

Social Psychology

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Winter 2019

No. 1

Remarks from the Chair

Let me begin by stating the obvious: it's an honor to be serving as chair of the social psychology section. And I

really appreciate all the help Matthew Hunt (our past chair) and Jody Clay-Warner (our section's secretary-treasurer) have given me as I have learned the ropes. Matt was incredibly patient with my many questions last Fall, and



Brent Simpson

has provided a great model for how to chair the section. And Jody continues to be a critical source of institutional knowledge. Since taking over as chair, I have needed to ask her several (maybe too many) questions that I arguably should have been able to answer myself. Yesterday, for the first time, her email reply to one such request began "You remembered correctly!" This felt really nice.

In addition to Matt and Jody, I would like to thank all those people who agreed to serve on section committees. Unless last August, I was blissfully unaware of just how many committee positions the chair of our section must fill each year. And I'm extremely grateful that almost every single person I asked to serve agreed to do so. If, instead, I had needed to approach multiple section members for each position, I would have spent much of the Autumn of 2018 in tears. Fortunately, it seems, we are a section of altruists.

Speaking of altruists, I would finally like to thank our new newsletter and website editors, Jon Overton and Nicholas Heiserman, for taking over these roles from Jennifer McLeer in August. In addition to the [website](#) and

this newsletter, they are responsible for organizing the email updates that you receive from me each month. If you see them in NYC, give them a pat on the back. Or better yet, send them interesting ideas and material for the summer newsletter.

They have put together a great newsletter which includes, among other things, more detailed information on award calls for the ASA and the section (p. 5-6), a voices of experience Q&A with Jane McLeod (p. 7-9), information on our Cooley-Mead award winner (p. 10), a column from our Professional Development Committee (p. 11), and a report on SPQ (p. 12). Enjoy!

I'd like to conclude by noting that our section is in very good shape. As many of you may remember, we ended the year with our membership being just below the critical threshold of 600. But thanks to your efforts, a last-minute push got us up to 608 members, making us eligible for an additional paper session at this year's ASA meetings. This year, in addition to our roundtables (co-sponsored with the Emotions section), our Cooley-Mead address is from William Corsaro, Ashley Harrell is

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CHAIR

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organizing two open section sessions, David Pedulla is organizing a session on discrimination, and Karen Hegtvedt is organizing a session related to this year's conference theme entitled *Engaging Social Psychology in the Pursuit of Social Justice*. It is important to remember that our section day falls on the final day of ASA. So plan ahead and don't blow it out early in the conference; otherwise, you risk finding yourself unable to fully enjoy all this great section stuff.

Wishing you a great start to the spring semester. -Brent

Call for Newsletter Contributions

Future issues of the newsletter depend on contributions from members. We welcome submissions of articles suggestions for Voice of Experience profiles, announcements of new books, calls for papers, conference announcements and reviews and other material that would be of interest to section members. Please send items for the Summer 2019 issue to Jon Overton at jovert01@kent.edu or Nick Heiserman at heisermn@email.sc.edu.

Greetings from the Newsletter Editors

Hello everyone!

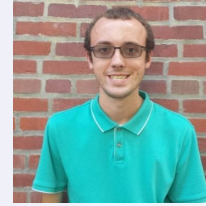
We are the Social Psychology Section newsletter editors, Jon Overton (Kent State University) and Nick Heiserman (University of South Carolina). We are pleased to bring you the newest issue of the ASA Section on Social Psychology newsletter.

Jon is a PhD student at Kent State University studying status processes in social psychology and organizations, especially how status can be gained or lost through social ties. Nick is a PhD candidate at the University of South Carolina studying how status processes and meritocratic ideology reinforce social inequality.

We have enjoyed meeting many of you at conferences, and we hope to get to know many more section members through this newsletter. In assembling the newsletter, we're grateful to have received news and other submissions from the many kind and generous social psychologists, and we have enjoyed doing our part for the section!

Thank you to everyone who sent us items to post in this issue. Keep them coming! Please get in touch if you have anything you'd like to share with the section (you may email Jon at jovert01@kent.edu or Nick at heisermn@email.sc.edu).

Thank you Jane McLeod for taking time out of your busy schedule to share your story with the section in the Voices of Experience segment (p. 7-9)



Jon Overton



Nick Heiserman

We also want to give a shout-out to the Professional and External Affairs Committee — Deborah Carr, Lynn Smith-Lovin, Lisa Troyer, and Lesley Watson — for writing up some advice for junior faculty on the tenure process (p. 11). They already have a column about non-academic jobs ready to go for the upcoming summer newsletter! Thank you everyone for your engagement and hard work!

You can find a series of section award calls on page 5. Please nominate your colleagues or yourself for the Outstanding Recent Contribution in Social Psychology Award. Please also encourage your students to apply for the Graduate Student Paper Award and/or the Graduate Student Investigator Award.

Last but not least, we would like to thank the previous newsletter editor, Jennifer McLeer, for all her work overseeing the newsletter, and for helping us get involved early and showing us the ropes.

We hope you will find this newsletter an informative and engaging way of keeping up with developments and goings-on in our discipline!

Cheers!

- Jon and Nick

NSF Grant Solicitation Notices

[Harnessing the Data Revolution \(Ideas Lab\).](#)

- Preliminary proposal deadline 1/28/2019.

[Mid-scale Research Infrastructure: 1](#)

- (\$6 - < \$20 million).
- Preliminary proposal deadline 2/19/2019.

[Future of Work at the Human-Technology Frontier.](#)

- Full proposal deadline 3/6/2019.

[Mid-scale Research Infrastructure: 2](#)

- (\$20 - \$70 million).
- Letter of intent deadline 2/8/2019.

Call for Papers

Organization Science Special Issue on “Experiments in Organizational Theory”

Submission Window: August 1–September 15, 2019

Special Issue Editors: Oliver Schilke, Sheen S. Levine, Olenka Kacperczyk, and Lynne G. Zucker

We aim to expand organizational theorists’ methodological repertoire with experiments, whether in the laboratory or the field, alone or in combination with other methods. Among their many benefits, experiments excel in identifying causality. They’ve been advocated since the inception of the field, and even more so in recent years. This Special Issue answers this call.

Read the full Call for Papers [here](#).

William T. Grant Scholars Program

The William T. Grant Foundation is very pleased to let you know that we have just released the 2019 Scholars Program Application Guide. You may access the application guide [here](#). **The online application opens on April 30, and the deadline to submit an application is July 2, 2019, 3:00 PM EST.**

The William T. Grant Scholars Program supports career development for promising early-career researchers. The program funds five-year research and mentoring plans that significantly expand researchers’ expertise in new disciplines, methods, and content areas. Applicants should have a track record of conducting high-quality research and an interest in pursuing a significant shift in their trajectories as researchers. This award includes a mentoring component, as well as a supportive academic community.

The online application opens on April 30, and the deadline to submit an application is July 2, 2019, 3:00 PM EST.

Who We Are

The Social Psychology Section of the ASA works to keep the spirit of social psychology alive in sociology. We are over 600 scholars whose interests include self-conceptions and identity, social cognition, the shaping of emotions by culture and social structure, the creation of meaning and the negotiation of social order in everyday life, small group dynamics, and the psychological consequences of inequality.

While we also identify with other areas of sociological research, we all bring to our research and teaching a special interest in the individual as both a social product and a social force. Our common desire is to understand the many connections between individuals and the groups to which they belong.

We invite all sociologists who are interested in social psychology, or who take a social-psychological approach to some other area of research, to join the Social Psychology Section and to get involved in Section activities.

SASP-SPSSI Deadline Extension

The 2019 SASP-SPSSI Group Meeting is extending its deadline for abstract submissions for poster presentations, blitz presentations, standard length and long presentations. The new deadline is Sunday, January 27, 2019.

You can find full details and submit an abstract [here](#).

Diverse Intelligences Summer Institute

June 30 — July 20, 2019

Applications to open soon!

We believe that pushing back the frontiers of intelligence requires pulling down the barriers between traditional disciplines. It requires the constitution of a new “community of practice” focused on diverse intelligences, in which promising young scholars are connected across disciplinary lines. The Diverse Intelligences Summer Institute will build a community of early career scholars dedicated to actively breaking down transdisciplinary boundaries and asking Big Questions about the origin, nature, and future of intelligences.

We believe that breakthroughs in our thinking about mind, cognition, and intelligence require new stories. Our community of practice must also include storytellers who provoke us to consider intelligences of radically different form or character—and contemplate the implications these intelligences may have for the past and future of humanity. These stories will both spark the public imagination and ignite bold new research directions.

[Click here to learn more](#)

2019 Summer Institute in Political Psychology

Stanford University, August 4—August 24, 2019

Applications are being accepted now for the 23rd Annual Summer Institute in Political Psychology, to be held at Stanford University August 4-24, 2019. The Summer Institute offers 3 weeks of intensive training in political psychology. Political psychology is an exciting and thriving field that explores the origins of political behavior and the causes of political events, with a special focus on the psychological mechanisms at work. Research findings in political psychology advance basic theories of politics and are an important basis for political decision-making in practice.

SIPP was founded in 1991 at Ohio State University, and Stanford has hosted SIPP since 2005, with support from Stanford University. Hundreds of participants have attended SIPP during these years.

The 2019 SIPP curriculum is designed to (1) provide broad exposure to theories, empirical findings, and research traditions; (2) illustrate successful cross-disciplinary research and integration; (3) enhance methodological pluralism; and (4) strengthen networks among scholars from around the world.

SIPP activities will include lectures by world class faculty, discussion groups, research/interest group meetings, group projects, and an array of social activities.

Some of the topics covered in past SIPP programs include public attitudes and attitude change, race relations, conflict and dispute resolution, voting and elections, international conflict, decision-making, moral disengagement and violence, social networks, activism and social protest, political socialization, justice, and many more.

In 2019, SIPP will accept up to 60 participants, including graduate students, faculty, professionals, and advanced undergraduates. Please visit our [website](#) for more information and to find the application to attend. Applicants are accepted on a rolling basis until all slots are filled, so applying soon maximizes chances of acceptance. Any questions should be directed to: 2019SIPP@gmail.com.

NOMINATE

your work or a
colleague's work for
the....

**Outstanding
Recent
Contribution in
Social
Psychology
Award**

DEADLINE:

February 1, 2019

ACCEPTING:

Articles or chapters
published

Jan. 1 2016—Dec. 31, 2018

[Learn More Here!](#)

ATTENTION:**GRADUATE STUDENTS**

Need funding for your research?

**APPLY for the Graduate Student
Investigator Award **\$1,000 Prize****

DEADLINE:

March 15, 2019

[Learn More Here!](#)

**WHILE YOU'RE AT IT, YOU
SHOULD ALSO...**

**SUBMIT your papers for the
Graduate Student Paper Award
\$500 Prize**

DEADLINE:

March 1, 2019

[Learn More Here!](#)

Academy of Europe Inducts Section Member

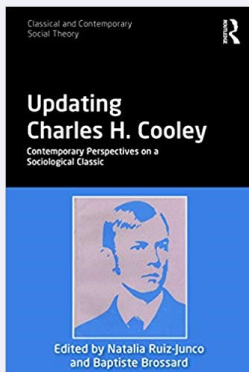
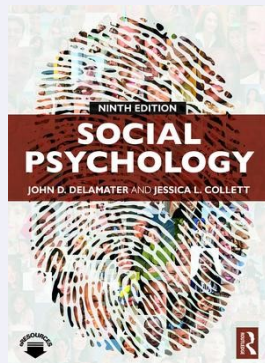
Kazimierz M. Slomczynski, director of the Cross-National Studies: Interdisciplinary Research and Training Program (CONSIRT), a joint program of Ohio State's College of Arts and Sciences and the Social Sciences Division of the Polish Academy of Sciences, has been inducted as a member of the Academia Europaea (known also as Academy of Europe, AE). This is an organization of eminent scholars whose aim is to promote transdisciplinary research and advice governments and international organizations in scientific matters. Professor Slomczynski's interests include social structure and personality, comparative research on social inequality, and methodology of survey-data gathering and analysis.

New Books by Section Members

John DeLamater, and Jessica Collett. 2019. *Social Psychology*. 9th Ed.

This fully revised and updated edition of *Social Psychology* is an engaging exploration of the question, "what makes us who we are?" presented in a new, streamlined fashion. Grounded in the latest research, *Social Psychology* explains the methods by which social psychologists investigate human behavior in a social context and the theoretical perspectives that ground the discipline.

Each chapter is designed to be a self-contained unit for ease of use in any classroom. This edition features new boxes providing research updates and "test yourself" opportunities, a focus on critical thinking skills, and an increased emphasis on diverse populations and their experiences.



Ruiz-Junco, N., and Brossard, B. 2018. *Updating Charles H. Cooley: Contemporary Perspectives on a Sociological Classic*.

This book explores the contemporary relevance of Charles H. Cooley's thought, bringing together scholars from the US, Europe and Australia to reflect on Cooley's theory and legacy. Offering an up-to-date analysis of Cooley's reception in the history of the social sciences, an examination of epistemological and methodological advances on his work, critical assessments and novel articulations of his major ideas, and a consideration of new directions in scholarship that draws on Cooley's thought, *Updating Charles H. Cooley* will appeal to sociologists with interests in social theory, interactionism, the history of sociology, social psychology, and the sociology of emotions.

Calls for ASA Award Nominations

Please consider nominating a colleague for these awards:

[Cox-Johnson-Frazier Award](#)

[Dissertation Award](#)

[Distinguished Career Award for the Practice of Sociology](#)

[Distinguished Contributions to Teaching Award](#)

[Distinguished Scholarly Book Award](#)

[Excellence in the Reporting of Social Issues Award](#)

[Jessie Bernard Award](#)

[Public Understanding of Sociology Award](#)

[W.E.B. Du Bois Career of Distinguished Scholarship Award](#)

See all the award nomination calls [here](#).



Section Member Moves to New Institution

Congratulations to Jessica Collett on her move to University of California, Los Angeles. Best of luck, Jessica!



Featuring Jane McLeod, Indiana University

Jane McLeod is Provost Professor and Chair of Sociology at Indiana University, where she has served on the faculty since 1998. She holds undergraduate and graduate degrees in statistics, public health, and sociology from the University of Michigan. Her influential research most recently received awards in 2014 for Distinguished Contributions, including the James R. Greenley Award for from the Society for the Study of Social Problems and the Leonard I. Pearlin Award from the ASA Section on the Sociology of Mental Health.

Jane has also been a leader at both Indiana University and in the discipline. At her institution, she spent the early and mid 2000s leading research and training centers, later transitioning into higher-level administration before returning to chair the Department of Sociology in 2016. In the discipline, she has long served as associate or deputy editor of several journals including the Journal of Health and Social Behavior, Social Forces, Social Psychology Quarterly, and Society & Mental Health.

What life experiences have contributed to your interest in social psychology in general and/or your specific research areas?

I grew up in a wealthy suburb of Detroit during the race riots of 1967. From an early age, I was aware that my daily life differed significantly from the lives of people who lived just a few miles away. Social relations in my high school also followed a strict social hierarchy. I occupied a position high on the academic hierarchy but low on the social hierarchy, which gave me a unique perspective on the bases of inequality. Was I able to articulate this at the time? Probably not. But I was keenly attuned to exclusionary processes.

My interest in inequality took more specific form in graduate school, when I took courses with Jim House on social structure and personality research, and with Ron Kessler on medical sociology. It made sense to me to think of inequality as embedded and enacted in organizations, small groups, and interpersonal interactions, perhaps in part because I could interpret my own life experiences through that lens.

Can you tell us about where you spent the early part of your sociological career (first as a student and then as faculty)?

My undergraduate degree is in statistics, a major I chose because it seemed practical. For reasons I cannot recall, I applied to graduate school in public health and anticipated a career in health care administration. While I found public health school unsatisfying, I was fascinated by the study of health while working as a research assistant for Ron Kessler at the University of Michigan. Ron asked if I would be interested in joining an interdisciplinary graduate training program in Psychosocial Factors in Mental Health and Illness at the Institute for Social Research. To join, I had to be accepted into a PhD program. I applied to the Department of Sociology and was accepted without knowing much about what would happen next.

I spent most of my sociology graduate career in the interdisciplinary training program. The faculty encouraged us to read and think broadly, with little concern for traditional disciplinary divisions. It was, I think, as close as one could have gotten to a joint sociology-psychology social psychology program at the time, and I feel fortunate to have been part of it. My dissertation research, on the effects of childhood parental loss on adult mental health, drew heavily from both fields.

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Featuring Jane McLeod

I began my faculty career at the State University of New York in Albany but moved to the University of Minnesota after only two years (better job prospects for my husband in Minneapolis/St Paul) where I was quickly swept into the vibrant intellectual atmosphere of Jeylan Mortimer's Life Course Center. Jeylan suggested that I extend my research on mental health inequalities to children—advice that I followed. My friend and colleague, Candace Kruttschnitt, sparked my interest in the predictors and consequences of child abuse. Inspired by Jeylan and Candace, I added life course concepts and methods to my tool kit.

How have your specific interests in sociology changed over time?

Nearly all of my research has focused on physical or mental health using the social structure and personality (SSP) paradigm. What has changed is where I position health in the process, as an outcome or a basis of stratification.

Take children's mental health. We can treat it as the outcome of stratification processes: children who occupy advantaged social positions live in safer neighborhoods, attend better schools, live under less stressful conditions, experience more salutary parenting practices, which all lead to better mental health. I adopted this approach earlier in my career. However, we can also view children's mental health as the starting point in a different kind of allocation process. Differential value is assigned to children with different competencies or predispositions, and rewards are allocated accordingly. In essence, children's mental health is a resource they bring into their interactions with other people and institutions. The study of the social responses to mental health (as when children with behavior problems elicit punishment from caregivers) and of how mental health affects the choices people make (as when troubled children become involved in troubled peer groups) gives us insight into the broader question of the reciprocal relations between persons and their environments.

By considering the implications of children's mental health for the transition to adulthood, I integrated my theoretical interest in meso-level interactions with my substantive interests in mental health and life course research. The shift also prompted more general theoretical work (with Kathryn Lively and Tim Hallett) and deepened my engagement with the social psychology of inequality (culminating in the *Handbook of the Social Psychology of Inequality*, which I had the pleasure of co-editing with Ed Lawler and Michael Schwalbe).

What are your current research projects?

As director of my department's research practicum for first-year graduate students, I initiated a project on the experiences of college students on the autism spectrum. We conducted a survey of college students at 14 public postsecondary institutions in Indiana to compare academic, social, and health outcomes of students on the spectrum to students with other disabilities and to their non-disabled, neurotypical peers. The project extends my interest in the implications of stigmatized conditions for successful transitions to adulthood while also incorporating new interests I developed as an administrator.

What interests and/or activities, outside of sociology, are important to you?

I have sung in choirs almost continuously since I was 10 years old and can't imagine not doing that. I enjoy the challenge of learning difficult music and the pleasure of working attentively and collaboratively with other singers. Choir members' heartbeats sync when they sing together, adding a physical dimension to the shared experience. I hike regularly and am usually on one nonprofit organization board or another. I am also a foodie and member of a "fine dining" group. Life is full.

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Featuring Jane McLeod**What has drawn you to the several administrative roles you've occupied throughout your career?**

I can't honestly say that I have been drawn *to* these roles although I have been drawn *into* them by others. I have occupied quite a few and found each challenging and rewarding in their own way. I met a much broader range of students and faculty as an administrator than I would have otherwise. I enjoy working with colleagues on academic and managerial initiatives and find the problem-solving aspects of administrative work satisfying.

Administrative work can also be stimulating intellectually. Each position (campus-level Associate Vice Provost, College-level Associate Dean, department chair) offers a unique perspective on the institution and its operations. Having served across multiple levels of the administration, I have a much deeper understanding of the challenges facing public institutions, the concerns of administrators at different levels, and the resources they command. Perhaps as important, I enjoy running meetings.

What's something you've learned from these administrative positions that you think more faculty and (if applicable) graduate students should know/understand?

First, everyone, no matter how highly placed in the institution, operates within constraints. Administrators have agency but their agency is not unbounded. Postsecondary institutions operate within a complex political and legal field, not all of which is immediately visible to faculty and students. Second, administrators make better decisions when they are honest about their goals and transparent in their deliberations. Faculty and students are not fooled by fake rationales. And last, administrators make better decisions when they listen to the people who have to implement those decisions. It is very easy for people who have not been in the classroom for a while to lose sight of the day-to-day realities of scheduling classrooms, teaching classes, responding to student requests, etc.

Given your success in the field, how do you balance professional and personal demands?

Not very well! I am constantly juggling demands on my time and energy. I schedule important tasks, including those outside of work, onto my calendar to make sure that I have time to complete them but often have to reshuffle tasks as urgent matters present themselves. I only allow myself to reshuffle if I can find an open slot for the task somewhere else on my calendar. I have my email open at all times and try to answer emails promptly, but when something really requires my full attention, I shut everything else off and hunker down in my office.

What one piece of advice would give a graduate student? What about an assistant professor?

Live your life every day and don't wait until you have time for the things that are important to you. If there is something you have to do to be happy—whether running 5 miles, singing in a choir, reading mysteries—make time to do that thing. The demands on your time will increase throughout your career so find a way to make your life what you want it to be now.

Remember to renew your ASA membership for 2019!
If you'd like to give the gift of section membership to a student, please follow the guidelines [here](#)

Congratulations, Bill Corsaro, winner of the 2019 Cooley-Mead Award!

From among a handful of outstanding nominees representing the vitality and intellectual diversity of the Social Psychology Section, the Cooley-Mead committee has chosen William Corsaro for this year's award. Here are a few of the praises of Bill and his work that were provided in a few of his nomination letters:

"Over decades of research, Bill shows us how children creatively interpret their own experiences while they are simultaneously enabled and constrained by social structure, often reproducing elements of wider society via their peer cultures. ... Because of Bill's career, there are countless scholars, teachers, and parents who have a better understanding of early life course transitions, and a greater appreciation for the perspectives of children themselves."

"If sociology of the late 1990s and early 2000s can be characterized by renewed interest in debates over social structure and human agency and ways to unwind those debates, Bill's work on interpretive reproduction and his focus on interaction were well ahead of the curve, and his practice of comparative ethnography, his pioneering use of video in ethnography and his development of techniques to analyze this data put him on the vanguard."

"William Corsaro is by any measure our single finest, most influential, most brilliant social psychologist of childhood. ... Bill is the author of the most influential textbook on the Sociology of Childhood, and, with Donna Eder, the most important literature review on the topic, as well as some very influential methodological analyses."

"Corsaro's research program was original in its focus on the very young child (preschool), in allowing their voices to be heard---both figuratively and literally, via audiovisual recordings of naturally occurring events in playgrounds and other venues. Corsaro emphasized that their emergent constructions of their social worlds reflect not only their relationships with adults, but also their interactions with other children."

"I suspect that some sociologists think of Bill primarily as a sociologist of childhood. Not surprising, perhaps, because of the many honors he has received from that community. In my judgment, however, Bill is more accurately described as a social psychologist whose research on children challenges the dominant assumptions of social psychological theory. Indeed, Bill would have not had the influence he has had on the sociology of childhood if his work were not deeply imbued with social psychology. For example, Bill's research on interpretive reproduction—the process whereby children construct their own cultures within the constraints of adult society—reshaped sociological research on childhood by introducing sociological social psychology to a field previously dominated by deterministic (heavily sociological) and constructivist (heavily psychological) theories."

We look forward to giving Bill the award and hearing his address at this summer's meetings in New York City.

Deborah Carr (Chair, Professional and External Affairs Committee)
Professor and Chair, Department of Sociology, Boston University

Tenure is considered the 'holy grail' for sociologists employed in academia. Yet tenure requirements vary widely; a small liberal arts college, regional state university, community college, or research-oriented university may differ in how much they value each of the three pillars of teaching, research, and service. Consult with your department chair or dean to understand your institution's expectations and standards. Some general guidelines may be helpful for junior scholars across all settings.

1. Publish early and often.

A steady stream of articles published over a five to six year period is highly preferable to a burst of articles published in the year of tenure review. External reviewers, or those experts in your field who will provide an evaluation of your dossier, will be more likely to accept an invitation to review if they've already read your work. Likewise, one's tenure book should be published early enough so that it has been reviewed in scholarly journals; these reviews are a potentially valuable part of your tenure packet.

2. Establish a clear scholarly identity.

A core component of the tenure packet is your personal statement, describing who you are as a scholar, the trajectory of your work, how your scholarship has advanced the field, and how your research – even if on disparate topics – is unified by an overarching theme or mission. The personal statement is very helpful to external reviewers and your departmental colleagues in understanding and evaluating your contributions.

3. Choose service that matches your talents.

Service is the work we do to sustain our institutions and scholarly community. Your time is precious, so to the extent possible, seek out service roles that draw on your strengths and expertise, and demonstrate your standing in the field. Try to serve on the editorial board of a journal in your area, or do light service for the ASA section that you call home. Your mentors can help to link you up with such opportunities.

4. Set boundaries with teaching and mentoring.

Even the most dedicated teacher would be wise to limit the number of new course preparations during the years leading up to tenure. There will be plenty of time to design new courses after tenure. Agree to serve on the thesis and dissertation committees of those students whose interests most closely mirror your own. Graduate and undergraduate students often are excited about working with vibrant new faculty, although assistant professors should set a cap on the number of invitations they accept.

5. Seek social support.

The road to tenure is hard. Rejection and temporary bouts of self-doubt are inevitable. Make friends. Have hobbies. Exercise. Bond with other assistant professors on campus. The emotional boosts will help you to stay motivated, focused, and excited about your work.

6 Celebrate your accomplishments!

Academics spend lots of time worrying about what they haven't done, and are always chasing that next publication or grant. Yet preparing one's tenure packet is an opportunity to step back and recognize all the fantastic contributions you've made as teachers, scholars, mentors and citizens.

Good luck!

Social Psychology Quarterly

An Official Journal of the American Sociological Association



At the beginning of 2019 *Social Psychology Quarterly* is thriving. We completed 2018 having received more total submissions than the year prior, and this increasing number of submissions has not resulted in longer decision times; on average, first decisions are being returned within thirty-one days of submission, and on average we're taking just over forty days from submission to final decision. Achieving rapid turnaround times on manuscripts is important to us, both as a service to the authors, and as a way of ensuring that SPQ is the outlet of choice for cutting-edge social psychology. We are especially indebted to our amazing reviewers for making this possible; without your commitment to prompt, insightful reviewing, SPQ would not be so successful. We are additionally pleased by the methodological diversity we have cultivated in SPQ. In the past 12 months we have seen sophisticated quantitative models, small group experiments, conversation analysis, and more appearing in the pages of SPQ. Moreover, we expect this trend to continue with a number of intriguing qualitative papers now appearing online and in print.

In addition to these successes, we are now looking forward to two special issues. The first special issue on the social psychology of creativity (Ugo Corte, Gary Alan Fine, and John Parker, Special Issue Editors) is nearing completion and we anticipate publication this year. We are especially excited about the opportunity for this issue to showcase diverse methodological, substantive, and theoretical work connected to creativity. The second special issue, on Social Networks and Social Psychology (Cathryn Johnson, Weihua An, and Matthew Brashears, Special Issue Editors), is currently taking submissions in advance of a June 1st submission deadline (See [here](#)). Social psychology and social networks have long been intertwined areas of research, as demonstrated by our own journal's beginnings as *Sociometry*, but this special issue offers a chance to maintain and expand the bridges between these two highly dynamic areas of ongoing research.

We look forward to another strong year in 2019, and look forward to the chance to read, and publish, the work of section members!

Matthew E. Brashears and Brent Simpson

Watch for the Upcoming Special Issue of SPQ on the Social Psychology of Creativity!

In the meantime, [submit](#) your papers for the special issue on Social Networks and Social Psychology

Officers

Chair: Brent Simpson, University of South Carolina
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Cooley-Mead Award Committee

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 Corey Fields, Georgetown University
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 Emily Carian (graduate student member), Stanford University

Nominations Committee

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 Rashawn Ray, University of Maryland
 Kim Rogers, Dartmouth University
 stef shuster, Michigan State University
 Nicholas Heiserman (graduate student member), University of South Carolina

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Thank you all for the important work
 you do for the section!