P: The Online Newsletter for Personality Science

Issue 10, November 2015

Letter from the Editors

Erik Noftle and Jonathan Adler

Welcome to the Fall 2015 edition of P, the online newsletter for the Association for Research in Personality (ARP). We've got another great issue for you, full of exciting announcements, updates, and reflections from the leadership of ARP as well as liaisons from our two journals, *JRP* and *SPPS*, and representatives from two sibling organizations, SPSP and EAPP. Below we draw attention to some themes and specific sections.

New Developments and Transitions

Following transitions that took place over the last year, we hear from two new members of ARP's executive committee, Executive Officer Rebecca Shiner and Secretary-Treasurer Jennifer Tackett. We're very grateful to have their leadership and fresh perspectives. We also hear from ARP's graduate representative Kathryn Bollich, who reports from the Graduate Student and Postdoc Committee together with postdoc representative Michael Boudreaux. Their column includes a chance for grad students and postdoc to provide feedback on some new ideas and also announces a transition—Michael will be stepping down at the end of 2015. Michael has served ARP not only as the postdoc representative but previously as the graduate representative, and we're grateful for his efforts over the past years in sustaining connections with the newest generation of personality researchers. We also hear from President Dan Ozer, who will be transitioning to the role of Past President at the end of the year. During his tenure, he has helped to strengthen ties between ARP and both EAPP and the Personological Society, and has also overseen our official transition to a non-profit, a change that will benefit the association for years to come. We'd like to welcome his replacement, Dan McAdams, who begins his term as ARP President in 2016. Finally, we would like to take a chance to thank departing members-at-large Mike Furr and Rich Lucas for their service and welcome new members-at-large Katie Corker and Chris Soto who will begin their terms in 2016 as well. Be sure to check the ARP News section for more announcements.

Reproducibility and Building a Better Science

Many of the current columns touch on what has been labeled as a crisis over the last few years but also has clearly emerged as a fantastic opportunity for bettering our science. Both the Editor of *JRP*, Rich Lucas, and the Editor of *SPPS,* Simine Vazire, include what their journals are doing to face the issue of reproducibility. In addition, Dan Ozer's "farewell column" reflects on several relevant issues.

Recent and Upcoming Conferences

These days, personality psychology is fortunate to have many opportunities which allow meeting and disseminating research findings. Jennifer Tackett, one of the program chairs of the 2015

meeting of ARP, reflects upon the many successes of that conference. In addition, various people provide details about several upcoming 2016 conferences that are relevant to personality psychologists. In order, Jennifer Lodi-Smith and Erik Noftle announce the Lifespan Social-Personality Preconference directly preceding SPSP in San Diego, USA, in January, Boele De Raad and Claudio Hutz provide information about the 2nd World Conference on Personality in Rio de Janeiro, Brazil, in late March/early April, and Florin Sava provides information about the European Conference on Personality in Timisoara, Romania, in July. Finally, two presidents of associations sponsoring these conferences, Wendy Wood, the new president of SPSP, and Filip De Fruyt, president of EAPP, share what's new in their societies.

Award Winner Interviews

We feature two interviews of award winners, the 2014 winner of the Tanaka Award, John Rauthmann and the 2015 winner of the Block Award, David Watson. Nicolas Brown and Andrew Beer, respectively, conduct fascinating interviews of our award winners, helping to shed light on what motivates their work. We think you will find interviews both revealing and inspiring. We also wish to acknowledge here the 2014 winner of the Block Award, Mary Rothbart, and salute her many accomplishments and contributions to the field.

Teaching

We now have both contributed personality pedagogy pieces, Jon's on teaching personality to non-majors in last year's issue, and Erik's on strategies for teaching the Big Five in the current issue. With the next issue, we intend to resurrect the Teaching Psychology feature created by former editors Simine Vazire and Chris Soto--we'd like hear from YOU! Teaching Personality encourages ARP members to share their ideas for teaching students—undergraduate or graduate—about personality theories and research. If you have an activity or assignment that you'd like to share, please let us know. Email a description of your assignment or activity to arpnewsletter@gmail.com or us (enoftle@willamette.edu or jadler@olin.edu). Include a title, the type of course in which you use it (e.g., personality lecture course, advanced seminar), a description, and any supporting materials (e.g., handouts or lecture slides). We'll share these ideas in next year's issue.

Finally, thanks to Ben Johnson, a new member of ARP's web committee, and our newsletter publisher, for his skill and hard work in converting contributions into an online issue. Also, thanks to Hogan Assessment Systems for their ongoing sponsorship of the newsletter!

It is certainly an exciting time in the history of our field, with our core discipline coming together for regular meetings and debate and our connections to related disciplines growing stronger and stronger. We're delighted to present you with the collection of voices this newsletter brings together.

--Erik and Jon

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President's Column

Daniel Ozer

UC Riverside

Several months have passed since our St. Louis conference, and my impressions and recollections of that meeting leave me optimistic about the future of personality psychology; and I was especially encouraged to see many younger (and to me) unfamiliar researchers participating alongside colleagues I have known decades. I'm hoping to see many of you again at ECP18 in Timisoara next July.

We are now a year further into the great replication crisis that I addressed briefly in my first P column, and I have recently taken stock to ask what I have learned from it. My takeaway, to the extent anyone might care about the observations of a late-career personality psychologist is as follows:

1. I have grossly underestimated what counts as a sufficient sample. I concluded early in my career that correlations (and comparisons between two independent means) needed to be based on at least a sample of 100. I recall many colleagues who thought, at the time, that this was too high. I now regard it as far too low. My new lower bound to take an effect (bivariate) seriously is N=200.

2. Taking an effect seriously doesn't mean "believing" it. Multiple successful replications, only some of which may be "conceptual" are required to alter my beliefs if forced into a binary logic of "yes" or "no" with respect to the effect-though that binary logic is to be resisted whenever feasible.

3. What should distinguish a successful replication from a failure to replicate is far from clear. Again, the binary logic creates problems. Significance (or lack thereof) in a second study seems a pretty flimsy basis for drawing a conclusion about whether the first study "replicates". One might just as well ask whether the 2nd study effect is significantly different from the effect of the first study. Significance testing is a part of what lead us into this epistemic quandary and I see little hope that it will provide a way out.

4. However interpreted, replications are like subjects: More are better (exceeding the point of diminishing returns here is not among our current problems). Given limited journal pages, perhaps we can create space for publishing replications by limiting the elaboration of theory to explain results to just those cases that are replications. So here's a novel and probably bad idea: Only replication studies get to have Discussion sections.

5. A failure to replicate, however defined, is not a judgment about the skills or ethics of any of the authors. It is testimony to the multiple probabilistic causal pathways that create the phenomena we care about. We have much in common with naturalists wandering through unknown continents issuing apparently conflicting reports of all they have encountered.

One final and unrelated comment: I want to thank the entire membership of ARP for the privilege of serving as your President. I trust that our next President, Dan McAdams, will have the wonderful support of the membership that I experienced.

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Executive Officer's Report

Rebecca Shiner

Colgate University

Greetings, fellow ARP members! I am happy to be writing my first column for you as the Executive Officer of ARP. I was trained for this position last year by outgoing Executive Officer, Lynne Cooper, and I officially started in earnest in 2015. This is a great time to be serving in this role, as ARP continues to flourish and grow as an organization.

I want to begin by thanking Lynne Cooper for her many years of service to ARP. Lynne served as Secretary-Treasurer from 2009 to 2010 and then served as Executive Officer from 2011 to 2014. Lynne played a central role in establishing a strong foundation for our organization in so many of the ways that I will be describing in this column, and we all owe her a debt of gratitude. Lynne won the ARP Service Award this past June—well-deserved recognition for her years of generous service.

For fun, I recently looked back at previous issues of P to get a better sense of our web-recorded history. In her column as President in 2008, Julie Norem described ARP as having reached its "adolescence," a period in which "identity issues come to the fore, relationships between ARP and other organizations increase in importance (and will no doubt influence our organizational identity), and the mature infrastructure that will guide us in the years to come solidifies." I would like to suggest that ARP has now made it successfully out of adolescence and into "emerging adulthood"-we have established our identity by hosting a successful biennial conference, receiving our tax-exempt status as a corporation, and creating a strong infrastructure. Like good "emerging adults," we are still actively exploring potential pathways to follow in our next stage of development. In this column, I offer an assessment of where ARP stands right now and where we hope to be going in the next year or two.

ARP is a thriving scholarly organization, by the numbers:

We currently have 384 members, which may be the largest our organization has been. Our webpage receives 69 page views per day, and our meta-blog receives 30 views per day. As others will surely recount in this newsletter, we held a tremendously successful conference in June in St. Louis, MO, chaired by Simine Vazire, Joshua Jackson, Jennifer Tackett, and Marc Fournier--with 255 attendees, three simultaneous programming tracks, and a variety of programs offered. Many first-time ARP attendees told me that ARP was their favorite meeting they had ever attended.

ARP continues to offer significant benefits to the community of personality scholars:

1. ARP members receive online access to our two journals: Journal of Research in Personality and Social Psychological and Personality Science. Members may also purchase hard copies of both journals at an extremely reduced price (for example, SPPS costs $12/year for members instead of $417).
2. ARP is guaranteed a preconference slot at the annual SPSP meeting. For 2016, this preconference will again be the terrific Lifespan Social-Personality Preconference

(http://lodismith.canisiuspsychology.net/lsp/media/lsp2016.pdf).
3. We have a new database of personality-focused graduate programs and graduate programs with ARP-affiliated faculty: http://www.personality-arp.org/resources/graduate-programs/ Thanks to Jennifer Lodi-Smith and the rest of the training committee for compiling this list for our members.
4. We offer a number of awards: the Tanaka dissertation award, the Murray award, and poster prizes for outstanding graduate student posters at our meeting.
5. We continue to host a biennial meeting. The 2017 meeting will be held in Sacramento, hosted by UC Davis, with Rick Robins as the local chair. We will be looking for program co-chairs soon, so if you have someone to nominate or are interested yourself, please let an ARP board member know.

ARP has a number of potential new pathways to go down:

First, ARP has continued to pursue a stronger relationship with the European Association of Personality Psychology. We now have representatives on each other's boards; Will Fleeson is serving on EAPP's board, and Jaap Denissen is serving on ARP's. Each organization is now also sponsoring a symposium at each other's meeting. We will be investigating the possibility of joint dues reduction between the two organizations.

Second, ARP is considering sponsoring additional awards, to highlight the excellent work being done in the field of personality psychology. For example, we are considering the creation of an early career award and an award for reproducible research.

Third, our training committee is creating a database of job options outside academia, and ARP could do more to provide resources enabling our members to consider these kinds of career paths.

Fourth and perhaps most important, it may be time for ARP to start offering resources to strengthen the research in our field. For example, ARP could create a network connecting graduate students with other researchers to pursue collaborative projects. These projects could include replication studies and could also offer researchers the opportunity to collect larger samples. In addition, ARP could potentially generate a compendium of available datasets that include personality-relevant information.

I welcome your thoughts on all of these new initiatives and your ideas for others we have not thought of yet. ARP has entered into its "emerging adulthood" with a strong identity, and there are many exciting possibilities for where we could go from here.

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Secretary-Treasurer's Report

Jennifer Tackett

Northwestern University

I am very happy to be serving ARP as the new secretary-treasurer, taking over from Jen Lilgendahl after her many years of service to ARP. I have to start by thanking Jen for all of the effort she has put into making ARP a stronger, more vibrant, and financially sound organization! She has done so much to champion ARP and we are much stronger for it.

My efforts thus far have primarily focused on transition. Jen has been incredibly helpful and organized in orienting me to the role. In addition to one-on-one assistance, Jen, Lynne Cooper, Rebecca Shiner, and I had an intensive transition meeting during SPSP in February. Transitioning the secretary/treasurer and the executive officer in the same year is certainly not ideal (it's best to always have at least one person who might know how things work), but everyone has been putting in effort to keep things going during this time. In an effort to ensure ARP is maximally flexible for its board members (and board members to come), we transitioned all of the ARP accounts to Chase this past year. This allows easier access and accounting from the various locations where we reside.

One of the major goals of ARP in the coming years will be continuing the impressive efforts led by Lynne and Jen toward improving ARP's financial situation. There are multiple efforts that make this possible, including encouraging members to sign up for 3-year memberships (to reduce membership drops during off-conference years) and adjusting our conference registration fees to be more comparable with other conferences. We are also working to increase the number of ARP-specific awards, alongside the awards committee, and considering various ways to fund such efforts.

Thanks to all of you who have helped us transition into these new roles, and to Rebecca, who has worked very hard to keep things running this year. I'm looking forward to continued efforts to help ARP grow even stronger in the years to come.

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Greetings ARP Graduate Student and Post-Doc Members!

Kathryn Bollich and Michael Boudreaux

Washington University in St. Louis

It was great to see everyone at the ARP conference this summer in St. Louis! There were so many excellent talks and posters presented by graduate students and postdocs-it's definitely a bright future for our field.

Our mentoring lunch was bigger than ever, with five excellent faculty mentors sharing their time and thoughts on how to be successful personality psychologists, and ~40 students and post-docs in attendance. Thanks again to Richard Lucas, Brent Donnellan, Simine Vazire, Mike Furr, and Mitja Back for spending time with us! We look forward to continuing to organize mentoring lunches for future conferences, and finding ways for additional mentees to be able to attend.

With the mentoring lunch now in its 3rd year at ARP, we're looking for new ways to serve you as your graduate student and post-doctoral representatives. We want to hear your ideas!

Given that ARP conferences happen only every other year, one idea is to build an online presence. For example:

1. Are you interested in an ARP student and post-doc blog? Published once a month-more or less, depending on interest-this would give you a public place to share your thoughts. Maybe you're new to blogging and want to test it out, or want to share your thoughts in a new, potentially broader forum-this would give you that chance. Personality Psychology has many vocal bloggers (check out the ARP Meta-Blog!), but unfortunately few of those are a part of the incoming group of personality scientists. The entire field would benefit from hearing your concerns, suggestions, diverse perspectives, jokes, and tips.
2. Would you like a website compilation of statistics resources, curated by and for your personality psychology colleagues? Maybe you or your lab has a method for best sharing data and code with each other that you wish others knew about, or you finally figured out how to run that super cool graph in R and want everyone to know. Statistics training is never-ending, and having a wiki in which we can all add useful resources as we learn and train others could be incredibly valuable for students and faculty alike.

These are just two ideas. We'd love to hear your thoughts about these or any others you might have! Please take 5 minutes to complete the following the survey to let use know your thoughts, so we can best serve you:

https://wustlpsych.az1.qualtrics.com/SE/?SID=SV_5gx9GtxnkHfF3Dv

Finally, it's time for our next election! We are shaking things up a bit, and planning to have student representatives serve staggered terms. Both representatives would have the opportunity to serve for two years, but they would overlap with each other for only one year. This might provide greater continuity, as each new representative would join the committee when the other representative has been in the position for one year. So, be looking for an email in the coming

weeks for nominations!

We hope everyone's fall is off to a great start!

- Kathryn Bollich (kbollich@wustl.edu) & Michael Boudreaux (m.boudre@wustl.edu)

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ARP 2015 Program Committee Notes: St. Louis

Jennifer Tackett

Northwestern University

The fourth biennial stand-alone meeting of ARP took place in St. Louis, MO, June 11th-13th. By all accounts, it was a roaring success. This was due in no small part to the many and continuous efforts of the program committee: Marc Fournier (co-chair), Jon Adler, Wiebke Bleidorn, Robin Edelstein, and Fred Oswald. Wiebke and Fred win MVP awards for going above-and-beyond in the field. Special thanks also to Simine Vazire and Josh Jackson, who facilitated local host coordination with various program issues. Another BIG thanks is owed to Chad Rummel at SPSP, who was an enormous help in facilitating shared use of their web portal for submissions this year.

The meeting started off incredibly well even before the meeting took place. We received an overwhelming number of excellent submissions. We also unveiled triple track sessions throughout the conference to better accommodate the wonderful submissions we receive - but even with these additional degrees of freedom, it still wasn't enough to hold everything we would have liked to have in the program. Two other aspects of submissions were also notable: we received 28 applicants for the Rising Stars symposium and 43 applicants for the Data Blitz. Although it made final decisions very difficult for those members of the program committee who evaluated them, it was inspiring to see such active participation and interest from the earliest career members of our organization. I hope we can continue this streak, and encourage our excellent graduate students and postdocs to keep considering these mechanisms to showcase their own work (and add lines to their CVs). It is a sign of a growing and thriving community to have such great investment from our most junior members.

The conference was very well supported this year, with 254 registered attendees, a substantial increase from our previous meeting. The program was packed with symposia and posters spanning all aspects of personality psychology. We also had several special features: the presidential symposium, organized by Dan Ozer, the Rising Stars symposium, the Data Blitz, a featured symposium organized by the European Association of Personality Psychologists, and several awards talks by the Tanaka and Murray award winner. The success of these coordinated efforts position them as likely recurring events (if they weren't already), so keep your eye out for all of these features at our next meeting.

Overall, it was a wonderful year for ARP and that was really showcased in all the amazing contributions everyone made to our meeting. Please continue supporting our meetings by submitting your great symposia and posters to Sacramento!

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Continuing Efforts to Improve the Reproducibility of Research at the *Journal of Research in Psychology*

Richard Lucas

Michigan State University

Anyone who has been paying attention knows that over the past few years, the field of psychology has been struggling with concerns about how replicable the research findings in our journals really are. These concerns stem partly from a few high profile cases of clearly problematic research, but also from more systematic examinations of the typical practices used in psychological research and in scientific research more broadly. Studies are very frequently underpowered, direct replications are rarely conducted, and there are concerns that the "conceptual replications" on which the field often relies (studies that are hardly ever pre-registered) allow for considerable analytic flexibility that inflates the rate of false positives. When these factors are considered in the context of incentive structures that primarily reward new discoveries over evidence that a finding is robust, there is clear cause for concern. Furthermore, fears about the replicability of published results appear to be confirmed by recent systematic attempts to reproduce several findings from the field.

In response to these developments, there has been vigorous debate-debate that has sometime been quite contentious—about the extent of the problems and about what to do to improve the field. Editors and publication committees have struggled to determine whether policy changes are needed, which changes will do the most good, and how quickly these changes should be implemented. Fortunately, among personality psychologists, there seems to be a bit more consensus than there is in other areas of psychology. There appears to be general agreement not only about the existence of the problem, but also about the steps we should take to improve things. This makes it somewhat easier for an editor of a personality journal to implement policy changes than it might be in some other areas, which is why *JRP* has been able to quickly respond to the replicability debate with concrete policy changes.

Of course, just because personality psychologists recognize that a problem exists and can agree in general about the path forward, this does not mean that we are actually succeeding in improving our practices. We may all agree in principle that replications are needed, while still failing to conduct them ourselves. We may recognize the benefits of large sample studies while still feeling the pressure to do more with limited resources. Thus, while policy changes are important, we must also evaluate the effects of those changes on the studies that we publish.

At *JRP*, we have primarily focused on encouraging replications and increasing focus on power and precision. Specifically, to encourage replications, we instituted a new policy that allows for authors to submit replication attempts of studies previously published in *JRP* (specifically, those studies published in the past five years). These papers will be subject to an abbreviated review process that focuses solely on whether the study is a reasonable (and adequately powered) replication of the original study. The rationale for the abbreviated review process (and for the

decision to limit what types of replications will be considered) is that the importance of the question and the design of the study have already been evaluated and approved by reviewers, and therefore, the only question is whether the replication attempt is faithful to the original. Papers that pass this minimal threshold will be published, regardless of the outcome of the study.

The goal of this policy is to explicitly acknowledge that we value replication and to create incentives that encourage people to conduct replication studies. It is likely that replication studies will never be as highly valued as studies demonstrating a new effect, but our policy changes the risk/reward ratio in a way that favors replication. In short, when researchers chase a new finding, there is high risk involved, but also there is potentially high reward. With *JRP*'s policy, we can lower the risk involved in conducting replications by almost guaranteeing publication when competent replication studies are conducted.

The primary concern that we heard when considering and then implementing this policy is that because replication studies would be so easy to do, the journal would be overrun with submissions from authors out to get an easy addition to their C.V. What this concern fails to recognize is that running any study—replication or otherwise—takes time and resources, and even those who value replication continue to balance their time between replication attempts and original research. Indeed, in the years since this policy has been in place, we have only received a handful of papers submitted under the replication policy. So we are far from being overrun with replications, and I hope that the numbers increase in the years to come.

Our second major policy initiative was to require authors to explicitly justify sample sizes and to have editors take a more active role in evaluating power and precision in the early stages of the review process. Papers that are clearly underpowered are much more likely to be rejected without review as a result of this policy. Ideally, we would evaluate the effects of this policy by tracking power in our studies over time. Unfortunately, with the types of studies published at *JRP*, this can be a tricky thing to do in an efficient way. We have, however, begun to track some characteristics of our studies over time. Specifically, my student Carol Tweten and I borrowed the approach used by Chris Fraley and Simine Vazire in their paper assessing the "N-Pact Factor" of various journals, and started tracking the median sample size of studies published in *JRP*. The figure below shows how sample sizes have increased over the past nine years. The data from 2006 to 2010 (the light blue bars) come from the Fraley and Vazire paper (where they selected a sample of articles from each year); the data in the dark blue bars are based on our own analyses, where we included median sample sizes from every study we published (the discrepant values for 2010 are due to this difference in sampling strategy). As can be seen in the figure, sample sizes have increased steadily, more than tripling from 2006 to 2014. The increase from 2013 to 2014-a time when the new policies were coming into effect-was especially pronounced. Of course, we do not know whether these improvements will continue over time. Indeed, we cannot really be sure they are even improvements. It is possible that the increase in sample size has co-occurred with a decrease in the effect sizes that the studies are designed to detect. However, it is encouraging that at least this one easily tracked contributor to the power of our studies is improving over time.
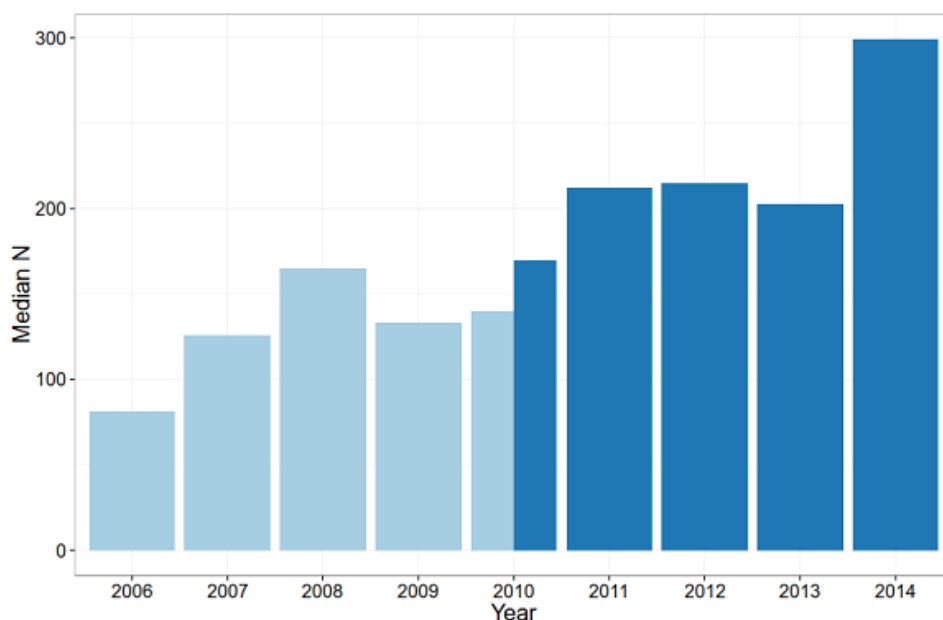
Figure 1. Median Sample Size of Studies Published in JRP from 2006 to 2014

One concern that has been mentioned when thinking about policies that encourage larger sample sizes is that the enforcement of such policies would make it more difficult for researchers at universities with small participant pools, or that it would make it more difficult to conduct studies that use more expensive or burdensome methods. We have also tried to examine this issue by tracking certain features of the studies that are published in *JRP*. For instance, we can show that as sample size has increased, there has not been an increase in studies that rely on large samples of undergraduates (if anything, there has been slight decrease in such studies). Furthermore, although the frequency of some methods appears to have declined over time, others have increased. However, it will be necessary to track this information for longer periods of time to see the long-term effects of these policies. We plan to continue gathering this information for *JRP* and perhaps other journals, so we can see what effect these policies really have.

In the past few years, there has been considerable debate-both in the pages of our journals and in social media-about the extent to which there is a reproducibility problem and about the things we can do to fix such a problem. Often, these debates focus on hypothetical outcomes that could potentially occur if certain reform-based policies were to be implemented. Fortunately, the extent to which policy changes lead to positive or negative outcomes is an empirical question. At *JRP* we have not only implemented new policies we think will have the biggest impact on the quality of the science we publish, we have also attempted to track the effects of these policies over time. Hopefully, by doing this, we can contribute to knowledge not only about personality psychology, but also about best practices for ensuring that high quality research makes it into the pages of the journals in our field.

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Social Psychological and Personality Science (*SPPS*) Update

Simine Vazire
(Editor in Chief)

UC Davis

On July 1, 2015, I began my position as Editor in Chief of *Social Psychological and Personality Science*. Together with 10 associate editors, including ARP regulars Wiebke Bleidorn and Greg Webster, our editorial team has handled about 180 new submissions in the last three and a half months. This is about the same submission rate *SPPS* has experienced for the last year or two. The desk rejection rate has also stayed the same as the in recent years (about one third). It's too early to say what the acceptance rate looks like under the new team, as not many manuscripts that have gone out for review have received a final decision yet. In June *SPPS* received its first impact factor: 2.56.

We receive excellent submissions from ARP members and encourage personality researchers to continue to consider *SPPS* as an outlet for their work. Indeed, *SPPS* is a natural home for personality research, as ARP is one of the organizations that co-owns and sponsors the journal. This means that ARP shares in profits from *SPPS* subscriptions,* so by submitting your work there, you are directly supporting ARP.

The other organizations that co-own and sponsor *SPPS* are the Society for Personality and Social Psychology, the Society of Experimental Social Psychology, and the European Association of Social Psychology. The journal is also co-sponsored by the Asian Association of Social Psychology and the Society of Australasian Social Psychologists, and is managed by SAGE. We publish articles on all topics within social/personality psychology, using a wide range of designs, methods, and populations.

Several changes went into effect when our editorial team started, most of which are described in my editorial, which is available online (http://spp.sagepub.com/content/early/2015/09/29/1948550615603955.full.pdf+html). Most of these changes are geared towards increasing the transparency of both the research process and the peer review process. For example, we are now asking authors to disclose data exclusions, all conditions, and relevant measures, and to disclose how sample size was determined. In addition, we will begin printing the handling editor's name with each published manuscript, starting with manuscripts accepted under the new editorial team. We also now ask authors to report effect sizes and 95% confidence intervals for key results. Finally, we explicitly state that we will consider replications studies and studies that present non-significant results.

Statistical power will be a consideration when evaluating all submitted work. This is not new, but to reflect the growing understanding of the need for larger samples in most between-person designs, we now require authors to discuss the statistical power of their studies, and this will be a major factor in the review process. Underpowered studies are sometimes justified (e.g., when

collecting a large enough sample to have 80% power is extremely difficult), but authors should give a justification, and should circumscribe their conclusions given the greater uncertainty and lower precision associated with results from underpowered studies. In the absence of strong evidence to the contrary, researchers should assume they are studying an effect that is no larger than the typical effect in social/personality psychology (d = .43, r = .21; Richard, Bond, & Stokes-Zoota, 2003), and, whenever possible, should aim for at least 80% power to detect an effect this size.

Another important change is that the 5,000 word limit no longer includes tables, table notes, figures, and figure captions. This is to encourage authors to report all relevant statistics about their data and analyses.

We also welcome exploratory results, and ask that they be clearly presented as such. If a confirmatory study would be easy to run, including one will greatly enhance the chances of the paper being accepted. We realize this is sometimes hard for personality research (e.g., longitudinal studies, behavioral observation, round-robin designs, etc.), and as such we are open to publishing purely exploratory results so long as the conclusions are calibrated.

In short, our goal is to continue to make *SPPS* a home for the best social/personality research. We hope to keep the journal on the exceptional trajectory it has been on, and to continue to encourage transparency and rigor—the hallmarks of good science.

*Technically *SPPS* has not turned a profit yet (which is normal for a 6-year old journal), but it's getting close.

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Reference

Richard, F. D., Bond Jr, C. F., & Stokes-Zoota, J. J. (2003). One hundred years of social psychology quantitatively described. *Review of General Psychology*, *7*(4), 331.

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European Assocation of Personality Psychology (EAPP) President's Report

Filip De Fruyt

Dear friends and colleagues,

Let me first say how much I enjoyed the ARP Conference in St-Louis, Missouri, past June. It was a great occasion to see many of you and enjoy a glass of Chardonnay around the swimming pool at the opening reception and participate in the different symposia and discussions. I not only acquired new knowledge in the field of personality, but also much enjoyed the concept of the conference, with its breakfasts, joined meal during the ARP membership meeting and the farewell/conference party. Congratulations to the organizing team and the ARP Board: the conference was in many ways inspiring, both content-wise but also organizational. We were very proud to have the invited EAPP symposium, that was well attended, with a mix of American and European colleagues presenting their latest research in the area of developmental personality psychopathology. Many thanks again to contributors, attendees and organizers.

Despite some concerns regarding psychological research that were raised in the recent past, let me say that I am rather optimistic and proud about our field. Overall, our journals (*JPSP*, *Journal of Personality*, *Journal of Research in Personality*, *European Journal of Personality*, *Personality and Individual Differences*) are doing well, with stable or increasing impact scores, and also attracting publications from colleagues working in related fields. Secondly, the personality field is increasingly using more complex designs and more advanced data-analytic techniques to study the questions at stake, and there is currently increasing effort to go beyond description, trying to elucidate mechanisms and processes behind observed phenomena. A third indicator of the field's attraction and maturation is that there are many young people working in personality research, also serving as reviewers and revitalizing the editorial boards of our journals.

On top of these promising developments, I think that we can do additional efforts to further secure and advance our field. I am highlighting a few that deserve our attention to my opinion, just to start a debate on a more strategic approach to advance and promote our discipline. I hope that the Association of Research in Personality (ARP), the European Association of Personality Psychology (EAPP), the International Society for the Study of Individual Differences (ISSID), the Society for Personality and Social Psychology (SPSP) and the World Association of Personality Psychology (WAPP) can work jointly to achieve these objectives.

One major way to further strengthen our discipline is to develop excellent master programs on personality and individual differences in Europe, North-America, but also at universities in other continents. Recently, Tilburg University in the Netherlands[i] started with a research-oriented master program on individual differences, with a special focus on personality and assessment. One could think of similar programs, for example on personality, development and culture, or programs on personality and its biological/genetic basis. Our associations could help these

initiatives by endorsing the programs and helping to bring these programs to the international attention of students. We might also help to create connections between these programs, e.g. by stimulating transatlantic staff and student exchange.

A second line of consideration should be the representation of our field in review panels of funding agencies, both nationally and internationally. Our associations should explore the opportunities to delegate experts with a background in individual differences and personality to review boards, but we should be also represented in panels or consortia that organize longitudinal and nationwide research programs. Needless to say, this is much easier if our field is united and our organizations work closely together. This can be done by coordinating lobby activities, sharing experiences, and speaking with one voice. Ultimately, we must become more successful in instilling the view in policy makers at all levels that personality psychology has something unique to offer that social psychology, developmental psychology, or neuroscience cannot offer - if we are allowed to claim this role, everyone stands to gain. The new ARP president, Dan McAdams (congratulations!), seems the perfect person to make such a passionate case.

Third, we should continue with the organization of expert workshops under the auspices of ARP and EAPP bringing together established and incoming researchers on key themes in our field. This may give young researchers a shortcut to an experienced international network of scholars early on in their careers. EAPP is welcoming proposals in this respect and reserved financial means to support the organization of such events.

So, here you have a number of issues to think about, packed in few paragraphs. I am happy to discuss and work together with you on realizing all this in the future.

See you all in Timisoara in July 2016 at the next EAPP conference! The organizer of the conference, Prof. Dr. Florin Sava, provides more information on this event elsewhere in the current issue of the P newsletter (click here).

Best wishes,

Filip de Fruyt

EAPP President

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https://www.tilburguniversity.edu/education/masters-programmes/individual-differences-and-assessment/

P: The Online Newsletter for Personality Science

Issue 10, November 2015

SPSP President's Report

Wendy Wood

University of Southern California

Greetings from SPSP. I appreciate being asked, as incoming President of SPSP, to speak to the personality-oriented folks in our field. Historically, the President of SPSP has supported all aspects of our field. As a diverse group of scholars, we use a variety of methods and perspectives to study social behavior, and this diversity is captured in the tripartite division in our leading empirical journal-personality and individual differences, attitudes and social cognition, and groups and close relationships. I intend to honor this tradition.

In my view, SPSP is ready to enter its second generation. We are ready to launch SPSP Version 2. The first generation of this organization was more wildly successful than any of us ever imagined, thanks to the efforts of so many generous, skilled past leaders.

Our first generation efforts were focused on establishing the organization, finding sustainable funding, and setting up an effective organizational structure. These important goals took up most of the past 40 years (yes, SPSP was established in 1974!).

I was a member of SESP during the 1990s, and I remember wondering back then why we needed SPSP as well. But I came to realize that SESP is designed for established researchers in the field. SPSP is a more inclusive organization. In part because of this inclusivity, SPSP became the primary voice for our science. Back when I was on the SESP membership committee, we considered admitting a distinguished sociologist who studied groups. I was startled by a committee member's comment that sociologists were ineligible because they didn't do experiments. I knew this as false, and in any case, the "experimental" label doesn't make sense when used in this prescriptive way. Another insight came when I organized a symposium for SESP in 1995 that included a senior graduate student. The complaints from the audience were startling. They only wanted to hear members speak. Clearly there was a need for a broadly based forum for our science in addition to SESP-which has continued on to be highly successful at achieving its own mission.

SPSP became that forum. We now have a funding and a management structure. We are setting up endowments to ensure the continuation of important initiatives (e.g., the SISSP graduate training workshop). We have an amazing executive office with 5 staff led by our Executive Director, Chad Rummel. This frees us up to think more creatively about what the organization can accomplish-how we can best support our science.

To launch SPSP V. 2, we are highlighting the role of SPSP in social policy. The field is generally going to become more involved in policy initiatives, given President Obama's Sept 15, 2015 Executive Order to use behavioral insights to design government policies. An excerpt from that Order:

"A growing body of evidence demonstrates that behavioral science insights -- research findings from fields such as behavioral economics and psychology about how people make decisions and act on them -- can be used to design government policies to better serve the American people… the Federal Government should design its policies and programs to reflect our best understanding of how people engage with, participate in, use, and respond to those policies and programs." https://www.whitehouse.gov/the-press-office/2015/09/15/executive-order-using-behavioral-science-insights-better-serve-american

This Executive Order is a wonderful recognition of the power of our science. It has tremendous implications, not the least being expanded employment opportunities for our students. However, this translational initiative should not drive our science. To begin the discussion of how we can best engage with policy, I am convening a presidential symposium at SPSP with some of the top policy-oriented behavioral scientists in the nation. The symposium is scheduled for the first night of the conference, and I hope that you will be there.

Another way that we are launching SPSP V.2 is to reimagine the SPSP conference. We have formed a reimagining task force led by Jenni Beer that includes a diverse set of faculty and students. We need this reimagining. I often hear from conference attendees that the preconference was the highlight of their experience, and that what I think of as the main event-the actual conference, was a letdown in comparison. So, the task force will identify ways to modify our main conference so that it provides as engaging an experience as the preconferences.

Finally, SPSP is going to take a more active role in who is trained to become part of our science. At present, our field is surprisingly low in ethnic diversity. Stacey Sinclair, Shelly Gable, and myself have created an undergraduate summer program for ethnic minority students to be trained in top labs in our field. With this experience, we hope to increase their excitement about the science and provide them with the background to successfully enter and complete graduate school.

A presidential term at SPSP is too short to make major changes-which is good because it limits the impact any one of us can have on our diverse field. However, I am hoping during my term to identify some ways that SPSP can take a more active role in promoting and representing you and our science. We are in for an exciting next few years.

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An Interview with 2015 Block Award Winner David Watson

by Andrew Beer

Why are you a personality psychologist?

I actually entered the field not knowing much about it. As an undergrad I didn't take a course in personality, but I had some exposure to it. It seemed to be the kind of field where theory met data, where you could address some of the big questions in a way that wasn't just philosophical. It seemed like an exciting combination. Although I think if I initially understood the field, I wouldn't have gotten into it.

Why?

I started at Minnesota in 1975, during the great person-situation debate, which was a pretty dark time. A lot of people from grad school thought I was crazy for entering a dying and soon-to-be-dead field.

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Have you ever thought about what you would be doing if you weren't a research psychologist?

Yes. Probably not anything radically different. I was torn between applying to graduate school and applying to law school, but I burned out on the application process before I got to the law schools. Every once in a while I wonder what would have happened had I gone to law school. I asked a friend of mine who became a lawyer and he said, "You'd probably become a law professor."

Tell me about a discouraging thing that happened early in your career and how you managed it.

There were plenty. I would say my career path was initially pretty uncertain. My first forays onto the job market were met with only a few nibbles. Luckily, I married well and Lee Anna (Clark) got a job at SMU, where something eventually opened up for me. Still, there were times when I was not convinced that I would ever get a full time faculty position. But after I started at SMU, things

started happening pretty fast, so I didn't have a lot of time to dwell on that.

Did anything help you keep your spirits up during the dark times?

Early on, if you look at my publications, I had an unusual profile. I had three papers in Psych Bulletin within three years of my PhD (and only one in JPSP). So people initially saw me more as a scholar/reviewer and not as an empiricist, but I also got a lot of positive feedback on these papers, which helped me maintain my interest and feel like I was doing something of value.

What's something you learned from a colleague that changed you or your approach to your work?

I started as project coordinator on a grant Jamie Pennebaker had, and shared an office with him for a year. His approach to science was really interesting and different than any I had ever seen, and one of the things I really respected about him was that he was not afraid of failure. He would develop an idea about something and pursue it, and during the time I was there he seemed to have a number of what initially appeared to be dead-ends. But he was absolutely fearless--and creative. I'm not sure I've ever had that level of riskiness, but I have always respected that and tried to emulate it to some extent.

I know that you frequently have a pretty full lab but manage to provide a high quality mentoring experience to all involved. Do you have advice for those mentoring or seeking to mentor many students simultaneously? Or mentoring advice in general? What's your secret?

I'm not sure my approach works for everyone, but it works for me because I'm interested in a lot of stuff and have never pursued a path where I'm only doing one thing. So I've really enjoyed having a number of different students at the same time and allowing them to develop their own interests. That has really pushed me in different directions and keep my viewpoint fresh and creative. For example, the work we do in psychopathology: some students are really interested in depression, some in obsessive-compulsive disorder, some are into sleep disorders, and you look back and think, "Wow, we've done a lot different things here." This influences the way we see the lab. At Notre Dame, the lab is very much personality and psychopathology, but there are no boundaries. This creates a framework wherein people can carve out their own territory. At Iowa, I was working with both clinical and personality students, and there was a lot of overlap and integration between them. That was a very exciting and intellectually stimulating time. I've found I'm the kind of person who gets bored doing the same thing, so being able to go off in different directions is really neat.

Do you have a finding or line of research that seems to excite you more than it excites others (as could be seen in citation count or the like)?

There are probably a couple of things that fall into this category. The stuff we've done with zero acquaintance ratings has become a popular area, but when I first started working on it, I just so mesmerized by it, so dumbfounded by the strength of the correlations we were getting; it was incredible. Since then, some of the things we've done in person perception, where we look at highly correlated measures and one of them will show a self-peer agreement correlation of .60 and the other will show a correlation of .35-other people don't seem as blown away by that as I am.

The other area I keep coming back to is what we're now calling anomalous sleep experiences: hypnogogic hallucinations and the like.

The "dissociations of the night" stuff...

Yes, that's an area I'd have to say I pretty much founded. As far as I can tell there are maybe three or four lab groups in the world that work on this. So it's never really caught on as a huge deal, but I continue to find it very interesting.

With what area of research do you secretly want to be involved?

Probably because of teaching my graduate assessment course, the area I find really interesting in which I've done nothing would be ability testing, intelligence, some of the high stakes applications of that. Because I teach, I am a consumer of this information, but I've never been actively involved in it. We've done very little intelligence-related work in my lab. So that's something I look at and say, "That would be really cool."

I've done a lot of different things, but probably the only wish I have now is that I would be young enough to embark on another 15-20 year longitudinal project, which no longer seems very feasible. Other things that people are doing now, like neuroscience, I'm fairly comfortable that I'm not working in those areas.

What do personality psychologists not know that surprises you?

There are a few things. One thing that's always stimulated by teaching the assessment class is the extent to which personality tests show some kind of item or test bias. It always surprises me-and I throw this out to the students-that traditionally if you look at a lot of test manuals, like the NEO, they have both general and sex-specific norms. Which ones should we be using? I think we've sort of settled on it not mattering, but in ability testing it's a real issue.

There's a lot we don't know. I think we think we know a lot. One of the things that's changed the most since I've been in the field is that we tend to talk the same language more now, which is really good. I'm old enough that I remember, at Minnesota we were trained in the MPQ, the Berkeley people used the CPI, and everyone had different labels for things. Now we can talk about Conscientiousness or Neuroticism and know what those things are. But we only kind of/sort of know this. It's important not to get jaded and think we've really got a firm handle on the specifics because I don't think we do. But we're getting there.

I've encountered some of this murkiness recently in trying to connect some paper and pencil measures with daily behaviors...

The point about behavior is well-taken. Back in the 70s, there was all this focus on how traits relate to behavior, and it's difficult to study behavior. In some ways, we've bypassed it, which is a good thing. We study things like GPA; we know that C predicts grades and how well you do in school. That's an important outcome—probably much more important than what people were looking at in the 70s and 80s—but it's still an interesting question: how do these dispositional dimensions that we're measuring translate into the day-to-day lives of people? You can use ecological momentary assessment to get at some aspects of this, but the actual behavior is still kind of murky.

What's your proudest moment?

I don't know about proudest, but I remember taking a job candidate to dinner with Jamie (Pennebaker) and the candidate asked what we were proudest of or most invested in, and almost in the same breath we both said "whatever we're currently working on." But probably the most excited I ever was was back at SMU—back when you ran things on a computer and it generated printouts—the stranger ratings study. I had been plotting this study for 10 years, so it was a big deal to me. And when I first ran the correlations and saw the correlation for Extraversion and realized it was a moderate correlation, that was very cool.

Any final thoughts?

As the years go by, what really motivates me most and keeps me most interested are things that violate my expectations. I think like most people, I have pretty good defense mechanisms. When I'm looking through results, I probably filter them through a strong confirmatory bias where I see what I expect to see. But every once in a while I break through that and say, "Why the heck is this?" Like we talked earlier about agreement correlations: you begin to look at this, and it doesn't make any sense. So the things I'm most interested in now are the things that I look at that don't make any sense to me.

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An Interview with 2014 Tanaka Award Winner John Rauthmann

by Nicolas Brown

How did you become interested in personality, and more specifically, situations?

I've always been interested in human communication, specifically non-verbal signals and what they tell us about others' personality. So I read my first psychology textbook back in school before university, and it was about personality! Actually, it was the personality psychology textbook from my future advisor, Jens Asendorpf, and at that time I already knew I wanted to study and teach personality and individual differences. I have always been interested in personality judgment because that topic merges my interests on communication processes and personality, though somewhat paradoxically I haven't done any interesting research in that field. That topic did, however, alert me to how important it is—when judging someone—to attend to their consistent behavioral patterns but also to more contextualized patterns, like cross-situational variation of behavior. So, a topic that is dear to me is consistency research and explaining why and how people are consistent. I can only imagine such research if you look at personality and situations jointly, so that's where my interest in situations kicked in. That situation interest has expanded in the last years, especially while working with David Funder and Ryne Sherman, but it is still driven by the core desire to understand personality processes and functioning better.

Are there any projects that you are currently working on that are a result of your dissertation research?

There are actually several lines I'm focusing on right now. First, I'm gathering and analyzing data for the replication or generalizability of the DIAMONDS situation characteristic dimensions from different data sources, item pools, and samples from different cultures. My preliminary analyses are promising that DIAMONDS dimensions do indeed show up across a variety of methods. Second, I focus on situation perception and specifically—kind of in the tradition of personality judgment—which cues situational raters use and how they may achieve agreement on their situational judgments. Third, and most importantly, I am looking into personality-situation transactions, such as how within-person variability in personality states can be predicted by personality-situation fit. My future research builds up on this because I want to understand personality-situation transaction processes in short-, middle-, and long-term time spans better.

What is one research "breakthrough" that you'd like to see personality psychology make in the next 5 to 10 years?

I'd like to see a breakthrough in the molecular genetics of personality differences, especially regarding epigenetics. There still, at least to my limited knowledge, does not seem to be direct evidence that personality differences could be reliably linked to transgenerational epigenetic processes. But I think the possibility that that what my grandparents or parents experienced or did in their lifetimes has epigenetic effects on my personality is intriguing. However, I don't think we're anywhere near demonstrating conclusive evidence for personality-relevant epigenetic mechanisms, so we might not see those breakthroughs in the next years. Another string of research that may come to fruition and provide us with breakthroughs in the next years is voluntary personality change. We might gather more knowledge on efficient and effective intervention forms to change non-pathological personality traits and live a good and healthy life.

If you had to pick one high point from your career, so far, what would that be?

It's difficult to pick, because obviously I have had two highpoints so far: The first one was receiving the acceptance email for my very first first-authored *JPSP* paper, and the second one the email notifying me that I have won the Tanaka Dissertation Award. I feel really honored, happy, and also lucky to have received this prize.

Besides situations, what do you think is an understudied topic in personality?

You're right, I would have said "situations"! But going into that same direction, I think there should be more studies on how people maintain, evoke, select, change, and create their daily situations and, by extension, also the habitual environments or so-called "socio-ecological niches" they live in. It would be interesting to see studies linking such personality-situation transactions processes to normative as well as voluntary personality development. I'd also think that in this context it would be interesting to focus more on the implicit side of personality, such as chronic modes of automatic and unconscious processing of situational stimuli and spontaneous reactions.

Do you have any advice for students that are new to personality psychology?

I think my advice wouldn't specifically just pertain to personality psychology, but in general be directed at someone who wants to pursue an academic career in psychological science. There are several things you need, but here are my personal "Big Eight":

1. Passion: Love what you do
2. Dedication: Be devoted to what you do, immerse yourself into it
3. Persistence: Pursue your goals and be perseverant (even if there are obstacles)
4. Frustration tolerance: There'll be a lot of frustration—you need to deal with and learn from it
5. Hard work: Put in that extra effort, working ideally smart and hard
6. Planning: Always have a strategy, but don't let plans constrain you and stay flexible
7. Network: Surround yourself with people who bring out the best in you or who you admire
8. Luck: Though you're unlikely to build a career off of luck alone, you gotta have it from time to time!

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Personality Pedagogy: Teaching the Big Five

(i.e., Ensuring that Conscientiousness does not become Consciousness; Helping Neuroticism not to morph into Narcissism)

Erik Noftle

Willamette University

One course I teach annually is personality psychology for undergraduates. One featured topic is the Big Five personality trait domains, which are usually pretty fun to teach. However, it has always pained me a bit to grade exams[i] and find the Big Five not only sometimes misconstrued but even occasionally misidentified[ii]. This represents not only a problem for the unit on traits, but also for units on topics from relationships to culture, topics which also assume knowledge of the Big Five. Thus, for the purposes of my course, making sure that students understand the Big Five is rather important. Over time, I have accumulated several techniques for teaching this topic, some adopted years ago, some as recently as the current semester. I'll share four techniques that are not too time-intensive or laborious but together seem to have greatly improved students' understanding of these trait domains.

Familiarizing by Initially Administering a Big Five Measure. At the beginning of the semester students complete an assignment titled "Who Am I?". This assignment asks students to provide self-reports on measures assessing several different constructs representing different approaches to personality, including the Big Five. The assignment is constructed within excel, and administration, scoring, and providing instantaneous feedback occurs in different tabs[iii]. One goal of the assignment is to initially familiarize students with the constructs. However, it is useful for many purposes. We refer back to the assignment many times-I provide students with class averages and standard deviations for each construct as we get to it in the class, we use their experiences completing the measures to discuss fundamental issues such as reverse-scoring, trait dimensionality, self-report biases, the failings of the Myers-Briggs, etc.

Presenting Domain Labels as Flawed. In my experience, the central problem for students in learning the content of the Big Five is that linguistic labels are almost necessarily imprecise in defining what are unusually broad traits. Given that Cattell's inspired approach of fashioning new terms like parmia and premsia unfortunately[v] didn't really stick, we're left with labels from everyday language that are narrower than the domains they describe. Solutions that refer to traits via letters (e.g., Conscientiousness as "C"; John & Srivastava, 1999) or by numeral (Conscientiousness as III+; Goldberg, 1990) work pretty well for personality researchers but not for novices. So instead I present each trait providing a) sample items, b) a set of subcomponents for each (see section below), and c) the preliminary definitions articulated by John and Srivastava (1999, p. 121). Then I engage the class in a discussion of which of the five labels is the worst fit to the content therein. This accomplishes two things. First, it warns students to not overly trust the labels. Second, it further clarifies and reinforces content through discussion about why a label is not adequate.

Using Facets to Clarify Content. A more recent thing I've tried that has worked well has been to improve how I teach about subcomponents of the Big Five. In the past, I've taught the Costa and McCrae (1992) NEO-PI-R facets of the Five Factor Model but they have the downside of being a bit too numerous—students aren't likely to remember 30 facets[vi]. When I saw Chris Soto's symposium about the BFI-2 at ARP 2015, I thought 3 facets per domain was a manageable number. Although the jury's still out on empirically identifying *the* subcomponents for the Big Five (although excellent attempts may be found: Roberts et al., 2004; Saucier & Ostendorf, 1999; Simms, 2010, Woo et al., 2014), the content clustered into the BFI-2 facets is also both easy to comprehend, reasonably maps out the domains, and offers facets which seem conceptually distinct. For example, learning about Extraversion as combining social engagement with assertiveness and energy level, makes it difficult to come away with the belief that the domain is only about being outgoing. Similarly, learning that Openness to Experience comprises intellectual curiosity, creative imagination, and aesthetic sensitivity renders a student unlikely to remember the domain as being about how open you are with other people.

Testing Knowledge within an Adjectival Big Five Measure. Finally, after discussing all of the above in class, I have prepared a brief in-class assignment to test student knowledge. The exercise uses an actual Big Five measure: Saucier's (2002) mini-markers of the Big Five, a short 40-item version of Goldberg's (1992) adjectival markers. Pairs of students are given the scale itself and are instructed to identify each adjective as within one of the Big Five domains and indicate whether it is an indicator of the high or the low end of the trait. In other words, students would correctly mark Bashful as E-, Bold as E+, Careless as C-, etc. Importantly, they are informed that there are 8 items for each of the Big Five domains, and how many of each are keyed positively and negatively. Student pairs compete for a small prize[vii] for the most correct matches and we discuss the results afterward. This activity not only tests knowledge but also serves to further correct prior mistaken assumptions.

I've found these four techniques to work well[viii]. May you never have to face "consciousness" as part of the Big Five ever again!

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[i] It also pains me to grade exams [full stop]. Here I should cite inspiration in the footnote style of Sometimes I'm Wrong.

[ii] Admittedly, even seeing "Extroversion" bugs me.

[iii] Administering it online would also be a good approach but it wouldn't openly demonstrate to students how each scale is calculated via the scoring tab, which at least one student—and likely fewer than two students—has ever reported examining across all the different times I've taught the course.

[iv] This means that I have the somewhat awkward task of collecting their completed personality inventories in order to compute class-level scores. However, before distributing the assignment, I offer the students an escape clause—I tell them that if they wish they can complete the inventories about a close friend in college and that I will never know whether they have provided a self-report or informant-report. I assume that the vast majority of students complete the measures about themselves, but I could be wrong.

[v] Really, can't we go back to referring to Extraversion as "Surgency" à la Cattell (1947) and avoid the whole Jungian and MBTI associations? Anyone? Anyone?

[vi] It is my fondest desire to someday rectify this by teaching a course simply called "facets".

[vii] Mmmm… chocolate.

[viii] Results may vary; side effects in students may include fatigue, inquiries about "whether this will be on the test", irritability, dry mouth, and nausea, but hopefully not vomiting.

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Lifespan Social-Personality (LSP) Preconference 2016 Announcement

Jennifer Lodi-Smith and Erik Noftle
(LSP Preconference Co-Organizers)

Canisius College; **Willamette University**

The Lifespan Social-Personality preconference, sponsored by the Association for Research in Personality since 2014, provides a forum for new developmental research of interest to personality and social psychologists. It will directly precede the SPSP conference on Thursday, January 28th, from 8:45am-4:30pm. The 2016 Lifespan Social-Personality preconference features symposia chaired by Rich Lucas, Kali Trzesniewski, Jenn Lodi-Smith, and Erik Noftle on the following topics: well-being, role transitions, teaching lifespan development, interventions, and daily life methods. Speakers include Brent Donnellan, Will Dunlop, Will Fleeson, Afiya Fredericks, Sarah Gripshover, Laura King, Jenn Lodi-Smith, Rich Lucas, Khairul Mastor, Shige Oishi, Dave Paunesku, Erica Slotter, and Sabrina Thai. Finally, there will be a poster session at which all attendees are encouraged to present their recent work in lifespan social-personality development. For more information, an overview of the schedule, links to previous years' preconference content, and information on registration with SPSP please visit the LSP website. We hope to see you in San Diego!

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2nd World Conference on Personality

Considering the topics of the keynote speakers, the invited symposia, and quite a few of the submitted abstracts, the second world conference on personality promises to inform on exciting turning points in the field. The opening address "rethinking personality psychology" by Robert Hogan is followed by new perspectives on central issues, such as genetics of intelligence, the role of personality in cultural encounters, meaning in life related to personality, the evolution of sexual morality, and many other fascinating views and developments in the lively filed of personality.

The deadline for submission of abstracts (posters, papers, symposia) has silently been moved up to half of November, which will be the date where we start putting the actual program together. After that date submissions might still be possible, but it will be increasingly more difficult to squeeze new abstracts into the program until the abstract book is finalized.

The different continents are already well-represented with abstracts from countries such as China, Japan, Australia, South Africa, Nigeria, many European countries, Brazil, USA, and Canada.

Don't miss out on this personality defining conference!!

Visa

For people from certain countries (for example the USA and Canada) it is important to be aware that visas are necessary, and that it may sometimes take some time to obtain one. Information on the visas requirements per country can for example be found here: http://chicago.itamaraty.gov.br/en-us/visa_requirements_by_country.xml.

If you do require a visa, a tourist visa will suffice for attending the conference

We are looking forward to welcome you the second world conference on personality,

Boele De Raad
Claudio Hutz

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The **WAPP** is an association for those interested in or working in the areas of personality, individuality, intelligence, and individual differences in a broad sense, including studies with a cultural or cross-cultural content: www.perpsy.org

The *IJPP* is an online, open-access, peer reviewed journal for research in the above area: http://ijpp.rug.nl

P: The Online Newsletter for Personality Science

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European Conference on Personality (ECP) 2016 Announcement

Florin Sava

Dear colleagues,

We are very pleased to invite you to the 18th biennial European Conference on Personality organized by the European Association of Personality Psychology (EAPP) in cooperation with West University of Timisoara, Romania. The event will be held in Timisoara between 19th and 23rd of July 2016.

This is the most exciting event organized by EAPP every two years. The previous one, hosted in Lausanne (Switzerland), attracted more than 500 participants from 46 countries located on five continents, of which 12% were US citizens. For the next year, we designed a conference program that we hope will provide at least a similar degree of success. Our confidence relies on the high quality of the keynote speakers invited to the ECP18, on the broad range of scientific events that are scheduled during the event, and last but not least, on the opportunities of networking & fun during your stay in Romania.

The EAPP Conferences traditionally bring together some of the most influential researchers in the field of personality psychology and related areas, along with participants, both scholars and graduate students, from all over Europe, USA, and other parts of the world. Seven keynote speakers from both parts of the Atlantic have confirmed their participation at ECP18. We are honored to have them as guests in Timisoara as they are renowned contributors to the field. Here is a list of them in alphabetical order: Mitjia D. Back from University of Munster, Germany; M. Lynne Cooper from University of Missouri - Columbia, USA; Sarah E. Hampson from Oregon Research Institute - Oregon, USA; Dan P. McAdams from Northwestern University - Illinois, USA; Frank M. Spinath from University of Saarland, Germany; Simine Vazire from University of California at Davis - California, USA; Reinout W. Wiers from University of Amsterdam, The Netherlands.

The conference will include a wide range of scientific events such as invited and open-call symposia, paper and poster sessions, as well as two additional state of the art presentations where the floor will be given to the winners of the EAPP early-career award and the EAPP lifetime career award, respectively. We hope the diversity of events will ensure enough opportunities for professional development and networking. The participation of early career scholars and postgraduate researchers is furthermore encouraged at the ECP18. The European Association of Personality Psychology (EAPP) will offer a limited number of scholarships to support these categories to attend the conference.

Let me say a few words about the social experience, focusing on the venue of the conference.

Timisoara was successively the capital of the Hungarian Kingdom in the XIVth century, an Ottoman fortress for more than 150 years, a pilot city for innovation in the Imperial Court of Vienna. Nowadays it is the third largest Romanian city in terms of population and the second

economic force after Bucharest. The city is located within an hour drive from the mythical land of Transylvania and its medieval castles, and two-hour drive from another two European capitals: Budapest and Belgrade. Maybe, for some of you, Timisoara is better recalled as the city where the Romanian Revolution against the communist regime started. Twenty-six years ago, Romanians lived in a country where the television program lasted only two hours every day. There was no freedom and no psychology. This field was banned from Academia by Ceausescu in 1981, being considered a threat and a bourgeois science. Today, psychology is in the top five most attractive academic programs, and many Psychology departments have benefited from having their employees trained abroad, in accordance with international standards of good practice.

So, there are multiple reasons to participate at the ECP18. You will have the opportunity to listen to renowned scholars in the field. The conference will provide you a broad range of opportunities for professional development and networking. You will also have the chance to visit Transylvania, as well as other parts of Romania or of the neighboring countries. I am happy to assist you in designing your plans for this trip if you would like.

For more details regarding the conference, please review the descriptions on the website (http://ecp18.psihologietm.ro). Several sections of the website are already active including the registration & submission button, but a fully functional website will be available on November 10, 2015.

I hope to meet you in Timisoara in July 2016 at the next EAPP conference!

Best regards,

Florin A. Sava
Chair of the 18th European Conference on Personality

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