the topic as "*really* interesting" because it is so easy for them to relate to. However, as we delve into issues like relationship cognitions and conflict, I sense a feeling of discomfort and sometimes even anxiety developing as they begin to understand that long term relationships don't always end happily ever after. They wonder if their own relationships are doomed to fail. Many of them resolve these concerns by generating justifications about the material or by a certain denial that *their* relationships will ever be troubled. Indeed, one student on an anonymous evaluation form indicated to me that some of the material I taught wasn't convincing because "I believe that love can conquer all."

The new textbook, *Intimate Relationships* by Thomas Bradbury and Benjamin Karney, provides a scholarly and comprehensive antidote to these naïve views. The authors set themselves the goal of making their readers "smarter about intimate relationships" and they offer an up-to-date text that carefully outlines what we know about the characteristics making some relationships more successful than others.

The authors force their readers to examine their idealistic and sometimes fairy tale notions about what relationships are by discussing the more mundane realities of relationships, as well as their complexities. A central theme interwoven throughout the text is that relationship satisfaction declines over time. Yet the authors deftly avoid presenting a wholly pessimistic viewpoint on relationships. They accomplish this by emphasizing the various rewards that relationships can bring (such as companionship and social support), but more importantly by pointing out ways in which we can work to keep our relationships strong. The authors often do so by describing different pathways that relationships can take, with one pathway taken by happy couples and the other taken by those who are less satisfied. Describing these different pathways implies that relationships can be improved by changing our thoughts, expectations, and behaviour. Indeed they state, " …good relationships require maintenance, and sometimes this maintenance requires a candid analysis of the relationship and persistent but sensitive efforts to work toward a mutual understanding…" (p. 338). For scholars of relationships, these may not be surprising insights, but for young students embarking on their romantic lives, these are likely crucial rejoinders.

The text is organized into three broad sections. In the first section, Bradbury and Karney begin by cogently arguing about why relationships are important in our lives and they provide a solid motivation as to why we ought to systematically study interpersonal processes. Next is a chapter on research methods, with examples of how standard methods are used to study dyadic processes. This followed up by a strong chapter on the theoretical foundations of relationship science, covering perspectives including evolutionary, attachment, social exchange, and social learning theories. The second section of the book then uses this theoretical material as a framework to discuss topics like gender and sexual orientation, attraction and mate selection, individual differences, relationship maintenance, conflict and aggression, cognition, meaning-making, and finally, stress and support. The third section of the text looks at change in relationships by exploring interventions, as well as

how relationships develop and change over the lifespan.

The authors have put a great deal of effort into ensuring that the book is pedagogically sound. Each chapter is introduced with a vignette. For example, Chapter 1, "What is an Intimate Relationship," begins with the story of Albert Einstein's failed relationships with his wives and children. The chapter on attraction and mate selection begins with a brief history of matchmaking focusing on the techniques used on the reality television show "Millionaire Matchmaker." These vignettes serve two purposes. First, they engage their readers. Second, the authors use them to raise a series of questions that outline the material to be explored in the chapter and to encourage readers to think about the material in more depth. Indeed, the authors regularly return to the vignettes in each chapter as they answer the questions raised. These questions are then followed by a list of learning goals that students can keep in mind as they read through the chapter. In addition, a series of online video clips are available with the text. These include clips of individuals discussing their own thoughts about and experiences with relationships, and also interviews with prominent relationship scholars.

One limitation of the text is that the authors have presented little material on what it is like to be without a relationship, with the exception of a brief section on widowhood. In particular, I was mildly disappointed to discover that the authors did not examine topics like loneliness or living single. Understanding what it is like to be without a relationship can help us to understand why many of us are either in or seek long-term relationships and why many of us don't. I also found that given the recent surge in cultural research, there was little on culture and relationships; however, this merely highlights the need for more work in this area.

These reservations aside, this is the strongest and most comprehensive text on relationships that I have encountered. I look forward to being able to use the book in classes of my own and will certainly keep it within handy reach on my bookshelf. All-in-all, Bradbury and Karney have written a scholarly, but lively text that most certainly makes their readers, students and scholars alike, smarter about relationships.

## JOURNALS UPDATE

## Editor's [Final] Report on the *Journal of Social and Personal Relationships*

### by Paul A. Mongeau, Arizona State University, USA

Given that I am nearly finished with my editorial term, Mario Mikulincer is receiving new manuscripts, and my last manuscripts have been exported to Sage, I would like to take the space in my last column to provide news, take stock, and thank the many people who helped produce JSPR over the past six years.

Our big news is that Sage, on the day that I typed these words, has launched the 'Online First' system for JSPR articles. This means that Sage will post 'in press' articles on the JSPR website once they have completed the production process and until the entire issue is published. This will allow many 2011 articles to appear long before their issue will appear. Articles in Online First include doi numbers, but do not have full citation information (because the issue has not been published, the final page numbers have yet to be determined). Once the completed issue does appear, articles will be removed from Online First, but will be available from the usual databases.

By all measures, JSPR remains healthy. Mario began his term as editor at the beginning of the year. Manuscript submissions to date during 2010 are running ahead of those from 2009 and on a par with 2008. What is more, the 2009 Journal Citation Report impact ratings for JSPR are largely consistent with 2008. Although there was a slight drop (from 1.097 in 2008 to 0.969 in

2009), the historical trend clearly indicates a positive trajectory.

*Final Thoughts*

First some numbers. Over six years, we received over 1500 manuscripts, accepted over 200 of them (for a 16% acceptance rate), rejected over 900 of them, and produced 38 journal issues. (The decision numbers don't add up because a few manuscripts are still working their way through the evaluation process and many simply fade away.) The number of submissions increased nearly every year (from a low of 184 in 2005 to a high of 275 last year). Moreover, Sage Publications invested a substantial amount of new resources into the journal during my term. The JSPR page allotment increased twice (from around 850 pages per volume in 2004 to over 1150 pages in 2010) and the number of issues per year increased from 6 to 8. We began using the Manuscript Central manuscript processing system (a quirky system, but far superior to performing everything by hand) during 2006. And, as I indicated, Sage launched 'Online First' for JSPR articles the same day I wrote this column.

**Thank You**

Finally, the thanks. There are so many people that I need to thank, there is not space for it all. I've always felt that editing an international, interdisciplinary, and multi-perspective journal like *JSPR* is beyond the capability of any mere mortal (and is certainly beyond mine). As I said at the IARR conference in Herzilya, there is a saying in the US that "it takes a village to raise a child." While there is some disagreement about the validity of this statement in terms of child development, I *know* that it is true when it comes to running JSPR. So many people have worked tremendously hard over the past six years and I thank you all.

First, I want to thank my three editorial assistants, Kristin Davis (now at the University

of Central Florida, USA), Beth Babin (now at Cleveland State University, USA), and Monica Gracyalny (still at Arizona State University). If there is a perception that the JSPR editorial office ran smoothly and efficiently, it is in large part due to their intelligence, good nature, and hard work. My job would have been a nightmare without them. Second, I would like to thank my Associate Editors (i.e., Valerie Manusov, Stan Gaines, Kory Floyd, Duncan Cramer, Sally Lloyd, Stephen Marks, Ruth Sharabany, Larry Erbert, Robin Goodwin, Laura Stafford, Walid Afifi, Tamara Afifi, Jacki Fitzpatrick, Kelly Bost, Sandra Metts, and John Caughlin… I don't think I left anyone out, but if I did, it wasn't intentional!). These individuals have graciously given of their time and expertise and I am forever in their debt. Mark Fine was also a saint during the early days putting up with my incessant questions about journal policies and practices. Several people (or teams) also edited special issues. Great thanks go to Kory Floyd, Stan Gaines, Pearl Dykstra; Barbara and Irwin Sarason; and Phil Shaver and Mario Mikulincer.

In addition, I would like to thank advisory board members and ad-hoc reviewers for the incredible amount of work performed without fanfare or accolades. They deserve more compensation than they receive (which isn't much) for their service. Finally, the people I have worked with at Sage, Kerry Barner, Danielle Ray, Fern Bryant, and Mahreen Matto exhibited professionalism and humor that have been a joy to work with. When you add authors to the mix, thousands of people have been involved, in one capacity or another (and in many cases, multiple capacities), over the past six years. Without all these people, editing JSPR would have been a very lonely task.

Thank you all.

# Editor's Report on
# *Personal Relationships*

## by Lorne Campbell
## University of Western Ontario, Canada

My editorial team is now two years into our four year term of receiving new submissions. I am greatly indebted to the associate editors who continue to do a wonderful job for the journal. Overall, I believe we are doing a good job of putting together high quality issues packed with diverse and sophisticated research. At this point I want to single out the efforts of one associate editor in particular, Christopher Agnew, who has stepped down as an associate editor after two years of dedicated service. Chris has been wonderful to work with and I will miss his presence a great deal these next two years. Thank you for your hard work Chris! Finding a replacement for Chris was no easy task, but I am happy to report that Timothy Loving, the guest editor for an upcoming special issue, has agreed to serve as an associate editor for the journal for the next two years. Tim is very knowledgeable in all areas of relationship science, and I have been very impressed with his excellent work for the special issue. Tim is an asset to our editorial team and I thank him for volunteering his services to the journal.

The number of submissions our editorial team receives year over year suggests that the field of relationship science is very healthy, and I am delighted that so many researchers select PR as an outlet for their research. In our first full year our editorial team received 171 original submissions. In our second year we received 224 submissions. Since June 1 of this year, we have received 56 submissions (today's date is Sept. 3), suggesting that we will receive 200 or more submissions again this year. To date we have made decisions on 344 manuscripts, accepting 71 of them (or 20.6%). Given the high number of submissions to the journal, I have added an additional associate editor to our editorial team, Nickola Overall. Nickola is a very productive relationship scholar based at the University of Auckland in New Zealand. She has published her research in a number of top quality journals, including PR. I am very impressed with the diversity of topics her research has covered, and with the

number of excellent researchers that she has worked with during her career. The reviews provided by Nickola to PR suggest an attention to detail at all levels, and her knowledge of the myriad theories that guide relationship focused research is exceptional. Thank you Nickola for volunteering your services to the journal.

The increased number of submissions to the journal also means that we are soliciting a record number of reviews. I have been very impressed with the willingness of researches to agree to review manuscripts for the journal, and to do so in a timely manner. The quality of the reviews has also been consistently high, making it easier on myself and the associate editors when we make our final decisions. Thank you to everyone who has reviewed for the journal—your assistance is essential to the success of the journal.

Enjoy autumn and have a productive semester!

Sincerely,
Lorne Campbell

# Tentative
# Contents of Upcoming
# Journals

MARRIE H. J. BEKKER & MARCEL A. CROON
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RACHEL DEKEL
Couple Forgiveness, and Self-differentiation and Secondary Traumatization Among Wives of Former-POWs

ANDREW M. LEDBETTER
Content- and Medium-Specific Decomposition of Friendship Relational Maintenance: Integrating Equity and Media Multiplexity Approaches

ADAM W. FINGERHUT & NATALYA C. MAISEL
Relationship Formalization and Individual and Relationship Well-Being Among Same-Sex Couples

JENNIFER WATLING NEAL
Hanging Out: Features of Urban Children's Peer Social Networks

STEPHANIE ORTIGUE, NISA PATEL, FRANCESCO BIANCHI-DEMICHELI, & SCOTT T. GRAFTON
Implicit Priming of Embodied Cognition on Human Motor Intention Understanding in Dyads in Love

BRANDI N. FRISBY & DAVID WESTERMAN
Rational Actors: A Romantic Partner's Rational Choices in Conflict Episodes

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BRENT FINGER, RINA EIDEN, ELLEN EDWARDS & KENNETH LEONARD
Marital Aggression and Child Peer Competence: A Comparison of Three Conceptual Models

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TARA MARSHALL
Love at the Cultural Crossroads: Intimacy and Commitment in Chinese Canadian Relationships

SARAH SCHOPPE-SULLIVAN & CATHERINE K. BUCKLEY
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JONATHAN MOHR, RACHEL CROOK-LYON & MISTY KOLCHAKIAN
Love Imagined: Working Models of Future Romantic Attachment in Emerging Adults

SANDRA LACKENBAUER, LORNE CAMPBELL, HARRIS RUBIN, GARTH FLETCHER & TALIA TROISTER
The Unique and Combined Benefits of Accuracy and Positive Bias in Relationships

## ANNOUNCEMENTS

## 2009-2010 IARR Election Results

### Jacki Fitzpatrick
### Outgoing IARR President

The 2009-2010 IARR election process has been completed. I would like to thank all IARR members who cast votes. The following colleagues were elected to serve as of July 2010. I am sure that IARR will benefit from their efforts and dedication:

Vice-President/President-Elect: Christopher R. Agnew
Board Member-at-Large: Ximena Arriaga
Publications Committee Chair : Sandra Metts
2012 Conference Program Committee Chair : Lesley Verhofstadt
Board Member New Professional Representative: Laura Miller

In addition, I would like to thank the following candidates who had offered their time and talents to serve as officers, but were not elected this year:

Vice-President/President-Elect: Pearl A. Dykstra
Board Member-at-Large : Anita Barbee
Publications Committee Chair: Esther Kluwer
2012 Conference Program Committee Chair: Rodrigo Carcedo
Board Member New Professional Representative: Keli Ryan Steuber

There were two IARR Bylaws revisions that were approved during the 2009-2010 election process.

### Revision#1 – Term of Office for the IARR President, Vice-President and Past-President
Revised Bylaw statement:
3.6 TERMS OF OFFICE
        "Each director shall hold office as follows, and until her or his successor is elected and qualifies:

(a) The President, the elected Vice-President, and the Past-President shall each serve a two-year term."
Rationale for the revision:
        *In the current arrangement, there is an annual rotation of presidential officers (e.g., Vice-President becomes President, President becomes Past-President, Past-President leaves position). This rotation has the advantage of bringing new leadership visions and styles to IARR quickly. However, the rotation also means that there is relatively little time for the (a) Vice-President to learn the upcoming Presidential responsibilities or (b) President to create and administer new initiatives. In addition, the President might need a full year to learn all dimensions of her/his responsibilities. Thus, a two-year term of service for each office (Vice-President, President, Past-President) would facilitate (a) more preparation for the Vice-President to assume Presidential responsibilities, (b) more long-term plans and projects completed by the President, (c) more leadership continuity as other positions [e.g., Committee Chairs] go through rotations, (d) Presidential stability in conference planning and execution, and (e) more collaboration between the Past-President and President.*

### Revision#2 – Date of Office
Revised Bylaw statement:
3.6 TERMS OF OFFICE
        "All Board members shall begin serving their terms on the first day of August following their election."
Rationale for the revision:
        *The current dates of service for officers (elected and committee chairs) are typically 1.July-30.June (e.g., 1.July.2009-30.June.2010). The planned change for dates of service is 1.August-31.July of each year. The reason for this change is that the IARR regular conferences (RC) are scheduled typically for the end of July in even-numbered years. The Board of Directors meeting [BODM] is held during the RC. So, there can be a substantial change of officers and committee chairs immediately preceding the RC and BODM. The officers/committee chairs who have been conducting IARR business during the past two years might not attend the BODM because they are no longer officers at the time of the BODM. In addition, new officers might attend the BODM, but have no information about IARR activities (as they have been officers for*

*only two-three weeks). These new boardmembers can also be hesitant to vote on essential issues in which they have had no prior involvement. If the dates of office are changed to 1.August-31.July, then IARR business (including the BODM) can be concluded with current officers before the transition occurs. If elections are concluded prior to the BODM of a given year, then the newly elected officers could attend the BODM as non-voting members. This would allow the new officers to gain information about IARR as they prepare for their responsibilities.*

I hope that this information is helpful to you. Please feel free to contact me at Jacki.Fitzpatrick@ttu.edu if you have questions/comments about this information. Thank you for your attention.

Sincerely,
Jacki Fitzpatrick
Outgoing IARR President

# IARR 2012 Conference

## Save the Date – July 12-16, 2012!

We are pleased to announce that the 2012 Conference of the International Association for Relationship Research will be held July 12-16, 2012, in beautiful Chicago, Illinois! Learn, share, network, and explore with your peers in a world class city.

The Conference will take place at two locations conveniently located in downtown Chicago, the historic Palmer House Hilton and DePaul University's Loop campus. The Palmer House Hilton is a landmark hotel easily accessible to public transportation and near numerous restaurants and tourist attractions. The hotel is only a 3 minute walk from the DePaul Loop Campus.

Getting to the conference will be very convenient from anywhere in the world. Chicago is a hub for several airlines, and the city is served by two international airports, O'Hare and Midway. The airports are both connected to train lines that stop within a minute walk of the conference venues. For those who would prefer not to fly, Chicago is easily drivable from many parts of the country, and is a major hub for Amtrak.

In addition to the exciting scholarship that will be showcased at the conference, there will be downtime to relax and renew. During those times, there are many options to see the city while catching up with old or new friends. The conference locations are an easy walk to the Chicago Art Institute, Grant Park, Lake Michigan, the Chicago River, Millennium Park, Sears (Willis) Tower, Shedd Aquarium, and the Field Museum. The Magnificent Mile, Chicago's premier downtown shopping district, is a 5 minute cab ride away from the conference locations. In addition to the museums, parks, and shops, there many nearby dining options, theaters, comedy clubs and live music venues.

We are excited to have you join us in Chicago for the 2012 IARR Conference. It promises to be an intellectually and culturally rich experience for all who attend.

Leah E. Bryant, Chair, Local Arrangement Committee
Sue Sprecher, Chair, Local Arrangement Committee
Ralph Erber, Chair, Local Arrangement Committee
Lesley Verhofstadt, IARR 2012 Program Planner
Sandra Metts, IARR 2012 Program Planner

## IARR BOARD