

# RELATIONSHIP RESEARCH NEWS

OFFICIAL NEWS JOURNAL OF THE INTERNATIONAL ASSOCIATION FOR RELATIONSHIP RESEARCH

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## PRESIDENT'S COLUMN

### May 2018 Report by Susan Sprecher Illinois State University

It is difficult to believe that this is already my last RRN column as President of IARR. I have thoroughly enjoyed serving in the role of President of this great organization, and expect to be involved as Past-President and in other roles in the coming years.

I am looking forward to seeing many of you at the 2018 IARR main conference (Fort Collins, CO, USA; July 12-16), which is rapidly approaching. Jennifer Harman (local arrangements organizer), Lisa Neff (program committee chair), and many others are working hard to prepare a great conference. For updated detail on the conference, including the program, please go to the conference website at: <http://iarrconference.org/>

The conference will formally kick off at 5:00 p.m. on Thursday July 12<sup>th</sup>, with a welcome and the first keynote address, which is by Past-President, Jeff Simpson. The keynote address will be followed by an opening cocktail/appetizer event at the football stadium. However, please note that all are welcome to attend a business meeting that will begin at 3:30 on Thursday.

We also encourage you not to leave the conference early, as the Awards Banquet will be on Sunday night, and this will include a DJ and music (and hopefully dancing!). In addition, the conference website lists several suggestions for excursions for

those who want to stay past the end of the conference and explore Fort Collins or areas beyond. The IARR Board has voted to approve funds to reduce conference registration costs for graduate students at the Fort Collins Conference. This tradition began in 2012, and will continue as long as a prior main conference operates in the black. We pay it forward by contributing much of the profit of a prior conference to fund the applications for many graduate students attending a future conference. We are in the process of funding over 100 graduate students for ½ of their registration fee, thanks to Geoff MacDonald operating the Toronto 2016 conference at a profit.

I am very confident that you will have such a rewarding experience at the Fort Collins conference that you will be ready to make plans for your next IARR conference. Fortunately, we have two mini-conferences planned for the summer of 2019, as announced and described in more detail later in this issue. The first will be at Carleton University in Canada, June 20-23, 2019, and will also include a New Scholar Workshop. The second will be at the University of Sussex, in Brighton, UK, July 18-21, 2019. Each mini-conference has an exciting theme (Positive Action in Relationships, Applied Relationship Science, respectively), but will also welcome submissions on other topics as well. Stay tuned in the coming months for more detail, and begin to plan your summer of 2019 around one or both of these mini-conferences. We will soon announce the location of the 2020 main conference.

Other IARR news items that I want to share with you include:

Jeff Simpson (Past-President) and his elections committee have compiled a list of nominees for the open positions on the Board, which are: President-Elect, Secretary, Member-at-Large, Chair of Publication Committee, and New Scholar Representative. The election began April 1<sup>st</sup> and will

probably be done by the time you are reading this issue of RRN (with winners announced through email). I want to thank all of those who were willing to run for the positions.

The Board has approved the appointment of Laura VanderDrift as the next Editor of RRN. She is one of the Associate Editors for current Editor, Brian Ogolsky, and will become the senior editor beginning with the May issue of 2019. Brian has done an excellent job with RRN, and I know that Laura will as well!

Anita Vangelisti and her Awards Committee have been hard at work in the early part of 2018 selecting the award winners for various awards. They will be announced at the Fort Collins conference. These include: book award, article award, IARR Fellow(s), Steve Duck New Scholars Award, Teaching Award, Mentoring Award, Gerald R. Miller Award for Early Career Achievement, Berscheid-Hatfield Award for Distinguished Mid-Career Achievement, Dissertation Award, and Distinguished Career Award. Congratulations to the winners, and for all who were nominated – keep up the good work!

For years, our organization used 123Signup to handle our membership registrations. An ad-hoc committee (Dan Perlman, Jessica Eckstein, and Leah Bryant) was charged by the Board to look into other options, and recommended Wild Apricot, which was approved by the Board. 123Signup served us well for years, but Wild Apricot appears to provide more flexibility and services for what we need at this point in our organization. In addition, Jessica will chair an ad-hoc committee that will explore the process of moving our website from Squarespace to Wild Apricot.

And, speaking of the [website \(iarr.org\)](http://iarr.org), Lucia O’Sullivan (Chair of Media Committee) has made a few updates to the appearance of the website, and she and her committee are beginning a new entry on the website, which is to “snapshot” different IARR Members, answering a few questions (e.g., “How did you find yourself in the relationship research world?”). If you want to see my answer to this

question and a photo of me waving to you, [go to the homepage and scroll down](#). More members to come!

Still on the theme of the website, be sure to look at what the hard-working teaching committee has uploaded to [the teaching page of the website](#). Last year, the committee uploaded syllabi from members, and just recently, two members of the committee (Julie Verette Lindenbaum and Gary Lewandowski, under chair Cheryl Harasymchuk) uploaded assignments submitted by our members. Thanks to them for their hard work, and to all who submitted [syllabi](#) and [assignments](#).

Geoff McDonald and others have been working on how our journals (*Journal and Social and Personal Relationships*; and *Personal Relationships*) can respond to the call for more transparency and openness. After much debate, the journal editors, the publication committee, and the board voted to adopt Level 1 TOP Guidelines. Geoff provides information on this later in this issue, and he and several others will have a panel on open science at the Fort Collins conference.

All current members of IARR should have received in February an email that included a link to an online survey. The survey was designed to assess your reactions to the organization’s conferences and journals. We want to hear from everyone so that IARR can better serve the membership. If you missed the email, here is the link to the survey: [https://illinoisstate.az1.qualtrics.com/jfe/form/SV\\_er1v05jfwgeNnPn](https://illinoisstate.az1.qualtrics.com/jfe/form/SV_er1v05jfwgeNnPn)

In closing, I want to thank the many people who contribute their service to this organization. It has been a pleasure to work with you. The heavy lifters (e.g., secretary, treasurer, committee chairs, journal editors, etc.) are listed on the back page of this issue, but those providing notable service include many others including the current and future conference organizers. Special thanks to Jennifer Harman and Lisa Neff for their hard work this year to make the 2018 conference happen!

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*Relationship Research News* is published twice a year. Contributions are very welcome and will be published as space permits. Announcements, letters to the editors, cartoons/humor, teaching tips, and other information relevant to IARR members are all appropriate. If you would like to contribute a feature article or personal commentary, please submit a brief (one paragraph) description to the editor first (please do not send manuscripts). Submit all materials to Brian Ogolsky via bogolsky@illinois.edu. The deadlines for final copy are October 1 and April 1. Inquiries regarding Feature Articles are welcome at any time.

## FROM THE EDITOR'S DESK

by **Brian G. Ogolsky**  
**University of Illinois at Urbana-  
Champaign**

The May issue of *Relationship Research News* is here and ready for your viewing pleasure. It is hard to believe that my editorial team is now done with its penultimate issue. One left before we hand it off to the capable hands of Laura VanderDrift.

While I am on that topic, I encourage members, particularly those who are looking for ways to get involved in this great organization, to reach out to me or Laura at the main conference this July. Laura will be establishing her editorial team in the next year and will surely be thrilled for eager volunteers. In my recent conversation with members (as you will see later in this issue), the most common piece of advice to young scholars is to volunteer. Use the conference as a way to meet new people, connect with the leadership, and get a foot in the door. Nearly everyone who talks about IARR mentions the climate of openness, inclusiveness, and opportunity. Seize your opportunity by reaching out. You are the future of the organization!

In this issue you will notice that the junior and senior spotlight columns are missing again due to another loss of a beloved member, F. Scott Christopher. Sue Sprecher, Rod Cate, and others provided a touching reminder of Scott's far-reaching contributions. Be sure to keep your Kleenex nearby.

Dave Kenny then returns with a tasty humor column. Be sure not to take his half of the pie. Don't miss his announcement of an upcoming opportunity to learn the latest and greatest in statistics from the latest and greatest teachers.

New Professional Representative, Natalie Hengstebeck talks about more options for those on the job market. If policy is your thing, she has the answers for you.

Next, Cheryl Harasymchuk highlighted the teaching of Julie Verette Lindenbaum in her teaching spotlight column. She offers some great tips on relationships in the classroom.

We have two spotlight columns in this issue. The first is a summary of a conversation that I had with members of the organization to drum up excitement for the upcoming conference (which is never hard to do). Enjoy the many stories from IARR history as well as the tips for success in Fort Collins.

The second spotlight is a discussion of the new policy on transparency and openness in publishing by Geoff MacDonald.

Be sure to check out the journal updates for an overview of the newest scholarship, and, as always, remember to accept the next review request that you receive!

The announcement section is full of new and exciting information about the main conference (including student scholarships), future conferences, upcoming book releases, free dyadic data apps, and much much more. I hope to see you all in Fort Collins.

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**Submission deadline for the  
Next issue of RRN**

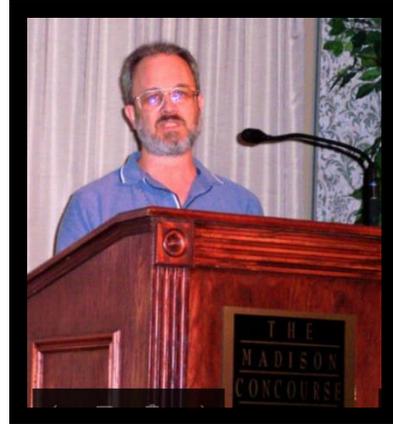
**October 1, 2018**

**Submit all materials  
to Brian Ogolsky  
bogolsky@illinois.edu**

**IN MEMORIUM  
F. SCOTT  
CHRISTOPHER**

**by Susan Sprecher  
Illinois State University**

**Rodney Cate  
University of Arizona**



We so wish we were writing accolades for our friend, Scott Christopher, for an IARR Award instead of a tribute upon his passing. We miss him very much as our friend and colleague. No words can do justice to capture the wonderful person he was, but we offer this tribute so that people who did not know him will have a sense of who he was and of his contributions to IARR and the relationship field, and so that those who did know him can be reminded of their own memories of Scott. Scott passed away Wednesday, February 7, 2018, after an almost three-year battle with pancreatic cancer, a battle that he fought with courage and optimism. He is survived by his wife, Fonda, and his adult daughter, Michaela.

### **Background**

Scott was born in 1952 and raised in Lincoln, Nebraska. He first pursued his higher education at the University of Nebraska-Lincoln, receiving the bachelor's degree in psychology (1975) and the master's degree in human development and family studies (1979). Then, Scott pursued the doctorate at Oregon State University, receiving his Ph.D. in family studies and human development in 1982. Scott and I (Rod) both arrived at Oregon State University in the fall of 1979. Scott was a new doctoral student and I was a virtually new assistant professor (less than two years after getting my Ph.D.). To my good fortune, Scott decided a few months later to take a chance on this "wet behind the ears" professor (me) to be his mentor and advisor for his doctoral work. Needless to say, Scott and I learned a lot from each other during that time. That was the beginning of 35+ years of friendship and collaboration between the two of us.

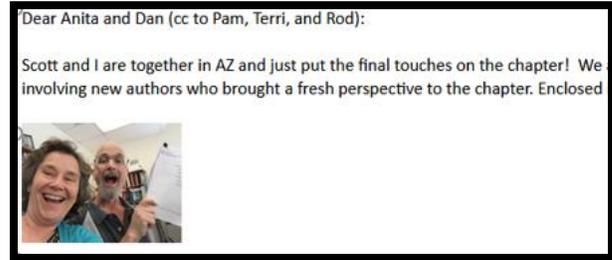
Scott began his career in research and teaching at the University of Nevada-Reno in 1982 as an assistant professor of child and family studies. In 1986, he relocated to Arizona State University. During the next 32 years, Scott advanced in rank from assistant professor to full professor of family and human development, and held that rank until his death this year. Scott had a very active career at ASU, which included close involvement in teaching, research, and service.

Scott was a member of the relationship organizations (initially INPR and ISSPR, and then IARR). He attended many of the conferences over the years, including the mini-conferences and as a presenter at the New Scholar Workshops. In fact, he organized the first IARR New Scholars Workshop in 2003 (held at Arizona State University). He was also the program chair for the 2004 conference held in Madison, WI. He served IARR in so many other ways – Chair of Awards Committee (2012-2014), Member of the Editor Search Committee for *Personal Relationships* (2011-2012), Board member of IARR (2004-2006), and on the program committee for two other conferences. Going further back, he was on several committees for INPR and ISSPR. He truly loved and was committed to the relationship organization and the people in it. In fact, even after he had been diagnosed with cancer, he had been willing to serve (until he could no longer serve) on the current Awards Committee, chaired by Anita Vangelisti. We are sure that if he could have lived a much longer life, he would have continued his outstanding contributions to IARR as one of our future Presidents, and done a superb job.

Scott's primary research was on topics related to adolescent sexuality, sexuality (more generally) in a relational context, and sexual aggression. He published a 2001 book, entitled, "*To dance the dance: A symbolic interactional exploration of premarital sexuality*" (Erlbaum). He co-authored a *Journal of Marriage and Family* decade review on "*Sexuality in marriage, dating, and other relationships: A decade review*" that has been an important reference for early work in the area of sexuality. He was instrumental in advancing the linkages between the interdisciplinary fields of close relationships and sexuality, which included co-editing a special issue on this topic for *Personal Relationships* (1995).

Rod and Sue both had the honor of collaboration with Scott. Rod worked with Scott in the 1980s, and together they conducted some of the first work on abuse and violence in dating relationships. They also went on to study sexual decision-making and pathways to sexual involvement. Sue's first opportunity to work with Scott came in editing the special issue on "*Sexuality in Close Relationships*" for *Personal Relationships* referred to above, but then they went on to publish several additional empirical articles and chapters together. In addition, Rod, Sue, and Scott had the opportunity to all work together when they wrote the "*Sexuality in close relationships*" chapter for the Vangelisti and Perlman (2006) *Handbook on Personal Relationships*.

It had been several years without collaborative writing projects with Scott, but then it was (as we can now see in hindsight) a gift that Anita Vangelisti and Dan Perlman decided to do a second edition of their Cambridge Handbook and asked Rod, Sue, and Scott to write a second edition of their chapter. As they recall, the time-line is that the invitation came to them shortly before Scott learned of his cancer diagnosis. They agreed to do the chapter, embracing the opportunity to work together again, and also brought Pamela Regan and Terri Orbuch in as co-authors. Therefore, they had a chance to be in frequent contact through the stages of Scott's illness and while he was still able to work. Sue has a very fond memory of traveling to Phoenix in March of 2016 to work with Scott in person to finish the first draft of the chapter to submit to the editors. When we submitted it together, Sue wanted it to be a memorable submission, and so the email signature included a photo of them together holding the paper copy of the chapter (a bit of this scanned here).



The March, 2016 trip to Phoenix would be the last time Sue would see her good friend and colleague, Scott. Fortunately, she had opportunities to continue to have email and text exchanges, and both Rod and Sue had the good fortune of being able to talk to him on the phone in the weeks before he passed away. Fonda, Scott's wife, also kindly kept them posted on Scott's condition.

We include below a few unsolicited and solicited memories of Scott from others who we know were impacted by him. Sally Lloyd was a graduate student with Scott. Terri Orbuch provides a memory from the Israel IARR conference involving Scott. Rowland Miller and Anita Vangelisti describe their experiences with Scott at the Australia conference, which was the last IARR conference that Scott attended. Denise Solomon and Linda Roberts discuss what it was like to work with him in organizing the 2004 IARR conference. And, perhaps best capturing the essence of Scott, Leah Bryant (who organized more than one New Scholar Workshop) describes Scott's contributions to the New Scholar Workshop.

**Sally Lloyd:** I want to tell you a story that is not about Scott as an academician, but about him as a friend. When I was at Oregon State, someone broke into my apartment in the middle of the night. I was not harmed, but I was very frightened, and found I could not sleep at all for several weeks. When Scott found this out, he offered to come over and sleep on the couch, but he couldn't as he was working graveyard shift at a group home. So he came up with an elegant solution - he brought his wonderful great dane, Eros, over to my apartment to stay with me, and the presence of that giant dog helped me feel safe. That's the kind of guy he was -- deeply caring, understanding, nonjudgmental - he knew just what to do to help without making me feel helpless. This sort of caring, coupled with his deep laugh and sense of joy, are memories that I treasure about my graduate student buddy Scott.

**Terri Orbuch:** When I sat down to share a memory of Scott, there were three qualities that immediately came to my mind: (1) he was the friend who always offered to help you if you needed someone, (2) he always had the biggest best smile on his face, and (3) his stories about his family, his students, and his work were told with enthusiasm and fun details. I also remember vividly one day in Jerusalem, when the IARR conference was held in Israel. Along with four other people, Scott and I went to have lunch at the King David hotel. I put my purse around my leg, and the six of us had a delicious great lunch. When we were done, I went to grab my purse and it was gone! It had been stolen from under me, with everything I owned in it. I was panicked to say the least. Scott graciously volunteered (with a smile on his face, and jokes to go with it) to go to the police station (by the Western Wall). He and I were at the police station for hours, using what Hebrew we could gather together, to tell the officers what I had in my purse, and what had happened. Scott never got angry, never stopped being positive, and never took that big smile off his face. We laughed all night, and he continued to remind me what a great story I would have in the end! He totally helped me through that stressful night. I will never forget his smile, support, laughter, and friendship.

**Rowland Miller:** Scott was one of those rare and special people whose good cheer and energy lit up any room he entered. I got to enjoy a lot of his company at our convention in Melbourne in 2014 when he was the Chair of our Awards Committee and I served as a Master of Ceremonies at our Awards Dinner. We met to plan the event and sat together at dinner, and his easy charm and warmth made the evening fly by. What a delightful colleague!

**Anita Vangelisti:** One of my favorite memories of Scott was when we all were in Australia. I was walking somewhere with my family and saw a man taking photos of a black swan. Once we got closer, we saw it was Scott, so we stopped to say hello. Scott took the time to explain how rare black swans are to my children, and talked about how much he enjoyed birds, etc. It was a perfect Scott moment.

**Denise Solomon and Linda Roberts:** They recalled what it was like to work with Scott in planning the 2004 IARR conference in Madison (Linda and Denise were the local organizers and Scott was the program Chair). Denise wrote: “Linda and I would be agonizing over how many rooms and which size and

how to somehow make it all work. We were so fortunate to have Scott as the program chair because he was unfailingly calm and reassuring, and ultimately he did an expert job of fitting the programming of the conference into the options we had available.” Linda echoed Denise’s sentiment, and wrote, “What stood out was something so similar to what Denise wrote – the adjective that had come to mind about his approach was ‘can-do’ – he was a person who just easily relaxed into whatever was. He seemed to accept life, and the vicissitudes of conference planning, just as it came. I didn’t have the privilege to see him after his diagnosis but my sense was that his approach to the realities of his cancer was the same. A great model.”

**Leah Bryant:** Scott had an open invitation to speak at the New Scholar Workshops, particularly about work-life balance. At one memorable NSW, in a few of the earlier sessions, new scholars became increasingly nervous as they were instructed to publish and then publish more (selected quotes - “publishing is really the only thing that matters” “the only thing that will outlive you is your publication record”). Then in the last session, sensing the abject terror that had been workshopped into the group of emerging scholars, Scott started his presentation saying something like this: “Yes, publishing matters - BUT it isn’t what will keep you warm at night. It’s my wife who keeps me warm. Sure, if I set fire to all my publications, they might provide an hour or so of heat. It is my wife, my daughter, and our life together that keeps me warm. While it is important to invest in your career, it is more important to invest in your family because they are ultimately what matters the most.” Then there was a collective sigh of relief and not a dry eye in the room. Another memory when I first really got to know him — we were at the Nova Scotia conference, with adjoining dorm rooms. He was there with his dad. And we were a group of 4 grad students from Nebraska sardined into a room. We had the best time visiting with them each night. Scott said that was a really special trip, one of the last, that he took with his dad traveling cross-country. It is a perfect example of how he found a way to balance his work life and his family life. In Israel (I think it was there), when he first saw me, the first thing he said was “Fonda [his wife] is here. I really want you to meet her!” I want to have that kind of affection, respect, and gratitude for my spouse — he modeled that for all of us. I’ve got to stop here. I miss him so much and could write an email that won’t end.

## HUMOR COLUMN

### Einstein's Pie

By David A. Kenny  
University of Connecticut

**Rod:** Over my almost 40 years of friendship with Scott, it was abundantly clear that he was a kind, caring, and giving person. As one can see from the other remembrances in this tribute, these qualities were widely known and not just held by a small group of close friends and colleagues. The personal remembrance I want to share is one that occurred after Scott was diagnosed with cancer. I had recently learned from another source that Scott had received this diagnosis. After recovering somewhat from the shock of hearing this, I phoned him to see if what I was told was correct. Scott confirmed what I had been told. I told him how upset and worried I had been upon hearing this. Scott's response was something similar to the following: Rod, I knew you would be upset, so I had been putting off telling you. That was a perfect example of Scott as a friend! RIP, my good friend!

**Sue:** Scott was always thinking of others. Even though he was weak at the end and in Hospice, I got a phone call from him only about 10 days before he passed away. I was soon to go to give a lecture, but of course, I took the phone call, and we had the chance to talk for almost half an hour before he got tired and I had to go teach. It was to be our final conversation, but I had no idea that it would be (although perhaps he did). He talked with excitement about the fact that his daughter was to have an interview for a graduate program for marital therapy (and I have since heard from Fonda that she got in!). We talked about my youngest child's career aspirations, and he asked me how I was doing in regard to the cancer diagnosis of another person close to me (again, this was Scott – always thinking of others). This conversation was a gift to me.

**The loss to our organization and our field of study is profound.**

**We miss you, Scott! Love from your friends, Rod and Sue (and many others)**

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Albert Einstein is famous for his thought experiments, which are hypothetical situations that are described and their consequences explored. Sometimes, these situations are a bit bizarre, such as two rocket ships passing each other at the speed of light. Perhaps the most famous thought experiment is not by Einstein but by Erwin Schrödinger. It describes the state of his cat as both being dead and alive at the same time to illustrate quantum indeterminacy. I think we should use thought experiments in the science of relationships because, after all, everyone knows that physicists are **real** scientists, and by doing so we, too, can feel like actual scientists. By the way, if you want to appear really smart, do not call them thought experiments, but use the German term, which is Gedankenexperiment.

I have created a Gedankenexperiment in which there are two people trying to figure out what to do with the one last piece of pie: How do they figure out which one of them is going to eat it, or if they should divide it between themselves? The relationship part comes into play because the two people are different types of people.

#### Two Altruists

Among the founding figures in the study of relationships are John Thibaut and Hal Kelley, fittingly enough for relationship science, a pair. One of their key concepts is that people bring to social interactions social motives when deciding how to distribute rewards. Sometimes one interactant might be an individualist who wants to maximize his or her outcomes. Other times, the goal is equality, which is rather unsurprisingly an equal division of rewards. It is obvious that there could be quite a bit of conflict between two individualists in the pie-dividing scenario. However, there would be just as much conflict between two persons who both had an altruistic motive. The conversation between the two

of them, named Cornelia and Terry might go something like this:

**Cornelia:** Terry, do you not want to have that last lovely piece of pie?

**Terry:** No. I baked that pie so you could enjoy. Let me put it on a plate for you.

**Cornelia:** Oh, I am not hungry at all. I know you like it. Let me get you a fork.

**Terry:** I will not hear of it. Here it is for you. Doesn't it just look delicious?

This argument could go on until the pie has mold on it and has to be thrown out. You have to wonder why one of them doesn't just say: "OK, I think I will just eat this piece of pie to make you happy."

### **The Liar and the Truth Teller**

What if we have two people, one of whom always tells the truth and the other always lies? Let us imagine a conversation between two brothers, Larry the liar and Tommy the truth teller:

**Tommy:** Do you want the piece of pie?

**Larry:** No, I do not. You can have it.

[Tommy goes to put the pie on his plate and Larry grabs his arm to restrain him.]

**Tommy:** I thought you said I could have the pie?

**Larry:** I never said that.

[Larry grabs the pie and starts eating it.]

**Tommy:** My brother is such a liar!

**Larry:** My brother is such a liar!

**Tommy:** I think we just agreed for the very first time in our lives.

**Larry:** No we didn't.

### **Anxious Anne and Avoidant Allan**

We might wonder what it would be like to have two insecure people in a relationship, one of whom has anxious attachment and the other avoidant attachment. Consider a conversation between Anxious Anne and Avoidant Allan:

**Anne:** What were you doing in the other room? Were you on the phone with someone? I think so.

**Allan:** [Yawns.] I was just checking my email [as he continues to look intently at his phone].

**Anne:** You have your phone in your hand. You were on the phone talking to someone, weren't you? Tell me what is on your mind! Now!

**Allan:** Whatever. Here, have a piece of pie.

**Anne:** You know I hate apple pie. Are you doing this to torture me?

**Allan:** I think I am going to go to the bathroom and clip my toenails.

### **One Person has Obsessive Compulsive Disorder**

It is generally agreed that the optimal solution to the pie dilemma is as follows. One person is chosen to cut the piece in half and the other person can then pick which piece of pie to eat. Let us imagine the conversation between Felix, an individual with obsessive compulsive disorder, and his roommate, Oscar.

**Oscar:** I am going to cut that pie piece in half and then you can pick the piece you want.

**Felix:** No way! I want to cut the pie, as I am sure that you would do it all wrong. Should I use my Wüsthof German knife or my Ginsu Japanese knife? I think that the Wüsthof would be better. I had better Google this.

[Ten minutes later Felix finally starts to cut the pie.]

**Felix:** I need my laser tape measure. It looks like one side is a millimeter wider than the other side. I should have used the Ginsu knife. Also, maybe I should have cut it horizontally instead of vertically. What do you think, Oscar?

**Oscar:** I am just glad that you are finally cutting the damn thing. [He then grabs the partially cut pie and gobbles down his half].

**Felix:** Oscar, please don't bother me now while I am cleaning my knife. I would hate to see it rust.

### **One Person is a Psychic**

You would think it would be wonderful to be a psychic or have a partner who is psychic. You might change your mind when you read about the conversation between Pam the Psychic and her partner, Chris:

**Chris:** There is one last piece of pie.

**Pam:** I know that.

**Chris:** I want you to have it.

**Pam:** No you don't. You want to eat it.

**Chris:** You are right. Still, you have the last piece of pie. I think you deserve it.

**Pam:** No, I do not.

**Chris:** Well I guess I will eat it.

**Pam:** You will not like it either. Why don't you just feed it to the dog? I know he would like it.

**Chris:** You do not have to be psychic to know that!

Randi Garcia and David A. Kenny will be conducting a weeklong workshop on dyadic data analysis at the University of Connecticut on June 25-29. Analyses will be conducted using R, though no prior knowledge of R is required. More information at: <https://datic.uconn.edu/workshops/dyadic-data-analysis-using-multilevel-modeling/>

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## NEW PROFESSIONAL'S COLUMN

### Careers Beyond the Ivory Tower 2: Policy Jobs

By **Natalie D. Hengstebeck**  
**Scholars Strategy Network and  
Duke University**

“Wait, in what field did you do your Ph.D?” As I have pivoted from a more academic focus on family and relationship science to using research more broadly in public policy, people are often surprised to learn that I did not earn my degree in government or public policy. At the same time, child, family, and relationship scholars are on the front lines of bridging research and policy, including Dr. Karen Bogenschneider (Emeritus Professor of Human Ecology, University of Wisconsin–Madison; Founder and Director Emeritus, Family Impact Institute), Dr. Pearl Dykstra (Professor and Chair of Sociology, Erasmus University Rotterdam; Deputy Chair of the High Level Group of Scientific Advisors for the European Commission), and Dr. Vivian Tseng (Senior Vice President of Programs, William T. Grant Foundation).

So, how is a background in relationship science an asset in public policy? Public policy and community organizing are about relationships. And not only do many of our theories about initiating, maintaining, and enhancing relationships parallel those in social movements, but also relationship scientists have content expertise on programs and policies for children, couples, and families; methodological expertise to review research protocols and analyze

data that better inform decision-making; exceptional research translation skills honed through teaching and media interest; and a longstanding tradition of fostering relationships between new professionals and established scholars at IARR conferences.

In my final column as the IARR New Professional Representative, I share resources with those who may be interested in transitioning into a career in public policy.

#### What Should I Know about a Career in Policy?

**Meet and build a network of people who do the type of work that interests you.** To find them, ask your mentors (if you feel comfortable), attend policy-oriented panels at conferences and follow up with presenters, attend policy-oriented conferences (e.g., APPAM) or community events, tap into alumni networks via your university’s career center, and search Google or LinkedIn.

**Search, download, and set up alerts for job postings that interest you, *starting now*.** First, I encourage you to think about the processes that you like or dislike about your work. Do you enjoy mentoring? Teaching? Writing for academic audiences? Writing for non-academic audiences? Service? Search and set up alerts on Google, Indeed, LinkedIn, and other sites for the types of work that you want to do (e.g., “research,” “policy,” “writing,” “supervise”). Alternatively, you may prefer to search by job titles: policy analyst, policy researcher, director of research, data scientist, research manager, research associate, research specialist, program officer, researcher, policy fellow, research scientist, director of policy (engagement), or policy advisor. Then, as you see organizations that interest you, sign up for alerts, follow them on social media, or use a web tool to monitor a jobs page for changes. In addition to [Indeed](#), check out [Policy Jobs](#) (international), [National Conference of State Legislatures](#) (USA), [USA Jobs](#) (USA), [Public Service Careers](#) (USA), and [Euraxess](#) (Europe). Like the others, [Versatile PhD](#) has job postings, but also contains a wealth of resources for non-academic PhD careers more broadly.

**As you learn more about the types of jobs that interest you, pay attention to and develop the desired qualifications.** Do they want candidates with a lot of statistical expertise? Take an extra stats course or a workshop on infographic design. Do they

want candidates who can convene forums of stakeholders? Serve on a university committee and plan events. Do they want candidates who can bring in grant money? Apply for summer funding at your university or a fellowship that aligns with your goals. Do they want someone with applied research experience? Take an evaluation course with a practicum, volunteer to analyze data for a local non-profit organization, or do an internship. (Note: Your university may allow you to earn course credit for your internship.)

**Get hands-on experience in policy work, especially during the summer.** For example, [Mathematica Policy Research](#), [RAND Corporation](#), and [Child Trends](#) have summer programs for graduate students. Applications may be due as early as December, so it is important to plan in advance.

**Establish yourself as an informed and trustworthy voice on a policy issue.** Read, blog, and comment about your issue regularly. Build relationships with local or national organizations, journalists, and/or policymakers who work on that issue. This may relate to your specific research area or your field more broadly. Remember that even though you have been cultivating your research specialization, you have a lot of general knowledge about your field more broadly. However, recognizing that many scholars do not have policy experience, if asked for policy ideas, it is better to say that you do not know than to make misinformed recommendations.

**Apply for jobs that excite you, fit with your values, and for which you have skills that they need.** After the long process of working toward a PhD, it can be very tempting to immediately skip postings that say, “BA or higher” or “master’s degree preferred.” I understand and certainly do not encourage you to do a job that does not reflect your skill set. It can also be tempting to half-heartedly apply to jobs that you do not want out of fear that you will not get a job. However, much more important than the specific degree required on a posting (which may or may not match interviewers’ preferences) or sending out a half-hearted application is emphasizing in your cover letter, interview, and elevator pitch that you understand the organization, that you are excited to do this work, and that you have the skills that fit their needs.

## Who Hires PhDs to Work on Policy?

### Fellowships for New Professionals

[Science and Technology Policy Fellowships](#) ([American Association for the Advancement of Science; AAAS](#)) provide opportunities for outstanding scientists and engineers to learn first-hand about federal policymaking while using their knowledge and analytical skills to address today’s most pressing societal challenges.

[Community Engagement Fellows Program](#) (AAAS) aims to improve collaboration and community building in science. It will provide a year-long professional development opportunity to individuals who cultivate member engagement and collaborative relationships within scientific associations and research collaborations.

[Postdoctoral Fellowship](#) ([Scholars Strategy Network](#)) supports early-career scholars in any discipline who wish to engage in research and public scholarship to improve public policy and strengthen democracy.

[Fulbright Postdoctoral Scholar Awards](#) present an excellent opportunity for recently minted scholars to deepen their expertise, to acquire new skills, to work with additional resources and to make connections with others in their fields.

[James Smithson Fellowship Program](#) (Smithsonian) was created to offer early career opportunities for post-doctoral researchers interested in gaining a better understanding about the interplay between scholarship and public policy through a Smithsonian lens. While this fellowship provides an immersion experience working with Smithsonian researchers and relevant collections, it also affords fellows a hands-on opportunity to explore relationships between research and public policy through direct interaction with Smithsonian leaders, and with policy leaders throughout the Washington, DC network.

### Policy Research Organizations

Policy jobs are not exclusively in government agencies. Other possibilities include non-profits, research institutes or think tanks, corporations, and foundations.

Abt Associates, *USA, Australia, United Kingdom*  
American Institutes for Research, *USA*  
Brookings Institute, *USA*  
Bruegel, *Belgium*  
Cato Institute, *USA*  
Center for American Progress, *USA*  
Center for Social and Economic Research, *Poland*  
Center on Budget and Policy Priorities, *USA*  
(including affiliates in most states)  
Centre for Economic Policy Research, *United Kingdom*  
Centro de Implementacion de Politicas Publicas para la Equidad y el Crecimiento, *Argentina*  
Child Trends, *USA*  
Frasier Institute, *Canada*  
Fundacao Getulio Vargas, *Brazil*  
Heritage Foundation, *USA*  
ICF International, *USA, Canada*  
Institute for Policy Studies, *Singapore*  
Institute for Research on Public Policy, *Canada*  
Mathematica, *USA*  
Max Planck Institutes, *Germany*  
MDRC, *USA*  
National Conference of State Legislatures, *USA*  
National Governor's Association, *USA*  
National Institutes of Science, *USA*  
National Science Foundation, *USA*  
Netherlands Demographic Institute, *Netherlands*  
New America Foundation, *USA*  
RAND Corporation, *USA*  
RAND Europe, *United Kingdom and Belgium*  
RTI International, *USA, Canada, China, El Salvador, India, Indonesia, Kenya, Malaysia, Spain, Sweden, United Arab Emirates, United Kingdom*  
Russell Sage Foundation, *USA*  
SRI International, *USA, Greenland, Japan*  
Swedish Institute for Social Research, *Sweden*  
Urban Institute, *USA*  
Westat, *USA, Costa Rica, South Africa, Thailand*  
William T. Grant Foundation, *USA*

Please do not hesitate to contact me at [natalie@scholars.org](mailto:natalie@scholars.org) if you are interested in talking about policy jobs and careers.

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## TEACHING COLUMN

### Teaching Spotlight on Julie Verette Lindenbaum

By Cheryl Harasymchuk  
Carleton University

Julie Verette Lindenbaum is a Lecturer at The Sage Colleges, Troy, NY, in the Psychology Department and is a highly valued member of the IARR Teaching Committee. Aside from teaching Close Relationships courses, Julie has a research program that examines interdependence between close relationship partners as well as another program that explores students' perceptions of teacher effectiveness. Here is a recent conversation I had with Julie about her teaching experiences.

#### **1. Do you have any teaching heroes? If so, who are they and why do you consider them so?**

*Yes, Absolutely!*

Letitia Anne Peplau taught the psychology of gender at UCLA - the first psychology course in which I encountered relationship research. Anne's fully accepting teaching style opened my eyes to traditional relationship alternatives, the balance between dependence and power, and the psychological and sociological impact of gender roles. I became a fan of androgyny in her class. As an undergraduate student, this awareness was remarkably liberating and exciting. Anne's incorporation of theory and research continued beyond the classroom when she asked me to select journal articles for a reader to accompany the new edition of her Social Psychology text. Her confidence in my abilities contributed to feelings of efficacy that remain with me today. Our discussions influenced my decision to apply for graduate studies. Anne was always kind, warm, and very encouraging.

Harold H. Kelley's systematic approach to teaching personal relationships transformed my conceptualization of relationship dynamics. Hal Kelley represented interdependent outcomes through two-by-two matrices -- each cell divided to represent

the outcomes for each partner, given the choice selected by each person. In addition to setting up a “given” situation in matrix form, he emphasized the importance of a person’s motive (such as wanting to maximize joint outcomes) on transforming the given to the “effective matrix” that more closely guides behavior. Hal Kelley stressed the importance of incorporating goals and interdependent perspectives when representing interaction between partners. As strange as it seemed the first day of class, I eventually embraced the process of representing relationships in matrix form as the quarter came to a close. Personal Relationships, through Harold Kelley’s lens of Interdependence Theory, influenced my life trajectory. I am grateful for this gift.

Caryl E. Rusbult – My Teaching Hero Extraordinaire! My gratitude for Caryl’s guidance and mentorship is boundless. I first met Caryl when enrolled as an undergraduate in her close relationships class at UCLA. Her instructional style exuded passion for the field and for the research process. Caryl’s description of the Investment Model, with its basis in Interdependence Theory, was the tipping point to my decision to pursue graduate work in close relationships. I enrolled in the PhD program at UNC-Chapel Hill the next year. As a graduate advisor, teacher, and mentor, Caryl expected excellence and rigor; she provided firm, gentle guidance in fostering these values in her students. Caryl highlighted the importance of developing systematic qualitative and quantitative methods as we examined the influence of commitment (and other relationship level and individual level variables) on accommodation in undergraduate and newlywed couples. She welcomed theoretical discussions, modeled patience and persistence, and freely shared her dedication to research and theory with her students. She was a warm and loving force, always finding opportunities to mentor and teach. She impacted my life tremendously, and I miss her dearly.

Bernard Weiner’s teaching inspired my decision to major in psychology. Bernie presented theories of motivation with serious analysis, chalkboard diagrams, and occasional humor. As a result of his teaching, I evaluated causes underlying action differently. Bernie’s enthusiastic depiction of Lewin’s field theory stands out in memory – vectors, within a phenomenological life space, moving people through regions via semi-permeable boundaries in a force field. Bernie made learning

fun. I continue to ponder causal attributions underlying motivation. Bernie’s teaching began in the classroom and extended to life-lessons in academia. I worked as a research associate with his graduate students and research fellows, attended brown bag talks, and participated in a research team. Bernie continues mentoring throughout life changes. He is passionate about causal dimensions and their impact on emotions, attributions, motivations, and perceptions of responsibility. His passion for teaching and research continues to influence my perspectives today.

## **2. What are two things you love about teaching?**

I love connecting with students intellectually. One of my favorite parts of teaching is presenting a particularly challenging theory or model – and then seeing delight when students understand how it works and can apply it to their own lives.

I love it when students become immersed in the learning process to such an extent that they are no longer aware of time, their cell phones, or what’s going on after class. I feel like a conduit helping students connect their growth of knowledge to their empowerment and action. This is especially true when I teach research methods. Students start the class with little, if any, research experience. By the end of the semester, they know the basics of the process through both study and immersion in the development, execution, analysis, and write up of their original research. They feel pride in their work as they present conference style posters to psychology faculty members, and they do a wonderful job. I am thankful to be a part of this process.

## **3. What are two of your pet peeves related to teaching?**

This question is a difficult one to answer because the positive aspects of teaching so far outweigh any pet peeves that I have. If I had to identify two situations that occur with some frequency that are bothersome, I would say 1) students who skip class and then ask if they missed anything important and 2) papers that are submitted without having been proofed or edited for spelling and grammar.

## **4. What are some of your go-to movie and TV show references to illustrate relationship concepts in class?**

I use the documentary *For Better or Worse* to demonstrate the dynamics operating across four successful and diverse long-term marriages. We discuss how each relationship stands the test of time, given differences in relationship beliefs and expectations, cultural context, and sexual orientation. This is a lovely film.

Collier, D. & Thompson, B. (2003). *For Better or Worse*. United States [Berkeley, CA]: Studio B Inc.

“Nominated for an Oscar for best feature documentary in 1993, this program profiles four married couples and one gay couple who have been together for over fifty years. Filmed over the course of five years, the couples discuss the issues that inform long-term relationships: togetherness vs. personal independence; monogamy vs. open marriage; conflict resolution; love and sex; aging together; death and the prospect of living alone.” – Library Database Summary

I use the film *Big Eyes* to demonstrate how relationship dependence and satisfaction are based upon the evaluation of perceived outcomes relative to Comparison Level (CL) and Comparison Level for Alternatives (CLalt). Relationship initiation and development are illustrated, as are problems emanating from differential dependence and power. This film provides ample opportunities to discuss conflict, cognitive and motivational biases, deception, forgiveness, interpersonal partner violence, divorce, and recovery. It also provides an opportunity for students to cheer at the end of the film.

Burton, T., Howelle, L., Alenxander, S., & Karaszewski, L. (2014). *Big eyes*. United States [Beverly Hills: CA]: Anchor Bay Entertainment.

“Walter Keane became a worldwide celebrity and talk show fixture in the 1950s after he pioneered the mass production of prints of big-eyed kids, and used his marketing savvy to sell them cheaply. Unfortunately, he claimed to be the artist. That role was played by Margaret, his shy wife. The ruse broke up their marriage and led to a divorce and a dramatic courtroom battle to prove authorship of the paintings.” – Library Database Summary

## **5. What is one of your favorite teaching assignments related to relationships?**

I am borrowing Brian Ogolsky’s “Music of Our Lives Soundtrack” assignment for the first time this semester. Students select 10 songs, provide lyrics, and write an explanation describing how the specific relationship idea relates to each song. This assignment is available on the IARR website under Teaching Resources – assignments. The students are enjoying this project so far!

## **6. Last words on teaching?**

When I remember my teaching heroes, I recognize that they all share an enthusiasm for teaching and a passion for their fields of study. Students are influenced by the energy that we bring into the classroom and the care that we display for them. Common among my teaching heroes is also their willingness to connect with me on an individual basis. I try to bring all of these elements to my own teaching by encouraging active participation in the process of learning through discussion, in-class activities, application assignments, and adaptive lectures. There is nothing as exciting in my world of teaching as seeing the face of a student who is connecting what they are learning to understanding essential aspects of their own lives.

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## **FEATURE ARTICLE**

### **Owning Our Organization: A Conversation with Members**

**By Brian G. Ogolsky  
University of Illinois at Urbana-  
Champaign**

In anticipation of the upcoming conference, I reached out to some of the “seasoned” members of IARR to talk about how this organization has influenced their careers and how students and young scholars can make the most of the organization and the upcoming conference in Fort Collins. I spoke to members from different disciplines, who have a range of research and teaching interests and who have served IARR in

many different leadership roles. Those individuals were: Jeff Simpson, Ximena Arriaga, Melissa Curran, Ashley Randall, Kelly Campbell, and Leah Bryant.

### **How did you first get involved in IARR?**

**Campbell:** My Master's program mentors (Dan Perlman, James Ponzetti) encouraged me to join IARR, which I did. The biggest turning point, however, was when I learned of the 2006 conference in Greece. I had yet to attend a conference but my father was born in Greece and when I found out about the conference, I was determined to be there. I was in the second year of my Ph.D. Program at the University of Georgia and the university offered an award to help pay for summer travel that involved research. I reached out to Dan Perlman to ask if he knew anyone in Greece who might be willing to mentor me in research. He told me about the IARR Directory, where I could search for scholars in Greece. I used that directory to contact Kostas Kafetsios, who was organizing the conference in Crete. Kostas agreed to supervise me for a month of research, which was extremely kind—he already had a lot going on with conference planning! Kostas was an amazing mentor. He helped me locate an apartment and met me at the airport when I arrived. He involved me in several projects including one that required affect coding in couple relationships. My work in his lab resulted in a co-authored publication, written in Greek. It was generous of Kostas to include me as an author; that paper bolstered my CV and helped me secure an assistant professor position. It was also at the 2006 conference that I unknowingly sat next to Rowland Miller on a bus trip to Knossos—as an aside, the sightseeing trips are one of the best features of IARR conventions, especially for networking. I had been teaching the Intimate Relationships course at UGA and didn't realize that the person next to me was the textbook author. We had been chatting away for hours when I found out who he was and I was blown away! I still tell that story to my students and they ask, "Do you think we'll get to meet him when we go to the conference?"

**Arriaga:** In graduate school, the prospect of attending IARR (back then, ISSPR and INPR) and seeing in person individuals who I admired greatly – for example, Hal Kelley, Ellen Bersheid, David Kenny, and Peggy Clark – was both exciting and intimidating. But there I was in Williamsburg, seeing fabulous talks by luminaries, such as Brant Burleson who so convincingly made the case for studying personal relationship processes. I became inspired by talented individuals who, despite coming from different disciplinary perspectives, all understood and imparted the importance of studying relationships.

**Bryant:** IARR was the first conference I submitted to, and was rejected from; however that really isn't being involved. Let me start again. As a doctoral student, I attended the first off-year mini-conference on Compassionate Love in Bloomington-Normal and was asked to record and transcribe the business meeting (or maybe it was a certain panel – I don't remember anything other than recording and transcribing). That got me on the radar, and then I was asked to serve as a Reviewer D for JSPR (that was a mentoring program where grad students were paired with associate editors and reviewed submissions and got feedback on the reviews – it was awesome. Thanks, Sprecher!), the Mentorship Committee, the Publication Committee, conference planning/organizing committees, and on and on.

**Randall:** Frank Fincham had just finished giving a talk at a New Scholars Workshop, and I approached Leah Bryant to ask her how I could get more involved with IARR. Leah graciously offered to put me in touch with various Committee Chairs who may be looking for additional members. Fast forward and I was connected with Scott Christopher. Scott was instrumental in taking me under his wing as a new member of the Awards Committee, wherein I began my (formal) involvement in IARR in 2013.

**Simpson:** My co-adviser, Ellen Berscheid, was involved in forming the organization that eventually became IARR while I was in graduate school in the 1980s. She was very excited about the prospect of developing a field devoted to the scientific study of interpersonal relationships, and she strongly encouraged me to get involved in what eventually became IARR as a graduate student.

**Curran:** I went to the New Scholars workshop in Boston and loved it. I learned a lot during the New Scholars workshop and met really amazing senior scholars (e.g., Dan Perlman) as well as colleagues with whom I started new collaborations (e.g., Ebony Utley).

### **How can one become a more active member of IARR? How did you accomplish this?**

**Simpson:** Many organizations are run by a relatively small, highly committed group of active contributors, especially in academia. I got involved in IARR by simply volunteering to help with conferences, serving as a regular reviewer for *Personal Relationships*, and acting as a co-editor of one of our newsletters in the early 1990s. If people want to contribute to IARR, I strongly encourage them to find out where help is needed in the organization and then volunteering to help. This advice extends to getting involved with the IARR Board and running for an elected office—just take the plunge and get involved by proactively volunteering to help out in some way.

**Bryant:** It really is as simple as letting a committee member and/or officer know that you want to be more involved. We will find things for you to do! I accomplished it by doing a bang up job transcribing a meeting. And then saying how much I loved the conference and indicating that I wanted to be more involved. I was put on a committee before graduating.

**Campbell:** Aside from attending and presenting at the conferences, my involvement in IARR really began when Dan Perlman, incoming

President in 2012, asked me to chair the inaugural Teaching Committee. I had just been acknowledged with the IARR Teaching Award in Chicago and Dan said that the position would be a good fit. I was honored and excited! The role involved recruiting interdisciplinary committee members from different ranks (e.g., students, early career scholars, distinguished scholars) and countries. We worked on a number of tasks such as building the teaching section of the IARR web site and working with the program committee to incorporate teaching sessions into the conference. The IARR Board and committee chairs hold business meetings at each conference, which I attended during my tenure as Chair. I found those meetings very rewarding. They provided a great opportunity to meet and get to know the association's leadership and become knowledgeable about important issues such as policies, budgeting, and organizational planning. When my term with the Teaching Committee was up, I wanted to remain involved and so I approached Terri Orbuch, who was chairing the Future Conferences Committee. I asked if I could join her committee and she enthusiastically agreed!

**Curran:** Go to the New Scholar workshop! Ask senior scholars at these sessions questions about their work, how to be involved as a graduate student, and any other advice they have. I would also go to the "Editor / manuscript submission to IARR journals" sessions that IARR does, introduce myself to the team that just made the presentation, and then register myself as a reviewer on relevant journal websites (JSPR and PR). During poster sessions and after talks, I would go up to the presenters and talk to them about their work, how my work overlaps with them, if there's way to collaborate (if you're serious about collaboration).

**Arriaga:** A great way to get involved is to review articles that have been submitted to the organization's flagship journals. This is a direct way for members to enhance the research that forms that backbone of IARR. There are also several ways to get involved in the management

of IARR, such as getting involved in committees.

**Randall:** Just ask! I would encourage anyone who is interested in becoming more active with IARR to send an email to any of IARR's Officers, Board Members, or Committee Chairs to express your interest. Try to do this before the IARR Conference, so we can set up a time to meet with you while in Fort Collins. We are always looking for members to become more involved!

### **What does IARR mean to you?**

**Randall:** IARR is an organization that fosters the interdisciplinary and transcontinental study of personal and social relationships; how cool is that! IARR has been instrumental in both my professional and personal development, and is one that I consider my professional home. We, as members, benefit from the science that our organization publishes in *JSPR* and *PR*, and from in-person (e.g., IARR conferences) and online (e.g., IARR's mentoring program) communication. Furthermore, I look forward to the conferences every summer, as they provide me a chance to connect with friends, meet new people, develop new project/grant ideas, and karaoke with Melissa Curran. Thanks to Jennifer and Zeynep and the other conference organizers at Colorado State University for making karaoke a formal conference event this year (Friday, July 13<sup>th</sup> at Ramskeller Pub)!

**Simpson:** IARR is my "primary identity" organization among the five professional organizations in which I am involved. People in IARR tend to be very friendly, communally-oriented, and highly supportive of each other, which makes conferences and mini-conferences excellent places to develop life-long friendships, establish productive research collaborations, and form and nurture professional contacts. The relatively small size of the organization (relative to larger ones such as SPSP) facilitates some of the special aspects of IARR that make it so unique and beneficial.

**Campbell:** It is my favorite professional association because of the people. In IARR, even well-known researchers take the time to mentor and support new scholars. Sue Sprecher is one of the most widely cited researchers yet she is extremely humble and takes the time to get to know and support students and new professionals. I find all the people I have met through IARR to be approachable and kind. I also like the size of the organization—not too big and not too small. The focus is narrow enough that I find everyone's research fascinating—I want to attend every session at the conferences! The association is also synonymous with opportunities: People are happy and ready to give advice and assistance, collaborations are easy to foster, and there are many rewarding avenues for service.

**Bryant:** The academic answer is that IARR means having an association that values and promotes the best relational research worldwide while dedicating resources to support the success of emerging scholars across multiple disciplines. Having served in multiple ways for many years, I have seen the dedication and passion that members contribute selflessly to the benefit of the association. But personally, IARR means more than what I can put onto paper. Some of my closest academic friends and meaningful professional relationships have been forged through IARR. My IARR gang knows who they are, and I love them so much. My heart bursts with such affection for the association, not just for those who I am fortunate enough to have as friends and colleagues but also for the incredible work and ideas that are developed and showcased through the association.

**Curran:** The focus on relationships is really central, whether those relationships are romantic, parent-child, or through friendships or networks. I also like that many people in IARR are statistical, and that there have been many statistical workshops that have been offered. The special issue that we put together for *JSPR*

<http://journals.sagepub.com/doi/full/10.1177/0265407517734399> /; Data analytic issues in relationship research) arose from the JSPR Associate Editors (myself and Dr. Lara Kammath), and then really came together via questions submitted by IARR members and presentations done at IARR conferences about data analytic issues in relationship research. As noted in all my answers, I also really appreciate that IARR does the New Scholar workshop in such helpful and connective ways.

**Arriaga:** IARR guides research on relationships, and research on relationships fundamentally affects what we know about what drives people to do what they do. So, IARR has a crucial role in promoting scholarship that is meaningful. IARR also promotes positive and productive relationships among its members. I have always appreciated the collegial and supportive culture that permeates the conferences and other IARR-related activities.

### **What are the most important things for students/new scholars to do at the main conference?**

**Arriaga:** Learn about research and connect with others. Talks and posters provide a great way to hear what people have to say about their own research, and these presentations can spark new ideas. Conferences foster professional relationships. Meeting people at conferences, particularly well-known individuals, can be all at once fun, rewarding, intimidating, and daunting. But everyone likes to talk about research ideas, and these idea discussions provide a great way to connect with others.

**Randall:** Attend the socials – I mean, the research talks! In all seriousness, attending the research talks is a great way to learn more about your areas of interest, or hear the latest and greatest from those whom you consider relationship research demigods; however, most times it is hard to get the speaker's attention, especially if there is a long line of questions to follow. This being said, the socials provide an

informal way to engage with like-minded scholars. Also, ask your friends and mentors if they know X (e.g., Sue Sprecher, current President of IARR, or Anita Barbee, incoming President), whom you have been *dying* to meet. If so, then you have an in!

**Simpson:** I think the most important thing students and new scholars should do at the main conference is meet new people from different disciplines, develop long-term connections with them, and appreciate the broad interdisciplinary nature that defines the study of interpersonal relationships. Across my career, there have been countless occasions when new and exciting opportunities emerged because of ties I had forged as a young scholar with various members of IARR earlier in my career, especially with people in my cohort.

**Bryant:** My disciplinary affiliation is Communication Studies. Our main conference, the National Communication Association, is amazing; but it is also enormous and intimidating. Given its size, there really are not a lot of opportunities to mix and mingle and get to know people, especially the big name scholars in the field who either are surrounded by an academic entourage or might be too intimidating to hit up for conversation about their research or favorite sensible shoes. IARR is so different – when conceptualized, part of its purpose was to mentor new scholars and it has not strayed from that. IARR is smaller(ish) and it is designed to foster the mixing and mingling among everyone in attendance. We are all eating in the same cafeteria, attending the same social events, going on the same tours, etc. Introduce yourself to people, all kinds of people. Make friends with those in/around your cohort. They may become your scholarly inspiration and/or collaborator (yeah you, Horan), or allow you to cry on their shoulder via email when you get rejected (again and again and again) from that conference, journal, job, etc. (not naming names here to not seem so sad), or who you make plans with to go see Pearl Jam or Harry Potter and the Cursed Child Parts 1 & 2 with (I'm looking at

you, Faulkner and Lannutti). You can skip all that stuff I just wrote here and read this: make (academic, professional, and personal) connections.

**Campbell:** There are special sessions for students and new scholars so I recommend going to those events. The people who were attending the conferences 10+ years ago are still going to the conferences now so if early career scholars start attending meetings, they will likely see the same people for years to come. I also recommend they attend mini-conferences during off-years because they are smaller and offer good opportunities for networking. A third suggestion, and this one is important, is to room with other new scholars at the conferences. There is usually a roommate matching system to help connect people; if one isn't listed on the conference site, contact the organizer to ask about it. As a student, it can be very expensive and difficult to attend the conferences so if roommates can be secured, it helps cut down on the cost. When I went to the 2008 conference in Israel, I was just finishing up my Ph.D. and the trip was going to be very expensive. Luckily, I found roommates through the matching system—people who I had not met prior to the conference. It was the best experience! I made friends from Italy and Portugal and we did everything together. In 2012, I visited those friends on a trip to Europe—they invited me to stay in their homes. We are still great friends to this day. A final suggestion is to search for internal and external awards to help fund conference travel. As I mentioned, I was able to pay for my airfare to Greece using an internal award but there are many more awards available for conference travel—people can use InfoEd's SPIN to search for external opportunities (database available through university libraries).

## **Conferences can be wonderful opportunities to form new collaborations. How do you facilitate/sustain successful collaborations?**

**Arriaga:** Conferences can be a great starting point for collaborations; people often connect because they share interests or like each other. Whether initial contacts become successful partnerships often depends on how well individuals mesh in their collaboration styles – for example, agreement regarding the distribution of tasks, flexibility versus adherence to deadlines, and preferences for joint versus individualized writing.

**Randall:** Make a plan! Plan to follow up after the conference (via email or phone), plan to identify sources of funding, plan the research design/implementation, plan who is going to write-up what, etc. Perhaps most importantly, plan with deadlines in mind for completing these various tasks. Not surprisingly, communication is critical. To this end, I try to ensure that I am prompt when responding to my collaborators' emails and do my best to meet our expected (and mutually agreed upon) deadlines. If something comes up that will impeded our timeline, I try to communicate this early. IARR's website also has a great list of resources on this topic (see [Developing and Managing Collaborations](#)).

**Curran:** I would treat conferences like true networking / collaboration / negotiation opportunities. If there is someone you want to meet (or someone's postdoc or students), study their work ahead of time, go to their talks and/or posters, talk to them after their presentations, and then really follow through if you really do want to collaborate (emails, phone calls, discussing work assignments, doing the work you volunteered to do, setting deadlines for the team, meeting those deadline, etc.). In true negotiation form, figure out ahead of time whether what you can offer (e.g., content expertise, statistical expertise, theoretical expertise) is a match / need for the other person or team and then really follow through if you

want to collaborate. If you are not ready to collaborate (need to focus on finishing thesis, comps, dissertation), this is fine. Still do your homework and find ways to meet and talk with people. Know that it is okay to have conversations with potential collaborations even if collaboration is not possible right now. Meeting new people, and establishing networks, is always a good idea and supports the tenet that science is social. Say that you are shy or do not want to approach someone you do not know, find someone who will help you make introductions (someone more extraverted and/or with some established connections).

**Simpson:** Successful collaborations are built first-and-foremost on successful relationships, which as we all know require considerable time and effort to establish, develop, and sustain. I have been very lucky throughout my career to have worked with several truly outstanding collaborators who have become some of my closest friends. Part of the trick in identifying a really good, productive collaboration is finding someone who is passionate about the same basic question(s) you also find captivating, but who adopts a different theoretical or methodological approach and/or has novel skills or talents that complement your own. Over the years, I have spent dozens (and in some cases hundreds) of hours visiting and talking with my key collaborators. These very positive experiences have not only greatly improved my thinking and research, they have also “kept me in the game” during stretches of time when complicated and time-consuming papers and grants were not landing.

**Campbell:** What has worked for me is to organize or join symposia because they provide great opportunities to meet and work with new people. Organizing a symposium involves searching online or asking around for scholars with similar research interests and inviting them to join the session. You work together to develop the conference submission, and if the

submission is accepted, you again work together to coordinate the talks. The poster sessions are another good place to meet people who share your research interests. A final place to foster collaborations is at the end of a talk. You can approach researchers to let them know how much you enjoyed the talk and discuss potential collaborations. Whenever you are provided with an opportunity to work with someone, complete your responsibilities on time and make sure your work is of high quality. One last suggestion: if you attend the conference with people you know, try to branch out and attend sessions or events on your own. I did not ever attend with people I knew, which is one reason I was available for meeting new people. Being open to the people and opportunities around you helps optimize the conference experience.

**Bryant:** Browse the posters and go to panels. Who is doing related work and seems high in task attraction? Make plans, as in a real research date where you can feel them out for a willingness and/or ability to contribute to work that you want to do. Or start a little smaller at first, by thinking about who could contribute to a panel and reach out to work on that. Then set a timeline and follow through. But I would also like to point out that collaborations are not always research related. My knowledge of finance, investments, and the market have increased exponentially by Skyping, emailing, and working with Dan Perlman on the Finance Committee. Who knew that IARR would affect how I invest? And it was Scott Christopher who helped me realize that prioritizing my personal life does not have to be at the expense of my professional life – joy that used to be tinged with guilt is now just joy. Just joy. It is seemingly impossible to predict the myriad ways that collaborations form out of our association that was built to promote collaborating!

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## FEATURE ARTICLE

### Transparency and Openness in IARR Journals

by **Geoff MacDonald**  
**University of Toronto**  
**Editor of JSPR**

In 2016, the Center for Open Science contacted a number of journals including *Personal Relationships* and the *Journal of Social and Personal Relationships* asking us to agree to review our publishing policies in light of the Center's proposed Transparency and Openness Promotion Guidelines (<https://cos.io/our-services/top-guidelines/>). These guidelines were developed as a response to concerns regarding the replicability and transparency of research practices. The IARR board decided that such a review would be timely and worthwhile, and that it would be wise to develop policies that were implemented identically at PR and JSPR.

After considerable deliberation amongst the journal editors, the publication committee, and the board, the decision was made to adopt the Level 1 TOP Guidelines. That is, authors submitting to PR and JSPR will be asked to report on whether their research was pre-registered (i.e., whether methods, hypotheses, and/or analytic plans were publicly documented before data collection and/or analysis) and whether the data and materials from the research are available to be shared with interested researchers. Authors will not be required to have taken these steps, only to report on whether they have. This information will be available to the action editor and reviewers and will be included in a footnote should the manuscript be published in PR or JSPR.

The decision to adopt these standards is meant to balance the encouragement of research practices that have the potential to improve the quality of work in our field with the recognition that these practices are unproven and have the potential to involve unanticipated consequences. Nevertheless, it is the position of me and PR lead editor, Deborah Kashy, that the field of relationship science will do itself a favor by being proactive in ensuring the replicability

of our output. Following a number of highly visible replication failures in our home discipline of psychology, we have seen threats to public confidence in our work. Relationship science, which has long struggled for credibility even relative to other areas of social science, is arguably experiencing something of a breakthrough amongst the public and policy makers. We feel that it is important for the sustainability of this increasing level of influence that we put into place practices that can help solidify the credibility of our research before any such crisis touches us.

Of course, we recognize that not only are these practices new but that applying them to the relationship science context can involve its own unique challenges (e.g., how to deal with potentially identifiable couples data, how to apply these practices to qualitative research). Thus, we hope the adoption of the TOP Guidelines encourages relationship researchers to try these techniques out so that as a field we can learn how to best adapt them to our circumstances. For help in getting started with open science practices, Lorne Campbell's blog provides a useful starting point for topics like pre-registration (<http://www.lornecampbell.org/?p=181>) and sharing of data and materials (<http://www.lornecampbell.org/?p=192>).

IARR members interested in these changes to the policies of PR and JSPR are encouraged to attend a panel on open science that I have organized for the upcoming Fort Collins conference including Breanna McEwan and Chris Fraley as panelists. We are asking people with questions for the panel to email them ahead of time to John Caughlin ([caughlin@illinois.edu](mailto:caughlin@illinois.edu)), who will select which questions we will address in the panel session. By emailing questions ahead of time the idea is that a) you can ask a question even if you're not comfortable speaking in front of others and b) the panel will get to think about the questions ahead of time so that we have more evolved answers. Hopefully, this will facilitate a more fulfilling conversation for everyone.

On a personal level, I am hopeful that relationship researchers will seriously consider practices such as pre-registration. We have been increasingly pre-registering studies in my own lab. Despite my own initial hesitation, I have not found it to be a drag on the lab's ability to conduct exploratory analyses – we are just much more precise about reporting what is and is not exploratory and more prone to following

up exploratory findings with pre-registered replications. In fact, I have had experiences with my own research in the review process that was conducted before we began pre-registering where reviewers have raised questions as to whether our hypotheses were truly a priori and I have found myself regretting that I did not have a pre-registration document to point to. Indeed, researchers might be surprised to learn some of the personal benefits these practices can bring (e.g., uploading materials to public repositories such as the Open Science Framework [<https://osf.io>] makes them easier to find later).

Look for the changes at PR and JSPR to be implemented by the end of the year. If you have any questions about this policy, feel free to email me ([gmacdonald@psych.utoronto.ca](mailto:gmacdonald@psych.utoronto.ca)) and/or Publication Committee chair Bev Fehr. We will be interested in your feedback as we see the implementation of these changes as the start of a conversation that we hope will be beneficial for relationship research.

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## JOURNALS UPDATE

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## ANNOUNCEMENTS

### IARR Conference

**Fort Collins, CO July 12-16, 2018**

Registration for the IARR 2018 conference has opened, and early bird registration closes on May 30<sup>th</sup>, 2018. There are many exciting conference activities included in the registration price and as optional add-on expenses! Try to register early to not miss a spot in some of the limited space venue options. There are also very affordable prices for the conference hotel (using the discount code for our conference) and on-campus housing. Details for all events, travel information, schedule, and lodging information is available at [www.iarrconference.org](http://www.iarrconference.org). A discussion board has also opened for attendees registered on the conference website called "Converse" where you can coordinate meet-ups, get local recommendations, etc. If you have any questions or would like more details about the conference, please contact Jennifer Harman, Co-chair of the Conference Committee ([jjharman@colostate.edu](mailto:jjharman@colostate.edu)).

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### Free Dyadic Data Estimation

The actor-partner interdependence model (APIM) is widely used for analyzing dyadic data. Although dyadic research has become immensely popular, its statistical complexity might be a barrier. To remedy this, a free user-friendly web application, called APIM\_SEM, has been developed. This app automatically performs the statistical analyses (i.e., structural equation modeling) of both simple and more complex APIMs. It allows the researcher to analyze distinguishable or indistinguishable dyads, to examine dyadic patterns, to estimate actor and partner effects of one or two predictors, and to control for covariates.

The app is available [here](#)

Stas, L., Kenny, D. A., Mayer, A., & Loeys, T. (2018). Giving dyadic data analysis away: A user-friendly app for actor-partner interdependence models. *Personal Relationships*, 25, 103-119.

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## IARR MINI-CONFERENCES IN 2019

Great news! On behalf of the Future Conferences Committee, I can now announce that we will be having two IARR mini-conferences in 2019. The New Scholars Workshop also will be part of the Carleton University mini-conference. I am very excited to share the news about the mini-conference dates, themes, and hosts/organizers for both mini-conferences.

Terri Orbuch, FCC Chair

### Thursday June 20 – Sunday June 23, 2019

IARR mini-conference and New Scholars Workshop

Hosted at Carleton University, Ottawa, ON, Canada.

Organizers: Cheryl Harasymchuk (Chair), Johanna Peetz, Marina Milyavskaya, Amy Muise and Emily Impett

The theme of the conference will be on **Positive Action in Relationships**, focusing on the different ways that people can increase positivity in their relationship (e.g., through capitalization, self-expanding activities, gratitude, personal development, sexual intimacy). More broadly, the focus will be on all positive components of relationship functioning including positive behaviors, cognition, motivation, and emotions.

The conference will be hosted at Carleton University, which is situated in the capital of Canada, Ottawa. The campus is situated on a beautiful river and canal setting and is in close proximity to downtown and airport/train stations. There are many nearby tourist attractions to see before and after the conference <https://www.ottawatourism.ca/discover/must-see-ottawa-attractions/>. The conference organizers look forward to your submissions and seeing you all then!

### Thursday July 18 – Sunday July 21, 2019

IARR mini-conference

Hosted by The School of Business, Management and Economics at the University of Sussex, UK. Hosted at University of Sussex, Brighton, United Kingdom.

Organizers: Michelle Luke (Chair), Kate Cavanagh, Kathy Carnelley and Erica Hepper

The theme of the conference will be on **Applied Relationship Science**, focusing on relationship science in applied settings, such as the workplace, therapy settings, classroom, family gatherings and Internet dating/matching. Relationships science includes any aspect of the study of close relationships, friendships, social networks and group processes. The general theme of the conference should bring about a discussion of important relationship issues and improving relationships based on research conducted in both traditional and non-traditional laboratory settings, and thus, be a good opportunity for academics and non-academics to meet and discuss similar research interests. There will also be workshops designed to help academics connect to applied work or learn how to present findings or deliver teaching to an applied audience.

The conference will be held at the University of Sussex campus across four days in July 2019. Given that Brighton is located on the south coast of England with local attractions such as the South Downs National Park, beaches, many pubs and restaurants, a variety of places to shop and wineries and it is accessibility to London is about 60 minutes by train, the conference will consist of two full days and two half day sessions to allow delegates to network and explore the area. The conference organizers look forward to welcoming you to Brighton (in Sunny Southern England) in July 2019.

## Book Announcement

### **Communicating Revenge in Interpersonal Relationships**

**by Stephen Yoshimura and Susan Boon  
(2018, Lexington Press)**

Communicating Revenge in Interpersonal Relationships is about how and why people take revenge on others in modern social life. Yoshimura and Boon draw from research across academic disciplines to discuss the places and times at which revenge is most likely to occur, the types of revenge acts people engage in, why revenge occurs when it does, and the psychological and social effects revenge can have on receivers and avengers in romantic relationships, professional relationships, families, and friendships. The authors also review various methods of conducting empirical research on revenge, provide a theoretical account for the performance of revenge, and discuss ethical and philosophical issues surround its practice. Highlights include:

\*A theory of revenge providing four empirical propositions about the predictors and outcomes of revenge behavior.

\*A review of current methods used to study revenge, including the details of a newly constructed self-report measure of revenge in romantic relationships, the Interpersonal Revenge Behavior Measure (IRBM).

\* A review and analysis of the major predictive factors of revenge activity.

\* Discussion of the bright and dark sides of revenge, including the implications of pejorative and constructive views of revenge in social life and empirical literature.

The book is an ideal reference for relationships researchers, particularly those interested in revenge, transgressions, conflict, or other topics falling into the “dark side” of personal relationships.

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## Book Announcement

### ***The Psychology of Human Sexuality (2<sup>nd</sup> Edition)* by Justin Lehmiller (2017, Wiley-Blackwell)**

The thoroughly revised and updated second edition of *The Psychology of Human Sexuality* offers a comprehensive overview of human sexual behavior from a biopsychosocial perspective. The text highlights psychological research and theory on human sexuality whilst also considering the biological, evolutionary, social, and cultural factors that influence our sex lives.

Highlights of the new edition (beyond updating to the latest statistics and science):

\*Inclusion of a brand new chapter on lifespan sexual development, which details how sexuality develops early in life and how it changes in older age.

\*More cross-cultural research and examples have been added to each chapter in order to enhance students’ understanding of and appreciation for sexual diversity.

\*Expanded coverage of important contemporary research topics, including asexuality, transgender issues, and consensually non-monogamous relationships.

\*Priced affordably for university students (the paperback retails for \$55 USD, and the e-text on Amazon is \$32 USD). There was no price increase for the second edition.

This text is ideal for undergraduate courses on human sexuality taught in psychology, sociology, human development, and other social science departments. Instructors who desire a textbook that is grounded in psychological research and theory, yet written in an accessible and engaging way will find much to like. This text may also serve as a useful reference resource for both relationship and sexuality scholars.

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