

RELATIONSHIP RESEARCH NEWS

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PRESIDENT'S COLUMN

Greetings from the President

by Jacki Fitzpatrick

By the time you read this article, my term as IARR President will be nearing its end. As you might know, the President serves a one-year term. In my case, the term was for the period July 2009-July 2010. I will conclude my service as President at the closing of the 2010 IARR Conference (to be held in Herzliya, Israel, 22.July-26.July.2010). At that time, Dr. Anita Vangelisti will assume full responsibility as the President for 2010-2011. The Elections Committee has begun the work to conduct the elections for future IARR Officers. At this time, I do not have information about the future Presidents (e.g., 2011-2012). However, it is my hope that the future President can be announced during the upcoming conference. The future President will also be listed on the IARR website after the conference.

It has been an honor and pleasure to serve as President of IARR. I am deeply grateful for the support of Board members, Committee Chairs and committee members. Their continuing efforts have been essential to the maintenance and growth of IARR. In this column, I wish to showcase the work of some IARR committees. Due to this column's brevity, I cannot fully describe the committee's accomplishments this year. I hope that this small summary will give you some orientation to their efforts. Each committee has benefited from the leadership of the Committee Chairs.

Membership Committee

This committee has been chaired by Dr. Stanley Gaines. Dr. Gaines worked extensively to include committee members who represent the geographic and disciplinary diversity within IARR. In collaboration with Dr. Brooke Feeney (IARR Secretary-Treasurer) and me, Dr. Gaines sent individual letters to each current and prior member of IARR. The common response to these letters was quite positive. I know that some colleagues were not able to renew their memberships due to economic downturns. However, more than 500 colleagues (including students) are currently IARR members. Dr. Gaines and I are in discussion about recruitment efforts for new members.

Website Committee/Media Relations Committee

This Website Committee has been chaired by Dr. Benjamin Le. The Media Relations Committee has been chaired by Dr. Terri Orbuch. Dr. Le and Dr. Orbuch have been collaborating on the redesign of IARR's website. The IARR Board of Directors previously expressed appreciation for the current website, but determined that the website was not keeping pace with options that technology affords (e.g., visual features, links, navigation accessibility). Thus, an initiative was started to upgrade and expand the website. Drs. Le and Orbuch are working to enhance the website content and process. It is hoped that the upgraded website will be launched within one year.

In addition, I want to note that Dr. Le has served as IARR's website manager. He has routinely posted information on the website and/or made relevant documents accessible (e.g., website link to Australian Psychological Society (APS) Psychology of Relationships Interest Group Conference). In addition, Dr. Le has addressed any IARR member's website challenges (e.g., membership, computer linkages). He has kindly shared his technical expertise on a continual basis.

Publications Committee

This committee has been chaired by Dr. Sue Sprecher. Dr. Sprecher has worked with colleagues to evaluate publication options for the journal *Personal Relationships*. Dr. Sprecher has served as an advocate for both IARR journals (*Personal Relationships* as well as the *Journal of Social and Personal Relationships*). She has elucidated journal issues for the Board of Directors, which has been helpful in some decision-making processes this year. 2010 Conference Program Committee

This committee has had a shared chairship. Dr. Ruth Sharabany is the Program Committee Chair and Dr. Ashley Duggan is the Associate Program Committee Chair. Dr. Sharabany and Dr. Duggan been managing the many tasks related to conference proposal submissions and evaluations, selection of keynote speakers, scheduling of conference events and communications with presenters. They have also engaged in extensive collaboration with the Local Arrangements Committee chair (Dr. Mario Mikulincer).

2010 Local Arrangements Committee

This committee has been chaired by Dr. Mario Mikulincer. Dr. Mikulincer has worked continuously to prepare for the conference events. In addition to arrangements that he has made on-campus (at the Interdisciplinary Center), he also provided the vital information about flight, hotel and tour information. In addition, Dr. Mikulincer worked with local colleagues to create the online registration system. Dr. Mikulincer has engaged in extensive coordination with the Conference Program Committee chairs (Dr. Sharabany and Dr. Duggan).

Future Conferences Committee

This committee has been chaired by Dr. Omri Gillath. Dr. Gillath was involved in posting the Call for Proposals. In addition to the posting, he was proactive in communicating with colleagues who expressed an interest in proposal submission. He has managed the collection of evaluation from other committee members. Based on the committee members' evaluations, Dr. Gillath will collaborate with me to discuss the conference options with the Board of Directors. It is my hope to announce the future conference locations during the 2010 conference. The future conference locations will also be posted on the IARR website.

Awards Committee

The Awards Committee has been chaired by Dr. Michael Roloff. Dr. Roloff posted the Call for Award Nominations and processed all applications. As of this writing, he is in the process of collecting evaluations from the other committee members. Dr. Roloff will soon inform me of the award recipients. Although Dr. Roloff will not be conducting the Awards ceremony at the 2010 IARR Conference (in Herzliya, Israel), he will be coordinating the ceremony with another colleague.

Mentorship Committee

The Mentorship Committee has been chaired by Dr. Leah Bryant. As I noted in the Fall 2009 Presidential Column, Dr. Bryant also served as the Director for the 2009 New Scholar Workshop (NSW). So, she engaged in a tremendous effort to promote the professional development of students/new professionals via the NSW. Dr. Bryant and I are currently in discussions about additional mentorship activities.

International Committee/Interdisciplinary Committee

The International Committee has been chaired by Dr. João Moreira. The Interdisciplinary Committee has been chaired by Dr. Denise Haunani Solomon. These committees are evaluating the ways in which IARR (a) fulfills its goals to promote collaboration among diverse colleagues and (b) can enhance the quality of the collaborative experiences. As of this writing, the committees have not completed their evaluations. It is my hope that they will complete the evaluations before the 2010 conference.

Committee Members

Each committee chair has been supported by the efforts of committee members. More than 80 IARR colleagues (from more than 10 countries) have served on committees this year. Some committee members have had single, time-limited tasks (e.g., conference proposal reviews), whereas other members have had more enduring tasks. Regardless of the nature of their tasks, I am grateful for their efforts. Each colleague who actively served on a committee has made a difference in the current (and possibly future) status of IARR. It is my hope that colleagues will show just as much dedication to the next IARR President.

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RELATIONSHIP RESEARCH NEWS

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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 Marian Morry, University of Manitoba, Department of Psychology, Winnipeg, MB, CANADA R3T-2N2; marian_morry@umanitoba.ca. The deadline for final copy is September 1 for the Fall issue and April 1 for the Spring issue. Inquiries regarding Feature Articles are welcome at any time.

FROM THE EDITOR'S DESK

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

We are pleased to bring you the Spring 2010 issue of *Relationship Research News* and we hope that members will find many interesting pieces in this edition of IARR's newsletter. The editorial team consists of myself (University of Manitoba), Leah E. Bryant (DePaul University), Colleen Sinclair (Mississippi State University), and Stacey Mackinnon (University of Prince Edward Island). The new *RRN* editorial team offers you their first two special features, "Making Choices, Seeking Balance: Career and Family" edited by Colleen Sinclair and "Getting the Word Out: Communicating Research to the General Public", edited by Maureen Keeley-Vassberg. You will find one book review in this issue of the newsletter "Strangers in a strange lab: How personality shapes our initial encounters with others". This review was done under the supervision of the previous Associate Editor, Peta Wellstead. If you have a book you would like to see reviewed in a future edition of the newsletter, please contact Stacey MacKinnon at smackinnon@upei.ca.

Moving to our regular columns, Dave Kenny and his humor column has returned to *RRN*. Join Dave as he uses psychology to delve into Tiger Woods' sexual infidelity. Ben Le discusses the updates to the IARR website. He also has a request for nominations for a new IARR webmaster. In our New Professionals Column, we have a column by Andrea Lambert on "The importance of Academic Conferences: Inspiration from a Wine Blogger". Lorne Campbell and Paul Mongeau both offer reports on IARR's journals.

Don't forget to read our announcements and member news sections! We would like to thank Ximena Arriaga and Christopher Agnew for writing a tribute to Caryl Rusbult, who recently passed away.

In their tribute, you will also find information about the new "Caryl Rusbult Young Investigator Award fund." On a more positive note, under announcements there is information about registration for the IARR conference in Herzliya, a new podcast called "Relationship Matters," and a special call for papers from the *Journal of Applied Communication* that may be of interest to some readers.

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

This is the first issue of *RRN* to be published under my term as editor. I wish to offer my thanks to IARR board for offering me this opportunity. In addition, I'd like to thank Lesley Verhofstadt for her quick responses to my questions during the handing over of the production of this newsletter. We hope that you will find that the current issue of *RRN* follows in the tradition of excellence begun by the previous editors and their editorial teams. And of course, I would like to give a special thanks to my editorial team for all their help in the production of this issue of the newsletter.

We hope you will find much to enjoy in this issue of *RRN*.

**Submission deadline for
Fall 2010 issue of *RRN***

September 1, 2010

**Submit all materials
to Marian Morry**

Marian_Morry@umanitoba.ca

FEATURE ARTICLES

Making Choices, Seeking Balance: Career and Family

edited by

H. Colleen Sinclair

**Department of Psychology, Social Science
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When I was a graduate student I remember seeking advice from multiple sources on whether it was possible to pursue an academic career and still have a family. Sometimes advice was hard to come by. Accordingly, I wanted to organize this section for other up-and-coming scholars who may also be seeking guidance. Thus, I have assembled four perspectives – from each stage of academia – of women who have had families and, not just survived, but thrived.

A Graduate Student's Perspective on Parenthood

by Mie Kito, Ph.D. Candidate

**Department of Psychology
University of Manitoba, Canada**

It is a great pleasure to have this opportunity to share my experiences with you. I hope that some of you find this article valuable and that it helps you make your own decision on when to have a baby.

Why did we decide to have a baby while I'm in graduate school?

Once my husband and I became committed to our relationship, we planned "not to plan for a baby." We had been thinking that, when a baby decides to come to us, that is the time to have a baby. We were ready for the new family psychologically and physically, so we didn't have to put that into words for each other. We simply knew both of us were ready. In fact, when we found out about my pregnancy, it was the perfect timing for our

relationship (e.g., we had been in a relationship for 7 years and lived together for 5.5 years; we had talked about our future plans) and in my graduate program (e.g., I had completed all the course work for my Ph.D. before I had my son).

Graduate school is a large part of my life, but at the same time, it is only a part of my life. My husband and I don't see it as the main stream of our life which determines what we do in other parts of our life. Our question was not whether we should have a baby now or wait until I get a job but simply when we want our new family in our life in general. Many people have told me, "There is no good time to have babies in academia." Thanks to my adviser, I was able to flip it into "Anytime is a good time to have babies." Some people have told me that having a child as a graduate student is harder than having a child as a faculty. This is a difficult comment to respond to because I don't know how hard it is to have a child as a faculty yet. Therefore, I'm not in a position to evaluate this comment.

How do I balance between work/school and life?

The most notable change is that I became more efficient in work. Before my son was born, I tried to work all day whenever I had time, and if I didn't, I felt guilty for not working. Now, I work only while he is at his daycare and a few hours while he sleeps at night. While working, I'm more focused on whatever I'm doing than before because if I don't get things done during these hours, I won't get things done. Another change is that I became much less perfectionist and more relaxed. Imagine the situation in which you have a paper your adviser wants you to read and give him/her some feedback. You are asked to send your feedback to your adviser by a specific date. I used to panic whenever that day was approaching and I hadn't even started reading the paper. I still feel bad for not being able to do what I'm asked to do, but I no longer panic (well, most of the time anyways).

Sometimes, you simply cannot meet those deadlines because you have other work to do first or you need to pick up your child early because he/she gets sick at the daycare. If this happens, I explain the situation to my adviser. She understands things happen, and fortunately, it is not the end of the world as I used to think. I'm very glad to have such an understanding and caring adviser. This is true for graduate school in

general, but you cannot do everything you are asked for, especially when you have a child. You need to learn to say no to things you think you cannot handle and to ask for possible extension for things you have to do but you can wait to do later. It's better to let them know your situation as soon as possible so that they can make plans accordingly. This doesn't mean that you give up all of your responsibilities. You still need to do your best to meet deadlines. It might also help to organize things into those which have to be done immediately, those which can wait, and those which you cannot do.

What advise do I want to provide based on my experiences?

1. Be sensitive to your feelings and your relationship. In the end, they will tell you when to have a baby.
2. Take parental leave, though I didn't. If you don't take the leave, the time you spend with your baby will be counted as the number of years in graduate school. This might affect you for the total number of years you spend in graduate school, which might be important for your funding or job application.
3. Once you decide to have a child, expect the unexpected. What would you do if your kid gets sick and has to stay at home on the day of your dissertation oral proposal? This actually happened to me a few weeks ago. I was able to present my proposal thanks to my husband's help.
4. Get some support from your partner and your friends when possible, especially for the unexpected events. Without their support (especially, my husband who is accommodating to my work while working himself and taking care of our son), I could not have handled my roles as a graduate student (sometimes an instructor as well) and as a mother and wife.
5. Make the most out of the time you have. Whenever you have time for your work, work. Whenever you have time for your family, have fun. Whenever you have time to sleep, sleep. My best advice is to work hard, play hard, and sleep well!

Tenure Clock vs. Biological Clock: An Assistant Professor's Perspective on Balancing Work & Family

**by H. Colleen Sinclair, Assistant Professor
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It can be done. Above all, I think it is important for me to start with saying that it can be done. Especially as so many told me that I would be "crazy" to have a child before tenure. I did feel the pressure of two clocks ticking – tenure and biological – and I thought the best way to not be overwhelmed was to put the biological clock away. However, I came to realize that there are always plenty of reasons NOT to do something, but the simple fact was that I wanted a family. I wasn't going to let a career keep me from having one, and nor should anyone have to.

My recommendations:

To Stop or Not to Stop:

Most schools in the United States allow you to stop the tenure clock for at least a year (some schools even have it for fathers, whereas other schools' maternity policy is: "have your baby in the summer"). This is not the same as an unpaid maternity/paternity leave. Rather, you keep working but you defer when you apply for tenure by a year. Before deciding if this is the path for you, you need to consider the following:

1. What IS your University's policy? Check your faculty handbook. Check with your Department Head. Check with your Dean. Get information from multiple sources on the policy and the process for enacting it. In our department, a faculty member hadn't had a child for over 15 years, and so there was virtually no familiarity with the policy. Accordingly, you need to educate yourself.
2. Check with someone who has done it and someone who opted not to. Ask them why they chose the way they did and if they would decide differently.
3. Ask a tenure committee member how they think the stop would be perceived. There are some who believe that it looks bad on a woman's

record that she took the “extra” time that her peers may not have. Thus, even though the purpose of stopping the clock is that reviewers are not supposed to count the year, there is an implicit expectation that she should have gotten more accomplished. In contrast, if you want to do it all to prove you can despite having a baby, few are likely to give you extra credit and say “Look at all she did *and* had her first child.”

4. Ask some senior scholars – potentially individuals you were considering as external reviewers or others in your department – to look at your record and planned progress, and make a frank judgment about your viability for tenure with your current record.
5. Just take the year. It would be one less stressor to complicate a pregnancy. It would allow you more time to adjust (and you may actually get to spend some time with your child). Plus, even if you do get nothing done in that year (which is highly unlikely given the drive of most academics) then you are no worse off vita-wise than where you started before the leave as far as your chances for tenure. To that extent, you can view it as a positive: a “bonus” year.

Planning Parenthood:

Ultimately, you are going to have to make some arrangements for the pregnancy, birth, and initial months of parenthood. Hopefully, you have an accommodating department head who will allow you a reduced teaching load or research leave. Whatever the case, you are going to need to plan (as best as one can plan these things) and negotiate.

1. If not trying to aim for the summer window (which actually may make it more likely that you will simply be expected immediately back to work come August regardless of when in the summer you had the baby), try the winter break/early spring. Otherwise have the baby early enough in the semester that you do not get talked into teaching part of a semester.
2. Have the baby well-enough into your career that you have your lab established, and have reliable assistance.

3. Again, talk to others, even in other departments at your University, about what accommodations they managed to obtain.
4. Plan to stop working no later than 32 weeks into the pregnancy, if not 28 weeks. The last trimester brings increased risks, such as hypertension, which are only exacerbated by the stresses of academic life. Your job is definitely not worth your or your baby’s life.
5. Make it clear to your students, colleagues, and department head that you will be GONE (give specific timelines). You may have to do this repeatedly and cut yourself off from unmediated (i.e., have someone else screen e-mail/calls for you) communication or else you will have people texting you asking for an 8am Wednesday meeting after you gave birth on Friday.
6. Whatever official accommodations you make regarding your teaching or other work-related obligations, *get it in writing*. Especially as to how it pertains to whether you are then on “leave” (which, depending on University policy, may be unpaid, but some schools allow faculty to accumulate sick leave days like staff) and whether you are going to owe work.

Being an academic might be some of the greatest training you can have for being a parent. After all, most of us are accustomed to juggling multiple responsibilities, arranging a “flexible” schedule but still getting work done, not sleeping a lot, dealing with demanding people, and fighting being absent-minded. Further, having a child forces you to re-prioritize with a more brutal efficiency than you might have been inclined to invoke before, and you focus better – despite baby brain – on getting things done in the time available. Instead of thinking you can work till midnight, know you must be done by 6pm so you get home before your child is asleep. You do *want* to see your child grow up, or else you don’t really want a child. So use your little tax deduction to also deduct some of those extraneous service responsibilities, and don’t feel a moment’s regret. Honestly, once that baby arrives you won’t need anyone to tell you not to feel regret, because there are no regrets about doing what is best for you and, thus, your child.

An Associate Professor has a Child

**by Beverley Fehr, Professor
Department of Psychology
University of Winnipeg, Canada**

As I recall it, I was asked to write about the decision to have a child at the Associate Professor rank. It struck me that in my case, the “decision” to have a child mid-career wasn’t a deliberate evaluation of the plusses and minuses, leading to the rational conclusion that the Associate level was the best time to have a child. The truth of the matter is that I happened to be an Associate Professor when things worked out for me to have my first child. (The decision to have a child is a powerful, poignant lesson in how little control we actually have over certain aspects of life.)

The Plusses

The most obvious benefits to having a child once your career is reasonably well-established are job security and a stable income. In most universities, there is at least some—if not a huge amount—of stress that accompanies being untenured. I was very grateful that I had tenure when my first child came along. This also took some pressure off in terms of research productivity, although from what I have observed, most academics are so driven that they scarcely allow themselves to publish a little less even if they’ve just had a baby.

Another benefit of having a child mid-career is that course preparation generally takes less time. Teaching a course for the tenth year is very different from teaching it for the first time. I was very thankful that my courses were basically “prepped” by the time I had my first child.

I was also fortunate to have research funding in place by the time I had a child. Obviously this was very helpful in keeping my research going, but it was also helpful because at my university, research funding is rewarded with a course reduction. Thus, my teaching load was lighter by the time I had a child than it had been earlier in my career. This made it much easier to juggle childcare and teaching responsibilities. I also found that it took a little less time to prepare grant applications by that stage of my career. Every small reduction in terms of stress and time demands

counts for a lot when you are caring for an infant while trying to maintain your career.

Another plus of having a child at the Associate Professor stage is that you’ve had the chance to establish yourself as a good citizen in your department. This means that you can now ask for favors. When I first started teaching, I was assigned 8:30 AM classes every day of the week. This would have been very difficult to manage once my daughter was born. Fortunately, by the time I was an Associate Professor, I had paid my dues and was able to have more say in terms of my teaching schedule.

To give one final “plus,” people claim that having a child at a relatively later age “keeps you young.” Having a child can force you to be active in ways that you otherwise wouldn’t. For example, one evening last week I took my children to a water park. As I was hurling down a water slide at break neck speed on an inflatable raft that seemed deliberately designed to capsize the thought crossed my mind that if I didn’t have children I certainly would NOT be spending my evening like this. Whether I am better off because I conquered the “toilet bowl,” as the raft ride was called, rather than reading the latest issue of PR is a matter of opinion. But sometimes cognitive dissonance works its magic and I can nearly convince myself that I am younger at heart because of having had children at a later age.

The Minuses

If you have your first child at the Associate Professor level, you are probably in your mid-to-late thirties if not older. I certainly had more energy and stamina in my twenties than in my thirties and beyond. Once I had a child, I found that preparing and delivering lectures, meeting with students and writing papers were all much more difficult because I was so exhausted. I was the Program Chair of the Banff conference when my daughter was three months old. I remember wanting to stay for the dance, but, instead, I wandered back to my room because I was bone tired and knew that I faced yet another disrupted night. Maybe my perception is inaccurate, but I’m pretty sure that in my twenties, I could have made it to the dance, even if I’d had string of short nights.

There is another disadvantage of having a child at the Associate Professor rank that I unexpectedly encountered when my daughter reached the age of

10. She discovered that her mother was considerably older than most of her classmates' mothers, which, apparently, seriously undermined my "coolness" factor. Some of the other mothers had dreadlocks and pierced belly buttons. I would show up at school in a suit or a sensible skirt and sweater. One girl in the class was lucky enough to have a 26-year old hairdresser mother who could give her multi-color streaks any old time. Clearly, a Professor couldn't compete with that! My daughter has learned to be more discreet over the years and has come to realize that she has many opportunities (e.g., international travel) that are not as available to her peers with younger parents, who are generally less financially established. And although I don't think that she would trade me in, I believe that she still secretly envies her friends with moms who are younger and "cooler".

To get to a conclusion, on the plus side, if you happen to have a child at the Associate Professor stage, you are likely to have a secure job and a stable income. Given that employment and finances are among life's big stressors, these are huge advantages as you tackle the transition to parenthood. You also are likely to have proven yourself in your current position which allows you to ask for certain accommodations like teaching only a few days of the week. The downside is that by the time you reach the Associate level, you probably are not blessed with the same level of vim and vigor that you enjoyed a decade earlier. You will need to get used to feeling exhausted. Unfortunately, you may also need to get used to being perceived as "uncool." In my opinion, the bottom line is that there is no perfect time to have a child. My best advice is to focus on the plusses of whatever academic stage you happen to be in.

A Full Professor's Perspective on Becoming a Parent Later in Life

**by Patricia Frazier, Professor
Department of Psychology
University of Minnesota – Twin Cities, United States**

I became a parent after I had submitted my dossier for promotion to Professor. This was not the result of deliberate planning on my part but rather the way that life turned out. I did not get married until I was 42.

Although one can certainly be a parent without a partner, my biological clock never ticked so loudly that I wanted to become a parent on my own. In fact, after we got married, my husband and I thought a lot about whether we wanted to become parents or remain "child free." We ultimately decided that we did want to be parents, and adopted a baby girl from Guatemala, hoping that my friends who said it was the best experience in the world were right! And, they were right – it is the best experience in the world. The points I want to elaborate on are the pros and cons of becoming a parent later in life, the benefits of academic life, and the joys of creating a family through adoption.

Pros and cons of later-life parenthood

One advantage of the path I took is that by the time I became a parent at age 45 I had the academic thing down. I did not have to balance learning the ropes, trying to get tenure and taking care of a small child. Although I work a lot less now than I did before becoming a parent, my productivity has almost doubled in the 5 years since I become a parent compared to the previous five years (yet previously, I was productive enough to be promoted to Professor at a research University). I now work about 40 hours per week and spend about 6 hours every weekday (2 hours before and four hours after work) and almost all weekend with my daughter. How can I work less and be more productive? I now know how to write a paper and write a grant. I have taught most of my courses many times. Basically, I am more efficient. Because I spend a lot of time with my daughter, I don't feel guilty about working. In fact, I value being a role model of a woman successfully balancing an interesting career with family life. I also don't feel like I am neglecting my work because I remain productive. And, when my daughter hits her teens and wants nothing to do with me, I can return to working a little more.

Another advantage of having a child later in life is that is that I don't have regrets about things I didn't get to do before I became a parent. I traveled a lot. I went to lots of art openings. I saw all the good movies. I went to all the new restaurants. So, now when I am home on a Saturday night watching an American Girl movie, I don't mind, even though my empty-nester friends are off doing what I did when I was younger.

One disadvantage is that I am definitely one of the oldest Moms around. Some of my daughter's classmates' parents are about 25 years younger than I am. But I also have a group of friends my age who have young kids. I also feel bad that, even if both my husband and I live to our 90's, we will be gone by the time our daughter is about 50.

The Benefits of Academic Life

The disadvantages mentioned above would apply no matter what my profession. What I want to focus on now are the unique benefits of academic careers. I think we do our students a disservice when we constantly complain about how hard we work. Truth be told, I love my job. It is intellectually stimulating. I am constantly learning new things. I have great colleagues. My students are fabulous. I can teach students about things that really matter to me and I hope to them. Academic jobs offer an amazing and unique combination of security (after tenure) and flexibility. I never have to ask my boss if I can volunteer at my daughter's school or come in late. How many jobs have that kind of freedom? And in this economic downturn, I also don't have to worry about losing my job.

Joys of Creating a Family through Adoption

As I said, we chose to create family through adoption. Even though I was a bit old to "have" children the traditional way, I was not too old to become a parent. And that's the point, isn't it? Even those struggling with infertility can be parents, just not biological parents. There are still stigmas about adoption, but for me, it has been such a joy and in no way a second rate alternative. I cannot imagine that I could love a biological child more than I love my daughter. Although there are struggles (dealing with racism and negative attitudes toward adoption), there are benefits in terms of learning about diversity, having connections to a network of other adoptive families, and expanding our focus beyond the US.

Many of the issues discussed by the other writers apply to creating a family through adoption as well, such as choosing whether to stop the clock, being aware of your institutions' policies on adoptive families, etc. For example, some schools give the same parental leave for biological and adoptive families whereas others do not. Mine does not. I got a 2 – rather than 6 - week paid leave. However, my Chair was supportive and worked with me to reduce

my work load in a reasonable manner. With adoption, the time line is less clear so you don't exactly know when you will need a leave. Check with others who have adopted and find out what arrangements were made in their case.

The bottom line is that you should not have to choose between an academic career and a family. For me it is a perfect job for balancing work and family.

Getting the Word Out: Communicating Research to the General Public

by **Maureen Keeley**
Dept. of Communication Studies
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Research, research, research...it is all around us. We are busy generating information, knowledge, and scientific findings about relationships; but who is reading our research and listening to our conclusions? I respect and understand the importance of publishing our scholarship in academic journals and books to maintain a measure of excellence, credibility, and to generate a dialogue amongst ourselves to continue to learn about relationships. This commentary is not meant to disregard or argue against publishing in these traditional, academic venues. Rather, it is my intent to generate some thought, discussion, and action towards taking the next step. I am ringing the bell for a "call to action" to find multiple ways to translate our body of relationship knowledge to real people who are not reading the academic journals. The experts that make up the International Association for Relationship Research Network have the ability to make real changes in people's lives and relationships—but only if those people receive the information in a way that they can hear, understand, and use.

Why is it important for relationship researchers to translate their research findings for the general public?

For starters, if we don't report and translate our findings as the true experts on relational topics, then there are numerous self-professed experts that are

willing to step forward into the limelight to give bad advice and wrong information to anyone who will listen. As researchers, we understand that relationships are never black and white; that there is not one blueprint that we can give people to have perfect relationships. People are complex and each relationship is unique; true relational experts generally don't talk in terms of prescriptions and definitive answers, whereas many "charlatans" (the self-proclaimed experts) make sweeping astronomical declarations without any scientific evidence to support their claims. Off the top of our heads I am sure that we can each name at least a half-dozen of these self-proclaimed experts that are offering advice, getting rich, and getting the information *wrong*. People are hungry for information about ways to begin a new, healthy relationship, for ways to improve and maintain their current relationships, or for ways to end their current dysfunctional relationships. There is a treasure trove of research findings in scholarly relational research that could provide some answers and guidance. We don't have to offer guarantees, but rather give the general public the information that we do know about relationships and to say it in a way that most people can understand and use. Until more of we trained researchers take the initiative to step-forward with our findings based on scientific research, others will always be there to fill the void.

What are the personal and professional benefits of translating research for the general public?

First, most scholars that study relationships really want to make a difference in improving personal relationships—the more people that hear or read our work, the bigger difference we can make in improving people's lives and relationships. One of the most rewarding things for me has been the emails and personal messages that people have shared with me regarding the positive difference and profound impact that Julie Yingling's and my book ("Final Conversations: Helping the Living and the Dying Talk to Each Other") has done for them at the end of life of a loved one. Losing someone that you love is unquestionably one of the most difficult times in people's relationships; so to be able to offer some advice, to provide some examples of conversations that might make this process a little easier, to give encouragement and support, is truly rewarding and fulfilling. Terri Orbuch, sociologist and IARR member, also known as "The Love Doctor" in the

media, says: "I too had a desire to make science assessable, understandable and helpful to the general public. My book, "5 Simple Steps to Take Your Marriage From Good to Great" (Random House Publishing, 2009) brings together the latest scientific findings from my long-term NIH-funded Early Years of Marriage study in an easy to follow simple way for real people to apply in their real relationships. As The Love Doctor, I have heard from many that the book has helped them learn and apply new concepts and behaviors to make their marriages happier." "Setting the record straight" writes IARR member Peter Andersen, a communication professor at San Diego State University and author of *The Complete Idiot's Guide to Body Language*. "There are so many bogus body language books out there I was determined to write a book that both accessible to the public and one with scholarly integrity."

Second, there is potential to make some extra money through book sales, hosting a radio show, writing articles for newspapers or magazines, etc. I will admit that Julie and I haven't made much money, but I do know of others that have. Be forewarned, if the only reason that you choose to take up this call to action is for the money, you may be disappointed with the results. "Many trade books have low royalties," adds Andersen, "Some textbooks are actually more lucrative."

Third, at some universities, these popular press publications may count towards tenure and/or promotion. In general, universities love the favorable attention that scholars' research can bring to their reputation. But be careful, there are some universities that would absolutely NOT count these publications and they could in fact hurt you—so find out in advance (more on this topic later).

Fourth, it is fun. Writing in a different, more casual and accessible voice is freeing. Talking on the radio can be exciting and challenging. Pushing ourselves to reach beyond our traditional academic boundaries allows us to grow in new and exciting ways. Orbuch says "I love writing in a more casual and active voice. Plus, the questions I get from radio and TV personalities always push my research in new and different ways. I especially like writing a weekly column for the Detroit Free Press, whereby I can find academic research (by others) and translate the

findings into a way that makes sense to the Detroit community.”

Fifth, members of your family and non-academic friends may finally understand what you do for a living—at least it helped my family (historically cops, nurses, and fire-fighters) finally understand, appreciate, and value what I do for a living.

What are some of the challenges towards accomplishing the goal of translating academic research into an accessible voice for the general public?

It is a challenge to begin the process. Writing in an academic voice was beaten into most of us during our graduate programs; the voices are very different and some scholars may not be able to make the transition, or be able to go back and forth between the two “voices” successfully. In general, the language is simpler, the sentences are shorter and more direct; and first-person is more appropriate than the traditional third-person perspective. If you are going to be doing interviews on the radio, you need to be able to present your ideas in direct statements with conviction and enthusiasm. Having an “attractive” tone of voice is also a plus. Orbuch agrees, she states “most importantly, you need to be able to say what you have to say in short, concise statements – that all have a punch line! You can’t talk in paragraphs, and you need to get to your point right away, after the questions are asked of you.” Orbuch goes on to emphasize that “I also had to learn to use a thesaurus more often. When I write for a popular audience, I have to pick more exciting and dynamic words to use – so that my writing and words sounds more enticing to the public; same concepts, new words.” Andersen’s agrees, “Unlike my scholarly writing, the Idiots Guide is full of puns, double entendres and humor, which while challenging, is a lot of fun to write.”

Another obstacle for writing for the general public is that it is time consuming and is one more thing to accomplish. This type of writing is above and beyond the demands of the expected academic publications. Do you have the time and energy to invest in a secondary layer of writing and publishing?

There are also no guarantees. Just as there are no promises that your academic work will get published, there are no guarantees that this type of publication

will get published for the “free-trade press” or other types of popular press venues. You can’t simply walk up to a radio station and ask for your own radio show or to be spot-lighted on one of their daily, prime-time shows. As with all things, connections do help; but if your work is good and you are persistent, then the opportunities should present themselves.

How do you find the right venue, publisher, etc.?

Ask your peers and colleagues who have successfully crossed over to the popular press for their advice. Do a little research by looking in bookstores to see who has published similar types of work and then send them your book proposals. Any book proposal should have a detailed outline of the proposed book, a strong rationale for the need for the book; a description of the market that the book would address. An agent would be wonderful—that is IF you can get the interest and attention of one for your work. Orbuch adds “a publicist is helpful too – once you publish a popular book, even for a few months. Publicist or public relations consultants have the ability to advertise your product in a way that other people (and media) are attracted to or understand. Plus, they have the connections to send press releases to for the greatest potential outcome.” Much of the answer to this question however, you will have to find through trial and error. Trying to find a way to get your voice out is perhaps one of the biggest obstacles that you will face. It can be frustrating and overwhelming at times; but in the end, if you are successful, it truly is worth the effort.

What is the reaction from your department, university, field, towards publishing in the popular press as opposed to academic publications?

New faculty need to be especially careful and to be fully informed about your university’s and department’s norms and expectations regarding publications before undertaking popular press publications. If popular press publications do NOT count towards your tenure and promotion, then perhaps it is something that should wait until after you have successfully accomplished these professional goals. More and more universities are recognizing that these publications and/or service opportunities bring “good press” to their university and therefore value and reward this work in addition to the academic publications.

I began this article with a “call to action” asking each of you to consider becoming one of the *real* experts that are “getting the word out” to people who are looking for advice about their relationships. The depth and breadth of information that is held within this wonderful relationship research network is astounding and should be shared more often and more freely to the general public. This is not an easy call to answer, but I truly believe that it is an important call. As Relational Research Scholars we have the potential to make a real difference in people’s lives. Get creative, dare to be heard, and reach the general public with your powerful words and valuable information.

References

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NEW PROFESSIONALS COLUMN

The Importance of Academic Conferences: Inspiration from a Wine Blogger

by Andrea N. Lambert
New Professional Representative
Northern Kentucky University

The impetus for this New Professional’s Column is two-fold. First, I want to underscore the importance of attending conferences in general, and second, to encourage you to attend our very

exciting upcoming conference in Herzliya, Israel. Interestingly, I got the inspiration for this article after reading my favorite wine blog. The blogger recently wrote a post entitled “Four Reasons to Attend Wine Tasting Events.” After reading the article it hit me that the blogger’s top four are very similar to why you should attend professional conferences. By the end of this column I hope to convince you that, like a good wine tasting, a good conference can stimulate the body, mind, and soul.

Good Wine; and Lots of it!

Ok, so this category doesn’t fit exactly, but with a bit of tweaking it can work. Instead this category should be named “Good Ideas; and Lots of Them!” You will feel energized and excited about your research ideas after the conference, and you will undoubtedly leave with a more nuanced understanding of your research project(s). Not only will attending the conference allow you to learn about the newest ideas in our field, but the interdisciplinary nature of our organization highlights how relationships are conceptualized in a number of academic silos. In addition, between panels, poster sessions, book displays, and delightful lunch and dinner conversations, you will have more ideas than you will know what to do with. My advice to you is to always carry a small notepad with you. I guarantee by the end of the conference, your notepad will be filled with 20 years of research ideas. Now the hard part will be finding the time to conduct all of those studies you are excited about.

Freebies/Discounts

Now you may be thinking, this category definitely doesn’t apply, especially if you are a graduate student who is a bit strapped for cash and can’t imagine coughing up the dough for an international flight and a few days in Israel. However, there are many things that are free. First, imagine the cost effectiveness of meeting all of the scholars in our field in one place. Also you will get plenty of free advice regarding your research projects. In addition, I can’t count how

many free editing hours I have received (and given) from meeting peers at conferences. Also, book publishers often offer discounts on new books and free sample copies of textbooks (helpful hint: be sure to bring your current business card printed with your title as most publishers want to ensure that you actually teach courses and/or are in charge of book decisions before they dole out free dosh).

Library Wine

During wine tastings, many wineries bring out some of the bottles they have been holding onto in order to highlight the wine's potential. In a sense, this happens at conferences as well. Not only do you get to spend more one-on-one time with the "makers" of the big ideas in the field, but sometimes top scholars will unveil their newest ideas. You may also be able to see some of these ideas in the draft stage. Often, graduate students and new scholars don't think they will ever be able to develop a grand theory or write as well as the established gurus in the field, but conferences help to humanize the gods of relational research. You will see ideas that aren't quite developed, first or second iterations of an idea, and some ideas that seem totally illogical. This helps graduate students and new professionals to see that good ideas take time, seminal articles take extensive editing, and brilliance does not come without errors and a number of misdirected steps. Quite frankly, a little schadenfreude from the conference can last an entire academic year. Just kidding, overall, it is relieving to know that everyone experiences similar downfalls and frustrations when conducting relational research.

The People

IARR is truly known for its people. Since the conference is more intimate than many national conferences, you will be able to sit down and have coffee and discuss your project with someone who you wouldn't ordinarily get to talk to (because of time restraints and the vast number of people attempting to talk to them). I'm not sure if there is a more relaxed

atmosphere because everyone is a bit more laid back during summer conferences, or because of some inexplicable vibe that IARR members tend to bring out in each other, but the people at this conference are unlike any other.

In sum, I, like many of you, have attended scores of conferences. However, IARR conferences are a totally different experience. The opportunities of an international and interdisciplinary conference are often exponentially greater than our own national and regional conferences. As a result of IARR conferences I have met life-long colleagues and friends. Additionally my research program improves by leaps and bounds every time I attend an IARR conference. H. Warner Allen notes that great wine "sharpens the wit, gladdens the heart, and stimulates all that is more generous in human nature." "In my mind, IARR conferences do that and then some. Cheers to you and I'm looking forward to seeing you in Herzliya!

HUMOR COLUMN

**Eldrick & Elin
(with apologies to Anni-Frid,
Björn, Benny, and Agnetha)**

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

We are especially fortunate to have been able to interview Eldrick (aka Tiger) Tont Woods and Elin Woods. Elin is a psychology major at Rollins College in Winter Park Florida USA, and this interview was done to complete her course assignment on personal growth. As we shall see, Tiger too has been learning about relationship science to help him better understand his situation. The interviewer asked to remain anonymous, but it can be

disclosed that he has a high golf handicap and is one-eighth Swedish.

Interviewer: Let me get right to it. Tiger, why is that you were unfaithful?

Tiger: Evolutionary psychologists say that all men are addicted to sex. However, I have recently learned about *priming* from cognitive psychology and I think it was all but inevitable that being a golf pro would lead to sexual adventures. With all the references to “stiff shafts,” “washing of balls,” “playing in threesomes and foursomes,” and “playing a round,” unconscious messages were being given to me to cheat. I am the victim of unconscious priming.

Interviewer: Elin, I ask you the same question. Why do you think Tiger was unfaithful to you?

Elin: I think it is all due to Buddhism, which he has learned from his mother, Lula. People think of Buddhism in terms of reincarnation, “life as a journey,” and other such things. But what Buddhism really teaches is to be free of attachments. They do not believe that attachments can or should ever be “secure.” Tiger learned that lesson all too well.

Interviewer: I think the one question that we all want to ask you, Tiger, is how can you manage to simultaneously maintain relationships with as many as 12 different women, one being Elin? Most of us men struggle to find the time or energy to deal with just one woman.

Tiger: I think I am even better at women management than I am at golf course management. I worked as hard on learning how to surreptitiously send text messages as I did on how to make a 50 foot putt. It is also not easy keeping all their names straight. There was Rachel, Kalika, Theresa, Jamie, Holly, Jamie, Mindy, Joslyn, Cori, Julie, and Loredana. Fortunately, from my introductory psychology class at Stanford, I learned about mnemonics and I memorized their names by using one: Robert Kennedy, T. J. Hooker, Jesus, Mary and Joseph, Jimmy Clift, and Ludicris. I am also negotiating with Apple for a new “app” for the iPhone which manages text messaging from multiple partners. It is called “Sexting.”

Interviewer: Elin, your mother was married twice, your parents were divorced, Tiger’s father was twice

married, and his parents lived apart for several years. How do you think that each of your experiences with parental marital difficulties have influenced you?

Elin: Yeah I know that the research of Mavis Hetherington on children of divorce is pretty depressing, but I also know that a meta-analysis by Amato and Keith does show relatively small effect sizes. For me, my parents’ divorce made me want to work even harder on my marriage. I think Tiger was more affected by his green beret father’s infidelity than the separation. He kept saying he did not want to end up like Michael Jackson who was bothered by his father Joe Jackson’s numerous affairs. I guess he did accomplish that goal.

Interviewer: Tiger, you are incredibly ethnically diverse. You are, I believe, one-quarter African-American, one-quarter Chinese, one-quarter Thai, one-eighth American Indian, and one-eighth Dutch. Does your ethnic diversity help you better understand your difficult situation?

Tiger: Yeah, I am more Asian than Black and I joke around with K. J. Choi of Korea that I am the best Asian golfer ever. I really should be described as Tiger Woods, Chinese golfer, as both my parents are part Chinese. Of course, being one-quarter Chinese did not help me much when I tried to back my Cadillac Escalade out my driveway that November night.

Interviewer: Elin, do you think Tiger’s ethnic diversity is an asset?

Elin: Maybe, but I worry more about the issue of generational incompatibility. Although we are both Capricorns, I am an 80s person, born on January 1, 1980. Tiger is a 70s guy. The one thing we did have in common during our courtship was our love of the Swedish singing group Abba. My pet name for him was *Fernando* and he called me his *Dancing Queen*. Now I keep thinking of the Abba lyric from *Just Like That*: “He made a temporary home in my flat, telling innocent lies, blowing dust in my eyes.”

Tiger: And I keep thinking of S.O.S. and “When you’re gone, though I try how can I carry on?”

Elin: And I think of “Knowing me and knowing you” and “Silence ever after, walking through an empty

house, tears in my eyes. Here is where the story ends, this is goodbye.”

Interviewer: I can only say “*Mamma mia!*” I guess Maybe it is fitting that we ended with Abba, the group with two married couples, who divorced and tried to continue working together, but could not. I want to thank you both for taking the time to share with us your personal reactions during this most difficult time. Both the readers of this newsletter and I sincerely wish you and your two children, Sam and Charlie our best.

NET NEWS

by **Ben Le**
Haverford College

Change is in the air! I have two important announcements regarding the future of the IARR website:

First, as I’ve mentioned in past newsletters, we are in the midst of working with a professional designer to revamp the organization’s website. The new site is well underway and we’ve settled upon a new layout and structure for the site. Terri Orbuch and I, along with help from a number of IARR members, are working on generating new content for the page, and we’ve attempted to enhance the functionality of the site along with updating the visual interface. Look for the grand unveiling of the site in the upcoming months, but in the meantime if you have suggestions on features you’d like to see in the new site, it’s not too late to let me know.

Second, after five years working as the organizational webmaster, I’ve decided it’s time for me to step aside and let someone else take the reins of the (new!) website. I will be staying on through the summer and will see the new website project to its completion, but then I’ll be handing it over to the new webmaster.

So, who will be the new IARR webmaster? This is where I need your help. We are taking nominations for the position now, with the hope of having the new webmaster in place by the end of the summer. The webmaster will chair the organization’s Website Committee, and works closely with the Secretary-Treasurer and chair of the Media Relations Committee. This position takes just a little bit of technical knowledge, or at least the willingness to learn a few new skills, including how to edit a page in Dreamweaver (or similar program) and then upload files to a server. Please don’t be intimidated by the technical side of the job; if you’ve ever edited your own faculty profile or on-line course syllabus at your institution, you likely have the necessary technical skills!

If you are interested in learning more about this position, or if you have a colleague that you think would be a great fit, please let me know. In the meantime, if you have any announcements you'd like posted on the website, edits to specific pages, or other suggestions or comments regarding the website, please direct them to me at (ble@haverford.edu).

BOOK REVIEWS

**Strangers in a strange lab: How
personality shapes our initial
encounters with others**

By **William Ickes**
Oxford University Press, 2009, 220 pp.

Reviewed by **Julie Fitness**
Department of Psychology
Macquarie University, Sydney, Australia

For the past 10 years I have taught a wildly popular undergraduate class on the psychology of personal relationships; wildly popular, I should note, because of the subject matter, as opposed to any particular charismatic qualities or pedagogically innovative skills I might bring to the class. The students are

particularly enthralled with the first few classes on lust, love, and romance, all of which speak directly to the preoccupations of their 'mating minds' (after all, the class begins in the Spring semester). In our discussions of these and other riveting relationship issues, a fundamental question that inevitably arises concerns what it is that attracts us to particular individuals (or makes us attractive to them) in the first place. Why do we 'hit it off' with some individuals, and feel utterly turned off by others, right from the first time we meet? How do speed daters 'know' on the basis of such limited interactions who they would like to see again and who they hope to avoid forever?

Students, of course, have their own theories about such matters, drawn from popular culture (including Hollywood movies, where the extent to which a man and woman loathe one another at first sight is positively correlated with the extent to which they are mad for one another by the end of the movie) and so-called folk wisdom (e.g., 'opposites attract'). But students' theories – and indeed, lay theories in general – are notoriously unreliable guides to what is true. The question I ask my students, then, is "what can science tell us about these matters? Do we have any reliable information about who hits it off with whom, and why?" As it happens, we do, thanks in large part to the work of a distinguished social psychologist with a profound curiosity about the dynamics of human interaction: William Ickes.

In his lucid, scholarly and highly entertaining book *Strangers in a Strange Lab*, Ickes presents the findings of over 30 years of scientific research on the impact of various individual difference factors on strangers' perceptions and judgments of one another in laboratory-based encounters. For those who may doubt the ecological validity of such studies, Ickes provides a detailed description of his 'naturalistic interaction' paradigm, an ingenious methodology that has inspired a generation of social psychologists since the publication of a seminal paper on its utility in the 1980s (see Ickes, Robertson, Tooke, & Teng, 1986). In essence, the method involves recruiting two individuals who are strangers to one another for some (spurious) research purpose, and having them wait together while the experimenter is purportedly busy elsewhere. The strangers believe they are waiting for the experimenter to return with instructions for a psychological study, but in fact, it is their behaviors

in the waiting room that are the focus of the study, and their interactions are videotaped for behavioral coding. Needless to say, the method is labor-intensive and requires careful and sensitive participant debriefing, but the real-time, real-life data generated by this procedure are extraordinarily rich.

So what do the strangers do when they are thrown together in this way? The answer is 'it depends', and the major purpose of Ickes' research program has been to explore those factors, such as sex, race, and most importantly, personality, that affect how strangers interact with, and feel about, one another. The most scientifically reliable findings from this research program are the subject of this book, with separate chapters devoted to the effects of sex, race/ethnicity, birth order, physical attractiveness, androgyny, the Big Five, shyness and self-consciousness, and self-monitoring, on strangers' interactions. The final chapter is an integrative one in which the implications of the research presented throughout the book for both initial and long-term relationships are discussed, along with directions for future research.

As well as being a joy to read, this book provides an exceptionally well-structured, coherent and compelling account, not just of the outcomes of Ickes' research, but importantly, of the research process itself. Ickes clearly respects the reader as an intelligent person, but he makes no assumptions about the reader's background in social psychology. Each chapter is comprehensively referenced and ends with a list of recommended readings for further study. Further, within each chapter Ickes critically discusses the most relevant theoretical and empirical literature; guides the reader systematically through the rationales for, and progress of, his studies; details his hypotheses, discloses his dead-ends and frustrations, and (modestly) explains where his findings have contributed genuinely new knowledge to the field. By the end of the book, I felt the author had become both a mentor and a friend.

I enjoyed this book enormously, and will be using it as an essential resource for my budding relationship scholars. (Note, there is also a very useful Website providing discussion questions for students, based on the material in each chapter). However, I would also not hesitate to recommend the book to my non-psychology colleagues – there is so much here for the

expert and non-expert alike to appreciate. Overall, the book is an outstanding example of ‘science writing’ at its best: a cogent and courteous dialogue between a scholar with the hard-earned answers to a number of puzzling questions about the dynamics of human interaction, and intelligent readers with a curiosity about what makes themselves and others tick – and in this instance, click.

Reference:

Ickes, W., Robertson, E., Tooke, W., & Teng, T. (1986). Naturalistic social cognition: Methodology, assessment, and validation. *Journal of Personality & Social Psychology*, 51, 66-82.

JOURNALS UPDATE

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

by Paul A. Mongeau,
Arizona State University, USA

The year 2009 was another strong one for JSPR. We saw 255 new submissions, down slightly from 2008, but the historical trend is for non-IARR (i.e., odd-numbered) years to be slightly slower than IARR (i.e., even-numbered) years. (Consistent with this trend, submissions this year are running ahead of last year.) Submissions came from 31 countries, again, consistent with historical trends; about one-third of submissions came from outside North America. By season, more new submissions arrived in the fall (Northern Hemisphere, August – October) than the spring (February – May), but more revisions come in during the spring than the fall. I’m not sure what that means, but I thought it was interesting.

The new decade is upon us and Mario Mikulincer is now receiving new JSPR submissions. In some ways, this has created major changes at the palatial JSPR editorial suite of offices in Tempe (Arizona, USA), but in other ways things remain pretty much the same. Of course, all of the tasks associated with receiving new manuscripts (e.g., logging them into SageTrack, ensuring they are of the correct format, dealing with the various queries, and choosing Associate Editors) have shifted to Herzlyia (much to the delight of my editorial assistant Monica Gracyalny). My editorial team is still receiving revisions of manuscripts submitted in 2009 and earlier. My expectation is that the number of resubmitted manuscripts will slow as the year continues.

On the other hand, I continue to facilitate the production of new issues through 2010 (Volume 27) and into the early 2011. I am spending quite a bit of time closely editing each manuscript before exporting it to Sage. The shift to eight issues a year means that this is a fairly constant process. As I write this (11 April 2010), we have finished the May, June, and August issues and I am currently working on September. After that, it is only November and December and I will be done with 2010.

Even with the editorial transition, by far the most exciting development concerning JSPR has been Bjarne Holmes’ podcast, entitled *Relationship Matters* focusing on two articles from each issue. I think that it is very important for us to consider ways that we can get our scholarship into the hands and minds of those who could benefit from it. I think that these podcasts are one excellent way of doing this. The first podcast focused on the February issue, sounds great, and generated some media buzz around the globe. The second podcast (which will probably be up by the time you read this) focuses on the special issue on Attachment Theory that Mario and Phil Shaver edited. You can listen to the podcasts directly from Sage’s JSPR web page at: http://spr.sagepub.com/podcast/podcast_dir.dtl. You can also become a friend of *Relationship Matters* on Facebook (and join the other 400+ of us as friends), just search for “Relationship Matters” on FB and look for the image of the JSPR cover.

Editor's Report on *Personal Relationships*

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

In this report I want to discuss an important change to the publication process being implemented at PR, and provide some basic statistics for the journal.

Implementation of Early View

We are happy to announce that *Personal Relationships* will very soon become part of the EarlyView service. With this service, articles will now be published on a regular basis online in advance of their appearance in a print issue. These articles are fully peer reviewed, edited, and complete—they only lack page numbers and volume/issue details—and are considered fully published from the date they first appear online. This date is shown with the article in the online table of contents. The articles are available as full text HTML or PDF and can be cited as references by using their Digital Object Identifier (DOI) numbers. For more information on DOIs, please see <http://www.doi.org/faq.html>.

When the system is fully implemented, and when the backlog of currently accepted articles clears the copy-editing process, you will be able to view all the articles currently available by visiting the journal homepage and clicking on the “EarlyView” area at the top of the list of issues available to view. Upon print publication, the article will be removed from the EarlyView area and will appear instead in the relevant online issue, complete with page numbers and volume/issue details. No other changes will be made.

The implementation of EarlyView for *Personal Relationships* represents our commitment to publishing articles as soon as possible for readers, reducing time to publication considerably without sacrificing quality or completeness. We are excited to implement this improvement to our publication process and feel it will benefit the journal tremendously.

Basic Statistics for the Journal

Our editorial team began receiving manuscripts on June 1, 2008, and in our first full year we received a total of 171 original submissions. At the time of writing (April 6, 2010), we have so far received a total of 192 original submissions since June 1, 2009. With close to two months remaining until the end of our second year receiving submissions, it is clear that PR is becoming an even more popular outlet for research on close relationships.

In terms of diversity of authorship, 64% of new submissions since June 1, 2009 have come from scholars based in the United States. The remaining manuscripts have been submitted from scholars based in Australia, Austria, Belgium, Canada, China, Finland, Germany, Hong Kong, Israel, Italy, the Netherlands, Norway, Portugal, Spain, Sweden, Turkey, as well as the United Kingdom. It is encouraging to see that a large proportion of manuscript submissions continue to come from scholars based outside of the United States, representing a wide range of countries and cultures.

Overall, our editorial team continues to efficiently process manuscripts. The average number of days from submission to first decision for submitted manuscripts is 78 days (between 2 and 3 months). The average reviewer turnaround time is 35 days for original manuscripts, and 38 days for revised manuscripts—thank you reviewers! Lastly, the average number of days from submission to our team making a final decision on manuscripts is 89 days. To date, our editorial team has made decisions on 274 manuscripts, with 54 (or 20%) being accepted and 220 (or 80%) not being accepted.

Thank you to everyone that has assisted with the submission/review process!

**Tentative
Contents of Upcoming
Journals**

Journal of Social and Personal Relationships
Volume 27, Number 3 [May 2010]
Tentative Table of Contents

SHANNON E. WEAVER and MARILYN COLEMAN

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ANNOUNCEMENTS

IARR 2010 Conference

On behalf of the International Association of Relationship Research (IARR) and the New School of Psychology, Interdisciplinary Center (IDC), we want to inform you that registration for the 2010 IARR Conference is open.

The conference will be at the Interdisciplinary Center (IDC) in Herzliya, Israel from July 22 to July 26.

Register soon, as rates are greatly reduced during early registration. You can find the registration document via the conference website at www.idc.ac.il/iarr2010 or <http://www.idc.ac.il/iarr2010>, it is also linked to the IARR website at <http://www.iarr.org/>

NOTE: Registration rates for IARR members are discounted. We will update the member lists on the 1st and 15th of each month and send the updated list to the agency handling registration and hotel information. Thus, please remember to update your IARR membership a couple of weeks before you register for the conference.

Mario Mikulincer
Gurit Birnbaum
Yair Amichai Hamburger
Local Organization Committee

Relationship Matters: Podcast

I'm pleased to introduce to you *Relationship Matters: Podcast of the Journal of Social and Personal Relationships*.

The podcast series brings you the cutting edge of relationship research in an accessible, easy to access, and comprehensible way. We're aiming the podcast at researchers, undergrad students, graduate students... but likewise to clinicians, policy makers, journalists, and to anyone interested in relationships. For each podcast, we select two significant papers recently published in JSPR and interview the authors extensively about their work. We ask the authors to explain things with as little jargon as possible and to keep a focus on real-world application.

In Relationship Matters 01 we interviewed Dr. Jeffrey Hall of the University of Kansas about his work on deception in online dating. Then, an interview with Dr. Leanne Knobloch of the University of Illinois about a paper she recently published together with her twin-sister, regarding the link between depression and relationships. Finally, we closed with a tribute to the late Dr. Caryl Rusbult. Relationship Matters 02 is fully devoted to the JSPR Special Issue on Attachment (March issue) and should be released sometime in early April.

You can listen to the podcasts by following this link:

http://spr.sagepub.com/podcast/podcast_dir.dtl

You can subscribe to the podcast series via **iTunes** and join our **Facebook** page by searching for Relationship Matters: Podcast of Journal of Social and Personal Relationships. The authors have kindly agreed to answer questions about their papers directly on the Facebook page. You can also follow us on **Twitter**: <https://twitter.com/jsprpodcast>.

Relationships Matters is a joint production of the *Journal of Social and Personal Relationships* and SAGE Publications. Please let us know what you think!

Bjarne Holmes.
Producer and Host

Call for Papers

Special Issue of the Journal of Applied Communication: “Examining the Linkages between Religion, Spirituality and Communication for Individual and Social Change.” This special issue is devoted to research articles and essays that focus on the role and impact of religion and spirituality (R/S) on the design, impact and practice of communication via the media and between individuals. Papers that address practical implications and linkages between R/S and communication in areas such as health, wellbeing, personal relationships, instruction, policy, public understanding or social discourse will be ideal for this special issue.

Two types of submissions are encouraged:

1. Original research articles that conform to the journal’s specifications with faith, religion or spirituality as a critical, if not focal, variable within the broad framework of applied communication research.
2. 1000-word essays on the role of faith, religion or spirituality in communication research, with a clear statement of how the insights from the essay could inform applied research.

Submission Deadline: January 5, 2011. For additional information about JACR, including submission guidelines and processes please refer to the journal’s homepage <http://www.tandf.co.uk/journals/rjac>

For further information contact: Prabu David, Murrow College of Communication, Washington State University, prabu.david@gmail.com or Laura Stafford, University of Kentucky, laura.stafford@uky.edu

MEMBER NEWS & UPDATES

IN MEMORIAM: CARYL E. RUSBULT (1952-2010)

Caryl E. Rusbult, a pioneer in the scientific study of close relationships and a much esteemed and beloved colleague and mentor, passed away peacefully on January 27, 2010, of cancer, at the age of 57. Caryl conducted research in the same way as she lived life: with dignity, enthusiasm, great compassion for others, and an abiding commitment to truth.

Caryl was born in central Iowa and moved to Southern California at the age of 10. She received her B.A. in Sociology at UCLA in 1974. She was trained as an experimental social psychologist at University of North Carolina at Chapel Hill, where she received her Ph.D. in 1978. Working there with John Thibaut, she became fascinated by interpersonal processes and began a lifelong devotion to interdependence theory. She launched her academic career with a one-year appointment as visiting assistant professor at Franklin and Marshall College in Pennsylvania before moving in 1979 to the University of Kentucky. At Kentucky, Caryl was promoted to tenured associate professor and remained on faculty for seven years. She returned to UNC-Chapel Hill in 1986, where she was promoted to full professor, received several named professorships, and remained until she became chair of the Department of Social Psychology at Vrije Universiteit in Amsterdam in 2004. Over the course of her career, she was an advisor or mentor to over 40 graduate students and countless undergraduates. Her contributions were many, and included the investment model and commitment processes, responses to dissatisfaction and accommodation, mutual cyclical growth, and the Michelangelo phenomenon.

Her early work on the investment model, which elaborated on interdependence theory concepts, was nothing short of revolutionary for relationship science. It transformed the way we think about what

keeps relationships intact. Prior to the investment model, the general thinking was that partners who are happy together and feel positively toward each other stay together. This may be true sometimes but not always, and importantly, the opposite does not hold: Partners who are unhappy do not instantly decide to end their relationship. The investment model marked a critical new direction in studying the *ongoing* course of intimate relationships rather than focusing on their onset alone, advancing *theory* on the study of relationships rather than relying on dust-bowl empiricism, and identifying specific *psychological maintenance mechanisms* rather than evoking vague or overly generalized variables as mediating the maintenance of relationships. Today's focus on developing theories about ongoing relationships (and their attendant psychological processes) would not be where it is without Caryl's contributions. The investment model also provided a model of commitment antecedents that has been applied to a wide range of commitment phenomena (commitment to an organization, social causes, sports). It gained worldwide prominence and, with that, gave relationships research worldwide recognition.

Caryl's work on mutual cyclical growth and the Michelangelo phenomenon underscored the importance of studying *relationships* rather than individuals. Mutual cyclical growth is a process by which partners deepen their commitment and interdependence: Caring and responsive acts by one partner elicit greater dependence, commitment, and similar acts in the other partner, which in turn elicit more dependence, commitment, and positive acts in the first partner, and so on. What stands out about this model is the elegant, exact, and efficient depiction of the interplay among behavior, attribution, and relationship-relevant motivations. Also underscoring the power of partner interactions, the Michelangelo phenomenon refers to the way in which one person's behavior comes to affirm the partner's expectations thus making the partner a "sculptor" of the first person's self. What Caryl's contributions did was to move beyond the simple statement that partner's influence each other. These models did nothing short of overcoming a daunting challenge, that of advancing a precise account of how and why partner influence occurs and showing how profound such influence can be.

Caryl was a leader among a growing group of scholars who understood the importance and usefulness of interdependence theory. Her deep ties to John Thibaut and Hal Kelley gave her unique insight on what they intended with this theory and how it can be applied to predicting and understanding what transpires between couple members. She has made the case, very cogently, that interdependence theory provides a comprehensive explanation of so many meaningful relationship processes.

Time and again, Caryl gave to others, to this group, and to the scholarly community studying relationships. She worked harder than anyone we knew, not only on her own research but also on the research of others. If someone was being treated unfairly, she put her effort in making things right. At social gatherings she would bring out those who were timid, sculpting them into more confident people. She knew how to encourage talented scholars new to the field and vigorously promoted their careers. She practiced what she preached: When someone acted destructively, she was quick to give the benefit of the doubt and respond constructively. When she was Associate Editor of JPSP, she understood her role as that of *improving* published work, not just one of being the gatekeeper. Anyone who had a paper accepted by Caryl will vouch that her extensive and incredibly thoughtful, gracious comments elevated the quality of the published work. One of her final acts as a scholar was to share her data with others without requiring that she be an author on subsequent papers, because sharing data was the right and sensible thing to do and because this could only benefit the field. Without a doubt, her generosity was a model to us all.

In addition to being extraordinarily kind and giving, Caryl was among the most gracious individuals we have known. She firmly believed in fairness, cooperation, and the good of the collective over the individual. She cared deeply for others and for the well-being of entire societies. And, she was a really, really fun person, to boot. Even when we mourned her declining health and imminent passing, she refused to be angry; she embraced the positive moments and memories in life, and faced her own death with unimaginable grace and dignity.

There is absolutely no question that Caryl's impact on the study of interpersonal processes has been

profound and broad, and that her work has elevated the quality, status, and prominence of relationships research worldwide. Caryl was nothing less than a founding mother of relationship science. We have lost one of our greatest scholars, most ardent advocates of relationship science, and most cherished friends. Caryl Rusbult was one in a million.

Further information:

More information about Caryl Rusbult can be found at www.carylrusbult.com, and tributes to her will be published in the June 2010 issue of *Personal Relationships*. Colleagues who wish to contribute to Caryl Rusbult's legacy of supporting young scholars may contribute to the Caryl Rusbult Young Investigator Award fund, which is administered by the Foundation for Social and Personality Psychology. This award will be used to endow the Young Investigator Award of the International Association for Relationships Research, an award that Caryl helped create in 2000.

Respectfully submitted by Ximena B. Arriaga
and Christopher R. Agnew

NEW PUBLICATION

Hampton Press has just published a new book, edited by **James Honeycutt**, Professor at Louisiana State University and Co-Editor of *Imagination, Cognition, and Personality*. The title is "Imagine That: Studies in Imagined Interaction." The book draws on 23 years of research conducted in mental imagery and social cognition about daydreaming and relational development involving six functions: relational maintenance, conflict-management, compensation, rehearsal, self-understanding, and catharsis. Sample chapters involve rumination and dealing with relational conflict involving long-distance relationships, online relationships and projections of alternative identities, physiology and conflict as couples imagine arguing with partners over relational issues followed by actual discussions in the Relation Station Interaction Lab at LSU. The volume also covers family debt and role identity theory in terms of bereavement after loss of a relational partner. There is even a chapter on

problems in explaining botox and plastic surgery as individuals rehearse accounts to give to friends and family members about their change in physical appearance. Other chapters involve group functioning and imagined interactions at work as individuals use the catharsis function to suppress the voicing of disagreements with their supervisors for fear of reprisal. The book contains an appendix of instruments and glossary. The book can be used in communication, social/clinical psychology, and courses involving relational conflict, imagery, and consciousness; ISBN 978-1-57273-830-0.

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