

The Psychological Science Agenda



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Navigating the Highway of Psychological Science

by Steve Breckler

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The 2006 Science Leadership Conference (SciLC) focused on *Supporting and Advancing the Careers of Scientists*. Several invited addresses and symposia examined the future of the academy, how we can nurture careers in psychological science, and how to handle threats and obstacles that stand in our way.

The Future of U.S. Science in a Flat World

The keynote address was delivered by Neal Lane, formerly Provost of Rice University (1986-1993), Director of the National Science Foundation (1993-1998), and Director of the White House Office of Science and Technology Policy (1998-2001). Drawing from his years of experience in science policy at the highest levels, Lane shared his thoughts about the future of U.S. science and the academy.

Lane provided some historical context for the forces that shape funding of science in the United States. Drawing from Tom Friedman's observations about a flattening world, Lane suggested that the world of science is also being flattened. He pointed out that there is too little money for science and too few people interested in science careers. Ideology and politics have intruded into science, and public understanding of science is poor.



Neal Lane delivering the keynote address at SciLC.

Lane suggested that the future of science in a flat world demands that more of us become *civic scientists* – leaders who can reach across disciplines and communicate effectively with the public.

Threats and Obstacles

Neal Lane's keynote address was followed by a panel on threats and obstacles to psychological science. The panel was designed to address some common threats and obstacles, with the goal of improving collective understanding and developing a stronger position both to anticipate them and to defend against them.

The first speaker was **Nancy Dess**, a professor of psychology at Occidental College in Los Angeles. Dess has been active in APA for many years, and currently serves as Chair of the

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Committee on Animal Research and Ethics (CARE). She talked about the threats and obstacles that form, unfortunately, an enduring part of the landscape of research with animals.

The second speaker was **Arie Kruglanski**, a professor of psychology at the University of Maryland. Kruglanski co-authored a 2003 *Psychological Bulletin* paper with John Jost, Jack Glaser, and Frank Sulloway. Titled *Political conservatism as motivated social cognition*, the article offered a meta-analysis showing that the core ideology of political conservatism stresses resistance to change and justification of inequality. The article set off a firestorm, particularly from some conservative members of congress. Kruglanski shared his experience with these events and described how it changed his life as a scientist.

The third speaker was **Simon Rosser**, Professor and Director of the HIV/STI Intervention and Prevention Studies (HIPS) Program at the University of Minnesota School of Public Health. In July of 2003, an amendment was offered in the House of Representatives that would have cut off funding from five specific grants already funded by the NIH. What the grants shared in common was a focus on sexual health and behavior. The amendment was narrowly defeated, but it had a profound influence on researchers who work in this area. Rosser was among those whose grant was targeted for rescission. He shared his perspective on the threats and obstacles to conducting research on sexual health.

The final speaker was **David Stonner**, a social psychologist by training and currently Director of Congressional Affairs in the NSF Office of Legislative and Public Affairs. The funding agencies must respond to Congress when questions are raised, and the agencies are in the awkward position of simultaneously defending their investments while asking for more money to invest next year. Stonner talked about the federal agency



From left to right: Arie Kruglanski, Nancy Dess, Simon Rosser, and David Stonner.



The IRB Perspectives panel, from left to right: Philip Rubin, Gregory A. Miller, and Thomas Eissenberg.



Ivor Pritchard delivering an invited address on IRBs and psychology.



Panel session on six different topics relating to the nurturing of careers in psychological science.

perspective when threats emerge, especially from Congress.

Institutional Review Boards

An area of growing concern for researchers who work with human populations is the way in which IRBs execute their responsibilities for the protection of human research participants. Enough concerns have been expressed from the research community that APA is mobilizing its efforts to address them. Along these lines, a SciLC 2006 symposium offered recent perspectives on Institutional Review Boards.

The first speaker was **Philip Rubin**, Chief Executive Officer and Vice President of Haskins Laboratories in New Haven, CT. Rubin provided a review of several recent commentaries on the IRB enterprise, including a recent report of the American Association of University Professors (AAUP), which he co-authored. That report, published earlier this year, suggested that federal regulations governing research with human subjects constitute a threat to academic freedom.

The next speaker was **Gregory A. Miller**, Professor of Psychology at the University of Illinois. Miller was part of a group that published the *Illinois White Paper*, which focused on improving the system for protecting human subjects. The main conclusion of the white paper was that many IRBs show signs of “mission creep” – moving into areas of oversight for which they were not intended.

The third speaker was **Thomas Eissenberg**, Associate Professor of Psychology at Virginia Commonwealth University. Eissenberg is chair of a new APA task force on IRBs, appointed by APA President-elect Sharon Brehm. He discussed the relationship between psychologists and IRBs, suggesting ways in which they can work collaboratively to protect research participants.

This panel was followed by an invited address by **Ivor Pritchard**, a Senior Fellow at the Office for Human

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Research Protections (OHRP). Pritchard suggested that psychologists can bring their own science to bear in understanding IRB decision making. An example he developed linked research on the framing of risk scenarios with the framing of IRB protocols.

Taking Care of Ourselves

The second day of the conference started with a panel session on six different topics relating to the nurturing of careers in psychological science. The panel addressed the following topics:

- ◆ Interdisciplinary Environments
- ◆ Pipeline Issues
- ◆ Mentoring
- ◆ Diversity
- ◆ Work/Life Balance
- ◆ Alternative (Non-academic) Research Careers

Following the panel session, conference participants broke up into six smaller groups, and spent the rest of the morning brainstorming programs and activities that APA could develop in support of these six areas. Among the topics that emerged as highest priority were addressing pipeline issues and public education about psychological science.

Looking Ahead

The final panel focused on perspectives on the future of the academy. Speakers included **Bernadette Gray-Little**, currently Executive Vice Chancellor and Provost at the University of North Carolina Chapel Hill; **Suzanne Bennett Johnson**, Professor and Chair of the Department of Medical Humanities and Social Sciences at the Florida State University School of Medicine; **Ruth Ault**, Chair and Professor of Psychology at Davidson College in North Carolina; and **Timothy McNamara**, Professor of Psychology and Associate Provost for Faculty at Vanderbilt University.

The speakers (all psychologists) shared

their perspectives on the academy, drawing from their years of experience with academic administration. Among the themes that emerged in this discussion was the growth of psychologists working in medical and health-related academic units, how the university research infrastructure is moving toward interdisciplinary research, and the importance of research in undergraduate liberal arts settings.

Not noted above are two important parts of the SciLC covered elsewhere in this issue of PSA – the exceptional poster session featuring 22 of the most promising new investigators in psychological science, and the awards presented to the 2006 recipients of the APA Awards for Distinguished Service to Psychological Science and Meritorious Research Service Commendations. ■

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, 2007. Please send nominations to Suzanne Wandersman at swandersman@apa.org. For a list of past recipients, visit: <http://www.apa.org/science/meritorious.html>

EXECUTIVE DIRECTOR'S COLUMN

STEVEN BRECKLER, Executive Director for Science

The Second APA Science Leadership Conference

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The APA Board of Scientific Affairs (BSA) and the Science Directorate have been working for several years to create an annual conference for science leaders, as a companion to APA's Education- and State- Leadership conferences. The Science Leadership Conference creates a venue for the science community of psychology to gather, to identify and set priorities, and to discuss future trends and opportunities.

As a community of scientists, we face many challenges and we have so much to accomplish. We depend on our professional societies to support us and to provide the infrastructure we need to accomplish our goals. APA has always been there for us as a publisher, as an advocate, and as a place where *all* of psychology can come together. The Science Leadership Conference (SciLC for short) is one more way in which APA supports psychological science and the scientific tradition that we share.

SciLC 2006

The theme of this year's meeting, held earlier this month, was *Supporting and Advancing the Careers of Scientists*. BSA considered a variety of themes on which to focus the second SciLC. Last year's conference was focused outward, organized around the theme of *The Public Face of Psychological Science*. One feature of last year's meeting was the live broadcast of NPR's *Science Friday*, straight from the SciLC, and featuring two panels of psychologists.

This year, BSA made the decision to focus more inwardly, on ourselves as individuals and as a community. Most of the conference was focused on how we can nurture, support, shape, and advance the goals of people who pursue



careers in psychological science. Participants considered threats and obstacles that stand in our way, and they developed recommendations to help APA prioritize its own efforts and programs in support of science and the careers of scientists.

A Different Kind of Meeting

Typically, when scientists meet they focus on science – telling each other about their latest experiments, theoretical insights, and methodological developments. Rarely do we meet to focus on ourselves as a community – learning how to support and facilitate our careers, addressing the need to attract new generations of students, or attending to our own diversity.

The APA Science Leadership Conference fills the void, providing a forum for the community of psychological science. Over time, I am confident that we will become a much stronger and focused community, with a shared sense of our priorities, and a collective will to achieve them. One important goal is to mobilize the psychological science community to better utilize the resources of APA.

Who Gets Invited?

People often ask who gets invited, and

how they themselves can get invited to the next SciLC. For now, the conference is relatively small (about 120 participants). This is mainly because of hard constraints on the budget and the limits of what APA staff can do. Over time, the size of the meeting will hopefully grow.

In selecting participants each year, BSA developed several important principles. First, a high priority for BSA is to include scientists who are not necessarily active in APA governance. As a result, participation is not limited solely to those who currently serve or have served on the APA Council of Representatives, the APA Boards and Committees, or APA Division Executive Committees. It is important that those groups have good representation, but they are not the only groups who need to be represented.

Second, because of the constraints on conference size, participation is rotated over many years. This year's conference participants included about half who had attended the first year, and about half who attended for the first time. The same sampling will occur next year. Over time, this strategy will allow the participation of a very broad and diverse sampling of the science community.

Third, it is very important to BSA to include a good representation of early-career scientists. Most members of the APA Science Student Council (SSC) attend. This year, a large group of early-career scientists was included and a special poster session and reception was organized to help make their work known. This part of the SciLC is described elsewhere in this issue of *Psychological Science Agenda*.

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SciLC Poster Session:

by Stephanie Johnson

The Second Annual Science Leadership conference held a poster presentation that highlighted the research of 22 early career research psychologists in the field of psychological science.

Each of the poster presentations was fantastic and provided a synopsis of the exciting research that is being conducted by these early career research psychologists. Various areas within psychological science were represented including bio-behavioral health, information technology and learning, developmental psychology, and organizational behavior.

This particular poster session was unique in that each poster presentation provided informative and accessible information through the use of text, graphics and interactive demonstrations. For example, Bruce Walker was able to demonstrate his System for Wearable Audio Navigation that enables people with vision impairments to move through their environment. Marina Bers was able to exhibit how Virtual Communities of Learning and Care Technologies promote positive youth development. These are just two examples of the outstanding research projects that were presented during the poster session.

The poster session was well attended by various individuals including science reporters, governmental agency representatives, as well as other researchers. Overall, this was a wonderful event and a shining example of the Science Leadership Conference mission "Supporting and Advancing the Careers of Scientists."

SciLC Poster Presenters:

Elva M. Arredondo
San Diego State University
Promoting Healthy Eating and Physical Activity in the Home: Does Parenting Style Really Matter?

Tamara A. Baker
University of South Florida
Race Group Differences in Adults Presenting for Chronic Pain Management: The Influence of Health and Psychosocial Factors

Marina U. Bers
Tufts University
Virtual Communities of Learning and Care: Technologies to Promote Positive Youth Development

Aaron P. Blaisdell
University of California, Los Angeles
Causal Reasoning in Rats

Michael Edwards
The Ohio State University
Moving Beyond Summed Scores

Angela Fagerlin
University of Michigan
Making Numbers Matter: Testing Methods to Communicate Medical Risks to Patients

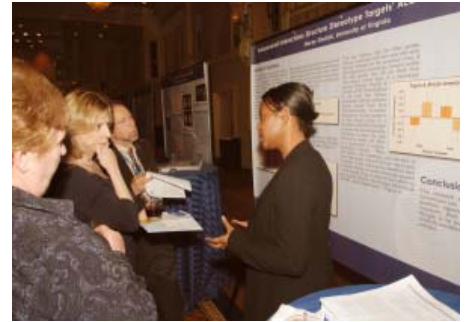
Shelly L. Gable
University of California, Los Angeles
He Said, She Said: How Motives Influence Attention in Close Relationships

Mary de Groot
Ohio University
Rates of Depression and Treatment Among Rural Appalachians with Type 2 Diabetes

Hector M. González
Wayne State University
Disparities in Antidepressant Use Among Community-Dwelling Black and White Americans

David E. Huber
University of California, San Diego
Separating Events in Time: The 'How' and 'Why' of Repetition Blindness

Stanley Huey
University of Southern California
Culture-Adapted One-Session Treatment for Specific Phobias with Asian Americans



Stacey Sinclair provides a synopsis of her research on stereotyping to SciLC participants.



Bruce Walker demonstrates his research that enables those with vision impairments to enjoy an aquarium visit.

Laura M. Justice
University of Virginia
Impact of a Comprehensive Language Curriculum on At-Risk Preschoolers' Language Skills

Carl W. Lejuez
University of Maryland, College Park
Development of Behavioral Measures for Assessing Vulnerability to Engagement in Risk Behavior among Adolescents

Marguerita Lightfoot
University of California, Los Angeles
Using Technology to Change Sexual Risk Behaviors

Wendy J. Lynch
University of Virginia
Influence of Sex and Ovarian Hormones on "Binge" Cocaine Self-Administration

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Secretaries Chertoff and Rice Tap Roxane Cohen Silver for New Advisory Committee

by Geoff Mumford

6 Although APA Fellow Roxane Cohen Silver first came to my attention in 2002 when we were searching for an NSF-funded researcher to present at our annual Coalition for National Science Funding Exhibition, her stress and coping research was already well-known in the psychological science community. But Silver was soon to take her identity as a social psychologist to another level by accepting an appointment to one of four Senior Homeland Security advisory committees to the parent Homeland Security Advisory Council (HSAC).

Sworn in by then-Secretary Tom Ridge on December 8, 2003, Silver has served on the Academe and Policy Research Senior Advisory Committee (APRSAC) for three years as the go-to person for anything remotely resembling psychological or behavioral science. However, she's apparently gained a remarkable reputation as a team player because in addition to her service on the APRSAC, she has been recruited to serve on several Department of Homeland Security (DHS) Advisory Council Task Forces, including the "Weapons of Mass Effect Prevention Task Force," the "Common Culture Task Force," and the "Future of Terrorism Task Force." The work of the latter two groups continues, and reports of their activities are expected to be delivered on January 11, 2007. The report from the first task force is available on the DHS website at http://www.dhs.gov/xlibrary/assets/hsac_wme-report_20050110.pdf.

Silver's work on these Task Forces has placed her in close contact with several high-level appointees from previous administrations including, James Schlesinger (former CIA Director and Defense and Energy Secretary), former Congressman Lee Hamilton (D-IN) (Co-Chair of the 9/11 Commission and Iraq Study Group), and William

Webster (former FBI and CIA Director), all of whom have served alongside her in one or another of these groups. Schlesinger was in fact so enamored with Silver's approach on the Weapons of Mass Effect Task Force that he admonished the technocrats on the Task Force to remember the "Silver Doctrine" - that there would be a human delivery system in any Weapon of Mass Effect being brought into the US.

Silver's role continues to expand with her recent appointment through the Departments of Homeland Security and State to serve on the Secure Borders and Open Doors Advisory Committee (SBODAC). The SBODAC, which held its inaugural meeting during the first week of December, is yet another Committee under the HSAC umbrella. As the name of the Committee implies, the group's focus will be to advise on a so-called Joint Vision of the two departments - that of securing the borders, while at the same time welcoming visitors to the United States. When Secretary Rice was called away to deal with the rollout of the Iraq Study Group's Report, Secretary Chertoff attended the meeting to swear-in the Advisory Committee and to provide a summary of Joint Vision initiatives to date. That summary was amplified by DHS and State Department staff who chose to highlight some technical details related to creating Model Ports of Entry, electronically encoded passports, visa processing, and a planned switch to a 10-finger finger-scan procedure.

Like Silver, several other members of the Committee hold academic appointments, notably Jared Cohon, SBODAC Co-Chair and President of Carnegie Mellon University. One on-going concern that both Silver and Cohon have addressed as members of the APRSAC is the decrease in the foreign graduate student applicant pool



Roxane Cohen Silver

nationally, and the fact that fewer foreign students have come to study in the United States post 9/11 than before the attacks. In previous meetings, Cohon, along with institutions represented by the American Association of Universities, provided data demonstrating the scope of the problem. Silver was well aware of the problem too. As a former Director of her department's graduate program, she knew first hand of the challenges successful applicants were having getting visas to study in the US. Reflecting on the meeting, Silver said "The fact that there are so many academicians on this new committee suggests the recognition that universities are important stakeholders in the battle to keep our borders open, yet secure." Short-term visits are not necessarily any easier. "Several people have also expressed concern about the fact that foreign scientists who try to enter the US for brief periods - for example, to attend a professional meeting - have been finding the visa process onerous, and therefore many international meetings have selected non-US venues." Silver continued, "These are some of the issues that my new committee will undoubtedly address, as well as considering how to change potential visitors' perceptions to be more in line with reality as the visa process becomes less difficult."

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Will you be the Psi Chi Member who goes to Washington?

In summer 2006, the APA Science Directorate and Psi Chi began a new collaboration – the placement of an undergraduate Psi Chi member as an intern in the Science Directorate office.

Our first summer experience was a good one for the Science Directorate, Psi Chi, and, of course, the intern – Clare Mitchell of The College of Wooster.

Recruitment for the second year of this internship has begun – applications are due to Psi Chi on **January 15, 2007**. Psi Chi committee members and Science Directorate staff will make a hiring decision by March 1, so you have plenty of time to arrange your summer plans! Please visit <http://www.psichi.org/pdf/apagrant.pdf> for the application form and instructions.

Why should you encourage your undergraduate students to apply for this internship? It is a great opportunity for

an undergraduate student to get a taste for how a national science organization deals with issues like IRBs, research funding, testing and assessment, and animal research concerns. He or she will have opportunities to attend policy hearings, help with interesting summer programs (some geared specifically for undergraduates), assist in the development of publications, and cultivate a terrific set of contacts.

The compensation is right up the alley of most undergraduates – a reasonable salary (about \$3,500 for the summer) from APA plus a grant from Psi Chi of \$2,000 for travel and living expenses.

Reasonably-priced college dormitory space is typically available for summer interns in Washington, especially if arranged in advance. This makes it possible for students from outside the Washington area to apply for this internship...so click on the link shown above, and apply today!

Please note that this internship opportunity is just one of the many grants and awards available from Psi Chi. Some are meant for undergraduate students and others are just for graduate students. Please visit <http://www.psichi.org/awards/> for more information. ■

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An optimistic interpretation of Silver's recent appointment would be to suggest it's a testament to the importance DHS is placing on the integration of psychological science in everything it does. That may be an accurate read, but another important committee, the Homeland Security Science and Technology Advisory Committee (HSSTAC), was allowed to expire in November 2005 and was only recently reauthorized by Congress as part of a port security bill. While it appears that new leadership and a recent reorganization of the DHS Science and Technology Directorate bodes well for psychological science, Science Policy Staff spearheaded a recent effort urging the new Under Secretary to reconstitute the HSSTAC as soon as possible (<http://www.apa.org/ppo/206HSSTAC-Cohen.pdf>).

And while the motivation was not entirely altruistic (psychological science had been ably represented by APA Fellow Baruch Fischhoff on the original iteration of the committee and the easiest route for reconstitution would be to re-appoint members who had already received security clearances), it is our hope that Under Secretary Cohen, who received high marks for his leadership at the Office of Naval Research, will yield to the congressional mandate quickly. ■

APA Invites Applications for 2007-2008 Science Policy Fellowship

APA's Science Directorate invites psychologists to apply in January for its annual Science Policy Fellowship program. One Fellow will spend the 2007-2008 academic year working as a special assistant in an executive branch science agency, with specific, individualized placement based on the Fellow's expertise and interests. Past APA Science Policy Fellows have worked in the White House Office of Science and Technology Policy, the Office of Behavioral and Social Sciences Research and the National Institute of Child Health and Human Development at the National Institutes of Health, the Department of Defense, the Central Intelligence Agency, and the National Science Foundation.

The overall goals of the program are to provide psychological scientists an invaluable learning experience in research administration and policy, while contributing to more effective use of psychological knowledge within federal science mission agencies. The prospective Fellow must demonstrate competence in scientific psychology and show strong interest in applying psychological knowledge to national science policy issues. Complete application instructions and materials are available on the Science Public Policy Office website (<http://www.apa.org/ppo/fellows/scifellow.html>) and Heather Kelly may be contacted at (202) 336-5932 or hkelly@apa.org for more information about the Fellowship.

Meet the 2006 APA Dissertation Research Award Recipients!

by Nicolle Singer

Since 1988, the APA Science Directorate has distributed dissertation research support to graduate students. This year, thirty-nine students received a total of \$50,000. Please visit www.apa.org/science/dissinfo.html for more information about this funding opportunity for advanced graduate students.

The 2006 recipients include:

Sarah E. Holstein, Oregon Health & Science University

“Role of the GABAergic System in Acute Sensitivity to Alcohol”
\$5,000 award



Sarah E. Holstein

In order to contribute to the understanding of the genetic and neurobiological bases of addiction, Sarah examines initial sensitivity to alcohol. “Acute sensitivity to the behavioral stimulant effects of alcohol is a genetically heritable trait that may have predictive value for the development of alcoholism.” Therefore, her research “focuses on the neurobiological mechanisms underlying acute alcohol sensitivity, particularly how GABAergic systems, and their interaction with the mesolimbic dopamine system, may be involved in mediating this effect.” Sarah is investigating this by using microdialysis to measure the effects of a pharmacological manipulation of the GABA receptors on mesolimbic dopamine.

Because increased sensitivity to the acute stimulant effects of alcohol has predictive value for the development of alcoholism in humans, the neurobiological mechanisms of this relationship are investigated in alcohol. The results of this research will

contribution of GABAergic systems to the mediation of acute stimulant sensitivity to alcohol.

This \$5,000 award will relieve much of the financial constraint associated with the in vivo microdialysis necessary for this experiment. Sarah reports that “I am honored to receive this award from the American Psychological Association, and grateful for this financial support of my dissertation research.”

Anne C. McLaughlin, Georgia Institute of Technology

“A Controlled Resource Approach to Understanding the Effects of Feedback on Learning”
\$3,750 award



Anne C. McLaughlin

Anne’s research centers on a framework that she has developed to explain the interaction between individual ability, task demands, and the type of feedback received. The working memory capacity of older and younger adults will be assessed in this dissertation research to investigate the amount of feedback support needed to best promote learning. Anne reports that “the literature on training is extensive, but there is no consensus for how to choose the appropriate feedback that supports learning. Too much, too little, or the wrong type of feedback can actually harm learning, but without an underlying theory of effective feedback we do not understand why this is the case.” This study will therefore “test whether effective feedback can be predicted by the cognitive needs and limits of the learner.”

The results will inform best instructional practices for students with different working memory capabilities.

Levels of performance feedback and cognitive task load will be experimentally manipulated in order to measure the effects of feedback support for each working memory capacity group.

This \$3,750 award will offset the costs of participant recruitment and compensation for this two-session longitudinal study.

Carmela M. Reichel, University of Nebraska-Lincoln

“Competition between Conditioned Cocaine and Novelty Reward”
\$3,750 award



Carmela M. Reichel

Carmela conducts research with the long-term goal of potentially enhancing drug abuse treatment programs. In order to investigate the effectiveness of novel stimuli as substitutes for drug reward in human abusers, she is focusing on the competition that can occur between conditioned cocaine and novelty rewards in a pre-clinical model. For instance, access to novelty (i.e., new environments and experiences) is rewarding to humans and animals. So, might access to novelty be an alternative reward that has the ability to compete with cocaine reward? And if this is the case, might novel stimuli be similarly rewarding for human drug users?

The preliminary experiments in this line of dissertation research answer the former question – yes – and “show that access to a novel object can create an alternative learning history.” This learning then “impacts choice behaviors

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directed by the conditioned rewarding effects of cocaine.” For the next step, Carmela will investigate “the strength of novelty reward, by assessing whether higher and presumably more rewarding doses of cocaine are sensitive to novelty’s impact.” For the final step in this dissertation, she plans to “determine whether novelty reward competes during an abstinence period, and whether novelty reward retains its ability to compete after a long period of time.”

This \$3,750 award will ease the financial burden associated with the experimental costs of this research.

Leh Woon Mok, University of Minnesota, Twin Cities

“Development of a New Behavioral and fMRI Paradigm to Study Retrospective vs. Prospective Processing in Delayed Conditional Discrimination”

\$2,500 award



Lee Woon Mok

Leh Woon conducts cognitive neuroscience research examining the effect of anticipated consequences on people’s choices. She explains that life is filled with choices, and every choice has a consequence that helps shape our behaviors. Prior research has shown that “when correct choices are learned through delivery of cue-unique outcomes, learning is faster and more accurate than when a common outcome is delivered.” This is called the differential outcomes effect (DOE). Leh Woon reports that “my dissertation focused on developing a new behavioral and fMRI paradigm to examine the neuroanatomical substrates for the prospective memory process that contributes to the DOE.”

Memory was activated during a brief delay between the cue and the choice, during which time “correct choices can be mediated by *retrospective* information about the cue, and *prospective* information about the correct choice stimulus and/or expected trial

outcome.” This methodology was intended to help reveal which brain areas are more engaged during the DOE, which could help provide insights into the activation of memory networks in different learning conditions.

The \$2,500 award will provide participant compensation for the pilot studies and main experiments, and will relieve much of the financial constraint associated with the purchase of equipment and software.

The recipients of \$1,000 Dissertation Research Awards, in alphabetical order, include:

Robin L. Aupperle, University of Kansas & KU Medical Center

A Double-Blind, Placebo-Controlled fMRI Study Examining the Effects of Acute D-Cycloserine Administration on Brain Activations and Cognitive Functioning in Spider Phobia

Ashley S. Bangert, University of Michigan

Mechanisms of Timing Across Tasks and Temporal Intervals

Geoffrey L. Brown, University of Illinois at Urbana-Champaign

Father Involvement, Fathering Quality, and Father-Child Attachment in the First Three Years

Lisa M. Christian, Ohio State University

Stress, Depression, and Inflammatory Immune Response During Pregnancy

Kahni Clements, Indiana University, Bloomington

Marital Conflict and Depression Within the Context of Couples’ Ongoing Interpersonal Interactions and Daily Stressors

Tali Ditman, Tufts University

Neural Indices of Discourse Comprehension

Abbey S. Eisenhower, University of California, Los Angeles

Improving Student-Teacher Relationships for Children with

Externalizing Behavior Problems during the Transition to Kindergarten

Coreen A. Farris, Indiana University, Bloomington

Misperception of Women’s Sexual Interest Cues: Influence of Alcohol Intoxication and Sexual Coercion History

Alison W. Fries, University of Wisconsin-Madison

Effects of Early Neglect on Associative Reward Learning in Children

Sarah J. Hart, University of North Carolina at Chapel Hill

Effects of Distraction on Active Maintenance in Healthy Controls and Individuals with Schizophrenia

Christian S. Hendershot, University of Washington

Alcohol Use in Asian Americans: Integrating Genetic and Psychosocial Factors

Kerry E. Jordan, Duke University

The Multisensory Nature of Nonverbal Number Representations

Jeffrey D. Karpicke, Washington University in St. Louis

Students’ Use of Self-Testing as a Strategy to Enhance Learning

Scott Barry Kaufman, Yale University

Individual Differences in Implicit Learning and its Relationship to Intelligence, Learning, Personality, and Creativity: A Structural Equation Modeling Approach

Han-Joo Lee, The University of Texas at Austin

Attentional Biases in Social Anxiety: An Investigation Using the Inattentional Blindness Paradigm

Suma Mallavarapu, Georgia Institute of Technology

Object Permanence in Apes, Monkeys, and Prosimians at Zoo Atlanta

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APA Science Student Council Early Researcher Award Winners Announced

by Jane Barrow

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The APA Science Student Council (APASSC) established the Early Researcher Award in 2004, and has since given them annually to student researchers who have demonstrated outstanding research ability early in their graduate careers. While the APASSC ordinarily grants two \$1000 awards—one for basic science and one for applied science—the pool of applicants was so impressive this year that four awards were given—two for basic science, and two for applied science. Information on the four recipients follows.

Evan Apfelbaum, a third-year doctoral student at Tufts University, received one of the Early Researcher Awards for Applied Science for his paper entitled



Evan Apfelbaum

Strategic Colorblindness: Normative Influence and Self-Regulation in Interracial Interaction. His research is focused on how white people modulate their social interaction when discussing race to appear unbiased, often by avoiding the topic of race altogether, and how such methods can actually backfire to make them appear even more biased. As Apfelbaum points out, this phenomenon has the unfortunate effect of making those who are most concerned about appearing unbiased seem to be extremely biased. When asked about how it felt to receive this award, Apfelbaum responded that “there is a lot of excellent research going on the field right now, so it’s truly an honor to be recognized for my work.” Since diversity is a key aspect of his research, he plans to utilize the funds to facilitate recruitment of a diverse participant pool for future research.

Eyitayo Onifade, a third-year doctoral student at Michigan State University, received the second Early Researcher Award for Applied Science for his paper entitled *Risk Assessment: Identifying Patterns of Risk in Young Offenders with the YLS/CMI.* His research focuses on community responses to juvenile crime and community efforts to improve current policies within the justice system regarding juvenile crime. Onifade notes that the etiology of delinquency is extremely complicated in nature, and that the justice system does not take these complicating factors into account when producing policies to regulate delinquency. While his short term goals include entering academia, Onifade states that his dream is to “expand the capacity of Historically Black Colleges and Universities to conduct policy-oriented community [and] psychological research that is empowering to the marginalized groups they often serve.” In the mean time, he plans to use the funds to off-set the costs of several conferences he will be attending this spring.



Eyitayo Onifade

Alexis Stranahan, a fourth-year doctoral student at Princeton University, received one of the Early Researcher Awards for Basic Science for her paper entitled *Social Isolation Delays the Positive Effects of Running on Adult Neurogenesis.* Her research focuses on neurogenesis in the hippocampus – the part of the brain that produces new neurons throughout life. Life experiences, such as stress and exercise, can affect the rate at which neurons are



Alexis Stranahan

produced; Stranahan tested for an interaction between these two types of experience, finding that the stress of living alone limited the positive effects that exercise has on neurogenesis. Stranahan explains that she developed an early interest in “classical behavioral learning theories [and] after taking some additional courses in neuroscience, decided to go to graduate school to learn more about the interface between the brain and behavior.” She is very excited to have received recognition of her work at the pre-dissertation level.

Nicholas Turk-Browne, a third-year doctoral student at Yale University, received the second Early Researcher Award for Basic Science



Nicholas Turk-Browne

for his paper entitled *The Automaticity of Visual Statistical Learning.* His research explores the implicit processes of cognition to gain a better understanding of their operation and purpose. One powerful example of these processes is visual statistical learning, where humans compute the relationship between objects in space and time then store this detailed information in memory without consciously thinking about it, a phenomenon that his winning paper described in-depth. “One of the most exciting aspects of my field of study is that it is relatively new,” says Turk-Browne. “There are many questions to be asked and answers to be discovered. My research will continue to explore the cognitive and neural mechanisms involved in implicit learning and memory, and how, having acquired implicit knowledge, future behavior is affected. This line of research will hopefully contribute to a better understanding of the human mind.” ■

Past Participants' Perspectives on the APA Advanced Training Institutes

by Nicolle Singer

Should you consider applying for one of the Science Directorate's Advanced Training Institutes? Check out the comments from those who have attended in the past...

The ATI on **Large-Scale Datasets** using the National Institute on Child Health and Human Development's Study of Early Child Care (SECC) received rave reviews. Angela Griffin, of the University of Texas at Austin, comments that "the course exceeded my expectations. Presenters just did a wonderful job! They were immensely helpful and thorough in answering questions."

Additionally, Jennifer Marsh of Children's National Medical Center (CNMC) and George Washington University School of Medicine & Health Sciences reports that "the training was terrific and it got me really excited about working with the data." She enthusiastically recommends the ATI to other researchers who are interested in learning about the datasets, secondary data analysis, and

funding sources for use of the data. Jennifer reports that since the ATI training, she and a pediatrician colleague have convened a cross-disciplinary working group of 9-10 researchers at CNMC who will collaborate on use of the SECC data.

Similarly, Jennifer Thomas of Yale University commented that the ATI on **Non-Linear Methods** "was interesting and comprehensive. I liked how it took place in a computer lab and we could do structured practice exercises every day. The instructors tried to meet us at our level and make analogies between non-linear and linear stats (material we were familiar with). This was an excellent ATI."

Attendees at last year's ATI on **Structural Equation Modeling** also reported getting a lot out of the experience. Barbara Byrne of the University of Ottawa commented that "This was absolutely the best workshop I have ever attended!" and "I very much liked the way the practical lab session were woven into the lectures."

Likewise, Amy Marshall of Pennsylvania State University reports that "Overall, it was fantastic. The progression to more complicated models was very smooth. Once I learned the basics, it was very comprehensible."

The ATI in **Web-Based Research** was equally well-received, with Julia Omarzu of Loras College commenting that it provided "a good mix of basic information through more complicated applications. It was nice to have instructors flexible enough to tailor the sessions to different interests and skill levels."

Check out the ATI website <http://www.apa.org/science/ati.html> to apply for one of these exciting programs. Applications will be accepted until seats are filled for some programs, while others have strict application deadlines and procedures. Details can be found on the web. ■

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Colleen A. McClung

UT Southwestern Medical Center,
Dallas, TX
The Molecular Mechanisms of Mood Disorders and Drug Addiction: Role of the Circadian Clock

Christian A. Meissner

University of Texas at El Paso
"They Really Are Different!": Basic & Applied Aspects of the Cross-Race Effect in Memory for Faces

Frederick P. Morgeson

Michigan State University
The Paradox of Self-Managing Teams: Understanding the Role of Team Leadership

Bunmi O. Olatunji

Vanderbilt University
Clinical and Social Implications of Disgust

Stacey Sinclair

University of Virginia
Interpersonal Interactions Structure Stereotype Targets' Academic Expectancies

Edelyn Verona

University of Illinois Urbana-Champaign
Emotion and Biosocial Processes in Aggression and Antisocial Behavior

Bruce N. Walker

Georgia Institute of Technology
Sonification and Auditory Graphs: Research and Applications ■

Call for Nominations *Neal Miller Distinguished Lecture*

The American Psychological Association's (APA) Board of Scientific Affairs (BSA) is soliciting nominations for speakers for the 2008 Neal Miller Distinguished Lecture that is scheduled during the APA Convention in Boston, MA, August 14-17, 2008. This annual presentation spotlights experts in neuroscience and animal research. The selected speaker receives reimbursement for his/her travel expenses, up to \$1,000. BSA will select the speaker at its 2007 spring meeting.

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BSA is pleased to be able to dedicate time during the APA convention to neuroscience and animal research. The board honored the eminent neuroscientist Neal Miller by naming the lecture after him. Past speakers include: Neal Miller, Nancy Wexler, Larry Squire, Joseph LeDoux, Martha McClintock, Robert Adar, Linda Bartoshuk, Steven Maier, Elizabeth Gould, Edward Taub, J. Bruce Overmier, Lynn Nadel, and Bruce McEwen.

Please send a vita for your nominee by e-mail or fax to Suzanne Wandersman, APA Science Directorate, 750 First Street, N.E., Washington, DC. 20002-4242 (e-mail swandersman@apa.org; fax 202-336-5953). **Nominations must be received by February 12, 2007.**

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Jennifer Knapp Manuel, University of New Mexico

Treating the Concerned Family Members of Alcohol and Drug Users: A Randomized Study

Lisa A. Molix, University of Missouri - Columbia

The Generalization of Positive Intergroup Attitudes: Reducing Intergroup Anxiety

Lisa R. Narvaez, The University of Texas at Austin

Class of Individual Differences Produce Context Sensitivity Differences

Kristina R. Olson, Harvard University

Children's Preference for the Lucky

Ilke Oztekin, New York University

Behavioral and Neural Markers of Individual Differences in Working Memory Capacity

Jeanine M. Parisi, University of Illinois at Urbana-Champaign

Determinants and Effects of Engagement in Adulthood

Paul Poteat, University of Illinois at Urbana-Champaign

The Social Context of Prejudice: Identifying Peer Group Effects on Individual Attitudes

Reuben N. Robbins, Fordham University

Cultural and Neuropsychological Predictors of Medication Adherence among HIV+ Hispanic Adults

Anthony C. Ruocco, Drexel University

Neural Correlates of Emotional and Interpersonal Processes in Borderline Personality

Jenessa R. Shapiro, Arizona State University

Stereotype Threat to Stereotype Threats: Testing a Multi-Threat Framework

Olga Shcheslavskaya, University of Wisconsin-Madison

Effects of Hardiness on Cardiovascular and Hypothalamic-Pituitary-Adrenal Reactivity to Stress

Emily Skow, University of Arizona

A Look at Learning in Repeated Search: Memory for Bound Entities

Zachary C. Walsh, Rosalind Franklin University

Psychopathy, Ethnicity, SES and Violence: A Further Examination

Lisa Johnson Wright, Arizona State University

Adaptation to Early Knee Osteoarthritis: The Role of Risk, Resilience, and Disease Status Variables ■

Culture of Service Awards Presented to Newcombe, Balster, Davidson College and the University of Minnesota

by Suzanne Wandersman

Two psychologists and two academic institutions were honored with Culture of Service Awards during the December 2006 Science Leadership Conference. One award category honors psychological departments and the other individuals. The APA Board of Scientific Affairs (BSA) selected the recipients for the two awards. The Departmental Award for Culture of Service in the Psychological Sciences is new and was given for the first time this year to the Department of Psychology at Davidson College and to the Department of Psychology at the University of Minnesota.

Departmental Awards

The Departmental Award for Culture of Service in the Psychological Sciences recognizes departments that demonstrate a commitment to service in the psychological sciences. Departments are recognized for a pattern of support for service from faculty at all levels, including service to the discipline that is rewarded in faculty tenure and promotion. Departments also are recognized for demonstrating that service to the profession is an integral part of training and mentoring.

The **Department of Psychology at Davidson College** was honored for an awe-inspiring record of service to the discipline of psychology. The Psychology Department has nine faculty members and they are all committed to participating on discipline-related association boards, editing journals, reviewing grant and research proposals, assisting with the Institutional Review Board and Animal Care and Use Committee, mentoring students and colleagues, promoting the value of psychology to the public, and advocating for the relevance of psychology to public policy issues. The

faculty in the psychology department nurtures a warmth and spirit of giving. Students rate their professors as Davidson College is a dedicated group of scholars who give back to their professional organizations and who effectively model service to their colleagues and generations of undergraduates.

Located in Charlotte, North Carolina, Davidson College was founded in 1837 by Presbyterians with the goal of providing rigorous undergraduate education in a versatile liberal arts environment. The Department of Psychology was officially established in 1948 and its mission statement is divided into two parts: to provide students with an excellent education in psychology, and to provide a climate for faculty to contribute to their field and to grow professionally. Faculty members make important service contributions to the College, the students, the broader community, and to the psychology profession.

The **Department of Psychology at the University of Minnesota** was selected for the second departmental award, for an impressive and inspiring record of service to the discipline of psychology, to its professional and scientific organizations, to its research and scholarly infrastructure, and to the larger society. The Department's commitment to a culture of service is explicit in its constitution, in its promotion and tenure policies, and in the annual reviews of faculty performance. All faculty members have membership in two or more professional associations with many serving as elected officials in those organizations and/or serving on committees and task forces. Many faculty have dedicated about 40% of

their time to journal editorial service, including editorships, associate editorships, and reviews. Faculty service at the national and international level includes government advisory panels and grant review committees. Members of the Department are proud to have received 29 awards from a variety of organizations for outstanding teaching and mentoring. It is extraordinary that 39 core faculty members have made over 1,000 different service contributions, for an average of 37 per faculty member. The Department of Psychology at the University of Minnesota has a strong and vigorous culture of service and the products of this culture have made major contributions to the discipline.

The Department of Psychology at the University of Minnesota was established in 1919 with the goal of creating a program that would produce a superior "Minnesota psychologist" recognizable by anyone familiar with the field of psychology. Today, the department's goals are to provide strong undergraduate and graduate programs, and to encourage research that will advance the field of psychology and contribute to society. The large department of 42 full-time faculty are committed to a culture of service and seek opportunities to contribute to the profession.

Individual Awards

The Awards for Distinguished Service to Psychological Science were presented to **Nora Newcombe** and **Robert Balster**. These awards recognize individuals who have made outstanding contributions to psychological science through their commitment to a culture of service. These two individuals have certainly

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demonstrated their service to the discipline by aiding in association governance; serving on boards, committees, and various psychological associations; editing journals; reviewing grant proposals; mentoring students and colleagues; advocating for psychological science with state and federal lawmakers; and promoting the value of psychological science in the public eye.

Nora Newcombe was selected for her record of extraordinary service and leadership in psychological science. Her influence and leadership in the fields of psychology and developmental and cognitive science are significant. She has held important leadership positions in professional organizations. She has served on grant review committees and government advisory panels. Newcombe has made contributions in the area of journal editing, allowing her to forge collaborative relationships. She has been a visionary leader and advocate for the role of psychological science in society by helping to inform public policy debate through scientific data.

She has testified eloquently before Congress on a number of occasions, with far-reaching effects. She epitomizes the scholar—teacher—service model, she is admired and respected by her colleagues, and stands out in her service to psychology.

Newcombe is currently a Professor in the Department of Psychology at Temple University where she is also the James H. Glackin Distinguished Faculty Fellow. Her research focuses on memory in early childhood, the development of spatial cognition, individual differences in spatial ability, educational applications of these interests and of cognitive research more generally. Newcombe has served as Editor of the *Journal of Experimental Psychology: General* (1996-2001). She was Associate Editor of *Psychological Bulletin* (1990-94) and continues to serve as Consulting Editor for numerous journals including: *Journal of*

Experimental Child Psychology, *Psychological Bulletin*, *Journal of Cognition and Development*, *Psychological Science*, and *Perspectives on Psychological Science*. She currently serves as a reviewer on the Developmental and Learning Sciences Advisory Panel at the National Science Foundation (NSF), and has participated in numerous other review panels at the National Institutes of Health (NIH) and NSF throughout her career. Newcombe has been active in a variety of societies. She served as President of Division 7 (Developmental) and Chair of the APA Council of Editors. She is a member of the Governing Board of the Psychonomic Society, a committee member of the Women in Cognitive Science group, and an active member of Section J (psychology) at the American Association for the Advancement of Science (AAAS).

Bob Balster was selected for his extraordinary service to the psychological sciences. His service to psychology and psychopharmacology throughout his academic career has been broad and significant. Balster has held key leadership positions in professional psychological and psychopharmacological organizations, including the APA. He has served on numerous governmental advisory panels and grant review committees, and serves as editor and on editorial boards of several psychopharmacological journals. Balster has also served the field through his teaching and mentoring of students, many of whom have gone on to become national leaders in the field. These and other service activities to the psychological sciences, his kind demeanor, and his ability to listen to others have gained him the widespread respect and appreciation that he richly deserves by those in his field.

Bob Balster is currently Luther A. Butler Professor of Pharmacology and Toxicology and Director of the Institute for Drug and Alcohol Studies at Virginia Commonwealth University (VCU). His research focuses on neurobehavioral pharmacology and substance abuse. He is actively

involved in the area of drug abuse policy, having testified before Congress and the Virginia General Assembly. He also has served as the Public Policy Officer for the College on Problems of Drug Dependence (CPDD) to help ensure the development of science-based treatment and prevention. He is currently Editor-in-Chief of *Drug and Alcohol Dependence* and serves on the editorial boards of *Behavioral Pharmacology* and *Experimental and Clinical Psychopharmacology*. His positions of leadership include President of the College on Problems of Drug Dependence (CPDD), Chair of the FDA Drug Abuse Advisory Committee, and Chair of the APA Board of Scientific Affairs. He is a member of the Robert Wood Johnson Research Network on the Etiology of Tobacco Dependence. He is an active member of APA, the American College of Neuropsychopharmacology, the American Society for Pharmacology and Experimental Therapeutics, and the Society for the Stimulus Properties of Drugs, as well as a member of eight other scientific societies. Nominations for the 2007 awards will be accepted beginning in the spring. For additional information, please see: http://www.apa.org/science/serv_award.html. ■

Applications Available for Undergraduate Summer Science Programs

The Science Directorate is now accepting applications for its two premier summer undergraduate research programs — the thirteenth Summer Science Institute (SSI) and the fourth Advanced Statistical Training in Psychology (ASTP).

The Summer Science Institute will be held at the **University of California, San Diego**, June 22 - July 1, 2007, with applications accepted until **February 16, 2007**. At SSI, 32 exceptional undergraduate students will be immersed in the science of psychology. During the intensive session, students will explore the intellectual, personal, and social nature of research in psychology through stimulating group seminars and laboratory experiences. SSI will stress the importance of the scientific method in psychology. Students will have the opportunity to learn from distinguished faculty at one of the nation's top graduate programs in psychology. Among the areas that may be explored are: biological psychopathology, clinical science and psychopathology research, cognitive and biological psychology, counseling psychology, differential psychology/behavior genetics, industrial/organizational psychology, personality research, psychometric/quantitative methods, school psychology, and social psychology. We'll also cover some important practical topics, including deciding on graduate study and careers in scientific psychology. Please visit www.apa.org/science/ssi.html for complete details about the program and the online application.

Here's what one student said about the SSI experience: "There is something to be gained by everyone at SSI. I even learned about fields in Psychology that I was not aware existed. It was very intellectually exciting to be surrounded by peers and faculty who had very similar interests and ambitions to the ones I have. SSI is a very well structured program and I would highly recommend it to any undergraduate who is interested in pursuing-or even considering—a career in Psychology."

Applications for ASTP, to be held at the **American Psychological Association** July 14 - 22, 2007, will be accepted until **March 2, 2007**. This program is designed to give rising seniors, who plan to pursue advanced degrees in psychological science, the opportunity to learn about statistics and research methods in a dynamic setting that emphasizes hands-on computer skills. ASTP targets students from traditionally underrepresented groups in psychology. The definition of underrepresented groups for this program is broad and includes members of ethnic minority groups, 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 www.apa.org/science/astp.html for the online application and more program information.

Here is a comment from a recent ASTP participant: "Not only did I learn some of the fundamental skills I will need in grad school, it was also a great networking experience."

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Looking Forward

Although SciLC attendance may be small, its impact will be large. The work products of the first conference have already had a big influence on Science Directorate programs, and they have created new science-based efforts throughout APA governance. The second conference produced more ideas, and reinforced important priorities that will be developed over the next year.

In this issue of the *Psychological Science Agenda*, we provide brief coverage of the conference. Look for additional details to be posted on the [Science Directorate website](#), and covered in a future issue of the [APA Monitor](#). ■

Science Student Council: Call for Nominations 2007

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The Science Directorate requests your help in making nominations to the APA Science Student Council (APASSC). Formed in 1993, the APASSC is a diverse group of science-oriented psychology graduate students who serve as an advisory group to the APA Science Directorate. The Council represents the interests of science-oriented students by providing valuable advice to the Directorate on how it can best serve the science student population. The Council has been actively involved in a number of projects, including awarding prizes for graduate-level research, organizing student programs for the APA Convention and making recommendations on the Directorate's student programs. The Council reports to the Board of Scientific Affairs and works cooperatively with the American Psychological Association of Graduate Students.

The Directorate is seeking nominations of second or third year graduate students, or first year graduate students with a master's degree in psychology, to serve a two-year term for the 2007 and 2008 calendar years, during which time they must be actively engaged in their programs. Council members are required to attend two weekend meetings per year during the term in Washington, DC, at APA's expense. The first meeting of this term will take place March 23-25, 2007. In addition, council members are expected to remain available during an unofficial third (non-meeting) year to advise new incoming members.

Four (4) positions are currently available on the Council, one position in each of the following areas of research:

- Biopsychology
Sample areas of interest: Neurobiological Mechanisms Underlying Behavior
- Cognitive Science
Sample areas of interest: Sensation/perception, Action, Memory, Learning
- Developmental Psychology
Sample areas of interest: Infancy, Gerontology, Emerging Adulthood, Lifespan Development
- Industrial/Organizational Research
Sample areas of interest: Industrial, Organizational, Occupational Health

All nominations must be received by Friday, February 2, 2007, and must include the following materials:

1. A letter of recommendation (not to exceed 500 words) from the student's advisor, co-signed by the Department Chair, endorsing the nomination.
2. An essay written by the student about why s/he wants to be on the Council and how s/he could contribute as a Council member (not to exceed 500 words).
3. A description written by the student about his/her research in psychology that demonstrates commitment to psychological science (not to exceed 500 words).
4. An abbreviated curriculum vitae (not to exceed two pages).

Please direct questions and nominations to the APA Science Directorate, 750 First Street, NE, Washington, DC 20002-4242; email: scistudent@apa.org; tel.: 202-336-6000.

New members will be selected by February 16, 2007.

For more information on the APASSC and the Council's current projects, please visit the website, <http://www.apa.org/science/apasscweb.html>.

NIH Says Electronic Grant Submission Works for MacIntosh and Windows Users

On February 5, 2007, all who apply for NIH's individual project grants (R01s) will be required to apply electronically. NIH already requires electronic submission for most other funding mechanisms. Curious about how MacIntosh users are faring with the electronic submission process, we checked with NIH to see how the process is going. Although scientists have largely welcomed the shift to electronic grant submission, those who use MacIntosh computers have been concerned by news reports that the grants submission software is less compatible with Mac than with Windows' operating system. Megan Columbus, the point person for NIH's transition to electronic grant submission in NIH's Office of Extramural Research, answered the APA Science Policy Office's questions about the transition.

(APA) There have been press reports that the electronic grant submission system is not yet fully operational for MacIntosh users. Can you give an update on the status of the system?

(NIH) The Grants.gov and eRA Commons systems for accepting and processing grant applications are fully operational. NIH has received a total of over 18,000 electronic applications to date. This number includes submissions from both PC and MacIntosh computers.

The issue that has been discussed in the press is the IBM Workplace Forms (PureEdge) Viewer software that is required for applicants who use Grants.gov's forms-based solution. This software allows an applicant to open, manipulate and submit application packages. The original version of the viewer worked only with windows-based machines or on Macs using PC emulation, so NIH partnered with Grants.gov to provide free access to an

NIH-hosted Citrix service that allows Mac users to manipulate the forms. This Citrix service has allowed many Mac users to use the Pure Edge software. The Citrix server has had many thousands of hits, so we know the solution is being used by the community.

IBM is developing Mac-compatible PureEdge viewer software. We have been tracking this progress eagerly. An early release version is available on the Grants.gov website. The viewer, in its current state, has significant limitations but we have been told that a new version that addresses many of those limitations is expected soon.

The Pure Edge Form Viewer is a short term solution. Grants.gov is moving to an Adobe forms solution that will be completely platform independent this spring. We expect NIH funding opportunities to transition from using Pure Edge application forms to Adobe forms in the summer/early fall of 2007.

(APA) What has been NIH's experience so far with applications via MacIntosh for the NIH funding mechanisms that have already moved to electronic submission?

(NIH) Neither NIH nor Grants.gov have a way to tell what type of computer submits the application. The data that is transmitted to NIH via Grants.gov is the same regardless of platform. Although we understand that Mac users would prefer not to have to emulate a PC to manipulate the form, the temporary Citrix solution seems to be working. Grants.gov has received few calls for assistance and we can track that the server is being used.

(APA) What can Mac users do to help get ready for the February 5 electronic grant submission deadline?

(NIH) I would encourage all applicants to become familiar with the new

process. See http://era.nih.gov/ElectronicReceipt/files/PI_Advice.pdf for tips for investigators or <http://era.nih.gov/ElectronicReceipt/> for much more detailed information on electronic submission and the new application forms.

Mac users should know that the research plan and any other text documents, which comprise the majority of the application, are prepared using any word processing software. The applicant then converts the text documents to PDF format for attaching to the application. Only after the text documents have been developed does an applicant need to use the form viewer software to attach the PDF documents and complete the actual form fields.

(APA) Does NIH have a contingency plan if there are Mac users who try and fail to navigate electronic submission successfully?

(NIH) NIH has contingency plans in place for any user who experiences problems with Grants.gov or NIH systems to ensure we do not penalize them for Grants.gov or eRA Commons system issues. If Mac users have problems with the form viewer using the Citrix server, they should contact the Grants.gov customer care center for assistance. If this problem threatens to jeopardize on-time submission of their grant application they should immediately contact the [eRA Commons Help Desk](#) to report the issue. As soon as the eRA help desk staff confirms a system issue, they will document the issue and continue to work with the applicant until the problem is resolved. *(APA) Has NIH estimated the percentage of its grantees who work on MacIntosh computers?*

(NIH) We estimate roughly 30%. ■

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 2008 Master Lecture Program and the 2008 Distinguished Scientist Lecture Program. These annual programs spotlight experts in psychological science and are sponsored by the APA's Science Directorate.

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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 2007 spring meeting and begin to contact potential speakers for these programs. Nominations may be for either the Distinguished Lecture Program 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 that reflect the field. Each year, five of these areas are addressed by Master Lecturers. Speakers for the 2008 Convention, to be held in Boston, MA, August 14-17, 2008, will be chosen to have expertise 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 2008. Speakers must be actively engaged in research, with expertise in any area. A list of previously selected speakers and their topics can be found on-line at <http://www.apa.org/science/distsci-lecturer.html>.

Please send in the name of your nominee(s) by e-mail or fax to Suzanne Wandersman, APA Science Directorate, 750 First Street, N.E., Washington, DC. 20002-4242 (e-mail swandersman@apa.org; fax 202-336-5953). Nominations must be received by February 12, 2007.

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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.

Psychological Science Agenda is distributed free to 30,000 psychologists, members of Congress and their staffs, key officials in federal agencies that fund behavioral research and use its findings, institutional libraries, and science writers in the national media.

To obtain a subscription to *Psychological Science Agenda*, contact the Science Directorate at: American Psychological Association, Science Directorate, 750 First Street, NE, Washington, DC 20002-4242.

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