President’s Message

It is early May and thoughts are turning to scheduling plans for the 2009 August convention in Toronto. You will find in this issue of the Score a comprehensive guide to the methodology sessions prepared by the program committee. The guide includes all sessions from the Division 5 program, the CwC methodology track coordinated by the committee, and the APAGS/Division 5 SEM track. Be sure to bring the guide with you to the convention. Note that the program information is also available in the online version of the Score at http://www.apa.org/divisions/div5/score.html and on the convention page http://www.apa.org/divisions/div5/convention.html. If you have not already, take a few minutes to peruse the Division 5’s redesigned website at http://www.apa.org/divisions/div5/index.html. Keith Markus, website editor, envisioned and implemented the redesign in close collaboration with Alan Chan, a student member of the web team. The result is a streamlined and easy to use website.

Similar to the collaboration between Keith and Alan, student members of Division 5 committees worked under the mentorship of the committee chairs. The willingness of the chairs to mentor students and weave their mentoring into the committees’ work facilitated the early involvement in and contributions of the students to Division 5’s activities. For this startup year, the focus was on identifying students who could work closely, ideally close geographically, with the committee chairs, and so help shape the role of the new student positions. This proximity was helpful in the development of the Students’ Corner in the Score. Haifa Matos worked closely with past editor Thanos Patelis in conceiving the column, and collaborated via e-mail with current editor Chris Gruber. In some cases, as with the Program (Frank Snyder, mentor Scott Hofer), Awards (Tammy Trierweiler, mentor Keith Markus), and Fellows (Tine Koehler, mentor Jose Cortina) where procedures included reviewing many files and making decisions in very short turn around times, it was ideal for the student to be geographically close to the mentor. For new committees as the Diversity committee (Crystal Simmons, continued on p. 21

The Score to go E-only!

(See article on page 6.)
The Score is the official newsletter of APA Division 5—Evaluation, Measurement, and Statistics—and is published quarterly in January, April, July and October. In keeping with this mission, the Score publishes the division’s business meeting minutes, committee reports, and announcements.

In addition, where appropriate and space permits, short articles (800–1000 words) on technical issues and professional activities of Division 5 members, or on topics of current interest may be accepted. Brief announcements and calls for presentations related to conferences or meetings of particular interest to Division 5 members may also qualify. Submissions should be sent to Score Editor, Chris Gruber: cgruber@wpspublish.com.

Mailing addresses come directly from APA. Please contact APA directly for issues related to your contact information. Non-profit bulk mailing is used except for the July issue which contains time sensitive material related to the APA convention in August and is mailed 1st Class. Consequently, copy deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October and November 15 for January.

Guidelines for advertising appear elsewhere in this issue. Paid advertisements are solicited from a variety of sources and are not officially endorsed by Division 5.

Guidelines for the “What’s new?” column are provided with the column.

Urgent announcements should be submitted to the Division 5 Listservs, described in the box below.

**Listservs**
Keep up with the absolute latest Division 5 news through its two e-mail lists.

**DIV5** serves as a vehicle for discussion among members on topics related to evaluation, measurement statistics, and assessment.

**DIV5ANN** is used exclusively for announcements from Division leadership, such as convention or workshop information or policy changes. This is a “one-way” list that does not support listwide replies (that is, it is not structured to support discussion).

To subscribe to either or both lists, send the following message to

LISTSERV@LISTS.APA.ORG:

SUBSCRIBE DIV5ANN John Doe
SUBSCRIBE DIV5 John Doe
(change “John Doe” to your name)

If you have any questions, contact Mark Daniel at Mark.Daniel@pearson.com.
Division 5 Past Presidents: A Closer Look—Part II

This is the third article in a series requested by Gwyneth Boodoo, our current president, to commemorate the 60th anniversary of Division 5. The photographs accompanying this article refer to several persons mentioned in the article.

Gary J. Robertson
Division 5 Historian

Part 1 of this article, which appeared in the April issue of the Score, presented a broad overview of the 62 Division 5 past presidents in terms of their areas of specialization and subspecialty impact. This was accomplished by enlisting the aid of five Fellows who agreed to complete my questionnaire designed to obtain information using their perceptions of each past president’s area of specialization and impact on that specialty or subspecialty area. Part 2, in contrast to Part 1, is based upon direct information gained in part from an extensive survey of publications and achievements compiled in a format I refer to as my biographical notes. As I explain in more detail below, these notes were augmented in valuable ways by several individuals who reviewed and added to them. I still view these biographical notes as a work in progress, admittedly with gaps and incomplete information. In the near future, I hope to close these gaps and make these notes available online where interested readers can find them.

Part 2 was originally seen as having four sections addressing in various ways the impact of our Division 5 past presidents on their areas of professional endeavor, including psychometrics and measurement, statistics, and I/O psychology. After completing the article, however, I found a major problem to be its length: it was too long for one article and so I decided to reshape it into two articles. Because Thurstone had such a significant impact on Division 5 as its founding president, it seemed best to focus Part 2 on the early years in order to describe more fully the influence of Thurstone and some of his students and to create a new article, Part 3, for the October issue of the Score to treat more broadly the educational influences on Division 5 past presidents and their influence, in turn, as educators, researchers, and leaders, by taking a closer look at their publications, primarily textbooks and other topical books, published tests, and the evidence of such influence as shown by their leadership accomplishments and professional recognition. To my readers I can say only that Part 2 is not, as first promised, the end of this look at our past presidents. There is one more article to go, but I do promise to conclude this look back into history with Part 3 in the October issue.

At the time of this writing, 34 of the 62 Division 5 past presidents are deceased (see listing), leaving 28 who are living. From a historical viewpoint, the earliest of our living past presidents is Dr. Lyle V. Jones, Research Psychologist at the University of North Carolina (UNC), and a former director of both the Thurstone Psychometric Laboratory at UNC and, before that, the Thurstone Psychometric Laboratory at the University of Chicago, where Dr. Jones, as a postdoctoral fellow in 1950, studied with Thurstone and was later invited by Thurstone to join the psychology department faculty. After Part 1 of this article was published last

Division 5 Past Presidents, by Decade

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<td>1951 Quinn McNemar*</td>
<td>1961 Ledyard R Tucker*</td>
<td>1971 Robert L. Ebel*</td>
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<td>1952 Dorothy C. Adkins*</td>
<td>1962 Jane Loewinger*</td>
<td>1972 Julian C. Stanley*</td>
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<td>1954 Lee J. Cronbach*</td>
<td>1964 Louis L. McQuitty*</td>
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<td>1955 Herbert S. Conrad*</td>
<td>1965 Anne Anastasi*</td>
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Div. 5 Past Presidents

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April, Dr. Jones contacted me and offered to answer my questions should I have any and supply background information I might need to complete Part 2. I doubt that he fully anticipated just how many questions I would have, but he quickly found that he had at his command and almost daily plied him with my questions necessitating frequent e-mail exchanges. I want to thank Dr. Jones for contacting me and for so generously and graciously reviewing my extensive biographical notes and answering those many questions I asked. Frequently, I used him as a sounding board to make certain I had the correct facts and understanding of a particular topic, especially those relating to Thurstone. Having someone such as Dr. Jones available to provide direct, first-hand information not only saved time and effort but also provided a context of reality missing from merely reading printed accounts of events from an earlier era. My interaction with Dr. Jones was for me one of those very enjoyable, serendipitous occurrences adding greatly to the enjoyment and meaning of my work.

Mention should also be made of the help I received once again from these Division 5 fellows (two are also past presidents) who participated as raters for Part 1: Mark Daniel, Sam Krug, Peter Merenda, Larry Stricker, and Neal Schmitt. My thanks to them for reviewing my biographical notes and for quickly answering my frequent questions. Larry Stricker merits special mention because his help led me to ETS librarian Karen McQuillen, who trusted me enough to lend me Dorothy Adkins’s out-of-print biography of Thurstone, published in 1962 by ETS. Without this valuable resource as well as the help of Dr. Jones, I might well have failed to grasp fully Thurstone’s importance as our first and founding Division 5 president. Once again, my colleague consultants and Dr. Jones bear no responsibility for the accuracy of my work, for my selection of topics for emphasis, or for any errors of commission or omission. I accept full responsibility for those aspects of my work.

Thurstone’s Early Background

At the time Division 5 was founded in 1946, Thurstone was 59 years old and nearing the end of a long and distinguished career (he died in 1955). Dorothy Adkins, our seventh president, in her highly readable, succinct biography Louis Leon Thurstone (1962) uses as her subtitle the phrases “Creative Thinker, Dedicated Teacher, Eminent Psychologist” to characterize Thurstone’s remarkable intellectual legacy. These descriptors, as applicable today as they were nearly 50 years ago, seem ideally chosen to capture the essence of Thurstone’s brilliant achievements and influence on psychometrics/measurement, test development/test publishing, and statistics/research methodology. Thurstone was, in a sense, a Renaissance man of psychology because he was proficient not only in all of the quantitative subspecialties underlying the evolution of Division 5 into the organization of more highly differentiated subspecialties visible today but also in other aspects of psychology, such as teaching, learning and training, cognition, the development and measurement of attitudes and values, to mention but a few. In keeping with the concept of Renaissance man, he was a lover of classical music, resulting from the influence of his family, especially his sister who was a trained musician.

With an undergraduate degree in mechanical engineering from Cornell, Thurstone’s interest in machine design led not only to his interest in the psychological aspects of visual-motor coordination, but it also provided evidence of his ability to think creatively and produce unique solutions to practical problems, a trait clearly in evidence in his later professional work. For example, while still an undergraduate, Thurstone invented a motion picture machine that eliminated the persistent problem of flicker. He was able to present this idea in person to Thomas Edison, who, though impressed by its design, ultimately rejected Thurstone’s invention because it required too much retooling of extant manufacturing equipment to produce commercially. Edison subsequently invited Thurstone to become his assistant at his New Jersey lab, and as soon as he had graduated in 1912, Thurstone joined Edison’s team for a time before heading to the College of Engineering at the University of Minnesota, his first academic post, to teach descriptive geometry and drafting. While at Minnesota, Thurstone became interested in the experimental study of learning and so, after two years of teaching, he left Minnesota and enrolled in 1914 at the University of Chicago as a graduate student, first majoring in education, but later changing his major to psychology to work with Angell, minor ing in education.

While still a graduate student, Thurstone accepted an assistantship in the Division of Applied Psychology at Carnegie Institute of Technology in Pittsburgh (now Carnegie Mellon University) and joined the faculty as an instructor when he completed his doctorate at Chicago in 1917 (Jones, 2007). While at Carnegie, Thurstone participated in the development of many new tests to predict academic performance and vocational success. According to Adkins (1962), this early work on many different kinds of tests was an important precursor to the formation of Thurstone’s concept of intelligence as multi-faceted and his rejection of Spearman’s g, or general factor, theory of intelligence in favor of a multi-factor view, leading to Thurstone’s later, well-known work in developing multiple factor analysis.

The successful development and use of the Army Alpha test to classify Word War I recruits greatly accelerated the application of group testing and the development of a wide assortment of group tests. Thurstone, along with Edward L. Thorndike and Arthur S. Otis, the actual developer of the first group intelligence test, was appointed by Robert Yerkes, APA president and chair of the Army Alpha development group, to a statistical unit in 1917 to evaluate the pilot testing, or item tryout results, for the early experimental forms of the Alpha test. After receiving their stamp of approval, the Alpha test was immediately adopted by the U.S. Army Surgeon General and used to test nearly 2 million Army inductees.
It was immediately after this period, in 1919–1923, that Thurstone published a number of tests of intelligence, clerical skills, ingenuity, reasoning, and other measures appropriate for civil service and military use (Jones, 2007). Thurstone rose quickly to the rank of full professor at Carnegie but left when his Department of Applied Psychology was abolished in 1923. Funded by the Carnegie Corporation of New York, Thurstone then went to Washington to assist the government-supported Institute for Government Research in using objective tests to select civil service employees. Thurstone prepared manuals and other materials to assist the civil service in learning how to use the new objective-type tests to select personnel.

It was in Washington that Thurstone first made contact with the American Council on Education (ACE), which had begun to develop tests to assist high school seniors and college freshmen in selecting college majors. This led to a 24-year association with ACE during which time (1924–1947) Thurstone and his wife, Thelma Gwinn Thurstone, developed the annual editions (with new norms) of the ACE Psychological Examination for High School Seniors and College Freshmen. Thelma Gwinn had been a graduate student of Thurstone at Carnegie as well as his Washington assistant, and after their marriage in 1924, the Thurstones left Washington for Chicago where Thurstone returned to the University of Chicago as Associate Professor of psychology. The Thurstones collaborated not only in developing the ACE tests but also on numerous other test publications and research projects throughout their lives.

Thurstone’s early work in multiple factor analysis culminated in his publication in 1933 of both The Theory of Multiple Factors and its supplement A Simplified Multiple Factor Method and an Outline of the Computation; followed by The Vectors of Mind (1935); Primary Mental Abilities, Psychometric Monographs, No. 1 (1938); (with Thelma Gwinn Thurstone) Factorial Studies of Intelligence, Psychometric Monographs, No. 2 (1941); and Multiple Factor Analysis (1947). Thurstone’s extensive and varied bibliography of published works compiled by Adkins (1962) contains 23 books and monographs, 165 articles, 24 technical reports, 46 tests, and 95 Psychometric Laboratory reports, 81 from Chicago and 14 from North Carolina. This vast array of published work (some with his wife) illustrates in a very concrete way the extent of Thurstone’s great influence on psychometrics, test development, and statistics.

Thurstone’s Influence on His Students and His Profession

Thurstone’s reputation and the quality of his work at the University of Chicago ensured that he attracted a group of highly capable graduate and postdoctoral students to work with him. A number of these students and associates went on to attain professional prominence and occupy positions of leadership within both the Psychometric Society, founded by Thurstone in 1935, and in Division 5, founded in 1946. Thurstone was the first president of both organizations and served as the chairman of the Editorial Council for the Psychometric Society, which began publication in 1935 of Psychometrika, a journal devoted to enhancing the understanding of psychology as a rational, quantitative science, with an emphasis on test theory. In all, 20 individuals have served as presidents of both Division 5 and the Psychometric Society, with Thurstone and his students or associates numbering six, including Thurstone, as follows (see accompanying photographs): Paul Horst (1941–1942), Harold Gulliksen (1944–1945), Dorothy Adkins (1949–1950), Ledyard Tucker (1959–1960), and Lyle Jones (1962–1963). Thus, the members of the Psychometric Society were a core of highly competent professionals available to form the nucleus of Division 5 at the time of its founding.

Thurstone and his program of study and research experiences provided at the University of Chicago are of special interest. Three of these six Division 5 past presidents (Horst, Gulliksen, Tucker) attended the University of Chicago and were students of Thurstone, whose influence is even greater because Adkins and Jones, though graduates of other doctoral programs, came to Chicago soon after completing their doctorates, Jones for postgraduate study and Adkins to work as an Examiner in the University of Chicago credit-by-examination program directed by Thurstone for Chicago president Hutchens. Thus, the paths taken by these individuals constitute a second tier of indirect Thurstonian influence and form an extended network of influence traceable to Thurstone.

Examples of this secondary network of influence for Thurstone’s students can be obtained by examining their career paths. Horst, for example, became a faculty member at the University of Washington, where he exerted influence through the quantitative courses he

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taught as well as his books and published articles, and he cast an even wider net of influence through his innovative Washington Pre-College Testing Program (in operation from 1955–1992) designed, not as an admissions selection tool, but to predict the differential success of high school seniors in different college courses of study. Interestingly, Horst’s early work in differential prediction went largely unrecognized but seems to have gained renewed attention recently (Clemens, Lunneborg, & Raju, 2004) as possibly offering a classification aid missing from today’s college admissions testing programs emphasizing selection.

Tucker and Gulliksen both settled in Princeton, NJ, where Tucker directed statistical analysis at ETS and lectured at Princeton University; Gulliksen also held joint appointments at Princeton and ETS. Tucker went to the University of Illinois from ETS/Princeton, where he remained the rest of his career and probably influenced through his teaching such former Division 5 past presidents as Cleary, Linn, Davison, and Appelbaum.

Adkins eventually became chair of the psychology department at the University of North Carolina and was instrumental in bringing both Thurstone and his wife, as well as Jones, to UNC when University of Chicago rules forced Thurstone to retire upon reaching the age 65 in 1952. At that time, Adkins also established the UNC Psychometric Laboratory, which is still an influential psychometrics research center.

This article has attempted to provide a brief overview of Louis Leon Thurstone’s monumental professional accomplishments resulting in his extended network of influence reaching Division 5 and its members today, 60 years after its founding. Part 3 of this series, scheduled for publication in the October issue of the Score, as mentioned earlier, will take a broader look at our past presidents through their publications and professional accomplishments.

References

Photograph Credits: Dorothy Adkins, courtesy of University of Hawaii; L.L. Thurstone and Harold Gulliksen, courtesy of Educational Testing Service; Lyle V. Jones, University of North Carolina. Special thanks to Micheline Meyers of APA for her assistance in receiving and assembling the photographs sent electronically.

The Score to go E-only!
Starting with the January 2010 issue, the Score will be distributed solely via the Division 5 website on the Internet. The decision by Division 5 Executive Committee came after over a year of communication with members and advertisers followed by discussion and analysis among the Editors and Executive Committee members.

The benefits appear persuasive:
• Expenses can be reduced by 70% (the Score has been the largest single budget item for Division 5)
• More content (longer, more varied articles) can be included at minimal cost
• Cutting out bulk mailing delays supports more timely communication
• Savings of resources (paper and ink) and energy (physical delivery)

Concerns of members can be addressed:
• PDF format permits easy and accurate paper printout on users’ printers
• Use of Division 5 e-mail lists (Listservs) to inform users at the time of each release

How to prepare:
• Be sure to register on the Division 5 announcements-only e-mail list (DIV5ANN), which is limited and controlled by Division 5 leadership and will not clutter your in box. Send an e-mail to listserv@lists.apa.org, with the Subject line blank and with “Subscribe div5ann [your name]” in the body. See instructions on page 2 of this and every issue.
• Bookmark the Division 5 web site on your browser: http://www.apa.org/divisions/div5/ (click on “publications” to find the Score archive.

Please communicate concerns immediately and directly to the Score Editor: cpgruber@wpspublish.com
**APA 2009**

**Division 5 and Related “Convention-within-a-Convention” Program**

**WEDNESDAY, AUGUST 5**
7:00 PM–9:50 PM
Executive Committee Meeting
Fairmont Royal York Hotel, York Room

**THURSDAY, AUGUST 6**
10:00 AM–11:50 AM
Poster Session: Meet-and-Greet Session for Early Career Scholars of Division 5
Metro Toronto Convention Centre, Exhibit Halls D and E

**Impact of Misleading DIF Detection: A Simulation Study**
**First Author:** Hung-Yu Huang, MS, National Taiwan Normal University
**Co-Author:** Sunny S.J. Lin, PhD, National Chiao Tung University, Taiwan

**Value-Added School Effect Models with the Early Childhood Longitudinal Study**
**First Author:** Leslie Shaw, MA, University of Nebraska—Lincoln
**Co-Author:** James A. Bovaird, PhD, University of Nebraska—Lincoln

**Latent Structure of Positive Mental Health in American Adults**
**First Author:** Matthew W. Gallagher, MA, University of Kansas
**Co-Authors:** Shane Lopez, PhD, Gallup, Omaha, and Kristopher J. Preacher, PhD, University of Kansas

**Valid Assessment for Special Populations: A Design Pattern for Spelling**
**First Author:** Ting Zhang, MEd, University of Maryland College Park
**Co-Authors:** Geneva D. Haertel, PhD, SRI International; Eric G. Hansen, PhD, Educational Testing Service; Robert J. Mislevy, PhD, University of Maryland College Park; Elizabeth A. Murray, PhD, Center for Applied Special Technology; and Jenna Wasson, PhD, Center for Applied Special Technology

**Examination of Emotional—Social Intelligence in Ethnic Minority Youth**
**First Author:** Lauren C. Drerup, MA, University of Kansas
**Co-Author:** Yo Jackson, PhD, University of Kansas

**Breakdown and Correction of the KR-20 Under-Range Restriction**
**First Author:** Dustin A. Fife, BS, University of Oklahoma
**Co-Authors:** Jorge Mendoza, PhD, and Robert Terry, PhD, University of Oklahoma

**Analysis of Longitudinal Data with Many Zeros**
**First Author:** Shu Xu, MA, University of California—Davis
**Co-Author:** Shelley A. Blozis, PhD, University of California—Davis

**Interitem Standard Deviation: Discriminating Between Systematic and Random Data**
**First Author:** Zdravko Marjanovic, MA, York University, Toronto, ON, Canada
**Co-Authors:** C. Ward Struthers, PhD, and Robert A. Cribbie, PhD, York University, Toronto, ON, Canada

**Comparison of Sum Score and Item Score Analysis in SEM**
**First Author:** Melissa A. Mitchell, BS, University of Notre Dame

**Role of Social Desirability and Judges’ Ratings in Standard Settings**
**First Author:** Manfred M. Straehle, MA, Prometric, Baltimore, MD
**Co-Author:** Rory McCorkle, MBA, Prometric, Lawrenceville, NJ

**Relationship Between Self-Efficacy and Academic Achievement in a Singapore Sample**
**First Author:** Siao-Charn Ling, BS, University of California—Berkeley
**Co-Author:** Frank C. Worrell, PhD, University of California—Berkeley

**Assessing Discriminative Validity of the Multidimensional Scale of Independent Functioning**
**First Author:** Ashley A. Miles, MA, York University, Toronto, ON, Canada
**Co-Authors:** Walter Heinrichs, PhD, and Narmeen Ammari, BS, York University, Toronto, ON, Canada

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Meta-Analysis of Web-Based and Paper-Based Measures
First Author: Paul A. Westrick, MA, MEd, University of Iowa
Co-Author: Walter P. Vispoel, PhD, University of Iowa

Examination of the Validity of the Strengths and Difficulties Questionnaire
First Author: Shannon Emery, BS, Francis Marion University
Co-Authors: Crystal R. Hill-Chapman, PhD; Samuel F. Broughton, PhD, Francis Marion University; and Kerry A. Schwanz, PhD, Coastal Carolina University

Intra-Agency Communication: Denali Family Services
First Author: Ruddy M. Taylor, MSW, University of Alaska Anchorage

Detecting a Lack of Association: A Summary of the Issues
First Author: Jason Goertzen, MA, York University, Toronto, ON, Canada
Co-Author: Robert A. Cribbie, PhD, York University, Toronto, ON, Canada

Equivalence Tests for Paired Samples Designs
First Author: Constance A. Mara, BS, York University, Toronto, ON, Canada
Co-Author: Robert A. Cribbie, PhD, York University, Toronto, ON, Canada

Effects of Title 1 Funding on Kindergarten Reading: HLM Study
First Author: Bobbie J. Koen, MEd, University of Houston

Demonstration of Latent Growth Modeling Using EQS and Mplus
First Author: Anne M. Fairlie, BA, University of Rhode Island
Co-Authors: Lisa L. Harlow, PhD, and Mark D. Wood, PhD, University of Rhode Island

Evaluating the Impact of Forced Zero Cross-Loadings in a Structural Model: A Monte Carlo Simulation
First Author: Hsien-Yuan Hsu, MA, Texas A&M University
Co-Author: Susan T. Skidmore, MA, and Yan Li, MA, Texas A&M University

Brief Sense of Community Scale: A Psychometric Evaluation
First Author: Evie M. Muilenburg-Trevino, MA, University of Oklahoma
Co-Authors: Mary Guilfoyle-Holmes, MA, and Chan M. Hellman, PhD, University of Oklahoma

Testing for Mean Differences When Distribution Shapes Are Heterogeneous
First Author: Laura Mills, MA, York University, Toronto, ON, Canada

Co-Author: Robert A. Cribbie, PhD, York University, Toronto, ON, Canada

Positive-Affect Negative-Affect Schedule: A Reliability Generalization Study
First Author: Evie M. Muilenburg-Trevino, MA, University of Oklahoma
Co-Author: Chan M. Hellman, PhD, University of Oklahoma

Validity and Diagnostic Performance of Depression Scales With Latina/o Undergraduates
First Author: Marlen Kanagui, BA, University of Missouri—Columbia
Co-Authors: Melissa A. Rico, BA, University of Wisconsin—Milwaukee; Jeanett Castellanos, PhD, University of California—Irvine; and Alberta M. Gloria, PhD, University of Wisconsin—Madison

Comparison of Procedures for Testing Mediating Relationships
First Author: Cade D. Mansfield, BA, Western Washington University
Co-Author: James M. Graham, PhD, Western Washington University

Reliability Generalization Study of the Symptom Checklist 90—Revised
First Author: Kristin M. Miserocchi, BS, University of Kentucky
Co-Authors: Amy E. McConnell, BS; Dylan L. Hart, BS; Charlotte R. Anderson, MA; Whitney B. Vowels, BS; and Deborah M. Roberts, BS, University of Kentucky; Kevin M. Kieffer, PhD, Saint Leo University; and Robert J. Reese, PhD, University of Kentucky

Psychometric Adequacy of Public Domain Adult Asperger’s Syndrome Assessments
First Author: Brenda M. Stoesz, MA, University of Manitoba, Winnipeg, MB, Canada
Co-Authors: Janine Montgomery, PhD; Sherri Smart, BA; University of Manitoba, Winnipeg, MB, Canada; and Laurie M. Hellsten, PhD, University of Saskatchewan, Saskatoon, SK, Canada

Parametric Bootstrap Procedure: A Viable Option under Distribution Nonnormality?
First Author: Lisa M. Fiksenbaum, MA, York University, Toronto, ON, Canada
Co-Author: Robert A. Cribbie, PhD, York University, Toronto, ON, Canada

Equal-Size or Equal-Interval: A Comparison of Propensity Score Stratification Schemes
First Author: Jill L. Adelson, PhD, University of Connecticut
Co-Authors: D. Betsy McCauch, PhD, and H. Jane Rogers, PhD, University of Connecticut

RAIS-A: Measuring Perceived Racism in School Contexts
First Author: Allison L. Scott, MA, University of California—Berkeley

ADHD Differences on the Stanford Binet Intelligence Scale, Fifth Edition
First Author: Meridee L. Runge, MA, George Fox University
Co-Authors: Rodger K. Bufford, PhD, George Fox University; Gale H. Roid, PhD, Southern Methodist University; and Elizabeth Hamilton, PhD, George Fox University

Intent to Treat in an Educational Incarceration Setting
First Author: Anthony VanderHorst, MA, Ohio State University
Co-Author: Heather Houchard, MA, Ohio State University

Exploratory Cost-Effectiveness Analysis of a Character Education Program
First Author: Ping Guo, MA, Fordham University
Co-Author: Ann Higgins-D’Alessandro, PhD, Fordham University

11:00 AM–11:50 AM
APAGS/Division 5 Structural Equation Modeling (SEM) Track
Metro Toronto Convention Centre, Reception Hall 104A
Chair: Brian Hall, MA

Structural Equation Modeling: Snapshots in Time, Application, and Opportunity
First Author: Barbara Byrne, PhD, University of Ottawa

12:00 PM–1:50 PM
Conversation Hour: Ten Years After the Task Force on Statistical Inference Report
Metro Toronto Convention Centre, Meeting Room 206D
Chair: Jose M. Cortina, PhD, George Mason University

Measurement: Recommendations of APA’s TFSI on Significance Testing and Beyond
First Author: Gwyneth M. Boodoo, PhD, GMB Enterprises, Hamilton, NJ

Viewing Psychology as a Science of Estimation
First Author: Geoff Cumming, DPhil, La Trobe University, Melbourne, VIC, Australia
Co-Author: Fiona Fidler, PhD, La Trobe University, Melbourne, VIC, Australia

Forgotten Lessons from the APA Task Force
First Author: Neal W. Schmitt, PhD, Michigan State University

When the Use of p Values Actually Makes Some Sense
First Author: Barry H. Cohen, PhD, New York University

Power of Language and the Reliance on Effect Size
First Author: Jose M. Cortina, PhD

Partial Measurement Equivalence: French and English Versions of a Neuropsychological Battery
First Author: Holly A. Tuokko, PhD, University of Victoria, BC, Canada
Co-Authors: Pak Hei B. Chou, PhD, University of Victoria, BC, Canada, and Stephen C. Bowden, PhD, University of Melbourne, Parkville, VIC, Australia

Mega-Analytic Approach to Studying the Longitudinal Effects of Preschool Quality
First Author: Kevin J. Grimm, PhD
Co-Authors: Nathan Vandergrift, PhD, Duke University; Margaret Burchinal, PhD, University of North Carolina at Chapel Hill; Andrew J. Mashburn, PhD, University of Virginia; and Robert C. Pianta, PhD, University of Virginia

Factorial Invariance and Scale Calibration Across Studies When Measures Differ
First Author: Daniel E. Bontempo, PhD, Oregon State University
Co-Author: Andrea M. Piccinin, PhD, and Scott M. Hofer, Oregon State University

Constructive Noninvariance: Sometimes Things Are Supposed to Be Different
First Author: Michael C. Edwards, PhD, Ohio State University
Co-Author: R.J. Wirth, PhD, University of North Carolina at Chapel Hill

Methodological Solutions from the Mega-Analysis of Longitudinal Studies of the WAIS
First Author: John J. McArdle, PhD, University of Southern California
Co-Author: John L. Horn, PhD, University of Southern California

Discussant: Keith Widaman, PhD, University of California—Davis

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2:00 PM–3:50 PM
APAGS/Division 5 Structural Equation Modeling (SEM)
Track
APAGS Suite, Fairmont Royal York
An Introduction to Growth Curve Modeling Via Multilevel Models
First Author: Lesa Hoffman, PhD, University of Nebraska, Lincoln

FRIDAY, AUGUST 7
7:00 AM–8:50 AM
Social Hour: Assessment Psychology Section Joint Breakfast
for Assessment Community
Intercontinental Toronto Centre Hotel, Caledon Room

9:00 AM–9:50 AM
Discussion: Quantitative and Qualitative Inquiry—Beyond the Divide
Metro Toronto Convention Centre, Meeting Room 205D
Chairs: Gwyneth M. Boodoo, PhD, GMB Enterprises, and Kenneth J. Gergen, PhD, Swarthmore College
Participants: Ruthellen Josselson, PhD, Fielding Graduate University, Neal W. Schmitt, PhD, Michigan State University, Mark Freeman, PhD, College of the Holy Cross, and Irving B. Weiner, PhD, University of South Florida

10:00 AM–11:50 AM
APAGS/Division 5 Structural Equation Modeling (SEM)
Track
APAGS Suite, Fairmont Royal York
Mediation and Moderation
First Author: Andrew Hayes, PhD, The Ohio State University

12:00 PM–12:50 PM
Invited Address: CWC/Methodology
Metro Toronto Convention Centre, Meeting Room 715A
Chair: Robert Sinclair, PhD, Clemson University
Meta-Analysis: The State of the Art and Opportunities in Psychological Research
First Author: Noel A. Card, PhD, University of Arizona

1:00 PM–1:50 PM
Invited Address: CWC/Methodology
Metro Toronto Convention Centre, Meeting Room 715A
Chair: Robert Sinclair, PhD, Clemson University
A Comprehensive Framework for Multilevel Mediation
First Author: Kristopher J. Preacher, PhD, University of Kansas
Introduction to Bayesian Analysis
First Author: Zhiyong Zhang, PhD, University of Notre Dame

5:00 PM–5:50 PM
Division 5 Business Meeting
Intercontinental Toronto Centre Hotel, Ballroom A
Chair: Gwyneth M. Boodoo, PhD, GMB Enterprises, Hamilton, NJ

6:00 PM–7:50 PM
Division 5 Social Hour
Intercontinental Toronto Centre Hotel, Ballroom A

SATURDAY, AUGUST 8
8:00 AM–9:50 AM
Invited Symposium: Role of Mixed Methods in Psychological Research
Metro Toronto Convention Centre, Meeting Room 717B
Chair: Gwyneth M. Boodoo, PhD, GMB Enterprises, Hamilton, NJ

Application of Mixed-Methods Research Designs to Trauma Research
First Author: John W. Creswell, PhD, University of Nebraska—Lincoln

Longitudinal, Mixed-Methods Analysis of a Community Intervention for Sexual-Assault Survivors
First Author: Rebecca Campbell, PhD, Michigan State University
Co-Authors: Debra Patterson, PhD, Wayne State University, and Deborah Bybee, PhD, Michigan State University

Transformative Mixed-Methods Research Supporting Human Rights
First Author: Donna M. Mertens, PhD, Gallaudet University

All Methods Are Mixed Methods
First Author: Keith A. Markus, PhD, City University of New York John Jay College of Criminal Justice

Discussant: Brent D. Slife, PhD, Brigham Young University

9:00 AM–9:50 AM
Invited Address: CWC/Methodology
Metro Toronto Convention Centre, Meeting Room 715A
Chair: Leandre R. Fabrigar, PhD, Queen’s University at Kingston

Factorial Invariance: Why it’s Important and How to Test for It
First Author: Todd D. Little, PhD, University of Kansas

10:00 AM–11:50 AM
Invited Address: CWC/Methodology
Metro Toronto Convention Centre, Meeting Room 715A
Chair: Leandre R. Fabrigar, PhD, Queen’s University at Kingston

Introduction to the Actor-Partner Interdependence Model for the Study of Dyads
First Author: David A. Kenny, PhD, University of Connecticut

Using Receiver Operating Characteristic Analysis to Explore the Nature of Recognition Memory
First Author: John T. Wixted, PhD, University of California, San Diego

12:00 PM–1:50 PM
Invited Address: CWC/Methodology
Metro Toronto Convention Centre, Meeting Room 715A
Chair: Martin Sliwinski, PhD, Syracuse University

Intensive Repeated-Measures Studies: Their Uses and Benefits
First Author: Scott M. Hofer, PhD, Oregon State University

Pictures at an Exhibition: The Role of Visual Displays in an Evidence-Based Science (Samuel J. Messick Distinguished Scientific Contributions Award)
First Author: Howard Wainer, PhD, National Board of Medical Examiners, Philadelphia, PA

Abraham Lincoln’s Eighth Judicial Circuit (1850) in the Age of MapQuest (Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring)
First Author: Lawrence J. Hubert, PhD, University of Illinois at Urbana—Champaign

On the Need for Multilevel Modeling in Item Response Theory (Anne Anastasi Early Career Award)
First Author: W. Holmes Finch, PhD, Ball State University

Robust Statistical Tests for Evaluating the Hypothesis of Close Fit of Misspecified Mean and Covariance Structural Models (Distinguished Dissertation Award)
First Author: Libo Li, PhD, University of California—Los Angeles

10:00 AM–10:50 AM
Invited Address: CWC/Methodology
Metro Toronto Convention Centre, Meeting Room 715A
Chair: Leandre R. Fabrigar, PhD, Queen’s University at Kingston

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Poster Session: Measurement, Evaluation, Assessment, and Statistics—From Theory to Application
Metro Toronto Convention Centre, Exhibit Halls D and E

continued on p. 12
Within-Subjects Relationship Between Flow and Test Performance  
**First Author**: Jacob M. Marszalek, PhD, University of Missouri—Kansas City

Item Sets Adaptive Strategy in Clinical Assessments  
**First Author**: Zhiming Yang, PhD, Pearson, San Antonio, TX  
**Co-Author**: Jianjun Zhu, PhD, Pearson, San Antonio, TX

Program Evaluation of Youth in an Outpatient Eating Disorders Program  
**First Author**: Paraskevoulla Xinaris, PhD, Lakeridge Health Oshawa, ON, Canada  
**Co-Author**: Ozge F. Akcali, PhD, Lakeridge Health Oshawa, ON, Canada

Meta-Analysis of Variance Components for Student Ratings of Courses and Instruction  
**First Author**: Chiungjung Huang, PhD, National Changhua University of Education, Taiwan

Reliability Generalization of Scores for Dimensions of Self-Concept  
**First Author**: Chiungjung Huang, PhD, National Changhua University of Education, Taiwan

Mixed Rasch Modeling for Detecting Fakers on a Personality Inventory  
**First Author**: Ronald R. Holden, PhD, Queen’s University at Kingston, ON, Canada  
**Co-Author**: Angela S. Book, PhD, Brock University, Kingston, ON, Canada

Methods for Determining Inter-Rater Reliability of the PANSS: A Review of the Literature  
**First Author**: Kia Crittenden, PhD, MedAvante, Inc., Hamilton, NJ  
**Co-Authors**: Christian Yavorsky, PhD; Felice Ockun, MSW; Kristy Wolanski, MA; and Kenneth A. Kobak, PhD, MedAvante, Inc., Hamilton, NJ

Sources of Unreliability in Depression Ratings  
**First Author**: Kenneth A. Kobak, PhD, MedAvante, Inc., Hamilton, NJ  
**Co-Authors**: Brianne Brown, PsyD; Hollie Levy-Mack, MSW; Ian Sharp, PhD; Kurrie Wells, PhD; Felice Ockun, MSW; and Janet B.W. Williams, DSW, MedAvante, Inc., Hamilton, NJ

Examination of Differential WISC-IV Predictive Validity Bias: WISC-IV—WIAT-II Linking Sample  
**First Author**: Gary L. Canivez, PhD, Eastern Illinois University  
**Co-Author**: Timothy R. Konold, PhD, University of Virginia

Assessing Anxiety Using the BASC-2 SRP-COL  
**First Author**: Kerry A. Schwanz, PhD, Coastal Carolina University  
**Co-Authors**: Linda J. Palm, PhD, and Michelle J. Thackray, Coastal Carolina University, and Crystal R. Hill-Chapman, PhD, Francis Marion University

New Response Inconsistency Scale for the MCMI-III  
**First Author**: John Kamp, PhD, Pearson, Thousand Oaks, CA

Analytical Comparison of Bootstrap Methods for Tests of Mediation  
**First Author**: Kevin A. Kupzyk, MA, University of Nebraska—Lincoln

Cell Means Model for a Randomized-Block Hierarchical Design  
**First Author**: Roger E. Kirk, PhD, Baylor University

READ 180 Literacy Curriculum Evaluation: Impacts on Student Achievement  
**First Author**: Allison D. Meisch, PhD, Westat, Rockville, MD  
**Co-Authors**: Jennifer Hamilton, BS; Nancy Thornton, BA; Ian Petta, BA; Karen Gray-Adams, MA; Pauline Fong, BS; Priscilla Ek, BA; Cathy Lease, BA; and Julie Daft, BA, Westat, Rockville, MD

Novel Measure of Internal Consistency: The Average Distance  
**First Author**: Edward D. Sturman, PhD, State University of New York College at Plattsburgh  
**Co-Authors**: Robert A. Cribbie, PhD, and Gordon L. Flett, PhD, York University, Toronto, ON, Canada

Minor Model Error and RMSEA for Polychoric Approach to CFA  
**First Author**: David B. Flora, PhD, York University, Toronto, ON, Canada  
**Co-Author**: E.M. Romero Escobar, MA, York University, Toronto, ON, Canada

Hierarchical Factor Structure of the Cognitive Assessment System  
**First Author**: Gary L. Canivez, PhD, Eastern Illinois University

Are MCMI-III Personality Scales Measuring Personality Disorders or Personality Styles?  
**First Author**: James P. Choca, PhD, Roosevelt University  
**Co-Author**: Coral Muñoz, BA, Roosevelt University

Testing the Role of Wording Effects in the Bidimensionality of Affect  
**First Author**: Shengquan Ye, PhD, Chinese University of Hong Kong, Shatin, NT, China

Investigating Item Sharing and Item Pooling in Computerized Adaptive Testing  
**First Author**: Shu-Ying Chen, PhD, National Chung-Cheng
Psychometric Properties of Quantitative Estimation Items in an International Comparison

First Author: Thomas P. Hogan, PhD, University of Scranton

Latent Classes and Gender Differences on Spatial Ability of High School Students

First Author: Hawjeng Chiou, PhD, National Central University, Jhongli City, Taoyuan, Taiwan
Co-Authors: Shih-Ting Wang, MS, Fu-Jen University, and Yi-Norm Lin, MS, National Central University, Taiwan

Revisiting Sample Size Requirement for IRT Calibration Using Alternative Estimation Procedures

First Author: Bo Zhang, PhD, University of Wisconsin—Milwaukee

Monte Carlo Comparison of Missing Data Techniques for Multilevel Data

First Author: Anne C. Black, PhD, Yale University
Co-Authors: Ofer Harel, PhD; Dorothy E. McCoach, PhD; Helen J. Rogers, PhD; and Hariharan Swaminathan, PhD, University of Connecticut

Reliability Generalization Study of the MBTI: An Update

First Author: Kevin M. Kieffer, PhD, Saint Leo University
Co-Author: Tsz Lau, BA, Saint Leo University

Determining Predictor Importance in Hierarchical Linear Models Using Dominance Analysis

First Author: Razia Azen, PhD, University of Wisconsin—Milwaukee
Co-Author: Wen Luo, PhD, University of Wisconsin—Milwaukee

Multivariate Generalizability Analysis of BIDR Score Consistency

First Author: Walter P. Vispoel, PhD, University of Iowa
Co-Authors: Shuqin Tao, MA; Linan Sun, MA; Yi He, MA; and Paul A. Westrick, MA, MEd, University of Iowa

Accumulation of Psychometric Evidence for the Core Bereavement Items Inventory

First Author: Laurie M. Hellsten, PhD, University of Saskatchewan, Saskatoon, SK, Canada
Co-Authors: Katerina Tolstikova, MA, University of Saskatchewan, Saskatoon, SK, Canada

Examining the Performance Characteristics of Growth Mixture Modeling: A Monte Carlo Simulation Study

First Author: James Peugh, PhD, University of Virginia
Co-Authors: Xitao Fan, PhD, University of Virginia

Analyzing Mixed Dyadic Data Using Structural Equation Modeling and Hierarchical Linear Modeling

First Author: James Peugh, PhD, University of Virginia
Co-Authors: David DiLillo, PhD, University of Nebraska—Lincoln

Model Fit and Sample Size Requirements for Large CFA Models

First Author: Dennis L. Jackson, PhD, University of Windsor, ON, Canada
Co-Authors: Marc Frey, BA, and Jennifer Voth, MA, University of Windsor, ON, Canada

Assessing Interdisciplinary Scientific Collaboration to Address Climate Change Problems

First Author: Jill H. Lohmeier, PhD, University of Massachusetts Lowell
Co-Authors: Steven W. Lee, PhD, University of Kansas

Complex Modeling With Small Samples

First Author: James A. Bovaird, PhD, University of Nebraska—Lincoln

Using Experimental Designs to Evoke Construct Validity Evidence

First Author: James A. Bovaird, PhD, University of Nebraska—Lincoln
Co-Author: Natalie Koziol, BA, University of Nebraska—Lincoln

Interpreting IRT Parameters: Putting Psychological Meat on the Psychometric Bone

First Author: Anita M. Hubley, PhD, University of British Columbia, Vancouver, BC, Canada
Co-Authors: Amery D. Wu, PhD, and Bruno D. Zumbo, PhD, University of British Columbia, Vancouver, BC, Canada

Computerized Adaptive Testing Using Generalized Graded Unfolding Model

First Author: Weiwei Cui, PhD, National Institute of Statistical Sciences/ESSI, Washington, DC

Adolescents and Appropriate Instruments: Confirmatory Factor Analyses of Violence-Related Measures

First Author: M. Meghan Davidson, PhD, University of Nebraska—Lincoln

2:00 PM–2:50 PM
Invited Address: CWC/Methodology

Metro Toronto Convention Centre, Meeting Room 715A
Chair: Sherry L. Serdikoff, PhD, James Madison University

Why We Need to Understand Changes in Each Individual Before We Can Understand Changes Among Individuals

First Author: Peter C. M. Molenaar, PhD, Pennsylvania State University
Division 5 Honors Students and the Assessment Community

Collaborating with Section IX (Assessment Psychology) of Division 12 and with the Association of Test Publishers and several major test publishers, our division has created an opportunity to feature our commitment to young scholars and to the field of Assessment. Meet colleagues in the assessment community and see award-winning student posters on assessment.

Joint Breakfast for Assessment Community
Friday, August 7, 7:00 to 8:50 am
Intercontinental Toronto Centre Hotel
Caledon Room

Co-sponsored by Division 5 and Section IX of Division 12
Featuring selected student posters focused on Assessment.

Student Poster Award presentation by the Association of Test Publishers
Travel Award presentation by Western Psychological Services
Hospitality provided by MHS, PAR, and Pearson

Come meet your colleagues. Welcome and recognize the talented young scholars by talking over their posters with them.
Report of February 20–22, 2009 Meeting of the Council of Representatives

Gwyneth M. Boodoo and Kurt F. Geisinger

This historic meeting dealt with major changes in the APA annual budget as well as further developments in the APA strategic plan with the adoption of an APA Vision Statement and work on the development of organizational goals for the next three to five years. There was also discussion of possible changes in the annual convention, and Council representation. Among other items, of major interest to Division 5 was a vote of approval to receive the report of the Task Force on Increasing the Number of Quantitative Psychologists. This passage means that the many recommendations in the report can now be acted on, in particular, further development of a website with information on the field of Quantitative Psychology. A full copy of the report of the task force, chaired by Leona Aiken and including a number of Division 5 members, will be posted on the APA website.

Vision Statement
After much discussion of an initial draft, and a lunch meeting of a small group which included the developers of the initial draft and both Division 5 representatives, Council approved the following Vision Statement for the organization:

**APA VISION STATEMENT**
The American Psychological Association aspires to excel as a valuable, effective and influential organization advancing psychology as a science, serving as:

- A uniting force for the discipline;
- The major catalyst for the stimulation, growth and dissemination of psychological science and practice;
- The primary resource for all psychologists;
- The premier innovator in the education, development, and training of psychological scientists, practitioners and educators;
- The leading advocate for psychological knowledge and practice informing policy makers and the public to improve public policy and daily living;
- A principal leader and global partner promoting psychological knowledge and methods to facilitate the resolution of personal, societal and global challenges in diverse, multicultural and international contexts; and
- An effective champion of the application of psychology to promote human rights, health, well being and dignity.

Presidential Initiatives
President James Bray outlined initiatives he will work on this year:

1. Future of Psychology Practice. A task force, co-chaired by President Bray and President-elect Carol Goodheart, are planning a Summit on the Future of Psychology Practice scheduled for May 14–17, 2009, in San Antonio.

2. A task force chaired by John Dovidio will address the Future of Psychological Science as a STEM (Science, Technology, Engineering, Mathematics) Discipline.

3. Initiatives related to the contributions from Psychology to end homelessness.

4. Changing the Convention: Experimenting with The Convention within a Convention will take place from Friday-Sunday at the 2009 convention. This experiment primarily consists of strands devoted to specific areas. For example, in 2009 there is a methodology strand. It appears that the convention no longer meets the needs of many members and this is a step towards trying a different approach. There is also a plan to have a community day at the APA convention. In 2009 this day will deal with Community Aids organizations.

5. Psychology and the Crisis in Confidence: A major problem is the lack of confidence in the present economic situation. The question, what can psychology do to help, was asked, e.g., help people manage uncertainty; challenge the doomsday messages and focus on what can do positively; develop optimism.

6. Transforming APA with regard to discipline, strategic goals and accountability. Dr. Bray noted that he was pleased to be president of APA during this time when strategic planning and the budget reductions were both occurring as this could be a time when APA could transform itself.

Dr. Bray announced Dr Alan Kazdin & Dr. Pat DeLeon will each receive APA Life Time Achievement Award at the August convention.

CEO Report
Dr. Norm Anderson reported on the budget and the status of strategic planning.

Budgetary challenges: There is a 2008 probable $3.4 m deficit due to decreased revenue and increased expenses. The 2009 budget is very changeable and getting worse in the context of the current US economy. At present there is a 40% drop in the investment portfolio. And drastic action must be taken to avoid having a deficit in 2009. In the past APA has run deficits but these were offset by the financial reserves (i.e., portfolio) which are now no longer present to the same degree. For 2009, an $11.8 million deficit is anticipated in the initial estimates. In order to meet these challenges the APA Executive Management Group (EMG) worked to create a package of budget cuts totaling over $10 million and put together a list of nine activities that required governance action for their stoppage or delay to meet the entire shortfall.

Strategic Planning: Stated that the plan was to complete the vision statement at the Council meeting and begin to draft the major goals and core values of APA.
Other: Nancy Gordon Moore will take over as Executive Director for Governance Affairs from Judy Strassburger who retired in mid February. And the APA boardroom was named after Jack McKay (past CFO).

Budget
Dr. Paul Craig, Treasurer, and Archie Turner, CFO, reported on the budget. The good news is that the APA buildings continue to do well with long term tenants. And subscription and electronic revenues from APA publications have increased considerably and are projected to be 68% of 2009 revenue. While APA is neither broke nor in crisis mode, the organization has to be careful since its portfolio has diminished by $32 million to $43 million. APA membership has flattened off, with dues projected to be 12% of 2009 revenue.

This is a time to pause and reassess priorities. APA has traditionally had a pattern of deficit in some years and surplus in others without much change in the way it conducts business each year, so there are operating overruns in some years. This pattern is attainable if there are assets to fall back on. And even though the buildings are still doing okay, the investments are down and deficits in the face of deleted net assets threaten the financial stability of APA.

For 2008, APA has a $3.4 million deficit primarily due to lower than expected revenues. These included lower interest and investment income than projected, a delay in capital expenditures related to the web relaunch and in the utilization of the Accreditation Stabilization Fund and lower than anticipated convention fees because in 2008 more members took advantage of advance registration. For 2009 requests for funds were $11.8 million more than available. The Board of Directors and the EMG decided that there would be ‘no sacred cows—everything was open for consideration to be cut or reduced’. The EMG produced a package of budget cuts totaling over $10 million including a strict freeze on all APA hiring; the elimination of 2009 Executive Directors Merit Increases, no salary and stipend increases for the CEO, EMG and the Board of Directors, and other miscellaneous changes and savings. Council was asked to vote on cuts totaling $1.6 million which entailed cancellation of the fall consolidated meetings, suspending CEMRRAT and Interdivisional grants programs for 1 year, suspending 2009 addition to the publications and databases R&D Board designation of net assets, elimination of Council and Board discretionary funds, reduction of board of director members travels and retreats, and reduction of costs of the February 2009 Council meeting.

A motion not to include removal of the fall consolidated meetings failed in light of the fact that including the meetings would mean further staff cuts on top of the $10.8 million already made. There was also discussion on going green (e.g. video conferencing) across all governance meetings as a future option.

Council voted to receive the 2008 year end deficit and approved the 2009 budget with the understanding that management would carefully monitor APA revenues and keep Council apprised of developments.

APA Dues Credit and Dual Membership Dues Discount Program
Council voted to refer two proposals: (1) to provide APA Dues Credit for Members Who Are State, Provincial and Territorial Psychological Association Members, and (2) to eliminate the Dual Membership Dues Discount Program, to the Policy and Planning Board. In addition, will consider extending the dual dues discount program to other organizations as the Society for Neuroscience, and develop criteria for providing dues credit/discounts to APA members who are members of other organizations.

Report of the Task Force on Council Representation
At its August 2007 meeting, the Council of Representatives approved the appointment of a Task Force on Council Representation to examine the current apportionment system to determine if changes are needed and to indicate any changes necessary to ensure equitable representation of all constituencies. The Task Force was asked to report back no later than August 2008. Following the August 2007 meeting, then President Sharon Brehm appointed Drs. Bruce Overmier and Melba Vasquez as co-chairs of the Task Force along with Drs. Leona Aiken, Suzanne Bennett Johnson, Rosie Bingham, Sharon Brennan, Charles Faltz and George O’Neill as members of the Task Force. The Task Force had one meeting, several conference calls and held open meetings at both the 2008 February Council meeting and the March consolidated meetings.

Council voted to receive the report and refer recommendation 1 (that the APA Bylaws should be amended to ensure all Divisions and SPTA’s have a seat on Council using the proportional allocation system, in the unlikely event that the number of votes allocated to either is insufficient to yield enough seats to seat all Divisions and SPTAs), to the Policy and Planning Board to draft rules and changes. Recommendation 4 (that six seats be added to the current Council resulting in the international units being placed into a different voting unit on Council, outside the “Division/U.S. geographic” pooling system. In the proposed system, the six Canadian Provinces would continue to be full voting members of Council, but would be removed from the apportionment process. Canadian APA members - like all APA members - would receive the 10 vote apportionment ballot, but votes would be apportioned only to APA Divisions and US States, the District of Columbia, and Territories) will be considered after the strategic plan is completed.

Convention Discussion Item
Dr. Bray presented preliminary information related to his initiative of changing the format of the annual convention. Information was provided on the allocation of program hours to divisions, recommendations related to the convention from AMMR (Association Management and Marketing Resources) Consultant based on a survey of participants, and the report of the task force to recommend changes to the convention that would appeal to scientists.
90% of all hrs are allocated to divisions and 10% to boards and committees. Dr. Bray asked that Council discuss whether or not there is need to change the way of allocating hours. He asked that Council think about changing the formula for allocating hours, which now depends on the size of a division and the number of members attending the convention. A number of ideas were given, including getting information from divisions on their best practice; developing ways of including students more in the convention as more student Poster sessions; enhancing the collaborations across divisions. Specific proposals will be developed for the August meeting.


In September of 2008, a petition resolution was approved by a vote of the APA membership that prohibits psychologists from working in settings “where persons are held outside of, or in violation of, either International Law or the US Constitution (where appropriate), unless they are working directly for the persons being detained or for an independent third party working to protect human rights” or they are providing treatment for military personnel. A Presidential Advisory Group was created on the Implementation of the Petition Resolution and submitted a report to Council at the February, 2009 meeting.

Council approved the following motions:
1. That the Council of Representatives votes to suspend Association Rule 30-3.1 to stipulate that the petition resolution is “complete” as of the February 2009 meeting and is now APA policy.
2. That the Council of Representatives adopt the following title for the petition resolution to clarify that it is not intended to be applied broadly to jails, detention centers, and psychiatric hospitals: “Psychologists and Unlawful Detention Settings with a Focus on National Security” and requests that the title be incorporated into the minutes, along with the resolution, and that the petition resolution ballot be included as an attachment.
3. That the Council of Representatives receives the Report of the APA Presidential Advisory Group on the Implementation of the Petition Resolution and forwards the report to APA Central Office and relevant Boards and Committees for their review and appropriate action. The APA Central Office will include in its regular reports to the Council and Board of Directors steps taken to implement the petition resolution as proposed by the advisory group in the report section entitled, “Options for Council to Consider Related to the Implementation of the Petition Resolution.”

APF

Dr. Dorothy Cantor, President, reported even with the downturn in the market, the Foundation is able to provide a number of substantial scholarships and fellowships.

Additional Motions

In addition to the Report of the Task Force for Increasing the Number of Quantitative Psychologists, Council also approved the following:

- Report of the 2007 Presidential task Force on Mathematics
- Report of Joint BEA/CIRP Task Force on APA’s Role in International Quality Assurance: APA as a Learning Partner, and a resolution that reaffirms the role of APA as a Learning Partner in International Quality Assurance activities
- Request to Establish a Continuing Committee on Human Research
- Proposed Repeal of Association Rule 100-1.4, thus removing the five-year review of division since divisions now submit annual reports.
- Proposed Revision of Sponsor Approval System Criterion D.1.2. The revision to the Standards and Criteria for Approval of Sponsors of Continuing Education for Psychologists as follows:—1.2. Program content has been supported using established research procedures and scientific scrutiny.
- Housekeeping Changes to Association Rule 120-2.2: Committee on Education and Training
- Final Report of the Division 19 & Division 44 Joint Task Force on Sexual Orientation and Military Service
- Request to Withdraw Council New Business Item #33A: Amendment Call to Shut Down the Illegal Prison at Guantanamo Bay and All Other Facilities for “Enemy Combatants”
- Association Rules Change: Finance Committee “Expert” Member Term Limits
- Responsible Spending Policy
- Request that the committee for the advancement of professional practice work with Div 31 to review the process of APA business items coming to Council to determine the adequacy of input from state, provincial and territorial associations,
- Proposed APA Resolution in Support of Ethnic Minority Training in Psychology
- Guidelines for Child Custody Evaluation in Family Law
- APA Resolution on Promotion of Healthy Active Lifestyles and Prevention of Obesity and Unhealthy Weight Control Behaviors in Children and Youth

APAIT Concerns

In January 2009, Council learned that there has been a five-year dispute between APA and the APA Insurance Trust (APAIT) over the release of information from APAIT to the APA Board of Directors. APA founded the trust in 1962 as a separate corporation with the specific goal of providing insurance to psychologists. Many attempts have been made by all parties to resolve this dispute; those attempts have failed, and in January, APA filed a lawsuit in order to obtain a judicial ruling on the narrow issue of what APA’s specific rights are with regard to the information the APA Board has requested, and the APAIT has opined it will not give. Many of

continued on p. 18
the details discussed at Council were shared with us confidentially by APA’s legal counsel, so must remain confidential. However, the APA Board states that anyone insured by APAIT, should be reassured that this conflict should not have any impact on your insurance premiums, or on APA’s continued commitment to make high-quality, reasonable-cost insurance products available to its members. The APA Board also states that the lawsuit is not a commentary on APAIT or the work it does. Rather, it is an effort to obtain a formal judicial ruling on a point of dispute that has not been resolved through five years of informal dispute resolution.

Diversity Training on Aging
Diversity Training on Aging was led by Gregory A. Hinrichsen, PhD (Health and Aging Policy Fellow, Albert Einstein College of Medicine) & Becca Levy, PhD (Yale University). The excellent presentations on ageism and follow up activities helped raise awareness of age related issues.

Strategic Planning
Council members carried out an exercise to develop and consider possible goals in breakout sessions, including the prioritization of those goals. The results from these groups and information from surveys of the membership will be used to develop proposed goals for action at the August 2009 Council meeting.

AERA Call for Nominations
Division D of AERA welcomes nominations for the 2010 Award for Significant Contribution to Educational Measurement and Research Methodology. This annual award recognizes published research judged to represent a significant advancement in theory and practice of educational measurement and/or educational research methodology. This award is not considered a lifetime achievement award; the significance of the contribution will be the primary consideration for this award. The research may be the work of an individual or a team of researchers. The winner will be announced and honored at the 2010 AERA annual meeting with a plaque and a $1,000 award.

Submissions are due by November 30, 2009. To learn submission details, please contact Phoebe C. Winter, Chair, at pwinter@pacificmetrics.com

2009 Division 5 Awards Announced
The 2009 Division 5 Awards Committee comprised Keith A. Markus (Chair), Jorge Mendoza (Incoming Chair), Thanos Patelis (Member), and Tammy Treierweiler (Student Member). Twenty-four nominations were considered for four awards. The Anne Anastasi Early Career Award winner is W. Holmes Finch from the Department of Educational Psychology, Ball State University, Muncie, IN. The Samuel J. Messick Distinguished Scientific Contributions Award winner is Howard Wainer, Distinguished Research Scientist, Measurement Consulting Services, National Board of Medical Examiners. The Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring winner is Lawrence James Hubert, Department of Psychology, University of Illinois, Urbana-Champaign. The Distinguished Dissertation Award winner is Libo Li, UCLA Integrated Substance Abuse Programs (Mentor: Peter Bentler).

Respectfully Submitted,
Keith A. Markus
Chair, 2009 Awards Committee
Jonathan Templin

Greetings, APA Division 5 members. My name is Jonathan Templin and I would like to introduce myself as the Division 5 representative to the APA Early Career Psychologists Network (ECPN). When I was asked by our current Division 5 president, Gwyneth Boodoo, if I would be interested in writing a piece for the Score, I was happy to agree as I found it to be a great chance to communicate with a large group of early career methodologists. In the upcoming issues of the Score, you will find a regular piece on early career issues from a methodologist’s perspective. For now, I would like to provide you with a little background about myself, the APA ECPN (what it is, does, and what it seeks to accomplish), and what you can expect to see in the months ahead.

First, let me describe a little about myself. I am an Assistant Professor at the University of Georgia, with an appointment split between the Georgia Center for Assessment and the Research, Evaluation, Measurement, and Statistics program within the College of Education. My work experiences have included two years in the Department of Psychology at the University of Kansas, and external consulting work with several large testing companies. My research and teaching interests are on generalized quantitative methods, with psychometrics being the focus of most of my energies. The end of the academic year marks the end of my fourth year post-PhD, providing me with some perspective on the world early career methodologists face. As such, I am pleased to be the Division 5 representative to the APA ECPN.

The APA ECPN was formed to provide a forum for communication between early career psychologists. The ECPN seeks to aid in the development of programs and initiatives that are geared toward increasing recruitment, retention, and involvement of early career psychologists in professional associations. The best place to learn about the ECPN is on the APA-hosted website devoted to early career issues psychologists face at http://www.apa.org/earlycareer. The website contains information about many topics of interest to a broad audience of early career psychologists. From my perspective, I view the role of the ECPN as a community where early career psychologists can help each other through the benefits of sharing their experiences and providing support. I think this would be especially effective in our community, as early career methodologists face a number of challenges that are unique to our field.

Although it may go without saying, early career methodologists are an extremely diverse group of people with respect to the types of roles and positions we play in our varied organizations. Some of us are in academic positions, others in industry positions. We work in places where we represent one of only a few methodologists and we work in places where we are one of many. Our research interests and career goals are about as varied as the geographic locations where we find ourselves. I want this column to provide an outlet for all types of early career methodologists, as the issues we face transcend the current jobs we hold. On an introductory level, I plan columns regarding early career issues such as employment—strategies for finding (and keeping) a great job, continuing education—how to keep adding to your methodological toolbox after you’ve left graduate school, and balancing competing work demands—finding the right allocation of your time between all the various projects with which you may be involved. I anticipate that as we progress as a community, our topic lists will evolve depending on the nature of the issues at hand. Throughout, however, I want to facilitate discussion and advice from which all types of early career methodologists can benefit.

In the upcoming issues of the Score, this column will discuss topics of interest to early career methodologists. Each column will discuss a single topic with the goal of providing support and increasing awareness for the types of concerns and issues early career methodologists face. As I have but one perspective, I am interested in getting your help in facilitating discussions about the issues early career methodologists face. To that end, I welcome your contributions: please send me your comments, suggestions, complaints, or questions. Further, if you have an early career story to tell (whether you are or are not currently in the early phase of your career) I welcome your help, be it in the form of a topic that is of interest to you or even a column that you can contribute. Please feel free to contact me at jtemplin@uga.edu or by phone at 706-542-6622.

In summary, I look forward to developing a community of early career methodologists that helps to make our career paths that much easier of a walk. I feel that a connected network can only help by making use of our shared experiences, aiding in advancing our growth in the methodological fields of psychology.
The 2009 APA Annual Convention is fast approaching! If you haven’t already decided on attending, I hope you will consider traveling to Toronto this August for what will be the 117th Annual convention. As a graduate student, the idea of expending more of your already limited funds (especially in these hard economic times) can be quite daunting! However, I encourage you to think of attending professional conferences/meetings as an investment; an investment that has the potential to contribute substantially to your professional future.

To ensure that your investment returns valuable gains, you must take advantage of all the wonderful networking and professional development opportunities available to you during professional conferences. Networking opportunities are readily available to you in many different settings. By attending conference sessions in your area of interest you have the opportunity to actually meet the leaders in your field. Many presenters are open to meeting and greeting after their presentations. Feel free to stick around to introduce yourself, ask questions about their research, and discuss your own personal research interests. There are also many “casual” networking opportunities such as the social hours in the mornings and evenings, where you not only meet more experienced professionals, but also have the opportunity to meet other graduate students and make long-lasting connections early in your career. If your professors are attending the conference, it is always a good idea to meet their colleagues as well. Conference networking can potentially result in obtaining job leads and in some cases even an impromptu interview!

Attending professional conferences contributes to your professional development by providing the opportunity to gain a better understanding of your field and areas of interest. Many conferences offer workshops that are focused on introducing methodologies and/or research that are considered “hot-topics” in each field. These are excellent avenues for those interested in an introduction to a specific area of research, those hoping to gain a “refresher”, and those looking for fresh perspectives. These sessions also help to foster innovative ideas for future research. Presenting your own research at conferences also helps develop sound public speaking skills and allows you to gather constructive feedback from your colleagues.

While I encourage you to try to attend as many professional conferences as possible, I know that budgets and schedules do not always allow for such an indulgence. However, for those of you still on the fence about whether or not you should go to Toronto in August, I am highlighting certain aspects of the convention program that I hope will sway your decision!

This year’s convention features the following:

**Poster Session: Meet-and-Greet Session for Early Career Scholars of Division 5**—providing a casual atmosphere for meeting other graduate students and young professionals.

**APAGS/Division 5 Structural Equation Modeling (SEM) Track**—A collaboration between APAGS and Division 5 to bring you exciting areas in SEM.

- **Structural Equation Modeling: Snapshots in Time, Application, and Opportunity**
  - **First Author:** Barbara Byrne, PhD, University of Ottawa

- **An Introduction to Growth Curve Modeling Via Multilevel Models**
  - **First Author:** Lesa Hoffman, PhD, University of Nebraska, Lincoln

- **Mediation and Moderation**
  - **First Author:** Andrew Hayes, PhD, The Ohio State University

- **Longitudinal Modeling**
  - **First Author:** Keith Widaman, PhD, University of California, Davis

**Convention Within the Convention** focusing on the latest and best psychological science and practice applications, including the following topics:

- **Meta-Analysis: The State of the Art and Opportunities in Psychological Research**
  - **First Author:** Noel A. Card, PhD, University of Arizona

- **A Comprehensive Framework for Multilevel Mediation**
  - **First Author:** Kristopher J. Preacher, PhD, University of Kansas
members on their committees were all positive, and the positions will chairs at the midwinter meeting on their experiences with student awareness of, and then joining Division 5. The feedback from committee the new student positions were recruiting tools for making students to identify students and discuss the positions with them. In some cases, not impossible, to fill student positions on the division’s committees last the student leadership positions a reality. It would have been difficult, if Thanks to members of the Executive Committee for helping to make included the past chair and the chair elect of a committee.  

Note that while I have concentrated here on the chairs, the who represents Division 5 on the APA Graduate Student Division from Division 5 members. I am collaborating with Jodi Casabianca for the Quantitative Psychology content web page based on feedback Keith Markus mentored Janice Cheng who worked on drafting material electronic communication worked well. In addition to Alan Chan, other instances as working on the web team, long distance work via it appears that geographic proximity may not be as necessary. In in collaboration with the students, of including students in the activities of the division and particularly new ways of involving students in the convention program. There are two broad areas in

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mentor Frank Worrell) having the student geographically close helped inform and shape the activities of the committee. For committees as Membership (Sonya Sterba, Mentor Mike Edwards), and Public Affairs and International (Mariya Shiyko, mentor Wayne Camara) it appears that geographic proximity may not be as necessary. In other instances as working on the web team, long distance work via electronic communication worked well. In addition to Alan Chan, Keith Markus mentored Janice Cheng who worked on drafting material for the Quantitative Psychology content web page based on feedback from Division 5 members. I am collaborating with Jodi Casabianca who represents Division 5 on the APA Graduate Student Division network. Note that while I have concentrated here on the chairs, the students also interacted with other committee members that usually included the past chair and the chair elect of a committee.

Thanks to members of the Executive Committee for helping to make the student leadership positions a reality. It would have been difficult, if not impossible, to fill student positions on the division’s committees last summer without the assistance of the then incoming chairs who helped to identify students and discuss the positions with them. In some cases, the new student positions were recruiting tools for making students aware of, and then joining Division 5. The feedback from committee chairs at the midwinter meeting on their experiences with student members on their committees were all positive, and the positions will continue for one year terms except for those students serving on the web and newsletter teams, and the APAGS DSRN where longer term commitments are needed for continuity. Thanks to the students who agreed to serve in these pioneering roles on division committees.

I invite you all to join us at the Division 5 Business Meeting on Friday, August 7, from 5–5:50 pm in Toronto where we recognize the service of the 10 current student leaders. For most of us it will also be the first time we get to meet in person most of the new student leaders who have contributed in so many important ways to Division 5 over the past year.

So where does Division 5 go from here? At the midwinter meeting the Executive Committee passed the motion “Division 5 is committed to building a student community”. As a start towards this end, and with input from the current student leaders, Division 5 will be adding a student listserv to enhance communication among the students. In consultation with Mark Daniel, Division 5’s listserv administrator, I am in the process of recruiting a student leader for the listserv. In addition, the Assessment Committee (chair, Mark Shermis) and historian Gary Robertson should consider adding students to their teams. Beyond this I would recommend that Division 5 explore new ways, in collaboration with the students, of including students in the activities of the division and particularly new ways of involving students in the convention program. There are two broad areas in

Please look to the convention program on the Division 5 website for the specific details of these events: http://www.apa.org/divisions/div5/convention.html

Hope you all can make it!

If you would like to recommend a colleague (or yourself!) for an interview and/or submit ideas for future columns, please contact: Haif Matos, Score, APA Division 5 Newsletter, The College Board, 45 Columbus Avenue, New York, NY 10023, or E-mail: hmatos@collegeboard.org or hmatos@fordham.edu

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which activities across all division activities should be considered: developing a student community and enhancing communication between the students and senior scholars.

There are additional student related activities that Division 5 can continue to build on. One activity is the continuing Quantitative Training for Underrepresented Groups (QTUG) http://qtug.smep. googlepages.com/ conferences held the three days prior to the APA conference. QTUG was conceived and developed by Society for Multivariate Experimental Psychology (SMEP) and Division 5 member Herb Eber with funds from SMEP in 2004, and the assistance of a quartet of SMEP/Division 5 members Lisa Harlow, Keith Whitfield, Keith Widaman, and me. Since then the conference has been held yearly just prior to the APA conference with supplemental APA and other contributed funds, and since 2008 with primary funding from an NSF grant (Lisa Harlow, PI). Over the years, a number of Division 5 members have presented introductions to different methodologies used in or developed for their areas of research at the conference, including in addition to those aforementioned, Jorge Mendoza, Richard Gonzalez, Barbara Byrne, Deborah Bandalos, Lesa Hoffman, Frank Worrell, Wayne Velicer, Jack McArdle, Abigail Panter. This year’s conference will be held at Ryerson University, Toronto, Canada from August 3–5. Students are provided supplemental lodging and conference registration to attend the APA conference with emphasis on the methodology sessions. A second avenue to build on is the work of the APA Task Force on Increasing the Number of Quantitative Psychologists (TFINQP). This 2006 task force, chaired by Division 5 former president Leona Aiken, included a number of Division 5 members. The final 2009 report of the task force, which includes many recommendations, is available at http://www.apa.org/science/quant-task-force-report.pdf. Note that Alan Chan and Janice Cheng, two of our current student leaders joined Division 5 via QTUG.

With respect to diversity of members, the division continues to make some progress but as APA data and the TFINQP report show, we have a long way to go still. A section in the TFINQP report details the small numbers of members of underrepresented groups in Quantitative Psychology at the student and faculty levels and provides a number of recommendations for action. Two activities that are helpful in marking progress in this area are the QTUG conference and the new Division 5 Diversity Committee. QTUG was developed to address the paucity of members from underrepresented groups, and has yielded measurable results that show it is serving to help build a community of students and early career psychologists within the parameters of its available resources. Results are from an evaluation of the 2008 conference conducted by Division 5 member George Huba, which will soon be available. Members of the new Division 5 Diversity Committee will present in a session at the 2009 APA conference on diversity issues and activities related to the division. The committee has developed a list of proposed activities including collaboration with QTUG and the development of materials on quantitative psychology to disseminate to minority serving undergraduate institutions. Thanks to Frank Worrell, chair, and the other members of the committee for agreeing to serve and work to broaden the demographics of Division 5 with respect to age, discipline, ethnicity and gender. I hope that action steps will be taken on many items on the committee’s list in the coming years, perhaps in collaboration with other APA divisions and other APA groups and external organizations.

The other major area Division 5 leaders have been engaged in this year is negotiations with the qualitative group on the development of a new section in the division devoted to qualitative methods. As I reported in past columns, Past President Neal Schmitt, President-elect Irving Weiner and I are members of a task force with the leaders of the qualitative group Ken Gergen, Ruthellen Josselson and Mark Freeman. We have received feedback on key issues from the Division 5 Executive Committee at pivotal points. Negotiations to date have addressed the name of the new section, and issues related to the convention program, dues, representation on the executive committee, and name of the division. Division 5 originally included Measurement and Evaluation with Statistics and a section on Assessments added in the late 1980s. The basic premise in the negotiations is that Division 5 is the primary division in APA addressing scientific methodology and the use of methodologies in practice; and that the inclusion of new disciplines dealing with methodology in Division 5 should be in keeping with the original purpose of the division. Negotiations to date have been productive to this end. A session on the ongoing work of the task force is scheduled in Toronto for Friday, August 7, from 9–9:50 am.

Finally, while Division 5 historian Gary Robertson has been retrieving and summarizing the division’s history in a new history column, we continue to move slowly and surely into the electronic age. The pace will accelerate in the coming year. The Score will soon arrive electronically, downloadable in its present form. The communications team of Keith Markus (web), Mark Daniel (listserv) and Chris Gruber (Newsletter) confer on the best way to convey the news to you via web, listserv or newsletter, and there will be a change in this team soon. Keith Markus is stepping down in August after five years as the web editor, but plans to continue as a content developer on the web team. Thanks Keith for all your work on the Division’s website. We welcome one of the current content developers, Alan Reifman, who has agreed to serve as web editor and he will work with Keith over the summer to enable a smooth transition.

My best wishes to incoming President Irving Weiner. It has been a pleasure to serve with Irv and Past President Neal Schmitt on the Quantitative Qualitative task force this past year. Thanks to Neal for his helpful insights as past president and for a smooth transition. I also want to express my gratitude to Division 5 treasurer Barb Byrne who provides efficient and helpful guidance on all financial matters; and to Secretary Amy Schmidt who keeps the Executive Committee on task for updating files, and getting ready for meetings and who provides files as needed. Amy completes her term of service as secretary this year. My thanks to all on the Executive committee, including fellow Council member Kurt Geisinger, all committee members (including all newsletter associate editors, web content developers and student members), division fellows, members, associates and affiliates for your support over the past year. Hope to see you at the convention.
Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting web site or other Internet group related to measurement, statistics, or evaluation; or a computer program useful to Division 5 membership? If so, we would like to include an announcement of about 100 words in this column. We would also appreciate any suggestions, or feedback, on how this section of the newsletter can better serve the Division 5 membership. Please take the opportunity to share information with colleagues through your contributions to this column.

Please send announcements and/or product literature to Associate Editor Antonio Terracciano: TerraccianoA@grc.nia.nih.gov

**Books**

*Cross-Cultural Psychology: Critical Thinking and Contemporary Applications (4th Ed.)*
By Eric Shiraev and David Levy
Shiraev and Levy provide a comprehensive review of theories and research in cross-cultural psychology within a critical thinking framework for examining, analyzing, and evaluating psychological data. This book introduces the field of cross-cultural psychology, discusses basic methodology for cross-cultural research, and explores the fields of sensation and perception, consciousness, intelligence, human development, emotion, motivation, social perception and interaction, psychological disorders from a cross-cultural perspective. Published in 2009 by Allyn Bacon.

*Handbook of Individual Differences in Social Behavior*
Edited by Mark R. Leary and Rick H. Hoyle
How do individual differences interact with situational factors to shape social behavior? Are people with certain traits more likely to form lasting marriages; experience test-taking anxiety; break the law; feel optimistic about the future? This handbook provides a comprehensive examination of the personality variables associated with interpersonal judgment, behavior, and emotion. The contributors are acknowledged experts who have conducted influential research on the constructs they address. Chapters discuss how each personality attribute is conceptualized and assessed, review the strengths and limitations of available measures, present important findings related to social behavior, and identify directions for future study. Published in 2009 by Guilford Press.

*Artifacts in Behavioral Research*
By Robert Rosenthal and Ralph L. Rosnow, and with a Foreword by Alan E. Kazdin.
This new combination volume of three-books-in-one, dealing with the topic of artifacts in behavioral research, reprints Rosenthal’s classic *Experimenter Effects in Behavioral Research* and Rosenthal and Rosnow’s *Artifact in Behavioral Research* and *The Volunteer Subject*. The volume was designed as both an introduction and a reminder. It was designed as an introduction to the topic for graduate students, advanced undergraduate students, and younger researchers. It was designed as a reminder to more experienced researchers, in an out of academia, that the problems of artifacts in behavioral research, that they may have learned about in graduate school, have not gone away. Published in 2009 by Oxford University Press.

*SPSS From A to Z: A Brief Step-by-Step Manual*
By Richard C. Sprinthall
This inexpensive manual provides 26 problems (labeled A to Z) to solve via the SPSS program. All are fully explained, and most can be done by the first-time user. The problems range from the most basic, such as measures of central tendency, and on through t, r, chi square and F, to more sophisticated techniques, such as discriminant analysis and split-plot designs. An introduction contains basic get-acquainted procedures such as defining variables, entering data, moving and copying data and saving files. Published in 2009 by Allyn Bacon.

*Assessing Performance: Designing, Scoring, and Validating Performance Tasks*
By Robert L. Johnson, James A. Penny, and Belita Gordon
A comprehensive resource for assessment practitioners, this book provides step-by-step guidance for developing, administering, scoring, and validating a range of performance tasks, including literacy and other types of proficiency assessments. The authors explore how to establish the purpose of the assessment and how to develop scoring tools, train raters, reduce rater bias, review scores and report results, and use item-level and test-level analyses to optimize reliability and validity. It encompasses the breadth of applications of performance assessment today, from educational testing and the credentialing of professionals to research and program evaluation. Published in 2008 by Guilford Press.
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The Score is the newsletter of the American Psychological Association’s Division 5—Evaluation, Measurement, and Statistics. Division 5 is concerned with promoting high standards in both research and practical application of psychological assessment, evaluation, measurement, and statistics. Approximately half of the Division 5 members are university faculty members in quantitative psychology, psychometrics, educational psychology, or industrial-organizational psychology and half are engaged in careers in industry, including the areas of individual and large-scale assessment. More than 1,000 Division 5 members receive the Score each quarter.

Advertisements in the Score may be in the form of display advertisements or job announcements. Both types of ads can include graphics and other design features and can be submitted as text or camera ready display art. Prices for advertisements and size requirements are provided in the accompanying table. Advertising rates have been raised beginning with the January 2008 issue, the first increase in well over 10 years. Submission deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October and November 15 for January. To advertise in the Score, please contact Associate Editor Julie Lackaff at julie.lackaff@pearson.com.

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