



President's Message

Gordon C. Nagayama Hall

Next year will mark the 40th anniversary of the Asian American Psychological Association. This will be a time for AAPA to both reflect on the past and anticipate the future. As Winston Churchill admonished, "those that fail to learn from history are doomed to repeat it."



In 1971, AAPA founder Stanley Sue was hired as an assistant professor at the University of Washington, no doubt on the strength of his potential to develop a research program in mainstream psychology. Some of his early research was on jury decision-making. Fortunately for AAPA and for the field of psychology, Stan also began a second research program on Asian Americans and other ethnic minorities, including a 1972 article with older brother and first AAPA President Derald Wing Sue on "Ethnic minorities: Resistance to being researched." This was the year that Stan, Derald, and a small group of other Asian American psychologists founded AAPA.

Although Stan began to exclusively focus on Asian American and ethnic research, this research program was not supported by many of his colleagues at the UW, who did not view ethnic research as mainstream. Despite this lack of encouragement, Stan helped establish Asian American psychology and more generally the field of ethnic minority mental health. His groundbreaking research at the UW demonstrated that ethnic minority persons underutilize mental health services relative to their representation in the population and that when they do utilize services, outcomes are poorer for ethnic minority persons than for European Americans. However, Stan may have had some doubts about the viability of the field, as he advised his early graduate students that focusing on ethnic minority issues would be perceived as too narrow and that they should develop more than one area of expertise.

In 1973, I went to the University of Washington as a freshman. I became a psychology major and was trained in psychology as an empirical science that prized objectivity and experimentation. I didn't realize that I was being indoctrinated. When I had a chance to join Stan's lab in 1975, I decided not to because his work on Asian Americans did not appear to be mainstream and it seemed too political. It was not that my Asian American identity was weak. I was strongly identified as an Asian American and began an Asian American Christian organization at the UW that still exists. However, I did not think that studying Asian Americans had a legitimate place in psychology. I had no idea about the pioneering nature of Stan's work on my own campus and certainly was not exposed to this work in my classes. In my four years at the UW, I had only one course when I was a senior that addressed ethnic minority issues, taught by Nathaniel Wagner, one of the few UW Psychology faculty members supportive of Stan's work.

In 1981, I had another opportunity to work with Stan and become involved in Asian American psychology. I was accepted for a predoctoral internship at the National Asian American Training Center at Richmond Area Multi-Services in San Francisco, where Stan was the Director of Training. I was also accepted for an internship at the UW. Still desiring to be mainstream, I chose the UW.

Features

President's Message	1-2
NMCS Award Recipients	2
Statement to AAPA, A. Yee	3-4
Love, Asian American Style	5-6
AAPA—DoS Update	7-8
Editorial: Tiger Mother	9-10
Leadership Involves You	11-12
Call for Proposals: AAPA 2011	13-15
Call for Proposals: Diversity Challenge	16-22
Membership Column	23-24
Membership Application	25-26
Finance Report	24
Advertisements	6, 8

By 1981, Stan had redefined the meaning of mainstream. He moved from the UW to UCLA, where the National Institute of Mental Health (NIMH) funded his National Center for Research on Asian American Mental Health. His work has been published in the *American Psychologist*, the *Annual Review of Psychology*, and the *Journal of Consulting and Clinical Psychology*. Stan has served as President of the Society for the Psychological Study of Social Issues and the Western Psychological Association. Asian American psychology is now on par with other mainstream psychology disciplines and we even have our own journal, the *Asian American Journal of Psychology (AAJP)*, published by the American Psychological Association.

Near the end of the 1990s, I finally began to collaborate with Stan. Stan was very gracious and did not hold my previous failures to work with him against me. He was the co-investigator on one of my NIMH grants and I have had the honor of being a coauthor with Stan on several publications.

Fortunately, Stanley Sue did not listen to his critics and wait for more than a decade to become involved in Asian American psychology as I did. Don't wait - get involved now! Sponsor a new member or encourage others to join AAPA. New member dues are only \$50 and I will present a \$500 prize to the AAPA member who recruits the most new members. Participate on the AAPA listserv. Join the new Division on Filipino Psychology. Submit an article to the AAPA newsletter. Submit your work for presentation at the 2011 Convention in Washington, DC or to *AAJP*. Don't repeat my history!

National Multicultural Conference & Summit 2011

Unification Through Diversity



Above:

Dr. Stanley Sue (Left) Honored as a Distinguished Elder for more than 30 years of contribution to the advancement of multiculturalism in psychology.

Dr. Melba Vasquez (Right) Awards presenter, current President of the American Psychological Association

Above:

Dr. Richard Suinn (Right) Recipient, Henry Tomes Award for Distinguished Lifetime Contributions to the Advancement of Ethnic Minority Psychology

Dr. Lawrence Yang (Left) Recipient, Henry Tomes Award for Emerging Leader in Ethnic Minority Psychology

Statement to the Asian American Psychological Association

Albert H. Yee

AAPA President, 1979-82

<http://alberthyee.tateauthor.com>

Out of nowhere roared Amy Chua and her portrayal of what it means to be Chinese and how the Chinese raise their children. Capped by TIME magazine Jan. 31st cover and write-up, frenzy erupted over her book, *Battle Hymn of the Tiger Mother*, and Wall Street Journal op-ed (Jan. 8), "Why Chinese Mothers Are Superior." Insisting that she is a model Chinese parent, Chua claims her harsh, punitive methods of raising her children to be perfect students and musicians show why Chinese youths excel academically and musically. Pitting child-rearing patterns into the polar opposites of Chinese dominance versus American indulgence, she claims that Chinese parents hector their kids as she does and makes American parents her straw man. Her self-perception of always seeking perfection, which she says comes from being a true Chinese, broadcasts identity confusion. A Harvard graduate and Yale law professor, she is the daughter of Chinese immigrants from the Philippines and a Catholic in a family that adheres to Jewish traditions. Ignorant of China and Asia, she says she often feels like an outsider in America and finds little to enjoy in life. Reading like cries for help, her writings reveal possible signs of obsessive-compulsive personality disorder. AAPA members, particularly those in developmental and clinical psychology, should address Chua's autocratic parenting style and misleading characterizations of the Chinese.

In one example of how Chua's parenting works, she related a tussle with her seven-year-old daughter, Lulu, who was practicing a difficult piano piece. Chua wrote that she worked "nonstop" with Lulu "drilling each of her hands separately" and then trying to put the two parts of the piece together. After a week of this, Lulu had had enough. The little girl "announced in exasperation that she was giving up and stomped off." Chua persisted as follows:

"Get back to the piano now," I ordered.

"You can't make me."

"Oh yes, I can."

Back at the piano, Lulu made me pay. She punched, thrashed and kicked. She grabbed the music score and tore it to shreds. I taped the score back together and encased it in a plastic shield so that it could never be destroyed again. Then I hauled Lulu's dollhouse to the car and told her I'd donate it to the Salvation Army piece by piece if she didn't have "The Little White Donkey" perfect by the next day. When Lulu said, "I thought you were going to the Salvation Army, why are you still here?" I threatened her with no lunch, no dinner, no Christmas or Hanukkah presents, no birthday parties for two, three, four years. When she still kept playing it wrong, I told her she was purposely working herself into a frenzy, because she was secretly afraid she couldn't do it. I told her to stop being lazy, cowardly, self-indulgent and pathetic.

At that point Chua's husband (Jed Rubinfeld, a respected Yale law professor) stepped in.

He told me to stop insulting Lulu - which I wasn't even doing, I was just motivating her - and that he didn't think threatening Lulu was helpful. Also, he said, maybe Lulu really just couldn't do the technique - perhaps she didn't have the coordination yet - had I considered that possibility? "You just don't believe in her," I accused. "That's ridiculous," Jed said scornfully. "Of course I do." "Sophia (the older daughter) could play the piece when she was this age." "But Lulu and Sophia are different people," Jed pointed

out. "Oh no, not this," I said, rolling my eyes. "Everyone is special in their special own way," I mimicked sarcastically. "Even losers are special in their own special way." (Chua, 2011, pp. 60-61)

Eventually - after so much yelling that Chua lost her voice – Lulu learned to play the piece as her mother demanded, and Chua wrote that the girl felt triumphant about it. "Western parents worry a lot about their children's self-esteem," she concludes. "But as a parent, one of the worst things you can do for your child's self-esteem is to let them give up. On the flip side, there's nothing better for building confidence than learning you can do something you thought you couldn't." Unfortunately, Chua does not realize that tormenting a child like that to perform on the spot, even if successful, can breed lasting resentment and augurs poorly for future prospects.

Ethnically Chinese myself, 4th-generation American versus Chua who is 2nd-generation, I am highly troubled by her dogmatism, even when she tries to backtrack from hard to soft. Well acquainted with the U.S. and East Asia, I have been a Korean War GI, an elementary-school teacher in California, and a psychology and education professor at universities in America, China, Hong Kong, Japan, and Singapore for over 30 years. Chinese and other Asians where I have taught do study diligently. That is because their societies have pyramid educational systems that determine children's futures through serial, gate-keeping examinations beginning as low as 4th grade. Most Asian parents do the best they can for their children; none from the many families I know well are as hysterical and hard-hearted as Chua, such as thrusting her daughter out into the freezing outdoors and threatening to burn the children's toys, and calling them "garbage" for dissatisfying her. Every year I taught in Hong Kong, the very few who aced the final secondary-school exam with perfect marks told the press that their parents gave them positive support and did not have to pressure them to excel. What fuels study zeal and grades for ambitious youths in Asia and America is gaining admission into an elite university, such as Beijing, Tokyo, Harvard, Stanford and MIT.

While American youths can attend school and graduate from high school with minimal proficiency and enter higher education, in Asia's pyramid educational systems many government gate-keeping examinations sort youths up, down or out. Asian private elementary and secondary schools, which are costly and usually the best, enroll students through tough entrance exams. Therefore, socio-cultural realities impact the lives of children in America and Asia, which do not proffer authoritarian-dictatorial parenting and teaching. American youths have educational opportunities that Asians can only envy. For a concrete example, in America 70% of college-aged youths are enrolled in higher education versus fewer than 20% in Asian nations. Besides the constricted enrollment, Asian students aim their sights to their societies' best universities as ranked in order of difficulty to be enrolled and their graduates' job prospects. Understanding what their youths face, Asian parents are predominantly encouraging and helpful. Only the foolish apply the Tiger Mother approach. A Hong Kong lady told me that her father beat her hard whenever she brought home a grade less than "A," which made her so fearful of tests that her schoolwork suffered.

My latest book, "Raising and Teaching Children for Their Tomorrows," (Tate Publishing) contradicts Chua's philosophy and tactics. Demanding absolute obedience through fiat, punishment, and the restriction of activities, Chua's authoritarian-dictatorial management style makes youths highly dependent on their masters and often leads to rejection (as her youngest did), paranoia, depression, and suicide. Rather, I strongly recommend the authoritative-engaging style, which is based on a constructive, future-oriented perspective and positive caregiver-child attachment and interactive dialogue. My book also examines the indulgent-permissive and neglectful-indifferent management styles, which create their own problems. It also considers possible management shifts, such as turning from dictatorial to indulgent as Chua seems to claim how she handled Lulu at the end of her book. Key concepts, such as attachment and social interaction, are discussed with many examples and in a chapter that analyzes and compares the childhoods, education, and lives of notable individuals, such as Sandra O'Connor, JFK, Mae West, and Adolf Hitler. The final chapter compares America's lowly-rated educational system with those of nations that many studies commend as having the world's best teachers and student achievement, such as Finland, Singapore and South Korea.

Love, Asian American Style

Darcy S. F. Ing, Psy.D.

Humans all need to feel loved. For love we will climb mountains, cross oceans, and endure much suffering. Love is extolled in poetry and prose across cultures and religions, and we speak of love in hundreds if not thousands of ways. We “love” our children, our country, apple pie, books, God, or nature. We even rationalize all kinds of behavior, whether positive or negative, by saying it was for love. Yet, when it comes to love, are we all even talking about the same thing?

The Chinese written character for love, which in Mandarin is *ai*, has a pictograph of a heart in it. Love literally comes from the heart. According to Wikipedia, Chinese tradition impacts the idea of love in two different ways. Confucianism emphasizes duty and active responsibility rather than affection, whereas Mohism stresses an unreserved caring and compassion for all. The Confucian influence in particular makes love a conscientious commitment to a specific way of being. Interestingly, the Japanese word for love is also *ai*. In both Japan and China, love tends to be expressed through one’s actions rather than verbally or with physical displays of affection. In Eastern religion such as Buddhism and Hinduism, universal unconditional compassion is considered more spiritually advanced than erotic love.

However in the West, the root words for love are more diverse. Again, from Wikipedia, in Greek, these words are: *philia* (friendly love), *eros* (erotic love), *agape* (universal love), or *storge* (parental love). Love can be friendly, affectionate, passionate, or platonic. In both Judaic and Christian traditions, unselfish love for all humanity is also glorified over lust. However, demonstrations of romantic love are still idealized as the underlying theme of long-term committed relationships. While there are some similarities, there are also distinct differences in how love is expressed in the East and the West.

Research by Carducci in 2003 showed differences between marriages in individualistic cultures, such as those in America, and collectivistic cultures, such as those in Asia. An individualistic culture might emphasize romance in dating and marriage, whereas a collectivistic culture might prefer to stress longer-lasting qualities. Those in individualistic cultures are more physically demonstrative, whereas those in collectivistic culture will endeavor to display integrity and reliability.

In 1993, Dion and Dion found that emotional intimacy is more important in individualistic society than in collectivistic ones, even though the emphasis on individuality may result in differing expectations and expressions of that intimacy (a common problem in relationships). In addition, in individualistic cultures people are entitled to have and express unique personal opinions, whereas in a collectivistic society, not only is there pressure to conform to the group reaction, but individual emotional expression tends to be more reserved due to concerns of upsetting others.

Psychologists can see how all this may affect their Asian American clients and families through generational differences in acculturation, familial expectations, and verbal/nonverbal communication patterns. We can act as supportive interpreters to highlight and clarify the language of love and to help clients bridge their differences. For instance, helping teen Asian Americans understand that their elders may show love through fidelity to duty and hard work and a refusal to complain rather than physical affection may help them to increase appreciation for their parents. Likewise, helping more traditional parents understand the effect of single-minded devotion to their workplace on their children may help them to consider other ways to show love, such as attending their piano recitals or track meets.

Explaining to a more acculturated spouse why her mate sometimes struggles with the language of romance and how she might find ways to both acknowledge these efforts and help him add alternatives may improve the marriage. Helping a man understand why his partner tries so hard to avoid conflict may facilitate discussions on ways to improve intimacy and trust. These and other interventions can help improve communication and acceptance within families, through emphasizing the need to evidence caring in ways that are meaningful to both parties. Thus psychologists can help their client work towards better communication, improved relationships, and greater overall individual and relational harmony.

Human love can be expressed through sharing of quality time, words, gifts, service, physical contact, fidelity, and dependability. By acting as both translators and facilitators of both verbal and nonverbal love language within relationships, psychologists can help their clients to both express their love and to feel truly loved in return.

Comments on this article can be sent to the author at info@compassionategrace.com

AAPA Awards and Fellow Status

Every year, AAPA presents awards to members who have served the API community through research, practice or leadership. Please nominate a deserving individual, including yourself! Go visit the AAPA website under “Membership” for the details on the criteria for each award. Please send the appropriate nomination materials to Awards and Fellows Committee Chair, Dr. Christine Iijima Hall, at Christine@haapijobs.com by May 13, 2011. Please indicate to what award you are submitting the nomination materials. The awards are:

Lifetime Achievement

The AAPA Lifetime Achievement Award recognizes distinguished and exemplary long-term contributions to the field of Asian American Psychology from a senior level psychologist. Long-term is defined as a career spanning no less than 25 years. The areas of contributions for this award are scholarship, practice, and leadership. The award is given only occasionally and to-date, there has been only 3 winners of this prestigious award from the Association.

Distinguished Contributions

The AAPA Distinguished Contribution Awards are given to those who have made Distinguished Contributions to psychological issues relevant to Asian American/Pacific Islander Americans in the areas of scholarship, practice and leadership.

Early Career

The AAPA Early Career Award recognizes distinguished contributions to the field of Asian American Psychology from a psychologist early in his or her career. The winner may not be more than 8 years post-Ph.D. at the time of nomination. Areas of contributions for this award are scholarship, practice and leadership.

AAPA Fellows

We are now accepting nominations for AAPA Fellows status. Fellows must be AAPA members (Professional, Lifetime or Honorary Lifetime) who have made unusual and outstanding contributions to AAPA. The minimum requirements are (a) doctoral degree, (b) prior status as an AAPA member for at least one year, (c) five years of acceptable professional experience subsequent to the granting of the doctoral degree, and (e) evidence of unusual and outstanding contribution or performance in the field of Asian American psychology.

AAPA – Division of Students Spring 2011 Update

Zeb Lim

University of Kansas

Happy Lunar New Year AAPA Students! It's Zeb Lim, AAPA – DoS Chair again. It's been a few long months since the last update and I am sure you are interested to hear what the DoS Board has been doing on your behalf, so read on!

I am happy to report that the number of fans on the *Asian American Psychological Association – Division of Students* fan page on Facebook has increased to 81 fans! It was almost a 100% increase from the last update, where we had 44 fans. You are highly encouraged to check in on the page regularly to see what's the latest news on DoS events and also other timely information such as the Call for Proposals for AAPA Convention 2011!



Talking about the AAPA Convention 2011, DoS is looking forward to putting together a symposium that presents timely and relevant information to students. We have a few ideas being conceived at the moment, but we would like to hear more from you! This is especially true for the undergraduate members of DoS. We want to hear what your needs are. Both undergraduate and graduate students are valued members of DoS, so we want to make sure we try to meet your needs to the best of the DoS Board abilities. Please feel free to email me at Zeb Lim, kaikok@ku.edu or leave a comment or two on our DoS fan page if you have any suggestions for us to implement.

Our annual DoS Awards in the area of Graduate Research Award, Undergraduate Research Award, Leadership Award, and Service Award is back! More information about the awards, and how to apply for the awards will be posted on our DoS fan page. Winners of the four awards will receive \$100 each and an award certificate. You do have to be AAPA member to be able to apply for the awards, so be sure to renew your membership now.

Time and time again, we had heard from you that you want to be more involved with DoS. Although the next DoS board election will not happen till sometime in Spring 2012, we decided to expand the ways we could include members in the expansion of DoS outreach. Hence, the DoS Board is excited to unveil the pilot program of DoS Ambassadors! Since it is a pilot program, there is still room for improvement; however, we know that you want to know what it entails to be a part of this elite group. So here goes, the primary responsibilities will include emailing 10-15 Psychology programs twice a year to recruit new AAPA members and reaching out to fellow members at AAPA convention. Many students may be unaware of AAPA existence unless they happen to have a mentor or professor who is an AAPA member; hence, we need to inform students of this great organization! More information about this program will be posted on the DoS fan page (do you see a trend here?).

Another reason that you may want to check in the DoS fan page regularly is that we are starting up a regular "Random DoS Member Spotlight" column. Here, we will present a short summary of an interview with a DoS member. The interviews will be conducted by a current DoS board member, though, we certainly welcome any DoS members who are interested in interviewing a fellow DoS member that they think should be highlighted and spotlighted! We hope that this will give you an opportunity to learn more about other DoS members through reading through their profile and learning more about their research, service, or leadership goals for the future. AAPA convention is a busy day. Even with the ensuing APA convention, sometimes we just could not get to meet with that great person that you hope to re-connect with. Perhaps this is a way for you to reconnect with them! Or, perhaps you want to know all these great people who make up DoS. So, this is an opportunity to vicariously learn about them. We welcome suggestions about people who you would like to see

I hope that you are excited about what is happening with DoS! We look forward to hearing more from you and to having more involvement from our fellow DoS members. As fellow students ourselves, the DoS Board has many things to juggle on our plate, hence, we would love to have any help that you want to offer! Look forward to our Summer 2011 updates and hear more about our planned DoS 2nd annual Social Dinner that is to be held sometime during APA convention in Washington DC! Even if you cannot make it, feel free to browse through our pictures posted on our DoS fan page on Facebook.

Thank you for having the DoS Board serving your needs.

Zeb Lim, DoS Chair.

2011 Caribbean Regional Conference of Psychology

Dear Colleagues:

The Bahamas Psychological Association (BPA), under the auspices of the International Union of Psychological Science (IUPsyS), the International Association of Applied Psychology (IAAP) and the International Association for Cross Cultural Psychology (IACCP) are delighted to invite you to the **2011 Caribbean Regional Conference of Psychology**, to be held November 15-18, 2011 in Nassau, Bahamas.

Please join psychology researchers, practitioners, educators, and students in a [four-day scientific conference](#) to:

- Promote the growth of psychology in the Caribbean
- Strengthen regional bonds and national organizations
- Support Caribbean psychology's increased engagement with the global psychological community

The conference theme, "**Psychological Science & Well-Being: Building Bridges for Tomorrow**," reflects an appreciation for psychological science as a critical instrument for building bridges across time, disciplines, regions, research areas, and communities; through policy, advocacy, education, publication, and teaching; and for change, development and empowerment of individuals and communities.

The Conference will include workshops, a keynote, plenaries, and paper, poster and roundtable discussion sessions in a conference setting at the edge of the sea. In open, common space, the conference will sponsor a "global village" with informational displays, local crafts, and ample space for discussion and connecting. Conference fees will include registration, coffee breaks, lunches, and the opening and closing ceremonies.

Call for Abstracts: The deadline for abstract submissions was January 30, 2011, but we encourage you to attend and benefit from the wide variety of quality presentations. Check the website for a list of [invited speakers and tentative presentations](#).

Please visit our [website](#) and our [Facebook page](#) for more information!

Editorial

Battle Hymn of the Tiger Mother

Glenn Masuda

There has been quite a lot of discussion about Amy Chua's book "Battle Hymn of the Tiger Mother." Unfortunately too much of it has been made by individuals who have not had the opportunity to read the text in its entirety. For those who may not have time to read this book, I recommend Annie Murphy's *Time* magazine article, which presents a balanced perspective on the book.

In recent interviews, Ms. Chua does state that her book is a memoir, and that she is not a professional in either psychology or child development. She has also indicated that she was not happy with the Wall Street Journal's choice of title and use of specific excerpts, which has forced her to "...defend a book that I did not write." Amy Chua maintains that she is only a mother struggling with her own role as a parent. Her book is reportedly a reflection on her choices made as a parent after dealing with a very angry adolescent daughter. She does make assertions, however, about the "strengths" of a Chinese parenting style, as she understands it.

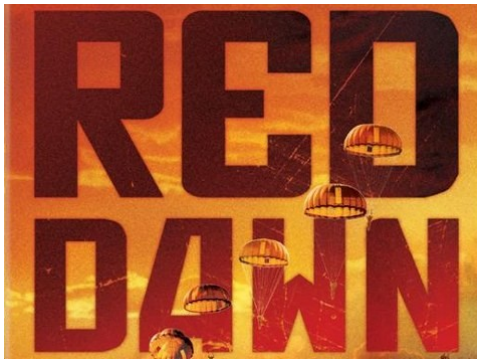
Negative public reactions to her account have ranged from "How dare you say Chinese parents are better than American parents," to survivors of similar parenting styles who describe emotionally abusive childhoods. Positive reactions include views that Chua's assertions have some merit, that her parenting style has some similarities with American cultural norms, or even that she is completely correct. Media coverage of the book has likely resulted in increased sales. More importantly, the coverage has also functioned as a "Cultural Rorschach."

There are those who have also argued that "we should all lighten up" and simply treat the book and the ensuing reactions with a sense of humor. I would also point out to those who take such a position that humor can indeed be very healing when it is shared laughter, but not when we find ourselves as the "butt of the joke" or the target of derision.

The reactions to Chua's "memoirs" are happening in the context of the current "great recession" in the United States and most of the world. In the United States, many of us are facing domestic economic challenges, and internationally, there are fears of China overtaking the U.S. in world trade. We as a nation are struggling with a public education system that is not currently seen as globally competitive.

There have been notable negative reactions to President Hu Jintao of the People's Republic of China visiting with President Obama. Even more concerning was a recent broadcast by conservative radio talk show host Rush Limbaugh, who made racist comments about Chinese culture and language. (As of the writing of this column, Limbaugh has yet to apologize for his actions, despite a clear call on his behaviors by U.S. Congresswoman Judy Chu.) All of these issues and recent events point to a disturbing trend of anti-Asian sentiment in the United States.

There are also a disturbing tide of anti-Asian sentiment in popular media. For example, in a recent episode entitled "China" of the popular mockumentary "The Office," characters of the show voiced fears of "economic takeover," and that "the U.S. needs to bomb China." The sentiments portrayed on the show may not be based on solely on hyperbole. Less comical and more fear inducing is the upcoming movie from Warner Brothers, a remake of the 1984 movie "Red Dawn," where the invading army is "Communist China" and not the Soviet Union. The first movie played on Cold War fears; the remake is likely to play on similar fears of the economic and potential military dominance of China.



My concerns are over an anti-Asian backlash that appears to be intensifying. All one needs to do is read the literally hundreds of responses to Amy Chua's book. They have been largely negative in their criticism of what is believed to be Amy Chua's take on parenting, with hostile overtones towards Asian parenting and their children. Even the "supportive" comments from apparently Asian responders have tended to be inflammatory. They have superficially agreed with the author and imply that Asian parenting is indeed superior.

In the Philadelphia School District there had been a pattern of racism and violence directed towards Asian students in some communities in that had gone on for a number of years. In response to an investigation by the United States Justice Department, the Philadelphia School District signed last December, a two-and-a half year civil rights agreement. In the agreement, they have pledged to address the issues of racial conflict.

This is not just a problem that is limited in Philadelphia, nor is it a recent issue. The current national atmosphere is unsettlingly reminiscent of 1982, when two laid off auto workers beat to death a Chinese American, Vincent Chin. The two assailants attacked Vincent out of anger for the American auto industry situation at that time. The assailants were venting their anger and frustration on the Japanese auto industry, but violently targeted Vincent Chin himself. Sadly, many have forgotten that both assailants were placed on probation for manslaughter, although they were later found guilty of civil rights violations.

I hope that in our current time in history we will be able to engage in more civil discussions on charged issues. I pray that a more far reaching discussion on race per President Obama's speech on the matter (A More Perfect Union) can occur. Like it or not, the discussion on race has not ended (i.e., we are most certainly not in a post racial society) and still needs to be honestly pursued. Difficult dialogues must be engaged. If not, we may be forced to do so only when the attitudes that often lead to violence result in yet more unnecessary and tragic deaths.

Vincent Jen Chin

陳果仁

1955-June 23, 1982



Leadership - It Involves You and I

Zeb Lim

University of Kansas

Recent events, such as the election of the first Chinese American mayor and the first Asian mayor in San Francisco, California, had me thinking about Asians in leadership roles. As I ponder the thought, Oakland, California, elected its first Chinese American mayor too! Anyway, the questions rolling in my head are: 1) Are Asians just not equipped to be good leaders at the highest level, or 2) Are leadership opportunities for Asians limited, or 3) Asian leaders do not receive enough support from others. Unfortunately, there are no neatly packaged answers in this article; however, I will attempt to mull these questions based on my observations and reflections on leaders that I had been fortunate to meet, especially student leaders.



A recent study published in the *Journal of Applied Psychology* by psychology professor Thomas Sy and colleagues (2010), titled, “Leadership Perceptions as a Function of Race-Occupation Fit: The Case of Asian



Americans” troubles me. The study indicates that being an Asian American reduces other’s perception that the individual is a worthy leader. This type of sub-conscious pervasive bias has contributed to the low number of Asian leaders out there, numbering as low as .3 percent of corporate officers, less than 1 percent of corporate board members, and about 2 percent of college presidents, despite their higher overall representation in business and professional occupations, according to these authors. At the Midwest Asian American Student Union (MAASU) conference in 2010, I talked to an Asian American who is one of the Associate Athletic Director at the Ohio State University. The key message that I got from him is that, “If you want to be a leader, you have to pick up leadership skills in order to be competitive and be seen as a leader.” I think that is very true indeed, if we want to move ahead, leadership-wise. We cannot just rely upon our superior academic achievement and/or technical competence to succeed as a leader.

On my college campus at the University of Kansas (KU), I see that leadership opportunities exist for Asians, groups such as the Asian American Student Union among others provides a natural incubator for future Asian leaders. Moreover, I am happy to note that in the Student Union Activities board on campus has become diversified with more minorities' involvement this past year. Hence, even if leadership opportunities are limited at a broader level, there are specific leadership opportunities that open up for Asians to be involved in if they look hard enough. At the national level, do you know that AAPA - Division of Students has 12 board members serving the needs of AAPA student members? In addition, within the American Psychological Association of Graduate Students (APAGS), there are also a few Asian student leaders; most notably is APAGS Chair-Elect 2010-2011, Ali Mattu, who also served as the Volunteer Coordinator at the recent National Multicultural Conference and Summit 2011. Perhaps there need to be more room for Asians to rise up in leadership roles in all spheres of corporate, non-profit, and other areas in between, but the opportunities for Asian to be leaders are certainly not closed.

In the recent national election period and occasionally during state and local elections, I read news about the poor Asian voters' turnout. Not being a political science major myself, I have little knowledge or understanding of this problem. Nonetheless, I do know that for the 2010-2012 AAPA - DoS board election, more AAPA student members could have voted for their favorite candidate! Personally, I know I would be crushed when I worked so hard at campaigning for an election as a student leader and wind up losing it because I could not get my constituents to vote for me. Even if elected, how could anyone wholeheartedly support the people he/she worked hard to champion for if he/she does not get the groundswell support for their work in the first place? Perhaps there is room for growth in this area if we want more Asians to represent our needs when the right person rises up to the task.

As an APAGS member, I urge you to check out APAGS election that is being held between April 1 and April 30, 2011. We need to exercise our right to vote for our APAGS leaders as student members if we want to make sure the right person lands the position to lead us. We need to learn to be smarter in selecting good leaders, whether they are Asians or non-Asians, starting today. While the exact make-up of the candidates that will be running for APAGS Chair-Elect, Member-at-Large, Communications and Member-at-Large, Education have yet to be unveiled, I am fairly confident that the only the very best candidates will be up for voting. You can join APAGS fan page to keep yourself informed about the election or alternatively, you can join AAPA-DoS fan page to keep yourself updated on all things psychology that is relevant to students!

Together, we can make a difference in making sure aspiring Asian leaders get the much needed support and opportunity to learn and show their talent. Given the inherent bias against Asian leaders and the general lack of support from within the Asian community for leaders in general, I urge you do a double take when Asians step up to be leaders. If we choose not to support them, we know others are even less likely to support them. Of course, I am not advocating for blind support for a candidate just because they are Asians or the candidate is in my in-group. However, we should make an effort to identify and support talented minority leaders in general until there is a greater and fairer representation in leaderships among all groups. I trust that you will make the best judgment under the circumstances in selecting your future APAGS student leaders. Be sure to take some time to learn more about their campaign on the APAGS website on April 1 2011!

Zeb Lim
University of Kansas.

Note: *This article reflects the personal thoughts and reflections of Zeb Lim, as an AAPA student member, and does not reflect the official position of AAPA - Division of Students.*

CALL FOR PROPOSALS:

INTERACTIVE SESSIONS * SYMPOSIA * POSTER SESSIONS

Submission Deadline: March 30, 2011 at 11:00 p.m. PST

***“Expanding Our Horizons: Giving Voice to
Underrepresented AAPIs”***

**ASIAN AMERICAN PSYCHOLOGICAL ASSOCIATION
2011 ANNUAL CONVENTION
August 3, 2011**

George Washington University Washington, DC

The Asian American Psychological Association (AAPA) invites submissions of proposals for the AAPA 2011 Annual Convention to be held in Washington, DC.

The convention theme this year is Expanding Our Horizons: Giving voice to underrepresented AAPIs.

Underrepresented Asian American and Pacific Islanders (AAPI) constitute a minority group in the United States in terms of number and power. AAPI are often marginalized and underrepresented, both within AAPI communities and American society as a whole. We seek proposals that address the issues, problems, and experiences as well as the accomplishments, strengths, and advocacy efforts of AAPI who may be underrepresented in our own communities as well as within the U.S.

Proposals may address, but are not limited to, the following topics within AAPI psychology:

- ◆ Identity issues – immigrants, international students, adoptees, multiracial/multiethnic, religious affiliation, sexual identity.
- ◆ AAPIs in homogenous communities engaging in research, scholarship, teaching, practice, advocacy
- ◆ Experiences related to oppression, discrimination, or microaggression
- ◆ Concerns related to physical health or mental health, such as physical disabilities, sexuality
- ◆ Personal or institutional barriers such as access, language, etc.
- ◆ Critical issues of advocacy, social justice, and activism.
- ◆ Issues related to multicultural competency (e.g. being aware of our own biases as clinicians and aware of others' cultures and traditions) in working with underrepresented AAPIs.
- ◆ Intersections of identities
- ◆ Career selection/choices – especially given the theme – use of psychology across various career domains, etc.

Who May Submit

AAPA members at all levels of training (professional, graduate level, and undergraduate level), including non-psychologists interested in psychological issues affecting AAPIs are encouraged to submit proposals. Undergraduate proposals are encouraged. Non-AAPA members at all levels may also submit proposals. We particularly encourage submissions from those interested in AAPI psychology who have not previously participated in AAPA conventions.

To underscore the convention's theme on interdisciplinary collaborations, we also encourage submissions from non-psychologists, including members of related mental health professions (e.g. nursing, social work, education) as well as members of other professions and fields that are not primarily psychological in nature (i.e., sociologists, anthropologists, journalists, clergy, artists, writers). Because strengthening diverse families and communities are of particular importance for psychologists of color, we strongly encourage submissions from members of the Association of Black Psychologists (ABPsi), Society of Indian Psychologists (SIP), or the National Latina/o Psychological Association (NLPA).

- ♦ **Deadline for all submissions is March 30, 2011 at 11:00 p.m. PST**
- ♦ **Submit presentations at: <http://www.aapaonline.org/conventions/conventions.shtml>**
- ♦ *All presenters are required to officially register for the convention*

Types of Submissions

Interactive Sessions (60 minutes) provide an environment for focused discussions and interactions. In a typical session, facilitators introduce the topic and set up a context for subsequent discussions and interactions among participants. Please contact **Miki Lasher at mikaru.lasher@yahoo.com** with any questions about submitting interactive session proposals.

Symposia (60 minutes) provide forums for multiple presentations and discussions around a common theme. A typical symposium will include 3 or 4 presentations. An invited expert discussant may provide feedback. Please contact **Miki Lasher at mikaru.lasher@yahoo.com** with any questions about submitting symposia proposals.

You may indicate on the proposal if you would like to have your interactive session or symposia proposal considered for a poster presentation in the event that it is not selected for an interactive session or a symposium presentation. Do not submit a separate poster proposal for a session that you would also like to be considered as a poster. Instead, clearly indicate on the cover sheet under “A: Type of Program” that you would like your session proposal to also be considered for a poster presentation.

No individual paper proposals for oral presentations are accepted. Single research papers should be submitted as posters.

Poster Sessions (60 minutes) provide a forum for conceptual and/or empirical reports to be presented in the form of a poster. In a poster session, multiple posters are displayed to disseminate information and elicit interactions with participants. Please contact **Yung-Chi Chen: psy.yungchichen@gmail.com** with any questions about submitting poster proposals.

AAPA Conference-Related Awards and Application Process

Student Travel Awards

Every year, the proceeds from the previous year's Book Sale at the AAPA convention are earmarked for Student Travel Awards to the convention. The number and amount of the awards vary from year to year depending on the success of the previous year's book sale, but the awards typically average \$200 per awardee.

The eligibility criteria for AAPA Student Travel Awards are:

- ◆ The student must be an AAPA student member for at least one year with current (2011) dues paid.
- ◆ Priority will be given to first authors, students who have not received the award before, and students traveling longer distances to the convention.
- ◆ Undergraduate presenters are especially encouraged to apply.

To apply for this award, submit your self-nomination with the following:

1. Cover sheet with your name, address, school, classification, title of your presentation, student status (i.e., undergraduate or graduate).
2. A copy of the abstract of your presentation.
3. A brief statement addressing your eligibility.

The deadline for the application is June 15 at 5 PM (all material must be received by this date). EMAIL your SELF-NOMINATION application with the subject title "AAPA Student Travel Award Application" to the Awards Chair, **Kevin Nadal: Knadal@gmail.com**. For further information, go to the AAPA website: www.aapaonline.org/membership/awards.



Division on Women (DoW) Awards

The DoW offers two awards:

- (1) *The Division on Women Award* is given to a presenter of a session related to psychological issues of AAPI women to celebrate and highlight work on AAPI women's issues. Following the acceptance of your proposal, applicants interested in the DoW Award should send application materials to the DoW co-chairs: **Agnes Kwong: akwong@interconnectionssc.com**. For more information see AAPA website: www.aapaonline.org.
- (2) *The Alice F. Chang Student Scholar Award* is given to the best poster presentation related to the mental health of Asian and Pacific Islander women. All accepted and presented posters submitted by students as the first author are considered for this award. The best poster will be judged and awarded at the convention.



Additional Information



Number of Accepted Proposals Allowed

- There is no limit to the number of submitted proposals per individual.
- However, individuals can only be the first author of one proposal.
- In the event that multiple first author submissions are received, the committee will review only the first proposal received.
- Exempted from this rule are presenters who are invited speakers and discussants in symposia.

Audiovisual Equipment

Following the acceptance of your proposal, presenters will be asked to indicate their needs for audiovisual equipment. AAPA will provide LCD projectors for power point presentations.

Presenters should bring their own laptops (and those with Mac laptops should bring the appropriate adaptor to connect to the LCD projector).

Guidelines for Proposals

- The deadline for all proposal submissions is **March 30, 2011 at 11:00 p.m. PST**.
- All online proposals should include:
 - ◆ Contact information for the presenters
 - ◆ Abstract (50 to 100 words) with no author names, and
 - ◆ Program Summary (500 to 700 words) with no author names.
- For submissions to interactive sessions and symposia, submit only one program summary that integrates the multiple presentations within the proposed session *and* that also clearly indicates the titles and contents of each presentation within the interactive session or symposium.
- Proposals will be sent for anonymous reviews. As such, the Abstract and Program Summary should not include identifying information of the author(s) and/or presenter(s).
- Submitters will be notified by email upon receipt of their proposal.
- Submission outcomes will be sent by email by the end of April 2011.

See you in Washington!





THE INSTITUTE FOR THE STUDY AND PROMOTION OF RACE AND CULTURE

CALL FOR PROPOSALS

The 11th Annual Diversity Challenge

Intersections of Race or Ethnic Culture with Gender or Sexual Orientation

Sponsored by the Institute for the Study and Promotion of Race and Culture
Boston College

OCTOBER 28-29, 2011

Proposal Submission Deadline: April 15, 2011

The Institute for the Study and Promotion of Race and Culture at Boston College invites you to join us for the Institute's eleventh annual national conference in the suburbs of Boston, a city known for its struggles and efforts to address issues of racial and ethnic cultural diversity in U.S. society. The Institute was founded in 2000 at Boston College, under the direction of Dr. Janet E. Helms, to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society at large. The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, or grassroots focus through its Diversity Challenge conference.

**The theme of Diversity Challenge 2011 is Intersections of Race or Ethnic Culture with
Gender or Sexual Orientation.**

Areas of Emphasis:

- | | | | |
|-----------------|-----------------------------|------------------------|---------------|
| •Abuse | •Eating and Substance Abuse | •Achievement | •Trauma |
| •Discrimination | •Multiple Identities | •Law and Social Policy | •Racism |
| •Mental Health | •Domestic Violence | •Hate Crimes | •Spirituality |

~ ISPRC, Boston College, Lynch School of Education, Campion 318, 140 Commonwealth Ave., Chestnut Hill, MA 02467 ~

Conference Focus

Intersections of Race or Ethnic Culture with Gender or Sexual Orientation

In society, mental health, education, and social policy, the categories of race, ethnic culture, gender, and sexual orientation are often treated as if only one of these aspects of personhood can be salient at a time. Yet within each of these social constructions or ways of perceiving people, some people experience advantaged social status, whereas others experience disadvantaged status. For examples, within the broad category of race, White people enjoy social advantages relative to people of Color; within the gender category, women's social status is less than the status of men and perhaps transgendered people experience disadvantage relative to both; with respect to sexual orientation, heterosexuals experience more advantaged status relative to gays and lesbians. Yet not much is known about whether perceived membership in a single category or combinations of categories varying in social status most affect the ways in which people are treated or socialized, nor is it known whether different psychological and behavioral outcomes develop as a result of single or multiple-group socialization life experiences.

In the social and behavioral sciences, combinations of such socially defined categories are called, "intersecting social identities." When social identities imply psychological or behavioral outcomes at the individual level, they may be called "intersecting psychosocial identities." In an attempt to address questions about the psychological, emotional, and behavioral consequences of intersecting social and psychosocial identities, this year's Diversity Challenge focuses on the ways in which positive and negative socialization experiences associated with race and/or ethnic culture combined with gender and/or sexual orientation shape people's mental health, education, and employment experiences from the perspectives of practitioners/activists, educators, researchers, and policy makers.

It is possible that intersecting identities benefit individuals and society. Yet researchers, practitioners, and policy makers have tended to function as if only single aspects of identity are salient. Thus, the benefits and challenges of claiming intersecting psychosocial identities have been largely unexplored. Some unexamined questions include (a) is one type of identity more salient for individuals or do they conceptualize themselves in terms of intersecting identities, (b) how does claiming more than one aspect of identity affect psychological characteristics such as self-esteem, resilience, and gender-role conformity, and (c) does social context determine which identities are salient?

Conceptualizations of identity as exclusively, race, ethnic culture, gender, or sexual orientation, have resulted in a focus on discrimination or bias in research and practice. Racism and racial bias remain significant concerns in every domain of society. Reducing disparities in health and mental health, education, and employment among People of Color and their White counterparts has become an increasingly visible focus in each of these domains of society. But would such disparities be more readily addressed if interventions were focused on the needs of people as defined by intersecting identities rather than just their race or ethnic classification?

For women and girls relative to men and boys, significant disparities still exist in education and employment opportunities and experiences, in spite of historical efforts to reduce inequities. Sexism, domestic violence, sexual assault, and poverty remain significant indicators of girls and women's disadvantaged status. On the other hand, boys and men experience significant health risks, high mortality rates, and significant levels of poverty as well as economic advantage. Many such social issues have not been examined from the perspectives of traditionally defined gender groups and other types of psychosocial identities. Are the experiences of women and men and girls and boys, who are perceived as belonging to specific racial or ethnic groups, the same? As the definition of gender is broadened to be more inclusive, it becomes increasingly important to conceptualize gender and other identities more complexly.

Awareness of victimization and abuse of sexual minorities has greatly increased. Due to recent attention to bullying in schools, adoption and partner rights, workplace harassment, and the recent repeal of "Don't Ask, Don't Tell," there have been increasing efforts to eliminate disparities and promote equality in economic, political, and social arenas and improve individuals' quality of life. For example, lesbian, gay, bisexual, and transgender (LGBT) individuals are at great risk of being targets of violent behavior which, in turn, may compromise their academic, social, and mental health and well being. Are the risks different according to race or ethnic culture or gender? Thus, there is a need to understand how sexual and gender identities interact with other domains at both person and environmental levels.

Despite advocacy efforts toward decreasing disparities and promoting social justice, societal and government institutions have not acknowledged the mental and emotional strengths of marginalized populations, whose intersecting social identities may accord them different levels of power in society. Nor have they examined the benefits or psychological consequences of multiply advantaged intersecting identities. Although recognizing the existing social inequalities of marginalized and oppressed groups has provided useful perspectives, such frameworks negate the intersection of diverse identities and make intersections of advantaged status identities virtually invisible. Thus, lower status identity groups have become "the problem" in need of resolution.

Suggestions for Proposals

We invite proposals from any disciplines that seek to address intersecting identities from multiple frameworks. Practitioners, educators, and researchers are invited to pose questions or describe interventions that bring together intersecting social or psychosocial identities in challenging ways or to address questions of identity that merit greater attention in some domain of society. Proposals should address race or ethnic culture and at least some aspect of one of the other psychosocial identities, gender and sexual orientation, that are the theme of this year's Diversity Challenge. Our goal is to engage participants in broadening the dialogue about intersecting social and psychosocial identities in ways that matter to individuals and society.

Presentations should emphasize the consequences to the individual or society of intersecting racial and cultural social or psychosocial identities *and* either gender or sexual orientation or both. Specific topics might include, but are not limited to:

- Addressing workplace discrimination and career advancement for women or sexual minorities
- Impact of race and gender or sexual orientation on delivering classroom and educational interventions
- Race-related experiences of lesbian or gay teachers in public schools and higher education
- How religious communities of Color or White religious communities socialize heterosexual women and/or gay or lesbian church members
- Experiences of sexual minorities of Color in White gay cultures
- Costs of discriminatory racial policies on health care for men or women or sexual minorities
- Influence of racial and gender socialization norms on parenting practices and children's development
- Race and gender or sexual orientation factors affecting mental and physical health outcomes
- How benefits and costs of governmental policies on family planning pertain to intersecting identities
- Research approaches for assessing intersecting identities and individual differences
- Psychosocial costs to men and heterosexuals invested in traditional White social norms
- Models of identity development for intersecting identities

Conference Program Formats

Workshop (90 minutes) - An intensive presentation intended to share specific research, educational, social policy, or mental health experiences and/or skills, or empirically based knowledge about racial and cultural factors in treatment, research, and policy with an interactive and experiential focus.

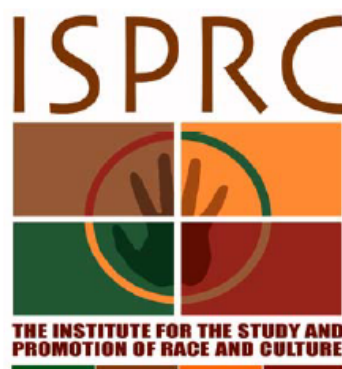
Symposium Panel (90 minutes) - Three to five participants present individual papers with a shared racial and cultural theme from different perspectives. Symposium proposals typically have a chair and discussant.

Individual Presentation (15 to 30 minutes) - Formal presentation of theoretical, practical, policy issues, or research related to program development, mental health issues, community and school initiatives, and overcoming systemic barriers as experienced by individuals of all ages. Papers may be grouped together around similar themes by the conference organizers. Typically, 3-4 presentations will share a 90 minute block.

Structured Discussion (45 minutes) - Conveners present a theme relating to some aspect of racial or cultural factors and facilitate group discussions intended to generate new ideas and solve related problems.

Poster - Presenters display information with a racial or ethnic cultural focus intended to share information, interventions or research skills, or other experiences relevant to racial or cultural dynamics.

- For queries, including submission questions, registration and other administrative issues, please email isprc@bc.edu
- For up-to-date information about the Challenge, visit our website <http://www.bc.edu/isprc>





Boston College
Institute for the Study and Promotion of Race and Culture
11th Annual Diversity Challenge
October 28-29, 2011

General Submission Requirements

You may submit up to two proposals as the first author.

In order to ensure anonymity during the review process, please identify presenters and institutions only on the proposal cover sheet.

1. Proposal Cover Sheet (1 copy) - See presentation format specific guidelines for cover sheet.
Please include the name and address for EACH presenter who will be attending the conference.
2. Proposal (5 copies) - Each packet should contain the following:
500-word overview or summary that includes:
 - Title
 - Program format
 - Purpose, goals, and objectives
 - Methodology, conclusions, and/or questions raised
 - Structure of presentation
3. Program Abstract (1 copy) - A 50-word synopsis to appear in the program
4. An electronic 120 word APA style abstract to be published in the official conference proceedings
Please send via email to diversity.challenge@bc.edu.
5. Envelopes: Two (2) self-addressed stamped standard-size envelopes for notification of receipt and acceptance/non-acceptance of proposal

Note: Proposals will only be considered once all materials are received.

Send Hard Copy Proposals to:

or

Optional Submission Option:

Janet E. Helms, Ph.D.
Institute for the Study and Promotion
of Race and Culture
Boston College, 318 Campion Hall
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Tel: 617-552-2482
Fax: 617-552-1003
Email: isprc@bc.edu
Website: <http://www.bc.edu/isprc>

Download all proposal forms from our
website: www.bc.edu/isprc. Email all
completed forms to our email address:
diversity.challenge@bc.edu.
The primary presenter will be notified via
email upon receipt and after proposal
review. ***No envelopes required.**

Proposals should be postmarked by April 15, 2011

Proposal Review and Selection Process

Notification of acceptance or non-acceptance will be sent in late June, 2011. Proposals will be reviewed on the basis of quality and contribution to the study of race or culture with gender or sexual orientation. An anonymous review of conference proposals will be conducted by a minimum of two reviewers.

~ ISPRC, Boston College, Lynch School of Education, Campion 318, 140 Commonwealth Ave., Chestnut Hill, MA 02467 ~

Proposal Cover Sheet Instructions

On a separate piece of paper, please provide all of the information outlined below for your chosen presentation format.

Workshops / Individual Presentations / Structured Discussions / Posters:

- ☐ Title of Proposed Program (12 word limit)
- ☐ **Each** Presenter's information, identify the primary presenter (include only those attending the conference)
- ☐ Name
 - ☐ Title & Degree
 - ☐ Affiliation
 - ☐ Mailing Address
 - ☐ Telephone (home) & (work)
 - ☐ Email address
- ☐ OK to print address in program? ____ Yes ____ No

Symposium *:

- ☐ Title for Symposium (12 word limit)
- ☐ Title of **each** Presentation (12 word limit) with Presenter information (include only those attending the conference)
- ☐ Title of presentation
 - ☐ Name
 - ☐ Title & Degree
 - ☐ Affiliation
 - ☐ Mailing Address
 - ☐ Telephone (home) & (work)
 - ☐ Email address
- ☐ OK to print address in program? ____ Yes ____ No

*Please Note: Symposium proposals require the following:

- A 500-word summary for the entire symposium and a 50 word program abstract is required as part of your proposal.
- Each symposium presenter must provide a separate 500 word summary/proposal. Please see general submission requirements.

Provide information for Chair and/or Discussant:

- ☐ Name
 - ☐ Title & Degree
 - ☐ Affiliation
 - ☐ Mailing Address
 - ☐ Telephone (home) & (work)
 - ☐ Email address
- Identify one or both: ☐ Chair ☐ Discussant
- ☐ OK to print address in program? ____ Yes ____ No

FOR ALL PROPOSALS / PRESENTERS:

- Only the primary presenter will be notified of the proposal's acceptance/non-acceptance.
- Failure to include the above required information means that your submission will not be in the program.

REGISTRATION: All presenters are required to register and pay to attend the conference no later than October 1, 2011.

Please complete and return with your proposal cover sheet(s) and proposal.

AWARENESS OF DIVERSITY CHALLENGE: Please tell us how you heard about Diversity Challenge:

☐ ISPRC Mailing ☐ Listserv (please state which listserv): _____
☐ Attended last Challenge ☐ Word of Mouth
☐ Other (explain): _____

PLEASE VERIFY:

☐ Neither I nor any co-presenters are under sanction by a licensing/certifying body in any state.
(Please explain if this is not the case).
☐ I have permission from my employer/institution to submit the present application.
☐ Permission to submit this application is not required by my employer/institution.

PROGRAM FORMAT: ☐ Workshop ☐ Symposium or Panel ☐ Poster
☐ Individual Presentation ☐ Structured Discussion

FORMAT CHANGE:

If your program is not accepted in your requested format, will you accept an invitation to present in a different format?
☐ Yes ☐ No

AUDIOTAPING or VIDEOTAPING:

If your session is selected for audio taping or videotaping, do we have your permission to tape? ☐ Yes ☐ No

ATTENDANCE RESTRICTIONS:

☐ None ☐ Maximum # _____ ☐ Minimum # _____
☐ Other (explain): _____

SCHEDULING CONFLICTS: Please note that several sessions are scheduled concurrently. If you or any of your co-presenters are submitting more than one proposal, please provide title(s) so that we can avoid conflicts in scheduling.

SPECIAL REQUIREMENTS: Please describe any special requirement, restrictions on scheduling (by day and hour), or other information not included above.

AAPA Membership Column

Meifen Wei
Membership Officer

I am pleased to announce that you can now renew your 2011 AAPA membership online through our new AAPA website. You can also choose the mail-in option if online option is not accessible to you.

Please go through the following procedure to renew your 2011 membership and update your personal information.

1. Go to the website: www.aapaonline.org
2. Choose New Membership for first time registrant to apply for your AAPA membership or Renewing Membership for renewing your 2011 AAPA membership.

a. New Membership:

Please click on “**Create Account**” (on the right side of the webpage) to register online with a credit card.

b. Renewing Membership:

- (1). Go to “**Members Only**” (on the left side of the webpage)
- (2). Click on “**Renew Membership**” and then click on “**Renew Now**” for online renewal.

(Note: By now, you should have received an email from me for “username and password” to log into our AAPA website. If not, please contact me at wei@iastate.edu)

3. Mail-in registration or renewal:

Please complete **2011 AAPA Membership Application Form** (last page of the newsletter) and mail it with your check to AAPA (see address in the form).

If you did not receive an individual email from me on Jan 21 or 22, 2011 regarding how to update and renew your personal profile on our new AAPA website, www.aapaonline.org, it is likely that we do not have your updated email address. Please contact me at wei@iastate.edu with your new email address.

Thus far, we have a total membership of 201 individuals and organizations. Please see the table below for a breakdown of numbers by membership category.

Member Category	2/7/2011
Professional	77
Early Career	7
New Professional (first year)	12
Student	85
Lifetime	17
Retiree	2
Organization	1
Total	201

This year, our AAPA President, Dr. Gordon Hall, continues his commitment to give \$500.00 to the person who recruits the most new members to AAPA by the August 2011 convention. It could be YOU! ***Please help us recruit new members to join our AAPA community.***

In addition, you will receive the *Asian American Journal of Psychology (AAJP)* for free (starting from Jan 2011, only current members will receive AAJP), posting your syllabi and reviewing members' syllabi, searching for members or referrals, the AAPA newsletter, discounted conference registration, and opportunities for networking with experts in the field of Asian American psychology.

(Note: The function for searching for members or referrals is not ready for use. When it is ready for use, an e-mail will be sent out to AAPA email listserv.)

If you have any questions regarding membership, please contact me at wei@iastate.edu, or 515- 294-7534.

Thank you for your continued support of AAPA!



Meifen Wei
AAPA Membership Officer

AAPA Finance Officer Report: Winter Quarter 2011

Krista M. Chronister

University of Oregon



AAPA is doing well financially. As of February 6, 2011 we have \$19,542.61 in our checking account and \$45,568.38 in our savings account, for a total of \$65,110.99. The successful launch of the new AAPA website has resulted in a steady stream of AAPA membership purchase and donation activity. Our spending activity will increase this quarter as we prepare for the AAPA conference.

2011 AAPA Membership Application Form

Please check one: ☐ New Member ☐ Renewing ☐ Renewing with new category (e.g., Student to Early Career)

If you were referred by an AAPA member, please list person: _____

A. All Members -- Please complete the following:

Name: _____ E-mail: _____

Mailing address: _____ City _____

State _____ Zip _____ Phone: _____ Gender: _____

Highest degree earned: _____ Year degree earned: _____

Institution from which this degree was earned: _____

Ethnicity: _____ Languages (other than English): _____

Research/Practice Interests (5-6 words): _____

Areas in psychology in which you received or will receive your degree (e.g., clinical, I/O, social, etc) _____

I permit AAPA to release my contact information (name, address, email) and/or research interests:

To professional organizations? _____ YES _____ NO

In AAPA member directories (e.g., print or on the website)? _____ YES _____ NO

To prospective employers? _____ YES _____ NO

B. Professional & Retiree/Emeritus Members -- Please complete these items:

Institutional/Organizational affiliation (if employed, current; if retired, previous and year retired): _____

Position Title (current/previous): _____

C. Student Members only -- Please complete these items:

School where you are enrolled: _____

Degree objective (e.g., Ph.D., Psy.D., MA., M.S.W.) : _____

Expected graduation date: _____

Please Note: Membership in AAPA runs January 1 – December 31 yearly, regardless of when membership dues are received. However, dues received after September 30 will be applied to the following year's membership. You can register online (for new or renewed membership) at our website, www.aapaonline.org. If you wish to mail in your membership application form and payment to our central office (see address below), please allow 6-8 weeks for processing. Checks not honored by your financial institution will be subject to a \$25.00 fee.

Please make your check payable to AAPA and send this entire form with your payment to:

Asian American Psychological Association
5025 North Central Avenue PMB #527
Phoenix, AZ 85012

Description of Membership Statuses

Professional Members - Persons with a master's or doctorate degree in psychology, mental health, health, or related fields and/or professionals whose work and interests are consistent with the purposes of the Association.

Early Career members - Professional members who are within 2 years of receiving their terminal degree and who hold positions as post-doctoral interns, post-doctoral fellows, assistant professors, or comparable level positions. Members can remain in this status for a maximum of two years.

Retiree/Emeritus members - Professional members who are retired from their positions. These persons must have been a member of AAPA for at least 5 years before paying dues at this level. Retiree/emergitus members pay dues at one-half the rate as professional members.

Student members - Undergraduate or graduate students in psychology, counseling, mental health, or related fields. *Student members of AAPA also automatically become members of the Division of Students with no additional fee.* Six dollars in dues support the Student Division, while the remaining dues support AAPA.

Associate Organization members - Include, but are not limited to, organizations interested in the purposes and objectives of the Association.

DUES & DONATIONS		AMOUNT	ENCLOSED
A. General Membership (1year)	Professional Member	\$70.00	\$
	New Professional Member (1 st year)	\$50.00	\$
	Retiree/Emeritus Member	\$20.00	\$
	Early Career Professional Member	\$50.00	\$
	Student Member	\$35.00	\$
	Associate Organization Member	\$70.00	\$
B. Division on Women ¹	Professional Member	\$15.00	\$
	Student Member	\$6.00	\$
C. Division on South Asian Americans ¹	Professional Member	\$15.00	\$
	Early Career Professional	\$10.00	\$
	Student Member	\$6.00	\$
D. Division on Filipinos ¹	Professional Member	\$15.00	\$
	Early Career Professional	\$10.00	\$
	Student Member	\$6.00	\$
E. Donations ²	General Fund	\$25 \$35 \$50	\$
	Dissertation Grant	\$25 \$35 \$50	\$
	Best Poster Award	\$25 \$35 \$50	\$
	Student Travel Award	\$25 \$35 \$50	\$
	Division on Women	\$25 \$35 \$50	\$
	Division on South Asian Americans	\$25 \$35 \$50	\$
	Division on Filipinos	\$25 \$35 \$50	\$
TOTAL AMOUNT ENCLOSED			\$

¹Membership in the Division on Women, Division on South Asian Americans, or Division on Filipinos is optional, but you must be a member of AAPA to join DoW, DoSAA, or DoF.

**2010-2011 Officers****President**

Gordon Hall, Ph.D.

Vice President

Sumie Okazaki, Ph.D.

Finance

Krista M. Chronister, Ph.D.

Membership

Meifen Wei, Ph.D.

Communications Officer

William Ming Liu, Ph.D.

Secretary/Historian

Christine Lee, Ph.D.

**Past President and
Awards Chairperson**

Karen Suyemoto, Ph.D.

Council Representative

Alvin Alvarez, Ph.D.

Board of Directors

Szu-Hui Lee, Ph.D.

Richard Q. Shin, Ph.D.

Paul Wang, Ph.D.

Stephanie Pituc (Student Rep.)

**Asian American
Psychological Association**

(602) 230-4257

www.aapaonline.org

**Asian American Journal of
Psychology Editor:**

Frederick T.L. Leong, Ph.D.

Newsletter Staff**Co-Editors-in-Chief**

Frances Shen, Ph.D.

Tigerson Young, Ph.D.

Co-Editors

Bai-Yin Chen, Ph.D.

Cirleen DeBlaere, Ph.D.

Chia-Wen (Winnie) Hsieh,
Ph.D.

Marleen Kawahara, Ph.D.

Hannah Nguyen, M.S.W.

Romina Romero, M.P.H.

Yuying Tsong, Ph.D.

Jane Yang, Ph.D.

Kathleen Young, Ph.D.

Columnists/Reporters

Darcy Ing, Ph.D.

Zeb Lim, M.S.

Neera Puri, Ph.D.

Amee Velasco, Psy.D.

**ASIAN AMERICAN
PSYCHOLOGIST
Advertising Policy**

Asian American Psychologist, the official newsletter of the Asian American Psychological Association (AAPA), is published 3 times yearly (Fall, Spring, Summer) and distributed to over 500 members of AAPA. For information on specific publication dates and advertising submission deadlines for upcoming issues, please contact the advertising editor. AAPA is a federally recognized non-profit organization.

Advertising Rates and Typesetting

Typical display advertising rates are based on column length (see below). Each advertising column is approximately 2 & 1/4 inches wide. There are 3 columns per newsletter page. The advertising rates are:
3-inch column ad = \$60.00
6-inch column ad = \$90.00
9-inch column ad = \$120.00

Requests for alternative typesetting for an ad can most often be accommodated at no extra cost. The rate billed will be based on the page area covered that corresponds to the advertising rates shown above.

Submission of Ads

It is recommended that text-only ads be submitted via email MS Word format to the advertising editor (see below). If special graphics are desired to appear in the ad, submission of camera ready copy which conforms to the ad sizes described above is required. The name and complete mailing address of the person or institution to be billed must accompany the submission of the ad.

Submit ads by email to:

Tigerson.Young@gov.bc.ca

Billing

A billing statement will be sent after an ad is successfully submitted. It is the policy of AAPA that in the event there is a delay in the publication of the newsletter such that your application deadline is missed, you will not be charged or we will fully refund your payment. Payment must be a check or money order made payable to "AAPA" (we cannot process credit card payments).