



President's Message

Rich Lee



As I write this column, all the buzz has been about Jeremy Lin, the undrafted, twice-cut, Harvard-educated, Asian American basketball player who has become the starting point guard of the New York Knicks and the darling of the NBA, the media, and Asian America. Perhaps the Lin-sanity will have died down by the time this newsletter goes to press, but I don't think it will. In fact, I hope Lin-sanity will persist in the psyche of all Americans because Lin's back-story, coupled with his great play, has been challenging persistent stereotypes of Asian Americans and forcing Americans to discuss the racialized lives of Asian Americans.

"[The media] have no anti-racist mental apparatus for how to talk about an Asian-American player. As a result we see again that people of Asian descent are subject to a casual racism that other ethnic groups don't have to suffer quite as starkly." – David Zirin, American political sportswriter

In his *The Nation* blog post ("Jeremy Lin and ESPN's 'Accidental' Racism"), Zirin perfectly articulates the issue when discussing ESPN's offensive use of the headline, "Chink in the Armor" to discuss the Knicks first loss with Jeremy Lin as starting point guard. Watching this racial conversation occur in print, in the news, and in everyday conversations has been part fascinating, part painful, and fully awkward. I argue that most Americans, including many Asian Americans, do not have the tools and skills to talk about the racial socialization of Asian Americans, from what immigrant parents teach their children about racism to how Asian Americans respond to racism.

And here is where AAPA must step into the spotlight. Here is where Asian American psychology comes into action. Here is where every AAPA member has the opportunity to raise the level of conversation beyond stereotypes and clichés through public discourse, research, outreach, and political action.

AAPA CELEBRATES 40 YEARS

Forty years earlier, in the midst of the Civil Rights Movement, Asian American psychology first stepped into the spotlight when Drs. Stanley and Derald Sue, along with two graduate students, founded the Asian American Psychological Association in December 1972. Just a year earlier, they had published a seminal paper, *Chinese-American Personality and Mental Health*, in *Amerasia*.

Just how significant was the publication of the *Amerasia* paper in 1971 and the establishment of AAPA in 1972? A recent search of PsycINFO using the keywords "Asian American" revealed only

Features

President's Column	1
Leadership Development Institute	3
Interview With Stephen Chew	4
The Value of Trust	6
Taiwanese American, Christian, and Feminist?	8
Division of Students Updates	9
Division of Student Awards	11
AAPA Call for Nomination	12
Call for Nomination: Division of South Asian Americans	14
Call for Nomination: Division of Women Nominations	15
Call for Nomination: Division of Filipino Americans	16
Call for Nomination: DoS	16
Finance Report	18
Membership Report	18
Membership Application	20
New Letter Team	22

two other publications on Asian American psychology up to 1972. One was titled “Conceptual Tempo and the Oriental American” (by H.I. Ayabe and S. Santo, in *Journal of Psychology: Interdisciplinary and Applied*, 81, 1972) and the other was titled “Yellow Youth’s Psychological Struggle” (by M. Maruyama, in *Mental Hygiene*, 55, 1971). Google Scholar turns up a few more interdisciplinary papers using the keywords “Asian American and psychology” including “Mutual Perceptions of Racial Images: White, Black, and Japanese Americans” (by M. Kurokawa, in *Journal of Social Issues*, 27, 1971) and “Stereotypes and Racial Images – White, Black and Yellow” (by M.K. Maykovich, in *International Journal of Social Psychiatry*, 18, 1972).

The state of Asian American psychological scholarship today is far different than back in 1972. Sumie Okazaki, Ahmed Kassem, and Judy Tan published an annual review of published empirical scholarship on Asian American psychology in the latest issue of *Asian American Journal of Psychology*. They located 261 articles on Asian American psychology that were published in 2010. Two hundred and sixty-one! Equally notable, AAPA launched its own journal, *Asian American Journal of Psychology*, in 2010. The psychological scholarship on Asian Americans is abundant and we now have the data to back up our critiques of the persistent racism and discrimination against Asian Americans, including Jeremy Lin!

BUILDING OUR ANTI-RACIST MENTAL APPARATUS

The celebration of 40 years as a professional organization, the steady growth and improved quality of Asian American scholarship, and the publication of our own journal, *Asian American Journal of Psychology*, are crucial parts to the building of our own anti-racist mental apparatus. But we need to do much more. We need to step up our contributions to the public discourse on race through ongoing research, outreach, and political advocacy. AAPA and its individual members must work toward the development and promotion of the tools and skills necessary to engage in constructive conversations about race in families, schools, sports, politics, and beyond. Our individual and collective efforts make a difference and we cannot step away from the spotlight.

While I don’t necessarily expect anyone to be our next Jeremy Lin (except perhaps Past President Gordon Nagayama Hall when he is dreaming of his three-point shots or Nolan Zane as he organizes the third annual basketball game), who will be our next Stanley Sue, Derald Sue, Reiko True, Robert Chin or Pat and Lily Okura? It is time for AAPA members to step into the spotlight. This is our call to action.

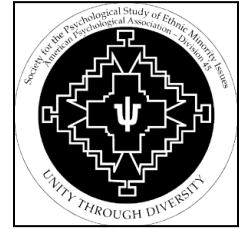
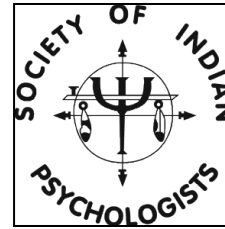
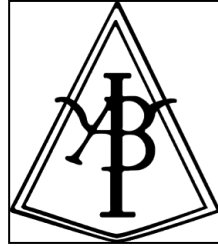
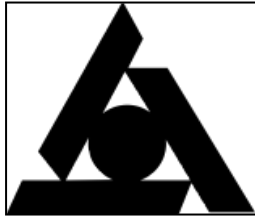
AAPA Listserv

To sign up for the AAPA listserv, send an email to majordomo@sfsu.edu.
In the body of the email type (minus the quotes) “subscribe aapa”

To send a message to the entire listserv email your contribution to aapa@sfsu.edu.

CNPAAEMI Leadership Development Institute

Alvin Alvarez



The [Council of National Psychological Associations for the Advancement of Ethnic Minority Interests](#) (CNPAAEMI) in collaboration with the [Society of Counseling Psychology](#) is launching a yearlong, inter-organizational Leadership Development Institute (LDI). CNPAAEMI consists of the following national associations: [Asian American Psychological Association](#), [Association of Black Psychologists](#), [National Latina/o Psychological Association](#), [Society of Indian Psychologists](#), and the [Society for the Psychological Study of Ethnic Minority Issues – Division 45](#) of the American Psychological Association (APA). The inaugural meeting will take place as a special preconference activity at the Biennial Conference of the Society for the Psychological Study of Ethnic Minority Issues (<http://www.div45conference.com/>), May 24, 2012. The LDI is funded by the CNPAAEMI organizations, Division 17 and APA's Commission on Ethnic Minority Recruitment, Retention, and Training in Psychology.

The CNPAAEMI LDI aims to: (a) Create a mechanism for identifying and/or attracting racially and ethnically diverse psychologists and mental health professionals to become active participants in CNPAAEMI and its respective organizations; (b) Foster and support culturally grounded leadership skills among psychologists and mental health professionals that are transferable to multiple settings (e.g., families, work settings, professional organizations, neighborhoods communities, etc.); (c) Establish networking and sustainable coaching and mentoring opportunities to nurture ongoing leadership development; (e) Develop a model of multiracial and multi-ethnic coalition building to promote inter-organizational collaborations.

For the inaugural year, one Leadership Fellow will be selected from each participating CNPAAEMI organization and Division 17 to create a six-person cohort that will meet, train and work together for the entire year. Each Fellow will also be working with a mentor from their sponsoring organization as well as a mentor from another CNPAAEMI organization to expose them to multiple organizational and leadership perspectives LDI. Fellows will have an opportunity to develop and implement a leadership plan that will benefit their respective associations with the assistance of a mentor. They will also develop a range of leadership skills including negotiating institutional/political systems, successfully bidding for leadership positions, networking and creating collaborative partnerships, and developing a leadership niche in the field. Fellows will also receive a stipend to assist with travel costs.

Given that coalition-building and leadership development are directly related to the effectiveness of the Asian American Psychological Association as an agent of social and professional advocacy, the LDI is an ideal training opportunity for Asian American mental health professionals. Whether you see yourself as a practitioner, researcher, teacher, or perhaps a blend of all three, a challenge for many of us lies in critical yet common questions, such as “How do I become a leader?” “Where do I start?” “What do I have to offer?” If any of these questions have run through your head and you're interested in extending yourself in the service of Asian American communities in particular and communities of color in general, then the LDI may be a place to start. To get more information on the Institute, please email the AAPA representative to the LDI, Alvin Alvarez at aalvarez@sfsu.edu.

Interview With Professor Stephen Chew

Shuangmei (Christine) Zhou



Dr. Stephen Chew, professor and chair of Psychology at Samford University in Birmingham, Ala. was named as one of four winners of 2011 U.S. Professors of the Year.

Here is a summary of the telephone interview done by Shuangmei (Christine) Zhou (CZ) from AAPA newsletter *Asian American Psychologist* on February 23, 2012 with Dr. Stephen Chew (SC).

CZ: *Why you have been a professor/teacher?*

SC: Being a teacher was something that I thought about before I wanted to become a psychologist. I grew up in an immigrant Chinese American family and my father and my two older brothers are all engineers. I originally attended University of Texas, Austin as a chemical engineering student. I quickly realized that engineering was not as appealing as I had thought. I found that I had a passion for humanity in addition to my interest in science. At that time, my father suggested that I try psychology.

My first class was in introduction to psychology.” I was in a class with 500 other students. There I was captured by what the professor was teaching and quickly became hooked on psychology. I also became interested in teaching, realizing that it took a real talent to get others interested in your topic and to deliver a fascinating lecture. I was blessed to have support from my whole family in pursuing my career as a psychologist. My mother, an elementary school math teacher, was thrilled about having a non-

engineer in the family!

CZ: *What about teaching/learning that intrigues you?*

SC: I feel lucky to be able to integrate my psychological research interests with my professional duty of teaching. I experiment with new ideas constantly in the classroom—my classroom is my lab. I study how to increase the effectiveness of both teaching and learning. I feel fortunate to be able to teach at a small university and work closely with undergraduate students.

CZ: *Can you say something about the making of your YouTube video on study tips?*

SC: I was asked to do a presentation to the entering class at Samford on a yearly basis. The presentation quickly became popular, so we decided to make it into a video: “How to Get the Most out of Studying: “Beliefs That Make You Fail...Or Succeed.” After being posted, the video has gotten more than 60,000 hits. Instead of trying to give study tips, I tried to provide the students with a framework of the thought process underlying effective learning. That process is linked to a greater rationale. The idea is to not to make the students miserable or try to scare them as a professor, it is to genuinely help them to become more effective learners.

CZ: *What were your pathways to becoming a professor/teacher and what are some of the challenges along the way?*

SC: I received my Ph.D. in Cognitive Psychology from the University of Minnesota in 1984 after I finished my B.A in Psychology from the University of Texas at Austin. My first teaching job was at a small liberal art college. Unfortunately, I did not receive much formal training on teaching while in graduate school and I learned mostly on my own. You can have tremendous amount of impact on students being a teacher. As a teacher, it’s tremendously gratifying to watch someone’s outlook shift and become inspired right in front of your eyes.

On the other hand, I acknowledge that teaching is definitely challenging. Teaching is more than just presenting students with information; you have to understand what your students are learning and how they are trying to learn. Not only do I want my students be able to understand the information, I also want them to be able to apply it. It’s definitely challenging to teach a diverse student popu-

lation, particularly the under-represented and non-traditional students. In fact, I'm getting older while they stay the same age, so I need to try to find ways to stay connected with them.

You can have every good intention in the world to teach but still fail horribly. There is always going to be some student who won't respond or won't learn as well as you hoped. The only thing you can do is to try to reach as many students as you can and to minimize the number of students you failed to reach.

CZ: How would you describe the characteristics of a good teacher?

SC: Your goal is to teach, not to recruit disciples. There is such temptation for self-glorification in teaching, impressing students with your knowledge rather than developing their understanding. Good teachers have sensitivity for detecting the level of understanding from students and the level of vulnerability for potential misconceptions. Ultimately, you have to care about your students and about their learning process. You also have to adapt to their level of understanding--meet them where they are and build the stepping-stones to gradually bring them to the level where you want them to be.

As a graduate student standing in front of your first class, it's natural to want to avoid humiliation. You want to come across as being someone who knows the topic well. However, what helps more is figuring out how to make it easier for students to learn instead of worrying about how they see you.

I use multiple ways to present the same topic. I believe that you have a better chance of reaching students if you present the information in different ways. One of my students gave me feedback that I really appreciated a lot – that I never gave up on trying to reach them. My students may not get the information the first time, but on the second, or third time, they will.

I also adopt multiple methods of assessing the comprehension level of my students. For example, in giving a multiple-choice question on a quiz, instead of asking the students to just pick the right answer, I'd ask them to explain why their choice was correct. I hope that every one of my student will take the time to learn the material instead of getting through the class as quickly as possible or simply figuring out the correct answer.

CZ: What are some of the strengths and weakness of your teaching?

SC: I believe that one of my weaknesses is being reluctant to let go of control in the classroom. I need to work on having less control over the learning process. I also tend to be shy, so I want to make a stronger effort to get to know more of my students.

I think that the strength of teaching is my ability to conduct pedagogical research and to continue to generate and incorporate research into my teaching to improve its effectiveness. Ultimately, I want my students to have a rewarding learning experience, to continue to stimulate and facilitate the desire and interest to learn.

CZ: What do you see as critical issues facing the profession/field?

SC: I think that accountability is the biggest challenge facing the field of teaching. We have to be accountable to demonstrate what people are getting out of college education.

CZ: If you had do it all over again what would you change?

SC: I believe that I've had a great experience so far on my journey of being a teacher. I can't think of any other pathway that would have been more rewarding. I feel really lucky to both be doing what I am doing [research and teaching] and to be able to enjoy it.

My dream is to be able to transition from teaching the students into teaching the teachers.

CZ: Any final words of wisdom for graduate students considering seeking teaching careers or wanting to become better teachers?

SC: Go talk to professors at teaching institutions and you will learn a lot from them!

The Value of Trust

Darcy S. F. Ing



What does it mean to trust someone? Trust is a foundation of psychological development, measuring belief in the integrity, good intentions, and sometimes the competence of someone else. Trust lets go of control and personal effort through relying on others, taking on the risk of failure or harm if they do not come through. Trusting others is a basic part of building cooperation in society. We trust others when hiring a baby sitter, when purchasing a product, depositing money, or voting in an election. Without trust, building a relationship is nearly impossible, whether between two lovers or between therapist and client. While too much trust in others can increase vulnerability to harm, too little trust leads to disconnectedness and isolation.

Societies have been labeled as either high or low trust. High context-low trust countries like China or Japan value perceptions of personal benevolence and credibility and generally trust others only when personally connected. Business in Asia is heavily based on trusting personal relationships, observing how others behave as people, managers, and social companions (e.g., in karaoke bars). The manner in which trust, patience and endurance are handled is noted, as well as situations in which loss of face occurs.

In contrast, a low context-high trust culture like the U.S. more easily accepts others based on their profession (e.g., physicians, clergy, teachers) or perceived moral values. In both cases, trust is both created and sustained with commitments, feelings and integrity in relationships. Trust is created and sustained through conscientiously making and keeping commitments. Consistent follow through in relationships is the only sure way to maintain trust.

Trust failures can and will occur at times, and require repairing and rebuilding the relationship. Once misunderstandings have been cleared up and apologies given, the task is to reestablish the emotional connection in the relationship, often by telling someone else of their importance to you. It is usually best to repair broken trust as quickly as possible. For a little misunderstanding, it does not take long to repair broken trust. Yet if problems go unresolved for a long time, it can be quite challenging to convince someone else of their importance. Re-establishing damaged trust can be difficult, though that is usually less so if the failure is perceived as unintentional.

Damaged trust can have lasting consequences, especially early in life. If caregivers are neglectful or abusive, the child learns that the world is unpredictable, insecure and possibly dangerous. Failure of the parent to validate the abuse or admit wrongdoing can further contribute to difficulty in trusting self and others. As an adult, this failure can lead to poor self-esteem, depression, anxiety, confusion, and fear of abandonment.

Later in life, a huge breach of trust, such as an affair or outright theft, can also cause major damage. Steps to heal the trust can involve acknowledging the breach, taking responsibility, apologizing and making amends. The other person may need to fully express both hurt and anger before forgiveness

can occur. This may need to be done in the context of therapy if the two parties have problems reconciling.

Reestablishing trust requires changing behavior (such as breaking off the affair), taking responsibility, openness, willingness and a system for accountability, realizing that the other party may take a long time to let go of hurt feelings. The relationship may need to end unless mutually acceptable conditions are established and reparations made. When forgiveness happens and no further reparations are needed, trust has been regained. However, the relationship may not be completely healed. If the trust breaker has lingering feelings of guilt and shame or the victim has trouble letting go, the relationship may never be fully restored.

To fully reap the benefits of trust, these tips have been suggested by others: 1) Know yourself – tempering trust in others with trust in ourselves and our own judgment will help us to protect ourselves; 2) Start small – keep risks sensible early in the relationship; 3) In high stakes situations where betrayal is common, write in an escape clause if possible; 4) Send strong signals about your own trustworthiness; 5) Recognize the other persons’ dilemma when they are not sure about trusting you and provide reassurance; 6) Look at people’s roles as well as the individuals when deciding when to trust; and 7) If trust has been abused, or if physical, emotional or financial security is on the line, remain vigilant and always ask questions. Trust issues may sometimes need to be revisited. While not completely covering all situations, these suggestions will help you “trust wisely and well.”

In summary, having trust in others is too valuable to be taken for granted. Although a balance between trusting too much and trusting too little is important, having trust is crucial to collaboration between individuals, societies and institutions. Appropriate trust empowers others and builds strong bonds of identity, belonging, safety and continuity, a whole greater than its parts. Being trusted is also fundamental to leadership during times of uncertainty, as trust builds confidence, commitment, and increases the groups’ chance of survival. Having trust and being trusted will reward you with a life of fulfilling, satisfying relationships. In short, trusting “wisely and well” increases the sense of meaning and purpose in living.

AAPA Listserv

To signup for the AAPA listserv, send an email to majordomo@sfsu.edu.
In the body of the email type (minus the quotes) “subscribe aapa”

To send a message to the entire listserv email your contribution to aapa@sfsu.edu.

Taiwanese American, Christian, and Feminist?

Confusing thoughts about power, privilege, and identity from a MFT

Jessica Chen, Graduate Student at Loma Linda University



I'm sitting next to the hospital bed, where my ninety-five year-old grandmother is on a feeding tube and respirator. Her health took an unexpected turn for the worse this week, but we are so thankful she is stable. I sit here in the quiet of the night, waiting for my parents – my mother just went to the airport to pick up my father, who has just flown back from China to see grandma. He's the youngest and her favorite. We always knew that boys were a little more valued than girls. They had a special sort of unspoken privilege.

My dad has five living siblings and most of them live in other parts of the country and of the world. They have all emigrated from Taiwan in the seventies to go to graduate schools in America. It's interesting the sort of family conversations that occur during moments of crises. I sat with my aunt across grandma's hospital bed and we chatted for hours about faith, God, and human suffering. She kept making comments to me about how it was unbelievable that a twenty-nine year old could

have such profound thoughts and emotions about spirituality. How could I share my deep gratitude for God's loving presence in my life without sounding preachy to my aunt, whom I respect and want to honor?

Then just yesterday, my cousin, a medical doctor, flew in to see grandma and though I am about ten years younger, of the two of us, I am the one who can communicate to grandma in Taiwanese. So there I was, internally feeling like I'm the least Taiwanese person out of all my Taiwanese friends yet I was the only one who could linguistically connect to grandma. I felt some level of pride in being able to communicate to grandma on our behalf. Yet here my cousin was a real doctor (MD, not an aspiring PhD like myself), one of the five doctors in our group of twelve cousins. Practicing medicine is better than psychology stuff.

All this family interaction and quiet nights of watching grandma, our matriarch, has led me to wonder, how did I get here? From a family that has modeled to me the value of men, agnosticism, and medicine, how did I come to strongly identify as a feminist, a Christian, and a family therapist? Sometimes, even these aspects of my own identity don't feel all that congruent. When I'm at church, I could never disclose that I resonate with feminist theories, and when I'm at school and national conferences, it seems safer not to say that I consider myself a strong Christian. And wherever I go and when first generation Asian Americans ask me about my occupation, I attempt for thirty seconds to explain what a family therapist does, then resort to saying that I am a counselor, which is really not true at all.

So what is my identity? The places of privilege and esteem from which I come have given me the opportunity in some strange way to now become the Taiwanese American Christian Feminist I am today. But what does this mean? Where do I really belong? Is there a place where I can truly be known? Is this an identity crisis that those of us minority in behavioral health fields face? I don't know because I have not met many others like myself.

For now I don't have a clear idea, but thank you Asian American Psychological Association, for allowing me, a marriage and family therapist, to have a voice amongst you.

Division of Students Spring 2012 Update

Zeb Lim, DoS Chair 2010-2012



Happy Spring DoS-ers! Hope you all had a great Lunar New Year festival celebration recently, if that is something you celebrate culturally.

Can't believe it, almost 2 years has passed since the "new" DoS Board took charge. Now, the time has come once again, every 2 years that is, for the DoS 2012-2014 Board election to take place. We hope that there will be enough viable candidates, those who seek to keep the current DoS initiatives running smoothly, and also those who seek to renew and reinvent DoS will step up to the plate and run in the DoS election. Just be aware that it is not going to be an easy task ahead, be it if you are an experienced student leader, or a new student leader seeking to make a difference, however, the intangible rewards of service and leadership in DoS will be much rewarding in the end. Just ask the current and past board members when you see them at AAPA conventions!

Talking about current DoS initiatives, don't forget to nominate yourself or a worthy colleague for the annual DoS Awards. There are four award categories – Graduate Research; Undergraduate Research; Service; and Leadership Award. We have many worthy nominees annually for the Graduate Research Award, and we seek to get a wider variety of nominees for the Service and Leadership Award too!

Other fun and existing DoS initiatives includes the annual DoS Business/Social meeting during the AAPA convention period – during the lunch hour and the DoS Social Dinner held during APA convention. If you had missed the line-ups in the past, be sure to take note of it this year. Don't believe me? Just check out the many happy pictures taken during the two events. If you look at the photo albums in the DoS fan page, you can see some of the familiar faces showing up year in year out, it goes to attest the great times DoS members had, meeting old and new friends!

If you just came on board the AAPA/AAPA-DoS family, let me welcome you! AAPA-DoS has a Facebook fan page presence - <http://www.facebook.com/AAPA.DoS> and also a Google listserv presence. You have to ask a current board member – just message one of us (our profiles are listed in the DoS fan page on Facebook) if you want to get added on the listserv. We try to add new members to the listserv automatically, but human and technological errors are ever present and is a fact of life!

If you are an existing member, have you remembered to renew your AAPA membership? I sure hope you do! While you are at it, please feel free to drop a line or two on our Facebook page or email to one of the board members telling us what you want to change in DoS or things that you want to be better. We are always looking for input to build DoS – your professional home away from home.

Speaking of home, back in October 2011, during the Boston Diversity Challenge conference, a bunch of DoS members and AAPA professionals got together for a sumptuous dinner at a Thai restaurant. Towards the end of the dinner social, birthday song came on, and a bowl of delicious fried ice cream cake with a little candle on it appeared. DoS member – My Linh Vo was kind enough to not only organize the DoS social dinner, but also to throw a surprise birthday celebration for the DoS Chair, aka me (Zeb Lim). It's a nice surprise as it was my 3rd year away from home (Malaysia) and family. So

know this, DoS will be there to treat you like family and also make you feel at home, just give us some advance warning to celebrate your birthday during our DoS social!

Finally, look forward to the upcoming DoS mentoring program. DoS member – Sophia Rath-Targowski has kindly offered to look into setting up a mentoring program for DoS. If you are interested in helping set up this program or be involved as a mentor/mentee, you can email Sophia directly at sophia.k.rath@wmich.edu.

One last thing, congratulations to all DoS members who got matched in Phase 1 of the Internship Match. Good luck with the next step of your fascinating academic career. For those who did not get matched, please be mindful that there are more trainees than there are spaces available, so do not take it too personally. Even the DoS Chair (Zeb Lim) did not get matched, so you are in good company.

Happy Spring and look forward to the next DoS update. You will hear more about DoS social events during AAPA/APA 2012 convention at Orlando, Florida!

Zeb Kai Kok Lim,
DoS Chair, 2010-2012.

PS. If you read this far, congratulations! You must be a committed DoS member. Want to win free DoS membership as well? Then take part in the “AAPA – DoS What’s Your Story?” challenge. Simply write a short 500 – 800 word essay on what makes AAPA or AAPA-DoS worthy of your continued membership and the top 3 writers will get a \$35 check, enough to pay your 2012 DoS membership fees! Send in completed essay to DoS Chair at kaikok@ku.edu by May 1 2012. More details will be on the DoS fan page and listserv.

American Psychological Association
Society for the Study of Ethnic Minority Issues, Division 45:
Asian American Member-at-Large

Please join us in congratulating Shamin Ladhani, Psy.D., who is the newly elected Asian American Member-at-Large for Division 45 of the American Psychological Association. Dr. Ladhani will serve as AAPA’s official liaison to Division 45 for the next three years.

The Fifth Annual Division of Student Awards: Leadership, Research, and Service

The Fifth Annual Division of Student Awards: Leadership, Research, and Service

The [Asian American Psychological Association](#) Division of Students (AAPA DoS) is very pleased to announce the fifth annual Division of Student Awards. These are different from the awards offered through AAPA for travel and dissertations. Similar to last year, four awards (*Leadership, Research, and Service*) will be given this year at the Orlando conference in the form of \$100 along with an Award Certificate.

Eligibility:

AAPA students can either nominate themselves or be nominated by an AAPA member. Candidates must be enrolled full time in good standing at an accredited university. Preference will be given to those who have demonstrated experiences in working with Asian American populations. Lastly, candidates must be current DoS members.

Application:

Cover Letter addressing the relevance of their experience to the award for which they intend to apply.

2-page curriculum vitae.

1 [reference letter](#) e-mailed directly to the DoS Awards Committee.

DEADLINE for all applications is **April 30th, 2012**.

All application materials and supporting documents need to be e-mailed to William Tsai (willtsai@ucla.edu) or Jenny Wu (y.c.jenny.wu@gmail.com)

Leadership Award: This will be awarded to the student who demonstrates excellent experiences in guiding, coaching, influencing, recruiting, retaining and/or enhancing the training of [Asian American students](#) on/off campus, and/or the student who shows excellent experiences in Asian American students' program/organization development and leadership in order to enhance the voice of Asian American students on/off campus

Research Awards: There will be 2 research awards given to an undergraduate and a graduate student who demonstrates outstanding research that will enhance the psychological and social understanding of [Asian American issues](#); who develops a program that improves the psychological service-delivery to [Asian American groups](#); who has developed original concepts/theories relevant to [Asian Americans](#), and/or the student who has developed methodological paradigms that promote effective research and understanding of [Asian American communities](#).

The research award also encourages undergraduate research projects or any type of student initiated research. Graduate thesis or dissertations are excluded for this award. Applicants should also submit their [research proposal](#) or [completed project](#) along with the application materials described above.

Service Award: This award is for the student who demonstrates extensive experiences and commitment in working with an [Asian American community](#), preferably an underserved population, to promote the mental health and psychological understanding of that group.

Please address questions relating to the DoS Awards to DoS Executive Board members William Tsai (willtsai@ucla.edu) or Jenny Wu (y.c.jenny.wu@gmail.com)

AAPA Call For Nomination

Christina Lee

Dear AAPA Friends and Colleagues,

We are pleased to announce the call for nominations for leadership positions within AAPA, the Division of South Asian Americans, the Division of Women, and the Division of Students. We have many exciting positions available, which are detailed below. The call for nominations is due by April 19th, 2012. Please see below for the correct contact person at each Division.

The vibrancy of an organization is often reflected in its voting process, and so I strongly encourage you to you to nominate yourself and colleagues for a unique opportunity to serve as a leader within AAPA. The President/Vice President are allowed to run together as a slate, although this is not required. In the past, nominations have been based on many factors, including expertise, passion for a particular cause, a desire to help, interest in working with an inspiring group of colleagues, or even simple curiosity (e.g., what exactly does a “historian” do?). Whatever your motivation(s) might be, please consider nominating someone (or multiple people!) for these positions. Details about the positions and nominating procedures are provided below.

- AAPA is seeking nominations for President-Elect, Vice President, Secretary/Historian and two Board Members (one of whom should be a Student Representative).
- DoSAA is seeking nominations for Chair-Elect, Secretary/Historian, Communications, Membership/Nominations/Elections, Treasurer, Student Representative
- DoW is seeking nominations for Co-chairs (2)
- DoFA is seeking nominations for Co-Chairs (2), Division Financial Officer (1), and Student Representative (1)
- DoS is seeking nominations for Chair, Assistant Chair, Secretary/Historian, Treasurer, Membership Coordinator, Expansion Coordinator, Publicity Coordinator
- The President-Elect will serve from August 31, 2012 – August 30, 2013, then become President from August 31, 2013 – August 30, 2015.
- The Vice President will serve from August 31, 2013 – August 30, 2015.
- The Secretary/Historian and Board member positions will serve from August 31, 2012 – August 30, 2014.

We seek committed people to serve in these leadership roles and to carry on our services and programs. Office descriptions are provided below:

Duties of the **President**. In performing the duties of office, the President-Elect shall:

1. conduct the business of the Association between meetings of The Executive Committee;
2. be an ex-officio member of all committees and chair of The Executive Committee meetings;
3. represent the Association in business matters with other organizations, agencies, or governmental bodies;
4. act for the Association in any particular business matter, provided that prompt reports are furnished to The Executive Committee, and that the action is not opposed by a majority of The Executive Committee, and that the action is consistent with the Association By-Laws;
5. delegate some of his or her duties to other members at his or her discretion;
6. serve a two year term of office, or until a successor assumes the office.

Duties of the **Vice President**. In performing duties of office, the Vice President shall:

1. serve in the place of the President should the President not be able to carry out his or her duties;
2. assume other duties as agreed upon with the President;
3. oversee the planning of the Association's annual convention;
4. delegate responsibilities to other Association members at his or her discretion;
5. serve a two year term of office, or until a successor assumes the office.

Duties of the **Secretary/Historian**. In performing the duties of the office, the Secretary/Historian shall:

1. collect and maintain archival items of that Association including but not limited to AAPA publications (newsletters, monographs, journals, convention proceedings), convention programs, and other items of historical significance;
2. document summaries of Executive Committee meetings and other Association meetings of historical significance when so directed by The Executive Committee;
3. compose election materials for the newsletter and collect ballots;
4. serve for two year term of office, or until a successor assumes the office.

Duties of the **Directors**. In performing duties of their office, the Directors shall:

1. assume specific duties and responsibilities as directed by the President;
2. assist the Vice-President in planning the annual convention;
3. act as liaisons to other national or international organizations which purposes or actions will benefit the Association and its purposes;
4. assist in soliciting corporate donations and other fund raising activities to carry out the objectives of the Association, including awarding of student scholarships;
5. serve for no more than two (2) consecutive terms of two years each.

Duties of the **Membership Officer**. In performing duties of office, the Membership officer shall:

1. receive payment of member dues and maintain financial records related to dues payment;
2. conduct correspondence concerning membership;
3. maintain and update membership lists, member data base, and/or member directories;
4. be responsible for annual membership renewal;
5. help solicit new members;
6. perform other duties relevant to Association member services;
7. serve a two-year term of office, or until a successor assumes the office.

AAPA nominations should be accompanied by a brief statement (250 words) addressing:

- Past AAPA offices held (if any);
- Past contributions to AAPA and/or Asian American psychology;
- Goal statement of what the nominee hopes to accomplish as an AAPA officer.

Nominees must be AAPA members. Self-nominations are encouraged.

Please send nominations and statements by April 19, 2012 via mail or email (as text in the body of the email message, NOT as an attachment) to:

Christina S. Lee, AAPA Secretary

Christina_Lee@Brown.edu

Call for Nomination: Division on South Asian Americans

The Division on South Asian Americans (DoSAA) is pleased to announce our call for nominations. DoSAA is seeking nominations for several positions and different terms of service. The different terms of service are staggered to ensure continuity among the division. Individuals that serve in one year positions will have the opportunity to run for re-election the following year. The following are positions available for the terms starting August 31st 2012:

Chair-Elect: This position will serve a one year term, but will subsequently serve as co-chair and chair for a total of a 3 year term. This person will primarily serve as preparing for the position of co-chair and chair and will familiarize themselves with the current business of the division. Assist the chair and co-chair as necessary with current business of the division. Act as a liaison with other associations and divisions as appropriate.

Secretary/Historian: This position will serve a two year term, and will be responsible for collecting and maintaining archival items of the Division including but not limited to DoSAA publications (newsletters, monographs, journals, convention proceedings), convention programs, and other items of historical significance. He/She will produce summaries of Executive Committee meetings and other Division meetings of historical significance when so directed by the Executive Committee.

Communications: This position will serve as a two year term. He/she will be responsible for disseminating all information about the division and division activities via the listserv. They will moderate the listserv and maintain website information as appropriate. He/she will also be responsible for participating in related South Asian listservs and forwarding information from such listservs to division members as appropriate to ensure that division members are well informed about the activities of the division and taking the lead on writing press releases and accessing other media as appropriate.

Membership/Nominations/Elections: This person will serve a two year term, and will be responsible for updating the treasurer on membership, maintaining the membership list, database and/or member directories. He/She will also be responsible for annual membership renewal, soliciting new members, and conducting correspondence concerning membership. The Membership/Nomination/Elections Chair is also responsible for the nominations and elections process. This entails following the AAPA timeline for nominations/elections, counting ballots and working with AAPA as needed regarding the elections process.

Treasurer: This person will serve a one year term for the first election cycle, but this will traditionally be a two year term position. The Treasurer will be responsible for performing financial duties relevant to the division. These duties include collecting dues, distributing division funds, maintaining the division's fiscal records, fundraising, and researching and acquiring about grants and other possible alternative sources of income. The treasurer will also collaborate with AAPA on budget planning as necessary.

Student Representative: This person will serve a one year term for the first election cycle, but this will traditionally be a two year term position. The Student Representative will serve as a liaison to the student members within the division. He/She will bring a student perspective to the Executive meeting, and will advocate for students members, and will insure that student members needs are expressed and fulfilled to the best of the Division's abilities.

****All positions allow for opportunities to participate on sub-committees within the division (award, newsletter, conference programming etc.)****

The Division on South Asian Americans seeks:

- To represent AAPA members interested in South Asian American mental health
- To increase visibility of South Asian Americans as a collective entity within AAPA
- To serve as a recruitment tool for future South Asian American members within AAPA
- To establish a representative body within AAPA and to liaison with outside organizations
- To provide resources and support regarding best treatment practices for South Asian Americans (e.g. culturally sensitive assessment tools, client care, clinician referrals)
- To provide professional networking opportunities for members interested in South Asian American mental health concerns (e.g. research collaborations and conference presentations) Nominees must be current (dues paid) Professional

members of AAPA and DoSAA with the exception of the student representative who needs to be a student member of both AAPA and DoSAA.

To encourage the representation of diverse perspectives in the division, DoSAA encourages individuals in all disciplines of healthcare, stages of career, ethnicity, race, disability, gender, sexual orientation and age to apply for positions. The division will work extensively through email and phone conferences because of the limited face to face contact. Regular checking of email and participation in all phone conferences will be required. Individuals may self nominate or be nominated by another AAPA member.

Nominations should be accompanied by a brief statement (250 words) addressing:

1. Past contributions to Asian American psychology and/or AAPA
2. Past offices held in AAPA or other organizations/committees (if any)
3. Goal statement of what the nominee hopes to accomplish as a DoSAA officer.

Members will be allowed to vote by electronic ballot. Nomination materials must be received by April 19, 2012

Send Nominations via Email to:

Nima Patel, Ph.D.

nimapatel@hotmail.com

Nominations/Elections Chair

If you have any questions about participation in the Division on South Asian Americans, please contact the current Chair, Neha Navsaria at navsaria.psychology@gmail.com.

Call for Nomination: Division of Women

The Division of Women is seeking nominations for three positions, Co-Chair, Secretary, and Treasurer/Membership Co-ordinator.

Co-Chair: Each co-chair is to serve a 2 year term. The Co-Chair will...

- Write regular Co-Chair update columns in the DoW newsletter and the AAPA newsletter.
- One of the Co-Chairs serve on the AAPA Council of Representatives.
- Serve as liaisons to other organizations including feminist divisions or those eliciting information on the concerns of Asian American women.
- Responsible for facilitating communication amongst the DoW Officers.
- Support all regional representatives via checking in regarding events, financial assistance, encouragement and acknowledgement of their efforts.
- Lead all DoW-related activities at the Annual AAPA conference.
- Lead effort to select DoW Award recipients with input from DoW officers
- Encourage women to present in the DoW sponsored symposium held at the Annual AAPA conference.

Nominations should be accompanied by a brief statement (250 words) addressing:

- Past AAPA and/or DoW offices of positions held (if any);
- Past contributions to AAPA and/or Asian American women's psychology;
- Goal statement of what the nominee hopes to accomplish as a DoW officer.

Nominees must be AAPA and DoW members. Self-nominations are encouraged.

Please send nominations and statements via e-mail to:

Natacha Foo Kune, Ph.D., DoW Co-Chair nmfokune@ucdavis.edu

Call for Nomination: Division of Filipino Americans

Co-Chair (2)

- Liaison between Division on Filipino Americans and AAPA EC.
- Coordinate monthly on-line meetings with committee members
- Lead the business meeting at the Annual AAPA conference
- Compile and record a list of all regional meetings, events, locations, and number of people in attendance yearly for a annual report and for marketing purposes
- Collect and maintain archival items of the Division
- Take minutes at all the meetings
- Facilitate electronic communication amongst division members

Division Financial Officer

- Maintain records of financial transactions and tax documents
- Ensure that association expenditures are within budget as approved by a majority of the Division Board Members.
- Correspond and work with AAPA Financial Officer
- Maintain and update membership lists, member data base, and/ or member directories
- Lead recruitment efforts for new members

Student Representative

- Liaison between DoFA Executive Committee and DoFA student members.
- Liaison between DoFA and AAPA Division on Students
- Write regular update columns in AAPA newsletter.
- Responsible for facilitating communication amongst DoFA student members
- Monitoring and updating of the DoFA section on the AAPA web page
- Overseeing the DoFA listserve
- Help solicit new members

Nominations should be accompanied by a brief statement (250 words) addressing:

- Past AAPA positions held (if any);
- Past contributions to AAPA and/or Filipino American psychology;
- Goal statement of what the nominee hopes to accomplish as a DoFA officer.

Nominees must be AAPA and DoFA members. Self-nominations are encouraged.

Please send nominations and statements via e-mail to:

Kevin Nadal, Ph.D., DoFA Co-Chair
knadal@gmail.com

Call for Nomination: Division of Students (DoS)

The Division of Students (DoS) seeks nominations for several positions. Any current, due-paying student member of AAPA is eligible for nomination. Each term lasts either two years or until a successor takes office. The term for each position begins August 31st of 2012 and ends August 30th of 2014.

Chair

- Liaison between DoS and AAPA Board of Directors Student Representative
- Coordinate monthly on-line meetings with committee members
- Lead the business meeting at the annual AAPA conference

Assistant Chair

- Assist the Chair with DoS duties as needed
- Handle Chair duties when DoS Chair is absent/unable to host meetings with committee
- Stay informed of other board member tasks and progress
- Facilitate communication between board members and Chair
- Assist in the modification of tasks/responsibilities as needed

Secretary-Historian

- Compile and record a list of all regional meetings, events, locations, and number of people in attendance yearly for annual report and for marketing purposes
- Collect and maintain archival items of the Division
- Take minutes at all the meetings
- Maintain consistent communication with all executive board members

Treasurer

- Maintain records of financial transactions and tax documents
- Ensure association expenditures are within budget as approved by a majority of Division Board Members.
- Correspond and work with AAPA Financial Officer
- Recruit and lead members of sub-committee to undertake Treasury responsibilities
 - o Lead fundraising efforts as agreed upon by executive board
 - o Facilitate DoS Student Awards process

Membership Coordinator

- Maintain and update membership lists, member data base, and/ or member directories
- Correspond and work with AAPA Membership Committee
- Recruit and lead members of sub-committee to undertake membership responsibilities
 - o Coordinate and facilitate DoS Social Hour meetings during AAPA/APA convention or other regional conferences (e.g., TC Winter Roundtable, Div 45, other conferences where several AAPA DoS members might be present)
 - o Provide assistance in increasing awareness of AAPA to undergraduate students, acting as liaison between undergraduate students and the DoS

Expansion Coordinator

- Lead recruitment efforts for new DoS members
- Identify other areas of expansion/growth for the division
- Establish contact with other professional organizations (e.g., APAGS and SERD) with a focus on recruitment and establishing new opportunities
- Recruit and lead members of sub-committee to undertake expansion responsibilities

Publicity Coordinator

- Establish contact with universities, programs, and organizations to disseminate information about AAPA and the DoS
- Facilitate electronic communication amongst committee and student members
- Recruit and lead members of sub-committee to undertake publicity responsibilities
 - o Create student membership information media (e.g., pamphlets, flyers, and announcements)
 - o Maintain and update DoS student website, Facebook page, and listserv with important announcements and regional activities

If you are interested in nominating yourself or another member, please submit a brief statement (350 words or less) addressing:

- Past AAPA offices or any other leadership positions held (if any)
- Past contributions to AAPA and/or Asian American psychology
- Goal statement of what the nominee hopes to accomplish as an AAPA officer
- Brief but specific ideas on how the nominee might contribute to the DoS and its members

Please email all questions, nominations, and statements by April 19, 2012 to:

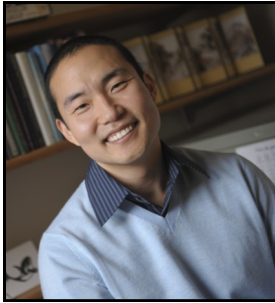
Phil Dang (phildang83@gmail.com)

Simon Chung (simonchung1@gmail.com)

Fanny Ng (psyfng@gmail.com)

AAPA Finance Officer Report: Winter Quarter 2011-2012 (Sept-Feb)

Richard Shin



It is my pleasure to provide the following information about AAPA's financial health.

As of February 3, 2012, we have \$28,550.82 in our checking account and \$45,568.38 in our savings account, for a total of \$74,119.20. I am very happy to report that we remain fiscally healthy!

During the summer quarter, we received \$6,418.45 in income and spent \$11,346.37.

Our main sources of income were from membership dues and donations. Our primary expenses were associated with the maintenance of the Asian American Journal of Psychology. Thank you for the privilege of serving as your Finance Officer!

Membership report

Frances Shen



Hello AAPA Members,

Thank you AAPA members who have renewed their 2012 AAPA membership! Thus far, AAPA has a total membership of 140 members. Please see the table below for a breakdown of the membership categories. If you have not done so already, be sure to take a minute to renew your membership so that you can begin to enjoy the many benefits of being a current AAPA member (listed below). We would like to continue to see AAPA grow in its membership this year, so please help us recruit new members for our AAPA community!!!

Individuals can easily join or renew your AAPA membership through our website at www.aapaonline.org. You are also welcome to send in the paper membership form that is included in this newsletter (instructions and address for submission/payment are listed on the form).

There are many excellent benefits to being a current AAPA member:

- Access to the "Members Only" section of the new AAPA website, which allows members to post their syllabi and review other members' syllabi, search for members or referrals, vote in elections, and modify their personal account information at their convenience;
- Free annual subscription to the Asian American Journal of Psychology (AAJP), which is pub-

lished by the American Psychological Association;

- Access to the Asian American Psychologist, the AAPA Newsletter, which is published electronically on the AAPA website;
- Discount membership prices for the AAPA annual convention registration and banquet tickets;
- Interactions with other AAPA members through the AAPA listserv;
- Opportunities to network with experts in the field of Asian American Psychology!

Also, please check and/or update your contact information (i.e., mailing address, email address, phone numbers, etc.). This can be done online by logging into the “Members Only” section of the AAPA website, or by emailing the updated information to me (fshen625@gmail.com). We need your updated mailing address so that we can continue to keep in touch with you and ensure that you receive your AAJP subscriptions!

If you have any questions or concerns regarding AAPA membership, please do not hesitate to contact me at fshen625@gmail.com. Thank you for your continuing support of AAPA!

Membership Categories	2012
Students	48
Professional	57
New Professional	5
Early Career Professional	10
Lifetime	18
Emeritus	2
TOTAL	140

AAPA Listserv

To signup for the AAPA listserv, send an email to majordomo@sfsu.edu.
In the body of the email type (minus the quotes) “subscribe aapa”

To send a message to the entire listserv email your contribution to aapa@sfsu.edu.

2012 AAPA Membership Application Form (Page 1 or 2)

Please check one: ☐ New Member ☐ Renewing ☐ Renewing, but 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.

Description of Membership Statuses (Page 2 of 2)

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 on 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			\$



**Asian American
Psychological Association**
(602) 230-4257
www.aapaonline.org

2011-2012 Officers

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Vice President

Anna S. Lau, Ph.D.

Finance Officer

Richard Q. Shin, Ph.D., LMHC

Membership Officer

Frances C. Shen, Ph.D.

Communications Officer

Ulash Thakore-Dunlap, LMFT

Secretary/Historian

Christine Lee, Ph.D.

**Past President and
Awards Chairperson**

Gordon C. Nagayama Hall,
Ph.D.

Student Award Chairperson

Kevin Nadal, Ph.D.

Council Representative

Alvin Alvarez, Ph.D.

Board of Directors

Richelle Concepcion
Grace S. Kim, Ph.D.
Kevin Nadal, Ph.D.
Judy Y. Tan, M.A.
(Student Rep.)

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**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:

Jane (jyang01@emory.edu) or
Christine (christinez@cc.msu.edu)

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).