Greetings from the President

by Sandra Petronio

Health and Growth of IARR

As we reflect on this last year and anticipate our future, we can feel confident that IARR is growing strong and prospering as an association. Our fortune is witnessed in the number of devoted and effective members serving in leadership roles; in particular, we have had the guidance of many knowledgeable and capable Presidents, most recently, Beverly Fehr. The support she has given to the IARR Board and membership continues the tradition of being available to offer insightful answers that impact the association. As Immediate Past President, Terri Orbuch is a role model for all of us to follow and she helped set the pace for both Bev and me. Terri is one of those members who keeps on giving in many ways and is a storehouse of information about our association. Her expert work on the Elections Committee and as Chair of the Media Relations Committee, in addition to her role as Immediate Past President is evidence of her dedication to our association. We owe both Bev and Terri our heart-felt thanks for their devotion to IARR. We are also privileged to have Phil Shaver serving as our Vice President. His reputation for thoughtfulness about issues and willingness to get the job done will serve us all well in the future.

We are especially grateful for the care with which Chris Agnew has attended to our financial health. His stewardship and guidance has been exemplary. As only one example, Chris has obtained federal tax-exempt status for our association and that important step has paved the way for our ability to pursue investments. Our new Secretary and Treasurer, Michael Cunningham, has a firm foundation and clear path because of the exceptional job that Chris did during his tenure. We have no doubt Michael will take us to new heights. As further illustration of Chris’ commitment to IARR, he has agreed to serve as the Membership Committee Chair, following in the footsteps of Robin Goodwin who held that position for the last two years and helped us continue growing in terms of number of members. Thank you to both Robin and Chris.

We can also measure our health through the extremely successful conference held in Crete this summer. Kostas Kafetsios, our local host for the conference, did an excellent job in developing an exceptional conference in one of the most beautiful settings I have ever personally experienced. In addition, the conference came off without a hitch. There were approximately 566 participants, considerably more than in recent history, and they represented a number of different countries. There were many disciplines and a good mix of students, new scholars, and senior scholars. We are also indebted to John Caughlin who was our Program Chair for this conference. He put together a great program, skillfully done, and masterfully executed. We thank both Kostas and John for their contribution to our association. If you are so moved, I am sure they would appreciate hearing your thanks.

We are certain that the 2008 conference in Providence, Rhode Island, will give us an equally exciting opportunity. Wendy Samter will be our local host. She has put together an outstanding array of options, a good conference hotel, and many surprises—some of which she talks about in this newsletter. In addition, Lisa Diamond, our Program Chair, has many wonderful ideas for the program. Hope to see you all there in 2008.

In talking about our conferences, one of the people behind the scenes is Leanne Knobloch. She has been chair of the Future Conferences Committee and continues to serve us in this capacity. Her thoughtfulness about the issues regarding proposal
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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 Susan Boon, Department of Psychology, University of Calgary, 2500 University Dr. NW, Calgary, AB T2N 1N4, Canada; sboon@ucalgary.ca. 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.)
submissions is commendable and so is her service as counsel to the Board.

As you can see, each of these members contributes greatly to the inner workings of IARR. However, there are many more who have made a difference to the association.

When we look to our future, we see that the support of our new scholars remains significant. The vision for developing programs and sponsoring mentorship opportunities has been an important building block for IARR. Nancy Eckstein, who has just finished her term, worked tirelessly in expanding the scope of the mentoring committee as Mentorship Chair. She planned New Scholars conferences and brought together people so that they could learn from each other. We thank Nancy and are confident that Ashley Duggan, our new Mentorship Chair, will take the concept in new directions, offering innovative programs and the prospect of expanding the opportunities for new scholars.

We can imagine how much work is involved with serving as the Chair of the Publications Committee and we found expert guidance in Julie Fitness’ ability to address each issue with ease and careful consideration. Clearly, the selection of Dan Perlman as the new Publications Chair means that we will have a person with the same kind of intelligence and insightfulness, while he will bring his own brand of ideas to the position. We know we are in good hands with Dan. We also have had considerable advantage in the caliber of individuals serving as editors for Personal Relationships and Journal of Social and Personal Relationships. Both Rebecca Adams (PR) and Paul Mongea (JSPR) represent scholars of the uppermost integrity and will continue to keep the bar high when it comes to excellence in published work representing our association. Susan Boon, our Relationship Research News editor, as you can see with each edition, is an expert in her ability to put our best foot forward through this publication. She has been a guiding light in her term and we are very grateful to her for all of the hard work she has done for IARR. Thank you Susan.

There are many different positions that together make IARR what it is as an association. The chair of the Awards Committee is such a position. The most recent chair, Rowland Miller, gave an impressive set of speeches about the award-winners this summer at the Crete conference and worked tirelessly with the selection committee to determine the award recipients. Recognitions like these are the glue that cements the meaning of scholarship and commitment to the study of relationships. His leadership was important in maintaining the integrity of this committee and the mandate of our association. We continue our fortune to have Denise Haunani Solomon chair this important committee. Given her reputation for hard work and considered judgment, she will provide the leadership necessary to do an expert job.

Likewise, we must recognize Ben Le and his continued willingness to serve as Website Committee chair for IARR. It is difficult to get skilled and committed professionals to sign on for this task. Not because it lacks importance—to the contrary, maintaining this website is critical—but it takes someone who understands not only the broad scope of the IARR association, but also someone who is able to do the work. Ben Le satisfies both criteria; we should thank him for his willingness to continue in this position. Likewise, we should thank Larry Kurdek for a job well done as Member-at-Large. He seemed to be first to respond and provided important, well-measured reactions to questions posed to the Board. Although Larry is no longer on the Board, we look forward to Nancy Collins bringing continuity and her wisdom to the Member-at-Large position as she remains in place for this next year. We also welcome Peal Dykstra in this position for the next two years. We are certain that Pearl will contribute greatly to the decisions we make in the future. Finally, Stacey Nairn continues to serve us well as the New Professional Representative. Thank you Stacey for the vantage point you give us on the Board.

In sum, the talent is in place, as you can see, so we are set to achieve the next level of successes.

Before I close, there are some future goals that you might find interesting.
1. Since we are now able to invest our funds, the Board will be working with Michael Cunningham to develop an investment strategy.

2. Along with guidance from Ben Le, we are beginning to develop a website that provides the membership with more options and access to resources.

3. Along with determining resources, Terri Orbuch and the Media Relations Committee will be working with Ben Le to find ways to make our research more widely known outside of our membership.

4. Internally, Phil Shaver, Beverly Fehr, and I will collaboratively work to develop the Administrative Handbook and update other materials needed for governance of IARR.

5. One of my priorities is to work with Ashley Duggan as the Mentorship Chair to expand the scope of the mentoring for IARR membership.

6. We will also continue commitment to move forward with web-based submission procedures for conferences and on-line submissions for the PR journal.

7. We will also work to increase the number of members outside the US.

In conclusion, we are poised to reach further than ever before. Our rich foundation, and all of the people who have helped us get to this point, gives us an enormous advantage as an association. I am proud to be part of IARR and speak your praises every chance I get. I look forward to serving you this year as President. Thank you.

Sandra Petronio  
IARR President

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FROM THE EDITOR’S DESK

by Susan Boon  
University of Calgary

I write to you for the last time as editor of this newsletter. My team and I officially end our editorial term once I give the “thumbs up” to the folks at Blackwell and sign off on the proofs. I’d like to think that we achieved some good things with the newsletter over the past three years and that we will leave the incoming editor—whoever he or she may be—with a good “starting place” to move on from as she or he sees fit.

This issue we have two special features for your reading pleasure: one an update from John Caughlin on the tremendously successful IARR conference in Crete and a report by Rowland Miller, past Awards Committee Chair, on the recipients of the various 2006 IARR awards, and the second a trio of essays organized and edited by Joao Moreira on the topic of diversity in our organization. I’m delighted that Joao agreed to undertake the preparation of this feature while I was still editor of this newsletter. His earlier column some issues ago on diversity (“Time for Affirmative Action?” Spring 2005) and some conversations I’ve had with Joao and others over the past few years inspired me to ask him to develop a more thorough discussion of the relevant issues and I am grateful to Joao—and to the other contributors, Stan Gaines and Keith Davis—for taking the time out of busy end of summer/early fall schedules to put the feature together.

As a nice complement to the feature on diversity, we also have a report from Agnaldo Garcia on a number of exciting developments in Brazil that demonstrate some of the kind of work that can and needs to be done to facilitate the growth of relationship research outside the

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IARR Members:
Submission deadline for Spring issue of RRN
April 1, 2007
“powerhouse” research centres/countries. Be sure to check out his column, “News from Brazil” to learn how things went at the 2005 IARR mini-conference in Vitoria, Brazil, and about ways you can help to increase the visibility of relationship research conducted by scholars in countries currently under-represented in our journals and in our organization.

You also won’t want to miss Wendy Samter’s teaser for the 2008 conference to be held in Providence, Rhode Island. It’s chock full of details to motivate you to plan ahead to attend.

Moving to our regular columns, this issue we bring you not one but two articles related to teaching. Sandra Metts, recipient of the 2000 ISSPR/INPR Teaching Award, graciously agreed to write a Teaching Tips Column when I invited her to do so earlier this year. The fruit of her efforts is a discussion of the importance of credibility in the classroom and a series of very practical hints for how to increase our credibility as instructors and “performers.” In addition, in a brief essay, Lou Medvene describes a course he has taught for the past two years on helping relationships and offers to share the benefits of his experiences with others who may wish to consider teaching a course on this topic.

Also in this issue, 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. And Kristen Eis Cvancara and Hans-Werner Bierhoff review books written/edited by IARR members.

Of course, no issue of Relationship Research News would be complete (at least in my opinion) without contributions from our Lighter Side authors and our Retired and New Professionals. I am indebted once again to Dave Kenny and Dan Canary for their willingness to indulge their talents for spinning an irreverent tale and to Stacey Nairn for crafting a primer on writing that first (or later) research grant. As for Paul Wright, he tells me that he’s written his last Retired Professionals Column. Thanks to Paul for sharing with those of us not yet retired some of his experiences during his transition phase in his career. [And we wish you the best for a successful cochlear implant and a speedy recovery!]

Let me end this column with a plug for the Publications Committee as they seek nominees for the newsletter editor position. Serving as editor for the past three years has provided me with numerous opportunities to interact with members of IARR and it has been a real pleasure to do so. I’ve networked with dozens of contributors over this period and have always been impressed with people’s willingness to give of their time to write on topics of importance to the organization and to themselves. There is a lot to be enjoyed about the duties associated with the position of newsletter editor and I hope my successor finds it as satisfying a way to contribute to IARR as I have.

So this is it! Thanks to the Board for their support and encouragement over the past three years. Thanks to the many individuals who have contributed to special features—there are too many of you to list here and that stands as a tribute to the graciousness of the members of this organization. And of course a special thanks to those who submitted columns every issue. And to my editorial team—especially Christie Lomore (liaison), Kris Beals (book review editor) and Maureen O’ Sullivan (Dr. Socrata Tibbs-Chips of Teaching Tips Column fame)—thanks for always being there.

IARR Members:
Update address, phone, and email changes via our website:
Please go to www.iarr.org and click on “Membership”
IARRC 2006 in Retrospect

by John Caughlin
University of Illinois Urbana Champaign

When Susan Boon first asked me to write “something for the fall issue of RNN,” my first reaction was that it won’t take long to write: “Whew! We made it!”

Without question, the dominant concern prior to the conference was whether everything would work out after having to move to a new location—only weeks before the conference. I expected that this would have some unforeseen consequences: How could it not? For example, I spent a great deal of time in the original planning making sure that each session would be in a room large enough to accommodate the expected audience. Of course, that planning went out the window when everything was shuffled down the road to a location with fewer large rooms.

In the long run, there were a few snafus, but these were minor compared to the things that went right. I don’t think we can thank Kostas Kafetsios enough for the extraordinary efforts he put in to make sure that everything went well. He planned many amazing and memorable events. I recall overhearing somebody after the opening ceremony at the Fortezza say something along the lines of, “I always enjoy this conference, but this location is special. When people look back, this is what they are going to remember about the conference.” That seemed reasonable to me at the time, but there were so many remarkable locations and events to follow that I suspect many attendees won’t be able to focus on just one.

As amazing as the planned festivities were, I have to say that I was equally amazed at how smoothly Kostas and his colleagues managed the move to the Rithymna Beach Resort. What a backup plan! I never actually saw the university grounds, but I suspect we ended up at a nicer locale.

Another extremely positive part of the conference for me was the graciousness that permeated the conference. I had heard about the Cretan hospitality, and from the student helpers to the people from Ibis el Greco, they more than lived up to their reputation. Indeed, I got the sense that there was some secret mission to make sure no visitor would experience unnecessary inconvenience (and rectify it if somebody did).

As for the conference attendees, I cannot attribute their graciousness to a shared cultural attitude—we had people from six continents (we’re still trying for our first IARR delegate from Antarctica) and over thirty countries. Perhaps the local attitudes rubbed off on everyone, or perhaps IARR attracts agreeable scholars, but I was very gratified by the many interactions I had with others at the conference.

Prior to the conference, I had been told that being a conference planner is a thankless job, but I found that to be far from true. Literally dozens of people—including many I had never met before—came up to me and thanked me for working on the program. In each case, this was unnecessary, but the cumulative effect was to magnify my impression that IARR is really an unusually friendly group. On the other side of the ledger, I can count on one hand the number of complaints I heard at the conference. (Strangely, one of the complaints involved there being too much research on attachment theory and another concerned there not being enough...
sessions on attachment—in both cases I just said that the amount reflected the proportion of submissions in that area...) Anyway, the program certainly wasn’t flawless—I think the lack of complaints reflects a group of scholars who enjoys getting together so much that imperfections and inconveniences seem minor in comparison to the benefits of the meeting. (Either that, or people who had complaints thought I was too scary to approach. I choose to believe my first explanation.)

So that’s my general impression of the conference. In a nutshell: WOW to the locations and events and KUDOS all around for excellent interpersonal interactions.

I feel compelled to add one more thought, however. (Susan did tell me that I could write about “whatever.”) I have been saying for years that IARR conferences (and those of its predecessors) are (were) my favorite conferences. No small part of this opinion comes from the fact that relationships conferences always seem to produce at least one moment that is simultaneously unexpected, strange, and enjoyable. From this year’s awards dinner, I’ll never forget the excitement as the crowd grew around the small (~13 inch) television to see the extra time in the World Cup Final. The bewildering meltdown that got Zidane sent off and Italy’s victory in penalty kicks would have been exciting regardless of the viewing circumstances. But, as I stood on a chair, trying to get a glimpse of the action, I took a peek around at the few dozen people from all over the world, huddled in front of the TV, and I thought “This would not be any cooler if we had a 200 inch plasma TV.” It was an exquisite experience unlike any I’ve had before; yet it was strangely reminiscent of the incidents that I have come to think of as relationships conferences moments.

I can’t wait to see what memorable moment emerges from the 2008 IARR conference.

2006 IARR Awards Committee Completes Its Work Jubilation Sweeps Organization

by Rowland Miller
Sam Houston State University
Chair of the Awards Committee

IARR recognized both established stars and promising newcomers with nine awards at the meeting in Rethymnon. Nominations for the awards were made by IARR members, and the winners were decided by a diligent, thoughtful, and generous panel that included Walid Affif, Nancy Collins, Bill Cupach, Diane Felmlee, and Shelly Gable. They were wonderful colleagues, and they are due our collective thanks.

Steve Duck New Scholar Awards provided $400 grants for specific research projects to two winners. The predoctoral winner was Katherine J. Williams, a student of Clinical Psychology at UCLA, who will be studying the language used by distressed and nondistressed couples in their problem-solving interactions. The postdoctoral winner was Stacey L. Williams of East Tennessee State University. Stacey will be conducting a diary study of the social support received by people with health-related stigmata such as HIV infections, infertility, and cancer.

The Dissertation Award went to Steven M. Graham of Carnegie Mellon University. Working with Peggy Clark, Steve found that people with low self-esteem segregate positive and negative information about their relationship partners so that their partners seem at turns to be either magnificent or cruelly flawed, with little middle ground.

Another notable work was judged to be the most impressive article to appear in Personal Relationships and the Journal of Social and Personal Relationships in 2003 or 2004. Given the reach and quality of relationship science, there were several contenders. Nevertheless, the Article Award went to Judith Feeney, Richard Alexander, Patricia Noller, & Lydia Hohaus for

The Book Award was presented to The Dark Side of Relationship Pursuit: From Attraction to Obsession and Stalking by William R. Cupach and Brian H. Spitzberg (2004). There was a touch of confusion when Bill and Brian received their awards: Instead of the tasteful wood-and-acrylic desk plaques that were being provided to other winners, Dr. Spitzberg was initially given a rather vulgar bowling trophy with a cheap nameplate that read “IARR Book Award.” Happily, this error was rectified at the close of the awards ceremony when the Chair of the Awards Committee located the proper memento.

Other awards recognized diverse accomplishments over longer spans of time. The Gerald R. Miller Award for Early Career Achievement went to Kory Floyd of Arizona State University, who is the author, coauthor, or editor of three different books published this year alone.

The Berscheid-Hatfield Award for Distinguished Mid-Career Achievement was presented to Mario Mikulincer of Bar-Ilan University. Mario is very well known for his work on attachment and has averaged about 10 publications per year for the last 20 years.

The Mentoring Award honored the tutelage and training provided by Anne Peplau of UCLA. Several mentors were nominated—this was a very competitive category this year—and it’s regrettable that we had only one award to give. Many of us are regarded by our students, both past and present, with respect, gratitude, and affection that is genuinely stirring, and Anne has especial reasons to be proud.

Finally, our Distinguished Career Award went to Arthur Aron of SUNY Stony Brook. The breadth of Art’s work—ranging from his famous first publication, Dutton & Aron (1974), to his current investigations of the neuroscience of intimacy—is remarkable. (Indeed, I was impressed to find that it shows up in six different chapters of my Intimate Relationships text.) From fear and attraction to novelty and self-expansion, Art’s work has consistently broken new ground.

One award is absent from this list: No nominations were received for the Teaching Award, so no winner was decided. Our award process (for the awards to be conferred at the conference in 2008) will begin again next fall, and you are cordially invited to participate. Please consider nominating yourself, or a respected colleague, for one of our awards next fall.

FEATURE ARTICLE

Our Backyard in the Global Village (Or Maybe the Other Way Around): A Special Feature on Diversity in the IARR

edited by
João M. Moreira
University of Lisbon, Portugal

Introduction

There is hardly a need to persuade anyone minimally attentive to the world around us that the metaphor of a “global village” is becoming more and more accurate in our time. The increasing number of people who are travelling and/or migrating to other regions and countries can be seen both in statistics and in our own personal networks. As a consequence, cross-cultural contacts and relationships increase in number and importance, and all around we see increasingly varied people we can and must relate to.

To both individuals and organizations, this is both a nuisance and an opportunity. It certainly
makes us go out of our usual way on many occasions and in many ways. But even that can end up in gains, as it forces us out of our beaten path and calls for creative new ways and new goals. It can help us reach new grounds and new levels. The other option is to remain isolated in our shack and become more and more parochial and stale.

The current special section on the issue of diversity was designed in the hope of contributing to IARR’s taking of the former way. An increasingly interconnected world faces us, both as a field of science and as a society, with increasing demands but also with great opportunities. How well we can profit from these depends on how well we can tackle the challenge.

This section would not have come into existence without the encouragement and persistence of the IARR Newsletter editor, Susan Boon. Not only did she put forward the initial invitation—after seeing the column I wrote on diversity as New Scholar representative for the Spring 2005 issue—she was not discouraged by my initial postponing of the project, and showed impeccable steadfastness when confronted with its bumpy journey to completion. Special thanks are also due to Christine Lomore, Susan’s Editorial Assistant, who took charge of dealing directly with me and the other contributing authors, and so faced most directly the intervening difficulties. Thanks are also due to other colleagues who, although not contributing directly with written texts, provided me with opportunities for discussion, feedback and original ideas. Among those I would like to cite particularly Ruth Sharabany, Dan Perlman, Rebecca Adams, and Mahzad Hojisat, but many others are also deserving of credit. Finally, I would like to thank the two eminent colleagues who, in spite of the summer period and juggling other responsibilities, managed to put together the two pieces which, together with my own final contribution, comprise this special feature.

Cultural Diversity in Relationship Research: A Global Perspective
by Stanley O. Gaines, Jr.
Brunel University, UK

In certain social-scientific circles (e.g., Mook, 1983), external invalidity has been treated virtually as a badge of honor. Within the field of personal relationships, few scholars have argued explicitly that external invalidity is a desirable feature of empirical research. Nevertheless, one aspect of external invalidity—namely, the lack of demonstrated generalizability of results across cultural contexts—pervades much of the literature on personal relationships (Gaines, 1997; Goodwin, 1999).

At first glance, my assessment of the cultural diversity of relationship research may seem unduly harsh. Indeed, IARR deserves considerable credit for its attempts to promote cultural diversity among its journal articles, conference papers, and scholars. In the present paper, I summarize some of IARR’s most noteworthy efforts toward cultural diversity and suggest ways that IARR can expand on those efforts.

Since 2000, IARR journals have begun to publish special editions in which the empirical articles as a whole reflect cultural diversity. For example, Personal Relationships published an edition on context (Surra & Perlman, 2003); and the Journal of Social and Personal Relationships published an edition on race and ethnicity (Orbuch & Fine, 2003). In the future, one or both IARR journals could expand on such efforts by publishing a special edition on cross-cultural (and especially cross-national) perspectives.

Also, throughout their respective histories, IARR journals have actively sought manuscript reviewers, editorial board members, and editors from diverse cultural backgrounds around the world. Such efforts are obvious from the
institutional affiliations of the editors and associate editors of Personal Relationships and the Journal of Social and Personal Relationships. In the future, the IARR Publications Committee could expand on such efforts by specifically requesting applications from potential editors whose cultural backgrounds are varied and whose vision is international in scope.

Finally, throughout its history, the IARR (as well as its predecessors, INPR and ISSPR) has actively sought membership and conference participation of relationship scholars from diverse cultural backgrounds around the world. For example, membership committees have tried to identify advertising outlets that could maximize potential members’ exposure to the organization; during the 1998 ISSPR conference; in response to a request from organizer, Terri Orbuch, I organized a session on ethnicity and relationships; and during the 2006 IARR conference, Glenn Adams organized a session on culture and relationships. In the future, IARR could expand on such efforts by co-sponsoring a conference with organizations whose primary focus is culture (e.g., the International Association of Cross-Cultural Psychologists); such a conference could boost IARR membership among scholars around the world, as well as boost IARR conference participation from scholars with diverse cultural backgrounds.

In closing, I strongly encourage IARR to redouble its efforts toward increasing the cultural diversity of its membership and of its scholarship, even as I applaud IARR for its achievements in this regard. Having relocated from the United States to the United Kingdom several years ago, I am acutely aware of the need for a global perspective in pursuing cultural diversity within IARR. I am optimistic, though hopefully realistic as well, in my own attempts at helping IARR become increasingly diverse.

References


Recruiting Young Relationship Researchers and Diversity Issues

by Keith E. Davis

University of South Carolina, USA

After reading Stanley Gaines’ short essay, I found myself in agreement with all of his major points. What is there left to say?

Recruitment of young scholars is essential to broadening the diversity of IARR. I found both the disciplinary diversity and the cultural-ethnic diversity among the participants in the 2006 meeting encouraging. Personal steps that can enhance the newcomers’ sense of being welcome and included are such things as (a) seeking them out after a presentation for discussion, or (b) visiting the posters and actively engaging the newcomers, or (c) when appropriate, suggesting places to submit their work for publication. Many of the old-timers do such things as a matter of policy. Would it make sense to have an IARR committee develop explicit recommendations and seek volunteers for this kind of activity at future meetings? That is an open question.
A second issue for young scholars is the plethora of opportunities to present their work. In effect IARR is in competition with several related organizations who are also seeking to make themselves attractive to these people. I like Stanley Gaines’ suggestion of collaborative meetings among the smaller scholarly societies that might enhance the likelihood of increasing the disciplinary and cultural diversity of our participants. Travel support is limited at most institutions and departmental mentors advise young faculty to focus on the professional meetings that provide the greatest career enhancements—those with the networks of other with shared interests, those providing the opportunities for meeting grant funding officers, learning new skills, and those who hold their meetings in attractive locations.

Let me switch from a focus on what IARR can do about diversity to what each of us can do in our local institutions and I will use my own experience to illustrate. Since 1979, when I returned from a tour of duty in academic administration, I have been providing advanced undergraduates and graduate students with training in relationship research. At USC, we have 17 to 20% of our undergraduates from African-American roots, and slightly more than these percentages have declared psychology as their major. In a typical year we have 800 to 1,000 majors, with 40 to 50% wanting to go on in psychology, medicine, health-related fields, social work, or counseling. In most semesters, I had three to four undergraduates working on independent study projects on relationship or sexual behavior topics, at least one of whom was doing a senior thesis. Slightly more than 25% of these undergraduates made an oral or poster presentation at an undergraduate research conference or a regional meeting. Only one went on to become a recognized relationship researcher—R. Chris Fraley, who completed his Ph. D. work with Phil Shaver. One out of 171 undergraduates who worked with me on relationship research went on to become one of us. But the majority of these students have gone on to successful careers in medicine, public health (in pregnancy prevention and AIDS prevention), social work, guidance counseling, marriage and family counseling, and in clinical and forensic psychology programs. Because more than 20 of these students were minority students, they have contributed to the diversity of their chosen fields.

In the case of graduate students, I have formally been part of a clinical-community psychology Ph. D. training program since 1989. Among the 15 masters and Ph. D. theses that I have directed 13 were on relationship topics if stalking and relationship violence are included. What did I do to interest graduate students in IARR, ISSPR or INPR? I gave student memberships as holiday gifts. I sponsored the students in presentations at meetings of the APS and at ICPR and INPR new scholar’s conferences. I offered help in writing and editing papers. I suspect that these are things that all of us do for our students. Of these students, three were minority—African-American, and Asian-American, and Latino—but their career research topics have turned toward ethnic-identity related topics or community-prevention research. What they learned from me has helped them to do sophisticated work on their chosen topics, but on the other hand, they have not become relationship researchers—at least not in the sense of identifying with IARR and coming to its meetings. Three other students opted for teaching at liberal arts colleges and initially co-published with me on relationship issues but their ability to sustain an independent research program was limited by heavy (4 or 5-course per semester) teaching loads and relatively modest support for scholarly activities.

If my experience is typical of those of us not in the elite, research-oriented universities, then I think that we must count on those institutions to develop most of the young scholars in the field. And we must hope that not all of them commit all of their new resources to some version of cognitive neuroscience where fMRI results are more important than observations and measures of relationship data.
**Peter’s Burden**

by João M. Moreira  
University of Lisbon, Portugal

In this closing piece, I would like to highlight the points made by Stan and Keith in their contributions, and to broaden our perspective to other major aspects of the diversity question. In doing so, I do not want to go back to the topics I raised in my column for the Spring 2005 issue of RRN (Moreira, 2005). I think all of these are still relevant today in discussing diversity in our association, and so I encourage readers to look back for that text, which is still available through the IARR website.

I would, however, like to emphasize that I do not see the diversity problem for IARR as only a moral problem. It is also, and to a major extent, a problem of remaining relevant in a world where the academic, the political, and the educated public community in general will be growing more diverse and more sensitive to cross-national, cross-ethnic and cross-cultural questions. According to the opinion of many people I have talked to at conferences, IARR is doing a relatively poor job in terms of attracting and retaining a sufficiently diverse set of people. Such a situation, if not changed, should be worrying for a society such as ours.

In changing this panorama, both the issues raised by Stan and by Keith are of high importance. Diversity needs to be reflected not just on the composition of our membership, of our conference attendees, of the authorship and editorial teams in our journals, but also in the methodology and in the content of the research we do and convey to others. In this regard, Stan’s suggestion are timely and of clear value.

But if we want to attract and retain those people, we need to take into account their needs, their career goals, and the barriers they face. This has been made clear in Keith Davis’ piece, particularly in what regards ethnic minority people from North America. Scholars from elsewhere in the world will have their own issues, to which we should be equally alert.

I would, however, like to focus on another point, often left in the twilight in discussions like this. No matter how politically correct we try to be, we have to recognize that the globally dominant position of the western world, and of the United States in particular, is not the result of chance or arbitrary choice, but of a real difference in economic efficacy, with the corresponding reflexes in the cultural, political, military and scientific power spheres.

In fact, there can be no doubt that the US, together with Canada, Northern Europe and a few other countries like Australia and Israel have created a research community whose sophistication cannot be rivalled by those of other countries. The reasons for this superiority are also not a secret: infrastructure (i.e., quality basic education, communications), massive investment of resources (i.e., funding for research, student help), and the creation of a numerous research community with a selective, competitive climate. Without these resources, high quality research cannot be expected. And in many countries, such preconditions have only recently, if at all, begun to be provided. As is true in “real” economy, local enterprises in the developing world cannot be expected to compete in the world market and will necessarily be wiped out if subjected to deregulated global competition. One can see here how a diversity problem can be created.

Now, what is there to be done? For some, the solution might be in some kind of protectionism. True, many of my colleagues in Portugal, for example, publish mostly in local journals where competition is less demanding. Many of you are probably aware of proposals to limit publication in European journals of social psychology to authors of European origin or working in European institutions. I will not pass judgment on these attitudes and, fortunately, I do not have to, because they make no sense for a society like ours that aspires to be truly international.

Consequently, there is no sensible choice for us other than to retain, while striving to be
inclusive, what has made the currently dominant research community great. If I will be forgiven for using a religious image, I would quote from the Bible, and say (Mt. 22: 14) that “many are called, but few are chosen”. Journal rejection rates, including those for PR and JSPR, make this perfectly clear.

And yet, there is no other known way to achieve the production of high quality research, and there is hardly an advantage in reinventing the wheel when we have at our disposal a thorough coding of criteria for judging how worthy of attention different works of research are. Salvation for all is not achieved by opening the doors of paradise, but by making everyone give his or her best to deserve the right of entrance. That was the tactic Jesus employed (its degree of success I will not discuss here) to help create a heavenly realm. But, for that, someone will have to take on Peter’s burden (Mt. 16: 19) and decide who will be allowed in. The dialectical contradiction between this role and the universal love of god, between service to journal readers and the desire to include, requires a leap to an upper level. To become inclusive without becoming sloppy is our challenge. Our gatekeepers must remain steadfast and vigilant, even when feeling compassionate at heart.

If not protectionism, if not lower standards, then what? For me, the slogan must to be partnership. We will not be truly inclusive until we can raise the quality of the work from underrepresented cultures to the same level of quality we currently require, and we will not accomplish that if we do not remain strict and demanding, while at the same time flexible enough to work with our colleagues from outside the mainstream. In this we will give by integrating them into our community, but we will also profit by making our own work more broadly relevant.

Of course, many forms of this partnership are already in place. Large and growing numbers of students from less developed countries are taking their degrees in European and American universities. Many scholars from these universities are visiting other countries and teaching there. Many journal editors and reviewers are taking extra time and effort to help prospective authors. Many researchers are engaging in research projects with colleagues from less represented countries and communities. Workshops are held at conferences to help new colleagues grasp the most recent and sophisticated methodological and data analytic tools.

And yet, more of this needs to be done, and associations like IARR are in a privileged position to encourage it. For example, how about creating a diversity award, to honour those most contributing to the inclusive character of IARR? Or for the best cross-cultural study on relationships published in given period of time? How about recognizing how local circumstances influence what can be accomplished, and taking that into account when judging outstanding career achievements? How about helping colleagues from underrepresented groups explore possible sources of funding for their work? Finally, why not establish a task force or a permanent committee on diversity to brainstorm about how to make IARR’s goal of rigorous, quality research on relationships truly universal?

References


So You Wanna Edit the Newsletter?

Contact
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THE LIGHTER SIDE OF RELATIONSHIPS

The Social Psychology Tribe of Relationship Researchers

by David A. Kenny

As I see it, there are three major tribes in our association. They are communication, human development and family studies, and social psychology. Certainly there are smaller groups such as sociologists and clinical psychologists. However, the largest and, some might argue, the most dominant tribe of our discipline is social psychology. Chris Agnew has told me that he believes that about fifty percent of the members of our association are members of that tribe. As an elder member of the tribe of social psychologists, I would like to help members of other tribes better understand the beliefs, rituals and practices of our tribe.

We worship at the altar of the experiment. The truth can only be known by manipulation and control. We are taught to discount the pagan sirens of participant observation and surveys. Not all experiments are equal and the supreme experiment is one with two independent variables, analyzed by a 2 x 2 analysis of variance, and showing a cross-over interaction. The X shape of a cross-over, given to us by Festinger and Carlsmith, is our most sacred icon and brings tears to our eyes and pitter-patter to our hearts. We splatter images of the X throughout our textbooks and articles.

On a related note, for social psychologists, the only results worth looking at from a research study are means. We love means and we graph them, table them, and report them in the text. If we display the means in a table we use all sorts of lower case letter superscripts to tell us what means are different from each other. Maybe you might report adjusted means, but that would create some nervousness. Correlations are curiosities and besides they are “merely correlational.” Means and p values, that is where it is at!

When we do experiments, we must design them in such a way that there is deception. The participant can never be told what the purpose of the study really is, that the other participant is a collaborator of the experimenter, that the phone is not really ringing by accident, and that the shocks that the learner is receiving are fake. The most important part of a social psychology study is the procedure: It must be an elaborately staged interaction with several plot twists (i.e., “ops”) worthy of a Broadway or Hollywood production. A clever procedure counts even more than a good idea or good results. After all, we refer to a study that is realistic as having mundane (i.e., pedestrian) realism and studies with an involving, gut-wrenching procedure as having experimental realism. The reality of the study is more important than actual reality!

When we cite people we must have a few obligatory citations to the founding fathers Lewin and Heider. All other citations must be recent citations from the past five years. We are allowed to cite an older paper only if it is a self-citation. We should cite only other members of our own tribe and ideally only the elders of the tribe. So for instance, we can cite Duck but only for his papers written before 1986 or so, but then again we would never cite an 80s paper.

The bible for social psychology is the Journal of Personality and Social Psychology or as it is usually just called, JPSP. Any self-respecting social psychologist will tell you that it is only the first two sections of the journal that matter. Publishing in the third section, Personality and Individual Differences, is considered a black mark.

The organizational structure of our tribe is hierarchical. For years, it was ruled by the person memory boys (some of whom were not boys), but today we are lorded over by the social cognition group. They have caused quite a stir by encouraging us to abandon deception research and have people sit in front of
computers and have them respond to images that they do not even see. These senior elders have even convinced us that this is social psychology. It is said that elders receive a crossover X tattoo on some private part of their bodies. Given the hierarchical nature of discipline, it is totally permissible at meetings to stop talking with someone of lower status, even mid-sentence, to be able to speak to a higher-status elder.

Finally, in social psychology it is entirely acceptable to take an old idea and repack it as a new idea. It helps that no one ever reads anything that is not more than five years old. So we can change self-fulfilling prophecy to behavioral confirmation and assumed similarity to false consensus bias. Alternatively, we have two names for the same thing: correspondence bias and fundamental error of attribution.

The major organization of social psychology is Society of Experimental Psychology (note the word “experimental” psychology). You cannot join this group but rather you have to be voted in. Most people are especially proud to be members, despite the fact that most of them were not voted in during their first year of eligibility. Non-members can only attend the meeting as a guest and you are told to leave the room when the organization is having its business meeting.

Despite all of this I am proud to call myself a social psychologist. I am reminded of a character in Boccaccio’s Decameron who was asked given the corruption and hypocrisy that he observed in the medieval Roman Catholic Church, how could he remain a Catholic? The person replied that if such a corrupt organization could survive this long, it must be divine.

**Relational Narcissism—A Test of HERPEs**

_by Dan Canary_

If clouds have silver linings, then schoolyard bullies can have pretty mothers. This insight lead me to examine how various theories of relationships suggest ways that negative and even insidious features of individuals might combine into positive and praiseworthy features of couples. The process looks something like this:

Negative Feature of Person A + Negative Feature of Person B = Positive Relationship Feature of Persons A and B.

This process can be readily explored using Hypothetical Experiments Regarding Paradigmatic Exemplars (or HERPEs). As relational scholars know, HERPEs have an extensive history in certain Dutch universities. Also, HERPEs have been documented in mind experiments of students at all male high schools in the United States. Clearly, we should tie one on (the terminological position of HERPEs researchers).

In our case, consider the hypothetical relationship between two people suffering from clinical narcissism. Clinically speaking, narcissism reflects more than one’s image in a swimming pool. Narcissism includes entitlement, perceived superiority to others, self-absorbing thoughts, as well as looking hot to oneself. Do NOT worry if you suffer from narcissism, since it can be quite functional in certain offices—such as President of the United States.

According to HERPEs, two narcissistic people can transform themselves into something special for themselves. Here is the theoretic explanation for relational narcissism:

1. Each person is damn enamored with self, though not monosexual in terms of
sexual preference;

2. Through the process of natural selection (don’t ask how it works here—just remember the last conference where you had too much to drink), the two narcissistic people become attracted to each other;

3. They admire the other person’s perceived admiration of themselves;

4. To maintain status (another evolutionary construct that applies to everything) these people view their relationship as superior to others’—and I mean WAY superior to an extent that it is called “relational narcissism;”

5. Although each person continues to feel superior to everyone else, including the partner, they remain together because they are superior to everyone else on the block. Ergo, they are stable and happy as clams in a sturgeon.

Of course, individuals who are narcissistic and bypass any of the above steps will be hard-pressed to develop a longterm commitment to anyone else except self. But those who do proceed through step 5 experience the benefits of relational narcissism.

One clear indicator of relational narcissism is if you think positively of the ways that your partner thinks of you. Even if you hope your partner likes you only a little, you might have tendencies toward relational narcissism. Why? Because the research shows that people like each other less than they think (personal communication to self, 9/6/06).

Here is a short measure to assess the three factors of relational narcissism. I call it “A Short Measure to Assess the Three Factors of Relational Narcissism.” Each factor has three items. Answer each item using a 1-7 scale, where 1 = “what?” and 7 = “naturally."

A Short Measure to Assess the Three Factors of Relational Narcissism

**Superiority**

____ 1. Other couples envy us for good reason.

____ 2. Other couples are not as interesting as we are.

____ 3. When I see other people kiss, I get sick to my stomach.

**Entitlement**


____ 5. When we walk our dog, we leave the droppings for others to retrieve.

____ 6. Dinners and parties should not start until we get there, late.

**Self-absorption**

____ 7. We look good in photos and videotapes, which we show all our friends.

____ 8. I think most clearly about us when other people talk about themselves.

____ 9. We own a SUV.

In terms of the psychotic properties of the short measure of relational narcissism: the mean is standardized, the standard deviation is centralized, and the range varies. Test-retest reliabilities have been redundant. Finally, the scale has shown content validity among my friends, and predictive validity among Republicans.

To conclude, relational narcissism represents a positive relationship feature borne by the negative individual characteristic of narcissism. Future researchers can explore relational narcissism in different contexts, including doctor-patient, attorney-client, and priest-alter boy. Of course, the challenge is to find a narcissistic alter boy.

The more general theoretic process whereby really gross or otherwise boorish individuals find something positive in their relationships merits further research. Both HERPEs and
evolutionary regression promise to elicit something illicit. And funding for myself and my partner is surely needed.

Regardless, the time has arrived to name that great phenomenon where transformation of individual ugliness to relational beauty, from a moth to a butterfly as it were, occurs. Please send your suggestions to either Susan Boon (sdboon@ucalgary.ca) or Christine Lomore (clomore@stfx.ca), given this column is their fault.

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RETIRED PROFESSIONALS COLUMN

Looking Back on the Retirement Decision

by Paul Wright

J une 30, 2006 marked, officially, the 10th anniversary of my retirement from the University of North Dakota at the ridiculously young age of 63 years and after a scant 33 years in the “academic fray” (so to speak). In the midst of my musings about how quickly those ten years flew by, it occurred to me that, in previous retiree columns, I had never explained why I opted for early retirement. Considering the 98% probability that this will be my last column for Relationship Research News, it seems to be now or never, so here goes. It would be nice if my remarks were replete with helpful insights for PR colleagues contemplating retirement, but (alas!) my situation was, if not unique, highly atypical. Anyway, for what it’s worth...

Almost everything about my circumstances through my early 60s militated against early retirement. I loved 1) teaching (both lectures and small seminar/discussion classes), 2) supervising student research, 3) all aspects of my individual scholarly work, and 4) conferences, seminars, colloquia, and symposia—plus formal and informal give-and-take with congenial university colleagues. On the minus side, I harbored a near abhorrence of administrative duties (No secret: I’ve confessed this publicly elsewhere. See www.paulhwright.com).

Add to the above that I enjoyed robust health, a high level of energy, and (usually) an acceptable degree of alertness and awareness of what was going on in the academic world—or at least the parts of it that interested me.

However (and this turns out to be a biggie), I had a long-standing hearing impairment that was detected in my undergrad days as a minor annoyance but progressed over time to being an intermittent nuisance, then an all-too-frequent handicap, and finally what I can only term a “situational disability.” Even so, with state-of-the-art hearing aids, I managed to function reasonably well through most of my academic career.

Apart from the hearing problem, there were a few positive factors favoring early retirement. These are not particularly relevant here, but I will gladly list them for anyone interested enough to contact me individually. On balance, these factors were not nearly enough to make me want to retire early. So why did I decide to do so? It was simply this: By the time I was 61 years old, my hearing impairment had reached the “situational disability” stage, so I thought retiring early was the right thing to do.

“And what” (you may reasonably ask) “do you mean by a situational disability?” The answer to this, and why I thought it made early retirement a wise move, can best be understood against the backdrop of the handicap stage that characterized my “hearing situation” from about 1983 to 1993. During those years, there were settings in which I often had trouble understanding what was being said and hence keeping up with the flow of conversation. Or, at times, misunderstanding what was said while
Another joy of hearing impairment, especially for those of us who are not especially quick-witted, is that people often mistake slowness of mind for lack of hearing. This once happened to me when I was working as an associate on a research project. The assistant director urged me to check out the possibility of getting a hearing aid because (she said), “We can’t tell if you are not comprehending or just not working with as much information as the rest of us.” What she really meant was that they thought I might be stupid, but they weren’t sure. If I’d had normal hearing, they would have been sure.

The hearing impaired often get brownie points from lecturers, teachers, after-dinner orators, etc. Why should this be? Because we usually have to concentrate carefully on the speaker and his or her words to avoid missing something and losing the drift. And most of us do a lot of lip reading. This is difficult to do without looking directly at the speaker. Speakers who notice this -- and many of them do-- think this means we are deeply engrossed in what they are saying. Actually, we are just trying to keep track of what’s going on. But no matter. Most speakers are flattered when listeners appear to be deeply engrossed, so they like us.

How’s this for a paradox? Many hearing impaired persons have reputations for being good listeners. In group conversations, most of us have learned to listen a lot more than we talk. This is not because we are unassuming, non-pushy people. It is because we want to be doubly sure we are in the drift of the conversation and that our remarks make sense. It is extremely embarrassing to make a profound point that someone else in the group made five minutes earlier. And it is just as embarrassing to contribute a deep thought on a subject the group is no longer talking about.

Hearing impaired people often produce children who speak very clearly and distinctly. I doubt that this good diction is hereditary. Instead, children with a hearing impaired parent get tired of hearing Mommy or Daddy say, “Huh?” So they learn early in life that things go better if they speak understandably.

A common virtue among the hearing impaired is patience. We have to learn to be patient with all sorts of people. People who mumble or speak softly. People who look down or look aside when they are talking to you. People who insist on talking with things in their mouths, like cigars or pipes. We have learned that patience pays off. When we have patiently asked the mumbler or down-looker (or whatever) to repeat a sentence for the eighty-fifth time, he or she usually shapes up. Even my major advisor from graduate school eventually learned to take his pipe out of his mouth when he was trying to talk to me.

Not the least of the joys of hearing impairment is a ready-made excuse for avoiding certain kinds of unpleasant jobs. Does anyone really enjoy being the recording secretary of a group or committee?

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1Published in the Grand Forks (ND) Herald, December 15, 1984.
Some hearing impaired persons are pretty good actors. They use postures, gestures, and facial expressions to create the impression that they know what a conversation is all about, even when they don’t. This often happens in little circles of chatting friends, especially in crowds or at noisy parties. The hearing impaired person is totally out of it. But with a sagacious squint, a knowing nod of the head, an inscrutable half-grin, he/she leads people to believe just the opposite. He or she appears to see things more clearly than everyone else, to know something that others do not know, to be very wise. He or she seems to be waiting patiently for others to see the light. Actually, the hearing impaired person is looking for an excuse to break away from the group so he/she can drop the charade.

That’s enough. You get the idea.

Compared to the *handicap* stage, my problems with the *situational disability* stage are easy to summarize. Without hearing aids, I was (am) functionally deaf. Most importantly, without hearing aids, I am sometimes barely able (and sometimes not) to hear speech sounds, but never to comprehend speech. With hearing aids, I usually (but not always) function well in one-on-one conversations and in groups of two or three in very quiet surroundings. If the group gets larger or the surroundings noisy, forget it. Even very small groups are problematic if the conversation is fast-paced or free-wheeling. Attending lectures (e.g., at PR conferences) sometimes turns out okay and sometimes doesn’t, depending on how close I can sit to the speaker, the characteristics of the speakers voice and diction, and the quality of the sound system. Talking on the telephone, even with specialized amplification, is never easy and is usually one of the 12 indecisive battles of the world.

To make a long story very short, by age 62, my hearing impairment had rendered me effectively disabled in several important and gratifying aspects of my job. Besides, I knew that my colleagues, although patient and uncomplaining, were often burdened by the necessity of making their own adjustments to my problem. So I thought it best to retire early.

Since retirement, my hearing has deteriorated further. However, there is good news to report. An audiologist and a specialized ENT surgeon have concluded that I am an excellent candidate for a cochlear implant. Simply put, this a surgically implanted system of devices that transmit externally sensed and digitalized sounds to a set of electrodes attached directly to the auditory nerve. It is used only for deaf or severely hearing impaired people, and has an impressive success rate in improving their hearing to highly functional levels. 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.

Hey! I just had a thought. If this procedure works as well as I think it will, perhaps I should come out of retirement and apply for a PR or social psych position somewhere.

“What?!” you exclaim incredulously, “At age 73? After 10 years of leisure, loafing and stagnation? You gotta be kidding!”

And of course, you’re right.

Then again…

On another matter, circumstances may be right for retiring my retiree column. My first column appeared in Susan Boon’s first issue as editor. She and her staff are stepping aside after this issue. There seems to be something right about going out together. And I may be running out of things to write about. So unless I get e-mails from x number of readers saying I should continue, I won’t. Only I know the number “x” represents, but it is not huge. Also, I will balance this against the number of e-mails I get saying, “By all means, discontinue the column.” Again, only I know what the crucial balance will be.

Thanks, folks. It’s been interesting and fun.

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2 A fascinating procedure. I recommend checking it out on the internet.
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he IARR website remains the public face of the organization on the internet. Given the growing importance of the web as a means of providing accurate and useful information to a broad audience, we have decided to undertake a major reorganization of the content and structure of the IARR website, including a full redesign of the appearance of the site. Discussions are just now beginning on how to best build a site that represents the organization and its members, and I encourage IARR members to send me any suggestions for new features or content that would be useful to include in the new site. Your input will be very useful as this process moves forward over the next few months.

The new IARR website won’t be unveiled for a few months, and 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.

Ben

NEW PROFESSIONALS COLUMN

Taking the Plunge:
Learning to Swim in the Grant Writing Pool

by Stacey L. Nairn
University of Prince Edward Island

Do you remember when you first learned to swim? Did you dip in your big toe then back off, claiming it was too cold to go in? Did you jump in with both feet, heedless of the dangers that lurked in that sea of blue? Were you unexpectedly thrown in by an adult who decided to teach you a lesson about learning as you go? Or did you take lessons at the local pool, taught by someone with experience who hadn’t yet forgotten what it’s like to face the “deep end?”

Facing writing your first major research grant proposal can feel just like standing on the side of the pool. You know you have to do it, you know you want to do it, but taking that first plunge can be intimidating. It’s the fear of the unknown, fear of failure, fear of making a fool of yourself, that can keep you on the pool deck or huddling in your office actively trying to avoid grant writing season.

It’s quite amazing how many reasons a person can come up with to justify not submitting an application this year. Some of my personal favorites include: “I don’t have time, I have to focus on my teaching,” “I have too many good ideas I can’t narrow them down,” “I don’t have any good ideas,” “The forms are so hard to understand I don’t know where to begin,” and “That’s an awful lot of work to do...what if I spend all that time and effort and don’t get the grant?”
Don’t get me wrong: These are legitimate concerns. The problem is that they are also convenient reasons for not getting started on one of the biggest, most time consuming parts of the fall semester—grant writing. This summer, the Office of Research Development at here at UPEI ran its first hands-on “Winning Grant Writing” workshop in the hopes of assisting those of us new to the grant writing game in putting together our first major applications. Five of us from such diverse areas as psychology, education, computer science, biology, and nutrition sciences gathered with our VP Research for a six-week boot camp. We met once a week, had homework assignments, and gave each other feedback on the proposals we were writing, all this despite the fact that it was July and we were all applying to very different funding agencies.

These are just some of the lessons I learned during grant writing boot camp:

1. “I don’t have time. I have to focus on my teaching.” Grant writing season tends to fall at very inconvenient times like the beginning of the fall semester. Many new professionals have had limited experience in preparing and delivering multiple courses. Having just finished my second year as an assistant professor, I can honestly say that I think that it is in your third year that you begin to feel like you have a firm handle on the teaching aspects of your job. You have several new preps under your belt and, if you’re lucky, you’ve had more than one crack at teaching each of them so you’re starting to work the bugs out of the system. You’ve had feedback on your performance and you’ve begun to feel like less of an imposter in front of your students. Despite the legitimate learning curve you experience in terms of becoming a teacher, there comes a time when you have to shift your focus back toward what you were really trained to do…research. How can you do this? Whenever possible, ask to teach at least one course you have already prepped. Take advantage of any teaching assistants in your department that can help you with the day to day running of your classes. Learn the difference between being “perfect” and being “very good” when it comes to teaching. They aren’t the same thing. By taking the load off yourself to be the perfect instructor who teaches new and innovative courses every semester, you will free up the time and mental power to be able to tackle the grant writing process.

2. “I have too many good ideas I can’t narrow them down,” “I don’t have any good ideas.” What these statements really mean is “I have lots of ideas but don’t know how to start to create a program of research that’s suitable for a major grant application.” This is a major stumbling block in a funding world where multiple study proposals are essential. To make the picture just a little more complicated, not only do you need to have multiple studies but they have to be related but not reliant on one another. This is where your colleagues can help, even those in different areas. Sometimes it is difficult to see the forest for the trees but someone with a fresh perspective can often see overlaps and gaps in your project planning that you yourself are unaware of. Some of the best insights I had in writing my recent proposal came from a workshop colleague from the biology department! Have a friend over for coffee or pizza, have your ideas laid down on cue cards and start shuffling! You’ll be surprised what you’ll come up with!

3. “The forms are so hard to understand I don’t know where to begin.” This is where senior colleagues and the research office come in. Many of the new professionals I’ve spoken to have never crossed the threshold of the research office in their home institution. In those hallowed halls, however, are the people who know not only how to decipher the forms and instructions but in many cases
who also have read practically every grant proposal (successful and unsuccessful) that has been submitted by your institution. This is a gold mine of information and feedback that is sadly underutilized by many new (and established) researchers. While colleagues and collaborators can give you feedback on the design of your work, a good research development office can give you the inside scoop on how best to present your wonderful ideas to the granting agency. Poor presentation has been the downfall of many new (and established) researchers.

In the past six weeks, our research development office has walked me through the process of writing my grant proposal, step by step, given me feedback on the sections I have written, and helped me create a funding application I can be proud of. University research offices want you to succeed. When you are successful it reflects well on the university itself, keeps you happy, and reduces their cost of business. Just remember, research offices are often like a professor’s office hours...no one ever uses them until it’s too late. Start early.

4. “That’s an awful lot of work to do...what if I spend all that time and effort and don’t get the grant?” I’m not going to lie to you—grant writing is an awful lot of work to do well. We’ve heard horror stories about people whipping up major grant applications in six days. If you’ve been successful in receiving funding in this way, more power to you. For many of us, however, the amount of brainstorming, consulting, thinking, planning, and writing that goes into a complete funding application can be staggering and there is no guarantee that your proposal will be successful. So, you may ask, why bother? Very simply, because we love research, doing the research we love takes money, and money is found by submitting grant applications. It’s part of the job expectations for many of us, as well, which is an added incentive to dive in. What happens if you don’t get funded? First, you stick the comments in a drawer for a week or so until you’re over being disappointed, angry, and vengeful. Then, you take the feedback that you get from the funding agency, weigh it carefully, get a second opinion on it from someone you trust (e.g., colleague or research office), then use what is helpful to take another crack at it next year. Having created my first major grant proposal with the help of my research development office, I now have a much better idea of what to do next time. Next time may come about because I don’t get funded this year, but next will also come about if I do. After all, grants must be renewed!

The university may be the adult who has thrown you into the deep end of the grant writing pool but they are also the instructor who can teach you the lessons you need to learn to swim. Ask your research development office to hold a six week “Winning Grant Proposals” workshop like mine did where you break down the grant writing process step by step not just in a lecture format but using the active learning techniques (complete with feedback on drafts) that we use with our own students. Start a grant writing support group that does more than simply allow you to vent about the frustrating process of grant writing (valuable though that is) but that gives support and feedback to each other about their proposals along the way. And my final piece of advice? Just start—the water isn’t as cold as you think. Remember, once you finally got into the pool as a kid, you loved it. Will you ever love grant writing? Maybe not—but it is a means to an end that you do love—conducting your own research.

Here are some helpful resources for grant writing that may help you along your way:


BOOK REVIEWS

Family Communication

reviewed by Kristen Eis Cvancara
Department of Speech Communication
Minnesota State University, Mankato

In the past six months I have been working on a proposal for an undergraduate family communication course, a course new to the curriculum in the department I have recently joined. While in the process of reviewing family communication texts, I received the request to review Segrin and Flora’s new book, Family Communication.

Since I am seeking a text appropriate for an introductory undergraduate course, I do not recommend Family Communication for the students I envision in my classroom. However, I do strongly recommend it for more advanced purposes. The book is best described as a dense compilation of research findings. The combination of up-to-date research, insightful applications, and skilled writing within one binding makes the book an informative, as well as interesting, read to those familiar with the methods and theories used to study families. With this in mind, a professor could use this book as a detailed accompaniment to other texts that have a broader appeal to less-advanced undergraduate students. Or, if a professor is seeking an advanced text that reviews interdisciplinary research on families with a focus on communication, this book is an excellent choice for a graduate or upper-level undergraduate course.

Similar to other texts on the subject, the content is divided into four major units. In Unit I, the first chapter defines “family” with a broad approach that includes the diversity found in current family structures, and frames family functioning according to Olson’s circumplex model. In the second chapter, Segrin and Flora present various theories (e.g., systems, symbolic interaction, social learning, attachment, dialectical theory) to illustrate how family interactions are often explained and understood. Interaction patterns involving social norms and networks, routines and rituals, and stories and secrets are discussed in the third chapter. The section on family secrets was especially novel to the extant literature, and the most unique addition to this topic. The fourth chapter of this unit examines interaction processes, such as power, decision-making, conflict and intimacy.

Unit II reviews subsystems relevant to families. This unit begins with a chapter on courtship and mate selection, a topic relevant to how families communicate that is not always presented simultaneously with a discussion of communication theory and interaction patterns. Other relationship subsystems reviewed in subsequent chapters include marriage and intimacy, parent-child, and sibling interactions. Even though this unit incorporated a large degree of interdisciplinary research, the authors skillfully related the crucial role of communication within these family subsystems.

Unit III focuses on stress, and begins with a chapter that reviews models of family stress and coping. The ABC-X model and the circumplex model of family functioning are overlapped to illustrate how families manage stress. Within this framework, the authors discuss research that increases coping within the family context via communication. In the next chapter, the role of past, current, and future communication phenomena are evaluated regarding both
normative and non-normative stressors. In the remaining chapters, divorce, remarriage, and stepfamilies are specifically reviewed with existing communication research regarding how individuals in the family negotiate conflicts, change roles, and manage unique definitions of personal family experiences.

Unit IV reviews family interaction, health, and wellbeing. The first chapter focuses on mental health ailments (e.g., depression, loneliness, schizophrenia, eating disorders, alcoholism) associated with abnormal and problematic family interactions. The second chapter examines the more recently observed connection between family communication patterns and poor physical health. In the third chapter, on family violence and abuse, the authors discuss the inherent role communication plays in the acts of aggression experienced within familial relationships. And, the final chapter addresses programs and strategies for improving family communication and relationships. Unit IV highlights the detrimental consequences of the use of antisocial communication among family members. More information could have been added in this unit to review the potential positives associated with prosocial communication and current research in this area.

While the authors include a thoughtful appendix that describes a variety of research methodologies, it would be helpful to see more discussion of advanced research concerns associated with “level of analysis” and “unit of analysis.” These aspects of research design potentially confound and confuse study results regarding family interactions and relationships. Discussing these issues with more depth could offer students a better understanding of the obstacles related to this type of research, and provide scholars an opportunity to review how peers are handling these methodological complexities.

In summary, this book is a valuable collection of up-to-date findings that view family interactions and relationships through a communication lens. This is a noteworthy compilation for the field of communication studies, and a valuable resource for related disciplines that research families. I recommend this book as an excellent text for a graduate course, a potential text for an advanced undergraduate course, and a beneficial resource for scholars interested in explaining and understanding family relationships.

The Cambridge Handbook of Personal Relationships


Reviewed by Hans-Werner Bierhoff
Department of Psychology
Ruhr-University Bochum, Germany

Good news for all scholars who have a scientific interest in the study of personal relationships: The Cambridge Handbook of Personal Relationships is an up-to-date source which is not only comprehensive, reliable, and balanced, but an indispensable work of reference. Due to the fact that personal relationships are a research topic of various scientific disciplines, the approach of the editors is an interdisciplinary one. Contributing authors are affiliated with the Department of Psychology, Department of Sociology, Department of Human Development and Family Studies, the Institute of Child Development, Department of Management and Marketing, Department of Communication, Department of Anthropology, and Department of Psychiatry among others. Most of the authors are affiliated with psychology, sociology, and communication, reflecting the fact that these disciplines are currently the most involved and most productive fields in relationship research. The 41 chapters, which were written by 65 authors, provide key knowledge on personal relationships, the most important theoretical perspectives, and extensive empirical research, which is presented in detail. The edition is an invaluable source of reference as demonstrated by the fact that the index of the handbook comprises 100 pages! The subject index is excellent, one of the best that I have ever seen. In addition, a complete author index is provided.
The Cambridge Handbook of Personal Relationships is organized in twelve parts including an introduction and a concluding section. The main sections are Foundations for Studying Relationships, Development of Relationships, Relationships Across the Life Span, Individual Differences, Basic Processes, Interactive Processes, Threats to Relationships, Relational Qualities, Context, and Maintenance and Repair of Relationships. All of these sections will be reviewed briefly (but in a different order) in the remainder of this review.

The section on basic processes includes chapters on communication (Sillars & Vangelisti), social cognition (Fletcher, Overall & Friesen), and emotion (Phanalp, Fitness & Fehr) as well as a chapter on ‘Physiology and Interpersonal Relationships’ (Loving, Heffner & Kiecolt-Glaser). The chapter on communication exemplifies many of the aspects addressed in other chapters. Sillars and Vangelisti discuss five basic properties of communication: interdependence, reflexivity, complexity, ambiguity, and indeterminacy. The authors explain that communication includes multiple messages, which flow simultaneously on different levels. The different levels are connected with multiple levels of meaning that are conveyed by a given message. As is emphasized here and in other parts of the handbook, a message is not only literal content, but in addition it is a self-disclosure of the sender and is directed towards the receiver in order to influence him or her. In addition, sender and receiver are in a relationship which can range from superficial to intimate. The kind of relationship is also revealed by properties of the message.

These relational aspects of communication contribute to the many functions that it may have (e.g., intimacy, positive reinforcement, impression management, persuasion). These functions reflect the kind of self-disclosure that the sender prefers, the goals that the sender intends, and the kind of interdependence that has evolved between sender and receiver. The interpretation of a message, therefore, is always based on the construction of subjective meaning. The history of the relationship between two persons as well as nonverbal characteristics and context factors contribute to the meaning of a message, which reflects the dynamic quality of interpersonal communication.

These issues are more thoroughly delineated in the section on interactive processes, which includes chapters on self-disclosure (Greene, Derlega & Mathews), social support (Sarason & Sarason), couple conflict (Kline, Pleasant, Whitton & Markman), and sexuality (Sprecher, Christopher & Cate). Self-disclosure is an important element of the communication process. Social support describes a transaction between two persons, which is based on the understanding that one side needs help and the other side has the resources to provide it. Couple conflicts may be understood as conflicts concerning interpersonal influence between partners. Such conflicts may result, for example, from reactance or from divergent ideas about what is to be exchanged in the relationship, how the exchange should be structured, and which norms apply to the interchange.

Therefore, the question arises about the relevant dimensions of conflict and how the communication about problems in relationships is structured. Since communication is dependent on the type of relationship between sender and receiver, it is interesting to note that relational conflicts vary between dating couples, couples who live together, and married couples. In addition, conflicts may arise from parent-child interaction, which is an important source of conflict in the family. Because conflicts frequently take the course of destructive escalation, the question arises how conflict management could contribute to a constructive solution. Thus, issues of prevention and intervention are of great importance because it is possible to turn destructive conflicts into constructive ones and avoid further deterioration of the relationship. Family conflict prevention programs have proven to be successful and should be increasingly implemented in today’s society.

Finally, sexuality is an area of research that has been frequently neglected by relationship researchers. Therefore, it is a further merit of
this handbook that it contains a chapter on this topic. Sprecher, Christopher and Cate point out that ‘surprisingly little work that directly investigates processes that might link the sexual and emotional pair bonding dimensions of relationships’ (p. 471) is available and that the role of sexuality in marriage has been largely ignored by researchers. Sexuality is an important topic not the least because sexual satisfaction and general satisfaction are interrelated. In addition, sexuality is a frequent source of couple conflict, which in part results from gender differences in communications concerning sexual interest and refusal.

The context part of The Cambridge Handbook of Personal Relationships refers to social networks and personal communities (Allan), relationships in home and community environments (Brown, Werner & Altman), culture and social change (Goodwin & Pillay), and to the role of the Internet in the forming and maintenance of personal relationships (Boase & Wellman). This last issue confirms what Berscheid in the preface points out to be one of the macroforces of research on interpersonal relationships: changes in technology.

For me personally, the section on relational qualities was especially enlightening. Chapters on relationship satisfaction (Fincham & Beach), romantic love (Aron, Fisher & Strong), commitment (Rusbult, Coolsen, Kirchner & Clarke), and intimacy (Laurenceau & Kleinman) make up this section. These chapters are—like all others—well-written and very informative in terms of psychological processes that organize personal relationships. In addition, satisfaction, love, commitment, and intimacy belong to the key topics that readily come to mind when people talk about personal relationships. In general, people do not immediately focus on underlying factors that influence their relationships or on the potential of conflict, aggression, and frustration that is inherent in relationships. Instead, they focus on the positive aspects: personal relationships as an important resource in the lives of most people. Personal relationships, therefore, are on the agenda of positive psychology, which focuses on happiness and optimal human functioning.

One topic of positive psychology is forgiveness in interpersonal relationships. Although the handbook is quite comprehensive, I somewhat missed a summary on the research of forgiveness, despite the fact that the topic is mentioned in several chapters. But apart from this, I am very much impressed by the broad spectrum of relationship research which is covered by The Cambridge Handbook of Personal Relationships. Because each chapter is followed by a large reference section, the handbook is well suited as a starting point for research assistants and young researchers to acquire comprehensive insights into the issues of relationship functioning.

The part on foundations for studying relationships is especially valuable in this regard. It contains not only a very revealing chapter on the history of research on personal relationships by Perlman and Duck, but also chapters on research methods (Charania & Ickes) and advanced data analytic techniques (Kashy, Campbell & Harris). In the latter, an introduction into hierarchical linear modelling (HLM) is presented. In addition, Harvey and Wenzel contribute a chapter on theoretical perspectives in the study of close relationships, in which they attempt to integrate evolutionary psychology, exchange and equity approaches, cognitive behavioural approaches, and attachment theory, as well. Finally, a chapter on relationship typologies (Van Lear, Koerner & Allen) is included in this section. It not only illustrates a plethora of typologies related to family, marriage, divorce, parent-child, and siblings, but it also takes into account romantic relationships and friendships. Moreover, a basic framework is delineated on the basis of level of intimacy and low and high power.

The chapters on threats to relationships and maintenance and repair of relationships are also worth mentioning. Problematic phenomena such as loneliness and social isolation (de Jong Gierveld, Tilburg & Dykstra), stress (Cutrona & Gardner), deception (Knapp), infidelity and jealousy (Buunk & Dijkstra), as well as violence and abuse (Johnson) are considered. But there are also chapters on maintaining relationships (Canary & Dainton) and treatment of
relationship distress (Baucom, Epstein & Stanton). In the last-mentioned chapters, several therapeutic approaches such as Cognitive-Behevioureal Coure Therapy, Emotionally Focused Couples Therapy, and Insight-Oriented Couple Therapy are outlined and evaluated.

In the section on development of relationships, historical change is considered in the chapter ‘From Courtship to Universal Properties: Research on Dating and Mate Selection, 1950 to 2003’ (Surra, Gray, Boettcher, Cottle & West). Further chapters refer to the affective structure of marriage (Caughlin & Huston) and divorce and post-divorce relationships (Coleman, Ganong & Leon).

The next section about relationships across the life span refers to relationships in early and middle childhood (Hartup), personal relationships in adolescence and early adulthood (Collins & Madsen), and close relationships in middle and late adulthood (Blieszner).

In the following section on individual differences, the chapters cover various topics: ‘Personality and Relationships—A Temperament Perspective’ (Simpson, Winterheld & Chen), ‘Attachment Theory, Individual Psychodynamics, and Relationship Functioning’ (Shaver & Mikulincer), gender differences (Impett & Peplau), ‘The Intimate Same-Sex Relationships of Sexual Minorities (Diamond), and ‘Family Relationships and Depression’ (Jones, Beach & Fincham).

In summary, the Cambridge Handbook of Personal Relationships is a comprehensive and invaluable source of information on personal relationships, which is currently unparalleled in the literature. It is highly up-to-date, brings together research from different fields, focuses on universal topics of interest, and follows an integrative approach. Therefore, it is highly recommended for students and researchers from different disciplines, who are dealing with the ever interesting topics of close relationships.

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TEACHING TIPS COLUMNS

Teacher Credibility as Performance: A Metaphor

by Sandra Metts

Consider the following three quotes.

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." - William Ward

Good teaching is one-fourth preparation and three-fourths theater." - Gail Godwin

The secret of teaching is to appear to have known all your life what you learned this afternoon." – Anonymous

Which of these quotes seems to best reflect your attitude toward teaching?

When I consider these statements, I find my ideal self endorsing the first and thinking less favorably about the second and third. However, my practical self considers the first quote and argues that, although I know how to tell, explain, and demonstrate, I don’t know exactly how to inspire. Other than the fact that my ideal and practical selves reflect a bit of schizophrenia, the point here is that I do know how to perform. The statements by Gail Godwin and Anonymous are more grounded in my experience as a teacher. Like most readers, I teach courses that might not be my favorite area, teach on good days and bad days, when I am full of energy and when I am exhausted; I teach when I have a pending deadline that demands my attention, and teach when I would rather be anywhere else. But for the time that is allotted to students, in the classroom or in my office, I am firmly...
convinced that I can and must perform—not always flawlessly, but with at least with that intention.

The purpose of the suggestions offered here is to help others who might find the performance metaphor useful. The premise that guides these suggestions is that the fundamental element in the instructor’s role performance is credibility. In general, when we hear the word credibility, we are likely to think of such concepts as authority and status. However, credibility also means trustworthiness, integrity, and sincerity. Authority and status are the attributes that precede us into the classroom; trustworthiness, integrity, and sincerity are the attributes that emerge from our performance and are ascribed to us by our students. As Goffman might say, the former are “cues given” and the latter are “cues given off.” Thus, if we extend the dramaturgical metaphor, we can see the classroom as the front stage, the students as the audience, our materials as props, and our presentation (i.e., lectures, questions, and responses to students) as lines. Listed below are observations/suggestions consistent with the performance metaphor.

The Artifacts of Credibility: Features of Staging Pre-existing Features

Some instructors are granted a priori credibility by virtue of title (Dr.), age, and, for some students, by virtue of being a man or a woman (sex). This tends to be a status/authority aspect of credibility. Not much we can do about this.

Although students may be strangers to instructors, instructors are often known by students—at least from hallway reputation and gossip. This reputation (street credits) may include assumptions about credibility that facilitate or hinder an instructor’s performance.

Preparation for Performance

In much the same way that we expect actors to be prepared for their performance, students expect their instructors to be prepared. Before we ever walk into the classroom, we can take steps to assure a credible performance. In a sense, we can prepare the general direction of our lines and the necessary props.

1. Prepare effective discussion questions ahead of time, both for small group work and for class discussion.
   - If questions are challenging and require information from the text or readings, distribute them the class before the discussion is to occur.
   - Avoid vague questions such as “discuss the implications of initial attraction.” Better to ask for the types of initial attraction and then ask for examples of each.
   - When questions are designed to assess students’ understanding, be sure to "locate" the student in the desired space (e.g., "According to Chapter 3 in the textbook,..." or "According to our discussion of relational transgressions in the last class,..." or "According to the lecture on evolutionary theory that I gave you on Tuesday,...")
   - Use specific terms in the questions, such as list, define, critique (strengths or weaknesses), etc.

2. Anticipate and be prepared for questions that might be asked by the students.

3. Try to design materials and activities that appeal to all learning styles:
   - Textual—These students need to read.
   - Visual Spatial—These students need to see patterns and relationships.
   - Auditory—These students need to hear.

4. Take the time to find video clips, newspaper cartoons, Dear Abby columns, songs, etc. that illustrate concepts. This is easy to do for relationship courses. While looking for something on the internet recently, I discovered a page of humorous telephone answering machine messages. This one caught my attention:

   Hi. This is John. If you are the phone company, I already sent the money. If you are my parents, please send money. If you are my financial aid institution, you didn't lend me enough money. If you are my friends, you
owe me money. If you are a female, don’t worry, I have plenty of money.

Obviously, this provides a contemporary example of sex role expectations and could be used to illustrate such topics as evolutionary theory. I also discovered pages and pages of opening lines too numerous to present here, but a few of them could be used in class to stimulate a discussion of what works and doesn’t work (and why) during initial interactions in dating contexts such as bars and parties. (I am happy to forward these opening lines as well as a list of film clips organized by concept if a request is made to smmetts@ilstu.edu.)

5. For an instructor, props include the Power Point slides, handouts, videos, etc. that are designed to facilitate role enactment. For small seminars, a list of the questions that will guide the discussion is sufficient. For larger classes, an outline is useful to help students follow the lecture or discussion—even when the outline is presented in Power Point slides (or transparencies), giving students a copy allows them to take notes with greater accuracy.

The Actions of Credibility: Features of the Performance
One of the aspects of instructor behavior in the classroom that has received very little scholarly attention is the role of emotion. We are all aware that bad moods need to be left in the office when performance begins in the classroom, but understanding why might make the effort more fully appreciated. If we consider that despite all the controversy about what is an emotion and how to categorize positive and negative affect, scholars generally agree that when positive affect is experienced, we are open to the environment and more likely to look, observe, and approach. When negative affect is experienced, we are more likely to withdraw, shut down or prepare for confrontation. Not surprisingly, this is true in the classroom as well. Evoking positive affect is more likely to engage students in learning than is evoking negative affect. It is also more likely to lead to attributions of credibility in the form of sincerity and trustworthiness. With this in mind, instructors might try the following:

1. Be as immediate as possible, depending upon room and class size.
   - Move forward toward the group and around the room if possible.
   - Avoid standing behind a table or lectern.
   - Be as animated as you can be within your own comfort zone. Exaggerate gestures, change vocal tone, smile and laugh when appropriate.

2. Demonstrate regard for students. This does not mean worry about whether they like us or not, but it does mean showing regard for their efforts in the role as student.
   - Use students’ names when possible.
   - Allow sufficient time after a question is asked for students to answer. The silence can be unnerving, but it lets students know that the answer is their responsibility, not the instructor’s. Asking the question again in another way might help clarify but it can also cause students to reformulate the original answer they were constructing.
   - Credit student contributions in class. When a student’s answer is correct, let it stand. Avoid repeating or rephrasing the answer. Students will quickly learn that it doesn’t matter what they say if the instructor rephrases and elaborates every answer anyway. The same holds true when a student supplies a perfect example for some concept. Let the student take the credit, not the instructor.
   - Credit students’ attention. Perhaps this is just my personal pet peeve, but when I observe new instructors, I frequently notice that they repeat their point several times. I encourage them to avoid “beating a point to death”—if students have the idea, move on.
   - Encourage student questions. If lecturing, pause between sections and ask for questions. Actually wait before moving on. Listen carefully to student questions. Sometimes we are so involved in the point we are trying to
make that we don’t actually hear a question addressing a different perspective or point of confusion.

- Be willing to say, “I don’t know, but I will find out” or “Can anyone else answer that question?”
- Correct students constructively. When a student answer or example is not accurate, ask other members of the class to comment on whether they agree or not (or understand the answer or not). Alternatively, the student can be asked to clarify the source for his or her understanding—for example, did you read that in the text or did you base it on your own experience?

3. Elicit appreciation for the relevance of the material. We often take for granted that students realize the importance of the topics or articles we are teaching. But they may not. A useful way to elicit their appreciation is to begin each new topic or section with the question, “Why is X important to cover?” For example, “Why are we going to spend a week reading theories and research about romantic love?” Hopefully, students will offer insights into the importance of separating research findings from media portrayals and thus become more competent in understanding their own love relationships. They might also realize that no matter what their professional goals are, being able to manage their personal relationships outside of the workplace can enhance their performance at work.

Summary
The true measure of learning is not simply the memorization of facts, concepts, and theories. Rather, it is a process of continued engagement with ideas that leads to deeper understanding of complex phenomena. The world of social and personal relationships is clearly one such domain. To the extent that instructors perform in relationship courses with skill and enthusiasm, students should find themselves engaging more fully in the learning process.

Applying Relationship Theory To Paid and Voluntary Helping Relationships

by Lou Medvene
Wichita State University

I’ve developed and taught an upper division undergraduate/graduate course entitled “The Psychology of Helping Relationships” for the past two years. The goals of the course include learning how to apply basic concepts from relationship theory and research to paid and voluntary helping relationships. The syllabus includes readings of empirical research on: family caregiving, psychotherapy, doctor/patient and nurse/patient relationships, gerontological nurse aide/resident relationships, as well as self/help groups and voluntary helping relationships. The class readings help students develop a conceptual framework which they are required to apply to a helping relationship in which they have participated or about which they have learned vicariously through the media. Important theoretical concepts include: the nature of interdependence, verbal and non-verbal communication modes, power, reciprocity, role boundaries and distance, and the consequences for helping relationship of similarities and dissimilarities on dimensions such as social class, race and gender.

During the past two years the class has attracted pre-medical students, students in post-graduate physician-assistant and physical therapy programs, as well as graduate students in psychology, counseling and social work. Students appreciate the focus on relationship dynamics and report that it complements the technical training they are receiving. If you would like a copy of the syllabus or suggestion for how to create such a course contact: Louis Medvene, Ph.D., at Wichita State University <Louis.Medvene@Wichita.Edu>
JOURNALS UPDATE

A Report on  
Journal of Social and Personal Relationships

by Paul A. Mongeau,  
Editor

O ur big news is that, beginning 1 September 2006, we have activated SAGETRACK, our web-based submission and review system. SAGETRACK (part of the Scholar One system branded for Sage journals) is a customized web-based system designed to streamline the submission, review, and decision-making processes. My new editorial assistant, Beth Babin-Gallagher has been working hard to get the system ready for our September rollout. So far, things seem to be going smoothly. Our hope is that it will streamline the entire editorial processes from submission to publication. If everything works out as planned, we hope that this system will help reduce the time between submission and decision. Look for full instructions on how to use SAGETRACK after this report.

In my previous column, I made the claim that “For the most part, the editorial team has remained intact since my last report.” Moments after I wrote those words, things began to change. My original editorial assistant, Kristin Davis, has left Tempe for a faculty position at the University of Central Florida (US). Again, I can’t thank her enough for all her hard work in support of the journal. Beth Babin-Gallagher has taken Kristin’s role and has certainly hit the ground running. In addition to keeping the editorial office organized (no small feat), she has been working hard with both Scholar One and Sage to get the SAGETRACK system in order and running.

On the Associate Editor front, Sally Lloyd, my former colleague at Miami University and one of my original editorial assistants has stepped down from her position after three years on task. I cannot thank Sally enough as well. As of this writing, I am still looking for a well-published and tenured scholar in Family Studies to take her place. So if there are any volunteers…

Laura Winn has stepped down from her position as book review editor. I appreciate all the hard work that she exerted in this capacity. Mary Lynn Miller Henningsen (Northern Illinois University, USA) has taken over as BRE. If you have written or read a book you would like reviewed, you can contact Mary Lynn at: henningsen@niu.edu. I have known Mary Lynn for more years than either of us would like to think about and I am confident that she will serve IARR and the journal very well.

Finally, I am still pondering ways to mark the journal’s silver anniversary (i.e., Volume 25 to appear in 2008). I am already working on 2007 issues, so it is not too early to start thinking about 2008. If anyone has any suggestions, I would be glad to discuss them.

ANNOUNCING  
SAGETRACK

by Paul A. Mongeau,  
Editor

B eginning September 1 2006, the Journal of Social and Personal Relationships will utilize an electronic submission and review system, SAGETRACK, for all new manuscripts. SAGETRACK (part of the Manuscript Central platform) should allow for a more streamlined and less paper intensive process, which, we anticipate, will be attractive to our authors and reviewers.

SAGE Publications has created direct links from the SAGE website to SAGETRACK, where there are full instructions about how to access and use the system, either as an author or as a
reviewer. Individuals may also reach SAGETRACK directly at:

http://mc.manuscriptcentral.com/jspr

Getting Started.
In order to use SAGETRACK as either an author or reviewer, individuals must first create a new account.

1. Launch your web browser (supported browsers include Internet Explorer 6 or higher, Netscape 7.0, 7.1, or 7.2, Safari 1.2.4, or Firefox 1.0.4) and go to the Journal of Social and Personal Relationships' Manuscript Central homepage at:

   http://mc.manuscriptcentral.com/jspr

2. Log in or click the "Create Account" option (on the upper-right hand section of the screen) if you are a first-time user of Manuscript Central.
3. After clicking on "Create Account," enter your name and e-mail information and click "Next." Your e-mail information is very important in SAGETRACK.
4. Enter your institution and address information as prompted then click "Next."
5. Enter a user ID and password of your choice (we recommend using your e-mail address as your user ID) and then select or enter the keywords that represent your area(s) of expertise. Click "Finish" when done.
6. Log-in and select either "Author Center" or "Reviewer Center."

For Authors
Please follow the instructions below:

Submitting Your Manuscript
1. After you have logged in and entered your 'Author Center,' click the "Submit a Manuscript" link on the screen.
2. Enter data and answer questions as prompted. NOTE: You will be asked to provide full contact information for ALL authors. Be prepared with this information before you begin the submission process.
3. Click on the "Next" button on each screen to save your work and advance to the next screen.
4. You will be prompted to upload your files: Click on the "Browse" button and locate the file on your computer. Select the description of the file (manuscript, title page, etc.) in the drop down menu next to the Browse button. NOTE: You will be asked to submit a separate title page, the body of the manuscript without the title page (to facilitate blind review), and other files that compose your submission. When you have selected all files you wish to upload, click the "Upload" button. NOTE: you have a limit of 60 MB combined for all files you upload.
5. Your files will be automatically converted to both PDF and HTML formats. Review your submission in both formats before submitting them. Click the "Submit" button when you are finished reviewing the files.

You may stop at any point and save your information and files for later submission. You will receive confirmation via e-mail upon successful submission. You can also log-on to Manuscript Central any time following submission to check the status of your manuscript. The Editor will send information to you via e-mail once a decision has been made.

For Reviewers
Manuscripts already under review will be processed using our previous system (i.e., will not use SAGETRACK).

For all new submissions, we will first send you an e-mail asking if you are willing and able to perform the review in the requested time frame. The e-mail includes links allowing you to accept or refuse this invitation (or indicate that this is simply a bad time). Assuming (we hope) that you accept the invitation, you will then receive a
follow-up e-mail, giving you instructions about how to log into SAGETRACK, retrieve the manuscript, and complete your review.

We hope you will find the instructions clear and easy to follow, but if you do experience any problems, please do not hesitate to contact Paul Mongeau, Editor, at Paul.Mongeau@asu.edu or Beth Babin, Editorial Assistant, at eababin@asu.edu.

With very good wishes

Paul Mongeau, Editor
Journal of Social and Personal Relationships

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**A Report on**

**Personal Relationships**

by Rebecca G. Adams,
Editor

I assumed the active Editorship of *Personal Relationships* (*PR*) on June 1, 2005. Since then, I have recruited six Associate Editors. Susan Boon (Psychology, University of Calgary, Canada), Mario Mikulincer (Psychology, Bar-Ilan University, Israel), and Denise Solomon (Communication Studies, Pennsylvania State University, United States) have been serving as Associate Editors since last summer. Rodney Cate (*Emeritus*, Family Studies, University of Arizona, United States), Catrin Finkenauer (Social Psychology, Free University, The Netherlands), and Susan Branje (Adolescent Development, Utrecht University, The Netherlands) began serving terms as Associate Editors in October 2005, December 2005, and April 2006, respectively. We are currently in the process of recruiting an additional Associate Editor. It is possible this position will be filled by the time this issue of *RRN* is distributed, but interested scholars should feel free to express interest nonetheless.

Thus far 80 scholars, who represent 12 countries and 7 disciplines, have agreed to serve as members of the Editorial Board. The representatives from Psychology include Social, Clinical, Applied, and Counseling Psychologists. Two hundred and thirteen established scholars and 65 new scholars have each reviewed one or more of the 175 manuscripts which were submitted to *PR* between June 1, 2005 and May 31, 2006. Twenty-eight established scholars and 20 new scholars who have not yet reviewed for *PR* have expressed interest in doing so. We try to have each manuscript reviewed by three scholars from two countries and two disciplines, including at least one member of the Editorial Board and sometimes including a fourth reviewer who is a new scholar. We are always interested in adding new *ad hoc* and new scholar reviewers to our database, so please contact me if you are interested. We are especially in need of reviewers who are familiar with the evolutionary psychology or attachment literature and those who are interested in health issues that affect personal relationships.

During our first year, we received 175 submissions (M=3.4 per week, SD=1.6). The average amount of time between submission and initial decision was approximately 109 days (M=108.8, SD=29.2). It took me an average of 3.8 days (SD=3.8) to assign a manuscript to an action editor; it took the action editors an average of 20.7 days (SD=15.0) to recruit reviewers; and it took an average of 85.4 days (SD=27.3) from the time the manuscript was under review until a decision letter was sent. (Note these figures do not add up precisely to 108.8 because not all manuscripts received had been completely processed through first decision when these figures were computed). We have now made decisions regarding 159 of these manuscripts; in 47 cases we invited the authors to revise and resubmit (29.6%). Of those 47, seven are no longer in the queue, which means our acceptance rate for our first year of operation will be lower than 25.2%. For the 14 who had revised and resubmitted their manuscripts by June 1, the average turn-around-time between date of first decision letter and
resubmission was approximately 109 days (M=109.1, SD=59.64).

The first authors of the 175 submissions represent 16 countries (US=70.3%, Canada=7.4%, UK=4.0%, Australia and Israel=3.4% each, New Zealand=2.3%, The Netherlands=1.7%, Norway, Turkey, and Italy, 1.1% each, and 1 manuscript each from Spain, Iran, China, Japan, Mozambique, Germany, and Switzerland). They represent 14 disciplines (Psychology=64.6%, Communication=10.3%, Family Studies/HDFS=9.1%, Sociology and Behavioral Science/Psychosocial Science/Human Ecology=3.4% each, Marriage and Family Therapy/Counseling=2.3%, Psychiatry, Social Work, and Anthropology=1.1% each, and 1 manuscript each from Women’s Studies, Economics, Nursing, Medicine, and Biology). Approximately a third of the first authors are graduate students (32.6%).

We decided to continue the tradition of inviting a distinguished scholar to write an invited article for the March issue. Our first distinguished scholar is Harry Reis (2007) and our second will be Graham Allan (2008). We have not yet selected our third and final distinguished scholar.

A few other comments seem worth adding. Personal Relationships will be included in the second edition of Cabell’s Directory of Publishing Opportunities in Psychology. PR’s Editorial Assistant, Brandi McCullough supplied Chris Agnew, newly appointed Chair of the Membership Committee, with a list of Personal Relationship reviewers who do not belong to the International Association for Relationship Research and he is sending them an invitation to join. Sue Sprecher continues to host the PR web page.

It has been a delight to work with Sue Sprecher, the previous Editor of PR, who continues to advise me on a regular basis. I am also grateful for the past and current support of IARR Presidents Terri Orbuch, Beverly Fehr, and Sandra Petronio, the IARR Board, former Treasurer Chris Agnew, the Associate Editors, the Editorial Board, the reviewers, and the authors. I would also like to give special thanks to Brandi McCullough, PR’s Editorial Assistant, for her hard work. I look forward to the remainder of our term.

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**Tentative Contents of Upcoming Journals**

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KENYA T. MALCOLM, LAURI A. JENSEN-CAMPBELL, MADELINE REX-LEAR, AND AMY M. WALDRIP
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HEATHER M. HELMS, SUSAN M. MCHALE, ANN C. CROUTER, CHRISTINE M. PROULX, AND MARY MAGUIRE KLUTE
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**MEMBER NEWS & UPDATES**

*Congratulations to the following members for their outstanding recent accomplishments*

CHRIS AGNEW (Purdue University) and colleagues from Oregon State University were awarded $2.3 million from NIH to conduct a five-year study of relational factors influencing risky sexual behaviors among young African American and Hispanic men and women at increased risk for HIV infection. The overall goal of the project is to adapt and apply the Investment Model of Commitment in an investigation of the influence of relationship dynamics on sexual risk perceptions and behaviors over time in these populations.

SHELLY GABLE (UCLA) recently received the Presidential Early Career Award for Scientists and Engineers. This award recognizes the early career achievements of scientists and engineers who demonstrate outstanding potential for leadership at the cutting edge of knowledge generation. It is also the highest honour awarded by the U.S. government to scientists and engineers in the early stages of their research careers.

ELI FINKEL (Northwestern University) is pleased to announce the publication of *Self and Relationships: Connecting Intrapersonal and Interpersonal Processes* (Guilford Press, 2006), which he has co-edited with Kathleen Vohs. The volume brings together leading investigators
who explore the interplay between self and relationship dynamics. Look for a review of this book in the spring issue of RRN.

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**News from Brazil:**

**The International Center for Interpersonal Relationship Research**

Agnaldo Garcia  
Federal University of Espírito Santo

The IARR Mini-Conference, which took place in Vitoria, in 2005, contributed significantly to the development of relationship research in Brazil. The Mini-Conference brought together scholars from Brazil (with representatives of six Brazilian states: Espírito Santo, São Paulo, Rio de Janeiro, Minas Gerais, Santa Catarina and Pernambuco), the United States of America, Colombia, Mexico, the United Kingdom and Australia. The event was supported by the central administration of the Federal University of Espírito Santo (UFES) and by the Brazilian federal government. The financial support provided by the Brazilian National Council for Scientific and Technological Development (CNPq) enabled the publication of three books containing texts presented at the meeting (one in English/Spanish and two in Portuguese). A fourth book (in Portuguese) has been published with the financial support of the Graduate Program in Psychology (UFES), with federal funding from the Ministry of Education. The Espírito Santo State Assembly voted and approved a ‘vote of congratulations’ to the conference planner.

The Mini-Conference resulted in the organization, in 2006, of the “International Center for Interpersonal Relationship Research” (ICIRR), a nonprofit organization to promote research and publication on interpersonal relationship by means of a research cooperation program (national and international), an international journal, and a book series. At the moment, eleven students work on personal relationships at the center, ranging from undergraduates to PhD candidates. Among these, several graduate students manifested their plans to join IARR in 2007.

**National and International Research Cooperation Program**

In the last months, I have learned about colleagues in Brazil working on personal relationships in Pará, Minas Gerais, São Paulo, Santa Catarina and other states and promising plans for research cooperation are under way. Besides national research cooperation, contact with scholars from other countries has been an exciting new experience. In 2006, we started a Research Cooperation Program with the participation of scholars from the USA, Colombia and Mexico. In this program, research associates cooperate in research and publication efforts in the field. Sometimes we cooperate in a research project proposed by our associates. In other situations, we invite these colleagues to take part in research projects we are conducting. At present, we are working on an International Friendship Research Project (with university students). This is the first time we will collect data in all geographical regions of Brazil (North, Northeast, Center-West, Southeast, and South). We are very much interested in obtaining data from other countries as well. We have a lot to learn from our associates and their cooperation also stimulates students and other Brazilian scholars to investigate personal relationships. What is particularly exciting in Brazil and South America is that relationship research is a new area of investigation with multiple research possibilities. Research associates are also invited to cooperate in joint publication efforts. In 2005 and 2006, we obtained funding for publishing six books. For the next years, we are planning to edit books also in Spanish and, possibly, other languages. It is a rewarding experience to work with our research associates and an exciting way to make friends.

**Interpersona – An International Journal on Personal Relationships**

Interpersona is a new semiannual electronic scientific publication of free-access about personal relationships. As an international,
interdisciplinary journal, it aims to publish papers based on different methodologies and stemming from several disciplines, including psychology, sociology, communication studies, anthropology, family studies, child development, social work, biological sciences, medical sciences, nursing, history, and others. Manuscripts examining a wide range of personal relationships, including those between romantic or intimate partners, spouses, partners and children, siblings, and other family relations, classmates, coworkers, neighbors, friends and professional relations are welcome. In addition to original empirical (qualitative or quantitative) research, theoretical or methodological contributions, integrative reviews, meta-analyses, comparative or historical studies, and critical assessments of the status of the field are welcome as submissions.

Interpersona was devised to make relationship research results available to a large number of scholars and students, especially from developing countries and vice-versa, i.e., to open new opportunities for authors from developing countries to have their papers published, in English or in their national languages. Interpersona is interested in publishing papers from consolidated research centers and from new research groups. The same organization may be observed in the constitution of our editorial board.

Interpersona aims at making scientific publications available to a larger number of scholars and students in areas where traditional journals may be of difficult access. IARR members from consolidated research centers, who have already published papers in other journals, are invited to consider the possibility of submitting an integrative review of such papers. In this case, we will be pleased to publish this material as invited papers. On the other hand, the journal is also interested in learning about relationship research developments in different countries, continents and cultures.

Manuscripts may be submitted in 12 languages: English, French, Spanish, Russian, Arabic and Chinese (the six international languages recognized by the United Nations Organization) and also German, Portuguese, Japanese, Dutch, Italian, and Persian, always with a summary in English (1,000 to 1,500 words) and an abstract (in English of 200 to 250 words). The summary should contain all essential information to enable the full understanding by readers (what is fundamental for being cited, for instance). Interpersona will provide the translation of the English abstract into French, Spanish, Chinese, Russian and Arabic. In sum, a full paper will be published in any of the twelve languages, always with a summary in English and with abstracts in six languages to foster communication between authors belonging to different cultures. In fact, Interpersona will publish in 8 among the 10 most widely spoken languages on the planet, with a huge number of potential readers (estimated in 3,000,000,000 people!). As a free-access electronic journal, it will be available for about 700,000,000 internet users in the world. Other languages, like Hindi, Bengali and Korean, may be included depending on potential reviewers.

I would also like to express my gratitude to all scholars who have agreed to serve as a member of our editorial board, several of them members of IARR. So far, scholars from twenty-five countries have confirmed their participation in our editorial board, including (in alphabetical order) Australia, Belgium, Brazil, Canada, China, Colombia, Croatia, Germany, Greece, India, Iran, Israel, Italy, Mexico, the Netherlands, New Zealand, Poland, Portugal, Serbia, Spain, Switzerland, Taiwan, Turkey, United Kingdom (England, Northern Ireland and Scotland), and USA. We hope that joining our editorial board will be a pleasant and exciting venture. If you have time to review two manuscripts per year and are willing to help us as a member of the editorial board please do not hesitate to contact us. For further details, including manuscript submission guidelines, please visit our site www.interpersona.org.

Interpersona Books
Journals are open publications, unpredictable most of times. The series called “Interpersona Books” aims at making essential information on relationship research available in a structured way. The target public is formed by scholars and
university students in developing countries. If we want to have a wider number of scholars investigating personal relationships, we have to invest in the university, from undergraduate to graduate students, and faculty members willing to start a new investigation line. Interpersona Books, as a series of edited books, will bring important information for students and professionals. For instance, books about personal relationships are almost non-existent in Portuguese, at least in Brazil. Probably the situation is the same in other countries. On the other hand, imported publications are extremely expensive. Interpersona Books are intended to supply important, up-to-date information on the area, covering topics from theoretical and methodological aspects of different areas and relationship research to suggestions for new research projects. This may become a useful tool to help those professionals interested in teaching (and investigating) personal relations at university and for undergraduates and graduate students. Interpersona Books will be scientific books at an accessible price (even for developing countries). In the last two years, we were able to have six books published in Brazil, at accessible prices. In fact, several books have been donated to university libraries and all students cooperating in our center also received all six books with no expense. All these projects demand time and funding, but they are exciting and rewarding.

Finally, I would like to say thanks again to many IARR members for their support and friendship.

UPCOMING CONFERENCES

4th IARR Conference Providence, Rhode Island July 17-20, 2008

by Wendy Samter

M embers of the Department of Communication at Bryant University, the local hosts, are thrilled that IARR is coming to Rhode Island, USA in 2008! The conference will be held July 17th through 20th at the Westin Hotel in Providence, the state’s largest city. Rhode Island is located in the heart of New England and offers a mixture of urban excitement, rural tranquility, and 400 miles of winding coastline. Although the smallest state in the union, Rhode Island has the longest, official name—State of Rhode Island and Providence Plantations—and a population of slightly more than one million people.

Founded in 1636 as a haven for religious freedom, Rhode Island is home to the oldest surviving synagogue in the U.S. and the first Baptist Church. It also offers one of the largest concentrations of registered historic landmarks in the United States. Hundreds of years of American history are preserved here from 17th century colonial houses in Providence to Gilded Age Mansions in Newport. The state also has an extraordinary number of museums and twelve institutes of higher learning packed into its little space.

Known as the “Renaissance City,” Providence has undergone years of development combined with careful restoration and preservation of its 361 year-old history. As Yankee Magazine explained, “No city in New England has been transformed so dramatically as (Providence).
Old world sensibilities blend with twenty-first century visions and somehow it all works.”

Providence is also home to WaterFire, a free event, which was selected by National Geographic Traveler as one of the “Top 20 Events in the US” in the April 2005 issue. As one review from AOL CityGuide explained:

WaterFire, the brainchild of artist Barnaby Evans, is an impressive display of 97 bonfires set on the three rivers that flow through downtown...When the sun sets, the show begins; fire tenders in gondola-like boats set fire to braziers that are afloat in the river. The braziers are filled with a blend of woods intended to produce a vivid fire and aromatic smoke that burns for hours.

Between the smell of fire, illuminated bridges and boats, and the world music soundtrack that fills the streets, the show gives the onlooker a feeling of being in medieval Venice. The pedestrians and food vendors in the area add to the street festival feeling...

In addition, Providence boasts a flourishing cultural and academic community. The Tony Award-winning Trinity Repertory Theatre Company and the Providence Performing Arts Center are not only historic landmarks, but also feature operas, seasonal ballets, plays and musical concerts. Students and alumni of Brown University, Providence College, and Rhode Island College bring vitality to the city’s educational life. The famous Rhode Island School of Design (RISD) brings many young artists to the city.

Federal Hill and the East Side are two areas that IARR participants should be sure to explore. Both are within walking distance or a short cab ride from the convention hotel. The East Side of Providence is home to Brown University, RISD, historical houses, and several very unique entertainment and shopping districts. Thayer Street is lined with trendy clothing, music, and gift shops, and eclectic restaurants and cafes. Wickenden Street is known for its galleries and boutiques as well as its restaurants and cafes. If people want to immerse themselves in history and culture, Benefit Street is a must see. Dubbed the “Mile of History,” the street is famous for its Colonial and 19th century homes. The RISD Museum is also located on this street, housing more than 80,000 pieces of art.

Federal Hill, the neighborhood surrounding the east end of Atwells Avenue, is known as “Little Italy.” The neighborhood was first settled in the late 19th century and its name comes from the old, Federal style houses built there for the Civil War militia. Federal Hill offers a large selection of restaurants and specialty shops, as well as retail stores and galleries. The entrance to Federal Hill is marked by a large arch crossing over Atwells Avenue.

Several events that feature the city and/or surrounding areas are currently being planned for the conference. We hope to schedule a “Gallery Night” where you can tour the many interesting galleries in the city, and a mini WaterFire. In addition, one night, IARR members will have the option of dining on the Bay Queen, a large passenger ship that cruises Narrangansett Bay. We’re also going to offer an afternoon and evening excursion to Newport, RI, where there is a variety of things to explore including extravagant mansions built by 19th century industrialists, beautiful hiking trails along the rocky coastline, historical sights, museums, and hundreds of shops, galleries, and restaurants. Newport is known as “The City by the Sea” and some of the most beautiful yachts in the world are located here. You can charter a former American’s Cup Boat or just sit by the harbor enjoying the view.

We’re also working on a daylong excursion to Martha’s Vineyard following the conference. Martha’s Vineyard is located 7 miles off the coast of Massachusetts and can be reached in about 1 hour by a high-speed ferry from Quonset Point, RI. Approximately 23 miles long and 8 miles wide, the island is chock full of places to explore. You can visit the multi-colored clay cliffs at Gay Head or tour Edgartown, the largest village on the island and once the seat of Dukes County, the home of many whaling ships and their captains. There are dramatic beaches, five
lighthouses, “gingerbread” cottages, up-island stonewalls, Flying Horses, the country’s oldest operating carousel, and the world famous Black Dog Tavern in Vineyard Haven.

So please come and join us in Providence for the 2008 IARR Conference. We hope that the location and activities we’re planning pique your interest and give you a taste of New England. If you have any questions, please don’t hesitate to contact the Local Arrangements Chair, Dr. Wendy Samter, at wsamter@bryant.edu.

POSITIONS AVAILABLE

ASSISTANT PROFESSOR AND STATE EXTENSION SPECIALIST HUMAN DEVELOPMENT AND FAMILY STUDIES UNIVERSITY OF MISSOURI

Applications are being accepted for a 12-month, tenure-track position as Assistant Professor and State Extension Specialist in the Department of Human Development and Family Studies at the University of Missouri. This position is 70% Extension and 30% Research. The Extension portion is to provide expertise and leadership in the development and implementation of parent education, especially for divorcing parents and step-parents, and to support Extension county faculty who offer such programs. The research portion is to maintain an active program of research in an area related to human development and family studies. This position also involves advisement of graduate students and membership on graduate student committees. Department, campus, and professional service is also expected.

Applicants should have a Ph.D. in Human Development and Family Studies or a related area at the time of appointment. Previous experience with Extension or related applied activities is preferred. Applicants should have demonstrated research competence and potential to maintain a productive research program, including procurement of external funding and scholarly publication.

Visit the following for more information about the University of Missouri, Columbia (http://www.missouri.edu/), University of Missouri Extension (http://extension.missouri.edu/), and the Department of Human Development and Family Studies (http://web.missouri.edu/~hdfswww/).

Women and minorities are encouraged to apply. The University of Missouri-Columbia is an Equal Opportunity/Affirmative Action employer. To request ADA accommodations, please contact our ADA Coordinator. Applications will be reviewed starting October 15 and continue until a suitable candidate is hired. Send application materials (a cover letter addressing qualifications, a curriculum vitae, and 3 letters of reference) and inquiries to:

Teresa M. Cooney, Ph.D.
University of Missouri- Columbia
314 Gentry Hall
Columbia, MO 65211-7700
Phone: 573-882-4649
Fax: 573-884-5550
CooneyT@missouri.edu

HUMAN DEVELOPMENT AND FAMILY STUDIES FACULTY POSITION ANNOUNCEMENT UNIVERSITY OF MISSOURI

The Department of Human Development and Family Studies at the University of Missouri-Columbia (http://web.missouri.edu/~hdfswww/) has an opening for a tenure track Assistant Professor. Position is 9 months, beginning August 2007. Duties include conducting an active program of research in any area of human development and family studies, writing grants, teaching graduate and undergraduate courses, advising...
undergraduate, masters, and doctoral students, and participating in service. Applicants should have a PhD at the time of hiring in human development and family studies or a related field. The Department focuses on lifespan human development and families in a variety of relational, social, and cultural contexts. Faculty conduct basic and applied research, with a unique investment in the application of new knowledge to issues facing individuals and families. Our commitment to individual and family diversity in research, teaching, and service distinguishes our academic programs. Salary will be commensurate with qualifications and expertise. Women and minorities are encouraged to apply. The University of Missouri-Columbia is an Equal Opportunity/Affirmative Action employer. To request ADA accommodations, please contact our ADA Coordinator. Applications will be reviewed starting October 15 and continue until a suitable candidate is hired. Send application materials (a cover letter addressing qualifications, a curriculum vitae, and 3 letters of reference) and inquiries to:

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TEXAS TECH UNIVERSITY
DEPARTMENT OF HUMAN
DEVELOPMENT AND FAMILY
STUDIES announces the opening of two full-time, tenure-track, positions at the ASSISTANT/ASSOCIATE level to commence August, 2007. 1) Family Studies (FS). Candidates who focus their research on families/relationships in community contexts are preferred, although candidates with other family research interests will be considered. Candidates must be prepared to teach a graduate family theory course. 2) Child Development/Early Childhood (CD). Exceptional candidates in all areas of child development will be given consideration though we are particularly interested in scholars with expertise in socio-emotional development at the pre-school stage. The successful candidate will have the opportunity to conduct research in a newly constructed, state of the art laboratory preschool which has an enrollment of 110 infants through preschoolers, and enter on-going collaborative research projects involving multi-year longitudinal data sets. Both positions require a Ph.D. in HDFS, Psychology, Child Development, Sociology, or a related discipline by the start date, and evidence of history or potential for success in conducting research and obtaining external funding, teaching, leadership, and service. Review of candidates begins on January 4, 2007, and continues until the position is filled. Apply online http://jobs.tastech.edu (FS requisition #72423; CD requisition #72428) by submitting letter of intent, vita, and statements of teaching philosophy and research interests. For the FS position, also mail evaluation pre/reprints of published articles, graduate transcripts, and three recommendation letters to: Judith Fischer, Ph.D., Family Studies Search Committee, HDFS Department, College of Human Sciences, Texas Tech University, Lubbock, Texas 79409-1162; email: judith.fischer@ttu.edu. For the CD position also mail (p)reprints of published articles and three recommendation letters to Sybil L. Hart, Ph.D., Child Development Search Committee Chair, Department of Human Development and Family Studies, Texas Tech University, Lubbock, TX 79409-1162; email sybil.hart@ttu.edu. Information about our department may be found at http://www.depts.ttu.edu/hdfs. Lubbock is a sunny southwestern city of 200,000; TTU enrollment is 28,000. TTU is an Affirmative Action/Equal Opportunity Employer with a strong commitment to supporting equality of opportunity and respect for diversity.
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*term ends June 30, 2007

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**term ends with this issue