RELATIONSHIP RESEARCH NEWS

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PRESIDENT'S COLUMN

May 2019 Report

by Anita Barbee
University of Louisville

Welcome to our Spring 2019 RRN! This will be the last issue in the old format. Come fall we will have migrated all 800 of our webpages to the new platform in Wild Apricot and will have redesigned the website to better meet member needs. Part of the website change will allow the team to reconfigure the way RRN reaches the membership. The IARR Board is very excited about the changes just on the horizon!

As an update, the IARR Board and Leadership team has been hard at work the past six months moving the organization's agenda along. Here are some highlights:

Publications

- ✓ A new JSPR Editor has been chosen and will be announced soon!

Conferences

- ✓ Our two mini-conferences for the summer of 2019 are wildly popular. Over 150 people are expected at both the conference at Carleton University in Ottawa, Canada and University of Sussex in Brighton, England thanks to all of the many scholars that submitted excellent symposia, papers and posters for the conferences.
- ✓ The 2020 main conference team in London has secured space at Imperial College and is working on speakers, securing underwriting, planning the banquet and fun excursions!
- ✓ The FCC group has strong applications for 2021 mini-conferences and for the 2022 main conference. The longer proposals are being submitted now and will be reviewed over the summer. Stay tuned for exciting news about those in the coming months.

Membership

- ✓ Membership is at 537. The membership committee is working on ideas for enhancing member experiences and connection to stabilize and enhance growth.

Elections

- ✓ Welcome Casey Totenhagen as our new Treasurer and Catrin Finkenauer as our new Member-At-Large on the IARR Board starting August 1, 2019. Casey comes to us from the University of Alabama, Department of Human Development and Family Studies while Catrin comes to us from Utrecht University, Social and Behavioral Sciences.

Awards

- ✓ The Awards Committee is reading JSPR and PR cover to cover from 2018 and 2019 in order to choose the award winning article.

Mentoring

- ✓ The Mentoring Committee helped plan the New Scholars Pre-Conference at the Mini-Conference to be held at Ottawa this summer.

Teaching

- ✓ The Teaching Committee is gathering even more resources for IARR and once the new website is up and running will upload them there.

Media Relations

- ✓ Is working on finding new scholars to help us increase our presence on Twitter and Facebook

Ad Hoc Committees

- ✓ We are in the process of forming a Diversity Task Force to examine how to become a more diverse, inclusive organization. If you would like to participate, let me know anita.barbee@louisville.edu

Finances

- ✓ We continue to operate in the black with a robust endowment in the event that a future main conference operates in the red.

IARR Vision 20/40 Strategic Plan

The most exciting news is the unveiling of our Vision 20/40 Strategic Plan. Recall from the fall issue of RRN that in 2022 IARR will celebrate two anniversaries. 2022 will be the 40th Anniversary of the first Relationship Conference in Madison, Wisconsin in 1982. 2022 will also be the 20th Anniversary of the birth of IARR after the merger of two parent organizations the International Society for the Study of Personal Relationships (ISSPR) and the International Network of Personal Relationships (INPR) in 2002.

If you would like to become involved in helping us achieve our vision, please let me know at anita.barbee@louisville.edu. The IARR Board and Leadership Team has created 5 Goals and 15 Strategies to strengthen the organization by 2022.

- ➢ **MAINTAIN OR SLIGHTLY INCREASE OVERALL NUMBER OF STEADY IARR MEMBERS TO BETWEEN 540 AND 600**

Strategy 1. Reach out to other organizations to solicit members for IARR (e.g. send leaders of related organizations information about IARR, partner with other professional organizations, expand to disciplines like MFT, counseling, community, I/O, developmental; co-sponsor conferences in other parts of the world; target minority professional organizations, offer CEUs, reach out to rest of Europe at conferences in England)

Strategy 2. Ask all authors of PR and JSPR to join IARR

Strategy 3. Everyone use their networks to attract additional members (e.g., incentivize members when they recruit others; invite grad students at other conferences during poster presentations to join IARR)

Strategy 4. Build capacity of leadership team members (e.g. engage current and future IARR leaders, create more policies and manualized processes to simplify)

- ➢ **INCREASE DIVERSITY OF MEMBERSHIP**

Strategy 5. Build organizational infrastructure (e.g. Create Diversity Ad Hoc Committee, conduct census, create policy statements related to diversity and inclusion, safety of members from harassment, designate on conference name badges country of origin and disciplinary affiliation, continue to fill committees with diverse members)

Strategy 6. Engage diversity in our scholarly outlets (e.g. ask authors of articles about diversity of samples utilized in the research, solicit journal and book series special issues on diversity topics, offer podcasts and webinars on diversity topics, create panel on diversity topics at conferences, create diversity caucuses at conferences, co-host conferences in underserved regions of the world in 2021 and 2022; share teaching resources about including diverse populations in research and information about relationship dynamics in diverse populations).

Strategy 7. Create supports for diverse scholars (e.g. invest small grants for international research, lower conference fees for students of color, create awards for work with diverse subjects or topics)

Strategy 8. Enhance communication and collaboration (e.g. tweet and FB about diversity topics/papers from PR, JSPR, webinars, spotlight on diverse members, enhance collaboration between North American and non-NA scholars, start listservs on key topics)

➢ **ENHANCE MEMBERSHIP ENGAGEMENT AND SATISFACTION**

Strategy 9. Enhance communication (e.g. continue to improve webpage, send frequent information about conferences, increase links to RRN articles, improve e-blasts, tweet, enhance membership directory to facilitate collaboration, post membership brochure, add more interactive activities at conferences such as ice breakers, name tag information- 1st timer)

Strategy 10. Enhance scholarly offerings (e.g. offer webinars, stream conference keynotes, add pre-conference day to main conference on special topics, include more rapid sessions with more interactivity, involve more members in sharing about their research in twitter, FB, podcasts and webinars

Strategy 11. Enhance membership supports (e.g. discounts for conferences, small grants program, more travel awards for students, support volunteer roles)

➢ **INCREASE USE OF ORGANIZATIONAL ASSETS TO SUPPORT MEMBERSHIP GROWTH, DIVERSITY AND SATISFACTION**

Strategy 12. Spend some portion of yearly earnings and some capital to strengthen:

- Infrastructure (e.g. support volunteer work in key roles, enhance social media presence, enhance website)
- Outreach (e.g. funds to host parties at other conferences, marketing materials)
- Membership experience (e.g. international member support, small grant program, travel)

Strategy 13. To offset additional costs, engage in fundraising efforts so that the savings remain stable or grow even while investment in membership increases (e.g. add spot on membership form to donate, launch fundraising campaign as part of Vision 20/40, engage Fellows to help, re-align investment to increase earnings, seek underwriting)

➢ **STRENGTHEN JOURNALS**

Strategy 14. Stabilize or grow impact factor of PR- Keep stable at 1.00 or above for 6 years (impact factor is based on number of times articles are cited over a 2 year period- so make relationship scholars aware of articles as they come out to enhance chance of reading and citing through social media alerts, webinar offerings, podcasts)

Strategy 15. Maintain or increase impact factor of JSPR

Conclusion

As I said in the October 2018 RRN, I believe that as we engage in the strategies outlined in our Vision 20/40 Plan that together we can ensure that IARR has a more diverse, engaged membership from across the globe as we all contribute strong scholarship to our journals and conferences. I especially look forward to seeing many of you this summer in both Ottawa and Brighton. I will try to greet all of you as you arrive but if I miss anyone, please seek me out and introduce yourself. I am eager to learn about your scholarship and how you are contributing to our larger mission.

For those of you who won't be with us this summer, we welcome your input. Please reach out to me at anita.barbee@louisville.edu.

Finally, if anyone is attending any other relationship conferences between May and August, please let us know. We can send you materials to share with colleagues so that they can join us in IARR. This is a great opportunity for outreach as well as to bring ideas back to IARR so that we can enhance our organization and conference experiences.

INSIDE THIS ISSUE OF RELATIONSHIP RESEARCH NEWS

RELATIONSHIP RESEARCH NEWS

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 Laura Machia via lvanderd@syr.edu. The deadlines for final copy are October 1 and April 1. Inquiries regarding Feature Articles are welcome at any time.

NEW PROFESSIONAL'S COLUMN

Mentoring Tips from IARR's Best Mentors

By Chloe Huelsnitz
University of Minnesota – Twin Cities

Whether you are mentoring undergraduate students in your research lab, mentoring graduate students as a faculty member, or mentoring in other formal and informal capacities, mentorship can be a rewarding, fulfilling, and fun experience. Mentorship can also be difficult and fraught with challenges. How does one become an effective mentor? How do mentors manage disagreements with their mentees? How do mentors use scaffolding to help their mentees grow through overcoming challenges, without mentees becoming too frustrated and becoming burned out?

Although mentoring is an important component of careers in academia, new faculty members often receive little explicit guidance on how to mentor effectively. One way to learn how to be a good mentor is to seek out advice from good mentors. As an organization focused on the study of relationships, it may not be surprising that there are some amazing mentors that make up IARR. At the bi-annual conferences, exceptional mentors are recognized with the IARR Mentoring Award. I interviewed three recent winners of the IARR Mentoring Award, including Drs. Jeff Simpson (2018 awardee), John Caughlin (2016 awardee), and Denise Solomon (2012 awardee), in the hopes of learning more about what it means to be a good mentor.

- ***Q: When did you start mentoring/advising students (graduate or undergraduate)?***

Jeff Simpson (JS): In 1986 I was a visiting assistant professor at Texas A&M. I didn't have any students, at first, but I co-advised other faculty member's students. I didn't have students of my own until my second or third year at Texas A&M.

Denise Solomon (DS): I had my first graduate student advisee in 1994, when I was a second year assistant professor and two years after earning my Ph.D.

- ***Q: Did you have experience mentoring in other capacities (e.g., community mentor, peer mentor, formal mentoring training) before you started advising students?***

JS: No.

John Caughlin (JC): No.

DS: No.

- ***Q: Please describe your general approach to mentoring. What are some guiding values or principles in your mentorship style?***

JS: I try to tailor my mentoring to each student's strengths and to the areas they need help in. Throughout a student's first year, I try to figure out their goals, motivations, and the path that they're interested in taking. Then, I try to adapt to the student and be flexible with my mentoring approach to accommodate all kinds of career paths (e.g., academic research-focused, industry, teaching-focused). I learned early on not to push students with fear; **fear is not a good motivator**. I also try to give students the opportunity to struggle and try to overcome challenges on their own. You need to figure out whether or when to intervene (e.g., if the student is struggling too much, in a way that demotivates them). The advice I would give to myself as a first-time mentor: **You can't always create the outcome that you envision for a student; you have to let**

them use the resources that are in front of them and help them find something that they like and are able to do well.

JC: I think the core principle of my mentoring philosophy is that **mentoring should be driven primarily by the students' goals (not mine)**. In the short to medium term, this means that I hope to help facilitate a graduate student experience that produces young scholars who are able to think for themselves, create novel research, and teach in ways that reflect their own point of view. This means I often encourage people to work with multiple faculty and peers, gaining a breadth of experiences that will allow them to become scholars equipped them to do whatever kind of work they can imagine. In the longer term, that means being supportive of career goals and activities that are not like the ones I made personally.

This general philosophy is reflected in more specific mentoring practices. For example, rather than having a repertoire of standard practices for students, I try to **tailor advice to what each individual needs at that time**. This means I might give conflicting advice to different students at roughly the same time; for instance, I might tell a student who is struggling to produce a paper to just write anything and let me figure out what is good, whereas for another student who is prolific but sloppy, I might say that I don't want to see anything until the student has waited a few days then reviewed and reworked the paper to ensure that it's good.

DS: My first two advisees were very different, and it taught me early on that **mentoring is not a "one size fits all" activity.** In my early conversations with advisees or potential advisees, my goal is to find out what makes them tick. I try to learn about their work habits: Are they most productive in the morning or late at night? Do they do best with a clear long-term timeline, or do deadlines help them get things done? Are they most productive when they can dive into one project at a time, or do they get more done moving among multiple projects? I know that what works for me doesn't work for everyone, and so I try to figure out how I can best help my students succeed using strategies that match their work habits and proclivities.

My former students could tell you about a long list of "Denise'isms," and I won't share them all here. One principle perhaps most relevant to being a mentor is that I tell my students that I won't work harder on their thesis or dissertation than they do. My point is that **they have ownership over their graduate career**; I help them, but they are first author. Another mantra they have all heard is "**know what you know, and know what you don't know, and let's spend our time focused on the latter**." I can't be an effective mentor if you a student is trying to impress me with their expertise – I need to know where their weaknesses and insecurities are, because that's what we need to work on. I think my understanding that everyone has weaknesses and my desire to really know and address those help my advisees see that I'm neither a barrier to overcome nor cheerleader in their efforts to succeed – **I'm their partner for this part of their journey**.

- ***Q: How has your mentoring approach been shaped by past mentors or other people in your life?***

JS: As a graduate student at the University of Minnesota, I was the first student who had two advisors [*note: the Social Area at the University of Minnesota has since adopted a co-advising structure*]. There were times when the co-advising was beneficial, and there were other times when having two people with unique perspectives advising me was challenging. As a faculty member at the University of Minnesota today, I learned from that experience and try to complement other advisors' styles when co-advising a student. **The goal is to help students not be confused, not be afraid, and be able to**

move forward. I also use process power, rather than outcome power in my advising style.

JC: I've been fortunate to have a number of great mentors at different points in my career. Most obviously is Anita Vangelisti, who taught me way more than I could summarize, but one thing that really struck me was the way she was able to provide blunt feedback that still ended up being constructive. It was clear that she was "on my side," even when she was questioning whether what I was writing had any value at all. I've tried to emulate her ability to **be direct about weaknesses in work while still be supportive.**

Another influence was Ted Huston's orientation toward the process of working. I remember one time when we had to discard a large section of a paper, and he said that this was all part of the process –the inadequate section was something we had to write to learn how to do the better section. So deleting paragraphs (or even multiple pages) is no reason for frustration—that is progress. This is something I have repeated on a number of occasions to others I've worked with since then. The larger lesson is that ultimately **focusing on doing good work throughout the process is a great way to handle the fact that sometimes it takes longer to produce scholarship than we'd like**.

DS: My mentor and advisor, Mike Roloff, always made clear that it was my life. More specifically, he said, dozens of times, "I'm not going to give you advice about what to do, because you'll be mad at me when it goes south." I don't quite put it in these terms for my advisees, but **I don't impose my goals on their lives**. If they want to leave graduate school, take a particular kind of job, start a family, train for a marathon, or whatever, **I am always happy for people to figure out what makes them happy, and I always cheer them on when they get closer to the goals they have for themselves.**

I've also learned from people who weren't Mike Roloff things I wanted to avoid as a mentor. Some faculty I knew seemed to enjoy keeping students off-balance, and others withheld honest feedback. I warn my advisees that **I'm explicit, as a general rule, and I'll be forthright about their strengths and weaknesses**, because that's my job. I know it can be hard the first time someone hears me say that they need to handle a situation better, but they quickly discover that I'm not harboring bad feelings in any way; **I'm just giving them information so they can better succeed in the future**. Graduate school is mysterious enough without an advisor being vague or withholding feedback.

- ***Q: How do you manage differences between your style and preferences and those of your mentee?***

JS: Try to find the middle ground. Try to find ways to get people to be structured and productive. I don't have one style; I have a suite of styles that I may shift around across time. I used to think that everyone could get a job (and wanted to get a job) at a place like Texas A&M (for example). I changed my thoughts about that and really focus on getting people to the place they want to go. **I try to help them learn what makes them happy and what they're good at.**

JC: I haven't always done some of the things that are probably best practices—like setting regular meetings and getting regular updates. My own inclination is to meet as needed (e.g., more frequently when we have a collaborative project, less frequently when a student is working other things). But I have tried to pay attention to what people working with me need, and if they seem to work better with more structure, I try to create that. **In short, I try to work with people in ways that work for them too.**

Do you know an IARR member who is a great mentor? The next IARR Mentoring Award will be awarded at the 2020 IARR Main Conference in London (July 20-August 3). Be on the lookout for calls for nominations in early 2020! http://www.iarr.org/awards/

TEACHING COLUMN

Techniques to Help Students Connect with Relationship Science: Interviews with Three Exceptional Teaching Committee Members

By Julie Verette Lindenbaum
Russell Sage College

The International Association for Relationship Research community embraces scholars and practitioners across countries and disciplines from large universities to small colleges. We teach Relationships in classes ranging from small seminars to very large lectures. How can instructors help students connect relationship concepts to their own lives in large and small classes? This teaching column highlights teaching techniques shared by three outstanding scholars and teachers: Wind Goodfriend, Marie-Joelle Estrada, and Lucia O'Sullivan.

- ***Q: Please tell us about yourself and the classes you teach that relate to relationships.***

Wind Goodfriend (WG): I am a full professor of psychology at a very tiny (only 700 students!), private liberal arts school in rural Iowa. I teach two courses devoted to relationships: Close Relationships and Relationship Violence. While both of these courses are officially in the psychology program, I teach them from a multi-disciplinary perspective. I also highlight relationships research in Social Psychology.

Marie-Joelle Estrada (MJE): I've been teaching psychology at the University level for the past 15 years, and have been a faculty member at the University of Rochester for the past nine. I'm lucky enough to have some big relationship researchers here as colleagues, i.e., Harry Reis who teaches the relationships processes and emotions class, but I speak about the importance and centrality of relationships in every other class that I teach (Psychology of Gender, Health Psychology, Consumer Behavior, and Introductory Psychology), especially when it comes to examples.

Lucia O'Sullivan (LO): I'm a social psychologist, although my Masters is in Clinical Psychology and my PhD is in Experimental Psychology. Since I began my first project in the late 1980s, my research has always addressed intimate relationships and behavior, and in particular, sexual behavior in young adults' dating relationships. The usual courses that I teach are Close Relationships, Human Sexuality, and Social Psychology, although they are all about relationships at the core.

- ***Q: How do you help students connect relationship research to their own lives?***

WG: One of the best parts of teaching Relationships is that the students find it inherently interesting, because intimate relationships surround them. Everyone wants happy, healthy relationships – friendships, romantic, or professional relationships – so the material becomes immediately applicable to their daily lives. One way to make this salient to students is to ask them to provide examples of the theories or concepts that they see in the world around them (such as in the news, in popular culture, etc.). Another way is to ask them to write journals regarding how they could apply the concepts to their own relationships – although if we do that as professors, we need to be ready for their self-disclosures. Another approach is to have students read published case studies from journals, then discuss whether each case is generalizable. This helps students think about the concept and variables that might mediate or moderate effects, which could lead to interesting research projects.

MJE: I think one of the most wonderful things about teaching about relationships is how central they already are to most people's lives. To help make examples more concrete, I'll have students think back to the last romantic relationships that they had/witnessed or provide film clips to introduce the topic. For example, when we discuss less statistically common issues – how men fake orgasms as well – I start that discussion with a funny clip from the movie: "The 5-year engagement," which implies that a man faked an orgasm with his partner. I also make use of postcards from PostSecret.com to introduce a topic that students may not want to discuss, but to highlight that this is a common issue. I find this de-biases pluralistic ignorance about topics that students may have taken for granted their entire lives -- e.g., that men don't care about love and future commitment -- to show them that a) this is a real thing, even if they haven't experienced it themselves and b) if they have experienced it, that they're absolutely not alone. I present mostly research-based studies in class, but the degree to which I can frame this research in terms of "real life," and show students that this event is likely applicable to them, highlights why this is an important topic and why they should care about it.

LO: If you read a lot about teaching, you begin to think that teaching to millennials is all about delivery—be accessible, be relatable, be flexible, and so on. But it is not all about the delivery--the content still must engage them. Rather than focusing on specific content to memorize, I focus on how to be critical of research and theory, including the material that I present in the classroom and the material presented in the text. Not just critical in the sense of pointing out flaws, but more broadly in the sense of understanding how the material adds to the literature and what else we need to know. More than that, I get them to really connect the material to their lives outside of class – for instance, how they interact with their roommate, who they choose to hang out with, and ways in which they're spending their time.

- ***Q: Do techniques that you use to engage students differ depending on class size?***

WG: My classes are small, given the size of my university. That means we can have a real discussion with the entire class, because it's capped at 24 people. I often split them up into smaller groups (2-4) to discuss things first. A small group allows everyone the chance to participate, and they get to "try out" their thoughts in the somewhat safer setting of just a few others. That gives them more confidence to share with the larger group when we move to that a few minutes later. This works for activities like applying course material to their own experiences and summarizing reading assignments.

MJE: I began teaching smaller classes (15-30) and essentially have adapted that same style for larger lecture ones (130-200). I make it clear during the first day of class that I view class as a dialogue between myself and the students, and as such they can feel free to stop me at any point with a question/thought/comment. The only rule is mutual respect when asking questions or disagreeing with others, and I've been lucky enough to have great participation even in my largest 200+ person intro psychology classes. In my smaller classes, I know the students' names and, because students typically feel more comfortable with each other, I call on individual students by name if their faces seem to be expressing a clear view on the topic or if we haven't heard from them in a while.

LO: Most of my classes have 60-85 students, although I recently taught a class of 280 students. I was actually surprised at how my approach didn't change all that much to adapt to teaching that large a class. I am an enthusiastic teacher, and I truly believe that enthusiasm is contagious. My passion is research, and I am very lucky to teach courses that seem to me to have the greatest applicability to the lives of students – making links between research and their lives easy to convey. Enthusiasm seems bidirectional and iterative – the more I convey, the more I receive. I have tested quite a few new classroom technologies in my courses, including the student response systems and blogs, but have also tried to maximize the interactive features of learning management systems. Sometimes these technologies work well, and sometimes they really do not! Luckily, I find students are very forgiving of my experimentation.

- ***Q: What is your favorite classroom activity related to relationships?***

WG: I like to replicate studies within the class *before* students learn about them in lecture or from the book. Students enjoy seeing whether the results from the class match what the study found. They also understand the study's procedure better. It's a great way to remind students that the concepts they're studying are based on empirical research – that the study of relationships really is based on the scientific method. An example is to give them a list of potentially attractive traits in a partner (such as good income or physical looks) and have students rate which are the most important for a sexual partner and for a life partner. Then see if gender differences emerge, and whether those differences match predictions from the evolutionary perspective.

MJE: I've always been fascinated by the romantic myths that our media disseminates about how romantic love should begin, be developed, and be maintained. I'll present the Eidelson & Epstein (1982) Romantic Beliefs Inventory that does a good job identifying and breaking down romantic myths, and we'll spend time discussing why each one is unrealistic (e.g., that your soulmate will be able to read your mind.) Then I'll show trailers for romantic comedies – "Serendipity" is a favorite – and ask students to identify the myths after each one. Once you know what the myths are, it's glaringly obvious when you see them. In my experience, people may think that the romantic portrays in the media don't affect them, but much like any other anchoring and adjustment heuristic, students fail to recognize to what degree these myths are unrealistic and adjust accordingly. It's gratifying to have students tell me later that they can't watch these movies in the same way after that class and I like to think having more realistic ideas about how relationships are formed and progress can only help them in their own future relationships.

LO: I incorporate role-playing and demonstrations into my classroom activities quite a bit. One that I enjoy the most is a demonstration about the range of nonverbal activities linked to communicating with our hands alone. I have a long list of hand motions and I have the class call out what they think I'm communicating. Some are funny, some link to particular cultures, some are rude, and always I surprise students by the number of hand motions that they recognize. I think most people haven't thought of nonverbal communication in quite this way before, so it's especially fun to do this exercise.

- ***Q: What do you love most about teaching Relationships?***

WG: I love teaching relationships for two major reasons. The first is that the students seem genuinely interested in the material, every single day; I'm not sure I can make that claim about any other course. The second reason I love teaching Relationships courses is because it provides me time to make sure I'm caught up on the most cutting-edge research, which is why I became a professor. I, personally, love the topic, so by teaching it I get to immerse myself in the field as well. I can ask students to find interesting articles published in the last few years as an assignment – and then I get to benefit from seeing those new findings (and I get insight into what articles the students find fascinating). It's a gift to have that as my job, and I feel grateful for the opportunity to share that gift with the next generation of young scholars.

MJE: How intrinsically interesting they are to almost everyone, and how psychology can offer real insights to questions most people have. Students are often shocked to hear the kinds of questions that romantic relationship research can answer (e.g., women's rates of orgasms in relationships vs. hookups) and to see how applicable it is to their own personal lives/experiences. Once students realize that psychology can provide real answers to questions they've always had, I often end up with more questions than I can answer. That typically leads me to doing more reading and then presenting these findings in class which his gratifying.

LO: My research perfectly overlaps with so much of the content of my teaching, so it is easy to draw on the literature at large and connect it to students' lives. I work at staying current, particularly with regard to the movies, social media, TV content, and other trends that are of appeal to young adults to draw on that material for examples. It helps that I have many young people in my life, so I grill them for information and angles as much as possible. Students love funny stories, and I have a wealth of them for any example that I need.

To see IARR's available Teaching Resources, please visit http://www.iarr.org/

BOOK RECOMMENDATION

Interpersonal Emotion Dynamics in Close Relationships

Editors: Ashley K. Randall and Dominik Schoebi

Over the past 30 years, a small but growing body of literature has focused on emotional change between two or more individuals (i.e., interpersonal emotion dynamics). That literature is currently spread widely through the social and behavioral sciences, but this book brings this literature together. After reading this book, scholars will understand interpersonal emotion dynamics in personal relationships throughout the lifespan.

The editors have done a phenomenal job of bringing together authors who can speak to every aspect of the work conducted by interpersonal emotion dynamics researchers. First, they open with two big-picture chapters devoted to the different approaches and frameworks, which do a wonderful job to set the scene. Next, they delve into four chapters devoted to methodological and statistical approaches. These chapters will be an asset to readers who want to better understand how this research is done, or to contribute to the literature themselves. Finally, they wrap up with four chapters on lifespan approaches.

In sum: It's rare to find a volume as fully comprehensive as this. This book is an absolute "must-read" for anyone wanting to understand this fascinating area.

Mini-Conference•2019 Ottawa

The registration portal is now open for the IARR 2019 Ottawa mini-conference!

IARR MINI-CONFERENCE DATES

Thurs. June 20th - Sat. June 22nd

Thurs. June 20th, 5:00-8:00 pm, Keynote Speaker-Thomas Bradbury, Welcome Reception
Fri. June 21st, 9:00 am-6:00 pm, Keynote Speakers-Shelly Gable and Lisa Diamond
Sat. June 22nd, 9:30 am-5:30 pm, Keynote Speakers-Geoff MacDonald and Sara Algoe, Closing Reception

NEW SCHOLAR WORKSHOP

Thurs. June 20th, 8:30 am- 4:30 pm

Panel members include Samantha Joel, William Chopik, John Sakaluk, Emily Impett, Sara Algoe, Jessica Maxwell, Geoff MacDonald, Amy Muise, and Francesca Righetti

LOCATION

Carleton University, Ottawa, Canada

THEME

Positive Action in Relationships

FOR MORE INFORMATION

carleton.ca/iarr2019/

The conference organizers look forward to seeing you all then!

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

The International Association for Relationship Research (IARR) is pleased to announce a Mini-Conference on Applied Relationship Science in Brighton (United Kingdom) from 18-21 July 2019.

This IARR mini-conference will be focused around the theme of 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. Confirmed guest speakers include Professor Mario Mikulincer (Baruch Ivcher School of Psychology, IDC, Herzliya, ISRAEL), Professor Daniel Perlman (School of Health and Human Sciences, University of North Carolina, Greensboro, USA) and Birgit Schyns (Neoma Business School, Reims, FRANCE). There will also be workshops designed to help academics to connect to applied work or learn how to present findings or deliver teaching to an applied audience.

Two events are optional and a limited number of tickets for these events can be bought during or after registration: a tour of a local vineyard and winery on Friday, and the Conference Dinner (with DJ and dancing) on Saturday evening. If you wish to attend the conference dinner and/or the scheduled wine tour, please add these to your basket in addition to your registration choice.

Please note that membership in IARR results in reduced registration fees. If you are not a current member of IARR, but wish to join, please visit: http://www.iarr.org/membership/, prior to registering for the 2019 IARR Mini-Conference Applied Relationship Science. The conference organizers Michelle Luke (chair), Kate Cavanagh, Kathy Carnelley and Erica Hepper, look forward to welcoming you to Brighton (in Sunny Southern England) from 18-21 July 2019.

For more information on this event, please visit the website: https://iarrconference.org/

To register for this event, please visit the website: https://tinyurl.com/brightoniarr2019

To book your accommodation for the conference, please visit the website: https://tinyurl.com/AccommodationBrighton

Early Bird fees end: 31st May

Registration deadline: June 30th

If you have any questions, contact: Michelle Luke (email brightoniarr2019@gmail.com)

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