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# The Experimental Psychology Bulletin

from Division 3 of the American Psychological Association

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## Submissions Welcome!

The Editors encourage submission of any announcements, and/or letters to the editors, regarding psychological science.

Comments on the content and presentation of the newsletter are also appreciated.

Submit to:

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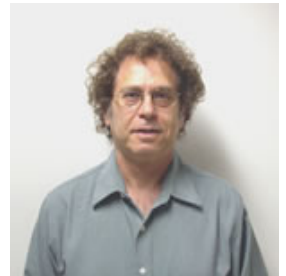
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# Advocating for the Future of Experimental Psychology

Howard Egeth, Division 3 President



I don't know whether it's a natural consequence of aging, or has something more to do with one's position on a professional career track, but it's clear that a person's concerns and perspective change over time.

Early in my career I was very concerned with the success of my own endeavors (articles, grant proposals, etc.). I still am, of course, but somewhat less so than before. However, there may be a conservation principle at play here, because as concern for my own endeavors has decreased, broader concerns for the field have increased. I would like to briefly discuss here concerns at the level of the Division/APA and of the field at large.

Division 3 membership has held relatively steady over the past few years, but I'm not sure that is a good thing. Looking through the rolls on the APA website it seems that many of the members listed are retired and in a few cases the member listed is actually deceased. (The lack of good record keeping by APA is a separate issue with which I am not concerned today.) I haven't had time to calculate the mean age, but it is clearly quite high. We need to bring in more young members. One program we have instituted is the annual New Investigator Awards, for the best paper in each of the JEPs that is authored or co-authored by a recent Ph. D. The Division underwrites one year's membership in the American Psychological Association and five year's membership in Division 3 for each of these award winners.

Recently, the Executive Committee has taken some steps to more directly involve graduate students. We now have a graduate student representative on the Division 3 Executive Committee, Rebecca Singer of the University of Kentucky (see her column in this Newsletter). Her term is 2006-2007; at the end of her term the next representative will be Dan Brooks of the University of Iowa. We have also instituted a prize for the best poster by a graduate student in a divisional poster session at the APA convention in San Francisco. Additionally, at that convention we have taken a two-hour time slot that would ordinarily be filled with a symposium or with two invited addresses, and turned it into a hybrid event combining two invited addresses and a poster session on a single topic. The topic this year will be memory dynamics and the optimization of instruction. The opening talks will be given by Elizabeth Ligon Bjork and Robert Bjork. Following the talks there will be a poster session with thirteen presentations authored or co-authored by graduate students. We think these innovations will improve the appeal of the convention (and hence of APA and the Division) to graduate students. We hope to continue and expand such activities in the future. If you have thoughts about this effort, please let me know. You are encouraged to get your graduate students to apply for membership in Division 3; the application form is available on the Division website.

At the level of the field my thoughts have been heavily influenced by my association with the Federation of Behavioral, Psychological, and Cognitive Sciences (and with its relatively new spinoff, the Foundation for the Advancement of the Psychological and Brain Sciences). These organizations are devoted to bolstering the positions of psychology and related sciences. This is an ongoing struggle. If you are not familiar with the efforts of these two organizations I would urge you to check out their websites: [www.thefederationonline.org](http://www.thefederationonline.org), and [www.fabbs.org](http://www.fabbs.org). One of our major efforts is to improve the public image of our sciences. In my previous column as President of the Division I mentioned that Jim Pomerantz and I were interested in getting an X-Prize for psychology. (Jim is currently President of FABBS.) In that column I asked for

informed about Division 3 and issues regarding psychological science. This is a monitored network to keep the number of e-mails down.

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suggestions. I think it would be fair to characterize the response as underwhelming. But that task had very specific and very demanding requirements. So let me try again with another topic that Jim and I are interested in pursuing. We call it the Rodney Dangerfield Project in honor of the comedian whose trademark line was "I don't get no respect." The premise underlying the endeavor is the belief that it is best to know one's enemies, that as much as we might be tempted to dismiss misconceptions about us as foolish and misguided, these myths seem to persist. Our goal is to take them apart and better understand their origin, so that we might better counter them. Pretending they don't exist or are not worthy of our attention may be the worst way of dealing with the issue, which affects not just people's opinions of us but their willingness to fund us. Jim wrote a brilliant first draft listing numerous reasons why psychology may be undervalued both by the "man-on-the-street" and by other scientists. (Sample reason: "It's all common sense, after all," or to put the point differently, "Everyone is a psychologist.") An exhaustive listing of the reasons we may be undervalued is just the start of the project. More important is the next step, coming up with concrete suggestions for overcoming the negative image psychology has in many, although fortunately not all, quarters. Of course many people are already trying to do something about this; they write good textbooks, they appear as guests on radio and TV shows, they testify before Congressional committees, etc. What we are especially interested in are any fresh new ideas you may have on this topic. You can reach me at [egeth@jhu.edu](mailto:egeth@jhu.edu).

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### PsychDrollery

(Humor from members and the internet)

Dear Fellow Scientist:

This letter has been around the world at least seven times. It has been to many major conferences. Now it has come to you. It will bring you good fortune. This is true even if you don't believe it. But you must follow these instructions:

- include in your next journal article the citations below.
- remove the first citation from the list and add a citation to your journal article at the bottom.
- make ten copies and send them to colleagues.

Within one year, you will be cited up to 10,000 times! This will amaze your fellow faculty, assure your promotion and improve your sex life. In addition, you will bring joy to many colleagues. Do not break the reference loop, but send this letter on today.

Dr. H. received this letter and within a year after passing it on she was elected to the National Academy of Sciences. Prof. M. threw this letter away and was denied tenure. In Japan, Dr. I. received this letter and put it aside. His article for *Trans. on Nephrology* was rejected. He found the letter and passed it on, and his article was published that year in the *New England Journal of Medicine*. In the Midwest, Prof. K. failed to pass on the letter, and in a budget cutback his entire department was eliminated. This could happen to you if you break the chain of citations.

1. Miller, J. (1992). Post-modern neo-cubism and the wave theory of light. *Journal of Cognitive Artifacts*, 8, 113-117.
2. Johnson, S. (1991). Micturition in the canid family: the irresistible pull of the hydrant. *Physics Quarterly*, 33, 203-220.
3. Anderson, R. (1990). Your place or mine?: an empirical comparison of two models of human mating behavior. *Psychology Yesterday* 12, 63-77.
4. David, E. (1994). *Modern Approaches to Chaotic Heuristic Optimization: Means of Analyzing Non-Linear Intelligent Networks with Emergent Symbolic Structure*. (doctoral dissertation, University of California at Santa Royale El Camino del Rey Mar Vista by-the-sea.)

Jim Chinnis

<http://www.psych.upenn.edu/humor.html>

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With the strong encouragement of the UCLA faculty, I applied to and received a fellowship for study at Indiana University. When I arrived, Rich Shiffrin invited me to join his new human cognition laboratory. Although tempted by this opportunity, I decided instead to work with Don Jensen on an unexplained phenomenon of rat runway behavior: the pseudo-extinction effect. Control rats on a schedule of continuous reinforcement were reported to slow down after they followed other experimental rats undergoing extinction in the same runway. My project manipulated the flooring in the alleyway and documented that this effect is attributable to odors emitted by the frustrated rats. My first graduate school project was published in *Science*.

At this point, Jensen's unexpected departure to the University of Nebraska meant that I had to join forces with another

# Autobiography of Division 3 President- Elect

**Ed Wasserman, Division 3 President-Elect**



As is true for each of us, I too was born at a very young age! After growing up in Inglewood, California, I decided to attend UCLA. But, 1 year as a Physics major was enough for me. I was just not that interested in physics to make it my life's work. I needed to strike out in a new direction. So, I decisively changed my major to Undecided. I used my sophomore year to take several general education classes and to repeatedly leaf through the course catalog. A plan finally emerged: to immerse myself in Psychology to see if I might find this unfamiliar field scientifically challenging and engaging. I had enjoyed Tom Trabasso's Introductory Psychology course, but I was not at all sure just what more specialized classes might hold in store for me.

One particular course did the trick: John Houston's class in Learning. It had all of the necessary ingredients for me: a challenging topic, unresolved controversies, clever methods, and grand theories. There was even a strong concern with animal behavior, something in which I had always been interested. I did, as a boy, maintain a diverse menagerie of pets: parakeets, chickens, ducks, lizards, turtles, frogs, and fish. (Only my mother's fear of furry creatures limited the scope of my mini-zoo.) Other classes were important too: perception, motivation, and statistics complemented my growing focus on the psychology of learning. But, courses were not nearly enough to slake my thirst for learning about learning. So, I joined the Psychology Department Honors Program and I did my Honors Thesis research under the supervision of John Houston. I spent many hours behind a memory drum, studying associative learning, attention, and interference in human verbal learning tasks. I also joined the laboratory of Bernie Weiner, who was keenly interested in the role of motivation in human memory, specifically whether forgotten or repressed memories could be retrieved—if sufficient incentives were provided. My first publication came in 1968 from that line of work.

Perhaps the true turning point in my educational journey came when Weiner and I decided in my final summer to explore the role of motivation in animal memory. We planned to teach hooded rats to match-to-sample and then to put signals for reward and nonreward at specific points in the trial: during the sample, the retention interval, or the test. We could then compare the rats' behavior to that of people in analogous experimental situations. As with many of the best laid of plans, this one failed: the rats never learned to match-to-sample. But, I learned that this was my kind of project and one that I wanted to pursue in graduate school.

faculty member. I worked for a year with Jim Dinsmoor on observing behavior and I then moved to Eliot Hearst's laboratory after he arrived from the University of Missouri. With Hearst, I planned to repeat the same matching-to-sample experiment with pigeons as I had attempted with rats. Training pigeons to match-to-sample posed no problem: Don Blough had discovered how to do so. But, I learned from Hearst that pairing visual stimuli with food or no food outcomes might have pronounced behavioral effects that were more than motivational. I decided to see for myself just how much of a contaminating influence the newly discovered phenomenon of autoshaping might have on my planned memory study.

I assiduously programmed my autoshaping experiment much as had Brown and Jenkins. But, to enhance whatever effect autoshaped responses might have on my pigeons' memory performance, I used no house light that could compete with

the light from the pecking key. To my amazement, none of my pigeons pecked the food-paired key light! Were my pigeons associatively deficient? No. Observations of their behaviors suggested that the pigeons had indeed connected the key light with food. The problem was that the birds were able to detect the key's illumination anywhere in the box they happened to be looking; in an otherwise dark box, the key light flooded the whole chamber with ambient illumination. The pigeons' conditioned responses were thus not directed to the key and went unrecorded by that device. The next, critical step was clear: I turned on the house light to eliminate these ambient illumination changes and to see if the pigeons might begin pecking the lighted key, now a punctate rather than a global cue. The birds did so soon after the house light was added to the procedure. I was hooked. I reported this finding in *Animal Learning and Behavior* and I did my dissertation on autoshaping, again putting off the memory project.

Because my planned memory study was to explore the effects of key lights that were signals for the occurrence or nonoccurrence of food, I was now particularly alert to the possible role of directed responses to signals of reward or nonreward. An interest in conditioned inhibition had also been piqued by the writings of Hearst and Rescorla. So, just before I graduated from Indiana University, I built a special teeter-totter floor that allowed me to record the pigeon's movement toward or away from two keys that were could be individually lighted on opposite ends of the conditioning chamber. I discovered that pigeons came to move away or to stay away from signals of nonreward much as they came to move toward or to stay close to signals of reward. A report of this research project was published in the *Journal of Comparative and Physiological Psychology*.

As a result of the attentional nature of the house light effect on autoshaping and my past study of observing responses, it was natural for me to follow my graduate training with suitable postdoctoral experience. I journeyed to the University of Sussex in England to study with attentional expert Stuart Sutherland on a project that pursued the well-known relative validity effect discovered by Allan Wagner and his colleagues. My project exploited the fact that pigeons can only peck one stimulus at a time, thereby allowing me separately to record responses to the common and distinctive elements of compound discriminative stimuli. Now, selective attentional processes could be studied trial-by-trial instead of after-the-fact. Using this key peck technique, I was able to chart the course of the relative validity effect and to study its parametric determinants. That project became my first publication in the *Journal of Experimental Psychology*.

My postdoctoral fellowship in England afforded me an unexpected opportunity to consult with neuroethologist Richard Andrew on several topics in animal learning and behavior. While discussing autoshaping with him, he cleverly suggested that one might use heat as an effective unconditioned stimulus for autoshaping baby chicks; because heat does not elicit pecking, it was an ideal choice for testing the stimulus substitution account of autoshaping. I found that chicks do indeed learn to approach and to peck a key light that is paired with heat, thus challenging this popular theory of

autoshaping. This finding led to my second publication in *Science*.

These formative years—from 1966 to 1972—set the stage for much of my later research career. I revisited many of the themes and issues of my student days as a faculty member at The University of Iowa, where I have been since 1972. I tried to bring innovative methods and fresh ideas to the study of learning, memory, and cognition in animals. I also endeavored to pursue parallel research projects in humans and animals, believing that a unified science of behavior is better than one arbitrarily divided by species. And, I did my best to mentor students in and to advocate for what I firmly believe is a cornerstone of psychological science, cognitive science, and neuroscience. The comparative analysis of learning, memory, and cognition has disclosed the basic principles of behavioral change and motivation; it has brought forth many of the central theoretical analyses and philosophical tenets of contemporary psychology; and, it should continue to play this pivotal role for the foreseeable future, as young scholars tackle new and persistent problems in behavior and cognition.

I have researched four distinctive topics in my 35 years at the University of Iowa. In the first, I investigated autoshaping in pigeons and chickens. In the second, I studied memory in pigeons. In the third, I explored the problem of causal judgment in people. And, in the fourth, I studied categorization in pigeons and people.

From 1972 to 1984, I published a series of papers and chapters on autoshaping in birds. I found that pecking emerged and persisted even when the reinforcer—either infrared heat or water injected directly into the mouth—did not elicit pecking or when pecking cancelled the reinforcer altogether. I further found that the key light had to be the best predictor of the reinforcer for robust responding to emerge. Redundant illumination from the house light or from the feeder adversely affected autoshaped key pecking; when multiple key lights were available, the birds pecked the one that was most highly correlated with the reinforcer. Finally, the exact timing and duration of key illumination and reinforcer delivery strongly determined the autoshaped responses of both pigeons and chicks. Despite these clear stimulus-reinforcer influences on key pecking, I also found that the rate and temporal pattern of pecking is affected by response-reinforcer relations, thereby testifying to the complex determination of this seemingly simple act.

From 1976 to 1992, I published a series of papers and chapters on short-term memory in pigeons. That work began with my development of a go/no go method for studying short-term memory that capitalized on the pigeon's predilection to peck at signals for food and to withdraw from signals for no food. I later exploited that method and several others in projects that helped to elucidate the nature of memory for single events, for multiple events (both stimuli and responses), and for time. Parallel studies of response sequence learning showed how memory may participate in the learning and (temporal and spatial) organization of response sequences. A key event in my work on animal memory was an extended trip that I took in 1978 to the laboratories of Mark Rilling, Bill Roberts, Ron Weisman, Vern Honig, Allan Wagner, and Stew Hulse. Not

only did I learn about the latest developments in the field from its most respected researchers, but I formed close personal friendships and productive professional collaborations. Of special note is the work that I did with Vern Honig on prospective and retrospective memory processes. The possibility that both forward-looking and backward-looking memories might participate in animal behavior was originally suggested by Konorski, but Honig and I were among the first to document such participation; later research in both animal and human memory has further developed this intriguing notion.

Of course, Hulse, Honig, and Wagner edited the highly influential *Cognitive Process in Animal Behavior* volume, which signaled both a broadening of the scope of animal behavior research and a liberalization of the theories that might be invoked to explain complex animal behavior. I reviewed this book for the *Journal of the Experimental Analysis of Behavior*. My 1981 review and my 1982 addendum in the same journal afforded me the opportunity to place research in animal learning and behavior into historical, biological, and philosophical context. Many of my later writings have further considered the place of comparative cognition in contemporary psychology as well as its relationship to the field of cognitive ethology. My most recent contribution to the field was an edited volume canvassing the realm of comparative cognition [E. A. Wasserman & T. R. Zentall (Eds.), *Comparative cognition: Experimental explorations of animal intelligence*. New York: Oxford University Press.]

In 1983, I began a new line of research into human causal judgment. My initial work investigated: the method of presenting contingency information; people's weighting of different kinds of contingency information; the role of necessity, sufficiency, and temporal contiguity in causal judgment; and people's use of different strategies in making contingency judgments. My later research has been more theoretically oriented. After replicating the relative validity effect with humans, I went on to show that people not only revalued reinforced and nonreinforced cues that were *given* on training trials, but they also revalued other possible causes that were *not given* on those trials. This result is not predicted by most associative learning theories; but, the modification of the Rescorla-Wagner model that Linda Van Hamme and I devised nicely does the trick. That theoretical modification also enables an associative account to explain the otherwise unexplainable phenomena of recovery from overshadowing and backward blocking. I have successfully documented both of these retrospective revaluation effects in human causal settings and have found that they may be mediated by within-compound associations. In collaboration with Mike Young, now at Southern Illinois University, I have also begun exploring other animal conditioning phenomena in human causal judgment, particularly occasion setting and positive and negative patterning. I am continuing this work on contingency judgment with Leyre Castro.

In 1988, I began research into categorization by pigeons. Many years of teaching students about Herrnstein's groundbreaking studies of pigeons' discriminating photographic stimuli convinced me that much more could be

learned about categorization processes by building on his innovative methods and analyses. My own work developed in three directions. First, I explored the pigeon's categorization of four different classes of photographic stimuli: cats, cars, chairs, and flowers. Not only did pigeons accurately discriminate the original training stimuli, but they also reliably discriminated novel testing stimuli—the hallmark of conceptualization. Follow-up work elucidated many of the conditions that are conducive to the categorization of basic-level stimuli. Collaborative research with Irv Biederman, a human visual scientist at USC, pursued the possibility that pigeons process visual stimuli in accord with a componential analysis of an object's irreducible geometric parts or “geons.” Other collaborative research with Shaun Vecera, here at The University of Iowa, with Philippe Schyns, at the University of Glasgow, and with Frédéric Gosselin, at the University of Montreal, has built on that work to provide a fuller understanding of the perceptual mechanisms of object categorization by pigeons. Second, with Sue Astley at Cornell College and with Olga Lazareva here at The University of Iowa, I studied the pigeon's forming of higher-level or superordinate categories. Superordinate categories defy explanation in terms of primary stimulus generalization, but they are readily explicable by means of secondary stimulus generalization via mediated associative links. We have found that pigeons do form such superordinate categories when exemplars from two basic-level categories are associated with the same response, delay of reward, probability of reward, or amount of reward. Third, with Mike Young and Brett Gibson (now at the University of New Hampshire), I studied the pigeon's forming an abstract same-different category. Clear evidence of abstraction by nonhuman animals had proven to be difficult. Nonetheless, with arrays of 16 same pictures or 16 different pictures, we have obtained unequivocal evidence that pigeons not only accurately discriminate the original training arrays, but they also reliably discriminate novel same and different arrays created from a palate of brand-new pictures. Follow-up research intriguingly suggests that the pigeons may not have learned a qualitative same-different category at all; rather, they may have based their discriminative responding on the variability or entropy in the stimulus array. This quantitative or dimensional possibility has received empirical support from a series of pigeon experiments, from several analogous experiments on baboons conducted in collaboration with Joël Fagot at the CNRS in Marseille, France, and from recently published experiments on college students here at The University of Iowa. I will continue my studies of animal and human categorization here at The University of Iowa, at the Great Ape Trust in Des Moines, Iowa, and with Robert Cook at Tufts University.

If you have read this far, then you will see that I have had a very interesting and rewarding career as an experimental psychologist. My enthusiasm has not waned and I look forward to further adventures in uncovering the basic laws of learning and cognition. This task will be all the more enjoyable because of the opportunity to work with so many talented students and colleagues.

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## PsychDrollery

(Humor from members and the internet)

### *Psycholinguistics to the rescue*

Having chosen English as the preferred language in the EEC, the European Parliament has commissioned a feasibility study in ways of improving efficiency in communications between Government departments.

"European officials have often pointed out that English spelling is unnecessarily difficult, for example: cough, plough, rough, through and thorough. What is clearly needed is a phased programme of changes to iron out these anomalies. The programme would, of course, be administered by a committee staff at top level by participating nations.

In the first year, for example, the committee would suggest using 's' instead of the soft 'c'. Certainly sivil servants in all sities would resieve this news with job. Then the hard 'c' could be replaced by 'k' sinse both letters are pronounsed alike. Not only would this klear up konfursion in the minds of klerikal workers, but typewriters kould be made with one less letter.

There would be growing enthusiasm when in the sekond year, it was announsed that the troublesome 'ph' would henseforth be writtne 'f'. This would make words like fotograf twenty persent shorter in print.

In the third year, publik akseptanse of the new spelling kan be expekted to reash the stage where more komplikated shanges are possible. Governments would enkourage the removal of double leters wish have always been a deterrent to akurate speling.

We would al agre that the horrible mes of silent 'e's in the languag is disgrasful. Therefor we kould drop them and kontinu to read and writ as though nothing had hapend. By this tim it would be four years sins the skem began and peopl would be reseptive to steps sutsh as replasing 'th' by 'z'. Perhaps zen ze funktion of 'w' kould be taken on by 'v', vitsh is, after al, half a 'w'. Shortly after zis, ze unesenary 'o' kould be dropd from vords kontaining 'ou'. Similar arguments vud of kors be aplid to ozer kombinations of leters.

Kontinuung zis proses yer after yer, ve vud eventuli hav a reli sensibl riten styl. After tventi yers zer vud be no mor trubls, difikultis and evrivun vud find it ezi tu understand ech ozer. Ze dremes of the Guvermnt vud finali hav kum tru."

<http://www.psych.upenn.edu/humor.html>

Retrieved 4/03/07

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# APA Science Directorate Updates

Stephanie Johnson, APA Science Directorate

One of the most unique aspects of psychology is that its applications cut across a number of disciplines including business, law, product design and health, just to name a few. As our society becomes more dynamic and global, the need for applied psychological science expertise will increase. This

was recently demonstrated by the Office of Analytic Integrity and Standards (AIS), which sponsored a conference titled *Improving Intelligence Analysis: What works? How can we tell? Lessons from outside the Intelligence Community*. The Director of AIS stated, "Over the next two days, experts from business and academia will introduce analytic approaches that are beginning to transform work practices in medicine, education, management and social policy. These are not simply fresh ideas, but innovative methods that scientific testing suggests will produce better, more accurate results." Nearly half of the conference presenters were psychologists and represented a diverse set of psychological science domains. Although the future of applied psychological science is very bright, there still remain a number of challenges that researchers in this area are facing such as lack of funding, licensure issues, and trying to conduct research within a bureaucratic system.

Given the magnitude and influence of applied psychological science, the APA Science Directorate has established a new office (Office of Applied Psychological Science-OAPS) to address the concerns and needs of this constituency base within APA. We are diligently working to develop initiatives that will support, promote and increase the visibility of applied psychology. Grant funding will be an issue that the OAPS will address with the help of the Science Public Policy Office. We also plan to encourage applied researchers to apply for the some of the internal funding available through the Science Directorate, such as the Scientific Conference Grants and the F. J. McGuigan Young Investigator Prize.

Another important goal of OAPS it to make sure that the applied psychological science community is aware of the many resources within the Science Directorate. From advanced training institutes to student research awards, the Science Directorate has a number of programs and initiatives that can be extremely beneficial for the applied research community. Over the next few months we will be asking APA members to provide input and guidance in helping us develop this new office within the Science Directorate.

In addition to the new office, there are other exciting initiatives and programs taking place within the Science Directorate. This past December the second annual Science Leadership Conference (SciLC) was held in Washington, DC. The theme of the meeting was Supporting and Advancing the Careers of Scientists. A number of important and interesting issues were discussed including the future of science within a global context, threats and obstacles to psychological science, IRB's, and nurturing careers. The highlight of the conference was a poster session that allowed 22 early career behavioral scientists to showcase their research. The Science Public Policy Office has also been hard at work advocating on behalf of APA's science community by co-sponsoring a briefing with The Friends of the National Institute on Drug Abuse (NIDA) on drug abuse treatment and the blending of research and practice.

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## PsychDrollery

(Humor from members and the internet)

### A day in the life of a decision scientist

2:00 P.M. Need to be at Dulles airport by 5:30 for flight to Kansas City (via Chicago) for Judgment and Decision Making (JDM) conference. Need to decide whether to take 3:15 or 3:45 bus to Dulles. Gut says 3:45 since the benefit of an additional half hour at home is greater than the slightly increased risk of a missed flight. Head says it's Friday afternoon, might be big crowds on highway and at airport, better safe than sorry. Decide to take 3:15 shuttle but don't leave house in time. Take the 3:45 instead. Get to Dulles in plenty of time.

4:00 P.M. Get in long line of United Premier members. After 10 minutes, realize there are two lines - human vs. non-human check-in machines. I'm in the twice-as-long human line, even though I have an e-ticket. If I switch now though, I'll be behind people who arrived 10 minutes after me. In order to avoid feeling like a loser, I stay in human line. Check bag (even though this was not my original intention) to justify the extra wait.

6:00 P.M. United terminal in O'Hare airport. Go to Berghoff Café for dinner. Order cheese pizza and small beer. Price of pizza (\$3.50) is written on menu. Price of beer is not. Reach cashier and learn that price of beer=price of pizza=ridiculous price for 14 oz. of beer. Feel flash of anger at sleazy marketing ploy. Forgive Berghoff's because pizza is really good.

8:00 P.M. United flight to Kansas City. Wish I had a magazine. Sit down and see Newsweek in seatback. Feel excitement and small surge of irrational pride. Remove magazine. It is Polish Newsweek. Experience disappointment. Feel worse than I did when I first sat down. Derive satisfaction from observing the endowment effect and loss aversion in action. Combine satisfaction with disappointment and arrive at slightly less than neutral.

10:00 P.M. Arrive at Hyatt hotel. Am told the type of room I'd reserved (non-smoking king) was sold out. Do I want a king suite instead? I am tired and experience change aversion. I want the room I reserved. I ask if the suite will cost more. Am told the only difference is that the suite is larger and has a Murphy bed instead of a regular bed. Interrogate desk clerk to determine whether quality of Murphy mattress is greater than or equal to quality of regular mattress. He assures me there is no difference. Get to room, turn on light and inspect bed visually and dorsally. Try to retrieve memories of other hotel beds. Due to recency and frequency, all I can think of is my own bed. Too tired to continue research. Go to sleep.

Deborah Frisch

<http://www.psych.upenn.edu/humor.html>

Retrieved 4/03/07

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# Focus on Graduate Students

Rebecca Singer, Div. 3 Graduate Student Representative

I hope the year has been going well for all the Division 3 student affiliates. This is Rebecca Singer again, your Division 3 student representative for 2006-2007. I wanted to take this opportunity to provide an update on what I have been doing this year.

As always, one of my main goals is to increase student membership in Division 3. I encourage all mentors to sponsor graduate student memberships and encourage participation in the annual APA convention. As always, information on membership can be found at the following website: [www.apa.org/divisions/div6/mbrinfo.html](http://www.apa.org/divisions/div6/mbrinfo.html).

I have also sent out several emails informing students of upcoming opportunities, such as the Committee on Animal Research & Ethics' Mentoring Award. This is an excellent opportunity to learn from colleagues in faculty and funding positions as well as to network. The award program is only in its second year, but promises to be as successful in the future as it has been in the past. I encourage all students to learn more about this award and apply in the coming years. If you are not receiving these updates please send me an email at [rasing2@uky.edu](mailto:rasing2@uky.edu) and I will add you to my list.

I am also looking forward to this year's poster competition at the APA convention in San Francisco. This is a first for Division 3 and I am excited to see this year's submissions. I will be working with the incoming student representative to encourage even greater participation in this program in the future. I hope to see many of you this year in San Francisco.

In closing, I would like to invite each of you to submit brief descriptions of some of your research that you would like to share with other graduate students in this forum. I would like to highlight one or two students in each newsletter edition. As always, if you have suggestions or comments on how to improve my service as student representative, please let me know. I look forward to hearing from you all!

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### PsychDrollery

(Humor from members and the internet)

**Sometimes it feels like many scientific debates have this problem (see link)**

<http://www.curvyourdog.com/092500-4.htm>

Retrieved 4/03/07

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# Graduate Student Corner

**Jim Broadway & Tom Redick**  
**Georgia Institute of Technology**

The APS Observer recently began an ongoing series on famous couples in psychology, with a new couple each issue describing their career and personal paths and the challenges and joys they have encountered along the way. We thought it would be interesting to produce a similar article, but one written from the graduate student perspective, not from the point-of-view of tenured faculty.

We contacted several married psychology graduate student couples to solicit their views on several topics. We gave each couple the opportunity to respond to a few questions and then to provide any additional comments or advice on the married graduate student experience. Hopefully the information below is beneficial to psychology graduate students who are married, single, or somewhere in between.

-Tom & Jim

1. *How do you feel that being married to someone also within academia has affected your graduate school experience?*

“I think I get a broader view of the department and the graduate school experience because I am privy to the day-to-day experiences of another graduate student in the same department but in a different program. The similarities and differences between our experiences have given me perspective on how my situation could both be better and worse.”

“We feel that we are mutually supportive and helpful because we can exchange advice about our study and school lives. We realized that one plus one is more than two. We are a team, so we have power!”

“I feel that it is a challenge and a blessing for us both to be academics. It is great to have someone to bounce ideas off of to see if they make sense and help refine them. It also definitely allows us to understand the complications of academic lives better so we can be very supportive. But it is also difficult because we are both so busy and often the greatest load comes at the same time, which makes it hard to get household essentials like grocery shopping or cleaning finished. So we have to be really flexible and make sacrifices such as being willing to live on fast food during the end of the semester occasionally. The greater challenge may be financially. Living on 2 stipends is not easy, especially when things like summer salary are so unpredictable. In this aspect it helps to have a great support system or be willing to take out some loans as an investment in your future.”

2. *Do you think finding a suitable post-graduate school position will be more difficult given that your spouse is also within academia?*

“It might be difficult to find positions for both of us in academia simultaneously after graduate school. I think this is a challenge for many couples, however, regardless of whether they are both in academia.”

“We are not sure whether it would be easier or harder. It is up to God, but we believe everything is possible in God.”

“I think it will be extremely difficult [to find positions after grad school], especially since we are both in pretty specialized areas. So we again have to stay pretty flexible. One of us may have to go into industry. We may have to make a tough choice of whose career will come first in our first few years out or possibly live apart, which of course makes owning a home and starting a family even more difficult. It will also be difficult because we will finish around the same time, making us both in our early career modes at the same time, which makes the possibility of a long distance marriage even more difficult.”

3. *What advice for other couples do you have on finding the best possible work-family balance?*

“I think a good way to approach the potential challenges of being part of a dual-academic couple is to be flexible and willing to compromise (this is probably true for any couple).”

“We believe couple-students can effectively share their roles of family work. In our case, my wife helps with our kids’ homework and cooks. I clean house, and wash dishes. We share driving the kids.”

“You have to set priorities and then still stay extremely flexible. The world will not stop turning if mowing the lawn or doing the dishes has to wait. You have to both be willing to pitch in, especially when the other is in the height of prelims or proposal times. You also have to get creative about some quality time, given extreme limits on time and money. It helps if you can multitask well. We try things like side-by-side TV/reading time. It allows us to spend time together and get work done. Things like a Target run and reading the Sunday paper take on more importance. We also carpool, so that is where we do a lot talking about our days and things we have to get done that night. I think one thing that is a challenge for us is to leave school issues at school. We often end up out at dinner talking about school issues, which takes away from the treat of going out to dinner.”

4. *Any other comments on the married graduate experience are appreciated as well.*

“We both have a good understanding of the requirements and stressors of graduate school. This makes for a very understanding partner when it comes to work-related issues like working late and feeling a lot of stress.”

“The most important thing for us everyday is to read The Bible and pray together before beginning our daily life. By doing so, we can understand and concede for each other (sometimes sacrifice). We enjoy these blessed days in which we study together.”

“I think one of the keys is keeping the balance between focusing on the present and the future. You need to still have time for fun and relaxation now, while still getting the work done. You cannot always depend on it being better next semester or next year or whatever. But you can think about how one day all this hard work will pay off and both of you will graduate. If you stay too focused on the future, you will probably be really stressed about finding jobs and where you will end up and such. It has been hard for me to change my mentality about that because I have always been such a planner. But I try not to worry, and instead stay optimistic about the future.”

#### Suggested Reading

Park, D. C., & Nolan-Hoeksema, S. (2004). Women in academia. In J. M. Darley, M. P. Zanna, & H. L. Roediger, III (Eds.), *The compleat academic: A career guide* (2nd ed., pp. 311-328). Washington, DC: American Psychological Association.

APS Observer Series:

Robert and Elizabeth Bjork:  
<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2050>

Robert Plomin and Judy Dunn:  
<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2073>

Howard Gardner and Ellen Winner:  
<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2087>

Morton Gernsbacher and Hill Goldsmith:  
<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2106>

Jean and George Mandler:

<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2120>

Valerie Reyna and Charles Brainerd:

<http://www.psychologicalscience.org/observer/getArticle.cfm?id=2130>

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## News & Member Communications

### **Candidates for Division 3 officers—Angelo Santi**

The candidates for Div 3 officers as submitted to APA are:  
PRESIDENT-ELECT

- 1) Nelson Cowan Ph.D.
- 2) David S. Gorfein Ph.D.
- 3) Ralph R. Miller Ph.D.

MEMBER-AT-LARGE OF THE EXECUTIVE COMMITTEE

- 1) Mark E. Bouton Ph.D.
- 2) Robert G. Cook Ph.D.
- 3) Steven J. Luck Ph.D.
- 4) Nora S. Newcombe Ph.D.

DIVISION REPRESENTATIVE TO APA COUNCIL

- 1) Marylou Cheal Ph.D.
- 2) Emanuel Donchin Ph.D.
- 3) Peter R. Killeen Ph.D.

Each candidate will be invited to submit a 250 word statement to appear on APAs website. Look for the APA Division 3 election ballot and directions to access each candidate's statement in your mailbox sometime after the middle of April.

### **Congratulations to Division 3 members Ed Wasserman & Tom Zentall, our incoming and past presidents!**

ASSOCIATION OF AMERICAN PUBLISHERS ANNOUNCES THE WINNERS OF THE 2006 PSP AWARDS FOR EXCELLENCE—from the AAP press release

February 6, 2007, Washington, DC, – The Professional and Scholarly Publishing Division (PSP) of the Association of American Publishers (AAP) today announced the winner of the R.R. Hawkins Award for the Outstanding Professional, Reference or Scholarly Work of 2006....along with awards in 30 categories for outstanding books, journals and digital products covering a wide range of academic disciplines.

AAP President and CEO Pat Schroeder extended the Association's congratulations to all of the PSP Award honorees, noting that "promoting and encouraging the dissemination of scholarship is one of AAP's primary missions," and highlighting the special honor of being chosen by one's peers for these awards. This year's panel of expert judges was made up of librarians, academics and working publishers.

The Association of American Publishers is the national trade association of the U.S. book publishing industry. AAP's more than 300 members include most of the major commercial publishers in the United States, as well as smaller and non-profit publishers, university presses and scholarly societies—small and large. AAP members publish hardcover and paperback books in every field, educational materials for the elementary, secondary, postsecondary, and professional markets, scholarly journals, computer software, and electronic products and services. The protection of intellectual property rights in all media, the defense of the freedom to read and the freedom to publish at home and abroad, and the promotion of reading and literacy are among the Association's highest priorities.

Honorees in the category of **Psychology & Cognitive Science** are

**Winner**

2006

To: Oxford University Press

For: *The Redemptive Self*

By: Dan P. McAdams

**Honorable Mention:**

2006

To: Oxford University Press

For: *Comparative Cognition: Experimental Explorations of Animal Intelligence*

By: Edward A. Wasserman and Thomas R. Zentall

**Women in Cognitive Science: A Look Back and Into the Future** —Laurie Feldman, Janet van Hell, Suparna Rajaram, Judy Kroll and Randi Martin

Each year since its inception in 2001, members of Women in Cognitive Science (WICS) have convened just before the start of the annual meeting of the Psychonomic Society. The specific theme of each meeting differs but the overall goal is to discuss the evolving status of women in science and to foster research to develop strategies that are effective in improving the position of junior and senior women scientists at their home institutions and in the profession more globally. The program of annual meetings can be found at the WICS website: <http://psych.rice.edu/wics/>.

The 2006 meeting was a panel discussion on *Establishing professional connections and collaboration*. Nora Newcombe served as the panel moderator. The panel included senior and junior researchers: Randy Engle, Rochel Gelman, Kelly Goedert, Anouk Scheres, and Natasha Tokowicz. The junior researchers were all past winners of WICS travel awards. Prior

to the meeting, the group circulated a document about the value of attending conferences from a social networking as well as an intellectual perspective that was created by the Gender Equity project at Hunter College directed by Virginia Valian. Dr Valian was present at the WICS meeting and hosted an informal discussion during the APA-sponsored social hour following the meeting.

One of the new goals of WICS is to promote a closer connection between female scientists in Europe and the US. WICS-meetings are organized in conjunction with the annual meetings of Psychonomics (since 2001) and the biannual meetings of the European Society for Cognitive Psychology (since 2003). In 2007 the US meeting will be in Long Beach, CA (November) and the European meeting will be in Marseille, France (August). Both meetings are attended by male and female scientists from around the world who are concerned about issues of equity and advancement in science. In the coming years WICS aims to enhance international scientific and professional interactions and exchanges.

Judith Kroll, Randi Martin, and Suparna Rajaram founded WICS in 2001, have organized the annual U.S. meetings since, and received a grant from the Advance Leadership Program at the NSF in 2003 to sponsor the activities of WICS. An advisory board was formed in 2002 consisting of Mary Peterson, Molly Potter, Valerie Reyna, Lynn Robertson, and Kathy Spoehr. The advisory board has been instrumental in administering travel and mentoring awards that were made possible by the NSF grant and in developing additional opportunities for women cognitive scientists. The travel grants supported conference and lab visits for four young scientists. Three senior scientists received mentoring awards. Since its inception, the number of WICS-members steadily increased to over 400 in 2006 [become a member by signing up at the WICS website noted above]. In anticipation of a new program announcement from NSF, Laurie Feldman and Janet van Hell joined the leadership in 2006. New emphases in the next proposal will include a more international focus on women cognitive scientists and enhancing opportunities for networking at the junior level.

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## Division Reports

### **2007 APA Program Preview: Uniting Psychology Through Memory**—Anne Cleary & Veronica Dark

The 2007 APA Convention in San Francisco runs from Friday, August 17, through Monday, August 20. While the Division 3 program for the 2007 APA convention may appear on the surface to cover an eclectic set of topics, there is method to the madness. The invited addresses and symposia were chosen to fit under this year's Division 3 theme: **Uniting Psychology Through Memory**. This theme provides a way to link the diverse interests of "Experimental Psychologists". It also meshes well with the APA Presidential Theme for this year's convention: *Building Bridges, Expanding Horizons: Interdisciplinary and International Perspectives*. The program was developed to provide something of interest to all Division

3 members and, as a result, it is full of cross-disciplinary events.

The interdisciplinary nature of the program is well illustrated in the symposia. On Friday, Division 3 is sponsoring a two-hour symposium entitled, *Memory Dynamics and the Optimization of Instruction*, which will be hosted by **Elizabeth Ligon Bjork** and **Robert A. Bjork**. This symposium features two opening talks followed by an invited poster session on memory research as it applies to education and training. The symposium is co-listed with Division 15 (Educational Psychology), along with Division 16 (School Psychology), Division 21 (Applied Experimental and Engineering Psychology), Division 22 (Rehabilitation Psychology) and Division 40 (Clinical Neuropsychology). The titles of the talks and the posters, as well as the names of all of the presenters for this session, can be found at the link at the bottom of this page.

Division 3 is co-sponsoring four additional symposia with other divisions. Two of these symposia are co-sponsored with Division 6 (Behavioral Neuroscience and Comparative Psychology). The first of these, *Origins of Causal Reasoning*, which is scheduled for Friday, will be chaired by **Aaron Blaisdell**. The second, *Numerical Competence in Non-human Animals: Looking Back and Looking Forward*, is scheduled for Sunday and will be chaired by **Michael J. Baren**.

*Advancing Psychological Science by Studying Complex Tasks and Expertise*, a symposium on Saturday that is co-sponsored with Division 21 (Applied Experimental and Engineering Psychology), will be co-chaired by **Earl B. Hunt** and **Leo Gugerty**. *Language Comprehension and Aging*, a symposium on Monday that is co-sponsored with Division 20 (Adult Development and Aging), will be chaired by **Debra McGinnis**.

Along with the five symposia, Division 3 is sponsoring eight invited addresses plus the presidential address. The Friday addresses are by **Jonathon D. Crystal**, **Steven E. Clark**, and **Elizabeth J. Marsh**. The Sunday addresses are by **Lynne M. Reder**, **Alan S. Brown**, and **Arthur P. Shimamura**. The Monday addresses are by **Steven J. Luck** and **Anthony D. Wagner**. **Howard Egeth's** presidential address is Saturday.

A new addition to this year's program is the inclusion of a graduate student *Best Poster Award* as part of the poster session. Fifteen graduate students are in the competition, so be sure to stop by during the poster session on Saturday morning.

Finally, there is a joint social hour with Divisions 3 and 6 on Saturday, after the presidential address.

Although the schedule is not final until it has APA's stamp of approval, the tentative schedule of events is available at the following link, as are the titles of the talks and symposia presentations and the names of the presenters:

<http://lamar.colostate.edu/~acleary/Division3Program.htm>

We hope to see you in San Francisco!

## APA Council Report—Lewis Lipsitt & Tom Zentall

Your Division 3 Representatives participated in a lively mid-year Council meeting, with some of the proceedings resulting in rapid news releases from the central office in the ensuing few days. Discussions which occurred and several resolutions voted on are of likely interest to members of Division 3.

An extensive and informative report on the Association's financial condition, and budget considerations for 2007, was given by Treasurer Carol Goodheart and Chief Financial Officer

Jack McKay. The fiscal condition of the APA has improved steadily for the past five years, and appears to be very sound due largely to the Association's exceptionally profitable real estate holdings. Of note, too, is the fact that the largest part of the operating budget of the Association is attributable to the APA publications program, including the increasingly profitable electronic journals.

Council discussed and voted on the following proposals:

1. **Convention Programming of Science sessions.** Council allocated \$13,500 from its 2007 discretionary funds to establish a Task Force to look at how the APA convention can be better organized to attract scientists to attend the convention and become APA members. The action item was approved without discussion.

2. **Intelligent Design vs. Evolutionary Theory.** It was proposed that the Council of Representatives adopt as APA policy a Resolution rejecting Intelligent Design as Scientific and reaffirming support for Evolutionary Theory. Although most of the discussion was in support of the resolution, there was some discussion by practitioners about the possible loss of clients whose beliefs were challenged by this resolution. Also discussed was the possible loss of support in conservative states for legislation relevant to psychologists. Finally, a Representative urged that we not take a stand on this issue in the interest of being inclusive. Despite these few reservations, the resolution passed overwhelmingly. For more information, see: [www.apa.org/releases/IntelligentDesign.pdf](http://www.apa.org/releases/IntelligentDesign.pdf)

3. **Gay, lesbian, bisexual issues.** The Council of Representatives passed a resolution opposing discriminatory legislation and initiatives aimed at gay, lesbian, and bisexual persons.

4. **Sexualization of girls.** On grounds that children, especially girls, are exposed increasingly and harmfully to sexual stereotypes by magazines, television, video games, and music videos, the Council of Representatives adopted a Report of the Task Force on Sexualization of Girls and recommended that psychologists conduct research to examine these effects and suggest ways of reducing their impact. The report is available at [www.apa.org/pi/wpo/sexualization.html](http://www.apa.org/pi/wpo/sexualization.html).

5. **Sexual orientation in the military.** The Council of Representatives allocated \$3,000 from its 2007 discretionary fund to help support two meetings of the Task Force on Sexual Orientation and Military Service.

**6. Accreditation of Canadian Graduate Programs in Clinical Psychology.** At present many clinical psychology programs in Canada are accredited by the APA. The Canadian Psychological Association and 80% of the clinical psychology programs in Canada request that the APA discontinue accreditation of their programs. More important, Canadian universities are unable to comply with the diversity requirements required for APA accreditation because, by Canadian law, Canadian universities are not permitted to collect diversity data. The Council of Representatives voted to cease accrediting Canadian universities beginning far enough in advance, involving a seven-year phase-out plan, to assure that no present students are affected by this change.

**7. Mental Health Services in the Military.** Council adopted as association policy a Report of the Task Force on Military Deployment Services for Youth, Family, and Service Members. This report calls attention to the increasing demand for mental health services for military personnel and their families -- needs which are straining the military mental health services.

**8. APA's Strategic Planning Process.** Council approved a strategic planning process for the Association, strongly advocated and to be implemented by Chief Executive Officer Norman Anderson, to be developed and evaluated by a Strategic Planning Advisory Committee.

### **Division 3 Executive Meeting Minutes—Angelo Santi**

(ignore squiggly border above this—can't get rid of it....sorry)

#### **Minutes Division 3 Business Meeting at the Psychonomic Society Annual Meeting**

**Sunday November 19, 2006**

**7:00 a.m. Americas-Houston Hotel**

**Houston, Texas**

Present: Howard Egeth (President), Nelson Cowan, Gilles Einstein, Mark Faust, Kristi Multhaup, Ralph Miller, Mark McDaniel, Angelo Santi.

1. Howard Egeth provided a summary of the current membership of the Executive Committee as well as the current chairs of various committees of Division 3.
2. It was noted that Division 3 is participating in the Mentoring Fellowship Award for advanced graduate and postdoctoral students working with nonhuman animals. Those receiving the award will receive a \$1000 travel award to attend the APA Annual Convention in San Francisco. Members of the Executive Committee will select the awardees during February-March of 2007 and awardees will be notified in April 2007. Mark Faust has placed an announcement of the availability of this award on the Division 3 website. Rebecca Singer has also circulated the announcement to graduate student members of Division 3 via email.

3. Howard Egeth informed the committee that a new graduate student representative will need to be appointed to replace Rebecca Singer when her term of office expires in August 2007. There was general agreement with Mark McDaniel's suggestion that the appointment should be for a two-year term. Howard Egeth also suggested that the graduate student representative should receive travel expense reimbursement to attend the APA convention in San Francisco. It was decided that the amount of support would be \$1000. Rebecca Singer, the current representative, would be offered this travel support for the APA convention in 2007. The new graduate student representative would be appointed to serve for two years from September 2007 – August 2009.
4. Howard Egeth informed the committee that Neil Johnson would not be running the Division 3 ListServ and that a replacement was needed. There was discussion of whether the Division 3 ListServ was really needed given other ways of communicating with the membership. Mark Faust suggested that perhaps APA should be providing the IT support to handle all of the electronic communication needs of the division. Kristi Multhaup commented on the problems in maintaining up-to-date email addresses for members of Division 3. She will be contacting APA to solicit their help in managing the email address list.
5. *Program Chair's Report*

Anne Cleary was not able to be present. Howard Egeth reminded the committee of the decisions reached at the last executive committee meeting regarding this year's program. For the 2007 APA convention in San Francisco, Division 3 will not pay for an Invited Speakers Dinner but instead would defray the costs of giving a talk at the convention by paying an Honorarium of \$100 to all speakers.

In addition, the New Investigator Awards would be presented at the Business Meeting instead of during the Social Hour. There was some discussion of the low amount of the Honorarium, but Division 3's finances make it difficult to provide larger amounts. Nelson Cowan noted that in the past APA provided money for foreign speakers giving invited talks and we should check to see if this is still available.

There were several suggestions made regarding enhancing Division 3's program at the convention. Gil Einstein and Mark McDaniel suggested getting more undergraduate students attending the convention and presenting posters. Mark Faust noted that undergraduate students were more likely to attend regional meetings. Nelson Cowan suggested a novel 1-hr session format in which a professor would speak for 30 minutes and then graduate and undergraduate students would present miniature posters in the room. The audience would then be able to interact with the students and the professor for the

reminder of the hour. There was agreement that this would be worth thinking about further. Anne Cleary (program chair) and Veronica Dark (program co-chair) will be contacted by Howard to see if this suggestion could be implemented for the APA convention in San Francisco.

As noted in the September issue of the Division 3 Newsletter, the theme for our convention programming will be "Uniting Psychology through Memory." Division 3 will again host invited addresses by distinguished researchers. There will also be a poster session, and an award will be given to the best poster presented by a graduate student first author.

#### 6. *Fellows Chair's Report*

Linda Parker sent an email update on the nominations for Fellows prior to the meeting. For this year, 28 individuals (22 male and 6 female) were nominated. Linda has started the process of notifying the nominees that they will need to get their application materials to her by Jan. 26, 2007. She will prepare the chairs statement for each of them and have it to APA by their deadline of Feb. 12, 2007. It was noted that in 2005, there were 24 individuals who were nominated and seconded. Ten of 24 nominees were women. In 2004, five women were nominated but only one applied.

Gil Einstein suggested that some form of recognition should be sent when Fellows of another division are also made Fellows of Division 3. Fellows nominated in this fashion often do not receive any official notification from the division or APA.

Mark McDaniel asked about the relative proportion of fellows to members in the division and whether we should reduce the number being nominated for Fellow status each year. Ralph Miller noted that conferring Fellow status was an excellent way to encourage continued membership and involvement in APA.

#### 7. *Other Business*

The committee considered a request to provide some financial support for the re-housing of the Wilhelm Wundt museum at the University of Leipzig. The committee was sympathetic to the request and agreed to provide \$500 of support with a request that the contribution be recognized with a plaque in the new museum. Howard Egeth will contact representatives in Leipzig to see what can be arranged.

Discussion returned to the topic of the APA convention. Nelson Cowan suggested that the Division 3 program should be advertised in advance to other Divisions in APA as well as our own. Howard Egeth noted that the Science Directorate was able to send out a program for scientists in advance of the meeting last year. We will try to send out via

email some earlier advertising of the invited speakers for this year's convention even if we don't have the scheduling information finalized. Nelson Cowan, Gil Einstein, and Mark McDaniel also made note of the value of targeting translational research topics into our division programming for the convention in order to attract larger audiences to the sessions.

#### 8. The Business meeting was adjourned at 8:00 a.m.

Respectfully submitted,

Angelo Santi  
Secretary-Treasurer  
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## Announcements

### APA CEMRRAT Call for Proposals

#### CEMRRAT GRANTS FY 2007 For Ethnic Minority Recruitment, Retention and Training

The American Psychological Association's Public Interest Directorate has been allocated \$100,000 in Fiscal Year (FY) 2007 to continue implementation of the CEMRRAT Plan as recommended by the APA Commission on Ethnic Minority Recruitment, Retention and Training in Psychology (CEMRRAT). As in previous years, these funds will be used primarily to fund small grants. **Eligible applicants for these grants are state psychological associations, APA divisions, departments/schools of psychology, APA boards and committees, other entities of organized psychology, and individuals.** These small grants are intended to serve as "seed funds" to energize, empower, and support interested individuals, organizations, and educational institutions committed to enhancing ethnic minority recruitment, retention and training in psychology.

Emphasis will be placed on the funding of innovative start-up initiatives rather than the maintenance of on-going projects. It is anticipated that approximately two to four proposals will be funded under each of the five priority areas identified below. Applicants must be APA members at the time funds are awarded. So long as proposals are determined to be consistent with the identified funding priorities and the CEMRRAT Plan, they will be funded on a **first-come first-served** basis.

It is hoped that those activities that receive funding will serve as demonstration models. Consequently, **progress reports** will be expected to be submitted **annually** by December 1, and a **final report** must be submitted within **60 days** of completion of the funded activity.

The established funding priorities for FY2007 are:

### **Training/Professional Development - Linguistic Minorities**

– For activities that promote development of training programs (and associated professional development of faculty) that improve services to linguistic minorities. Examples of such activities include: a) collecting, publishing and disseminating model programs that focus on training for services with linguistic minority populations, b) designing, documenting, and evaluating mental health services, research and professional psychology training programs focused on linguistic minorities, and (c) establishing practicum or mental health services research training in settings serving linguistic minorities. (Approximately \$5,000 is available.)

**Thematic: Preparing future psychology faculty for a diverse world-** For activities that serve to increase the number of prospective and early career ethnic minority faculty committed to issues of diversity in research and scientific inquiry, and who will contribute to scientific educational experiences and role modeling in academic settings. We recognize that efforts to launch such activities may exceed available funding; therefore, highest consideration will be given to proposals that present a monetary match as part of the funding request. Please note: This funding category is not designed to support research projects, faculty salary supplements, to supplement post-doctoral fellowships, or dissertation research. (Approximately \$10,000 is available.)

**Faculty/Professional Development** – For activities that serve to promote increased levels of multicultural competence in teaching, practice, and research among a program's/department's psychology faculty. Individual professional development will be considered only if applicant presents evidence of limited institutional support or resources for such activities. (Approximately \$20,000 is available.)

**Student Undergraduate/Graduate: Grants to Departments for Innovative Programs** – For activities for undergraduate and graduate departments and professional schools related to developing innovative strategies for recruitment, retention and graduation of ethnic minority students in psychology. Applications that bear upon undergraduates and their matriculation to graduate programs in psychology are especially welcome. (Approximately \$20,000 is available.)

**Ethnic Minority Leadership Development** – For activities that promote leadership skills and opportunities among ethnic minority psychologists. These funds are targeted to APA governance groups, divisions and their respective sections, and other organized entities of psychology that wish to undertake such leadership training and development activities. Applicants will be expected to provide matching funds equal to the amount requested. (Approximately \$5,000 is available.)

There is no standard application form. The application (no more than five pages) should describe: (a) **problem to be addressed and what is to be done (goals and activities)**, (b) **how these goals are to be accomplished (procedures)**, (c) **expected outcomes or findings**, (d) **a justified budget for the funding amount requested**, and (e) **rationales as to how the proposed effort is consistent with the CEMRRAT funding priorities and the provisions of the CEMRRAT Plan**. [NOTE: In general, CEMRRAT funds may not be used to support

travel, unless such travel is strongly justified and integral to project objectives.]

Questions should be directed to:

Shannon Watts Special Projects Manager Office of Ethnic Minority Affairs American Psychological Association 750 First Street, NE Washington, DC 20002-4242 202/336-6029 Voice 202/ 336-6040 Fax Email: <a href="mailto:swatts@apa.org">swatts@apa.org</a>
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### **APA Call for Comments on the 2007 CEMRRAT2 Task Force Progress Report**

A working draft of the 2007 Progress Report of the APA Commission on Ethnic Minority Recruitment, Retention and Training 2 Task Force (CEMRRAT2) is available on-line at [http://www.apa.org/pi/oema/programs/cemratt\\_report.html](http://www.apa.org/pi/oema/programs/cemratt_report.html).

The report, *A Portrait of Success and Challenge, 1997-2005*, provides an update on the demographics of ethnic minorities in the United States, and the status of ethnic minorities within APA and throughout psychology's education pipeline. It also reviews the efforts of APA entities and affiliated associations that support the implementation of the APA/CEMRRAT Plan to strengthen the multicultural competence of psychology professionals, and increase the number of minorities studying, researching and practicing psychology.

CEMRRAT2 encourages your comments and feedback, especially those regarding the Report's findings, recommendations, and strategic actions. We also welcome information on additional activities that are consistent with the APA/CEMRRAT Plan's objectives and goals (See APPENDIX C for the current list of activities). In doing so, please identify the specific objective and goal addressed.

Please submit your comments and feedback to the APA Office of Ethnic Minority Affairs **on or before April 10, 2007**. These may be sent by e-mail to [oema@apa.org](mailto:oema@apa.org) or by fax to 202-336-6040.

The Task Force will review and incorporate suggested changes and modifications, as appropriate, into the next version of the Progress Report. The CEMRRAT2 Task Force expects to present its Progress Report, including comments or feedback received, to the APA Board of Directors in June 2007, and to the Council of Representatives in August 2007.

**APA Committee on Ethnic Minority Affairs 2007 Jeffrey S. Tanaka Memorial Dissertation Award in Psychology**

The APA Committee on Ethnic Minority Affairs (CEMA) continues to strive for increased research that will promote a better understanding of the complex issues facing communities of color (i.e., African Americans/Blacks, Asian Americans/Pacific Islanders, American Indians/Alaskan Natives, Hispanics/Latino(a)s). To this end, CEMA sponsors an award for the most outstanding dissertation in psychology which addresses concerns relevant to populations of color. The **Jeffrey S. Tanaka Memorial Dissertation Award in Psychology** is so designated in the memory of an outstanding scholar and psychologist of color whose career stressed the critical importance and relevance of the role of culture and ethnicity in the scientific understanding of behavior. Dr. Tanaka was actively involved in APA, where he was a Fellow of the Division of Evaluation, Measurement, and Statistics, and Member of the Divisions of Personality and Social Psychology, and the Society for the Psychological Study of Ethnic Minority Issues. He was chair-elect of the Committee on Ethnic Minority Affairs at the time of his death on November 3, 1992. CEMA welcomes applications from ethnic minorities, as well as non-ethnic minority individuals who have filed their dissertations in 2005 and 2006, on research involving one or more of the following areas:

- *Contribution which enhances the understanding of people of color*
- *Contribution to the enhancement of psychological service delivery systems to persons of color.*
- *Development of new concepts and/or theories relevant to populations of color.*
- *Development of new and creative methodological paradigms which promote more effective research on and for communities of color.*
- *Creative approach in methodology sensitive to the unique values, beliefs, and needs of communities of color.*

Selection will be made by a CEMA appointed Dissertation Award Selection Sub-committee utilizing an anonymous review process. **Evaluation of abstracts and dissertations submitted will be based on the following criteria: (a) Potential impact upon ethnic minority populations; (b) Completeness and clarity of abstract/dissertation; (c) Creativity of project; and (d) Effectiveness of research design.**

Semi-finalists will be chosen from an initial review of all abstracts submitted and requested to provide copies of their entire dissertation for the final selection process. The author of the dissertation determined to be the most outstanding shall win a \$500 cash prize, \$300 travel award, and will be invited to present her/his work at the APA annual convention.

To apply, please send a total of five (5) copies of a 1000 word abstract [four (4) must be anonymous copies; only one copy should indicate author's name, current address, and daytime telephone number] to the APA, *Office of Ethnic Minority*

*Affairs, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-6029.* In addition, please ensure that the title of the dissertation appears on all copies of abstracts submitted.

**SUBMISSIONS MUST BE POSTMARKED BY APRIL 1<sup>st</sup>**

**APA 2007 Suinn Minority Achievement Award Call for nominations**

**GRADUATE PROGRAMS IN PSYCHOLOGY WITH DEMONSTRATED EXCELLENCE IN THE RECRUITMENT & RETENTION OF ETHNIC MINORITY STUDENTS**

The Commission on Ethnic Minority Recruitment, Retention and Training (CEMRRAT2) Task Force is requesting that ethnic minority students nominate their doctoral programs in scientific (e.g., developmental, experimental, cognitive, social, psychobiology, etc.) or professional (e.g., clinical, counseling, school, etc.) psychology. The nominated programs should have demonstrated excellence in the recruitment, retention and graduation of ethnic minority students. Three Suinn Achievement Awards will be presented at the 115th Annual Convention of the American Psychological Association in San Francisco, August 17- 20, 2007.

The program and/or department chairperson should provide the following information regarding the specific nominated program/department:

1. Institution:
2. Nominated program or department
3. Number and percentage of ethnic minority students currently enrolled: #        %
4. Number and percentage of students enrolled full-time in the past five years by race/ethnicity:  
African-American/Black, American Indian/Alaska Native, Asian-American/Pacific Islander, Hispanic/Latino(a), Biracial/Other, European American/Caucasian, Foreign Students w/ F1 & J1 Visas
5. Number and percentage of students who earned a doctoral degree in the past five years by race/ethnicity:

Please briefly describe the various aspects of the nominated program that reflect an overall commitment to cultural diversity. This would include activities and efforts related to (a) funding of minority students, (b) integration of ethnic minority issues in the curriculum, (c) faculty and student collaboration related to ethnic minority concerns and research issues, (d) recruitment and retention programs and strategies, (e) mentoring and modeling, and (f) other similar activities.

Funding

Curriculum

Faculty/Student Collaborations

Recruitment and Retention

Mentoring and Modeling

Other

### **Nomi**

- The names of the institution and the specific nominated program in psychology;
- The number and percentage of ethnic minority students currently enrolled in program/department;
- The number and percentage of students who have enrolled or earned a doctoral degree during the past five years;
- A brief description of the nominated program/department with regard to funding, curriculum, faculty/student collaborations, recruitment and retention, mentoring and modeling, and other related aspects or activities.

Please direct all inquiries and submit your nomination to Shannon Watts, via e-mail, fax, or mail using the information below. (Nominations by E-mails are strongly encouraged)

Shannon Watts  
Special Projects Manager  
Office of Ethnic Minority Affairs  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
202/ 336-6029 Voice  
202/ 336-6040 Fax  
Email: [swatts@apa.org](mailto:swatts@apa.org)

**DEADLINE: April 15, 2007**

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## **Applicants Sought for Editor of the *American Journal of Psychology***

**Deadline:** May 1, 2007

The University of Illinois Press seeks applicants for the position of editor or co-editors of the *American Journal of Psychology (AJP)*. The official term for the new editor would commence in January 2008 (transition would start in June 2007) and is for a minimum of three years, with a possible reappointment of up to an additional three years.

**Scope of AJP:** *AJP* is published quarterly by the University of Illinois Press, a not-for-profit publisher. The *American Journal of Psychology* is the oldest psychology journal in the country. Founded in 1887 by G. Stanley Hall in the interest of general experimental psychology, it was edited in its early years by Edward Titchener, Edwin Boring, and Karl M. Dallenbach. *AJP* has published some of the most innovative and formative papers in the history of psychology. *AJP* explores the basic science of the mind, publishing reports of original research in experimental psychology, theoretical presentations, combined theoretical and experimental analyses, historical commentaries (edited by Alfred H. Fuchs,

Bowdoin College), and in-depth reviews of significant books (edited by Dominic W. Massaro, University of California, Santa Cruz).

**Qualification and requirements of candidates:** Key qualities sought for the position of editor or co-editors: an established record of scholarship in the field of psychology; managerial skills to oversee the editorial cycle and meet deadlines; and the ability to attract respected experts to his or her editorial advisory board.

Major responsibilities of the future editor or co-editors of *AJP* include

- managing the peer review of approximately 60–70 manuscripts per year,
- soliciting high-quality manuscripts from potential authors, and (with the help of the UIP staff) assisting these authors in seeing their manuscripts to publication,
- deciding which manuscripts to publish,
- selecting a sufficient pool of competent reviewers to reach conclusions and make decisions on manuscripts in a timely fashion,
- identifying and appointing qualified members to the editorial advisory board,
- providing a clear vision for the direction of the Journal.

Applicants should have recognized expertise in the field, possess editorial experience, and be able to lead an active editorial board in working effectively with publishing professionals. Applicants must have clear employer or institutional support for this activity for the duration of the three-year appointment, including release time as necessary and general office support.

**Search procedure:** Applicants will be reviewed by the Search Committee immediately after the deadline submission date.

The application packet should include:

- A Vision Statement: Set forth your goals and plans for the content of the Journal. This may include an assessment of the current strengths, weaknesses, or gaps that you plan to address and how you will operationalize your plan.
- Editor/Co-Editor Background Information: The name, affiliation, and other relevant information about the potential editor and, if applicable, co-editors. Describe the qualifications of each person that supports their inclusion. Evidence of the ability and experience of the editor and editorial team to provide sound judgment and guidance to potential authors. Please include a

vita or resume for each proposed editor and/or co-editor. Vitae are not included in the five-page limit, and no standard form is required. Provide a clear description of the structure of the editorial office and responsibilities, as you envision them at this point.

- **Institutional Support:** It is important for candidates to consider and address the feasibility of serving as editor in light of the resources likely to be available to the editor candidate. The UIP does not pay for office space or release time, but can provide basic financial support for office resources as necessary to Journal editors. This support may include funds for clerical assistance, office supplies, postage, and telephone beyond what will be provided by the editor's home institution. Since the support offered by different institutions varies widely, you are encouraged to contact the Executive Office of your University as necessary in order to ensure the feasibility of your application.

Application packets (as described above) should be sent by May 1, 2007 to:

Clydette Wantland  
Journals Manager  
University of Illinois Press  
1325 S. Oak Street  
Champaign, IL 61820  
Ph: 217-244-6496  
cwantlan@uillinois.edu  
www.press.uillinois.edu

**About the University of Illinois Press:** The University of Illinois Press ([www.press.uillinois.edu](http://www.press.uillinois.edu)) was established in 1918 as a not-for-profit publisher dedicated to publishing and disseminating the very best scholarship. The Press is a founding member of the Association of American University Presses and a member of the Association of American Publishers. UIP publishes about 120 new books annually and 28 journals, four of which are electronic only. It is a founder and proprietor of The History Cooperative, a Web consortium of history journals that includes the two largest academic history organizations--the American Historical Association and the Organization of American Historians--and eighteen other journals ([www.historycooperative.org](http://www.historycooperative.org)).