



## Psychologist David Abrams to Head Key NIH Office

by Pat Kobor, Senior Science Policy Analyst

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**B**rown University psychologist David Abrams has been tapped as the third director of the Office of Behavioral and Social Sciences Research (OBSSR) at NIH. He succeeds Raynard Kington, who was appointed Deputy Director of NIH in 2003. Demographer Virginia Cain has served as Acting Director of OBSSR for the intervening 18 months.

The OBSSR director is responsible for advising the NIH Director and other relevant governmental officials on issues relating to the range of basic and clinical behavioral and social sciences research on health that is supported by NIH. The position was created largely in response to advocacy by APA and other behavioral and social science organizations, which argued that a high-level position was needed to ensure that the NIH leadership was made aware of behavioral and social science research issues. The Office was authorized in the NIH Revitalization Act of 1994.

Abrams is Professor of Psychiatry and Human Behavior, Professor of community Health and co-director of Transdisciplinary Research at Butler Hospital, Brown Medical School. He

as been at Brown University since 1978. Abrams is also the founding director of Brown's Centers for Behavioral and Preventive Medicine at the Miriam Hospital.

Abrams holds a BSc.(Honors) in computer science and psychology from the University of Witwatersrand,

Johannesburg, South Africa. He holds Masters and Doctoral degrees in clinical psychology from Rutgers University. He is a licensed clinical psychologist, specializing in health psychology, behavioral and preventive medicine, addictive behaviors and risk factors for chronic disease. He is past president of the Society of Behavioral Medicine, a member of the Board of Scientific Affairs of the National

Cancer Institute, and a member of the Robert Wood Johnson Foundation's Transdisciplinary Tobacco Etiology Research Network. He is the lead author of the *The Tobacco Dependence Treatment Handbook: A Guide to Best Practices* (Guildford Press, 2003), and has served on several Institute of Medicine expert scientific panels. In addition, Abrams has served as the principal or co-principal investigator on over 65 NIH grants from various institutes.



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# Conference on “Minimal Risk” in Behavioral Science Research: A Decisional Framework for Investigators and IRBs

by Sangeeta Panicker, Director, Research Ethics Office

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The APA Science Directorate in collaboration with the Center for Ethics Education at Fordham University will sponsor a conference entitled “Minimal Risk” in Behavioral Science Research: A Decisional Framework for investigators and IRBs, in April 2005. The broad goal of this conference is to bring together stakeholders in behavioral science minimal risk research to create a consensus document that can guide IRBs and researchers in the responsible evaluation of risk in behavioral science research.

The federal regulation defining “minimal risk” (§45 CFR 46.102) plays a pivotal role in Institutional Review Board (IRB) decisions regarding the application of federal policy for the protection of human subjects to classification and evaluation of behavioral science research protocols. However, anecdotal evidence points to the conviction in the behavioral science and IRB communities that “psychological” and “social” risks of research are often over-estimated, resulting in failure to appropriately classify protocols as “minimal risk.” Such overestimation of risk subjects psychological science protocols to unnecessary, more costly, and time-consuming full panel IRB review.

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“Dr. Abrams is a superb choice for the position of OBSSR Director,” commented Steve Breckler, APA’s Executive Director for Science. “His own research experience broadly encompasses topics from basic biobehavioral mechanisms in the self-regulation of human behavior, through clinical research and outcomes evaluation. He is scientifically ‘multi-lingual,’ given the transdisciplinary focus of the centers he has headed, and this will help him serve our sciences well in his new job. We look forward to working with him.” ■

In addition, a conservative approach to research risk can lead to implementation of participant protections that may be inappropriate or even harmful, dilute the scientific validity of the research, or discourage behavioral research involving under-studied populations.

Thus, there is a pressing need for specific guidance on the appropriate classification of minimal risk behavioral science research procedures. Such guidance is needed by all stakeholders in the responsible conduct of research, including investigators, IRBs, federal agencies, IRB accreditation bodies, university administrators, and research participants. Such guidance must provide a clear and cohesive decision-making framework that meets the goals of participant protection and classificatory consistency without sacrificing the flexibility needed for decisions regarding different populations and research contexts.

Consequently, the specific goals of this conference are to develop: (1) a decision-making framework that can be applied to the broad spectrum of populations and methodologies characteristic of behavioral science research; (2) a set of cases illustrating how the framework

can be applied; and (3) a list of specific exemplar methodologies that can be considered “minimal risk.”

To ensure that the myriad settings, methodologies, and the accompanying unique perspectives that characterize minimal risk behavioral research are adequately represented at the conference, nominations were solicited from APA divisions. The deadline for divisions to submit nominations was November 30, 2004. The conference organizers will make every effort to ensure that the breadth of the field is appropriately represented on the conference-working group. However, since the size of the conference-working group has to, by necessity, be limited to a manageable size (20-25 individuals), divisions whose nominees are not selected to serve on the conference-working group are welcome to send representatives to attend the conference. The format of the conference will include a period for open comments from the attendees, which will ensure that all perspectives are considered in the development of a consensus document.

For more information about this conference see [http://www.apa.org/science/minimal\\_rsk\\_con.html](http://www.apa.org/science/minimal_rsk_con.html). ■

## NIH Open Access Policy on Indefinite Hold

The much anticipated release of the NIH Open Access Policy (see PSA article from November 2004: <http://www.apa.org/science/psa/nov4openaccess.html>), scheduled for a briefing on January 11, has been postponed “indefinitely” according to news sources. The draft Open Access policy specified that investigators would be required to deposit articles reporting on all NIH funded research for online publication within six months of journal acceptance. APA will continue to track the initiative as it moves forward, so stay tuned! (read APA’s comments on the draft policy: <http://www.apa.org/science/psa/nihopenaccess.pdf>).

## EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

### The Importance of Leadership

Earlier this month, I attended my first APA Division Leadership Conference (DLC). This is an annual meeting, convened every year by the Committee on Division/APA Relations (CODAPAR). The DLC is an orientation session for incoming leaders of the APA divisions. The goals are to:

- Assist participants in developing strategies to lead their divisions
- Provide participants with information on how to bring division leadership and influence into APA
- Assist participants in their development as individual leaders
- Foster interdivisional collaborative ventures
- Increase the effectiveness and organization of divisions
- Provide resources and information relevant to divisions
- Foster long-range and strategic planning within divisions

A key feature of the conference was a set of breakout sessions in which division leaders met in small groups with the staff of APA Directorates and Offices. The sessions with the Science Directorate were incredibly productive and helpful. These discussions brought into focus many of the problems and opportunities that the science-oriented divisions of APA are most concerned about.

One of the areas of greatest concern is the climate surrounding Institutional Review Boards (IRBs). It is clear that many researchers are experiencing difficulties with their local IRBs, and they view these difficulties as a real threat to the psychological research



enterprise. Another source of concern centers on federal funding for psychological research. Between changes in the organization of NIH institutes and funding cuts at NSF, NASA, and elsewhere, scientists are clearly worried about their ability to cover the costs of their research.

The Division leaders also talked about the ubiquitous problems of APA: the ongoing tension between science and practice, the cost and value of APA membership, the importance of understanding and supporting the needs of junior members of the profession, and how to better communicate the value of psychological science to the public and to policy makers. These kinds of discussions are very important. They help bring into focus the needs of the discipline, and they provide direction to those who are in a position to do something about it. Division leaders bring to the table the concerns of their members, along with their own considerable experience and insights. APA Directorates bring to the table a host of resources and an able staff.

The Division Leadership Conference offers a small preview of what scientific leadership can do for our discipline. If we had more time, we could develop these discussions into concrete action plans. If we could bring to the table

additional stakeholders, we could represent the needs and the dreams of still more of our science. If we could enlist the expertise of those who better know the worlds of federal regulations, policy making, or media relations, we could arm ourselves with the tools and the knowledge for getting more things done.

We have good news to greet the new year: APA's new science-based initiative – Psychological Science for the 21st Century – will serve as the vehicle for hosting an annual Science Leadership Conference. The first conference is being planned now for the first week of December 2005. Science leaders will convene to pick up where the Division Leadership Conference leaves off. It will offer an opportunity for the science leadership of psychology to develop an agenda and a plan for action; it will foster the development of science networks; and it will create a forum for the development of new program ideas in service of psychological science.

APA offers vast resources to support the science of psychology. The Divisions, Boards, and Committees of APA provide the means for harnessing those resources and for growing them. What we need now is a clear agenda for our science to guide and to lead us in the most productive direction. That is what leadership on a grand scale can do for us, and that is what we will now have. ■

## Obituary: Esther Stillman Thelen

by Amena Hassan, Science Communications Officer

Prominent psychologist, Esther Stillman Thelen, known for her work with babies and early motor development died on December 29th at the age of 63. Her studies on infant perception and cognition, which were highly influential in psychology, also extended into the fields of cognitive science, neuroscience, computer science, and robotics.

of the grooming patterns of wasps. Her research in ethology eventually led to her ground-breaking work on infants, where she observed the patterns and interplay of factors in early development that related to reaching, crawling and learning to walk. Thelen was also president of the Society for Research in Child Development.

Executive Officer for SRCD. “Her legacy includes the innovative work of her students that not only pursues her theoretical contributions to understand cognitive development but also application to children with developmental disabilities such as Downs Syndrome. Professor Thelen will be deeply missed and we are ever grateful to her for her contributions at so many levels.” ■

“Those of us who worked with her in the governance of SRCD were impressed with her breadth of knowledge and her concern for improving the lives of young children,” stated John Hagen,

4 A psychology professor at Indiana University, where she headed the Infant Motor Development Laboratory, Thelen’s career began with her examination

## 2004 Meritorious Research Service Commendation Recognized at Board of Directors Meeting



From left to right: **Israel I. Lederhendler**, **Anita Miller Sostek**, **Willo Pequegnat**, and **Ronald P. Abeles** received the 2004 Meritorious Research Service Commendation developed by the Board of Scientific Affairs (BSA) to recognize those unsung but outstanding psychologists in the federal govern-

ment who advance the discipline by their programmatic activities—typically by fostering the research of others. This award recognizes the important contributions to the discipline that these psychologists make by identifying funding streams, developing new directions, and fostering research opportuni-

ties. Nominations for the 2005 Meritorious Research Service Commendations are now being solicited and the deadline for submission is **March 1, 2005**. Please see the list of announcements for details.

## SCIENCE BRIEFS

## Aging Under Control?

by Margie E. Lachman



**Margie E. Lachman** is Professor and Chair of Psychology and Director of the Lifespan Developmental Psychology Lab at Brandeis University. She received her PhD in 1981 from the Pennsylvania State University in Human Development. She is a fellow of the American Psychological Association, Division 20 and the Gerontological Society of America. Lachman's research is in the area of lifespan development, with a focus on changes in the sense of control during midlife and old age. In her current work she is examining how control beliefs are related to cognition and health in later life. She also has conducted intervention studies designed to enhance the sense of control over memory and physical exercise. Lachman was a member of the John D. and Catherine T. MacArthur Foundation Research Network on Successful Midlife Development and is currently collaborating on a 10-year longitudinal follow-up of the original MacArthur midlife sample (MIDUS). She was editor of the *Journal of Gerontology: Psychological Sciences* from 2000 to 2003 and edited the *Handbook of Midlife*

*Development* in 2001. In 2003, she received the Distinguished Research Achievement Award from the American Psychological Association, Division on Adult Development and Aging.

*"It is our duty, my young friends, to resist old age; to compensate for its defects by a watchful care; to fight against it as we would fight against disease."*

This powerful statement could be an advertisement for any of the myriad of age-defying products and services currently on the market in the 40 billion dollar a year anti-aging industry (Business Communications Company, 2004). Alas, the words are from 44 B.C. and written by Marcus Tullius Cicero at age 62! In the remainder of the passage, Cicero gave specific advice about how to combat aging:

"to adopt a regimen of health; to practice moderate exercise; and to take just enough food and drink to restore our strength and not to overburden it. Nor, indeed are we to give our attention solely to the body; much greater care is due to the mind and soul; for they, too, like lamps grow dim with time, unless we keep them supplied with oil" (Cicero, trans. 1946, XI. 36).

The message implies there are things we can do to bring the aging body and

mind under control. Although Cicero made these recommendations over 2000 years ago, his prescription for exercise, proper nutrition, and cognitive stimulation remains sound for promoting successful aging (Rowe & Kahn, 1998; Vaillant, 2002). Yet, there is still much to be done to encourage wider adoption of these and other adaptive behaviors. Recent data (National Center for Health Statistics, 2004) show that 40% of adults ages 18 and older do not engage in any leisure time physical activity and 50% of those over the age of 65 are physically inactive. Among adults 20 to 74 years of age, 65% are overweight and 31% are considered obese (National Center for Health Statistics, 2004). And apropos stimulating the mind, a recent national study by the National Endowment for the Arts (Mehegan, 2004) found that fewer than half (47%) of Americans ages 18 or older had read a novel, short story, play or poem in 2002.

There is evidence today that the course of aging is not completely determined by genes. Of course, there has been good progress, including increased longevity and some reduction in disabil-

ity rates (National Center for Health Statistics, 2004). As Cicero believed, modifiable factors including beliefs and behaviors can make a difference. Although there are multiple determinants of lifestyle choices and aging outcomes, the sense of control is one core set of beliefs related to actions and behaviors (Bandura, 1997). Many studies show that those who believe aging-related outcomes are at least somewhat under their control are more likely to engage in adaptive behaviors (e.g., Lachman & Firth, 2004). Certainly, there are circumstances and changes with aging we cannot control, but when faced with such challenges those with a higher sense of control are typically better able to cope with obstacles and losses over the long run.

### Conceptions of Control

Those who have a high sense of control strongly believe there are things they can do to bring about desired outcomes. The focus of our research program is on individual differences in perceptions of control because expectations can influence actions. Depending

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on the research goals, we may use a single item or a unidimensional scale to assess either generalized or domain-specific aspects of control: How much control do you have over (fill in the blank)? In some work, we take a multi-dimensional approach to control (e.g., Bandura, 1997; Lachman & Weaver, 1998b; Skinner, 1996) and examine beliefs about one's ability to bring about an outcome (Is there anything I can do?) and the contingency between one's actions and outcomes (If I do something will it make a difference?).

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In general, Americans have a relatively strong belief that they are in control of outcomes. The New York Times (Leland, 2004) reported the results of a 2002 Pew Center poll of 38,000 people in 44 countries using a typical control belief item: "Success in life is pretty much determined by forces outside our control." In the U.S. about 65% disagreed with the statement, as did 60% in Canada. In other countries, disagreement ranged from 10% (Bangladesh) to 50% (Japan).

We had included a similar item in the control beliefs scale for the John D. and Catherine T. MacArthur Foundation national Survey of Midlife in the U.S. (MIDUS), conducted in 1995 (Brim, Ryff, & Kessler, 2004; Lachman & Firth, 2004). This is a national probability sample of 4242 adults in the U.S., ages 25 to 75. Respondents were asked to agree or disagree with the statement, "What happens in my life is often beyond my control." We found results similar to the Pew Center results, with close to 70% disagreeing with this statement.

### Aging and Control

When we examined age differences in the responses to the MIDUS survey item, we found a lower sense of control for those in later life, which is consistent with other work using multi-item control scales (Lachman & Weaver, 1998a). Almost 80% of the young said they are in control (i.e., disagreed with the statement), whereas it was 71% for the middle aged, and only 62% for the

older adults. These age group differences are not due to group variations in education, income, or health, although control beliefs are also related to socioeconomic status and health (Lachman & Weaver, 1998b).

### Relationship Between Control and Successful Aging

Some believe that the decrements associated with aging are inevitable or irreversible and others believe they are preventable or modifiable. We are interested in examining the differences between those who believe they are in control and those who do not. There is a great deal of evidence that control beliefs are associated with successful aging (Baltes & Baltes, 1990; Rowe & Kahn, 1998). A high sense of control is typically associated with being happy, healthy, wealthy, and wise. In the MIDUS sample, those with a higher sense of control had a more optimistic view of adulthood; they reported that things were going well and expected them to either stay that way or even to get better in the future (see Lachman & Firth, 2004). Complaints about memory are common throughout adulthood (Lachman, 2004), and those who have a higher sense of control are less likely to report memory problems (Pearman & Lachman, 2004).

Although relationships between control beliefs and memory or health are fairly well established (Lachman & Weaver, 1998a), there is little work examining the processes linking control beliefs with outcomes in these domains. We have begun to consider some of the possible mechanisms (Lachman & Andreoletti, 2004). The conceptual framework we use to guide this work assumes that the processes are reciprocal and cyclical in that outcomes and experiences (e.g., memory or health declines) can have an impact on control beliefs, which in turn can affect behavioral or physiological mediators as well as future outcomes (Bandura, 1997; Miller & Lachman, 2000).

### Control, Strategy Use, and Memory

In a study of 335 adults aged 20 to 85, control beliefs were positively related

to effective strategy use and to recall performance on a categorizable list for middle-aged the older adults, but not for young adults (Lachman & Andreoletti, 2004). Moreover, the relationship between control beliefs and recall was mediated by strategy use for the middle-aged and partially mediated for older adults. Those who had a higher sense of control were more likely to use an effective strategy, in this case categorizing the words, and they in turn had better recall.

We have examined anxiety and stress in relation to control beliefs and cognitive performance. Anticipatory anxiety was negatively related to the memory performance of older adults (Andreoletti, Veratti, & Lachman, 2004). Moreover, we found that older adults were more reactive than younger adults on measures of cortisol taken during cognitive testing (Neupert, Miller & Lachman, 2004). We are currently examining the role of stress as another potential mediator of the relationship between control beliefs and memory performance.

### Control, Exercise, and Health

In MIDUS, 92% agreed there are things they can do to keep healthy, but only 27% overall (19% among those over 60) reported regular vigorous exercise (enough to work up a sweat) three or more times a week. Our data (Lachman & Firth, 2004) show that those who have a higher sense of control indeed are more likely to exercise regularly and have better health (e.g., fewer chronic problems and fewer functional limitations).

### Intervention Studies

We have conducted several interventions that all have in common a joint focus on modifying beliefs (e.g., memory control beliefs, fear of falling) and behaviors (e.g., strategy use, physical activity; Lachman, Jette, Tennstedt, Howland, Harris, & Peterson, 1997). Although the changes in beliefs and behaviors are not always linked, the results have been promising. In one study, we administered a home-based resistance training program in conjunction

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with cognitive restructuring of beliefs about the ability to engage in exercise and whether doing exercise would make a difference for health and well-being (Jette, Lachman, Giorgetti, Assmann, Harris, Levenson, Wernick, & Krebs, 1999). We found improvements in strength for older adults, and participation and adherence rates were higher than in previous studies, but control beliefs did not increase significantly more in the treatment group. Nevertheless, those who had higher exercise control beliefs during the intervention increased their resistance level significantly more than those with lower control beliefs and were more likely to be exercising three to six months after the intervention was completed (Neupert, Lachman, Whitbourne, & Jette, 2005).

### Summary

The sense of control is relatively high among Americans, yet a substantial number report low control, especially in later life and for some domains of life. Individual differences in control beliefs are related to well-being, memory, and health, especially for older adults. Adults with a lower sense of control may be more vulnerable to memory and health problems in later life, in part, because they are less likely to use compensatory strategies or adopt preventative behaviors. There is the potential to reduce age differences in cognition and physical functioning by instilling more adaptive beliefs. We need further research to establish clear links between belief changes and the substantial behavioral changes required to help bring aging under control, as Cicero recommended long ago.

### Acknowledgements

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research and Ron Spiro for his helpful comments on this article. ■

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# An Update from the Board of Scientific Affairs

by Sandra Graham, UCLA

The Board of Scientific Affairs (BSA) held its annual fall meeting in Washington, DC November 5-7, 2004. Board members at the meeting included Suzanne Bennett Johnson (Chair), Gwyneth Boodoo, Marilyn Carroll, Sandra Graham, Jo-Ida Hansen, Roberta Klatzky, Hazel Markus, and John Weisz.

In a jam-packed two and a half day meeting, BSA considered a large number of issues. Our BSA agenda book alone was about 200 pages and consisted of close to 40 items that required discussion and action on our part. There were other agenda items that originated from other parts of the Association that needed science review and input. In the sections that follow, I highlight some of the more important issues that we considered.

## Open Access

One very significant issue with likely impact on the entire scientific community was the proposed NIH open access policy. Open access refers to current initiatives to make scientific, technical, and medical literature freely available on the World Wide Web. The impetus for these initiatives include new possibilities afforded by electronic publishing, high speed Internet capabilities, patient advocacy groups who believe that federally funded biomedical research should be made available to the public rapidly and at no cost, and the belief that open access will enhance scientific productivity. Encouraged by Director Elias Zerhouni, NIH has proposed a new policy that would require NIH grantees to provide the agency with copies of their research articles when they are accepted for publication in scientific journals. Six months later the articles would be made available to the public on PubMed Central, the NIH free electronic repository of biomedical research results.

BSA members and Science Directorate staff met with the Publications and Communications Board (P&C) and staff from the Publications Office to

discuss APA's reaction to the proposed open access policy. We raised a number of areas of concern about the proposed policy, including the possibility that its implementation would bring about a significant change in journal publishing, perhaps including moving to an author-pays model for publication. Several people noted that excessive fees would fall on authors who had not built these costs into their grants, and that such publication costs likely would be incurred after a grant had ended.

BSA members were especially uncomfortable with the potential impact of the proposed policy on what research actually gets published, as well as the likelihood that some journals would not survive if the plan was implemented, thus restricting the number of publication outlets available. Many BSA members also expressed concern that ethnic minority scholars (who typically receive fewer NIH grants) might unintentionally be further marginalized in the publication process if publication becomes correlated with funding.

It was also not clear to us whether the goals of the lay public would indeed be well served by an open access policy that made scientific findings available without the benefit of evaluation, interpretation, or discussion of implications for treatment. With BSA and P&C input, APA CEO Norman Anderson, Steven Breckler, Executive Director of the Science Directorate, and Gary Vandebos, APA's Publisher, drafted a letter to NIH stating APA's concerns about open access. The letter also outlined a number of suggestions for how scientific publications might be made accessible to the lay public (e.g., publishing abstracts rather than full articles on line) while preserving the integrity of the current publication process. To read APA's comments to NIH on this issue, please visit <http://www.apa.org/science/psa/nihopenaccess.pdf>.

**National Standards for the Teaching of High School Psychology**  
Addressing the broader constituencies

to which APA appeals, BSA reviewed the APA National Standards for the Teaching of High School Psychology. The standards for teaching high school psychology was first developed by the APA Teachers of Psychology in Secondary Schools (TOPSS), and approved for dissemination in 1999 with the stipulation that they would be reviewed every 3-5 years. BSA supported the current revision of the Standards and looked forward to commenting on the next iteration.

## PSY21: Psychological Science for the 21st Century

Steven Breckler, Executive Director for Science, updated us on the PSY21: Psychological Science for the 21st Century initiative. BSA and the Science Directorate will sponsor a Science Leadership Conference to be held December 2-4, 2005 in Washington, DC. The Conference will serve as a forum for both disseminating information about science policy issues and for developing new program ideas in the service of psychology as a science. BSA wholeheartedly endorsed the Conference and we discussed possible formats as well as mechanisms for assuring broad participation, including representation from students and junior faculty. In addition, we discussed the formation of the Ad Hoc Committee on Research that will be reporting to BSA.

## Other Briefings and Discussions

Despite a full agenda of action items, BSA set aside time to be briefed by staff and to meet with distinguished visitors. APA President-Elect Ronald Levant briefed us on his presidential initiatives, in particular his Task Force on Evidence Based Practice. Another visitor was Craig Calhoun, President of the Social Sciences Research Council (SSRC), who provided an overview of SSRC initiatives and discussed with us some opportunities for collaboration with psychology. We discussed plans for the 2005 APA Convention, recommended new topics for the Advanced Training Institutes (ATIs), and appoint-

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# Awards in the Behavioral Sciences: Think About Nominating Someone

by Suzanne S. Wandersman, Director for Governance Affairs

There are several scientific organizations and federal government agencies that bestow awards for contributions to the behavioral sciences in addition to APA's Distinguished Scientific Contribution Awards. A list of these awards appears below. Behavioral scientists can only receive these honors and awards if they are nominated. If there are any honors and awards that should be added to the list, let us know so we can publish an updated list later this year.

## National Science Foundation and the National Science Board

**National Medal of Science:** This Presidential Award is given to individuals who deserve special recognition for their outstanding contributions in the social and behavioral sciences, biological, engineering, mathematical and physical sciences. Nomination guidelines and information about recipients can be found at: <http://www.nsf.gov/nsb/awards/nms/medal.htm>.

The following psychologists received the National Medal of Science: Neal Miller (1964), H.F. Harlow (1967), B.F. Skinner (1968), Herbert Simon (1986), Anne Anastasi (1987), Roger Sperry (1989), Patrick Suppes (1990), John McCarthy (1990), George A. Miller (1991), Eleanor Gibson (1992), Allen Newell (1992), Roger N. Shepard (1995), and William K. Estes (1997). **Alan T. Waterman Award:** This award recognizes an outstanding young researcher in any field of science or engineering supported by the National Science Foundation. The recipient receives a medal and a grant of \$500,000 over a three-year period for scientific research or advanced study in the social, mathematical, physical, medical, biological, engineering, or other sciences at the institution of the recipient's choice. Nomination guidelines and information about recipients can be found at: <http://www.nsf.gov/nsb/awards/waterman/waterman.htm#information>.

**Public Service Award:** This award

recognizes people and organizations who have increased the public understanding of science or engineering. The award may be given to an individual and to a group (company, corporation, or organization), but not to members of the U.S. government. Nomination guidelines and information about recipients can be found at: <http://www.nsf.gov/nsb/awards/public/public.htm>.

**Vannevar Bush Award:** This annual award recognizes an individual who, through public service activities in science and technology, has made an outstanding contribution toward the welfare of mankind and the nation. Nomination guidelines and information about recipients can be found at: <http://www.nsf.gov/nsb/awards/bush/bush.htm>.

**National Academy of Sciences** ([http://www4.nationalacademies.org/nas/nashome.nsf/\(leftnav\)/Awards\\_Overview?OpenDocument](http://www4.nationalacademies.org/nas/nashome.nsf/(leftnav)/Awards_Overview?OpenDocument)).

**NAS Award for Behavioral Research Relevant to the Prevention of Nuclear War:** Recognizes basic research in any field of cognition or behavioral science that has employed rigorous formal or empirical methods, optimally a combination of these, to advance our understanding of problems or issues relating to the risk of nuclear war. Established by a gift from William and Katherine Estes.

**NAS Award for Scientific Reviewing:** Recognizes authors whose reviews have synthesized extensive and difficult material, rendering a significant service to science and influencing the course of scientific thought.

**Troland Research Award:** Young investigators are recognized for their unusual achievement and further empirical research in psychology regarding the relationships of consciousness and the physical world. Funds are to be used by the recipient to support his or her

research within the broad spectrum of experimental psychology.

**NAS Award in the Neurosciences:** Recognizes the extraordinary contributions towards progress in the fields of neuroscience, including behavioral neuroscience, clinical neuroscience, developmental neuroscience, neuropharmacology, neurophysiology, neuroanatomy, and neurochemistry.

**American Association for the Advancement of Science (AAAS)** (<http://www.aaas.org/aboutaaas/awards>)

**Philip Hauge Abelson Prize:** The prize is awarded to a public servant in recognition of sustained exceptional contributions to advancing science, or to a scientist, whose career has been distinguished both for scientific achievement and for other notable services to the scientific community.

**AAAS Award for International Scientific Cooperation:** Many scientists and engineers contribute time away from the established career paths of research, teaching, and publishing to foster activities and develop programs of an international nature. AAAS recognizes individuals working together in the scientific or engineering community for making an outstanding contribution to furthering international cooperation in science and engineering.

**AAAS Award for Public Understanding of Science & Technology:** Recognizes scientists and engineers who make outstanding contributions to the "popularization of science." The Award is given to scientists, who, while working in their fields, have also contributed substantially to public understanding of science and technology. The types of activities to be considered include books, magazines, and newspaper articles; broadcasting; lecturing; museum presentation and exhibit de-

*continued on page 11...*

# Decade of Behavior Recognizes Recent Award Recipients

by Jessica Bryant, Special Projects Associate

**E**ach year the Decade of Behavior acknowledges outstanding researchers from across the behavioral and social sciences by awarding two unique awards: the Decade of Behavior Research Award and the Decade of Behavior Distinguished Lecture Award. We were extremely pleased by the caliber of researchers that were nominated and are excited to be working with such distinguished scientists. Below is a description of each award and the selected recipients. A complete summary of the research interests and unique accomplishments of each scientist will be listed on our website and can be viewed at [www.decadeofbehavior.org](http://www.decadeofbehavior.org).

The Decade of Behavior Research Award recognizes high caliber research that has had a demonstrated impact on policy or society at large, has contributed to the use of social and behavioral science knowledge in policy settings, or has enhanced public understanding of behavioral or social science principles. Up to five Research Awards are given annually in one of the Decade's major themes areas. The theme for 2005 was Democracy. Each of the award recipients is invited to discuss their research at a Congressional briefing on Capitol Hill. The 2005 Decade of Behavior Research Award recipients are (with some of the selections from the award citations):

## **James Gibson**

Professor of Government, Washington University in St. Louis. Nominated by the American Political Science Association

"Professor Gibson's research provides important insight into how democracy functions in the minds of everyday citizens. By holding the beliefs of liberal democratic philosophers up to empirical examination, the research by Professor Gibson has promoted democracy by showing how individuals, political leaders, and public policies are influenced when freedom is in jeopardy."

## **Judith Torney-Purta**

Professor of Human Development, University of Maryland at College Park  
Nominated by the American Psychological Association

"Torney-Purta has conducted psychological research for nearly forty years on young people's knowledge of democracy and the social and political attitudes necessary to maintain it. Over a ten-year period, with colleagues from over thirty countries in Europe, North and South America, Asia, and Australia, Torney-Purta led a study that is the most rigorous ever conducted of how young people are prepared for their roles as citizens in democracies and societies aspiring to democracy."

## **William Clark**

Professor of Geography and Statistics, University of California, Los Angeles  
Nominated by the Association of American Geographers

"Clark's research has produced an exceptional body of knowledge of desegregation, residential mobility, and urban change that has been influential in both behavioral science settings and in the policy realm through expert testimony in key US court cases. Contributions toward these topics represent advancement in understanding major issues of importance within an ever-changing democratic society. The research on segregation and neighborhood change led to requests for Clark to testify on the nature of residential separation and the role of demographic change in creating separation in the residential fabric."

## **Sharyn O'Halloran and David Epstein**

O'Halloran- Professor of Political Science and International Affairs, Columbia University.  
Epstein-Professor of Political Science, Columbia University. Nominated by the American Political Science Association

"Working from a scholarly background of formal modeling and game theory,

David Epstein and Sharyn O'Halloran have fashioned a research agenda to explore some of the most vexing issues in democratic practice. They have offered us important empirical and theoretical insights, including findings that percentages of blacks in an election district that are needed to assure that African-American candidates get even treatment from voters have been steadily declining."

## **Kathleen Hall Jamieson**

Professor of Communication, University of Pennsylvania  
Nominated by the National Communication Association

"Jamieson's research is not only strong academically, it has had immediate appeal to the wider public. Her many appearances as a commentator on nationally televised coverage of Presidential Debates and elections testify to her ability to translate her scholarship into terms understandable to the public. She is the impetus behind the National Public Radio program Democracy Now series, which is currently playing to large audiences."

The Decade of Behavior Distinguished Lecture Program offers support for major addresses on themes of the Decade of Behavior initiative to showcase research that stretches the boundaries of traditional disciplinary focus and that promotes a cross-disciplinary approach: each year, the program will sponsor addresses at the national/ international conferences of professional scientific societies that have endorsed the initiative. Funding for the Decade of Behavior Distinguished Lecture Program is made possible by a generous grant from the James S. McDonnell Foundation. The 2005 Decade of Behavior Distinguished Lecture Award recipients are:

## **Michael McDonald**

Coordinator of the National Disaster Risk Communication Initiative  
Nominated by the National Communication Association

*continued on next page...*

**...Science Briefs, continued from page 7**

bourne, S. B., & Jette, A. M. (2005). Exercise efficacy and control beliefs predict exercise behavior during and after an exercise intervention. Manuscript in preparation.

Neupert, S. D., Miller, L. M. S., & Lachman, M. E. (2004). Individual differences in physiological reactivity to cognitive stressors: Variations by age and socioeconomic status. Manuscript submitted for publication.

Pearman, A. M., & Lachman, M. E. (2004, July). Cognitive concerns: The role of personality and control beliefs. In C. Hertzog (Chair), Social cognition, beliefs, and aging. Symposium presented at the 112th Meetings of the American Psychological Association, Honolulu, HI.

Rowe, J. W., & Kahn, R. L. (1998). Successful aging. NY: Pantheon Books.

Skinner, E. A. (1996). A guide to constructs of control. *Journal of Personality and Social Psychology*, 71, 549-570.

Vaillant, G. E. (2002). *Aging Well*. Boston: Little Brown and Company.

**...Awards, continued from page 9**

sign; and other public outreach activities, local, national, or international. Only materials produced for general audiences, as opposed to professional or trade associations, will be considered.

**AAAS Mentor Awards:** The Lifetime Mentor Award and the Mentor Award honor individuals who during their careers demonstrate extraordinary leadership to increase the participation of underrepresented groups in science and engineering fields and careers. Both the awards recognize an individual who has mentored and guided significant numbers of students from underrepresented groups to the completion of doctoral studies or who has impacted the climate of a department, college, or institution to significantly increase the diversity of students pursuing and completing doctoral studies.

**AAAS Newcomb Cleveland Prize:** The prize is awarded to the author or authors of an outstanding paper published in the Research Articles, Reports, or Reviews sections of *Science*. Each annual contest starts with the first issue of June and ends with the last issue of

the following May. An eligible paper is one that includes original research data, theory, or synthesis; is a fundamental contribution to basic knowledge or is a technical achievement of far-reaching consequence; and is a first-time publication of the author's own work.

**AAAS Scientific Freedom and Responsibility Award:** The award honors scientists whose exemplary actions have served to foster scientific freedom and responsibility. The award recognizes scientists who have acted to protect the public's health, safety, or welfare; or focused public attention on important potential impacts of science and technology on society by their responsible participation in public policy debates; or established important new precedents in carrying out the social responsibilities or in defending the professional freedom of scientists.

**AAAS Science Journalism Awards:** The awards represent the pinnacle of achievement for professional journalists in the science writing field. The awards recognize outstanding reporting for a general audience and honor individuals for their coverage of the sciences.

**Grawemeyer Awards**

(<http://www.grawemeyer.org>)

The University of Louisville Grawemeyer Award for Psychology highlights outstanding ideas in the science of psychology and makes them available to a wide audience. Submissions may address a wide range of topics in psychology. The University of Louisville Grawemeyer Award for Education is intended to stimulate the dissemination, public scrutiny and implementation of ideas that have potential to bring about significant improvement in educational practice and advances in educational attainment. The award is intended not only to reward the individuals responsible, but also to draw attention to their ideas, proposals or achievements. The award is designed to recognize a specific recent achievement rather than a lifetime of accomplishment. ■

**...BSA, continued from page 8**

ed new members to CPTA, CARE, and the Awards Committee.

Thanks to chair and staff: BSA thanked Suzanne Johnson for her service to BSA as chair during the past two years. Both Suzanne and Gwyneth Boodoo rotated off the Board at the end of 2004. We selected Roberta Klatzky to serve as Chair and Marilyn Carroll to serve as Vice-Chair during 2005. We also thanked the staff of the Science Directorate for the timely and detailed information they provided for the November meeting and throughout the year. In March we will return to the Washington DC area for the spring meeting. ■

**...continued from previous page**

"McDonald has extensive experience in the public health area and more recently has turned his attention to developing communication strategies and programs that promote homeland security. He frequently provides evidence and testimony to Congress and federal agencies on issues of public health and homeland security. His lecture will address specific issues of biodefense, terrorism, public health, and the opportunities and challenges behavioral scientists and communication researchers in particular face in securing funding in these areas of research."

**Stephen Schneider**

Professor of Biological Sciences, Stanford University  
Nominated by the Association of American Geographers

"Schneider's research centers on climatic change; global warming; food/climate and other environmental/science public policy issues; ecological and economic implications of climatic change; integrated assessment of global change; human impacts on climate, advancing public understanding of science; improving formal environmental education in primary and secondary schools; contributing toward international intergovernmental assessment and policy advisory panels on climate change." ■

# January 2005 Announcements

## Applications Now Available for 2005 Advanced Training Institutes

2005 will mark the sixth year of this highly successful program, featuring training seminars on fMRI (where this year's focus will be on clinical applications), structural equation modeling, and using large-scale databases, featuring the NICHD's Study of Early Child Care. Please go to <http://www.apa.org/science/ati.html> for more information, and to apply.

The ATI on large-scale databases will be held from June 7-10 in Chapel Hill, North Carolina. Participants will learn to use longitudinal data from NICHD's Study of Early Child Care (SECC). The SECC data are from 1,364 families, followed since their infants' birth in 1991. The study covers demographic, family, maternal, paternal and caregiver characteristics; child social and emotional outcomes; language development; cognitive skills; school readiness; growth and health measures, and much more. Through a grant from NICHD, training institute costs for transportation, lodging, food and materials will be covered.

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The fMRI course is run by Robert L. Savoy, Director of fMRI Education at Massachusetts General Hospital, and will be held at the hospital's Martinos Center for Biomedical Imaging, just outside of Boston. It will be held from June 19-24. Most expenses are paid for invited applicants, thanks to a grant from NIMH.

The ATI on structural equation modeling in longitudinal research will also be held in June, exact dates to be determined. This course is taught by Jack McArdle at his home institution, the University of Virginia. This training covers a range of topics, including fundamental measurement problems, dealing with incomplete data, and new techniques for dynamic analyses. Course materials will include basic readings on the fundamental theoretical issues in contemporary longitudinal data analysis. These materials will also include all computer scripts (e.g., AMOS, LISREL, Mplus, Mx) used in the practical applications. Participants will be encouraged to bring along their own data and research problems, and time will be set aside daily for individual meetings with members of the faculty.

Two more ATIs are being planned (at the time of this writing, one on conducting online experiments, and another on behavioral genetics) so please check back over the winter to <http://www.apa.org/science/ati.html> for more information and applications.

## APA Summer Research Programs Ready for Applicants!

February 2005 deadlines have been set for the APA Science Directorate's two summer research experiences for undergraduates. The Summer Science Institute (SSI), now in its 10th year, and the Advanced Statistical Training in Psychology (ASTP), new in 2004, will be open for applications beginning December 1, 2004.

Applications for SSI, to be held at Vanderbilt University June 18-26, 2005, will be accepted until February 8, 2005. The SSI is a 9-day intensive program designed to immerse students in the science of psychology. The Institute gives students an opportunity to explore the intellectual, personal, and social processes of scientific inquiry and to experience cutting-edge psychological research through seminars and hands-on laboratory activities. Visit <http://www.apa.org/science/ssi.html> for complete details about the program and online application.

The ASTP will be held at the University of Maryland July 9 – 17, 2005. Applications will be accepted until February 23, 2005. ASTP is an intensive, hands-on seminar in which students learn about psychological statistics and research methods in a dynamic setting that emphasizes the skills it takes to analyze and interpret real data. Much of the statistical instruction will be geared toward the use of computer-assisted statistical packages (SPSS). ASTP will target students from traditionally underrepresented groups in psychology. The definition of underrepresented groups for this program is extremely broad. The seminar will undoubtedly include students who are members of ethnic minority groups, but it will also include first generation college students and students who have had to overcome other kinds of social, physical or economic barriers on the road to academic excellence. Please visit <http://www.apa.org/science/astp.html> for online application and more program information.

## Call for Nominations: Meritorious Research Service Commendation

The APA Board of Scientific Affairs (BSA) is soliciting nominations for the Meritorious Research Service Commendation. This commendation recognizes individuals who have made outstanding contributions to psychological science through their service as employees of the federal government or other organizations. Contributions are defined according to service to the field that directly or indirectly advances opportunities and resources for psychological science. This may include staff at federal or non-federal research funding, regulatory or other agencies. Nominees may be active or retired but ordinarily will have a minimum of 10 years of such service. The individual's personal scholarly achievements (i.e., research, teaching, and writing) are not considered in the selection process independent of their service contributions.

To submit a nomination provide the following:

- A letter of nomination that describes and supports the individual's contributions (e.g., nature of the individual's service to psychological science, positions held, program development activities). The nomination letters should be no more than two pages long.
- A curriculum vita
- Three letters of support from scientists, at least two from outside the nominee's organization

Deadline for submitting nominations is March 1, 2005. Please send nominations to Suzanne Wandersman at [swandersman@apa.org](mailto:swandersman@apa.org). For a list of past recipients, visit: <http://www.apa.org/science/meritorious.html>.

## 2005 Academic Career Workshops

The Science Directorate's Academic Career Workshops have become an integral part of many scientific society meetings. We continue to receive rave review from attendees. The purpose of these workshops is to introduce graduate and postdoctoral students to the nuts and bolts of pursuing an academic career. Topics range from a description of variations in the academic culture across institutions to the pragmatics of the recruiting and hiring process.

See the website (<http://www.apa.org/science/careers.html>) for the 2005 Academic Career Workshop schedule. If you are interested in additional information about the workshops, such as co-hosting or attending one, please contact Deborah McCall by phone at 202-218-3590 or via email: [dmccall@apa.org](mailto:dmccall@apa.org).

## Call for Nominations: Master Lecturers and Distinguished Scientist Lecturers

The American Psychological Association's (APA) Board of Scientific Affairs (BSA) is soliciting nominations for speakers for the 2006 Master Lecture Program and the 2006 Distinguished Scientist Lecture Program. These annual programs spotlight experts in psychological science and are sponsored by the APA's Science Directorate.

Selected speakers receive an honorarium of \$1,000 and reimbursement for travel expenses, up to \$1,000. All nominees should be excellent public speakers. BSA will review all nominations at its 2005 spring meeting and begin to contact potential speakers for these programs. Nominations may be for either the Distinguished Lecture or the Master Lecture program (or both).

The Master Lecture Program, developed by BSA, supports up to five (5) psychological scientists to speak at the APA Annual Convention. A list of previously selected speakers can be found on-line at <http://www.apa.org/science/masterlecturers.html>. BSA has organized the lectures into ten core areas to reflect the broad range of topic areas across psychology. Each year, five of these areas are addressed by Master Lecturers. Speakers for the 2006 Convention, to be held in New Orleans, LA, August 10-13, 2006, will give lectures in each of the following areas:

- developmental psychology
- learning, behavior and action
- methodology

-psychopathology  
 -social and cultural psychology

The Distinguished Scientist Lecture Program, developed by BSA, supports up to three (3) psychological scientists to speak at Regional Psychological Association meetings to be held in 2006. Speakers must be actively engaged in research, with expertise in any area and must be excellent speakers. A list of previously selected speakers and their topics can be found online at <http://www.apa.org/science/distsci-lecturer.html>.

Please send in the name of your nominee(s) via email to [jkelleher@apa.org](mailto:jkelleher@apa.org) or fax (202-336-5953) to Jeanie Kelleher, APA Science Directorate, 750 First Street, N.E., Washington, DC. 20002-4242. Nominations must be received by February 11, 2005.

## **The Joint Committee on Testing Practices Releases Revised Code of Fair Testing Practices in Education**

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The members of the Joint Committee on Testing Practices (JCTP) are pleased to announce the availability of the revised Code of Fair Testing Practices in Education. Originally developed by the JCTP in 1988, the Code was initially designed as a statement of the primary obligations professionals who develop or use educational tests have toward test takers. The revised Code retains many of the features of the original, but has been updated to be consistent with the 1999 Standards for Educational and Psychological Testing.

Formed in 1985, the JCTP is a consortium of professional organizations that have as their common link an involvement in testing and assessment. Founding members of JCTP include, the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education (NCME). Between 1987 and 2000, the JCTP expanded from the original three organizations to seven, adding the American Counseling Association (ACA), the American Speech-Language-Hearing Association (ASHA), the National Association of School Psychologists (NASP), and the National Association of Test Directors (NATD). The APA Science Directorate coordinates and supports the administrative functions of the JCTP.

Copies of the revised Code of Fair Testing Practices in Education can be downloaded from the APA Science Directorate website <http://www.apa.org/science/FinalCode.pdf>. Paper copies of the Code are also available by contacting the APA Science Directorate at (202) 336-6000.

## **Department of Homeland Security Scholars and Fellows Program**

Application materials for the DHS Scholars and Fellows Program will be available beginning January 18 for the 2005 competition at: <http://www.orau.gov/dhsed>. To read more about the program, please visit: <http://www.apa.org/ppo/issues/dhsawards04.html>.

## **APF Requests Proposals for the Raymond A. and Rosalee G. Weiss Innovative Research and Programs Grant**

Up to \$10,000 is available for innovative psychological research and programs from the American Psychological Foundation. Applicants must be doctoral-level psychologists engaged in scientific study or program implementation in psychology. Special consideration will be given to programs that fit with the Foundation's priority issues of violence prevention and the relationship between physical and mental health.

The application deadline is April 15, 2005. For further information, visit <http://www.apa.org/apf/innovative.html>, or contact Shana Hawkins, APF, 750 First Street, NE, Washington DC 20002-4242; 202-336-5843; via email: [foundation@apa.org](mailto:foundation@apa.org).

## Nominations Requested for the Jeffrey S. Tanaka Memorial Dissertation Award

APA's Committee on Ethnic Minority Affairs (CEMA) seeks nominations for the Jeffrey S. Tanaka Memorial Dissertation Award in Psychology, which recognizes work that contributes to a better understanding of the psychological issues and concerns facing communities of color. Tanaka was an Asian-American scholar and psychologist whose work emphasized the importance of culture and ethnicity in the scientific understanding of behavior. He was a fellow of APA's Division 5 (Evaluation, Measurement and Statistics) and a member of Divisions 8 (Society for Personality and Social Psychology) and 45 (Society for the Psychological Study of Ethnic Minority Issues). Tanaka was chair-elect of CEMA at the time of his death in 1992.

CEMA welcomes applications from individuals who filed their dissertations in 2003 or 2004 on research involving one or more of the following areas:

- \* Enhancing the psychological understanding of ethnic-minority issues.
- \* Improving psychological service delivery systems to ethnic minorities.
- \* Developing new concepts or theories relevant to ethnic-minority populations.
- \* Creating methodological paradigms that promote effective research and understanding of the values, beliefs and needs of ethnic-minority communities.

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A CEMA-appointed selection subcommittee will choose the winner through an anonymous review process. Criteria include impact on ethnic-minority populations, completeness and clarity, creativity and effectiveness of the research design. The subcommittee will choose semifinalists from submitted abstracts. Semifinalists must also submit copies of their entire dissertation for the final selection process.

The winner receives a nominal cash award, APA convention registration, a travel award sponsored by the APA Science Directorate to APA's 113th annual convention in Washington, DC, and an invitation to briefly present the dissertation to the membership.

The deadline for submission of abstracts is April 1. Please provide four copies of no more than 1,000 words. The dissertation title should appear on all four abstracts, although only one should identify the author and provide a current mailing address and daytime telephone number. All submissions should be sent to the Office of Ethnic Minority Affairs at the APA address. For additional information, please visit [http://www.apa.org/pi/oema/programs/cema\\_tanaka\\_dissertation\\_award.pdf](http://www.apa.org/pi/oema/programs/cema_tanaka_dissertation_award.pdf).

## 2005 NIH Director's Pioneer Award

The National Institutes of Health announces the 2005 NIH Director's Pioneer Award, a key component of the NIH Roadmap for Medical Research. The award supports scientists of exceptional creativity who propose pioneering approaches to major challenges in biomedical research.

The program is open to scientists at all career levels who are currently engaged in any field of research, interested in exploring biomedically relevant topics, and willing to commit the major portion of their effort to Pioneer Award research. Women, members of groups that are underrepresented in biomedical research, and individuals in the early to middle stages of their careers are especially encouraged to nominate themselves. Awardees must be U.S. citizens, non-citizen nationals, or permanent residents.

In September 2005, NIH expects to make 5 to 10 new Pioneer Awards of up to \$500,000 in direct costs per year for 5 years. The streamlined self-nomination process includes a 3 to 5 page essay, a biographical sketch, a list of current research support, and the names of 3 references. Submit nominations on the Pioneer Award Web site, <http://nihroadmap.nih.gov/pioneer>, between March 1 and April 1, 2005. For more information, visit the Pioneer Award Web site or email your questions to: [pioneer@nih.gov](mailto:pioneer@nih.gov).

## NIH Resources for New Investigators

The NIH Office of Extramural Research (OER) has a website dedicated to new investigators, which provides links to valuable information, including tips on preparing applications. While it is aimed at new investigators, much of these resources

are of interest to even seasoned investigators. See [http://grants.nih.gov/grants/new\\_investigators/index.htm](http://grants.nih.gov/grants/new_investigators/index.htm) for more information.

## NSF's 2005 Human and Social Dynamics (HSD) Competition

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The National Science Foundation (NSF) has released its program solicitation for the 2005 Human and Social Dynamics (HSD) competition. The HSD priority area fosters breakthroughs in understanding the dynamics of human action and development, as well as knowledge about organizational, cultural, and societal adaptation and change. HSD aims to increase our collective ability to (1) anticipate the complex consequences of change; (2) understand the dynamics of human and social behavior at all levels, including that of the human mind; (3) understand the cognitive and social structures that create, define, and result from change; and (4) manage profound or rapid change, and make decisions in the face of changing risks and uncertainty. Accomplishing these goals requires multidisciplinary research teams and comprehensive, interdisciplinary approaches across the sciences, engineering, education, and humanities, as appropriate.

The FY 2005 competition will include three emphasis areas (Agents of Change; Dynamics of Human Behavior; and Decision Making, Risk and Uncertainty). Support will be provided for Full Research projects and for shorter-term Exploratory Research and HSD Research Community Development projects.

Full Proposal Deadline: February 9, 2005  
Exploratory Research Proposals, and HSD Research Community Development Proposals: February 23, 2005  
For the full announcement, visit: <http://www.nsf.gov/pubsys/ods/getpub.cfm?nsf05520>.

## 2005 Members of APA Science Board and Committees

The members of the science governance groups and their meetings dates in 2005 are listed below:

### Board of Scientific Affairs (BSA)

Roberta Klatzky, Chair, Carnegie Mellon University (2003-05)  
Marilyn E. Carroll, Vice Chair, University of Minnesota (2003-2005)  
Ronald T. Brown, Temple University (2005-07)  
Sandra Graham, UCLA (2004-06)  
Jo-Ida C. Hansen, University of Minnesota (2003-05)  
Hazel R. Markus, Stanford University (2004-06)  
Liora P. Schmelkin, Hofstra University (2005-07)

Norman E. Spear, Binghamton University-SUNY (2005-07)  
John Weisz, Harvard University (2004-06)

### Committee on Scientific Awards (COSA)

Gordon D. Logan, Chair, Vanderbilt University (2003-05)  
John F. Disterhoft, Northwestern University (2005-07)  
Susan Mineka, Northwestern University (2004-06)  
Nora Newcombe, Temple University (2004-06)  
Neal W. Schmitt, Michigan State University (2003-05)  
Timothy D. Wilson, University of Virginia (2005-07)

### Committee on Animal Research and Ethics (CARE)

Mark S. Blumberg, Chair, University of Iowa (2003-05)  
Chana K. Akins, University of Kentucky (2004-06)  
Nancy K. Dess, Occidental College (2004-06)  
Steven I. Dworkin, University of North Carolina at Wilmington (2005-07)  
Mary W. Meagher, Texas A&M University (2005-07)  
James K. Rowlett, Harvard Medical School (2003-05)

### Committee on Psychological Tests and Assessment (CPTA)

Deniz S. Ones, Chair, University of Minnesota (2003-05)  
Jeffery Braden, North Carolina State University (2004-06)  
Barbara Byrne, University of Ottawa (2004-06)  
Tom Kubiszyn, University of Houston (2003-05)  
Frederick T.L. Leong, University of Tennessee (2003-05)  
David F. Lohman, University of Iowa (2005-07)  
Samuel O. Ortiz, St. John's University (2005-07)  
Freddy A. Paniagua, University of Texas, Galveston (2005-07)  
Antonio Puente, University of North Carolina (2004-06)

BSA, CPTA, and CARE will meet March 18-20, 2005. In the fall, CPTA and CARE will meet September 30-October 2, 2005 and BSA will meet November 4-6, 2005. COSA is scheduled to have its meeting October 14-15, 2005. ■

**SCIENCE DIRECTORATE STAFF**

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 Merry Bullock, *Associate Executive Director for Science*  
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 Sara Robinson, *Legislative Assistant*  
 Karen Studwell, *Senior Legislative & Federal Affairs Officer*

**APA SCIENCE DIRECTORATE WEBSITE:**

[www.apa.org/science](http://www.apa.org/science)

**Science Directorate Email Address:** [science@apa.org](mailto:science@apa.org)

**PSYCHOLOGICAL SCIENCE AGENDA**

*Psychological Science Agenda* is published monthly by APA's Science Directorate. Dedicated to promoting and serving scientific psychology, *Psychological Science Agenda* provides news about national scientific policy developments, examines policy issues affecting and affected by the behavioral research community, and highlights the advocacy efforts of the Science Directorate on behalf of research and academic psychologists. *Psychological Science Agenda* also features news of APA's governance and program initiatives relating to scientific and academic psychology, and provides valuable, timely information about funding opportunities for research psychologists.

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