

RELATIONSHIP RESEARCH NEWS

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PRESIDENT'S COLUMN

Greetings from the President

by Sandra Petronio

*H*ello to all. IARR has many exciting activities to tell you about; however, I would be remiss if I did not comment on the recent incident at Virginia Tech in the US. Clearly, violence is occurring around the world and has happened on a number of campuses. Nevertheless, when we encounter these tragedies in an environment we define as part of our domain, it is jarring. Most of us cannot know how we would react to experiencing such an event.

Yet, as scientists of relationships, there are many ways that our research can contribute to an understanding of these tragedies. For example, in a recent JSPR publication by Piferi, Jobe, and Jones (2006), we learned that motivations for helping others after the devastating US tragedy of 9/11 included reported desires to help by individuals in need to relieve their own distress, to relieve another's distress, show patriotism, show civic responsibility, for support in similar circumstances, and because of knowing someone. Clearly, the students, faculty, and staff of Virginia Tech have worked to help each other. In addition, many emails, messages, and communication of support for the Virginia Tech community have been offered world wide.

But, there are countless questions that remain unanswered in the wake of this tragedy. For example, questions about the ability of faculty to assess when a student's writing crosses the line thereby signaling a significant emotional problem. There are questions that demand answers about necessary changes needed on college campuses to institute or improve a warning system. What part might an interpersonal component play in alerting the campus community

that action is needed? Answers are needed to the type of postvention services that are most effective for coping among a campus community. Questions about how students, faculty, and staff come to define the loss are critical. Investigations into the way events such as these impact relationship development and termination are clearly salient. And, answers to the impact that encountering these unexpected tragedies has on families seem relevant to address. For example, will there be an increased reluctance on the part of parents to let their children to attend campuses far away from home?

The collective expertise of our association may serve as a resource to address many of these issues and because our membership spans many disciplines and countries, we not only have the academic means to focus on these questions, but we also may have had first hand experience with similar tragedies. We are in a position to offer help and answer some of these serious questions. No doubt, the implications of this recent tragedy in the US will need considerable input from many different fields. I am certain that our association is going to be a significant contributor to the research needed to make sense out of the events at Virginia Tech.

Before I tell you about our association activities to date, I would like to take a moment to ask those of you who have not renewed to please contact Michael Cunningham (michael.cunningham@louisville.edu) and do so at your earliest convenience. IARR needs your help and your support. The best way to offer your support is to renew your membership and ask your colleagues interested in personal relationships to join too. Thanks.

As for ongoing projects and our accomplishments, so far this year, I am sure that you have seen the call for nominations that Bev Fehr, our past president issued. We are in the process of working on the slate of candidates. Perhaps even by the time you receive this newsletter, you will know the candidates.

As you also know, we are very lucky to have Lesley Verhofstadt serve as the new Relationship Research News editor. She is off to an excellent start and we know from the message published in Michael

Cunningham's announcement column, she sees this outlet as a "vital medium" to exchange ideas and bring important issues to the membership. We should also take a moment to reflect on the outgoing Editor, Susan Boon. During her tenure, we saw RRN expand its scope and grow in productive ways. She helped us have a mature avenue in which to talk across disciplines and continents. We thank her deeply for her guidance, good ideas, and her commitment to this organization.

In only a few months, we will be engaged in the New Scholar's Workshop organized by Ashley Duggan from Boston College. She has been a powerhouse of energy in assembling faculty to participate, as well as encouraging new scholars to become involved in this excellent experience. We thank Ashley for her ingenuity and ability to raise funds for this workshop. In addition, we thank the faculty mentors, Terri Orbuch, Dan Perlman, and Peter Andersen who are giving their time and expertise this summer. The New Scholars Workshop takes place at Boston College from July 19-22, 2007. We are certain this will be a great success.

The IARR Board has addressed a number of important issues this year. For example, we signed the agreement for the 2008 IARR conference in Providence, Rhode Island, US and it looks like we will have an excellent conference. From July 17-20, 2008 we will enjoy a number of exciting activities in this beautiful US seaport city in New England. We also can look forward to expert planning by Lisa Diamond, our planning committee chair.

IARR is also in the process of revamping our website. We need to have a more dynamic site with more offerings for our membership. Ben Le, our website manager has located an expert web designer. Ben Le and Terri Orbuch have drafted an initial proposal so they can work with the designer to craft a new look for IARR. Stay tuned.

Our publications committee chaired by Dan Perlman, including Duncan Cramer, Kathryn Dindia, Julie Fitness, Claire M. Kamp Dush, and Sue Sprecher announced a call for the PR Editor nominations. The nominations are due by October 1, 2007. We encourage you to consider this important position.

I would also like to thank Rebecca Adams, editor of our *Personal Relationships* journal and Paul Mongeau, editor of the *Journal of Social and Personal Relationships* for their outstanding contributions to the reputation of IARR. Thank you both for all of your efforts.

Thank you all for your continued support of IARR.

Sandra Petronio
IARR President

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IARR Members:

**Submission deadline for Fall
issue of RRN**

September 1, 2007

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

FROM THE EDITOR'S DESK

by Lesley Verhofstadt
Ghent University

We are pleased to bring you the Spring 2007 issue of *Relationship Research News* and we hope that members will find many interesting pieces in this edition of IARR's newsletter. The new *RRN* editorial team offers you their first special feature, "Going paperless? Scientific communication in the electronic age, and what it means for us." The article presents a collection of several papers, edited by João Moreira on the topic of new technologies in scientific communication. You'll also find a call for submissions for two future special sections: one on cross-cultural relationships and one on relationship research funding around the world and how it affects what kind of research is carried out.

Moving to our regular columns, this issue we bring you a column in our Lighter Side section. Dan Canary, expert Lighter Side contributor, presents the results of an experimental ethnography study on hooking-up in a retirement community. Also in this issue, Paul Wright offers us an insider-perspective on the rehabilitation process following cochlear implants in his column, "Now hear this". Ben Le discusses plans for changes to the IARR website. Send Ben your thoughts and suggestions concerning what you'd like to see the new site look like.

We also have a column by Stacey Nairn, "To serve or not to serve?", about how new professionals can deal with the plethora of service opportunities that they are presented with when they step into a new phase of their academic journey.

You will find two book reviews in this issue of the newsletter, as well, each discussing a recent

book edited or authored by IARR members. If you have a book you would like to see reviewed in a future edition of the newsletter, please contact us.

Paul Mongeau and Rebecca Adams both offer reports on IARR's journals. Furthermore, you will find in this issue announcements for future conferences and you'll also find a call for nominations for *PR* editor.

Thanks to all those who have contributed to the special feature of this issue and special thanks to the several authors of our regular *RRN* columns.

My editorial team and I are currently seeking contributions on teaching, and we would like to ask for your help in writing a Teaching Tips column for upcoming issues of the bulletin. If you have tips for teaching that you'd like to share with your IARR colleagues, please send us a message.

This is the first issue of *RRN* to be published under my tenure as editor. I wish to offer my thanks to IARR board for thinking well enough of my abilities to recruit me for this position. In addition, I'd like to thank Susan Boon for her kind help with my countless questions on several aspects of the production of this newsletter. We hope that you will find that the current issue of *RRN* follows in the tradition of excellence the previous editors and their editorial teams began. And of course, 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*.

**FEATURE
ARTICLES****Going Paperless?
Scientific Communication in
the Electronic Age,
and What it Means for Us:
A Special Feature on New
Technologies in Scientific
Communication**

**Edited by João Moreira
University of Lisbon, Portugal**

Introduction

*T*he times they are a-changin’”
(<http://www.bobdylan.com/songs/times.html>).

There is no doubt this is true today, even more than when Bob Dylan first sang it in 1964. And if you ask me, I think they’ll just keep changin’ faster and faster as they go by. In so many facets of our lives we feel “the waters around [us] have grown” and we are forced to “accept it that soon [we]’ll be drenched to the bone”. So, we “better start swimmin’ or [we]’ll sink like a stone”. This, of course, “if [our] time to [us] is worth savin’”. Now, that particularly touches the point, as we all feel that time is one of the resources we lack the most. (One gets a good perspective on this if one tries to recruit contributors for a special section.) Fortunately, electronic technologies have appeared, supposedly to help us in this regard. I say supposedly because, in some ways, they hinder more than help in the efficient use of time (e.g., with the need for constant updates and upgrades, plus viruses, glitches and crashes, see Leutwyler, 1994), but also because, by setting new standards for productivity, they helped in increasing our hectic pace. Anyway, electronic technologies have become

indispensable in most lines of work today, and research is certainly among those where they have taken greater weight. No researcher today, virtually anywhere in the world, remains unaware of this.

More important, however, is how this change is forcing us to shift the paradigm in the way we go about our work as scholars. Among the areas in which the change is most dramatic is the communication aspect of our job. Paper-based materials are rapidly dwindling, being replaced by electron-based information support and transmission systems, with a number of consequences. Basically, we are dealing more and more with pure information instead of physical objects. Access, rather than possession, is the key word in our new environment. This implies new strategies, new skills and new habits. Just to give one example, instead of going through laborious procedures (consulting index cards or Psychological Abstracts, writing postcards requesting reprints, going to the basement to Xerox that special article we needed) all we have to do now is type a keyword on Google Scholar or our university’s database services to get dozens of full-text articles related to the topic we are researching. Considering that the total time we spend reading could not increase in the same proportion, we definitely have to go differently about the task. How are researchers and students reacting to this trend, and how have they changed their searching, reading and storing techniques to deal with the new formats and growing amounts of information? How are the new forms of access to information impacting the ability of scholars and institutions away from the major centres of research to access the information they need? Are the reduced costs associated with the lack of a physical basis enabling information to be more widely distributed, or are the costs of acquiring major databases creating a new digital divide?

These questions ought to concern all of us, and in this section I have tried to gather information and experience from a number of people in diverse positions in the scientific communication business. With the invaluable help of other colleagues (I especially thank Julie Fitness and Rebecca Adams in that regard), but especially

with the generous and thoughtful contributions of the authors of pieces that follow, I believe we have secured a multifaceted panel that will provide IARR's members with interesting reading and productive reflection. To the contributing authors, I would like to present my deepest gratitude for their willingness to take the time out of their busy schedules to address this theme, often marginal to their main interests and experience. I am sure readers will share my appreciation when they read the excellent pieces. In addition to writing this introduction and making a few detail suggestions on first drafts, I am also responsible for the titles of Marieke's and Armando's pieces.

In the first paper, Armando Jorge Silva, the Head Librarian at my Faculty, writes from the perspective of the library as the institutional repository and distributor of information. Although many questions are raised about the role libraries are playing and will play in the future of the electronic-based scientific information cycle, I agree information science specialists will keep a crucial role in helping students and researchers select, manage, organize and integrate the vast amounts of information at their disposal. The context in which this work will take place, however, remains in a state of flow, and only the following of future trends will tell us how it will end up.

In the second paper, the libraries' perspective is complemented by that of commercial publishers, in this case represented by Lorna Berrett, Senior Web Marketing Manager of Blackwell, the publisher of one of our flagship journals and distributor of RRN. In it, we are presented with plans from publishers to make use of new technological possibilities to help researchers deal with the current and future flood of information. In this and other respects, we should be pleased to see the extent to which the needs and habits of researchers, especially of the new generation that basically grew up online, are being catered to by information providers. The openness to public repositories should also be highlighted, and let us hope that the level of funding achieved by these will allow them to

keep up with technological innovations and the expectations of users.

In the following piece we find the perspective of a young graduate student, Marieke Dewitte, from Ghent University in Belgium. Marieke is a fine representative of the new generation I mentioned, not only in her enthusiasm about the whole issue of scientific communication going electronic, but also in her expressed concern for materials that are more quickly accessible, concise, and available anywhere, anytime (and, if possible, even earlier than that). The speed of light really seems to be the standard in the new age. However, in addition to her concerns about costs limiting access for those outside the main institutions, she points out one of the major problems we should be aware of: the devaluation of knowledge stored into personal memory, when everything seems to be accessible at our fingertips. What this implies in terms of training the future generations of researchers is one of the issues that make me most concerned, as our students tend to be unaware that only the human brain (at least for the time being) is capable of creatively integrating information into new insights.

Next we meet Monica Whitty's vast experience and knowledge of the online world, relational or otherwise, bringing to our attention the big issue of trust in online relationships. Actually, in reducing scientific communication to publishing, we tend to forget other forms of communication new electronic technologies have expanded and made much easier, most notably personal communication among scholars. In this as in other areas, such as web publishing, questions of reliability and trust should remain prominent in our minds. This, of course, relates to source credibility, and to the status of the journal as the main type of trusted brand in scientific communication, which a few of the contributing authors have addressed. Any way, this is another example of the constant pressure to address the new needs created in our students by the evolving social medium of the internet.

In closing, most of us will probably relate easily to the existential worries downpoured by Stacey Nairn. In a clear case of transition syndrome, she ponders the pros and cons of going paperless,

highlighting the current limitations of technologies in accommodating the needs and habits of researchers. The linking of personal information, such as notes, to public information, such as published materials, is one of the big issues, and one that technology providers should look closely at, together with the usability and portability of devices and, once again, the haunting issue of costs. At the same time, we can see how old habits die hard, and the possession model is hard to let go of, as researchers replace their paper copies with stored pdf files instead of relying on permanent online access. Network reliability is certainly a limiting factor, but will we soon make a poverty vow to relinquish personal possession and trust that “he who seeks, shall find” (again)? “Don’t speak too soon / For the wheel’s still in spin... / For the times they are a-changin’.”

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Should we Put it on the List? The Library as an Endangered Species

by Armando Jorge Silva
 Librarian, Head of Division
 Faculty of Psychology and Education
 University of Lisbon, Portugal

Market, economics and funding issues coupled with digital information technologies are reshaping scientific research and their infrastructures. The research processes, their products, and the agents involved changed dramatically since the early 1990s. These changes are already particularly evident in scientific fields like Physics, but there is no reason to believe that things will evolve differently with Human and Social Sciences. What happens, here, is that funding issues and market forces are weaker and so the pace of change has been slower. Of course, the specificity of much of the research in the latter

areas also helps to explain this slower rate of change.

Information is the main raw material of scientific research. In the paper age, publishers and libraries were central to the formal dissemination and storage of scientific information. Universities and labs funded research, and then commercial publishers gave form to research products –journals and books– which they subsequently sold back to academic libraries and research institutions with huge profits. The information, once stored in libraries, would then feed a new research cycle, and so on. Libraries were one of the major formal sources of information provision to research processes.

Access to (and use of) information implied possession of information containers in the form of journals and books mainly. Paper technology, however, was becoming a deterrent of research advancement, as the cost of acquiring and storing the relevant output of research was becoming unbearable for most of the academic institutions and libraries all over the world. The pace of research also became incompatible with the intrinsic slowness of the printing process.

Digital technologies, and the Internet in particular, allowed for the emergence of new research and research communication models, for the acceleration of research production and dissemination, and brought about the potential to eliminate many of the traditional mediators, like libraries. The publishing industry was quick to respond to these environmental changes, implementing new business models around bibliographic databases and scientific journals. [1]. A quasi monopolistic system emerged, trying to maintain the grip on such a traditionally lucrative business. The impact of digital technologies on scientific book publishing has been slower, but this is also a question of time, while the most appropriate models to market and use them are tested and evolve. What the digital allows and the publishers and aggregators dream to is to bypass the ‘public sphere’ systems, like libraries, and to target (and tax) the ultimate individual ‘consumer’. Meanwhile, they stick to the ‘big deal’ model to market electronic resources and keep on using the library as a tool, as a mere

portal/gateway to contents it does not hold anymore.

Part of the scientific community, and other research stakeholders, however, began to take advantage of the potential of digital technology to respond to such a continued appropriation of their labour, through initiatives like the Budapest Open Access Initiative [2] and the Open Access movement [3, 4, 5, 6, 7], creating their own free disciplinary repositories of current and past research contents. Here too, the possibility of online individual access to bibliography and full-text, stored and distributed in servers worldwide, makes libraries largely redundant to the production of scientific research of international quality.

Is this the end of academic and other research libraries? Well, the paper based facility, the semi-automated library, that we are used to, owning and storing all the formal resources needed for institutional research, teaching and learning came, clearly, to an end. In the current phase of technological transition the traditional library becomes a hybrid: it continues to store and deliver access to paper based contents, while concentrating and facilitating access to some distributed digital resources, commercial or not. Whenever possible it is also trying to warrant a certain degree of effective integration of access to both paper and digital contents. The information offer is still made up of multiple and difficult to integrate products and services, in multiple formats, interfaces and software, and the hybrid library is trying to do its best to manage, integrate and facilitate access to such disparate contents. The academic hybrid library is still a place for students to work, a valuable tool to support learning and teaching, a paper store, eventually a manager of some institutional in-house-created digital resources, and a portal to commercial electronic resources. But for research, especially in the hard sciences, the library, traditional or hybrid, is quickly becoming secondary.

The 'Information Commons movement' [8, 9, 10, 11, 12] with its more or less physical implementations, is another response to the changing environment. The movement stands against trends to increased 'commoditisation' of

information, growing restrictions to free circulation and sharing of information, erosion of communities of users and the like. The translation of these preoccupations into practice is leading, in a number of academic institutions, to the implementation of a new kind of physical facilities (information commons, learning commons, etc.), next to libraries and/or computer services, targeted at the full and effective exploitation of digital assets and resources. Some of them still offer a limited range of textbooks and other heavy used paper resources as a means to complement digital resources. In the purely digital world, one can see the emergence of information management systems that 'replicate' those of the paper based age. Many of the repositories being built are called "digital libraries" or "e-archives", meaning that the traditional functions and principles applied, by libraries and archives, to information management and organization are still valid despite the changing technology.

We are at the crossroads of a number of parallel developments and emerging models for the management of information at the institutional level. Some are derivatives and adaptations of the traditional physical library model, while others are a specific product of the evolving digital environment. In the near future, several different information management systems, perhaps targeted to different stakeholders, will have to coexist within institutions. It is hard to believe that institutions could survive without adequate information management and systems. The information explosion and the growing importance of that good for the basic functions of the academia also call for information systems, within institutions, able to detect, evaluate, select, process and provide easy access to distributed information resources, needed to perform those functions. This includes the resources needed for undergraduate students and for supporting the teaching role as well as the increasing amounts of in-house digital resources being produced for various ends.

It is granted that this situation implies more cooperation among librarians, other information managers, researchers and academics, and closer collaboration between content producers and

managers and hardware and software specialists. What it also calls for is continuous and careful environmental scanning, evaluation of the information needs of the various constituents and functions of the institutions, information policies and strategies (that should not be confused with IT policies and strategies) and flexible systems for information management. In particular, we have to be attentive to Web 2.0 developments, which cannot be predicted in full at this moment, but that are going to have again huge impacts on the information systems and landscape [13, 14, 15].

Within the digital realm physical limitations for the amount of information that is stored have practically disappeared. Users' capacity to process information has thus become the real limiting factor (if cost will not turn to be the second limiting factor). But clearly something, someone, 'somewhere' has to keep on helping users to cope with the sheer volume of scientific information being produced. What will be the shape, name and actors of these systems is as yet unclear. Uncertainty, and the elusive nature of this thing we call 'information', however, are exactly the reasons why we should give particular attention to its management in academic and research institutions.

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The Impact of New Technologies on Scientific Communication

by Lorna Berrett

Senior Web Marketing Manager

Blackwell Publishing

The way we research, read and publish has changed dramatically in the past fifteen years. Electronic access, reference linking, online review and tracking are now commonplace in scientific research, and Web 2.0 looks set to push the boundaries further by giving readers the chance to interact with, create and share online content. This article addresses some of the key issues from a publisher's perspective.

Reading and writing online

Feedback from researchers indicates that many still print the PDF to read, and this is reflected in the download figures, which on average increase by 30% per annum. Using the HTML versions of articles allows for a richer experience as users can follow references and forward citing links to pursue the research further without leaving their desks. As many institutions have subscriptions to multiple journal platforms, the linking experience can be seamless. Yet the PDF remains the more popular version. At Wiley-Blackwell we now offer online submission and peer review services for many of our journals and we are experimenting with an interface that offers an online notes facility. In the future we might expect researchers who have grown up with the Internet to use these tools to read and write more online.

The rise of search engines

Now that Google is practically a verb and search engines are used daily worldwide, publishers need to ensure that online articles can be easily found. This means opening up journal databases to search engine robots while still protecting the content from non-subscribers. Search engines now account for over 50% of referred traffic to Blackwell Synergy (i.e., visitors who clicked through from another website) and the biggest referrer is Google plus Google Scholar.

However, Abstracting and Indexing services continue to play an important role. We actively pursue electronic links with these services and see accesses via this route increase each year. Articles that can be easily discovered are more likely to be read and cited¹. Wiley-Blackwell provides guidance for journal authors and editors on how to optimise abstracts and titles for better search engine rankings.

Information overload?

With so much information readily available, how can researchers absorb and process it all without overloading? Publishers can help by pointing researchers to the most relevant articles. Table of Contents alerts and citation alerts by email or RSS are a useful way to keep up-to-date with the latest published articles. Most journal platforms have sophisticated search facilities that allow users to filter and save searches and alert them when a new match is published. Tagging and bookmarking sites such as CiteULike and Connotea allow researchers to categorise articles using their own terms and share their favourite articles with others. Developments in the field of semantic search and data mining are using elements such as synonyms, scientific terms or drug names to reveal the most relevant research within vast databases.

Alternative publishing models

At Wiley-Blackwell our pay-to-publish option OnlineOpen is an important part of our response to the calls for open access and our commitment to viable high quality publishing on behalf of societies. We also allow authors to post their pre-copy-edited version of the article on their personal website, their employer's website/repository and on free public servers in their subject area after the embargo period stipulated by the journal has been passed and provided the author gives full bibliographic details plus a link to the published version of the article on Blackwell Synergy.

¹ An article in British Medical Journal (Perneger: BMJ 2004;329:546-547) indicated a correlation between online hits and subsequent citations for journal articles.

Increased access

The growth of the "Big Deal", which gives institution-wide access to a publisher's full list of journals at low cost, has dramatically increased access to articles. Librarians report usage of the journals to which they previously did not subscribe and increased overall online usage. Athens access, and the forthcoming Shibboleth standard, extends access further by recognising users from subscribing institutions when they log in from outside the institution. Initiatives like CrossRef are also valuable in linking between articles no matter where they are published. As many institutions hold subscriptions to the major publishers' portfolios and to services like PubMed, the experience for the researcher should be a seamless journey from one article to the next. In fact, librarians have expressed concern that many students don't realise the library pays for articles, as they find them on Google and can get access straight away via IP recognition.

The future

The future of scholarly publishing is likely to see more collaborative work between researchers, readers and others in the scholarly community. These Web 2.0 developments are still experimental and evolving. *Nature* withdrew its open review pilot after low reviewer participation, and whilst some academics use blogs to post research, these sites lack a permanent archive. At Wiley-Blackwell we are experimenting with collaboration sites – a form of moderated blog that allows readers to comment on an article, start a debate, and for the author to respond. This type of rapid feedback will become commonplace, complementing the peer reviewed article with opinion and debate surrounding the topic.

Electronic books are now being purchased and usage measured in a similar way to journals. We may see more merging of online content and the facility to select research that would have previously been published in very separate formats. As publishers' platforms become more sophisticated and reflect researchers' and readers' behaviour, the journal brand remains a vital element in the dissemination of the best research and providing a trusted stamp of

quality. Authors want to publish in the best journals whether in print or online. The editorial decision on what *not* to publish – either via peer review or some other method not yet tested – remains the key to maintaining this stamp of quality in a world seeing a revolution in access to information.

In conclusion, for publishers the future is bright: new formats and media such as blogs, wikis and podcasts will add value to the written word and the rise of social media will further extend the reach of scholarly research.

Electronic Scientific Information: A Boon for All?

**by Marieke Dewitte
Ghent University, Belgium**

*T*he world of science and scholarly research cannot and must not stay unaffected by the ever evolving social context. The world has become a global village and information has become accessible for everyone at any time and anywhere. Where in earlier days students and scholars were restricted to the scientific information available in the libraries of the local universities, nowadays all one needs to know is just a mouse click away. No need to bother about closing time, crowded reading rooms or hours of scrolling through index cards. Thanks to VPN accounts and the like, it is possible to scroll through all the available electronic information at home. The key word in information transfer is flexibility. This flexibility and accessibility of information databases helped scientific research to keep evolving. Psychological research, like most other scientific branches, has reached a very high level in terms of both quality and quantity. Thousands of manuscripts are submitted and accepted for publication every year. Consequently, a large amount of time elapses between the acceptance and the eventual printed version of a scientific article. To address this issue, more and more journals tend to provide an ‘in press’ section

online, creating a shortcut to valuable information. A trend which should be encouraged to keep scholars posted on the most recent advances in scientific research.

We could even take this one step further. Wouldn't it be interesting to set up an online database of null results? Where most journals only accept studies that yield clear results confirming the hypotheses, it could be important to learn about failed designs. As such, scholars all over the world could help each other by giving interesting tips, sharing practical experiences or avoid that meaningless efforts are being made. In other words, the technological progress contributes to the globalization of the scientific world.

In the same vein, it is noteworthy that the introduction of e-mail and the internet has not only made scientific information much more accessible, it has stimulated the international collaboration between universities. Today, scientists are urged to do research within an international scope. A tendency which could have important implications, especially for European researchers, as it creates a means to catch up with their American colleagues. It is even possible to set up an online meeting, so to speak, saving time and travelling costs.

Drawing on the reasoning outlined above, one could be tempted to conclude that technological innovation has provided nothing but opportunities for the scientific world. However, in terms of online information and journals, it might also have less prosperous consequences. That is, technology has widened the scientific scope to an international level, but in certain ways it also threatens to create a barrier between the scholarly level and the clinical practice. For universities it is normal and possible to subscribe to several, or even all, available packages of online publications. Yet, given the high costs of purchasing access to electronic files, the accessibility of online journals might be less evident to the psychological practitioner, who is mainly interested in specific pieces of the expanding scientific output. Hence, the fact that individual subscriptions to journals tend to be replaced by larger electronic packages seems

noxious for the flow of scientific information into clinical practice. And isn't that what a lot of psychological research is about; namely trying to understand people's goals, motivation, actions, thinking and feeling in order to provide handles for the clinical practice? In this respect, it could be interesting to learn from other scientific fields in which free preprints of papers are being offered. Some researchers already offer free articles through their personal websites and this should be encouraged for important publications (that is to say, without competing with official publishers) because it might help in translating all scientific information towards the clinical practice and as such help to prevent the scholarly camp from evolving into some kind of scientific igloo.

Another important future advice for online publishing is to strive for conciseness. That is, shorter papers have the advantage that one keeps track of the plurality and variety of scientific information. Because all relevant information is close at hand, there is no need to explain or elaborate on basic theories or to describe previous experimental designs in much detail. Basic theories can be mentioned briefly and text references replaced by internet links. Yet, we should remain aware of the implications of this technological revolution for the future and future researchers. The multitude of available information has resulted in sort of a 'scientific laziness'. Why should we make the effort of trying to remember previous research and theories when all the information needed is accessible any place any time? As a result, ready knowledge in the younger generations of scholars is weakening and has become superfluous in a way. It seems not essential anymore to store basic psychological theories into memory, because everything you need to know can be retrieved elsewhere.

A final implication I want to address is the fact that scientific journals might be threatened to lose their specialisation. Why should a scientific periodical bother to work on its specific identity, when today's searches are merely based on keywords, leading directly to the required information in all its aspects and approaches? Hence, we should watch over this

trend, preventing all titles from being mixed up and levelled out into a colourless uniformity.

Trusting Cyberspace

by **Monica Whitty**
**Queen's University Belfast, Northern
Ireland**

The internet was not first set up as a communication tool. Rather it was originally set up by the US Defense Department in the 1960s as a system for their workers to share data. This original system called the Arpanet soon changed as the individuals using the system quickly reshaped it to meet their personal needs. Friendships began to blossom online and so too did romances, which often lead to face-to-face meetings and sometimes even marriage. For the last nine years my research has focused on how individuals relate online. All relationships, be it a friendship, romantic relationship, or work relationship all require a certain degree of trust. In my co-authored book 'Cyberspace Romance: The Psychology of Online Relationships' (Whitty & Carr, 2006a) I have discussed how trust is developed between others online. However, it is also interesting to reflect on one's own working life to consider how trust might be developed between colleagues in cyberspace. Moreover, how do we decide what information online is trustworthy?

My work over the years has greatly benefited from the relationships I have formed with colleagues online -many of whom I have never met face-to-face. These colleagues have been generous in sharing information about the latest research and guiding me to sources they believe might interest me and benefit my work. Some are even kind and trusting enough to send me their work prior to any journal accepting their pieces. These days I personally avoid being so generous as there is the risk of a colleague plagiarising one's work (an experience that I'm certain I'm not alone in being burnt by). While of course I regularly do literature searches, being

connected to people who share useful information is a benefit that I would be deprived of if the Internet did not exist. Moreover these colleagues are often supportive and encouraging. In addition, I am grateful to colleagues who I have never communicated with -those that set up webpages detailing their latest work. This is especially useful in finding out about work that is in press. In turn, (for what it's worth) I try to keep my own webpage up-to-date.

Arguably technology has "improved the quality and productivity of our lives at work" (Greenfield & Davis, 2002, p. 135). However, as I have previously argued, it is also important to consider how we manage this information so as to avoid information overload (Whitty & Carr, 2006b). I spend each day trawling through useless emails such as spam that my filter did not pick up, and many more from discussion lists that do not live up to expectations. Like so many other academics, so much of my time is spent determining the utility of each email received. Useful information abounds online - but how do we and our students know which sources to trust? Students too readily draw from online sources -available at the click of a button. To obviate the problem of students drawing from non-academic sources we often advise to them that -'If it's on the web don't trust it'. However, are we giving the best advice? Online journals do exist that do not need to be accessed from our libraries, some of which are peer reviewed. While many may not be the best journals, they still might contain articles that are useful for both our own and our students' work. What we need to do is to be knowledgeable about the techniques websites use to instil trust (Whitty & Joinson, forthcoming). We need to then impart this knowledge onto our students. This way we can all make more intelligent decisions about what information to trust online.

Wikipedia continues to grow and while academics were originally very sceptical about it being a useful tool, there are some who are starting to re-consider. As an interesting exercise, we might consider asking our students to monitor some of the sites in wikipedia to see how they change and develop and to determine

the credibility of the information uploaded on these sites.

The Internet continues to grow and change. One of the difficulties I have in teaching cyberpsychology is to continue to be aware of what changes are being made. This is important for all academics, for both their research and teaching. Moreover, rather than being mere passive observers of how the Internet evolves we might consider actively partaking in how it might be shaped to benefit our work.

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From Paper to Digital: Advances in Technology... Yes. Advantageous to Researchers... Good Question

**by Stacey L. Nairn
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IARR New Professional Representative**

Due to lack of storage space in my office, I have recently undertaken the Herculean task of replacing all of the paper-based journal articles in my file cabinet with their electronic

counterparts. At first this seemed to be a wonderful idea that would allow me more places to pile more stuff on my floor and shelves as well as a more easily searchable collection of knowledge but now I am beginning to debate the wisdom of doing so. Instead of space being my number one concern, my debate now centers around several more abstract issues. What are the consequences of replacing bound paper volumes with electronic files in terms of researchers' and students' work habits and techniques? Is a lot of printing still being carried out, or are electronic files used directly? How are notes taken? Are there any solutions available to be able to satisfy the need for paper a bibliophile like me struggles with on a daily basis or am I just afraid to move into the still somewhat gray area of technology?

My first thought concerning the issue of the conversion from paper to electronic files had to do with work habits. There is little so motivating (read here "guilt inducing") as a pile of yet unread journal articles stacked on the corner of your already over encumbered desk. You can never say you have nothing to read. Grab one for lunch, a trip to the privy, or for a particularly boring meeting. Hide behind one so people (read here "students who have come to cry for extra marks or administrative personnel") can see that you are exceptionally busy. Take one home, read it over dinner in a restaurant, or in a hot bath with a nice glass of wine. Having those piles of paper handy makes it harder to ignore them. I am much better able to ignore yet another file on my computer entitled "Things to Read". On the other hand, I am not insensitive to the number of trees that I am personally killing as a teacher and researcher. Indeed, I have never come up with a satisfying way to file my paper-based articles so that I can find them quickly and efficiently later. As a result, I have an appalling tendency to print off more than one copy given that I frequently forget what I have tucked safely away in my filing cabinet. I can also admit that despite the fact that I think it is a good idea, I frequently go to lunch, dinner, and boring meetings without one of my trusty paper-based journal articles in hand. One of my main objections to electronic journal articles, is that it is difficult to take an electronic file to many of

the places I like to read, though a computer science colleague has recently informed me that some of the technology is waterproof and therefore may not be so dangerous to take in the tub after all. My problem is that the idea of reading something off a small electronic screen makes my eyes ache and my head hurt before I even get started. Having less than perfect eyesight makes using these transportable electronic devices an exercise in frustration for me. A quick poll of my colleagues suggests that I am not alone. The existing devices are considered either too large, too small, have too much glare, are too expensive, and heaven forbid you lose them you certainly can't afford to replace them. Students find themselves unable to afford the textbooks half the time, let alone the cost of electronic sources and the technology necessary to access them in a classroom setting.

In addition to these issues, I bring up the thought that it is difficult, I would say almost impossible, to take notes on an electronic file. The vast majority of electronic journal articles are only available in .pdf format which precludes (as far as I can tell) one from adding to the file. Again, I cannot claim that I have yet found a satisfying and efficient method of taking notes while reading a paper-based journal article either, let alone finding those notes at a later date when the article has again become useful (if you have, please email me at snairn@upei.ca). However flawed though my current system may be, I often find myself returning to a paper-based journal article to see what notations I made last time to determine whether or not I still agree with them. In fact, this practice often spurs a new research idea to be explored. One of the major technology companies has apparently been developing something that would help (at least temporarily) with this problem... disappearing ink paper. Using this paper, technophobes like myself can print off the journal article we want, read it, write all over it, and in three days the ink will disappear as though it was never there. This means that you can reuse the paper, thereby cutting down on the number of trees used. In the short term, this is good but I am still left with the problem of how to keep track of my notes on my readings over a

longer period of time. So far, no one seems to be able to address this issue for me, let alone for the students in my classes who spend three hours in my company once a week discussing the journal articles of the day.

I do understand the larger issues at play here. From a financial perspective, the move to electronic journal articles could potentially help libraries expand their holdings and offer users a greater variety of sources from which to draw on for our research. From a space perspective, we could open up new areas for learning by removing the need for paper archives of journals. You could, I suppose, also do away with the very frustrating problem of going to the library (or your own book shelf for that matter) only to find that the issue you need has been misfiled or permanently removed from the collection (through fair means or foul).

However, my recent experience with hard drive crashes and viruses has taught me that my computer (let alone the networks upon which it is dependent) is not infallible. In response to my concerns, my computer science colleague recently argued that the building in which my paper-based journal article collection is housed could burn to the ground. My response to him was not only was that more unlikely to happen, I also noted that if my building was to burn down I was going to have a lot bigger issues to deal with than the loss of my "Things to Read" piles. There appears no doubt that these are certainly advances in research technology at a global level but are they really advantageous to the individual researcher? After great personal debate and several conversations with colleagues both new and experienced, I have come to the conclusion that no one way is "right" and all are flawed. The question is, which flaws can you most easily live with? For now, I'm maintaining both systems. From there, we'll see what the future may hold...

Special sections for future issues of RRN are being planned on:

- **Relationship research funding around the world and how it affects what research is carried out**
- **Cross-cultural relationships**

Got any ideas, experience or expertise on the issues? Would you like to suggest a theme for a future special section? Just drop an e-mail at jmoreira@fpce.ul.pt

THE LIGHTER SIDE OF RELATIONSHIPS

Hooking-up in a Retirement Community: An Experimental Ethnography Study

by Dan Canary

*T*his study extends research on college student *hooking-up*, a one-time sexual experience with few social guidelines. Hooking-up has become a prevalent phenomenon on college campuses, especially in the Midwestern U.S. where there is little else to do during the academic term but watch the snow melt. Relationship researchers in particular need to examine this quasi-courtship experience, that might (or might not) lead to relational development and commitment. Whatever, it is a good idea.

As previous studies have been limited to college students, the present study identifies strategies that retired people find effective. Specifically, the present study examined the effectiveness of hooking-up strategies with females over the age of 55 in a community restricted to “active adults” in a retirement community, near Phoenix, Arizona.

Method

To redress problems associated with recall, the present study used an ethnographic design. The researcher is a 50-something year old male, in reasonably good health, but haggard looking from years of doing bad research. To gain access, the researcher rented a condominium near the community swimming pool and enrolled in various community activities, enrolling as “John Boy”. A new wardrobe consisting of pastel colored golf shirts, checkered pants, and a straw hat was obtained. To record hooking-up episodes, a miniature audio recorder was duct taped to the researcher’s sunglass frames, which also served as a conversation topic.

Approximately 200 women volunteers from an upper class “active adult community” participated in this study—a 75% response rate. The average age was 69.7 years, with a range of 55-82. Most (53%) were college educated, with 20% holding graduate degrees. One woman was an astrologist. Current marital status was as follows: 20% single, 35% widowed or divorced, and 45% married. Chi-square reported the expected frequencies. Their relational history, drug or alcohol use, career/professional life, intelligence, appearance, and hobbies did not matter to the researcher.

Requests for hook-ups began the day of arrival and continued through the writing of this paper. Hook-up attempts began in the following venues: Wednesday night BINGO, Sunday golf, Saturday night Polka, and morning exercise classes. Day or time did not appear to affect the success rate of the various strategies used. The researcher approached the participants either alone or in groups and enacted the Rule, Bisanz, and Kohn’s (1985) Persuasion Schema to gain

sexual compliance (i.e., Ask, Self-Oriented, Other-Oriented, Social Principles, Negative). Accordingly, volunteers had to agree to one of the five compliance-gaining strategies offered in order, else they did not agree to “hook-up.” Once the data were collected, participants were “de-briefed” and sent home. Data were collected on Sabbatical, during the Spring 2007 term.

Results

Results are reported according to each strategy.

Ask. Simply asking participants to engage in sex was surprisingly effective: approximately half of the female volunteers agreed to the following simple request: “Would you like to hook-up?”

Self-Oriented Tactics. Self-oriented tactics were used if asking did not work. Self-oriented tactics included statements such as “I am really lonely” and “I need your help.” Self-oriented tactics were not effective—none complied following self-oriented tactics.

Other-oriented Tactics. These tactics appealed to the needs of the target (e.g., “You look like you could use a real man.”). These were never effective.

Social Principles. Social principles refer to normative behaviors or appeals to altruism (e.g., “Other members of the club do it,” and “It has been 20 years since my wife died”). Social principles were very effective—of the 100 remaining volunteers, 50 agreed on the bases of norms or altruism.

Negative Tactics. These involved intimidation, threats (“If you don’t hook-up with me, I will key your golf cart”), and other forms of coercion (e.g., putting drugs inside the punch on BINGO night). Of the remaining participants, none refused (nor could they).

Discussion

The purpose of this study was to extend research on the relational phenomenon of hooking-up. Previous studies have been limited to self-

reports of college students who suffer in the Midwest U.S., so this study serves as a corrective to that shortcoming by invading a retirement community of un-suspecting elderly women living in Arizona.

The primary findings are that about half of retired women engage in hooking-up if simply asked. But women are immune to pleas to self or other advantages. Surprisingly, the use of social principles or negative tactics appears to work.

In total, these findings indicate that if an elderly woman does not consent to have sex immediately, one should not waste time in offering reasons. Rather, one should move immediately to leveraging guilt or fear. Sex difference research and attachment theory would appear to explain these findings. Therefore, more attachment theory research is needed.

One limitation of this study is that *only verbal compliance, not sexual behavioral compliance, was used* to the assess strategy effectiveness to the request "Do you want to hook-up?" As one reviewer noted, "It is not surprising that women at a retirement community agreed to "hook-up," without agreeing to "hook-up." Although I cannot fathom what this reviewer was getting at, the editor made me include this limitation. Another limitation was the ready willingness of upper-class women to participate. The saying, "I might be cheap, but not inexpensive" appears to apply here. Also, the heterosexual nature of the study is rather predictable.

A word regarding ethics is in order. Despite the ethical precaution taken with de-briefing, some women would simply not believe their encounter was part of a research study. The astrologist, in particular, argued that she and the researcher were "meant" to be together. In such cases, the researcher called the Department of Protective Services for assistance and reminded these women that they volunteered. Leaving the retirement community alleviated the unwanted relational intrusion, which Cupach and Spitzberg study. In the end, leaving the research site was the best ethical option for all concerned.

Finally, one should frame this project within the social climate of today's youth-oriented relationship knowledge base. As many of us continue to slide through middle age without a parachute, we need more research that examines what we will soon (if not already) face. Although the present study is brilliant, it should be replicated with similar research. With so much to gain and so little to lose, additional research is underway using younger samples (ages 25-55) throughout the U.S. and Canada.

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RETIREED PROFESSIONALS COLUMN

Now hear this

by Paul Wright

Some readers may recall from my column in the September, 2006 issue of *Relationship Research News* that I included a brief note on my upcoming cochlear implant. That note generated a surprising amount of interest and commentary. This unexpected reaction prompted me to devote the present column to a summary of how the surgery and follow-up

rehabilitation process went –or, more accurately, is going— and some significant things I have learned from the experience so far.

But first, a piece of business. Readers may also recall my promise that my Fall, 2006 column would be my last unless a set of conditions prevailed. The set of conditions was that a certain number of people would contact me indicating that they wanted the column to continue. This would be matched against a certain number of others indicating that, indeed, by all means, the column should be dropped. The numbers in question, known only to me, were 10 and 3. The conditions were not quite met. In fact, I heard from 7 readers saying yes and none saying no. Considering that the yeasayers represented several different countries and that some of them were quite favorable, I decided to call this close enough. So, barring a groundswell of e-mails from readers who hate the column and want it dropped but neglected to write earlier, they will continue.

Now on to an account of my experiences associated with the implant and rehabilitation process. These experiences are of two intertwined kinds. The first has to do with what happened to my hearing *per se*. That is, what was the procedure like? Has my hearing improved? What is the quality of the sounds I am now hearing? Is my understanding of speech better? Does the sound seem “natural?” And so forth.

The second aspect of my “implant experience” is the increased amount I have learned from the process about some of the social, emotional, relational, and even “medical” implications of serious hearing impairments in general. “What?” You may ask incredulously, “Didn’t you learn about that sort of thing from 40-odd years of needing hearing aids?” Well, yes. But let’s just say that that knowledge has been broadened and sharpened --definitely sharpened.

This second aspect of the implant experience actually started before it was definitely decided that I would have the procedure, so let’s look at it first.

All potential cochlear implant patients are first evaluated to determine whether they are good candidates. On the day I was evaluated, spouse Katy and I visited with the supervising audiologist in his waiting room before undergoing the (extensive!) testing. After the testing, the audiologist appeared a bit nonplussed.

“You know what?” he said. “When we were talking in the waiting room I had pretty much made up my mind you were not a good candidate for an implant. I thought you were hearing too well. Then we did the tests. You weren’t hearing well at all! You are an excellent candidate.” He went on to explain that, during my years of living with gradually deteriorating hearing, I’d learned to be very vigilant in conversations and to use lip reading, gestures, and contextual cues in a way that made it seem like I was hearing, if not well, at least a lot better than I actually was. Then he asked, “Do you realize how much effort and energy that takes?”

I really hadn’t thought much about it. But at that point the message was clear: a serious hearing impairment can be a source of intense and almost ubiquitous stress. I had long realized, of course, that poor hearing was a stressor, but I hadn’t realized how powerful a stressor it could be.

Since that enlightening episode I’ve been looking more closely at the various ways defective hearing may impact the lives of the persons involved. Some of these ways are neither intuitive nor obvious. For example, impaired hearing has been linked in a growing number of studies to depression, anxiety, sleep disorders and, often, low self-esteem. Clinical observations also suggest a better-than-chance inclination toward mild to moderate paranoia. Which brings us to the point that impaired hearing can, and usually does, have a negative impact on social and personal relationships due to communication difficulties, self-imposed isolation and social avoidance. This connection is more obvious, but we really don’t know much about it from systematic studies, i.e., apart from clinical evidence. Some enterprising PR scholar in search of a research program might want to

consider working on this (hint, hint). In fact, I have a relevant study in mind that I'd probably undertake if I were still active in the PR research racket. It has to do with the plight of the hearing impaired in light of the old and unjustly forgotten sociological concept of marginality. Want more details? Feel free to e-mail.

Now on to the fun stuff; the surgery itself and the rehabilitation process. The operation was intricate but surprisingly untraumatic.¹ The surgeon scooped out a hole in my skull above my right ear and threaded a thin wire down through my cochlea. This brought a set of electrodes into contact with my auditory nerve along a path normally occupied by the hair cells that convert mechanical vibrations into electrical impulses. I now have a totally non-working set of hair cells in my right ear. They have been permanently replaced by electrodes that stimulate the auditory nerve directly.

At the "hole" end of the wire is a receiver designed to pick up impulses transmitted by an external sensor that converts sound waves into a digital code. The receiver was fitted into the hole in my skull and covered over with a thick and healthy flap of skin. In case you worry about such things, be assured that hair has grown back over the repaired skin.

The external sensor, known technically as a speech processor (remember that!), is worn over the ear much like a behind-the-ear hearing aid. A wire runs from the speech processor itself to a circular device about the diameter of a U. S. quarter called a transmitter that transmits (duh!) the coded sound to the receiver firmly ensconced in the hole my head.

Both the transmitter and receiver are magnetized in a way that holds them in their proper place when the speech processor is being used. And no, I don't bang my head against metal light poles or gym lockers when I walk past them. The magnets aren't that strong. However, experimentalist that I am, I found that I can walk

¹ I did not even have to stay overnight in the hospital. 'nuff said on that.

around with light metal objects (e.g., paper clips) attached to the side of my head.

Now, having told you a lot more than you probably want to know about the mechanics of the procedure, let's get down to the adaptation process and how well the procedure is working.

So, how well is the procedure working? So far quite well, but it hasn't happened as quickly as I naively predicted in my previous column. I wrote (and I quote), "My surgery is set for early October. Getting back to near-normal hearing requires some post-surgical learning and adjustment, but I should be on my way by late November." HA! What I should have said was not *some*, but a *lot* of learning and adjustment. I could, but will not, delve into why I misled myself into thinking the rehab process would be relatively short. No matter. As of this writing, some six months after the surgery, the process is going well, but it is still going. Here's the story:

First, to allow for the necessary healing, the sound capability of the implant was not activated and the initial "mapping" (programming) of the processor was not done until a month after the surgery, i.e., early November. Second, after a week of adaptation, the initial mapping was assessed and a re-mapping undertaken. Since then, re-mapping sessions have been scheduled about once a month to accommodate changes 1) as my brain and auditory nerve adapt to sounds they haven't had to deal with for a long time, 2) as I adjust to a new way of hearing (digitally coded versus "natural" sounds), and 3) as I learn to "re-connect" sounds with environmental sources of stimulation. (Don't laugh. This is not as clear-cut a matter as you might think). Eventually, and I hope fairly soon, these re-mapping sessions will be scheduled only about once a year.

To put it all very briefly, my hearing experience with the implant has gone from terrible on the day the device was activated to quite good as of this writing. Had I not been forewarned, my first day of using the device would have left me feeling I'd made a very bad mistake. However, the audiologist had told me I would hate it on the first day, start tolerating it (and perhaps even

liking it) on the second day, definitely liking it after a few days, and then progressing steadily upwards from there. For the most part, he was right. The progress has been steady, but not linear. There have been a few “backsliding” days. For simplicity, let’s look at my hearing experience in terms of “at first” versus “as of this writing.”

At first, the sounds I was hearing through the implant device were high-pitched, staccato, “tinny,” hollow, “squawky” --and often loud. Most voices, especially women’s voices, sounded like --well, Donald Duck. Identifying sources of environmental sound proved interesting (i.e., “strange”) --simple things, like clocks ticking, refrigerators humming, etc. I had no idea, for example, just how loud, intrusive and “scary” the turn signal indicator in my car could be when I didn’t realize that was what I was hearing.

The “Donald Duck effect” was due primarily to the fact that, for technical reasons I do not understand, the speech processor does a better job with high frequency than low frequency sounds. Fortunately, high frequencies are what we need to be able to hear for speech comprehension. “AHA!” (you may be thinking), “That’s why they call the sensor a speech processor.” You’re right. But unfortunately, one needs to detect lower frequencies to get the “full body” of sound necessary for “accurate” hearing. This problem was ameliorated for me somewhat because I was using the speech processor in conjunction with the hearing aid in my left ear. The brain does a magnificent job of integrating the differing input from the two ears into a unified hearing experience.

There were a number of other “quirks” with the device, but you get the picture. Even so, there is no question that, from the start, I was hearing new sounds and hearing old sounds in a new and presumably better way. But with all the “strangeness,” I did not feel that, at this stage, I was understanding speech any better than I had before the implant, i.e., with two hearing aids. Apparently, I was wrong. On the evening of the

day after the activation, Katy and I went to the annual Thanksgiving banquet for university retirees. Several people there, most of whom hadn’t noticed the new device, commented that I seemed to be hearing better and that I was more relaxed. How about that! They knew I was hearing better before I did.

I can summarize improvements up to this time by saying that, as of today, the problems and “quirks” have either disappeared or diminished considerably. With my continued adaptation and repeated mapping, I am now hearing a broader range of frequencies and hence “fuller bodied” sound. Thus, the sounds I am hearing are more pleasant and natural. Perhaps most importantly, I understand speech noticeably better --and with less effort-- in a wider variety of hearing situations, including (praise be!) phone conversations.

And possibly more good stuff is yet to come. I will soon receive an upgraded speech processor. The new processor will have 120 channels as opposed to the 64 in my current device. And what does this mean? I don’t know. You’ll have to ask my audiologist. What he told me was this: “Imagine listening to someone playing a piano wearing mittens. That’s the processor you have now. Now imagine someone playing a piano using their separate fingers. That’s the processor you have coming.” This apparently means more refined and differentiated sound. Who knows? Maybe I’ll really enjoy music again for the first time in many years.

Hey! This got long, didn’t it? Well, you know how us old guys are. We tend to ramble. I’ll try to rein it in next time. That’s a promise.

NET NEWS

by Ben Le

As I mentioned in the last newsletter, IARR is in the process of planning an overhaul to the organization's website. As users of the website, I'd love to get your feedback on the following questions.

1. What does the current site do well? What content from the current version of the website do you think is essential to carry over to the new site? What current content areas should be expanded? Is there anything on the current site that is not useful and that should not be included on the new site?

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

3. What are your thoughts/comments on the general organization and/or appearance (e.g., colors, borders etc.) of the current page? Do you think it needs to be "tweaked" (i.e., modify and spruce up what we have already), or that we should start from scratch and design a whole new look?

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

The new IARR website is still in the planning phase, and won't be unveiled for several months or longer. Until the new site is up and running the current version of the website will be maintained as usual. Please send any announcements you'd like posted on the website, edits to specific pages, or other suggestions or comments regarding the website, to me at (ble@haverford.edu). I'll make any changes

immediately, and carry these edits over to the new site when it is launched.

**The 2008 IARR Conference
will be held July 17-20, 2008
in Providence, Rhode Island,
USA**

NEW PROFESSIONALS COLUMN

To Serve or Not to Serve? It Shouldn't Have to Be a Question

by Stacey L. Nairn

The service we render to others is really the rent we pay for our room on this earth - Sir Wilfred T. Grenfell

To serve or not to serve? This is one of the biggest challenges faced by new professionals as they step into a new phase of their academic journey. The question for the majority of us isn't whether or not to serve but how and when to lend a hand.

Service is one of the three basic focuses of life in academia. Regardless of rank or experience, we are expected to contribute some portion of our energy and time to committees and advisory boards, some more officially organized than others. On the upside, service work allows you to interact with colleagues you might not otherwise see on a regular basis, contribute to life in your university and beyond, and gives one

a sense of satisfaction and community. On the downside, it can eat up enormous amounts of your already scarce time, sometimes doing things you have absolutely no interest in doing. With the plethora of service opportunities that we are presented with it is often difficult to decide with whom we will serve and in what capacity.

When I first became an assistant professor, I was amazed at how many people came to meet and greet me in my new office. What I didn't realize was that in addition to wonderful hospitality, these colleagues were, in essence, sizing me up to determine whether or not I would suit their service committee needs. I'm told the situation is particularly remarkable if you happen to be female and/or a visible minority given that committees are striving to create as much diversity as possible in their ranks. As a female majority member, I was in the middle of the pack in terms of desirability. I was actively courted by several committee heads and was left feeling not only wanted, but needed. How then, was a newcomer to decide amongst all of these very attractive alternatives?

My first instinct took me to a more experienced colleague who gave me some wonderful advice:

- 1) Choose three committees/boards. One at the department level, one at the university level, and one either at the national/international level ("big picture") or out in your community. This way you are making a contribution at every level of your professional involvement.
- 2) Choose three levels of committee work. Only one of your committees will more than likely take up a large amount of time. The remaining two should require significantly less.
- 3) Volunteer to serve on committees that address issues that matter to you. Not only will you be more likely to remain involved with the group, you will garner an even greater sense of accomplishment from engaging in activities that matter to you as a person and a professional.

- 4) Remember that if you don't volunteer to work on a particular project, someone else will. No (as long as it's followed by a thank you) is not a dirty word. It's too easy to get caught up in the whirlwind as a new professional and begin to believe that if you don't do it no one will. The reality is that someone did it before you, and someone will do it after you. It doesn't always have to be you.

This advice has guided my service choices ever since. Here is how it breaks down for me:

- 1) I serve on three committees. The department ethics committee, the university ethics board, and as New Professional Representative to IARR.
- 2) My time commitment to the university ethics board is extensive. My work on the department ethics committee is moderate. My work with the IARR board can be intense but is more sporadic and is usually conducted by email.
- 3) My service work reflects my own interests. As a researcher who addresses emotionally sensitive issues and often conducts research that involves the use of deception or partial disclosure, I feel it is very important that I am informed as to the ethical guidelines in these areas. I also feel I have a certain level of expertise to bring to this area given that I do engage in these research practices. My position with IARR reflects my interest in helping others navigate the sometimes awkward and always surprising transition between student and new professional.
- 4) I tried saying No (thank you) once and lo and behold the next person they approached after me really did say Yes. Not only that but this committee was one that particularly appealed to her own interests and she therefore derived much more pleasure from working on it than I ever would have. If I hadn't said no, I would have deprived her of the opportunity to contribute to something that really ended up mattering to her.

This may sound simplistic but it really is true. On occasion I will still volunteer my services for short-term projects that pique my interest. To satisfy my frustrated efforts to become a Broadway star, I am instead a member of the Theatre Studies committee which requires me to give my opinion on issues in two emails a month. I also volunteer with my fiancé on a Children's Wish Foundation Golf Tournament planning committee once a year (I may not play but I'm very good at selling 50/50 tickets on the sunny 9th green!). Neither of these projects takes over my life but I am able to contribute to two very worthwhile causes with a minimum of hassle and maximum of enjoyment.

If all else fails, please remember a piece of advice given to me by a graduate school colleague: it's better to say "no" first and then ride in on your white charger to save the day after you've had time to think about it than to say "yes" first and let either yourself or others down.

Thank you for the privilege of serving as your New Professional Representative for the past two years. I hope I may have, in some small way, helped those of you making the transition from student to new professional realize that the road is indeed a bumpy one, but the view is very much worth the ride! And, since my service work at the international level is now coming to an end, I guess I'll be looking for a new "big picture" outlet for my services. My guess is I won't have trouble finding some committee who can use me.

IARR Members:
Update address, phone, and
email changes via our website:
Please go to www.iarr.org and
click on "Membership"

BOOK REVIEWS

Self and Relationships: Connecting Interpersonal and Intrapersonal Processes

Edited by Kathleen D. Vohs and Eli J. Finkel (2006). New York: The Guilford Press, 432 pp.

Reviewed by Ross B. Wilkinson
School of Psychology
The Australian National University

*T*his edited collection of twenty chapters on the links between self and interpersonal processes is a timely resource for those engaged in research and teaching in the area of relationships. The volume is presented in two parts. The *first* part is comprised of nine chapters that focus on the influence of the self on relationships and is divided into three topics: self-regulation, self-concept, and interpersonal schemas and orientations. The *second* part includes ten chapters focusing on the influence of relationships on the self and is divided into three topics: interdependence, specific social interaction processes, and interpersonal cognitive processes. Preceding all is an introductory chapter by the editors who are also co-authors on a number of the different chapters. The editors claim two main goals for this volume: first, to present a discussion of prominent programs of research in the area and second to identify a common self and relationships theme.

The opening section of *Part I* is concerned with self-regulation and contains two chapters. The first focuses on self-control and relationships (Rawn & Vohs) and the second on self-regulatory goals and interactions with and perceptions of an intimate partner (Fitzsimons). Rawn and Vohs discuss both the benefits of self-control and the costs of its lack to close

relationships with the conclusion that self-control is generally good while a lack of self-control is generally bad in terms of successful relationships. They also briefly discuss the evolutionary context of self-control and the potential origins of its development in the mother-infant relationship. Fitzsimons' chapter is more concerned with goal directed behavior particularly in relation to interpersonal evaluations. Fitzsimons argues that the extent to which a relationship partner furthers self-regulation with regards to a goal domain is an important factor in how that relationship is evaluated. Essentially it is argued that when self-goals are activated they directly effect our perception of partners.

In the section on self-concept, chapters on narcissism (Campbell, Brunell, & Finkel), self-worth (Park, Crocker, & Vohs), and reassurance seeking (Van Orden & Joiner) are presented. Campbell and colleagues argue that narcissism lies at the nexus of self and relationships. After a brief introduction to the history of narcissism as a psychological construct they present a rationale as to why this construct is important to the study of the self and relationships. The Agency Model of Narcissism is presented and discussed with relation to self-regulation and romantic relationships. Park and colleagues focus on how the self-esteem related concepts of self-worth contingencies and self-regulation goals may interfere with the maintenance of positive relationships. They briefly present potential factors in the development of contingencies of self-worth and look at how this may relate to a range of interpersonal and intrapersonal outcomes including rejection sensitivity, attachment style, and self-esteem. The chapter by Van Orden and Joiner presents an interesting discussion on the effect of excessive reassurance seeking on relationships. They argue that excessive reassurance seeking is a maladaptive coping strategy used to deal with doubts and worries typically associated with stressful life events and depression. They also discuss the role of social rejection as an outcome and argue that the excessive seeking of reassurance, social rejection, and depression constitute a self-perpetuating cycle.

The final section of *Part I* has chapters on interpersonal schemas and orientations with specific contributions examining attachment theory (Feeney), coping in romantic relationships (Knee & Cannevello), partner knowledge (Showers & Limke), and self-interest and interpersonal orientations (Van Lange). From a personal perspective, the chapter by Brooke Feeney on attachment is a highlight of the book. An excellent summary of the relevant theoretical elements is presented along with a discussion of attachment's relationship to support-seeking and giving. The central role of working models in interpersonal perception is described as well as the influence of interpersonal interactions on the development of attachment schema. In a strongly theoretically oriented chapter, Knee and Cannevello look at the role of implicit theories of relationships, particularly beliefs regarding romantic destiny and relationship growth, in coping in romantic relationships. The general idea of implicit theories is introduced and their role as a moderator between relationship events and outcomes is discussed. Showers and Limke's chapter concerns the way knowledge of a partner is organized and structured in memory. They apply the Evaluative Organization of Self Model to the partner knowledge context to examine the role of negative and positive beliefs. Cognitive mechanisms are described and the relationship between self-knowledge and partner knowledge discussed. The final chapter of *Part I* by Van Lange questions approaches to interpersonal relationships that are too concerned with self-interest as the dominant motivational force. The 'myth of self-interest' is discussed and he concludes that while self-interest is a powerful motivation, its influence in interpersonal interactions is often over-estimated. Van Lange discusses a range of interpersonal orientations including altruism, cooperation, egalitarianism, competition, and aggression.

The first section of *Part II* is titled Interdependence: Overarching Perspectives and chapters on evolution (Leary), the impact of rejection (Blackhart, Baumeister, & Twenge), subjective well-being (Lucas & Dyrenforth), and cognitive interdependence (Agnew &

Etcheverry) are included. Leary presents a fascinating chapter on the evolutionary function of the self and discusses the role of the 'sociometer' in monitoring the social environment. He incorporates the role of self-esteem in this discussion and, somewhat controversially, claims that individuals do not have a need for self-esteem. Rather, what seems like the need for self-esteem is really the need to artificially foster positive affect. The chapter by Blackhart and colleagues presents an overview of their program of research examining how self-defeating behavior is generated from interpersonal rejection. They look at factors that lead to increased self-defeating behaviors and decreased prosocial behaviors. They also discuss antisocial and aggressive behaviors as well as the potential mediating role of self-regulation. In their chapter, Lucas and Dyrenforth address the question "Does the existence of social relationships matter for subjective well-being?" They review the evidence with regard to sociability and social activity, relationships with friends and family, and marital status and conclude that social relationships do predict subjective well-being although the effect sizes are often small. Potential reasons for this are discussed. Agnew and Etcheverry examine the notion of the relational self and the relationship between relationship dependence and the self-structure. They argue that correspondence of outcomes is important in terms of whether an individual's self-concept is individuated away from their partner.

The second section of *Part II* looks at specific social interaction processes. Individual chapters on high maintenance interaction and self-regulation (Finkel, Campbell, & Brunell), the Michelangelo Phenomenon (Kumashiro, Rusbult, Wolf, & Estrada), shared participation in novel and challenging activities (Strong & Aron), and self-regulation (Koole, Kuhl, Jostmann, & Finkenauer) are presented. Finkel and colleagues review the evidence that effortful social coordination on interpersonal tasks can impair personal self-regulation on subsequent and unrelated tasks. They provide useful scenarios describing this effect and look at the literature on social coordination and self-regulation. An empirical program of research is

described. In their chapter on the Michelangelo Phenomenon, which describes how the self is modified by a partner's behavior to approximate the self's ideal, Kumashiro and colleagues look at the important role of partner affirmation in personal and interpersonal well-being. Strong and Aron examine how interpersonal well-being can be enhanced by the shared participation in new and challenging activities. They argue that this effect further enhances the perceived quality of the relationship by the participants. They also argue that positive affect mediates the link between shared participation and relationship quality. Koole and colleagues present a chapter examining self-regulation in interpersonal relationships with a focus on 'action' (change motivated) and 'state' (change resistant) orientations. They argue that these individual differences have important implications for interpersonal coping.

The final two chapters of the book comprise the section titled Interpersonal Coping Processes. In Chapter 19 James Shah examines the links between significant others, goal pursuits, and self-regulation and proposes a triangular model of self-regulatory relationships. Summaries of a number of studies are presented to support the multiple connections between these constructs. In the final chapter, Seeley and Gardner write about how social processes are recruited to support self-control. They argue that accountability to others is an important strategy for successful self-regulation for a wide range of interpersonal goals.

Overall, I think that this collection of chapters only meets the first of the editors' goals. While it does represent a fascinating tour through some of the key research programs in the area, I don't feel that any common theme emerges besides from the rather obvious one that relationships influence the self and that the self influences relationships. I would have liked to see a chapter that tries to bring the ideas from the different research programs together in an integrative way. However, the work is an important resource that I would recommend to those with an interest in relationship research.

Dyadic Data Analysis

**By David A. Kenny, Deborah A. Kashy,
& William L. Cook (2006). The Guilford
Press. 458 pp.**

**Reviewed by Larry Kurdek
Department of Psychology
Wright State University**

Anyone who has collected data from both members of a dyad has faced challenges in analyzing those data. Should I analyze data for husbands and wives separately or together? How do I assess husbands' influences on wives and wives' influences on husbands? How can I analyze data with both partners from gay or lesbian couples or both members of same-sex friendships when these partners have no formal distinguishable social roles such as "husband" and "wife"? Typically, standard textbooks in statistics and research methods have been of limited use in answering such questions, only citing dyad-level data as one example of how the assumption regarding independence of observations can be violated. Thus, the book on dyadic data analysis by Kenny, Kashy, and Cook (KKC) fills a unique void in the armamentarium of researchers interested in dyads. And, it fills it quite well.

KKC's book is divided into 15 chapters and covers a wide range of topics relevant to dyadic analyses. Four of these chapters deal with conceptual issues such as the meaning and measurement of interdependence (Chapter 1 and Chapter 2), classifying predictors or independent variables as between-dyads or within-dyads (Chapter 3), and distinguishing among various indices of correspondence between members of a dyad (Chapter 12). Two of them deal with general aspects of the two statistical techniques most commonly used to analyze dyadic data—multilevel modeling (Chapter 4) and structural equation modeling (Chapter 5). One of them (Chapter 6) deals with estimating and testing differences between correlations and variances for members of dyads. Seven of them deal with

specific designs, such as the design relevant to the actor-partner interdependence model in which persons participate in only one dyad (Chapter 7), social relations designs in which persons participate in more than one dyad (Chapters 8 and 9), "one-with-many" designs in which one person is a member of multiple dyads (Chapter 10), social network designs (Chapter 11), and longitudinal designs (Chapters 13 and 14). The book ends (Chapter 15) with an overview of some specialized designs, and a listing of "The seven deadly sins of dyadic data analysis" that no doubt emerged from the authors' joint extensive experience in reviewing submissions to journals.

There are several notable features of the book. First, the writing is very clear and for the most part not very technical. Anyone with a general background in research design and statistics covering ANOVA and regression has the necessary background to understand each chapter. Second, each chapter begins with a brief statement of the topics to be covered in the chapter, and each chapter ends with a well-crafted "Summary and Conclusions" section. Third, KKC provide a compelling case for using the dyad as the unit of analysis in their presentation of the actor-partner interdependence model. As KKC note, almost all theories of close relationships posit that the attributes and behaviors of one partner affect that of the other partner, and the model presents a clear strategy for thinking about and testing both actor (intra-partner) and partner (cross-partner) effects. The simple path model they present for the model itself should convince researchers with couple-level data not to analyze their data separately for each partner.

Fourth, because KKC teach by example, the important points in each chapter are illustrated with a walk-through analysis of real data. Finally, the website for the book (<http://davidakenny.net/kkc/kkc.htm>) lists corrections, clarifications, elaborations, and—most critically—data and software program files for each relevant chapter. Readers can quickly get updates to the book and retrieve the files they need to work through each example on their own. Syntax files are provided for such widely

available programs as SPSS, SAS, HLM, AMOS, and EQS, with the appropriate versions noted. I was a bit surprised that syntax files were not provided for the multilevel module in LISREL because this program is widely used. Although Kenny et al. nominate the MLwiN program as the most flexible program for handling longitudinal dyadic data, I would cast my vote for the multilevel module in LISREL or Mplus.

This book is so nicely laid out and well written that there are few critical comments to make about it. My only quibbles are that I wish a few topics had been addressed or dealt with in more detail, but this may be a bias of my own personal interests. The first I-wish topic deals with the use of parallel scales. KKC note that one of the limitations of a multilevel approach to analyzing dyadic data is that the analysis is limited to only one random effect (typically the intercept). In one of the first treatments to consider a multilevel approach to handling dyadic data with distinguishable members, however, Raudenbush, Brennan, and Barnett (1995) noted that the degrees of freedom needed for including an additional random effect could be obtained by using two parallel scales for the outcome score. They also claimed that such a procedure corrects for measurement errors. Because the Raudenbush et al. paper is probably well known to most researchers interested in heterosexual couples, it would have been useful if KKC had critically evaluated the use of parallel scales.

The second I-wish topic deals with the structure of error covariance matrices. In the standard growth curve analysis for dyads, the error covariance matrix is structured such that the errors at each time point are equal and the errors across each time point are uncorrelated. When dyads have distinguishable members, errors between partners at the same time point also need to be considered. Although KKC briefly discuss the specification of the error structure, I had hoped for a more extended discussion and set of recommendations. As KKC note, although the choice of error structure may not affect the estimation of fixed effects that are often of greatest interest to researchers, it does have a “dramatic impact on the standard errors” (p.

369) and, therefore, the tests of significance for the fixed effects of interest. I have found in my own reviewing experience that researchers rarely defend the choice of the error covariance matrix used in their analyses although it is formally part of the model being tested.

The third I-wish topic deals with the use of time-varying covariates. Even a cursory glance at articles published in developmental psychology journals in particular reveals that growth-curve analyses in which the predictors of growth are of concern are now very common. Consequently, it would have been useful if KKC had discussed more complex growth curve models in which time-varying predictors of the parameters of the growth curves were considered. The setup for data for such models within a multilevel framework is not straightforward because the time-varying predictors need to be deviated around the subject’s mean for that predictor (Raudenbush et al., 1995). Such models might be easier to test within a structural equation modeling framework in which multiple growth curves can be designated with relative ease.

These minor quibble aside, I recommend this book with the greatest enthusiasm. Kenny has made the case a long time ago that the study of couples requires specialized analyses. In this book, Kenny and his esteemed colleagues have done an admirable job in describing and offering tutelage in these analyses. Anyone doing research on dyads will find this book and its support resources to be invaluable.

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JOURNALS UPDATE

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

by Paul A. Mongeau, Editor

The 2006 calendar year was another strong one for JSPR. We received in the neighborhood of 200 new manuscripts (it is rather difficult, for a number of reasons, to generate an exact number). This is in line with the historical peak in submissions we received in 2004 and stronger than the number of submissions received in 2005.

In my last report, I indicated that we had just gone online with *SageTrack* (Sage's branding of the *Manuscript Central* system for the submission and evaluation of manuscripts) on 1 September 2006. As I compose this report we've been working with *SageTrack* for over seven months and, overall, things are working quite smoothly. As with any technological system there is always the occasional problem (e.g., we had quite a few password issues early on), but working with Sage, we have been able to reduce their number and impact. Though we are still learning what can, and what cannot, be changed, it is an interesting and helpful system to work with.

In the 7 months since we rolled out *SageTrack*, we have received around 120 new manuscripts from 18 countries (from Australia to Zimbabwe) on five continents. Word from the Associate Editors (and from my own experience) suggests that *SageTrack* is a real time saver. Many of the tedious chores (e.g., receipt of a manuscript; soliciting reviews, etc.) are now automated. This saves a great deal of time and energy. I am also finding that it is much easier to keep track of

which reviewer is behind or what manuscript needs immediate attention.

If my own experience is any indicator, the turnaround time between submission and decision has decreased dramatically. I have not performed the journal analyses (e.g., turnaround time, acceptance rate) comparing pre- and post-*SageTrack* eras, but at this point, it seems as though many of the changes have been positive. It appears to me that reviews are coming in, and decisions are going out, more quickly. Part of the reason for this is that the tasks that we need to perform and the information necessary to perform them are, in most cases, readily available. This makes our job much easier. Therefore, looking for a scholar who focuses on dating relationships from an evolutionary perspective (for example) is a simple task.

I almost hate to say this (because the last time I said it, several changes happened all at once), but the editorial team is stable. I am pleased to announce that Sandra Metts (Communication, Illinois State University, USA) has agreed to step in as a new Associate Editor. We are still looking for scholars from Psychology and Family Studies and have received feedback on what look to be several excellent candidates.

Editor's Report on *Personal Relationships*

**by Rebecca G. Adams,
Editor**

As incredible as it seems, at least to me, I have completed more than half of my active term as Editor of *Personal Relationships (PR)* and my team's first issue has still not been published! By the time you receive this newsletter, you will have surely received *PR* Volume 14, Issue 1. Sometime in June, you will receive Volume 14, Issue 2. The tables of contents for both of these issues are printed at the end of this article. I am very pleased with their content and the diversity

of countries and disciplines the authors represent. Note that in my editor's prefaces to these issues, I discuss how we are working to achieve my editorial team's goal for *PR* to become more international and interdisciplinary and the importance of placing personal relationships in structural and cultural context. I would urge potential authors to read these prefaces, because they provide insight into the types of issues that might be raised as a manuscript is reviewed.

I want to thank the authors who contributed to my team's first two volumes for bearing with me while I was learning the intricacies of APA style and how to prepare and submit an issue. Without exception, the authors were very understanding about modifying their manuscripts to bring them into line with my team's editorial philosophy, making sure their work is readable and understandable by members of a variety of disciplines, stating their underlying cultural and structural assumptions explicitly, avoiding ethnocentric language, describing the characteristics of the populations and contexts from which data were collected, discussing how their results might have been different in another context, and outlining any practical implications of their findings.

So, how can you help us realize our vision? Submit your best work to *Personal Relationships*, especially if it is the result of interdisciplinary collaboration or compares findings in more than one context. Like all editorial teams, we can always use more reviewers, both new scholars and more established ones. We are especially in need of reviewers who are from outside the United States or non-Psychologists so we can continue to enforce our two-country, two-discipline rule for manuscript reviewers. At present we are planning to recruit one more Associate Editor. Although we may have filled that position by the time you receive this newsletter, it never hurts to express interest. My associate editors and I are working with Blackwell to do some outreach targeted to scholars outside the United States and in the disciplines of communication studies, family studies, and sociology, but we would appreciate any help IARR members can give us

in this regard. If you hear a good paper about personal relationships at a conference, especially by a scholar from outside the United States or from an under-represented discipline, please suggest he or she submit the paper to *PR*.

Prospective authors are likely to ask about turnaround time and acceptance rates. Our turn around time from submission to first decision is quite good, about 115 days ($SD=27$ days) for the submissions we received between June 1, 2005, and May 31, 2006, and about 113 days ($SD=42$ days) for the submissions we received during the six months following this period. During this first year of my team's term, we received 175 submissions, 70% of which we rejected during the first round of reviews. Of the 52 authors of manuscripts who received an invitation to revise and resubmit, thus far 18 have received acceptances of the revised manuscripts, 14 have submitted revised manuscripts that are still under review, and 9 have not yet resubmitted their manuscripts. Seven first authors withdrew their submissions instead of revising them and we rejected another 4 manuscripts after they had been revised. So, for the first year's submissions our acceptance rate will end up being between 10.3% ($18/175$) and 23.4% ($(18+14+9)/175$). I recently completed a survey of journal editors being conducted by the University of Aberdeen, Scotland. When I receive the results of this survey I will have a better idea of how our performance compares to that of other journals.

My associate editors and I would like to thank Sue Sprecher, past-Editor, for her amazing service to *PR*. Her last issue was published in December, but she has continued to host our website. She and I will soon be working with Ben Le to move it from the Illinois State website to the IARR website. I also want to thank Sandra Petronio (IARR President) and Michael Cunningham (IARR Treasurer) for their behind the scenes work supporting the journal and making sure we have funds necessary for operation.

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RRN is looking for an individual interested in joining the EDITORIAL TEAM of our newsletter. It is a great opportunity to be involved in the organization and work with colleagues from around the world.

**Please contact
lesley.verhofstadt@ugent.be, if you
are interested in joining our team.**

MEMBER NEWS & UPDATES

Congratulations to the following members for their outstanding recent accomplishments

CHRIS FRALEY (University of Illinois) received the Distinguished Scientific Award for Early Career Contribution to Psychology from the American Psychological Association. He is recognized for his innovative work on individual differences in adult attachment dynamics. Dr. Fraley's research has played a pivotal role in shaping the way scholars conceptualize individual differences in attachment, the dynamics of stability and change, and the psychological processes underlying the regulation of attachment-related thoughts, feelings, and behavior. His research provides insights into the basic processes through which people regulate their thoughts and feelings and the developmental roots of individual differences in cognitive and affective functioning. Dr. Fraley's work has helped

advance the way in which individual differences in attachment security are conceptualized and measured, the way researchers think about the continuity of attachment security over time, and the evolutionary functions of attachment in adult romantic relationships. Dr. Fraley earned his Ph.D. from the University of California, Davis in 1999.

VALERIE WHIFFEN (University of Ottawa) is pleased to announce the publication of her book *A Secret Sadness: The Hidden Relationship Patterns That Make Women Depressed* (New Harbinger Publications, 2007). In *A Secret Sadness* Valerie Whiffen examines the often hidden relationship factors that make women depressed using three detailed case studies from her own practice. She shows readers how interpersonal problems can contribute to depression and how working through these underlying issues can help them heal.

Return of a classic: *Human Relationships, Fourth Edition* (SAGE Publications, 2007), by **STEVE DUCK** (University of Iowa). This thoroughly revised edition combines the most recent research from social, personality, and developmental psychology, communication studies, family studies, and sociology with greater interdisciplinarity coverage and emphasis on processes of everyday life. Fresh insights from family studies, developmental psychology, occupational, and organizational psychology also combine to bring new perspectives to this thorough survey of the field.

Marriage and family therapist **ESTHER PEREL** (New York) would like to draw IARR members' attention to her new book *Mating in Captivity: Reconciling the Erotic and the Domestic* (2006). In this book, she presents a new take on intimacy and sex that grapples with the obstacles and anxieties that arise when our quest for secure love conflicts with our pursuit of passion.

UPCOMING CONFERENCES

THE JOINT 2007 AUSTRALIAN PSYCHOLOGICAL SOCIETY PSYCHOLOGY OF RELATIONSHIPS INTEREST GROUP CONFERENCE AND IARR MINI-CONFERENCE

“Generations of Relationships and Relationships across Generations”

NOVEMBER 10-11, 2007

The Australian Catholic University, Melbourne
Australia

The Committee of the APS Psychology of Relationship Interest Group proudly announces a joint conference combining its 7th annual conference with a mini-conference of the IARR. The Conference will include internationally renowned keynote speakers, exciting symposia, individual papers, posters, workshops, and professional roundtables. We invite the submission of abstracts of papers and/or posters and proposals for panels by the 25th June, 2007. Submissions addressing the conference theme of ‘Generations of Relationships and Relationships Across Generations’ are particularly encouraged although any work relevant to the psychology of relationships is most welcome.

Each abstract should be no more than 200 words. For a symposium there should be an overall symposium abstract as well as the individual abstracts. You should indicate whether your submission is for a paper, a poster, a symposium, workshop, or professional roundtable. Please clearly indicate the title of the submission and the names of the author(s) with the presenting author clearly indicated. The affiliation of each author should also be included. For communication of the outcome of the abstract review process you should provide an email address.

Email your submission to Ross.Wilkinson@anu.edu.au by Monday 25th June 2007.

A volume of conference proceedings will be published. For more information, including details on the submission of abstracts and proceedings papers, please visit the conference website via www.groups.psychology.org.au/porig/ or contact the Conference Chair, Dr. Ross Wilkinson (Ross.Wilkinson@anu.edu.au).

TSCF 2007 HAWAII CONFERENCE ON ETHNIC DIVERSITY AND SOCIAL CAPITAL

The Social Capital Foundation will hold its Third International Conference on 15-19 November 2007 in Hawaii. The subject of the conference is Ethnic Diversity and Social Capital. IARR members are invited to submit papers; participation as a discussant or attendant is also encouraged. Details of the submission and registration conditions are at <http://www.socialcapital-foundation.org/conferences/2007/TSCF%20International%20Conference%202007.htm>

ANNOUNCEMENTS

IARR SEEKS NOMINATIONS FOR PR EDITOR

The International Association for Relationship Research is seeking nominations for the editorship of the journal *Personal Relationships* (PR). *Personal Relationships* is an international, interdisciplinary journal that has as its aim the promotion of scholarship in the field of personal relationships throughout a broad range of methodologies and disciplines. The job of the Editor involves overseeing the review and publication process within IARR’s publication policies, and exercising the full range of editorial

skills, as well as soliciting manuscripts. As such, the Editor should be an internationally recognized scholar/researcher who is a leader in the field of personal relationships.

Following an initial period of preparation from January 2008 until May 2008 (which will likely include switching the journal to online manuscript processing), the incoming editor will begin processing new submissions to the journal on June 1, 2008. She or he will be masthead editor for at least three or possibly four years, 2010, 2011, 2012 and 2013, turning over the processing of new manuscripts to the subsequent editor on either June 1, 2011 (in the event of a 3 year term) or June 1, 2012 (in the event of a 4 year term).

Self-nominations for this important and rewarding role are welcomed. A complete application package should include (a) the candidate's CV, (b) a 2-3 page letter from the candidate describing his or her views on editing the journal, (c) names of three references who can comment on the candidate's qualifications as an editor, and (d) examples of three reviews (or action letters) the candidate has completed in the past 2-3 years.

In a covering letter, candidates are asked to reflect on their approach to being PR's editor. Applicants should include in this letter:

- their vision of the journal
- their editing philosophy
- their managerial approach
- financial matters,
- other matters they see as important

For example, in expressing their **vision**, candidates might set forth their goals and plans for the content of the journal, including an assessment of the journal's current strengths, weaknesses, or position vis-à-vis related publications and what initiatives the candidates would propose to further enhance the journal. Discussion of **editorial philosophy** may include comments on the criteria used in selecting manuscripts, editor-author relationships, any particular editorial policies the candidate might want to implement, the candidate's approach to

preparing decision letters, etc. Turning to the **managerial approach**, being an editor involves processing a large number of submissions in an organized, timely fashion; working with associate editors; working with the publisher in the publication production process; staying within a budget, etc. Candidates should comment on the managerial, administrative aspects of being editor. Apropos of **financial matters**, IARR does not pay for office space or release time, but provides basic financial support for office resources as necessary to journal editors. Applicants should include in their letters financial (or other forms of) support that would be available from their institution and costs they would anticipate in running the editorial office (including Associate Editor expenses).

Queries may be directed to any member of the Publications Committee:

Duncan Cramer d.cramer@lboro.ac.uk,
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 Julie Fitness, jfitness@psy.mq.edu.au,
 Claire M. Kamp Dush cmk54@cornell.edu,
 Sue Sprecher sprecher@ilstu.edu, or
 Dan Perlman (Chair) d.perlman@ubc.ca.

All nomination materials should be submitted (preferably electronically) to Dan Perlman (d.perlman@ubc.ca) by October 1, 2007.

CALL FOR NOMINATIONS FOR THE GERALD R. MILLER BOOK AWARD AND THE FRANKLIN H. KNOWER ARTICLE AWARD

The National Communication Association's Interpersonal Division Awards Nominating Committee invites nominations for the Gerald R. Miller Book Award and the Franklin H. Knower Article Award. The deadline for nominations is July 16th, 2007. Materials should be sent via email to Steve Wilson at wilson25@purdue.edu and/or by mail to Steve Wilson, Department of Communication, Purdue University, 100 N. University St., West Lafayette, IN 47907-2098, USA.

Gerald R. Miller Book Award

The work nominated must have been written by a member of the Interpersonal Communication Division and published no earlier than 2002. Authored and edited volumes are eligible for consideration, but preference will be given to authored volumes (all else being equal). Nominations must be made by someone other than the author(s).

Books may be nominated by sending an email that includes complete bibliographic citation information and the ISBN number. Although not required, nominators also may send a brief (100-word) rationale for the nomination as well as copies of any book reviews and/or other evidence of appraisal.

Franklin H. Knowler Article Award

This award is to be given to an article or chapter authored or co-authored by a member of the Interpersonal Communication Division. It need not have been published in an NCA journal (e.g., publications in other communication, psychology, or close relationships journals are eligible) and must have been published no earlier than 2002. Nominations must be made by someone other than the author(s).

Articles or chapters may be nominated by sending one clear copy of the article/chapter that includes complete citation information. If possible, please send a PDF rather than a hard copy of the article/chapter. Although note required, nominators also may send a brief (100-word) rationale for the nomination.

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*term ends June 30, 2007

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